Original Research Article

A Brief Analysis of Task-Based English Reading Teaching

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Abstract: Reading is an important input way in second language learning, and good reading ability is the key to language learning. Reading teaching has always been valued, and teachers are constantly exploring new teaching methods, hoping to stimulate students' interest in reading and improve their English reading ability. In recent years, the task-based teaching method has been more and more recognized. Task-driven learning enables students to solve problems and analyze problems to deepen their learning experience. Therefore, this paper will explore some literature review and teaching process of task-driven English reading teaching, and deeply understand the development and process of task-driven English reading teaching.

Keywords: Reading Ability; English Teaching; Task-Based

1. Introduction

Task-based teaching is very important for English language learning, and the most typical deficiency of English language learning lies in the lack of language environment. For language learning, it needs not only a lot of input, but also repeated practice. The "practice" should not be confined to classroom teaching dialogue or practice, but based on repeated use in real life. Based on this practice, students can master and use language fundamentally. In the process of English reading teaching, if this teaching method can be used effectively, it will improve students' reading ability and improve teachers' classroom teaching efficiency.

2. Literature review

2.1 Reading

2.1.1 Definition of reading

The Chinese encyclopaedia (Education) defines it as a psychological process of obtaining meaning from printed or written linguistic symbols, a basic intellectual skill consisting of a series of processes and behaviors. Accurate definitions should cover all aspects of reading skills. (Buzan, 1998: 38) And according Turkish Dictionary, reading is to be able to voice or understand the words by looking at the letters and signs in a written text. Duch, B.J. (2001), etc.

2.1.2 Reading teaching models

(1) Bottom-up Model. Labeger and Samuels (1974) argue that "reading comprehension involves written information is sensed and then transmitted to different parts of the brain for processing. Readers associate the visual representations of spelling models, words, phrases and sentences with phonemic memory and semantic memory."

The bottom-up reading model generally refers to reading from the bottom structure of the text, starting from discrete visual units such as glyphs, morphemes, vocabulary, etc. In order to construct the meaning of the text, readers read large units such as phrases, sentences, paragraphs, written blocks, etc. in an "upward" way.

(2) Top-down model. Goodman (1967) regards reading as a psycholinguistic guessing game, emphasizing the meaning of "top-down" decoding written words. Brown (2001: 284) pointed out that "the Top-down reading model emphasizes the concept driving in the reading process, and emphasizes the cultural background knowledge in reading. Reading should not only emphasize the reader's psychological process, more should pay attention to language itself top-down reading model is perception and language decoding mode, has become a conscious act of skilled readers for most learners' foreign language reading difficulties, the biggest obstacle is still how to master the basic language knowledge, skills, such as identifying the lexical analysis of sentence structure (Ruan, 2001)

(3) Interactive model. Pearson & Tierney (1984) proposed a constructive model of understanding, believing that readers actively participate in reading activities and construct meanings while reading, rather than processing texts for a single purpose of "understanding". Studies have shown that the most effective discourse processing is interactive and linear, that is, the combination

of top-down and bottom-up processing models. Knowledge possessed by readers exists due to the existence of abstract schemata in the brain, and the meaning is constructed by readers. Birch (2002: 2–4) proposed the balanced/integrated model, arguing that the flow of information from bottom to top is equally important, and successful readers must be good at processing reading information from bottom to top.

2.2 TBLT in reading

Reading is an important content of high school English teaching reading comprehension is comprehensive language skills can improve the student's ability of reading comprehension is affected by the teachers' teaching strategies and restriction and task-based teaching method is one of the effective teaching strategy which is commonly used one kind of communicative language teaching method which create the input for language learning opportunities, internalization and output can be all-round development of students' language abilities. The task is for teachers to ensure teaching, according to specific goals and teaching materials, and follow the teaching procedures with a series of activities, including different reaction effects produced in the process of activities (Breen, 1987) Tasks can be a series of work plans made in advance, the purpose is to promote and promote language learning, which includes not only various forms of classroom exercises, but also complex teaching activities. Tasks should be designed first. Task-based teaching method that task is very important to language learning and use the language communication task can promote language learning TBLT advocates task is the necessary condition to realize these principles and language teaching content should be based on the task rather than the result or function to arrange order (Wen, 2019)

3. The process of TBLT in reading

In the process of English reading teaching, teachers need to put content in an important position. Because the good content can make the students enjoy the reading class, so as to improve their interest in English reading. Teachers can try to find some reading materials close to students' life and design some reading tasks. To adjust and control tasks in reading, teachers should try to stimulate students' interest in reading, so as to experience the fun of reading. If boring methods are used in teaching, it may affect students' interest in receiving knowledge to a certain extent, and it will not achieve ideal teaching results. Teachers need to actively prepare lessons in teaching, constantly find a new interest point and innovation point, try to stimulate the class students' interest in English reading learning, and reasonably regulate students' learning tasks, so as to promote English reading teaching.

4. The limitation of the Task-based teaching in English teaching

4.1 The effects is limited

It is difficult for teachers to effectively disassemble and control reading tasks in real time. In group reading discussion, many students may subconsciously express their ideas and opinions in Chinese, which is not conducive to the development of their English thinking ability and English expression ability, and weakens the final results of task-based reading teaching to some extent.

4.2 The teaching design of teachers is demanding

Different from traditional teaching mode, task-based reading teaching mode requires orderly arrangement of classroom tasks. It is actually very difficult to control the duration and effect of teaching activities, and even hinters the arrangement of teaching progress.

5. Conclusion

In task-based teaching, students' emotional changes should also be paid attention to. Teachers and students should try to interact in a relaxed and pleasant environment, so that students can gain knowledge in a good state and understand knowledge more easily. The post-reading task aims at consolidating the knowledge learned, cultivating the language expression ability and expanding the vision. In a word, the task runs through the class, making the reading teaching interesting and effective.

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