

A Comparison, Reflection, and Integration of the Grammar-Translation Method and the Task-Based Language Teaching Method: Taking Unit 8, Section B *The Ugly Duckling* from the New PEP Edition of Grade 7 as an Example

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Abstract

The Grammar-Translation Method and the Task-Based Language Teaching Method are two highly representative teaching approaches in the history of foreign language education. They are rooted in distinct pedagogical philosophies, learning objectives, and historical contexts, and their instructional pathways and implementation models differ significantly. The Grammar-Translation Teaching Method emphasizes viewing language acquisition as a mental activity involving the memorization and application of linguistic rules, placing strong emphasis on the systematicity and accuracy of language knowledge. However, it often overlooks the cultivation of students' communicative competence and learning interest. In contrast, the Task-Based Language Teaching Method stresses the importance of fostering students' ability to use the target language to accomplish real-world tasks and to communicate with others through meaning negotiation, highlighting the practicality and interactivity of language use. Nevertheless, it faces challenges such as cultural adaptation difficulties and limitations in teachers' instructional capabilities. This paper conducts an in-depth reflection by comparing the theoretical foundations, instructional characteristics, strengths, and limitations of these two teaching approaches, drawing on the actual realities of foreign language teaching in primary and secondary schools as well as higher education institutions, to explore feasible pathways for integrating both methods complementarily and to uncover new possibilities for foreign language teaching.

Keywords

Grammar-Translation Method; Task-Based Language Teaching Method; Foreign Language Teaching Methodology; Comparison and Integration; Junior High School English; Reading Instruction

1. Introduction

Foreign language teaching methodology, as an applied science that investigates both the theory and practice of foreign language instruction as well as the underlying principles of language teaching, has always attracted considerable attention. Throughout the history of foreign language teaching methodologies, numerous pedagogical schools have emerged and evolved over time. Among these, the Grammar-Translation Method (GTM) and the Task-Based Language Teaching Method (TBLT) are the most widely used—and also the subjects of the most intense debate. As the dominant method in traditional foreign language teaching, the Grammar-Translation Method (GTM) has long held a central place in the classroom. Through its systematic knowledge delivery and rigorous logical structure, it has served as an important means of helping students build a solid linguistic foundation. However, it has also been criticized for “emphasizing knowledge over practical application” and “prioritizing spoon-feeding over hands-on practice.”

In contrast, the Task-Based Language Teaching Method (TBLT), which emerged in the 1980s, aligns with the broader trend of communicative language teaching. It breaks away from the closed, traditional classroom structure and emphasizes the importance of fostering students’ ability to use the target language to accomplish real-world tasks and to communicate with others through meaning negotiation. As a result, TBLT has become the mainstream teaching model in the context of the new curriculum reform. Nevertheless, its implementation has revealed several challenges, including cultural adaptability issues, insufficient teacher competence, and significant fluctuations in classroom teaching efficiency. While these two teaching methodologies appear to follow vastly different paths with their own strengths and weaknesses, their ultimate goal is the same: to help students master linguistic knowledge, enhance their language proficiency, and achieve effective language application. In view of this, this paper systematically compares the core differences between the two teaching methodologies and engages in an in-depth reflection based on the actual conditions of foreign language teaching in primary and secondary schools as well as higher education institutions, aiming to explore feasible pathways for the complementary integration of these approaches and to uncover additional possibilities for foreign language teaching.

2. Basic Overview of the Two Teaching Methods

2.1. Grammar-Translation Method

The Grammar-Translation Method, also known as the “Traditional Teaching Method,” is an instructional approach that involves teaching a foreign language through the translation of written texts in the learner’s native language, with grammar and translation serving as the primary teaching activities. This method originated in 15th-century Europe, where it was initially used to teach Greek and Latin, and has since been widely adopted in language teaching practices around the world.

Grounded in structuralist linguistics, this teaching method posits that language is a comprehensive system of symbolic rules and the core of foreign language learning lies in mastering the language's grammatical rules, vocabulary system, and textual logic, while translation serves as both the central tool and the ultimate goal of language acquisition.

