

# A Study of Application of Task-based Teaching Method in Junior Middle School in English Reading Teaching



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**Abstract:** English reading is not only an important part in English teaching, but also an important English ability. There are various teaching methods about English reading teaching, but many of them haven't embodied good effects which makes many students' English reading in trouble. Nowadays, many scholars in English teaching advocate task-based teaching method. This method emphasizes English reading teaching and task in order to make students have purpose to read relevant articles. This paper intends to explore how to improve the quality of English reading teaching through Task-based teaching method. As an important part of English teaching, the main purpose of English reading teaching is to cultivate students' reading comprehension ability and cultivate students' understanding of English reading. But the current situation is that English reading teaching in middle school emphasizes more grammar points and word memory and neglects the cultivation of students' reading ability, which will formal a negative impact on students' English learning. As I just mentioned nowadays, more and more scholars advocate task-based teaching method, which can not only improve students' reading ability, but also help them master relevant reading strategies more effectively. At the same time, it can also motive students' learning interests in English reading.

**Keywords:** English Reading Teaching; Task-based Teaching; Junior School; Task

**DOI:** [10.57237/j.edu.2023.02.003](https://doi.org/10.57237/j.edu.2023.02.003)

## 1 Introduction

With the increasing degree of internationalization, English learning gradually becoming an important role in daily life. English as a language, but also a tool for communication, to learn it well, one of the important requirements is to master solid English skills. English skills can be divided into four parts which are listening speaking, reading and writing. Reading is one of the most parts in English teaching in our country. In fact, reading is also an important approach to get some useful information and one of the effective ways to improve English. In order to meet this requirement, English teachers are encouraged to use task-based teaching method in English reading teaching in a new round of curriculum in China.

However, many teachers still use the traditional way to take their English reading teaching, from the explanation of words to the translation of the full text, the explanation and practice of grammatical structure and so on. [1] indicated that in most rural areas of our country, many schools still adopt traditional teaching methods in English classroom. This way emphasizes the language form too much and neglects the cultivation of reading strategies and skills, which will lead to the low enthusiasm in reading class. So this situation makes me realize the necessity of task-based teaching method in English reading teaching research. Du Xiaohong believed that compared with the traditional teaching methods, the

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task-based teaching method can not only enable students to learn knowledge related to English, but also enable students to learn to think in English. I hope English teachers can get help in their English reading teaching through the research. [2]

## 2 Literature Review

This study needs to analyze the present situation of English reading teaching in junior school through some relevant educational experiments and investigation studies, in order to improve the quality of English reading teaching in the future.

Many scholars in China have studied the task-based teaching method in English reading teaching. In *The Application of Task-based Teaching Method in English Reading Teaching in Junior Middle School*, Wu Yongyan stressed that learning English should lay the foundation for future communication. [3] In *Guide and Learning of English Reading Teaching in Junior Middle School*, Tang Jinfeng emphasized that the changes of students' learning method and teachers' teaching method is the key points in the implementation of the new round of curriculum reform. [4] Cao Zhongxue in *Study on English Reading Strategies in Junior Middle School* suggested that English reading teaching in junior school should not only improve students' language ability, but also let students master relevant reading strategies. [5] What's more, he also introduced a number of reading patterns. Liu Jinlin in *Research on English Reading Teaching in Junior Middle School under Network Environment* pointed out that the rapid development and application of computer provide opportunities and challenges for education. The network also gradually plays an important role in our study and life. The spread of multimedia technology and the emergence of network provide the possibility for its application in English reading teaching. [6] Zu Rui in *A Survey on Present Situation of English Reading in Junior Middle School* found that teachers have deviations in dealing with the relationship between language knowledge and reading ability, which is limited to the processing of knowledge points in the text. Li Xiaoyan in *The Application of Newspaper Reading in English Teaching in Junior Middle School* found that newspaper reading can improve students' English reading level. Yu Hongmei in *Four Functions of Modern Educational Technology Platform in English Reading Teaching in Junior Middle School* pointed out that modern educational

