

## Application on Task-based Teaching Method in College English Intensive Reading Teaching

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**Abstract:** As a basic course in the teaching of English majors, intensive reading, different from other courses, focuses on the cultivation of English reading ability, so this course is very important for English majors. The task-based teaching method absorbs the advantages of various teaching methods, enables students to generate strong language learning motivation, and cultivates students' comprehensive language application ability and self-learning ability. In order to give full play to the advantages of the task-based teaching method in language teaching, aiming at the main problems existing in intensive reading teaching in colleges and universities, and combining with the instructional design of intensive reading teaching, this paper puts forward some related measures for the implementation of intensive reading teaching. The research results contribute to the reform of college English intensive reading teaching and serve to improve students' comprehensive English skills.

### 1. Introduction

Task-based teaching method is based on the constructivist theory, which makes language teaching real and classroom socialization, not only learning in use, but also learning for use. Task-based teaching method is applied in language classroom teaching to enable students to complete real life, study, work and other tasks in various scenarios in English, so as to cultivate students' comprehensive language application ability and autonomous learning ability. Task-based teaching method fully embodies the subjectivity of students and is the best way to change the current situation of teacher-based teaching. As a basic course in English major teaching, intensive reading focuses on the cultivation of English reading ability, which is different from ordinary college English courses. It is very important for English major students. In order to improve the teaching effect, many universities adopt the task-based teaching method. Different from the traditional teaching model, in task-based teaching, teachers not only pay attention to the explanation of grammar theory content, but also design tasks related to the teaching content to guide students to conduct interactive activities and complete the learning of the teaching content in the process of completing the task. Students work in groups and complete teaching tasks with the help of relevant means. In this process, it not only involves the input and output of language, but also arouses students' initiative, improves their enthusiasm and promotes the formation of good learning habits. This paper studies the application of the task-based teaching method in college English intensive reading teaching, to help college English intensive reading teaching reform, and to improve students' comprehensive English skills.

### 2. Advantages on Task-based Teaching Method in Language Teaching

Task-based teaching method has absorbed the advantages of various teaching methods and achieved a great breakthrough compared with traditional teaching methods. This method emphasizes the use of tasks with clear goals to help students learn and use language more actively. Whether the tasks originated from the real world or educational tasks, they can generate strong

motivation for language learning and make students become independent learners. The application in language teaching has the following advantages: First, in terms of teaching objectives, the accuracy and fluency of language use should be pursued, and the comprehensive use of language should be emphasized. Second, in terms of teacher input, teachers are required not only to provide abundant language input, but also to teach students how to find materials and obtain information. Third, in terms of teaching skills and learning methods, teaching skills are flexible and diverse. Students are advocated to participate in learning activities actively and seek answers by themselves. Teachers have no fixed answers in advance, and there are more interactions between teachers and students. Fourth, in terms of the role of teachers, they are no longer the authority, mainly responsible for planning and organizing learning, as the provider of learning resources, the model of language, the coordinator of learning activities, the evaluation and feedback of learning effects. Fifth, in terms of the role of students, the process of language teaching attaches great importance to students' participation, autonomy and creativity, and students become the main body of the class. Sixth, in terms of evaluation methods, students should be evaluated from multiple perspectives and levels, mainly to evaluate students' actual language application ability rather than their memory ability of language knowledge. All students should participate in evaluation activities.

### **3. Main Problems in College English Intensive Reading Teaching**

At present, there are still the following main problems in the intensive reading teaching of college English, they are shown as follows:

(1) Teaching models are traditional. In intensive English reading teaching, many teachers still use the traditional teaching mode, and classroom teaching activities are still limited to the framework of teaching English language knowledge, focusing on cultivating and training students' English language ability. In the process of teaching, emphasis is placed on explaining language points, explaining vocabulary or training language ability, failing to highlight the characteristics of intensive English reading teaching. Students passively accept knowledge, the classroom atmosphere is not active, and students rarely have the opportunity to express their own ideas and opinions.

(2) There are gaps in teaching materials. In English teaching, textbooks are regarded as the "carrier of outline" and "framework of teaching", as well as "important resources to achieve teaching objectives", as well as an important source for learning language knowledge and developing language skills. There are many gaps in the current English intensive reading materials. Lack of the "grammar knowledge" section, the textbooks do not provide the main grammar concepts and examples in the text; Lack of the "sentence interpretation" section, the textbooks do not give a specific explanation of the difficult sentences in the text.

