Journal of Education and Educational Research
ISSN: 2957-9465 | Vol. 8, No. 1, 2024

The Practical Application of Task-Based Teaching Method in College English Reading Teaching

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Abstract: The introduction of task-based teaching method in English teaching can effectively cultivate students' learning autonomy, improve students' English learning ability, and enable students to improve their English literacy in an all-round way. Task-based teaching method is applied in college English reading teaching, which divides English text reading into several targeted tasks, helps students absorb the knowledge points contained in reading smoothly, strengthens their knowledge practical application ability, helps improve their English application ability, and helps improve their learning level and professional accomplishment.

Keywords: Task-based Teaching Method; College English; Reading Teaching; Practical Application.

1. Introduction

Under the background of globalization, the importance of English has become increasingly prominent. The goal of college English teaching is to train students to become high-quality English professionals. Reading is one of the most important parts of English teaching, which includes many aspects of knowledge such as vocabulary, grammar and sentence pattern. Learning English well can exercise students' ability and accomplishment from many angles. There are various methods applied to college English reading teaching, and task-based teaching method is one of them. Based on this teaching method, students' English knowledge needs to be broken down into targeted tasks, showing the practicality and comprehensive reading, and strengthening students' interest in English learning and English practice goals in the process of completing the tasks. It can better implement the goal of college English talent training.

2. The Theoretical Framework of Task-based Teaching Method

TBLT is a kind of teaching method with "learning by doing" as the core, which emerged in the 1980s. It is not only the fruit of second language acquisition theory, but also an important part of modern psychological theories such as constructivism, cognitivism and social interaction. Bruner believes that the acquisition of knowledge is not instilled in students, but through their own exploration and practice, to stimulate students' intrinsic learning motivation and potential. In general, TBLT takes specific tasks as the teaching carrier, clarifies the teaching objectives of college English, and takes students' "college English learning" as the core English teaching activity. Based on the rich and diversified tasks, it can not only help students master the basic English knowledge and skills, but also improve their understanding and knowledge of English, and help students form the ability of English cross-cultural communication [1].

3. The Advantages of Task-based Teaching Method

With the application of task-based teaching method in college English reading class, the relationship between teaching subjects has changed greatly. Students are no longer passively accepting knowledge, but actively exploring knowledge. Teachers are no longer the indoctrinators of knowledge, but the motivators and guides. The role of task-based teaching is to enable students to more actively understand and explore English reading knowledge, pay more attention to students' English application and communication in the process of English reading, advocate the integration of real materials into the learning environment of college English classes, and make teaching more subjective, purposeful, cooperative and communicative[2] .

At present, the English reading course in many colleges and universities in China is still relatively traditional. Teachers mostly apply the irrigation teaching method in class, which mainly extracts various reading information from texts. Due to the lack of actual communication and learning, students' English listening, speaking, reading and writing ability is difficult to be comprehensively improved. For example, during the reading teaching, students are first guided to read new words, look up new words, listen to the recording, and gradually get familiar with the meaning and pronunciation of the words; Then guide the students to read the text aloud, and put forward appropriate questions to analyze the students' understanding of the text; The third is to explain the new words and grammar in the text. In the teaching of pronunciation, word discrimination and sentence analysis, students' language knowledge is systematically practiced[3] .

Although the traditional English reading teaching method can help students master some English knowledge, it is difficult to improve students' English reading and thinking ability. English reading teaching is too rigid, and students' English literacy and ability are difficult to be effectively disseminated. Task-based teaching rules can effectively break the shackles of traditional teaching. Students are always the main body in teaching, and teachers organize students to carry out various teaching tasks, which makes classroom teaching objectives task-based and realistic, and can better allow students to participate in classroom learning activities, so that the learning quality and effect can be better guaranteed.

The advantages of TBLT in college English reading are as follows: First, it can set teaching objectives in combination with teaching content and mobilize students' subjectivity to

the maximum extent; The second is to improve students' application ability through cooperation, analysis, communication, dialogue and mutual assistance in English reading class. Third, cultivate students' ability to use English comprehensively. In college English reading class, students usually need to make use of various English knowledge and resources to understand, perceive and use English and acquire new knowledge and skills. Fourthly, it is helpful to cultivate students' English communicative competence and lay a good foundation for English textbook reading and intensive reading. The fifth is to emphasize the perceptual characteristics of students. In the implementation of TBLT, students need to participate independently in completing their learning tasks. In the process of participation, they can better perceive the happiness brought by English learning, better mobilize their learning enthusiasm, and fully tap their creativity in English learning[4] .

4. The Application Principles of Task-Based Teaching Method

4.1. Principle of Authenticity

When applying TBLT in college English reading classes, authenticity is one of the principles that must be followed. Teachers flexibly combine the teaching of English reading content to create a real situation for students, so that students can perceive and explore English knowledge in the situation, and make clear what positive effects the mastery of English reading knowledge and skills will have on personal development. This helps students to form a certain enthusiasm for reading learning in the learning task, and can make students more fully perceive the fun of English reading learning.