technology platform can also improve the efficacy of English reading teaching. Zhang Yuanyuan in *Research on the Application of Stent Teaching in English Reading Teaching* pointed out that the use of stent teaching in reading class is not only conducive to giving full play to students' ability of autonomy, cooperation and inquiry, but also conducive to improving reading effect. In *Application of Mind Map in English Reading Teaching in junior Middle School*, Chen Xuanyou suggested that mind maps should be used not only in class, but also after class. Du Xiaohong in *Research on the Application of Task-based Teaching Method in Junior Middle School English Reading* analyzed the application of task-based teaching method, and made a systematic summary and analysis of the situation. [7]

Based on the previous researches, this paper aims to study how to improve the effect and quality of English reading teaching by task-based teaching method, hoping to provide some references to English reading teaching.

## 3 The Basic Concepts and Theoretical Basis

The task-based teaching method, as its name implies, is the process by which teachers, on the basis of arousing students' enthusiasm and initiative, organize relevant teaching activities so that students can consolidate the knowledge they have learned and learn the new knowledge by completing their tasks.

### 3.1 Concept Definition

The task-based teaching method can be divided two parts: "task" and "teaching method". The key part is the first one, and it is also the basis. So in this section, we discuss "task" first and then "task-based teaching method." [8]

#### 3.1.1 Task

As just mentioned, the task is the core of the task-based teaching method. To understand the task-based teaching method, the first thing we need to do is to give "task" a clear definition.

In short, "task" in this paper is to ask students to do things, and they can acquire the corresponding knowledge and skills during this process. Certainly, "tasks" are expressed differently in different subjects and areas.

In this paper, the task we want to study is in the English

subject, so in the process of completing the task, teachers should strive to enable students to do things in language. Specifically, students' enthusiasm and initiative in learning should be fully mobilized. In order to achieve the objective, teachers should not only play the role of demonstrator and helper, but also provide a language environment for students to complete relevant language tasks. And the task should not be too simple or too difficult. It requires students to work hard to complete it.

### 3.1.2 Task-based Teaching Method

Task-based teaching method refers to the teaching of language by teachers through guiding students to complete their tasks in class, it is a language teaching method that emphasizes “doing things in learning”. This teaching method is developed by communicative teaching method, it has attracted wide attention in the field of language in the world. In recent years, this teaching theory of “doing things with language” has been gradually introduced into the classroom teaching of basic English in China. The theory holds that mastering language in activities, rather than simply training language skills and learning knowledge of language. [9]

In task-based teaching, there are six general task components.

- (1) Teaching objective. Teaching objective is the starting point and end result of the whole teaching process. In order to make the task with high quality, we must have a clear teaching objective. Its ultimate goal is to develop students' ability to use language in their daily life. Certainly, each stage has its own goal, which can develop students' specific language skills and problem-solving skills.
- (2) Content. Content is the concept that means “what to do”. Each task has its own content. It's not suitable for teachers to give students content that is too easy or difficult. If the content is too easy, students will feel less challenging, so that they can't get enough exercise from the task. In contrast. If the content is too difficult, students will fail to use the knowledge and ability they have learned to achieve the teaching objectives. In addition, the content should be filled with variety so that students with different basic can all take part in it.
- (3) Input material. Input material refers that support materials used by teachers in the teaching process. The material is mainly from the textbook, can also be some network media and interesting teaching

aids, its purpose is to enable students to master the language better.

- (4) Procedure. Procedure refers to the operation method and the steps of the task, in other words, it means “how to do”. There are often more than one activity in a task, and the content, form and order of each activity should be reasonably controlled.
- (5) Teaching situation. Teaching situation refers to the environment and background conditions for the task. Teachers should create an environment conducive to students' language expression so that students can master the language better.
- (6) Role of students and teachers. In the task, the teacher should not be a lecturer, but try to be the organizer, the participant, the promoter and so on. The role of students is the theme of teaching activities. In teaching activities, students' enthusiasm and initiative in learning should be brought into full play.

