THE APPLICATION OF TASK-BASED LANGUAGE TEACHING IN PRIMARY SCHOOL
ENGLISH READING CLASS IN CHINA

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THE APPLICATION OF TASK-BASED LANGUAGE TEACHING IN PRIMARY SCHOOL ENGLISH READING CLASS IN CHINA

A Seminar Paper

Presented to

The Graduate Faculty

University of Wisconsin-Platteville

In Partial Fulfillment

Of the Requirement for the Degree

Master of Science in Education

English Education

By

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ACKNOWLEDGMENTS

First and foremost, I would like to express my deep and sincere gratitude to my paper advisor, Dr. Wonim Son. Her guidance and encouragement allowed for the completion of this paper. She has given me invaluable support and precious advice, to guide my paper carefully and patiently from its fruition to its completion.

Additionally, I would like to say thanks to all the professors who have imparted me knowledge during the past two years. Their sincerity, meticulous work attitudes have not gone unnoticed, every professor will always be the example in my work and study in the future.

I am extending my thanks to my parents, my classmates and my friends, who have supported me during my study time in the past two years, their valuable opinions and suggestions for my paper were earnest and helpful. I would like to express my gratitude to them for their support and encouragement.

Finally, my thanks go to all the people who have supported me and helped me to complete the paper directly or indirectly.
Abstract

THE APPLICATION OF TASK-BASED LANGUAGE TEACHING IN PRIMARY SCHOOL ENGLISH READING CLASS IN CHINA

Yuting Duan

Under the Supervision of Dr. Wonim Son

Nowadays, Task-Based Language Teaching (TBLT) is paid more and more attention by English teachers in primary schools in China. Compared to traditional teaching, TBLT has its own characteristics, which can better mobilize the initiative of learning and improve students’ oral communication ability. With the further development of TBLT, many teachers have gradually realized the importance of using TBLT in the class.

This paper seeks to answer how to design teaching tasks and how to use TBLT better in primary school English reading class in China. By consulting and analyzing relevant literature, this paper studies the current situation of English reading class in primary school in China, and analyzes the necessity of the shift from traditional teaching method to TBLT method. By analyzing the obstacles to the implementation of TBLT, and finally put forward practical countermeasures and suggestions for the application of TBLT method in reading class.
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Chapter I Introduction

Since the beginning of the new century, our country and society have paid more and more attention to the English teaching. English is not only an important course, but also an important medium of international communication. In recent years, under the background of thorough implementation of English curriculum reform, English class has also undergone changes. Many different teaching methods have emerged. The Task-Based Language Teaching (TBLT) method is one of the modern methods that have given profound influence on English teaching, especially at primary schools in China.

TBLT method can be traced to the 1980s. In fact, it is a further development of Communicative Language Teaching (CLT). In China, it was in 1997 that TBLT first came into the view of Chinese scholars, and until 2001 the Ministry of Education formally advocated the application of TBLT in Chinese schools.

TBLT is a new teaching method widely used in English classroom teaching. It is a means to transform the theoretical teaching approach into practical classroom teaching. Compared with traditional teaching, TBLT pays more attention to communication. It can not only increase the input and output of language in a limited time, and increase students’ chances to use language, but also stimulate the learning interests and improve students’ initiative in learning.

This paper seeks to analyze and discuss the theoretical foundations and basic concepts of task-based language teaching (TBLT) methodology and its application in the English teaching in China, especially in reading class.
Statement of the Problem

Task-based language teaching method TBLT, as an important method in second language learning process, has been widely recognized by the majority of educators. It is hoped that the paper will answer the following questions:

1. What are the differences between traditional English teaching approach and TBLT?
2. How to create authentic communication task in the class?
3. How to apply Task-based language teaching in reading class?

Definition of Terms

Communicative Language Teaching (CLT): CLT is an approach to foreign or second language teaching which emphasizes that the goal of language learning is to have communicative competence. It is not a single, fixed model of teaching. It focuses on “using language to learn” and “learning to use language” rather than simply “learning language”. In the class, students are mostly in the situation of communication and interaction, and they acquire foreign language knowledge and communicative competence through specific actions such as listening, speaking, reading and
writing. The ultimate goal of teaching is for students to learn to utilize language and cultivate students’ adequate communicative competence.