(3) Teaching methods are backward. As the saying goes, "there is no definite way to teach", but "there is no definite way to teach". Task-based teaching, heuristic teaching and discussion teaching are advocated in English teaching to improve the ability of language application while teaching language knowledge. However, many teachers unilaterally believe that intensive reading teaching is "fine", and it is enough to explain the basic knowledge in the teaching materials to students. As a result, teachers copy the textbooks to explain various language knowledge, and do not take into account the incomprehensible input of language, which makes students feel puzzled.

(4) The teaching content is not modern. English intensive instruction has unique advantages and plays an important role. The cultural life in the world today is constantly updated, and it is necessary to enhance the era of English intensive teaching content. At present, most of the intensive reading textbooks in college English are outdated and difficult to arouse students' interest. Some of the articles are even completely out of touch with the times, which makes English teachers feel out of date and students feel boring, unable to adapt to the latest trend of the world, and unable to broaden students' horizons.

(5) The task distribution is uneven. After the teacher has assigned the task to the group, the group will also have to make a secondary assignment. All tasks will be assigned to each student, and there will often be an imbalance in task assignment. Generally speaking, students with good academic performance are more motivated to learn and get more tasks, students with poor academic

performance are less motivated to learn and get fewer tasks. The end result is polarization, with the top students getting better and the bottom students getting worse.

#### **4. Instructional Design for the Implementation of English Intensive Reading Teaching Tasks**

Task-based teaching theory and practice exploration have gradually become a hot topic. Task-based teaching method organizes teaching with tasks as the core, and task design determines the success or failure of classroom teaching. Jane Willis, a British linguist, proposed three steps in task-based classroom teaching in her monograph *A Framework for Task-based Learning*: Pre-task phase, Task-cycle phase and Post-task phase. The instructional design of English intensive reading teaching task in this paper also follows these three steps.

(1) Pre-task phase. Teachers introduce tasks to prepare for the subsequent task chain stage, and can introduce the topic or prepare relevant language. Teachers use various methods such as questions, discussions and audio-visual materials to present the tasks to students so that students can be familiar with the text materials and make preparations before learning. Teachers should do the following work in the pre-task stage: First, introduce the background knowledge of the text materials and carry out content prediction activities. Background knowledge is an important factor that directly affects students' analysis and understanding of the text. Teachers should ask students to collect knowledge and information related to the topic when assigning tasks before class. Students exchange knowledge and information with each other. Teachers should organize students to predict the content of the text and stimulate their interest in learning the text. Second, help students remove language barriers. Before learning the text, teachers should guide the students to learn the new words. However, the language knowledge in class should not take up too much time. Teachers can let students guess the meaning of the words from the content and the context of the article.

(2) Task-cycle phase. There are three kinds of activities, including "task, plan and report". Task, namely, students perform tasks; Plan, that is, students in each group prepare for how to report the completion of the task to the whole class; Report, that is, students report the completion of the task. Teachers should design according to the content and activities of the text, as well as the students' cognitive level and language ability. Tasks are designed from easy to difficult, with multiple mini-tasks forming a chain of tasks that students complete individually or in groups. Specific activities can be designed as follows: First, group activities. The whole class is voluntarily or assigned by a teacher to form a group. Each group is given a task to draw a paragraph. The group members find out the topic sentence and key words of the paragraph to further understand the content. Second, class discussion. Each group selects a representative to report the intensive reading results, and then the teacher organizes class discussions to give students an overall impression of the content and structure of the article as well as the author's writing intention. Third, pair activity. Team up with their deskmates and read the text carefully, catching up on specific information and relevant facts and details.

(3) Post-task phase. It includes two activities: "analysis and practice". Analysis, students analyze the emergence of language phenomenon and characteristics; Practice, students practice on key language projects under the guidance of the teacher. Students should express their task completion in words. Teachers are facilitators who help students to solve difficulties in oral or written expression. They are also evaluators who evaluate students' oral answers, written assignments, degree of participation and spirit of cooperation, so that students can be encouraged in the evaluation, generate confidence and sense of achievement, and transform them into the power of progress. Teachers can design the following tasks: First, the results show. Students present their work to the class individually or in groups by acting, reporting and retelling. Second, discussion and evaluation. Students use their existing knowledge, interests or ideas to complete some communicative tasks. Teachers guide the students to express their personal opinions and evaluate the completion. Third, arrange assignments related to the content of the text. Assignments should be flexible and diverse depending on specific circumstances of teaching activities and the actual situation of students.