## 3.2 Theoretical Basis

If a kind of teaching method wants using and popularizing, it should need certain theory as the support, task-based teaching method is no exception, in the task-based teaching method of English teaching, there are two main theoretical basis involved: second language acquisition theory and constructivism theory.

### 3.2.1 The Theory of Second Language Acquisition

The theory of second language acquisition can be divided into two parts: the first part is The Acquisition-learning Hypothesis, the second part is Input Hypothesis.

At first, let's analyse The Acquisition-learning Hypothesis, language acquisition usually refers to the mastery of language through meaningful communicative activities in a natural language environment. Different from language acquisition, language learning refers that students master systematic language rules through teachers' purposeful and systematical guidance. The starting point and core of Krashen is to distinguish between “language acquisition” and “language learning”. He also expressed his understanding of their respective roles in the process of formation of second language competence. In his view, language acquisition can help students master the language ability instead of language learning.

The second part is Input Hypothesis, which is the core part of Krashen's theory. Two conditions should be fulfilled. The first is that the difficulty of language input materials should be slightly higher than learner's language skills, and the second is that learners can really understand the meaning of language rather than just focus on form. Only in this way can language acquisition happen. [10]

### 3.2.2 Constructivism Theory

The founder of Constructivism theory is Piaget. Later, under the impetus of Bruner and Vygotski, the theory formed a more complete system. Zhang Yuanyuan (2019, 176) believed that in the course of reading teaching, teachers should pay attention to the students' existing knowledge and experience, what's more, they should also pay attention to the students' existing knowledge. To learn it easily, we can divide the theory into three parts. [11]

- (1) Constructivist learning view. Constructivist learning view is the important part of Constructivism theory. There exists three requirements in Constructivist learning view. The first requirement is active constructiveness of learning, which means that Learners must take the initiative to use the existing experience to construct information and explain new phenomena so as to generate personal meaning. The second requirement is social interactive of learning. It means that learning must be done through cooperation between peers. The last requirement is that learning should be combined with specific cultural situations.
- (2) Constructivist student view. This view emphasizes the richness and difference of students' cognitive world. Every student has accumulated rich experience in daily study and life, and teachers should pay attention to these experiences in the course of teaching.
- (3) Constructivist knowledge view. This view emphasizes dynamics of knowledge, in other words, Knowledge is not an accurate representation of reality; it is only a hypothesis, an explanation, not the final answer.

Therefore, in task-based reading teaching, teachers should make full use of students' existing experience and create appropriate situations to help students complete the construction of learning. What is more, teachers should also use appropriate methods to enrich students' English knowledge. For example, newspaper reading is good way, Li Xiaoyan indicated that the contents of newspapers are not only wide in scope, but also contribute to the accumulation of English knowledge, and it can also enhance students' cross-cultural awareness. [12]

## 3.3 The Principle of Activities Design in Task-based Language Teaching

In order to make the process of teaching more effective, We should take two aspects into consideration, the first one is students' cognitive regularity, the second one is the purpose of the task in the task-based reading teaching. Specifically speaking, we are supposed to observe the following principles:

### 3.3.1 Purpose

In order to complete the teaching task successfully, teachers should establish a clear teaching objective, and the teaching objective should not only be clear to the teachers but also to the students, which is helpful for students to make self-evaluation on the degree of their achievement of the teaching objective after class. What's more, the objective should not only adapt to students' cognitive level and language level, but also have operability.

### 3.3.2 Authenticity

Authenticity in the English reading teaching means that teachers should pay attention to the experience in students' daily life. What is more, the teaching content and teaching method should not only comply with students' experience in their daily life, but also students' cognitive ability and individual difference. If students are educated in this situation, their interest and enthusiasm in learning can be well stimulated. [13]

### 3.3.3 Diversity

As we all know, teaching content in a class is always certain, but forms of teaching can be various. For example, in the process of learning a grammar point, teacher can ask students discuss it in groups, can also lead students to find the rules of it. It is necessary for teachers to make the process be filled with variety, and the reasons are listed below: Firstly, it can stimulate students' learning interest. Secondly, it can make different types of students get progress in their study. Zu, Rui pointed out that in the process of English reading teaching, many teachers are too single, which is a matter of concern. [14]

### 3.3.4 Hierarchy

Hierarchy means the difficulty of teaching activities should be a gradient process, which is from simple to



numerous and from easy to difficult. After students complete each activity, teachers should also give corresponding evaluation so that students' learning can be strengthened.

