



Applying the Task Assignment Method to Teaching Chinese Reading Comprehension Skills at the Basic Stage at Hung Vuong University

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Abstract: In the trend of global integration, Chinese is increasingly proving its important role as an international language, foreign language and culture subject in university programs. Chinese provides students with a new communication tool to absorb advanced scientific and technical knowledge, learn about rich cultural diversity, and easily integrate with the international community. The teaching staff of the Department of Chinese Language and Culture has been using a number of active teaching methods for Chinese Reading comprehension based on two pedagogical perspectives: "learner-centered" and "process-centric". Among them, task-based teaching method (任务型教学法) is one of the important teaching methods. This is a task-based language teaching method in which instructors guide language learners in completing tasks in class.

Keywords: Task-Based Teaching Method, Basic Reading Comprehension, Chinese Language Major.

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1. INTRODUCTION

Patel (2008) said: "To have a complete language skill requires learners to go through four steps of listening, speaking, reading and writing. If one of these four skills is ignored, it is impossible to provide learners with accurate language". Among the four skills above, Reading and Listening are classified as comprehension skills; Speaking and Writing are classified as transferable skills. These skills are interrelated. In particular, Reading is an effective and essential skill for students to be able to master and consolidate their language knowledge, expand their vocabulary as well as understand more about the style and usage of the language they are learning. Since the 20th century, there have been Western researchers like Krashen who have proposed a model of foreign language teaching from "form" to "meaning", from "conscious" to "unconscious", from "parts" to "whole", so that foreign language learners are aware that language is not a hard science, but must be "learned on the spot and used on the spot",

from Only then can learners perform real-life communications, or achieve other goals. In which, the theory of "Task-based Language Teaching" discusses the teaching method that takes the learner as the center, the learner is the main, the teacher is secondary, the learner is the subject completing the task. These theories and methods have received consensus from researchers as well as educational systems around the world, especially when applied in teaching and learning foreign languages. But, in reality, teaching and learning foreign languages, especially teaching and learning Chinese in Vietnam, still faces many shortcomings. There are some points that have not kept up with the trend, and sometimes they are still heavily formalized. In which the teaching of Reading Comprehension skills - one of the four important skills in foreign language teaching is still not really effective at times.

Hung Vuong University is located in Viet Tri city, Phu Tho province. Most students majoring in Chinese Language begin to come into contact with

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Chinese after entering university. Children's understanding of Chinese Reading comprehension skills is still limited, often passive, and especially the application of reading comprehension skills learning methods is still very slow. In reality, teaching Chinese reading comprehension skills at school still faces certain difficulties, including objective and subjective reasons, including teaching method causes. Faced with that situation, currently, the teaching staff of the Department of Chinese Language and Culture has been changing, using a number of active teaching methods for Chinese Reading comprehension based on two educational perspectives. Dharma learning is "learner-centered" and "process-centered". Among them, task-based teaching method (任务型教学法) is one of the important teaching methods. This is a task-based language teaching method in which instructors guide language learners in completing tasks in class. This teaching method appeared in the 1980s, emphasizing "learning through task execution (在做中学)", which is the development of communicative teaching methods, and has attracted the attention of many people. of widespread interest in language research and teaching circles.

2. CONTENT

2.1. Basis for Argument

2.1.1. Concept of "Task-Based Language Teaching" Method

According to the Vietnamese dictionary definition: "A task is a job assigned by an agency, unit or organization that must be completed for a specific purpose and completed within a certain time". Regarding the definition of "task-based language teaching", each scholar has a different definition, but it can be understood that "task-based language teaching" means that the teacher requires learners to complete a task. Through the process of carrying out activities including before the activity, during the activity and after the activity, it brings opportunities to learn and perfect one's language. Task-based language teaching involves using language with clear expressive purposes.

2.1.2. Teaching Principles Using the "Task-Based Language Teaching" Method

– Principles of Authenticity:

Tasks designed in teaching methods are often associated with students' interests and experiences in life and learning. The content of the task closely matches the problems that occur in everyday life, so students can easily accept and complete the task within the allowed time.