## 5. Related Measures for the Implementation of English Intensive Reading Teaching Tasks

The application of the task-based teaching method in college English intensive reading requires the joint efforts of all parties. In order to give full play to the advantages of applying task-based approach to language teaching, aiming at the main problems existing in intensive reading teaching in colleges and combining with the teaching design of implementing intensive reading teaching tasks, this paper proposes the following measures for implementing intensive reading teaching tasks:

(1) Give full play to the role of the second class. The first class refers to the teaching activities in the prescribed teaching time according to the teaching materials and teaching syllabus; The second class is the teaching activities related to the first class in the time outside the first class compared with the first class. From the perspective of teaching content, it is derived from and not limited to teaching materials; From the perspective of form, it is lively and colorful. Learning space is not restricted, can be in the classroom, playground, school, society and family. Students learn according to their age, major and English level, as well as the topics they are interested in, and then return to class to exchange ideas with other students. Teachers should encourage students to take part in various English competitions, including English speech contest, English knowledge contest, English drama performance, English vocabulary competition, encourage them to take part in the English association and English corner and other ways to improve their English language ability, as well as the ability to cope with changes in special circumstances and comprehensive quality.

(2) Cultivate students' innovative thinking. Innovative thinking refers to breaking the inherent thinking mode and thinking from a new perspective and a new way. Intensive reading provides students with regular and progressive basic training. It puts the cultivation of students' creative thinking ability into the intensive reading teaching activities, and insists on the combination of implanting knowledge and cultivating ability, which is of great significance to the growth of students. Through the task to stimulate students' interest in learning, learning interest will be transformed into a strong internal learning motivation, so that students can consciously carry out innovative awareness of learning. The cultivation of creative thinking ability is based on abundant knowledge. Expand the scope of students' knowledge to broaden their scope of knowledge. According to the connection between knowledge, teachers let students be inspired, trigger association, generate transfer and connection, form new ideas and new theories. Teachers should abolish the injection teaching method, adopt the task heuristic teaching method, carry on the English basic knowledge and the English basic skill training. On this basis, teachers expand students' knowledge in the fields of economy and culture, and lay a good foundation for the cultivation of creative thinking.

(3) Introduce multimedia means into intensive reading classroom. Multimedia combines text, image and sound to maximize attention and stimulate students' senses. Teachers should make use of multimedia and network resources to combine the classroom teaching of intensive reading with extracurricular activities, arouse students' initiative and enthusiasm, and improve the teaching effect and quality. Before class, teachers should make multimedia courseware according to the teaching content and students' actual situation, and release it to students. Students are required to preview the text, be familiar with the new words in the text, understand the general idea of the article, analyze the structure of the article, and find out the difficult points in the text. After class, in view of the large amount of information in intensive English reading and the difficulty in realizing the teaching goal only by inculcating in class, teachers should use multimedia means to increase the input and output of language. After class activities should be carefully designed to make them become the process of students' consolidation, thinking, practice and innovation.

(4) Communication, cooperation and independent learning. The ultimate goal of language learning is language communication. Language learners cannot learn and practice language knowledge in isolation. Task-based teaching method advocates learning through experience, practice, participation, communication and cooperation. When designing teaching tasks, teachers should pay special attention to cultivating students' sense of cooperation and cooperative skills, so that students can realize the necessity of cooperation and realize that their language ability depends

on continuous communication with others in the process of completing tasks, so as to enhance their sense of cooperation and give full play to their abilities in group activities. Creative tasks have significant effects on improving communication and cooperation ability and autonomous learning ability. The advantages of role-playing tasks are that students have strong participation and full interaction, which can improve their learning enthusiasm. Task-based teaching method plays an important role in cultivating students' autonomous learning ability. The specific path is: teachers assign tasks to guide students to complete, and students finish tasks independently or cooperatively, so that they can have autonomous learning ability and realize lifelong development.

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