### 3.3.5 Cooperation

Many teaching activities in English need cooperation among students instead of finishing them by students themselves. At the beginning of the teaching activities, teachers should suitable situation so that students can know the objective of the task. During this process, students' learning enthusiasm and initiative are stimulated and they may try finding some relative method to achieve teaching objectives. But as just we mentioned, many teaching activities require students work in groups to solve it. the process of cooperation can not only train students' ability to solve problems, but also train students oral expression and communication ability. [15]

### 3.3.6 Expansibility

English reading teaching is a kind of activity whose objective is to improve students' integrated quality which includes the progress of knowledge, ability, emotion. Therefore, the task of it should also obey this requirement.

First of all, the task of English reading teaching should be closely linked to the knowledge to be taught. Besides, teachers should make full use of modern media to make students learn it more effectively.

Secondly, ability is also an important part in the task, reading teaching is not only involved in reading ability, but also about training students' comprehensive language skills. So at the process of "post-reading", teachers often arrange some teaching activities related to other skills such as speaking and writing.

Thirdly, teachers should use the task to achieve the objective of emotion. For example, teacher can make good use of cooperative activities to help students realize the importance of cooperation, and enhance mutual friendship.

## 3.4 Reading Model

Cao Zhongxue believed that the process of reading is to actively construct meaning, and the process and result of reading are directly influenced by the reader's knowledge and background. There are many kinds of reading models. In this article, let's talk about four kinds of reading models, which are bottom-up model, top-down model, interactive theory model and the schema model.

First of all, let's talk about bottom-up model. The model was put forward by Gough, an American psychologist. In his opinion, English reading is a process from bottom to up, in other words, it is a process that understanding the letters, words, phrases, sentences, paragraphs and chapters accordingly. During the process, students will construct the meaning from lowest unit to the highest unit. It means that teacher should teach some relative knowledge before the reading such as some words and phrases. In this model, students can master the language points mentioned in the article, but the context of article is usually ignored.

Secondly, let's talk about top-down model. This model was put forward by Goodman. His view is that reading is a "psycholinguistic guessing game", the concept of reading in this model is a series cognitive activities which include inspection, selection, demonstration and so on. So teachers in this model should use suitable teaching method to let students know the context of article so that students can understand what the author wants to express better. For example, if a teacher wants to teach an article about "virtue reality", he or she should tell students something about the development of the science. Being different from bottom-up model, top-down model pay more attention to the context, which can make students know the author's aim better, but it ignores the language points from article, which is not good for students to learn and consolidate the knowledge of the article.

Just now we have talked about two kinds of reading model, which are bottom-up model and top-down model, but these two kinds of models both have shortcomings, bottom-up model pays attention to the study of knowledge, while top-down model pays attention to the context of the article. So people begin to realize that there should exists a kind of model that combines the advantages of the two models together. In 1977, Rumelhart put forward interactive model. This theoretical model thinks that the reading is actually complicated interaction process of vocabulary, syntactic and context. In this process, a series of different levels' ability play an important role in different levels, including word recognition, syntactic analysis, context knowledge, background knowledge and so on. And these different levels ability solves the problem of different levels. Any single language knowledge can not promote the real understanding to reading materials.

After he put forward this model, we have a new train of thought to major in the reading model, which is that we should not only pay attention to high-level reading skills,

such as the context of the article, but also the low level, such as decoding the words and phrases.

The last reading model is schema model. This model is regarded as the development of the interactive model, this model can be divided into three parts, which are language schema, content schema and formal schema. The model pay attention to the reader's understanding of the text. So during the process, teacher should pay attention to the knowledge and experience students have learned so as to make the teaching more effective.