2.2. Task-Based Language Teaching Method

Task-Based Language Teaching Method(TBLT) is an extension and development of the communicative language teaching theory. It is an instructional approach that centers on authentic, meaningful tasks as its core teaching activities, facilitating language acquisition by having students use the target language while completing these tasks. This method firstly emerged in the United Kingdom and the United States during the 1980s and was introduced into China's foreign language teaching practices in the 1990s. TBLT is grounded in the theories of social constructivism and the interaction hypothesis. It posits that the essence of language learning lies in engaging in meaning negotiation and interaction within authentic communicative tasks, and that the core of foreign language learning is to develop students' comprehensive language proficiency—enabling them to use the target language to solve real-world problems and accomplish authentic tasks.

3. An Intrinsic Comparison of the Two Teaching Methods

3.1. Comparison of Theoretical Basis

The theoretical foundation of the Grammar-Translation Method (GTM) stems from structuralist linguistics and behaviorist learning theories. The former views language as an independent, closed symbolic system constructed by vocabulary, grammar, and discourse structure, focusing on the analysis of language's fixed external forms. The latter regards language acquisition as a process of habit formation, positing that continuous imitation, mechanical practice, and reward or penalty feedback can enable learners to develop conditioned language-use skills.

The Task-Based Language Teaching Method (TBLT) is grounded in the theory of social constructivism and the Interaction Hypothesis. Social constructivism posits that learners should independently construct their knowledge systems through authentic social interactions. Language acquisition is not a one-way, passive reception of knowledge, but rather a process of gradual formation as learners undertake tasks with real-world relevance. The Interaction Hypothesis, on the other hand, suggests that meaning negotiation during communicative interactions is central to language mastery. When comprehension barriers arise during communication, both parties can help learners notice and internalize various linguistic forms by employing strategies such as adjusting their expressions, paraphrasing, or providing clarifications.

3.2. Comparison of Classroom Implementation and Effectiveness

From the perspective of classroom implementation, the Grammar-Translation Method (GTM) represents a typical teacher-centered instructional approach characterized by a rigid and structured teaching sequence. In this method, the teacher primarily explains grammatical rules, and supplemented by example sentences, before assigning students to memorize vocabulary, translate sentences, or analyze texts. The entire instructional process is conducted primarily in the learners' native language, with limited interaction between teachers and students. Students typically listen to lectures independently, taking notes on key concepts, engaging in mechanical exercises, resulting in a highly structured and disciplined classroom environment. However, this teaching approach lacks engagement, and students often show little motivation to participate actively, which can lead to a learning dilemma in which students may only be proficient in reading and writing but struggle with oral communication. Although learners may have a solid grasp of linguistic theory, they often find it challenging to apply the foreign language flexibly in real-life communicative situations.

The Task-Based Language Teaching Method (TBLT) is grounded in a student-centered philosophy, featuring a flexible and adaptable instructional framework divided into three distinct phases: Task Preparation, Task Implementation, and Task Reflection. Teachers design real-life communicative tasks—such as planning travel itineraries or resolving interpersonal conflicts—while students engage in group-based activities—including discussions, role-playing, and information exchange—all conducted primarily in the target language. Teachers circulate around the classroom, providing timely linguistic support, which creates a relaxed and highly interactive learning environment. However, this teaching method places significant demands on teachers' classroom management skills and their expertise in designing effective tasks. Any shortcomings in the instructional design can easily lead to a range of issues, such as poor classroom discipline, fragmented language knowledge that lacks coherence, or difficulties for students with weaker foundational skills in keeping up with the lesson pace.

4. Reflection on the Two Teaching Methods

4.1. Grammar-Translation Method

The Grammar-Translation Method should be approached from a dialectical perspective. It should not be entirely discarded simply due to its rigid formality or lack of communicative relevance, nor its strengths in reading and writing training should be overemphasized at the expense of seeking reform and advancement. It is essential to view this traditional teaching approach objectively—acknowledging both its limitations and recognizing its unique value in systematizing grammar and strengthening foundational translation skills. Based on this framework, the following section will provide a detailed discussion covering three aspects. Its

limitations, merits, and recommendations for integrating it into modern teaching practices.