Task-Based Language Teaching (TBLT): Task-Based Language Teaching refers to an approach founded on the use of tasks as the core unit of instruction in language. This approach built on the theory of constructionist, creating authentic learning environment as much as possible. It is a teaching process that uses language as a communication tool. (Nunan, 2004, as cited in Fachruddin, 2020, p. 67). TBLT proposes fostering processes of negotiation, modification, rephrasing, and experimentation and the use of tasks as a central component in the language classroom because it provides better contexts for activating learner acquisition processes and promoting L2 learning. (Schehadeh, 2005; Richards & Rodgers, 2001, as cited in Fachruddin, 2020, p. 67).

Task: task in TBLT refers to the pedagogic task. Nunan (2004, as cited in Robertson. M, 2014) offers his own definition: a pedagogic task is a piece of classroom work that involves the learner in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being in a position to stand alone as a communicative act in its own right with a beginning, middle and an end.

Reading Comprehension: reading comprehension is a reader’s activity which involves a process of comprehending, understanding, and receiving information from the written text in a meanwhile (Fachruddin, 2020). It relates to the ability of a reader to construct meaning from text. When young readers first learn to read, they just focus on the understanding of the words and sentences. In fact,
comprehending a text is a complex process to get the text’s meaning which is a combination of the explicit, literal as well as the inferred meaning (Fachruddin, 2020).

Cultural infiltration: on the one hand, language itself is a part of culture, and it is also a carrier of culture. Human knowledge and experience are described and stored by language, and human customs, religious beliefs, social systems and values are also described and analyzed by language. We can say that language is the reflection of culture. On the other hand, as a reflection of culture, language itself is also deeply affected by culture. Language and culture are inseparable (Robertson. M, 2014). So in English language teaching, English teachers should consciously infiltrate culture into our teaching process. In this way, our language teaching can really achieve the purpose of learning how to use the target language and avoid some errors in language usage.

Thinking deviation: the differences between Chinese and Western cultures lead to different ways of thinking, which affects the language expression. Language expressions and ways of thinking influence each other, and one’s ability to express himself is influenced by his thinking. In English, each word corresponds to a precise meaning, while in Chinese, the word often has multiple meanings, with various interpretations and different meanings in different contexts.

Dynamic learning: it is characterized by constant change and activity. This kind of learning takes place organically, with the learners collaborating, creating, and communicating to demonstrate progress and mastery. Dynamic learning also extends beyond the boundaries of the traditional teaching method and beyond the physical location of the classroom.

**Purpose of the Study**
Nowadays, Task-Based Language Teaching (TBLT) is paid more and more attention by English teachers in primary and secondary schools in China. TBLT has its specific characteristics compared with traditional teaching, which can better mobilize the initiative of learning and improve students’ oral communication ability. With the further development of TBLT, many teachers have gradually realized the importance of TBLT on students’ language development. So how to design tasks and how to use TBLT in primary English reading class better is the problem to be solved in teaching practice.

The purpose of this research project is aimed at the current application of TBLT in primary school English teaching and its future development trends. By consulting and analyzing relevant literature, to understand the current status of TBLT in primary school English reading class. By discussing the obstacles, and finally put forward practical countermeasures and suggestions for the application of TBLT method in reading class, which can provide references for optimizing classroom structure and improving classroom efficiency.

**Significance of the Study**

A. Adapt to the needs of students’ individual development

TBLT, which advocated in this research can greatly develop students’ sense of subjectivity and cooperation, cultivate their language perception skills, and lay the groundwork for students to have comprehensive language ability.

B. Meet the need of deepening “class reform”
The analysis of this study will play a positive role in realizing changes aid students’ learning styles, mobilizing students’ enthusiasm and initiative. Thereby improving class efficiency effectively.

C. Adapt to the change of teachers’ teaching concepts

The final theoretical results of this research will promote some teachers to transform traditional teaching methods, adapt to the requirements of the new curriculum reform, and gradually realize the concept of “student-centered” in the class.