– Practical Principles:

The "task-based language teaching" method focuses on both the results and the process of performing the task. Especially emphasizing the

process of performing the task, how students will use their knowledge and use the Chinese language in the task. The principles of this method also focus on the results of the task implementation process. Learning goes hand in hand with practice, learning is a process, applying it into practice is the goal, meeting the basic theory of this method in "learning and practicing", that is, "learning to use, to learn"

– Principle of Student-Centered Teaching:

Students are the center of the lesson, the most important factor in each task. The teacher only plays the role of orientator and guide for students to complete the task.

– Principles of Interaction:

We can understand interaction here as interaction between students and teachers, between students and students, and between students and external factors. Interaction between students and teachers with the purpose of conveying tasks to students and vice versa, students understand the requirements of the teacher's tasks better. During the process of performing tasks, students express obstacles and difficulties and need to interact with teachers to find solutions, interact to stimulate ideas for students, and interact to praise opinions and ideas. Students' ideas as well as enthusiasm for participating in tasks, interacting to promptly correct and correct students' errors... Interaction between students with students for the purpose of exchanging knowledge, ideas and discussions. Discussing unilateral, bilateral or even multilateral viewpoints when performing tasks, especially while performing foreign language learning tasks, interaction is also a process of cultivating skills... Interaction between students members with external factors (if necessary) for the purpose of supporting search to complete assigned tasks.

2.2. The Effectiveness of Applying the "Task-Based Language Teaching" Method in Teaching Chinese Reading Comprehension Skills at the Basic Stage at Hung Vuong University

2.2.1. There is Interactive Knowledge Support from Classmates and Teachers

The biggest feature of the "task-based language teaching" method is the arrangement of tasks around the learner. Take the learner as the subject of the whole learning process. Therefore, there are a variety of designed tasks, there are individual tasks performed by each student independently, but there are also many tasks designed in the form of small groups and large groups. During the task implementation process, students are required to interact, assist in finding information, and work together to build and complete the task. Each task is assigned to students, teachers always closely support students when

needed, teachers are guides, providing necessary information related to the task.

2.2.2. There are many Opportunities to Communicate in Chinese

A major limitation of students majoring in Chinese Language is that the learning environment lacks interaction in Chinese, and the rate of using Vietnamese to acquire knowledge in Chinese courses is quite high. When participating in learning with the "task-based language teaching" method in the Reading module, students are exposed to and learn almost 100% in Chinese. Using Chinese to learn Chinese, using Chinese to complete tasks, using Chinese to express ideas, using Chinese to report task results, these are also one of the factors that make learners I feel like my Reading skills have improved a lot when using this learning method.

2.2.3. There Is a Communication Environment through Tasks Arranged by Teachers

Three communication environment factors can be combined into tasks, which are human factors, document factors and spatial factors. Firstly, about the human factor known as teachers and learners. The teacher is the one who plays the role of creating a learning environment, bringing learners into the learning environment through tasks, so the teacher is the one who builds tasks, leads and gives detailed instructions to learners. Secondly, about the factor of the curriculum and materials used by teachers in the Reading 2 module. This is also one of the quite important factors in the students' Chinese learning environment. The Department of Chinese Language and Culture, Faculty of Foreign Languages is currently using the main textbook "汉语阅读教材-第二册" in the Reading module 2. Most learners think that the textbook content is suitable for their level. Level of the learner. Third, the factor of learning space. Depending on each task, apply appropriate learning space. There are tasks that need to be performed right in the classroom, but there are also tasks that can only be effective when performed outside the classroom in an open space (school campus, park, coffee shop, etc...).

2.2.4. Have the Opportunity to Develop Your Own Thinking and Ideas

When choosing the "task-based language teaching" method, it is necessary to consider the issue of how students can fully develop their thinking ability and rich ideas in the process of performing tasks. Therefore, there are lessons designed according to "open tasks", students will freely discuss and give their personal opinions; There are also tasks that stimulate imagination and increase students' thinking.

2.2.5. Vivid, Practical Tasks That Closely Follow the Learning Content

Tasks in the "task-based language teaching" method need to be rich and combined with a number of methods integrated into those tasks such as playing games, role-playing, and conducting case studies typical, team collaboration, problem discovery and resolution.