4.1.1. The Main Limitations of the Grammar-Translation Method

First, this teaching method relies heavily on native-language interpretation and literal word-for-word translation. As a result, students develop a cognitive pattern of reexpressing information through translation using their native language, which hinders the development of a genuine sense of the target language. Second, classroom activities predominantly focus on vocabulary memorization, grammar recitation, and mechanical translation, with insufficient emphasis on listening-and speaking-related exercises, making it difficult to effectively cultivate students' communicative competence. Third, the classroom lacks authentic communicative contexts, and the learning format is monotonous and unengaging. As a result, students are unable to master appropriate linguistic expressions in various situational contexts and frequently encounter pragmatic errors. Last, the classroom is centered around the teacher and the textbook, leaving students merely passive recipients of knowledge, with few opportunities for collaborative group work, independent inquiry, or creative language use—leading to a gradual decline in students' learning motivation.

4.1.2. The Advantages of the Grammar-Translation Method

First, this teaching methodology facilitates the construction of a coherent and comprehensive grammatical knowledge framework, enabling students to systematically deconstruct complex sentence structures—such as the conditional mood or non-finite verbs, and thereby build a solid, standardized foundation in morphology and syntax. Second, it effectively hones students' precision in reading and writing. By engaging in close reading of texts and analyzing them sentence by sentence, students develop a keen awareness of textual details, making this approach particularly well-suited for academic or legal texts where high accuracy is paramount. Third, long-term bilingual translation practice strengthens students' language conversion skills, giving them a distinct advantage in translation studies or scenarios requiring meticulous comparison between two languages. Last, the judicious use of the native language for explanatory purposes can alleviate the cognitive load on beginners, and enhance classroom teaching efficiency, and help clarify abstract or challenging grammatical concepts more swiftly.

4.1.3. Specific Recommendations for Integration and Improvement

First, the proportion of time allocated to the Grammar-Translation Method in teaching should be carefully managed. For example, teacher should limit the time spent on in-depth grammar instruction and comparative translation to only 10-15 minutes per lesson to prevent this method from dominating the classroom. Second, traditional translation exercises should be optimized by replacing mechanical literal

translation with techniques such as post-translation analysis, discussions on multiple translations, and short-duration intercultural interpretation activities, thereby fostering students' active thinking. This method should be complemented by oral practice—such as having students retell the text or engage in follow-up Q&A sessions after the knowledge points have been explained—to facilitate the transition from written grammar to oral expression. Third, this teaching method can be integrated with task-based teaching. For instance, teacher can use the translation method to clarify key grammatical points first, then assign authentic communicative tasks to consolidate language application, employing real-world language materials—such as films, news reports, or other authentic texts—to replace isolated sentence examples, thereby strengthening students' contextual and pragmatic awareness, while flexibly adapting the approach according to students' learning needs. This method can be appropriately retained in basic, exam-oriented classrooms, whereas in advanced communicative classrooms, native-language and mechanical translation exercises should be reduced, with greater emphasis placed on immersive task-based activities.

4.2. Task-Based Language Teaching Method

When considering Task-Based Language Teaching Method, it is essential to adopt a dialectical approach: one should not simply regard them as the ideal teaching model merely because they emphasize authentic and meaning-based communication, nor should they be entirely discarded simply because they pose high implementation barriers or tend to overlook linguistic form. While this teaching method offers significant advantages in stimulating learners' interest and enhancing language fluency, it has notable limitations when it comes to ensuring linguistic accuracy and improving classroom teaching efficiency. The following section will provide a comprehensive analysis of these aspects—namely, its limitations, merits, and strategies for integrating and refining it.

4.2.1. The Main Limitations of the Task-Based Language Teaching Method

First, this method focuses heavily on meaningful information exchange and task execution, which can inadvertently downplay linguistic rules, resulting in students' expressions being fluent yet riddled with grammatical and lexical errors. Second, designing and implementing these tasks places a significant strain on teachers' professional expertise. Key aspects—such as designing differentiated task difficulty levels, coordinating time allocation, and providing targeted post-lesson corrective feedback—all involve considerable instructional challenges. Third, the entire task sequence is time-intensive. The preparatory, practical implementation, and post-task review phases often consume the majority of class time, making this approach unsuitable for instructional phases requiring rapid consolidation of vocabulary and grammatical foundations. Last, this model is not well-suited for students with weak language foundations or introverted personalities: students

with limited language proficiency are more likely to feel discouraged and frequently resort to using their native language for communication; students who struggle with expressing themselves may be marginalized during group activities, leading to limited gains from classroom participation.