**Delimitation of the Study**

This study has potential limitations. It was limited as followings:

A. It is based on the author’s analysis and summary of the existing literature, and although the author tried to remain objective in the writing process, it is still highly subjective. Therefore, this paper was conducted based on the author’s own teaching practice.

B. Many factors affecting second language acquisition have not been analyzed in detail, for example, students’ gender differences, personality traits and language proficiency.

C. The purpose of the reading course is to develop the students’ overall abilities, not their specific skills. The tasks assigned vary according to the focus. Therefore, this study does not provide quantitative data to measure the improvement of learners’ language proficiency.

D. This study is limited in that questionnaire surveys and data analysis are difficult to achieve due to the epidemic.
Methodology

The aim for this study is to analyze the current situation of Task-based language teaching approach used in primary school English teaching and its future development trends. Access to effective information is essential for an accurate understanding of the issues under study. To a large extent, the methodology determines the outcome of any study. Therefore, the choice of appropriate research methods is the key to answer research questions and achieve research goals. This part will discuss the research philosophy, research approach, information collection method, and the process of this paper.

This study therefore utilized an interpretive methodology, interpretivism is a more qualitative approach to this kind of research. Through a thorough investigation of some cases, this paper tries to understand how the TBLT implements and influences students’ learning.

This paper is based on library research, it collects and analyzes relevant and available resources on public platforms, such as online forms, newspaper articles, educational reports, etc. provided by UW-Platteville Karrmann library (online). In the process of searching for relevant literature, the author used “task”, “language learning”, “task-based teaching method”, and “the application of task-based teaching methods” as keywords and selected documents that are highly relevant to the topic of this paper for reading. After collecting a certain amount of literature, the author made a quick reading to identify if the research topic could contribute to the field. As for the application of the TBLT, most of the existing literature have used it for practicing English speaking, the author wants to pay more attention to the application of TBLT in reading class in China. It is also intended to prevent blind duplication of research. While reading the literature,
the author also constructs the theoretical framework and clarifies the viewpoints and explanations of scholars on the subject.

Chapter II Review of Literature
Before clarifying the ways to apply TBLT in primary school English reading classes in China, we should first make clear about some basic concepts, such as what is the definition of TBLT, what characteristics it has, what are the differences between traditional teaching method and TBLT, how to apply TBLT in English class, etc. This part is about to discuss these issues.

Past studies have shown that Task-based language teaching method was first put forward by Prabhu in Banggalore region of India in the 1980s and has been gradually studied by many scholars in China and abroad. A number of scholars have viewed the task as a form of class design, they mainly used tasks to design some classroom activities (Candlin, 1987; Breen, 1987). This concept of curriculum design first came from the evaluation of the comprehensive syllabus. And they believe that students can learn language better when communicating with each other purposefully. Candlin (1987) suggested that tasks are a series of activities containing communicative problems, which can make class design in a good order, and tasks can guide students to find answers to solve the communication problems. However, Breen (1987) argued that activities and tasks can make learners more naughty in class, but teaching by using tasks and activities is more demanding. And a number of scholars are also interested with students’ language communication in their daily lives, it leads the imbalanced development of students, while ignoring the grammar practice in the English class (Candlin, 1987; Breen, 1987). In a study conducted by Long and Crookes (1992) argued that the task is just an activity with a specific purpose. In designing the teaching task, they stressed the importance of need analysis and thought that the task should be closely related to students’ daily life, so if we want to design tasks, we must know the situation that students will face in real life.
Since TBLT was entered into China in 2001, it has been more and more researches on TBLT in China. Research on TBLT in China is divided into two main categories. The first one is the introduction of foreign research results, and the second is the application of task-based teaching in English classes. Several authors have significant influence on English class by pointing out pre-task teaching activities, task complexity and learning task suitability (Luo, 2009; Li, 2015). However, researchers have different opinions on the task-based teaching method. There is no consensus in many aspects, so there is more room for studying on how to do it in practice. The application of TBLT in school is becoming ever more common and diversified. It is clear that there are various challenges in the process of applying TBLT,

Xing & Luo (2016) adopted meta-analysis method to integrate and analyze the domestic and foreign research. This paper researches the effects of task complexity on Chinese EFL learners’ language. Since TBLT was introduced into China in 1997, it has made a local development in combination with Chinese traditional teaching methods (Li, 2015). It is mainly reflected the systematic introduction and research of foreign task-based teaching, continuous localization of task-based teaching, the promotion of the effective combination of task-based teaching theory and practice. The dynamic study on task characteristics and learning motivation of Li & Wu (2007) suggested that the appropriate learning task can be achieved by strengthening the cross-disciplinary research of task-based teaching.

