

An Innovative Application of Task-based Language Teaching Based on Flipped Classroom Concept

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Keywords: Flipped classroom, task-based language teaching, Innovative applications

Abstract: In recent years, the rise of the innovative teaching mode in the flipped classroom has attracted the attention of people. This teaching mode is not contradictory to some other teaching methods and it can be perfectly integrated with the task-based language teaching through the author's innovation. Adopting the concept of the flipped classroom, teacher carefully prepares tasks and distributes them to students, the students complete various tasks according to the teacher's guidance before class and give feedback to the teacher. It can release teachers' class time, help students answer questions; improve classroom teaching flexibility and teaching quality. Pre-class learning and classroom interaction will be combined to achieve better educational results. Therefore, to some extent, it solves the problems existing in English education in our country, and provides some reference for our country's English teaching model.

1. Introduction

1.1 The Definition of Flipped Classroom and Task-based Language Teaching

Flipped classroom means adjusting the time inside and outside the classroom and transferring the decision-making power from teacher to students. In this teaching mode, students can focus more on active task-based learning; jointly study the challenges of localization or globalization, and other real-world problems to gain a deeper understanding. The teacher no longer occupies class time to teach information. Teachers can also have more time to communicate with everyone. After class, students autonomously plan their learning content, learning rhythm, style, and methods of presenting knowledge. Teachers use lecture methods and collaborative methods to meet students' needs and promote their personalized learning.

The task-based language teaching organizes teaching by tasks and in the process of task fulfillment; this learning method can make students learn through practice, interaction, communication, and cooperation. It fully develops the learners' own cognitive abilities and mobilizes the resources of their existing target language and reflect a more advanced teaching philosophy, and is an effective foreign language teaching method worthy of promotion.

1.2 The Innovative Application of Task-based Language Teaching

Task-based language teaching has some drawbacks, among which classroom efficiency is low,

and it is difficult to guarantee the completion of large-class classroom teaching tasks. The design and implementation of classroom organization and tasks relies too much on teachers' teaching ability and teaching level, so it is difficult to guarantee large-scale teaching at present. The improvement of quality; individual activities of middle school students in the classroom are difficult to monitor and control effectively and feedback efficiency is poor. Therefore, the idea of flipped classroom is used to innovate task-based language teaching. The contents of innovation are: First, to make students become the masters of learning, improve classroom efficiency, and complete the tasks of large-class classroom teaching. Using the flipped classroom model, teachers' time is released, they have more time with their students, better understand the students, more clearly understand the difficulties of student learning, and help students answer questions, improve classroom teaching flexibility and teaching quality. Third, the individual activities of students in the classroom are effectively supervised and controlled with high feedback efficiency. Because of the "flipping classroom" model, students complete learning through the teaching platform at home, making the classroom a place for interaction among teachers and students, including answering questions and completing homework, so that students can focus their attention and teachers' teaching in order to achieve better educational results.

2. Empirical Research

2.1 The Purpose of Research

In order to better understand the specific application of innovative application of task-based teaching method based on flipped classroom teaching in middle school English teaching, the author contacted the former middle school English teacher who is in charge of the secondary school. According to the differences in learning ability and acceptance ability of class students, due to the heavy workload, the students with poor learning ability have lost their confidence in learning to a certain extent. The teacher's class schedule is not reasonable enough to take care of every student. The students' answers to the questions encountered in the classroom cannot be answered promptly. As time passes, they lose interest in learning English. Therefore, we need to further study the innovative application of task-based pedagogy in order to find ways to help students improve their interest in learning, reduce their learning burden, and increase the efficiency of learning and the absorption of knowledge.

2.2 The Subjects of Research

The author conducted a visit to Liuying Middle School students who carried out innovative task-based teaching methods. A class was selected from each of the school's seventh to ninth grades as the survey object. Students responded to the actual situation. In order to clarify whether the task-based pedagogy based on the idea of flipping classrooms will enable students to learn efficiently, whether classroom teachers' classroom burden is reduced. The important goal is to understand the performance of the students and teachers who performed the experiment and the learning status before they were implemented, including whether the students are able to learn efficiently, the burden of learning is reduced, the time of class interaction is increased, and knowledge is more effectively digested. In the classroom teacher's performance, whether the teacher is more relaxed in teaching, whether the classroom teaching flexibility and teaching quality are improved, the time is reasonably arranged, the quality of classroom teaching is improved, and the students' individual activities in the classroom are effectively supervised and controlled.

