The Application of TBLT to English Reading Teaching in Junior High School

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Abstract: This paper demonstrates the restriction of traditional English reading teaching means, and further debates the feasibility and validity of TBLT in junior high school English reading teaching, which include the devise of reading teaching activities, the application of TBLT during teaching process in class and the evaluation of teachers and students after class. The intent of this paper is to dispose some drawbacks in English reading teaching in junior high school, in order to provide a feasible teaching method for English teachers and efficient learning methods for students.

Key words: TBLT; reading teaching; application

1. Introduction

A number of junior high school teachers employ the traditional ways as usual to teach English reading, which goes against to students' reading ability. While TBLT meets the need of New English Curriculum Standards and changing the unhealthy situation of English teaching. It can integrate four skills effectively. Meanwhile, Compared with the traditional teaching technique, it is more propitious to motivate students' learning initiative, making it easier for them to learn languages.

2. Task-based Language Teaching

2.1 Definition of the task

What is task? It holds different meanings for different people. Long deems a truth that task is one species of work freely or for some reward which is undertaken for oneself or others, such as painting room, raising child (Long, 1985). Ur thinks that a task is essentially goal-oriented (Ur, 1996). To sum up, task is a kind of activities where the English is used by students and teachers to achieve an outcome and finish the purpose of communicating.

2.2 Definition and of TBLT

TBLT is the further development of CLT, which has a share in the employ of language in real life, but it lays stress on the importance of combination between form-focused language teaching and communication-focused language teaching.

2.3 Principles of TBLT

TBLT has seven principles.

(1) Scaffolding: Courses and materials should provide a supportive framework for teaching tasks.

(2) Task dependency: Task should be carried out based on previous tasks and could be appropriately expanded.

(3) Recycling: Review can maximize the learning effect, for learning English is not a one-time process and it requires continuous review.

(4) Active learning: Teaching should arouse the enthusiasm of students. Only when learners use the language actively they have learned, can they achieve good results.

(5) Integration: Teaching should help learners understand the relationship between the form, communicative function of language and meaning.

(6) Reproduction to creation: Teacher should encourage learners to move from replicating language use to innovative language use.

(7) Reflection: Learners should review the language they have got and learning results, in order to provide experience for future learning.

2.4 The advantages and disadvantages of TBLT

TBLT possesses its superiorities. Firstly, TBLT changes the traditional teaching pattern, taking the teacher as the core. Secondly, TBLT concentrates on the requirements of students, pays attention to the students' emotion, creates a relaxed, harmonious and friendly learning atmosphere, and takes the task-based approach to narrow the distance between class and life. Finally, Task-based teaching improves students' ability of solving problems. TBLT also has disadvantages. Firstly, the classroom efficiency is not high. What's more, it is difficult to supervise and regulate students participation in class, and the learners' feedback efficiency in the individual activities is low. In practice, some learners may use their mother tongue in communication, resulting in low classroom efficiency.

3. The Applications of TBLT to English Reading Teaching

3.1 The applications of TBLT in the design of teaching activity

There are three stages to design activities with TBLT, namely pre-task stage, mid-task stage and post-task stage. In the pre-task step, teachers ought to activate background knowledge, introduce the theme, assist students comprehend the task and get ready in advance. In the mid-task phase, students discuss the problems they encountered in learning new content. Teachers should give students opportunities to speak freely and then report the fruit to class. And they can give some guidance at this phase. In the post-task stage, learners show their understanding, creatively apply what they have obtained, and exhibit the results of the task by the means of performing, debating, reporting, etc. Teachers should assess the results of the students' accomplishment of the task and give appropriate encouragement.

When employing TBLT to devise teaching activities, teachers should set tasks based on the content and intent of teaching. The task is required to be closely related to the kernel idea, and the teaching steps should be connected with each other. In addition, the actual situation of the students, the specific learning objectives and the point of enhancing language knowledge capacity should be taken into consideration. Apart from these, students should also improve their ability to solve problems. The task devised by the teacher should have a real language circumstance. And students could collaborate with each other in the process of looking for how to accomplish the reading task or solve the problems encountered in the task. Teachers are demanded to combine the actual life of the students and follow with interest in the actual level of each student when designing a task.

3.2 The application and effects in the teaching process

In task-based teaching, students should have full space to play. They possess different language expression capability, original knowledge structure and information acquisition. And the accomplishment of reading tasks are probable to bring about diverse fruits, reflecting the individual differences of different students totally.

The task-based teaching model is usually split into the following procedures. The first is pre-task. Teachers design situations, put students in task situations, and allow students to complete the real task. Different students possess different learning comprehension capability and learning demands, so teachers should design tasks at different levels. The second is

learning new knowledge. Around the teaching objectives and requirements, students and teachers discuss together to discover new knowledge. The final step is flexible use. At this step, teachers have responsibility to connect the knowledge in the textbook with the actual life of students. The application of TBLT in English reading teaching is conducive to cultivating students' language ability, autonomous learning and cooperative learning capability.