Above all, the researches on TBLT are quite abundant, which give us all-around understanding of the concepts and characteristics of TBLT.

**TBLT Methodology**

*Definition of TBLT*
Task-Based Language Teaching (TBLT) refers to an approach which is used in language teaching. In teaching activities, teachers should design specific and operable tasks according to specific language content. Students complete tasks through various language activities such as expression, communication, negotiation, and interpretation, to achieve the purpose of learning and mastering the target language.

TBLT is formed by absorbing the advantages of various teaching methods in the past, as a further development of CLT. And it is not exclusive with other teaching methods. TBLT organizes teaching with tasks, and in the process of task performance, it uses participation, experience, interaction, communication, and cooperation to give full play to learners’ own cognitive ability, mobilize their existing resources of the target language, perceive, recognize and apply the target language in practice, and learn by “doing” and “using”. It is an effective method of foreign language teaching.

**The Characteristics of TBLT**

TBLT advocates student-centered, learning-centered, and teacher-led teaching activities. It is conducive to stimulate students’ enthusiasm and creativity, maximizing their potential, satisfying their needs, developing their interests, and improving their abilities. Specifically, the tasks in TBLT are designed to focus on students’ needs and authentic, goal-oriented communicative activities according to real-life situations. Students can acquire authentic target language through task-based learning activities. This stimulates students’ motivation to learn, makes them participate in the activities with interest and enthusiasm, and enlivens the classroom atmosphere.
It advocates a learning style of experience, practice, participation, inquiry, communication, and cooperation, with multidimensional interaction between students and students, between students and teachers, to achieve the development of students’ comprehensive abilities in various aspects.

Freez (1998:17, via Richards and Rodgers, 2001:2004) also generalize some features about TBLT:

A. It focuses on the learning process rather than the product.

B. Purposeful activities and tasks that emphasize communication are the basic elements in the approach.

C. Activities and tasks of a task-based syllabus are sequenced according to difficulty.

D. The difficulty of a task depends on a range of factors, including the experience of the language learner, the complexity of the task, the language required to complete the task, and the degree of support available.

A Shift From Traditional Teaching Method to TBLT

Current Situation of English Reading Class in Primary School in China

Reading in English as an essential comprehensive language course, can broaden students’ knowledge, help them acquire more information, develop their language skills (Mao, 2012). Therefore, cultivating students’ reading ability has always been the top priority in primary English teaching. Although in recent years, China’s curriculum reform has made certain achievements in primary school English teaching, however, due to the uneven development of
English teaching in China, the development of elementary school English reading education has not been consistent.

Students’ interest in reading is difficult to be mobilized due to the lack of interest stimulation link in the classroom. Interest is a very important factor in the learning process. However, in the process of teaching English reading in primary school in China, teachers have not grasped this point well. Many teachers do not aware of the need to stimulate students’ interest in learning when teaching reading, but adopt the method of direct introduction, forcing students into the reading situation. Without students’ interest in reading, it is difficult to ensure the effectiveness of teaching.

Influenced by traditional education methods, English teachers habitually use the traditional teaching procedure, from unfamiliar words to difficult sentences and then to the questions when teaching reading. So that the teaching of reading loses its sense of wholeness and becomes a rigid and boring vocabulary training. Moreover, most of the reading courses are teacher-dominated with the explanation of vocabulary and grammar rather than meaningful communication. The interaction between the teacher and students or between student and student is quite limited.