2.2.6. Comfortable, Stress-Free Learning Spirit

One of the important factors that bring about effective learning in the Reading module is the learner's spirit. The tasks are always arranged with emphasis on creating a comfortable learning environment, learners can both complete the tasks and have an opportunity to exchange ideas, even some tasks are meaningful. The quality of learning is through play, so learners can easily receive knowledge and complete tasks with a comfortable spirit. That's why in every lesson, students always feel excited about the lesson, giving students the spirit of "going to school is a joy every day", so most students are very excited about their teachers.

3. REMAINING ISSUES

3.1. Teacher Aspect

3.1.1. Teachers Choose Lesson Content

One of the characteristics of the "task-based language teaching" method is its practicality. The content in the learning curriculum is very rich and diverse, the amount of knowledge is comprehensive, however not all lessons can apply the "task-based language teaching" method. There are some lessons that students have not yet fully developed their learning ability because the lesson content does not stimulate students' creativity and interest.

3.1.2. Teachers Arrange Tasks That are Not Appropriate for Each Student

Teachers base on the lesson content to arrange appropriate tasks for students to perform, some tasks to perform individually, and some tasks to work in groups. However, because of the overall nature of the lesson content, as well as the different levels of each student. So in the process of assigning the task, it may be suitable for student A but not suitable for the circumstances and level of student B, leading to difficulties in performing the task.

3.2. Learner Aspect

3.2.1. The Number of Students is too large

One of the leading shortcomings in teaching in general and using the "task-based teaching" method in particular is the overload of students participating in class. It brings certain difficulties such as: it is difficult for teachers to cover all students in the class; difficulty giving advice or guidance to individual students; the problem of organizing task implementation becomes more complicated.

3.2.2. Individual Students are Not Enthusiastic about Participating in Tasks

During the implementation process, there still exist limitations in the spirit of student participation in learning. Some students are still not aware of the task, participate with a reactive learning attitude, or do not fully utilize their personal abilities to contribute to the success of the group, thereby affecting directly to that individual and the entire group/class.

3.2.3. Unevenness among Students When Participating in Group Tasks

The design method of performing tasks in groups is the preferred choice of teachers when using the "task-based language teaching" method. However, because of the inequality in some factors of the person performing the task such as gender, number, or imbalance in the level of each student in each group, it directly affects the progress of the discussion and learning quality.

3.3. External Impacts

3.3.1. Inappropriate Learning Space

Learning space can be understood as a classroom, laboratory or living space, where students study and carry out tasks. There are tasks that require a spacious and comfortable space for students to freely discuss, and even need space to stage communication scenes, or avoid noise from individuals or groups. Therefore, the majority of students participating in the method experiment believe that the learning space is extremely important.

However, there is an issue that directly affects the process of completing the task: the area of the classrooms compared to the number of students participating in learning. Students complain about the rather cramped classroom area.

3.3.2. Textbook Materials Are Limited

The teaching tasks in the Reading module 2 are designed based on the content of the textbook "汉语阅读教材-第二册", this textbook becomes the main reference set for students during the search process. However, to complete the task with high quality, students need to consult many other supporting documents. Scarce reference materials will more or less cause many obstacles for students during the discussion and debate process.

3.3.3. Insufficient Time to Perform the Task

The learning time is limited but the content and learning tasks are many, students do not have enough time to complete the tasks or the tasks are not

completed to an ideal level, or the number of individuals/groups is limited.

4. CONCLUSION

From the basic arguments of the method, it is possible to introduce the "task-based language teaching" method into teaching in the Reading 2 module at the Department of Chinese Language and Culture, Faculty of Foreign Languages. The effectiveness that the method brings is very positive such as stimulating the spirit of learning, inspiring creativity, promoting group discussion abilities, creating a learning environment that uses Chinese with high frequency... In the future hybrid, can be widely applied to teach language practice modules, especially Reading skills at Chinese Language and Culture, Faculty of Foreign Languages, Hung Vuong University.

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