The effectiveness of the TBLT is as below. First of all, TBLT can inspire students enthusiasm for learning language Secondly, TBLT regards students as the trunk, which is conducive to improve students' creative consciousness and innovative capability. In the process of accomplishing the task, the student's brain is being trained in an activated state. And through doing things by themselves, students' ability of thinking independently has also been exercised. Thirdly, TBLT is beneficial to cultivate students' cooperative consciousness and unity spirit. Through group or pair work, students get a platform for communication and learning. Finally, TBLT is also conducive to creating a harmonious class atmosphere.

3.3 The application of TBLT in the after-class assessment of the teachers and students

Any teaching activity is inseparable from teaching evaluation. Teachers should pay attention to students' participation in the completion of tasks, the ability to cooperate, the use of language, and so on. Therefore, formative and summative evaluation should be adopted in task-based classroom evaluation. Secondly, in the TBLT, teachers' evaluation and students' evaluation should be combined. The teacher is the designer of the task. Therefore, teachers should understand whether students are satisfied with the task, including the difficulty of the task, type of the task and so on. Teachers should listen to students' opinions about task design after class, and reflect and adjust the task in time. Students are the executors of the task, so teachers should evaluate the completion of tasks. Finally, in the task-based classroom, teachers and students should put to use the evaluation technique which combines mutual evaluation and self-evaluation of students. And the mutual evaluation between students also supplies an outgoing platform for them to learn from each other.

4. The Empirical Research on the Application of TBLT

4.1 The present situation of English reading teaching in junior high school

There are certain problems in English reading teaching in junior high school nowadays. A large number of English teachers use traditional methods to teach, which often bore students. Firstly, a single infusion teaching pattern is employed by the conventional reading teaching, which is not conducive to boost reading capability of students'. In the teaching process, most time is occupied by the explanation of knowledge, ignoring students' interest. Secondly, the teacher lacks the teaching concept of student-orientation, ignoring the fact that student is the main body of learning. Finally, reading teaching methods lag behind.

4.2 The research on application of TBLT in Jiaocun High School

The author made a task-based reading teaching experiment. Two peer classes of grade seven in Jiaocun High School were regarded as the experimental subjects. 50 students in each class had nearly equal English reading grades. One class is an experimental class using TBLT. The other class is a conventional class using traditional teaching technique. From December 2019 to February 2020, the reading grades of the second monthly examination were used as the pre-experimental score and the reading scores of the final examination were regarded as the post-experimental result. The results of the two exams were compared (See in Table1). In the experimental class, the author adopted TBLT to give students clear tasks in teaching, and took the students as the center. Through a number of teaching forms, the author, as the teacher, attempted to accomplish the teaching task of each class and inspire students' enthusiasm to read. The control class uses conventional teaching methods, starting with phrases, and guiding students to analyze and understand the text.

Table 1. The collection and analysis of experiment (full score: 40)

	Class	Highest score	Lowest score	Average score
Before the experiment	experimental class	26	4	16
	control class	28	8	18
After the experiment	experimental class	36	10	28
	control class	30	10	20

4.3 The findings of the research

The highest and average score of the experimental class evidently exceeded the control class according to statistics. And only tiny improvement was noticed in the control class, indicating that TBLT plays a vital part in boosting the efficiency of reading teaching and it is able to boost the reading ability and performance of students. Firstly, compared with the control class, students in the experimental class perform more actively in learning. Most students no longer passive learning, but active thinking. The participation of students in this class was obviously improved. What's more, students' learning manner has also changed, knowing how to learn cooperatively, and their sense of teamwork is also boosting. Secondly, students of experimental class are more likely to obtain satisfaction and the sense of achievement. Finally, the reading capability of the laboratory class witnessed significant improvement.

5. Conclusions

All in all, through experiment, the author points out that TBLT is capable to be applied in activities designing, process of teaching and after class assessment. Firstly, through analysis of the experience, TBLT makes a great contribution to improving their reading performance and reading ability of junior high school students. Secondly, TBLT is student-centered and task-oriented, which greatly improves students' reading interest and stimulates their intrinsic learning motivation. Thirdly, TBLT help teachers seek out an excellent technique to design activities, which is propitious to class assessment. Fourthly, TBLT is conducive to enhancing students' capability of applying language. Finally, in the process of language teaching, TBLT underline the real circumstance. It emphasizes process rather than outcome when evaluating after class. The author also discovered some issues for further investigations in the future. When designing tasks, teacher should embody the standards and concern more about the individual difference. In addition, teachers should teach students in the light of their aptitude. What's more, the author also realizes that there are limitations in this paper due to the short experiment time, including inaccurate experimental data and not in-depth experimental research.

Conflicts of Interest

The author declares no conflicts of interest regarding the publication of this paper.

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