

A Study on the Effectiveness of Task-based Teaching Method in Junior High School English Reading Teaching

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Abstract: With the gradual deepening of education reform, our country has put forward higher requirements on the English reading ability and level of junior middle school students. Reading is a very important part of English learning in junior high school. Therefore, improving students' ability of reading English to strengthen the mastery of English knowledge has been attached great importance. But in the present view, in the middle school English teaching in our country, there are many problems in the use of English reading method, teachers cannot instruct the students more efficiently, and students' learning ability is ossified. How to carry out efficient English reading teaching and improve students' English reading ability and level is a problem worthy of research. This paper aims at explore the application of TBLT in junior middle school English reading teaching.

Keywords: Junior high school English; Task-based teaching; Reading teaching

1. Introduction

Reading is the most important means for people to obtain information and one of the most effective ways to improve their English. To cultivate students' reading comprehension ability is an important goal of junior middle school English teaching in China. However, the traditional teaching methods of English reading hinder the improvement of students' reading ability and make reading become the weakness of most students. Therefore, how to enable students to read quickly and effectively has become an important research goal of many English educators in recent years. In recent years, TBLT, developed and applied in foreign language teaching, has become a very eye-catching vocabulary in English teaching in China. The National English Curriculum Standard issued by the Ministry of Education advocates the use of TBLT in English teaching in middle schools, and clearly proposes that TBLT should be implemented in the process of English teaching to cultivate students' ability to understand and use language. TBLT advocates that under the guidance of teachers, students can achieve the goals of tasks and feel successful through experience, practice, participation, communication and cooperation. It emphasizes that students can do things in English. The purpose of this study is to explore how to apply TBLT to junior middle school English reading teaching and verify the effectiveness of TBLT in cultivating and improving students' independent reading ability.

2. Current Problems of English Reading Class at junior High Schools

2.1 Use PPP model extensively

According to the literature information mastered by the author, the traditional PPP teaching mode still occupies a dominant position in junior high school English reading teaching. This mode is characterized by deductive methods, focusing on knowledge-based teaching and classroom teacher's teaching. Peter Skehan (1998:93) once summarized this teaching-oriented teaching mode into three PS, namely presentation (teacher), practice (students) and production(students). It is obvious that this pattern is in the form of language. Widdowson, H.G. (1999:12) described this kind of teaching situation. For example, in class, we often see teachers pointing to pictures to teach students to learn the "This is a nose" sentence pattern, and then practice with dialogues like the following:

Teacher: What's this?

Pupils: It's a nose.

Teacher: What's this?

Pupils: It's a leg.

This kind of teaching method is obviously out of context, although students can learn language and sentence patterns in this way, but they always don't know its purpose. This kind of teaching mode too much emphasis on the exercise of examination skills, only require students to be able to complete the reading task and within the prescribed period of time for the questions behind the chapter, and students are required to spend a lot of time to do the test problem sets, and to train students' language ability, to extract the information and the ability to process information, analyze and solve problem ability is not paying attention, still use a single, full of teaching methods and passive learning, so that the training of students more and more to show the tendency of low performance.

2.2 Too much emphasis on vocabulary and grammar

PPP is the teaching mode adopted in most junior middle school English classes, so in traditional reading teaching, teachers, as knowledge imitators, have the right to speak in class and become the center of the whole class. In this way, the reading class seems to be no longer a place to improve the ability, but a place for the teachers to impart language knowledge, in this case, the reading class becomes a language analysis class. In reading class, of course, be really need to understand some of the grammar and vocabulary, after all, the smallest unit of language is word, pragmatics is the smallest unit of sentences, individual key vocabulary and grammar can directly lead to the contents of the article grasp difficult, however, the language of the whole is greater than the sum of the parts, the use of language is not just words. As a matter of fact, people must use language creatively according to people, things and places in order to better rely on language to transmit information and exchange thoughts and feelings. Occasionally, some students can respond to the teacher's questions, which cannot be regarded as true participation in classroom reading teaching activities. In such a reading class without classroom practice opportunities, students will gradually lose their interest in learning English reading and even fear reading.