## 4 Experimental Research

### 4.1 Research Contents

The time of this experiment was from October 2020 to December 2020. In order to make this research more scientific, this experiment used two months to compare the two parallel classes in the eighth grade of Huainan No. 19 Middle School.

#### 4.1.1 Project of Study

The purpose of this experiment is to show whether task-based teaching method can stimulate students' interest in learning English and achieve good reading effect through the application of task-based teaching method in middle school. The results of the experiment mainly show the change of students' English reading methods and the improvement of English reading ability. What's more, in the whole research process, we should pay attention to the cultivation of students' reading strategies.

#### 4.1.2 Objective of Study

The objective of study is students in Grade 8 of No. 19 Middle School in Huainan. There are 60 students in class 6 and 58 students in class 5. The gender ratio and age structure of the two classes are basically same. What is more, the two classes are taught by the same English teacher, so the teaching methods and styles are very similar. In the experiment, we use task-based teaching method in the experimental class and preview method in the control class.

#### 4.1.3 Method of Study

There are two kinds of method in this research, which are testing method and questionnaire method.

We use testing method to test students' English test scores twice. The first time is to test the students' English proficiency in the midterm exam, and the second is to test the students' English proficiency in the final exam. The aim is to test whether students can motivate students' interest in learning English and promote students' ability of using English.

We use questionnaire method to investigate students' reading interest. Similarly, we also investigated students' learning intentions after two examinations.

### 4.2 Research Process

#### 4.2.1 Idea of Study

In order to provide a more convincing theoretical basis for this experiment, I have consulted the relevant literature on the application of task-based teaching method in English reading teaching, so as to understand the current situation of research at home and abroad. Then I applied task-based teaching method in English reading teaching. Through reading tests and questionnaires to record the changes of students in the process of learning, so as to provide the basis for the final analysis of the results. At last, through analyzing the relevant facts and data, we fought out the the advantages and disadvantages of task-based teaching method, and then put forward some suggestions for English reading teaching in middle school.

#### 4.2.2 Implementation of Study

The implementation of study can be divided into three parts, the first part is the preliminary questionnaire survey, the second part is the experimental research process, the third part is the later questionnaire survey and post-test of the students.

At the first part, I conducted a questionnaire survey of 60 students in the experimental class, which included reading methods, motivation, habits and so on. In order to understand the students' English learning situation, I asked the students to fill in the questionnaire by secret ballot. At the same time, it also provided the relevant basis for the later targeted teaching. What's more, in order to further understand the students' reading ability, I compared the students' reading ability, I compered the results of the first monthly examination of the two classes, and the results showed that there was no significant difference.

The experiment began in early October and ended at the end of December, the process of the research lasted about three months. Before the beginning of the research, two classes were used to popularize the knowledge of task-based teaching method, related teaching model, the operation steps and the relevant requirements for students. In the study, the task-based teaching method was used in the experimental class. By analyzing the teaching content and the actual situation of students' learning, I can select suitable teaching method to attract students' interests in learning and stimulate students' learning motivation. In the process of completing the task, the students achieve the understanding of knowledge, the mastery of skills and the sublimation of emotion. The traditional teaching method was still used in the control class, that is, the word for word explanation of the article in order to make students master the new words, phrases and related grammatical knowledge points in the article, and then asked students to recite and translate the article. In addition, in the course of teaching in the experimental class, we also need to do the relevant teaching feedback to understand the students' adaptability to the task-based teaching method.

After three months of teaching, the experimental class was investigated again (the contents were the same as the before) in order to understand the influence of task-based teaching method on students' learning. The content of the post-test was the final examination paper of the second grade, through comparing the results of the experimental class with the control class, we can know the effectiveness of task-based teaching method in English reading teaching.

## 5 Experimental Results and Discussion

This part mainly talks about the results and discussion of the research, it can also be divided into two small parts, the first part is something about the survey, and the second part is something about the reading test, then I will offer some relevant advice.