2.3 The Hypothesis of Research

The purpose of the research is to demonstrate the effectiveness of the task-based approach in promoting students' English learning and teacher task reduction based on innovative application of the flipping classroom concept. Based on the theory of social relevance, the author applies the theory to practice and believes that the task-based teaching method after innovative application is more effective in improving students' efficiency in learning English and their ability to accept English. It also frees teachers' time and has more time with students. Together, students will learn more clearly about the difficulties in learning and answer questions, as well as help students who haven't paid attention in a timely manner. The research hypothesis can be summarized as follows:

1. The innovative application of task-based teaching method can improve students' learning efficiency and master the knowledge points in English learning.
2. The innovative application of task-based teaching method can effectively reduce teachers' burden and time.

2.4 The Process of Research

The process tends to better describe the benefits of innovative application of task-based pedagogy. Compared with traditional task-based pedagogy, the comparison between the subjects before and after the experiment changes. The decision should maintain or change the original teaching model, and describe the feasibility of the innovative application of task-based teaching methods. Experimental subjects include students and teachers. From each of the 7th to the 9th grade, a class is selected, namely the experimental group. The researcher adopts the method of implementing the teaching method and focuses on the significance of the task-based teaching method after innovation and application.

The control group is also a member of the experimental group. Before the experiment was performed, the examiner used the traditional task-based teaching method to record the feedback on the learning of the member. Finally, the researchers compared the effect of these two teaching methods on English learning based on the learning results.

The author believes that the innovative application of task-based teaching methods mainly include the interaction between students and teachers, online and offline cooperation in the classroom and before the classroom to improve student learning efficiency, reduce the academic burden, and teachers' time is reasonably arranged.

3. Findings, Discussions and Implication

3.1 Findings

First, After the statistics,, the traditional task-based language teaching can be seen that the traditional task-based language teaching is too boring. Students cannot afford to learn in the process of learning in the classroom, and they are in a passive attitude to learning and meanwhile, Before and after comparison, the innovative application of the task-based approach based on the idea of flipping classrooms is conducive to students' increasing interest in English learning. Therefore, English teachers should change the traditional task-based language teaching to increase students' interest in learning English.

The second finding is that from teacher's prompt answer to questions raised by the students in the classroom learning process, the proportion of teachers answering questions in a timely manner to the student's question is 0%, occasional one is 93.33% and it is 6.67% not to answer in time. This shows that the teacher's time schedule in the classroom is not reasonable. Classroom teaching is too pursuing to complete the teaching goal. As a result, there is no time to answer the questions raised by the students. Under the traditional task-based language teaching, the teaching steps on textbooks are completed step by step, resulting in a serious lack of basic knowledge such as students' vocabulary, grammar, and sentence patterns, affecting further learning. However, it can be seen that after the innovative application mode of the task-based language teaching, the ratio of teachers' learning and assistance to each student in the class has been improved by 70%, and when some improvement ratio is 30%, The percentage that does not improve was 0%. This shows that under the innovative task-based language teaching, the students' learning situation gets the attention of the teacher, and the students will give answers to questions raised by the students.

In traditional task-based language teaching, teachers spend little time interacting with students in class, and students' language skills in classroom are not well exercised, not to mention after class. The teacher-student interaction time in classroom is very important. One is to feedback and exchange knowledge of the lessons learned in class, and the second is to use knowledge and master the grasp of knowledge points.

The third finding is that we can see that after the innovative teaching mode, the students' learning efficiency has generally been improved. No student's learning efficiency is not improved. To abandon the way that teacher teaches knowledge by reading book, adopt the teaching video with the characteristics of "shorter and stronger" to study, students can adjust the rhythm and frequency of watching videos according to their own situation. The incomprehensible knowledge points give teachers feedback in time, teachers give explanations in the classroom, and improve classroom efficiency. The formation of "pre-class viewing learning materials, class interaction internalization". Over time, students who spend a lot of time in homework can complete and learn and master the knowledge gained in class.