2.3 Ignore the influence of background knowledge on reading

In the process of learning, the mastery of certain background knowledge will have a good promotion effect on improving learning efficiency. As we all know, background knowledge is very important, junior high school students master the relevant background knowledge is relatively poor. Only when they get a large amount of language input can they achieve effective language output and make language learning and language application no longer separate from each other. However, the current teaching situation of Junior high School English reading class is that due to the compression of class hours and other reasons, teachers directly skip the background knowledge in the reading class, write the title on the blackboard and then ask questions about the understanding of the content of the material, and begin to explain the text sentence by sentence after getting the correct answer from the students. In the end, even though I know all the words in the whole article and I don't encounter any grammar knowledge that I can't understand, I don't know what the content of the article is after reading the whole article. The existence of this situation is because students do not know the comprehensive factors of language culture, customs, social common sense and so on, which hinders the correct understanding of the given chapter. Therefore, if students want to have a more thorough understanding of the reading material and obtain more knowledge, they must understand the relevant background knowledge and lay a good foundation for activating the background knowledge required in the future reading activities.

3. The Advantages of Task-based Teaching Method to English Reading Class of Junior High School

3.1 It is beneficial to improve students' reading ability

In junior middle school English reading teaching, task-based reading is divided into three important stages, namely pre-class task, in-class task and after-class task. In the process of reading, students take the reading task assigned by the teacher as the target, enter the reading with questions, and find the answer to solve the problem in the reading. In the process of reading, students should be able to combine the meaning of the context, guess the meaning of some words, and be able to summarize the content of the full text. This kind of reading mode plays a positive role in improving students' reading ability and changing the traditional reading mode. At the same time, in the process of task-based reading, teachers can also let students communicate and discuss their learning tasks through cooperation and communication between groups, and encourage students to speak up boldly, which has positive significance for improving students' comprehensive quality. It can be seen that the application of task-based reading in junior high school English reading teaching is conducive to improving students' Comprehensive English quality and reading ability.

3.2 It is beneficial to promote the reform of Junior English reading teaching

Under the background of modern education, it is the responsibility and goal of modern English teachers to reform the traditional

and backward exam-oriented education mode. However, in the traditional reading teaching mode, teachers are only limited to training students' grammar knowledge, words and so on in the process of reading guidance, and the reading task is large and large, so students are swallowed most of the time without really understanding the true meaning of reading literature. At the same time, in terms of reading content, many reading contents are divorced from the development of The Times, which affects students' understanding of reading literature and ultimately restricts the improvement of students' reading ability. Teachers assign reading tasks to let students read with tasks and deeply understand the meaning of reading literature, which is of positive significance for improving students' reading ability and promoting the reform of junior high School English reading teaching.

In short, task-based reading is a kind of "learn for use, in middle school, to practice" mode of reading, the teacher in the process of reading guide, through the task in teaching process, to stimulate students' learning motivation, improving students reading ability, develop students reading knowledge and improve students' reading ability.

4. Conclusion

To sum up, task-based reading plays a positive role in improving students' reading ability and promoting the reform of junior High School English reading teaching. The study on the effectiveness of TBLT in junior middle school English reading teaching cannot be regarded as the absolute affirmation of TBLT and the total negation of traditional teaching model. In fact, the proposal and implementation of any teaching model are gradually improved in the process of constant adjustment. As the law of language teaching and language development and the development of the people of a kind of attempt, the advantage of the task-based teaching model is very obvious, but in the process of the implementation has to fully consider the limitations of the teaching pattern itself, such as the choice of the task, classification, grading and sorting still exist many difficulties, many aspects have not reached a consensus, and so on. China's actual national conditions are also one of the aspects we should focus on. Therefore, in order to better carry out the junior middle school English teaching, the author thinks that should strengthen the understanding of task-based teaching and research, fully considering the advantages and limitations of task-based teaching model, with other teaching methods complement appropriately, of course, does not exclude the reasonable use of the traditional teaching mode, so as to improve the task-based teaching the hard and soft environment, In the classroom to give full play to the enthusiasm of both students and teachers, to build an efficient English learning classroom. There is still a long way to go in the exploration of task-based teaching. Only by sticking to the practical and realistic approach and proceeding step by step in a planned way can we give full play to its inherent advantages and functions.

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