

# On the Application of Task-based Approach in English Vocabulary Teaching in Junior High School

Xiaofang Zhang

Chongqing NO.2 Foreign Language School , Yunyang Chongqing 400065

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**Abstract:** As an important part of junior high school education, English teaching plays a vital role in the cultivation and improvement of students' English ability in junior high school. English learning is a long-term process, which requires a lot of time and energy to accumulate English vocabulary. Many students can not see the effect after making efforts in a short period of time, which leads to low learning enthusiasm, lack of interest in learning and rejection of English learning. Junior high school English teachers need to adopt a scientific and reasonable task-based teaching method, according to the characteristics of students' learning, comprehensive teaching materials, design the corresponding task, so that students in the corresponding task training to improve the use of vocabulary and English comprehensive ability, fully mobilize the enthusiasm of students, improve students' English vocabulary learning efficiency.

**Keywords:** Junior middle school English teaching; Vocabulary teaching; Task-based approach

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Vocabulary as an important part of English teaching, vocabulary meaning, the use of collocation is appropriate will have an important impact on students' reading and writing, its importance is self-evident <sup>[1]</sup>. However, because English learning is a long process of accumulation, and the memory and use of English vocabulary itself is difficult, many students in the efforts, the results did not significantly improve, resulting in such students lose interest in English learning, some even resistance, resulting in junior high school English vocabulary teaching efficiency is not high. Therefore, in junior high school English class, it is urgent to carry out the task-based teaching method with students as the main body of teaching, which can give full play to the subjective initiative and mobilize the enthusiasm of students to help students improve their English vocabulary learning efficiency.

## 1. Analysis of the Advantages of Using Task-based Teaching Method in

Task-based teaching method is the teacher in the teaching process, according to the students' learning characteristics and interests, through the analysis and processing of the content of teaching materials, design the corresponding task, so that students through the completion of the corresponding task and improve the use of vocabulary and language comprehensive ability of a teaching method <sup>[2]</sup>. Task-based teaching method has the following advantages: First, it can stimulate students' interest in learning. The clear learning tasks of task-based teaching method can make students' learning more clear. On this basis, according to the students' own English learning foundation and conditions, formulate specific and detailed task implementation plans, which can guide students to complete learning tasks independently and improve students' enthusiasm for learning English vocabulary. The second is to enhance students' communicative competence. The application of task-based teaching method in junior high school English vocabulary teaching can enable students to interact with other students while completing the task, so as to improve their oral communication ability and improve their comprehensive language use ability. Third, the task-based vocabulary teaching method can not only enable students to learn the meaning of English words alone, but also enable students to focus on specific tasks and understand the actual application of the vocabulary in daily life, so that students can easily learn different words that are similar or can be combined with the word, and cultivate students' ability of association learning and independent thinking.

## 2. Task-based Teaching Method Specific Application Strategy Analysis

### 2.1 Based on life, guide students to learn vocabulary

Junior high school students are more interested in things and phenomena in life, and they also like to summarize and remember

the things they come into contact with in life. Therefore, teachers can make full use of the psychological characteristics of students, in the process of English teaching, set up life-related tasks and objectives, and guide students to rely on life to carry out vocabulary learning<sup>[3]</sup>. Through specific tasks, let students connect the learned words with real life, guide students to learn vocabulary in life scenes, and further deepen students' understanding and mastery of words.

For example, when studying the course "what color is it" in the first volume of the seventh grade of PEP, teachers can set sentence-making tasks for students, such as "I am wearing a blue dress today" and use the colors of things in life to make sentences. After that, gradually increase the difficulty of the task, guide students to use vocabulary to make more than 10 sentences, or more than 3 colors appear in a sentence, teachers should let students give full play to their imagination and creativity, carry out vocabulary training, improve students' understanding and mastery of English knowledge, and junior high school English vocabulary teaching efficiency.

## **2.2 According to the text content, design vocabulary teaching tasks**

In the daily teaching process, teachers can set up and design vocabulary teaching tasks according to the content of the text. For students with different foundations, different learning tasks are designed to enable students to actively participate in vocabulary teaching and improve the quality of vocabulary teaching.