### 5.1 The Results of the Survey

In order to understand the learning situation of the students in the experimental class, I used the same questionnaire before and after the experiment to

investigate the students' reading interest, reading method and so on. By comparing the results of the two surveys, we can explain the influence of the use of task-based teaching method in students' English reading learning.

The following is the introduction to the results of the two surveys.

Table 1 The results of the two surveys

question	Pre and post	A	B	C
1	pre	13	30	17
	post	32	21	7
2	pre	11	17	32
	post	25	24	11
3	pre	19	25	16
	post	40	10	10
4	pre	32	18	10
	post	10	31	19
5	pre	33	10	17
	post	17	38	5
6	pre	10	20	30
	post	2	23	35
7	pre	21	28	11
	post	38	15	7
8	pre	22	30	8
	post	40	15	5
9	pre	31	19	10
	post	10	22	28
10	pre	10	15	35
	post	42	16	2
11	pre	9	24	27
	post	35	20	5
12	pre	9	23	28
	post	32	16	12
13	pre	10	20	30
	post	39	20	1

By analyzing the change of data in the data, we can get the change of students' grades.

Questionnaire 1 to 4 mainly deal with students' habits of learning English. Through comparative analysis, we can analyze the following changes: firstly, students' learning attitude gradually changed from "general" to "like". Students' motivation gradually moved to "improve their English ability" and "get interested in learning English". What's more, students are more and more able to actively participate in classroom activities, rather than need teachers to urge. The last but not the least, students tend to work in groups rather relying solely on teachers.

The next few questions are to investigate students' learning methods. Below are listed the findings from the investigation. Firstly, through the task-based teaching method, students have mastered certain reading strategies and skills, because through the task-based teaching

method, we found that students in the process of reading difficulties star reduced. In addition, in the course of reading, students do not immediately look up the dictionary, but choose to speculate in the context. So it can be seen that the task-based teaching method can promote the cultivation of students' English reading methods.

The last few questions are to investigate whether students have mastered the relevant reading skills and adapted to the relevant reading teaching model through the task-based teaching method. Through comparison, I found that students' reading skills were improved more obviously in the situation of task-based teaching method, and more and more students can adapt to the new teaching

model. This results further shows that task-based teaching method is more suitable for the English reading teaching, because it can attract students' interest in learning and stimulate students' learning motivation.

## 5.2 The Results of Reading Test

Through comparing with the students' performance in the experimental class and the control class, we can make out that whether task-based teaching method can improve the students' reading ability.

Here are some information on students' reading grades in experimental class and control class.

Table 2 Information on students' reading grades

	average	Number of students	Standard deviation
Pre-test of experimental class	35	60	6.3
Pre-test of control class	34.5	58	6.2
Post-test of experimental class	40	60	5.4
Post-test of control class	37	58	5.7

### 5.2.1 Pre-test

By analyzing the above table, we can know that before the task-based teaching method is carried out in the experimental class, the difference between the two classes' English proficiency is not large, because the average score and the number of the two classes are basically equal. In addition, the difference in standard deviation between the two classes is not large, which can further explain that the distribution of English scores in the two classes is basically same.

### 5.2.2 Post-test

After the use of task-based teaching method, it is not difficult to find that the students in the experimental class have made obvious progress. Although the traditional teaching method has been used in the control class, the students have also made some progress, we can know that their progress is smaller than that of the students in the experimental class according to the data in the table.

In addition, I found that we can narrow the gap between students' proficiency through the task-based teaching method, because from the data in the table, we can find that the standard deviation of the students in the experimental class is reduced by a larger degree.

In conclusion, Task-based teaching method can improve students' reading ability.