4.2.2. The Advantages of the Task-Based Language Teaching Method

First, this method uses authentic communicative tasks as its central framework, enabling students to experience the communicative function of language through classroom activities with real-world relevance, thereby effectively awakening their intrinsic motivation to learn. Second, when students encounter communication barriers, they actively engage in interpreting, paraphrasing, and seeking clarification—interactions that constitute the core pathway for language acquisition and help foster a natural sense of language. Third, this teaching model significantly enhances students' oral fluency and communicative adaptability. Students are not constrained by the pursuit of grammatical correctness and feel empowered to express themselves, and through consistent practice, they develop a natural habit of language output. Additionally, this classroom approach is student-centered, with teachers focusing solely on task design and guidance, resulting in richer and more profound classroom interactions that fully highlight the central role of the students.

4.2.3. Specific Recommendations for Integration and Improvement

First, teacher should provide linguistic scaffolding—such as sentence patterns and vocabulary—before the lesson begins; upon completion of the task, systematically review and correct any grammatical issues, integrating standardized expression training into the entire task sequence to balance linguistic fluency and accuracy. Second, teacher can design tasks with varying difficulty levels by assigning appropriate roles (e.g., recording, speaking, or interviewing) to students with different proficiency levels, ensuring that all students can participate and benefit from the activity. Third, teacher should allocate class time appropriately: the time dedicated to task-based instruction should not exceed half of the total class period. The remaining time should be used to reinforce foundational knowledge through methods such as the Grammar-Translation Method or PPP, thereby enhancing overall teaching effectiveness.

Moreover, teacher can address exam preparation needs by regularly administering assessments of vocabulary and grammar, as well as reading and writing exercises, identifying typical linguistic errors encountered in communicative tasks and design targeted practice problems, leveraging task-based learning to strengthen students' exam performance. Last, teacher should ensure that they can systematically develop their skills in designing tasks, and become proficient in the entire process of task preparation, implementation, post-task review, and evaluation, and flexibly adjust their level of classroom intervention based on the specific learning needs of their students, gradually empowering them to engage in independent inquiry.

5. Teaching Case Sharing—Taking the Teaching of *What Can Stories Teach Us? (The Ugly Duckling)* from Unit 8, Section B of the New People's Education Press as an Example

To visually demonstrate the complementary and integrative value of the two teaching approaches, this study employs the core text “The Ugly Duckling” from the reading section What Can Stories Teach Us? (Unit 8, Section B) as the subject of a teaching practice. This lesson is designed as a reading class, using this classic fairy tale as a textual resource. Its core instructional objectives include the comprehensive application of the simple past tense in textual narration, the analysis of irregular verbs used in narrative texts, and the interpretation of the story's moral. Relying solely on the Grammar-Translation Method can easily turn the classroom into a space dominated by literal sentence-by-sentence translation and drill-based exercises. In such an environment, students are limited to dissecting sentence structures but struggle to grasp the underlying meaning of the text or to express their own views fluently. While relying exclusively on Task-Based Language Teaching Method can motivate students to engage with the text and share their insights. It is also prone to fostering numerous grammatical errors and a lack of standardized language expression. Therefore, this lesson integrates both teaching methods—balancing the consolidation of grammatical foundations with in-depth textual analysis and flexible English expression—thereby fostering students' overall foreign language proficiency in a comprehensive manner.

5.1. Teaching Background, Teaching Key Point, and Teaching Difficult Point

This lesson is designed for seventh-grade students who possess a certain foundation in English and have already mastered the basic rules of the simple past tense. However, they often encounter errors such as mixing tenses or misusing irregular verb forms when dealing with complete texts. In the reading instruction using The Ugly Duckling, students face two primary challenges. First, they struggle with complex, long sentences and tend to translate them word-for-word, which makes it difficult to follow the storyline clearly. Second, although they can understand the general meaning of the story, they are unable to recount the events or summarize the moral using accurate simple past tense, indicating a noticeable lack of pragmatic output skills.

The focus of this lesson is to outline the plot of The Ugly Duckling, mastering the use of high-frequency irregular past tense verbs in the text, and apply the simple past tense to retell the passage's content. The challenge lies in understanding the humanistic implications of What can stories teach us? by connecting it to the narrative's progression, thereby integrating language acquisition with cognitive development.