For example, in the process of designing the teacher plan of "What's the best movie theater" in the first volume of the eighth grade of PEP, teachers can design and apply task-based teaching method for teaching. First of all, teachers need to determine the teaching objectives, clear students need to master the scope of vocabulary and language skills. This includes the meaning of words, pronunciation, spelling, usage, and grammatical rules. After determining the words used in the text, suitable words should be selected according to students' learning experience and language ability. The teacher assigns the selected words to each student, allowing students to learn and practice according to their own understanding and use of words, including memory, sentence-making, reading and other different forms. After teachers assign different tasks to students, they should provide students with opportunities to show themselves. They can let students explain the meaning of words and sentence-making methods to each other, or let students simulate the classroom, let students simulate "little teachers" and use the words they have learned to explain to other students, so as to exercise students' oral and logical thinking ability. After that, the teacher will explain the usage of words in view of the problems and omissions of students' narration, deepen students' memory and help students better understand and use words.

In short, when designing vocabulary tasks, it is necessary to start from the actual situation of students, so that students can actively participate in classroom learning, give full play to the main role of students, and cultivate students' autonomous learning ability. So that students can actively participate in the classroom, so that students' subjectivity has been improved to the greatest extent, so as to cultivate students' autonomous learning ability.

## **2.3 On the basis of cultural knowledge, let students feel the charm of English vocabulary**

English vocabulary has different meanings in different countries, so in English vocabulary teaching, teachers should combine English vocabulary with corresponding cultural background knowledge, so that students can feel the charm of English vocabulary. For example, in the lesson "You're supposed to shake hands" in the ninth grade of PEP, the teacher can introduce the etiquette culture of "bow" and "bow" in Chinese culture to the students in the process of telling the differences between Chinese and western cultures, guide the students to say relevant words, and then let the students analyze the meaning and usage of these two words in western culture. Through this teaching method, students not only have a certain understanding of English vocabulary, but also feel the charm of English vocabulary.

The application of task-based teaching method in junior high school English teaching is to improve the interest and enthusiasm of junior high school students in English vocabulary learning, so that junior high school students can feel the joy of vocabulary learning in the process of completing the task, so as to better understand and master the relevant vocabulary.

## **2.4 Cultivate students' autonomous learning ability and improve the efficiency of vocabulary teaching**

In the student-centered task-based teaching class, the completion of the task needs to be completed by the students independently, and the teacher mainly plays a guiding and evaluating role in the process. Therefore, teachers should pay attention to the cultivation of students' active thinking ability, and constantly explore new learning methods to improve learning efficiency. In teaching, teachers can use information technology, such as online teaching platforms, social media, etc. to assign tasks to students, and provide students with more learning resources and practice opportunities. For example, in the lesson "Good morning" in the first volume of the seventh grade, the teacher can ask the students to publish their circle of friends in English for good morning greetings. Or provide students with sufficient learning resources such as books and network resources, such as the English version of Frozen (Frozen), etc., to

stimulate students' interest in English learning, from which teachers can select phrases that should be learned in junior high school to help students understand and remember vocabulary. If in the learning process, teachers find that students' understanding of a word is not high, low interest in learning, teachers can show the relevant discourse or video to stimulate students' interest in learning, so that students more actively participate in learning. In addition, in order to evaluate students' vocabulary learning effect, teachers can carry out vocabulary tests with appropriate difficulty, and reflect students' progress in the tests, give students a sense of achievement in learning, and find periodic problems according to the test results, prompt students to think actively and help students analyze how to improve the efficiency of vocabulary teaching.

## **Epilogue**

The application of task-based teaching method in junior high school English vocabulary teaching can not only help teachers carry out junior high school English vocabulary teaching smoothly, but also fully mobilize students' learning enthusiasm, improve students' English vocabulary learning efficiency, so that students can master the basic vocabulary knowledge and improve their English comprehensive ability. Teachers need to continuously improve their own quality and professional ability, flexible application and innovation of task-based teaching method, so as to provide students with better English vocabulary teaching services.

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## **About the author:**

Xiaofang Zhang , female, 1989, Chongqing Yunyang, Chongqing NO.2 Foreign Language School , first-level teacher, master candidate, research direction: English Teaching