## 5.3 Advice

As I just mentioned, task-based teaching method can stimulate students' interests in learning and improve their reading skills, so English teachers should combine the teaching content and the actual situation of students' learning, then set up appropriate tasks to make students actively participate in them. Below are listed some useful suggestions:

- (1) Teachers should not only analyze the difficulty and depth of teaching content before class, but also analyze the students' learning situation so as to design suitable tasks.
- (2) Teachers are supposed to create a real language environment for students, which is helpful to completion of students' tasks.
- (3) Teachers should make students clear the requirements of the task and group reasonably according to the students' specialty and personality characteristics.
- (4) Teachers should evaluate students' task completion from many aspects.
- (5) Teachers can guide students to use reasonable methods to accomplish tasks such as "mind map". Chen Xuanyou (2020: 42) believed that in the procession of using mind map, we should highlight the main position of students.



- (6) As I said just now, in the process of teaching, we should fully reflect the main position of students. However, the guiding role of teachers shouldn't be ignored. Tang Jinfeng (2004, 18) pointed out that teachers should not only be good at guiding students to complete their tasks, but also make reasonable evaluation according to the different characteristics of different students, so as to stimulate students' interest in learning English.

## 6 Conclusion

This study is based on the relevant theories of task-based teaching method in English reading teaching. In this research process, I mainly used experimental method and questionnaire method to study the application of eighth grade students in Huainan No. 19 Middle School. Certainly, if we want to use the task-based teaching method properly in English teaching, we should first analyze the contents of teaching material and the students' learning situation. In addition, we should follow certain teaching principles and choose appropriate teaching models and methods to carry out the teaching. Then compare the pre-test and post-test data between the control class and experimental class to analyze the experimental results. Finally, through the analysis of the results, it was proved that the task-based teaching method can stimulate students' interest in learning English and improve their abilities of English reading, which can be benefit for improving their English proficiency.

Task-based teaching method can change students' learning style. For example, in this experiment, under the environment of task-based teaching method, students gradually learn to acquire knowledge through their own exploration rather than passively accept knowledge. In the process, students are trained to obtain information and communication skills.

Task-based teaching method can stimulate students' interest in learning, because the language material chosen by task-based teaching method comes from students' real life, and it also creates a real language environment in class.

The use of task-based teaching method can enrich the form of teaching organization. Wu Yongyan pointed that the task-based teaching method really embodies student-centered and task-centered. Students can learn English knowledge and master the corresponding skills in corresponding skills in completing the task. Traditional

teaching method only emphasizes the individual activities of students, but in the environment of task-based teaching method, there are not only individual activities, but also the cooperative activities, through group cooperation, students can not only exercise a variety of relevant abilities, but also enhance the feeling between students.

At the same time, we also got some inspiration for English reading teaching through the study of the task-based teaching method.

Firstly, in order to make students complete their tasks more efficiently, teachers should make students clear their teaching objectives before teaching, and then guide students to use the correct methods to solve problems. At the same time, teachers need to organize the composition of team members reasonably. The members of each group should include students at all levels, so that they can complement each other and maximize the benefits of the team.

Secondly, it's necessary for teachers to design suitable tasks for students. This requires teachers to pay attention to the relationship with students' real life and to take students' existing level and preparation into consideration in order to stimulate students' active participation in the task design.

Thirdly, teachers should play the role of monitor and evaluator in the course of the task, and timely provide help when students encounter difficulties. By doing so, teachers can understand the students' adaptability to the task in time, and students can understand the completion of their tasks, thus encouraging them to continue their efforts.

The last but not the least, teachers should also combine English reading teaching with modern educational technology to improve teaching quality of English. Yu Hongmei pointed out that teachers should make full use of modern educational technology to stimulate students' learning motivation and improve their interest in learning English.

However, there are still some shortcomings in this experiment. First of all, the integrity of this experiment is deficient, because the time of the experiment is relatively short, only three months. If teachers want to improve the experiment, they should ensure the integrity of the experiment, such as using more professional means to investigate students' learning situation, and designing more targeted tasks. What's more, the number of experimental objects is small, there is only one control group and one experimental group in the experiment, which will affect the credibility of the experimental results to a certain extent. Therefore, if time permitting,

teachers should carry out this experiment with a larger sample size to improve the reliability of the experiment.

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