5.2. Pre-Teaching Preparation: Rely on the Grammar-Translation Method to Consolidate the Foundational Knowledge.

In the Pre-Teaching session, we will leverage the advantage of the Grammar-Translation Method in systematically sorting out knowledge points to carry out targeted basic preparation centered on the text *The Ugly Duckling*. Teachers extract core vocabulary and narrative phrases from the text, and use Chinese-English comparative translation to clear reading barriers for students. For the high-frequency irregular verb inflections in the text, such as become—became, feel—felt, see—saw, find—found, exercises matching the form of verbs base with their past tense forms, sentence pattern replacement and other types of exercises are designed to consolidate students' tense transformation ability. Meanwhile, typical long and difficult sentences from the text are selected to split their sentence structures and provide comparative translations, for example, "Five of the ducklings were small and yellow, but the last duckling was big and gray." and "The other ducklings still laughed at him and told him to go away." Teachers will guide students to summarize the usage characteristics of the simple past tense in fairy tale narratives, grasping the grammatical rule that the whole text is written uniformly in the past tense, and establish the awareness of standardized expression. This session lays a solid language foundation for subsequent communicative tasks such as sorting out the text context, retelling the story orally, and exploring the main idea of the article.

5.3. While-Teaching Implementation: Rely on the Task-Based Language Teaching Method to Realize Knowledge Transformation.

In the main stage of the class, the Task-Based Language Teaching Method is as the core to design three progressive tasks, which are naturally connected with the activities from 1b to 1d in the textbook.

Task 1: Story Mountain Map Sorting and Retelling

The teacher first presents the "Story Mountain" template, which includes four sections: "Beginning—Conflict—Climax—Resolution", guiding students to quickly review the content they pre-viewed before class, and fill in the main plot of the story into the corresponding positions of the Story Mountain in the form of group cooperation. Group members take turns retelling the plot of one section in the mountain map with the simple past tense, each saying 1 to 2 sentences, and the next member continues to retell the next section. During the process, peers correct each other's mistakes in using the past tense of verbs. The teacher patrols to record common problems without interrupting students' retelling activities. This task is naturally connected with the "Read the story & Discuss the question with a partner" activity in 1b of the textbook, so that students can complete the internalization and initial output of the story content in the process of retelling.

Task 2: Moral Discussion Meeting

When students have a relatively clear understanding of the story plot, the teacher smoothly introduces two discussion questions from 1c and 1b of the textbook: “Is the ugly duckling a real duck? Why or why not?” and “What do you think the story teaches us?” and organizes a “Moral Discussion Meeting”. Students are divided into groups of four to conduct English exchanges around the moral of the story. Each group should summarize at least two morals and express them in complete sentences. During the discussion, the teacher provides language scaffolds in due time, offering practical sentence patterns such as “The story teaches us that...”, “Don’t others judge by...”, “Everyone has their own...”, and “Be kind to...”. Afterwards, each group sends a representative to report their discussion results to the whole class, and other groups can make supplements or put forward different views. Through this task, students no longer only stay at the level of “knowing what the story is about”, but try to “read the truth behind the story”, realizing the transition from shallow understanding to deep critical thinking.

Task 3: Role Suggestion Card

The teacher guides students to review the attitudes of various characters in the story towards the ugly duckling, and presents the character matching activity in 1d of the textbook (matching the characters with their respective viewpoints) to help students sort out the stances of different characters. Afterwards, the “Role Suggestion Card” task is assigned: each group selects a character from the story (such as the other ducklings, the cat and the hen, the ugly duckling himself, or the swan), and writes a piece of advice for this character, telling them what they should do or what they should not do. The teacher provides expression scaffolds for giving advice, such as “He/They should/could...”, “If I were him/them, I would...”, “My advice is to...”, “Don’t...”, “Be kind to others, even if...”. After each group completes their suggestion card, they present and read it aloud to the whole class. This task corresponds to the activity design of “Can you give these characters any advice? Share your ideas.” in 1d of the textbook, which transforms the evaluation and reflection after reading into meaningful pragmatic output, while naturally using target language such as the simple past and tense modal verbs.

In the process of task implementation, the teacher focuses guiding on, error-correcting and giving timely pointers. In response to problems such as grammatical errors and incoherent sentences that appear in students’ retelling and discussion, the teacher corrects them promptly in combination with the grammatical rules learned in the pre-teaching grammar translation session, so that students can internalize grammatical knowledge and deepen their understanding of the text in the discourse context and communicative tasks, effectively solving the problem of “only translating without application, only learning without thinking” existing in traditional reading classes.