4.2. The Principle of Combination

When applying TBLT in college English reading teaching, teachers should also follow the principle of combination to carry out reading teaching activities, focusing on enabling students to master the ways and skills of English reading. On the basis of the optimization and innovation of English reading forms, teachers should focus on the analysis, sorting, exploration and sharing of important information in article reading. Guide students to correctly and reasonably use reading methods and skills, design diversified learning tasks, so that students can have a deeper understanding of English knowledge. In college English reading teaching, by means of task teaching, reading is organically combined with other English knowledge learning, which can not only strengthen students' English expression ability, but also enable students to master other English skills, which can effectively improve students' cognition, problem solving, practice and other abilities [5].

4.3. Task-based Principle

When applying task-based teaching method to college English reading teaching, teachers should ensure that the task-based principle of teaching is fully embodied, adhere to the theory of learning by doing, and provide more assistance for students' English learning with the help of real and sensible task-driven teaching. In the teaching process, teachers should focus on the established reading teaching items, and work out the operable learning tasks that conform to students' cognition. Through specific learning tasks, students can realize the value of completing reading tasks, perceive the meaning of English reading learning, and enrich their English learning experience. At the same time, when designing tasks, teachers should also fully consider students' knowledge reserve and learning ability, and formulate more scientific and reasonable tasks to ensure that students' English reading literacy can be steadily improved.

5. The Strategies of TBLT in College English Reading Classes

5.1. Application of Task-Based Teaching Method Before Reading

Task-based teaching method is an important means to improve the current situation of college English reading teaching and continuously promote the reform of reading teaching. TBLT can be applied in many aspects in English reading class. With this teaching method, students' comprehensive ability and quality can be improved, their main body status can be fully reflected, and students can quickly adapt to learning tasks. When organizing teaching activities, teachers should start to design teaching tasks, and realize that the focus of college English teaching is not vocabulary memory and grammar use, but more important is to guide students with scientific and reasonable questions, so that students' reading comprehension can be effectively improved. In the reading introduction activities, teachers can organize group discussions to let students guess the general idea of the articles, discuss and communicate in class, and encourage them to open the topic smoothly, develop interest in English learning, and provide help for the implementation of subsequent teaching activities. For example, in the later teaching activities, after students have a certain interest in the knowledge learned, teachers can carry out corresponding teaching tasks according to the current situation. In the second teaching of the same teaching content, students are asked to outline the story of the article, and students are required to connect the story plot of the article, and perform and display it in the English class, so as to maximize the imagination and innovation of students, so that the teaching task can be successfully completed [6].

5.2. Application of Task-Based Teaching Method in Reading

When TBLT is applied in college English reading classes, the task setting requirements must be clear. Compared with primary and secondary school, the difficulty of English learning in this stage is increased, and the content involved in reading is more complex, which requires students to carefully study and analyze. In the process of classroom teaching, the teacher can explain part of the content taught, and then let the students communicate and discuss with each other in the form of small groups to analyze and explore the content of the reading text. In this way, the English thinking ability of the students can be improved to the maximum extent. Context introduction is an important way in English reading teaching. Context introduction can make students better integrate into the English learning context and enable them to deeply experience, perceive and practice the reading knowledge they have learned. In the teaching process, teachers can make use of task-based teaching method, flexibly design diversified task activity situations, combine the content of reading materials and reading characteristics, and display reading information in various forms, so as to ensure that students have a more profound and intuitive feeling of reading

materials, and narrow the distance between students and reading tasks. Through the reading situation created by the teacher, students can be guided to express their thoughts boldly, complete the task quickly, and strengthen their English cognitive ability. When applying TBLT to college English reading teaching, teachers can also adopt the form of reading by roles or reading by division of labor to ensure a clear division of labor among team members. Each student can read the text content of the textbook according to their own task priority, analyze how to quickly and effectively complete the reading task assigned by the teacher, and actively display their own reading task results, so that students can have a more comprehensive and clear cognition and understanding of the theme and viewpoints of the text.

5.3. Application of Task-based Teaching Method after Reading

At the end of classroom teaching, students have mastered certain knowledge of English vocabulary, grammar and sentence patterns through various reading tasks organized by teachers, and have certain English reading ability, but this does not mean that English reading is over. In fact, in order to better exert the effectiveness of TBLT, this teaching method can still be applied in the consolidation of English reading learning. For example, teachers can focus on the English reading items learned in class and carry out appropriate reading extensions, such as assigning students texts that are similar to or have some correlation with the topics learned in class, and asking them to independently use task-based learning method to analyze how English knowledge is presented in relevant texts and explore the main content and other core knowledge of the texts. In this way, students' applied thinking and ability can be expanded to the maximum extent, and students can develop better and realize the interaction inside and outside the classroom. Taking the author's class as an example, there are 50 students in the class. After applying TBLT in English reading teaching, 48 students believe that this learning method is desirable through a small survey after class. It allows them to truly immerse themselves in reading activities and have a higher enthusiasm for reading learning.

In conclusion, in order to give full play to the role and value of TBLT in college English reading teaching, teachers should first understand the connotation and value of TBLT, and insist on carrying out relevant teaching activities around students. In the process of designing learning tasks, teachers should focus on the cultivation of students' comprehensive language application ability, analyze the characteristics of students' English reading learning, and insist on teaching students according to their aptitude. English reading tasks are designed scientifically to meet students' English learning needs and improve their English learning level.

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