3.2 Discussions

The traditional task-based language teaching is still in use today. There are too many classes in China and the contents and methods of teaching are obsolete, causing students to lose focus and learning effects. Coupled with the current China's education model, students have heavy academic burdens, serious partial divisions, and unbalanced performance in various subjects. The arrangement of time is also not reasonable enough. Therefore, learning English is not ideal.

Most teachers now try to find suitable teaching methods to teach, but blindly follow foreign English teaching methods. In the history of English teaching in China, it has been more passive and embarrassing to blindly follow foreign English teaching models on more than one occasion. The author believes that the key lies in insisting that practice is more important than theory, and that national conditions are above all basic principles. According to different teaching objects, teaching contents, teaching purposes and requirements, choose the appropriate teaching methods, and actively explore new teaching methods. Explore teaching methods that are suitable for the learning situation of Chinese students.

Students should be the main body in the implementation of teaching methods. Make students become the masters of learning, and more actively pursue the desire for new knowledge, rather than passive learning, to learn in order to cope with the exam. In our country, most students learn to study a good school or get a good grade, rather than how to apply knowledge to life, internalize it into their own, and forget about it after exam or study is probably the most common. It's up.

Teachers' lectures cannot afford to focus on students' interest in learning and attention. The quality of the lessons over time does not receive effective feedback.

3.3 Implication

In recent years, the emergence and use of this kind of teaching model has changed a great deal for foreign teaching models and teaching results. Based on the current teaching model in China, the teaching mode of overturning classrooms is not entirely applicable to the current teaching mode, but there are many advantages that overlap with other teaching methods. Task-based language teaching is still one of the traditional teaching models in the teaching mode of our country. With the development of the times, the progress of science and technology, and the lack of innovation and reform. The flipped classroom has changed the order of teaching structures with the help of information technology, and has achieved personalized teaching, which has helped the students who are not successful. Traditional classrooms cannot be taught in accordance with their aptitude. In flipping classrooms, students can set their own paces and watch repeatedly. They can communicate with teachers and students on the learning platform to solve problems. Through the understanding and exploration of flipping classroom concepts, we can analyze the education model in China. , Extraction of available teaching ideas, combined with task-based teaching methods, to draw a feasible teaching model, to help our country's teaching model. Teaching media and information resources have become cognitive tools that promote student self-learning and collaborative learning, and are conducive to their initiative and improve learning effectiveness and efficiency, enable students to obtain high-efficiency learning, reduce teacher's classroom burden, teachers' time is rationally arranged, classroom student interaction time increases, knowledge points are more effectively digested, and teaching goals are achieved . Students focus on interacting with teachers or classmates in the classroom, get effective supervision, blindly listen to the teacher explain the boring teaching mode disappeared, mobilize students' interest and vitality, actively participate in the classroom, the classroom fun is improved, for future teaching in our country The pattern of reform and innovation laid a certain foundation.

4. Conclusion

According to the results, we can draw the conclusion that the innovative application of the task-based language teaching based on the idea of flipping classroom can improve students' learning efficiency and academic achievement. Through the use of innovative task-based language teaching, students actively participate in classroom interactions and have increased their interest in learning English. The teacher's time is released and the class time can be arranged more reasonably.

The innovative application of task-based language teaching is based on adopting the concept of flipping the classroom for Chinese education model to combine and innovate. Compared with the traditional task-based language teaching, the innovative task-based language teaching is more suitable for the current education model. Students learn and control their own learning according to their own situation through the teaching video learning before class. The incomprehensible knowledge is given to teachers in a timely manner. Teachers collect feedback from students' learning and integrate them to explain and answer questions in class to improve classroom efficiency.

The innovative application of task-based language teaching can reduce the burden on teachers. Some teachers are not ideal for the task-based teaching model. Step by step to complete the teaching steps on the textbook, resulting in a serious lack of student basic knowledge, affecting further learning. After the teacher's time is released, she has more time with the students, better understands the students, knows the difficulties of the students' learning more clearly, and helps the

students to answer questions and improve classroom teaching flexibility and teaching quality.

The innovative application of task-based language teaching makes effective monitoring and control of individual activities in the middle school students, and has high feedback efficiency so as to achieve better educational results..

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