5.4. Post-Teaching Integration: Rely On the Two Ways to Achieve A Win-Win Effect

After class, a dual-track integrated consolidation mode is adopted. On the one hand, the task of consolidating the foundation of learned knowledge is completed relying on the Grammar-Translation Method. For example, written assignments such as translating key paragraphs of the text, reviewing irregular verbs, and correcting sentence patterns can be arranged. On the other hand, relying on the Task-Based Language Teaching Method, extended assignments are arranged to continue the practice orientation of task-based teaching. For example, students are asked to write a sequel to the story after the ugly duckling turns into a white swan, using the simple past tense throughout the full text and applying at least 8 irregular verbs learned in this lesson. After finishing the writing, students are asked to record a video of no more than five minutes to tell this story, and finally present it in class, where the works are jointly evaluated by teachers and students. This task echoes the subsequent writing continuation activities from 2a to 2b in Section B of the textbook, making the language knowledge learned in class recycled and applied in a new context.

5.5. Case Summary and Teaching Effectiveness

This paper takes the reading text *The Ugly Duckling* from Section B 1a-1d as the breakthrough point. Compared with a single teaching mode, the teaching effectiveness of this lesson has been significantly improved. The pure Grammar-Translation Method emphasizes the input of systematic knowledge but ignores the cultivation of students' application ability. The pure Task-Based Language Teaching Method focuses on the application of communication and contexts, but neglects the actual situation of classroom teaching and the consideration of effective input of systematic knowledge.

Therefore, this paper attempts to combine these two teaching methods, learning from each other's strengths to offset their weaknesses and complement each other. In this way, students not only firmly grasp the important knowledge points of the text, such as tense rules and core words and sentences, but also can apply the knowledge they have learned to carry out meaningful communication and complete tasks, such as independently finishing story retelling, theme exploration and opinion output, truly realizing the reading teaching goal of "understanding the story thoroughly, using grammar proficiently, and grasping the truth insightfully".

This paper selects the reading text *The Ugly Duckling* from Section B 1a-1d as the research case. Compared with a single teaching mode, the integrated teaching design can greatly optimize the quality of classroom teaching. Although the separate application of the Grammar-Translation Method can fully impart language knowledge points, it ignores the cultivation of students' practical language competence. The pure implementation of the Task-Based Language Teaching Method focuses on contextual communication, but it is easy to deviate from the actual learning situation of the class and lacks a systematic knowledge preparation

link. For this reason. This paper integrates the two teaching methods to realize complementation of advantages and disadvantages and two-way empowerment. Students can not only firmly master the basic content such as tense rules, key vocabulary and sentence patterns in the text, but also carry out real communication and complete classroom activities based on the acquired knowledge, independently finish story retelling, theme discussion and personal opinion expression, so as to effectively achieve the educational goals of the reading class: understanding the text, using grammar standardly and flexibly, and comprehending the connotation of the story.

6. Conclusion

The Grammar-Translation Method (GTM) and the Task-Based Language Teaching Method (TBLT) are two important teaching methods in English teaching. Discussing the two does not mean to judge which one is superior or inferior, but to help foreign language educators choose the most appropriate teaching method through in-depth analysis. The former attaches importance to grammatical content and systematic knowledge, while the latter focuses on the communicativeness and practicality of language. They each have their own merits and shortcomings. History and practice have proved that no single teaching method can perfectly cope with all teaching scenarios.

Therefore, foreign language teaching in the new era must abandon the “either-or” single teaching mindset and break the confrontational perception between tradition and innovation. In teaching practice, teachers should take into account the learning situation of students and the actual conditions of teaching, integrating the advantages of both methods, using the Grammar-Translation Method to lay a solid foundation of knowledge, and adopting the Task-Based Language Teaching method to activate language practice. Only in this way can we not only avoid the rigid drawbacks of traditional teaching, but also make up for the deficiencies in the basic knowledge imparting of new teaching methods. At the same time, foreign language teachers should actively respond to the needs of the times, constantly construct and reconstruct teaching methods, keeping reflecting and exploring in teaching, striving to improve their own educating ability, and contributing to the cultivation of foreign language talents that meet national development and social needs.

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