Teachers overemphasize textual information but lack awareness of cultural infiltration. English reading materials contain rich linguistic information, however, when teachers teaching reading, most of them only discuss the superficial information of the text with students, lacking awareness of teaching students about the culture involved in the reading, and students’ knowledge is limited to understanding and absorbing the textual information. Coupled with the
large differences between Chinese and western cultures, it will lead students to have thinking deviations.

Teachers place too much emphasis on reading outcomes and neglect the process of reading instruction. At present, the main basis for evaluating students’ learning is test scores, which makes many teachers believe that the goal of teaching reading is to make students answer the reading questions right and then take a series of ways to help students find reading answers. It takes a lot of effort to do so, and the results are hardly satisfactory.

**The Necessity of the Shift**

TBLT is based on the theory of constructivism, it advocates teachers creating authentic communication tasks in the class as much as possible. Students can learn knowledge and practice their comprehensive language ability through various tasks. Using TBLT in class can make students take their initiative and enable students to improve their class involvement.

Compared with the traditional teaching methods, TBLT pays more attention to students’ authentic communication in the learning process. It provides students with the conditions for cooperation. To complete the tasks, students should discuss and cooperate, so that students can participate in the tasks and ultimately improve their communication ability.

Compared with traditional teaching, TBLT pays more attention to the authenticity of the language environment. The authentic language environment can make students have no pressure to produce output and conduct real-life communication, language competence will be increased and developed (Nahavandi et al., 2012). Situational teaching is an effective way to bring real
target language into the classroom. By using real-life tasks as the focus of learning, students can practice the target language easier.

Compared to traditional teaching, TBLT pays more attention to the process of language learning. In general, if students are just thought to memorize knowledge from books, it will be called static teaching, but TBLT can be called dynamic teaching. It is a dynamic learning process in which students complete various tasks through multiple communication activities and eventually acquire language.

Compared with traditional teaching, TBLT pays more attention to the diversity of teaching activities. TBLT is a practice of transforming teaching activities from single teachers into multiple skills. Most tasks can practice the ability of listening, speaking, reading, writing, and translating. Therefore, the diversity of teaching activities can combine the class knowledge with the ability of personal communication, so that students can connect the class knowledge with actual life.

The last but not least, TBLT focuses on the opening classroom. “Opening” here does not mean allowing students to do whatever they want but to open the students’ minds, inspire thinking, and promote their imagination and creativity so that students can have their own opinions and improve their ability to solve problems.

Besides the above characteristics, TBLT can also take the real life of students as an example in class. The ultimate effect of task-based teaching is to enable students to solve practical problems. Students have a sense of identity to the tasks in class, which makes it easier for the students to participate in the tasks independently so that students can learn language from that.
Creating Authentic Communication Task for Reading Class According to TBLT

TBLT refers to teachers’ teaching by guiding language learners to complete tasks in class. The tasks used in the class should be linked to students’ real life so that language learners can complete the tasks better. In other words, when teachers need students to produce language knowledge through tasks, they should provide students with real and clear language information. Only students learning English in authentic and meaningful language situations, students can use this knowledge in real life (Liu, 2007).

As a language, listening, speaking, reading, and writing are the four basic components of English language teaching. In primary school, we advocate that students should be given language input first. In addition to a lot of listening practice, English reading can give students a lot of language input. With the development of English teaching reform, it is increasingly important to develop students’ reading comprehension.

In the process of completing reading tasks, students interact and communicate with each other, they fully mobilize the reading resources, perceive and recognize the target language in practice. By using the TBLT method, English teachers can make up for the shortcomings of the traditional teaching method, break through the limitations of traditional English class mode, and promote the English reading teaching quality.

In TBLT, the teaching task is the main carrier. It becomes a learning center that can provide activities to use English for students in the class (Somawati et al., 2018, p.2). And English reading teaching is continuously developed through the establishment and completion of tasks. Therefore, after using TBLT, English reading class can be divided into three stages: pre-
The 40 minutes of a class is very limited. So, using group works can make tasks better accomplished. Before teachers begin the class, students in the classroom should be divided into several groups.

**Pre-Task Stage.**

The pre-task stage aims to introduce topics or themes which related to the reading materials, preparing students with well-organized context structures and forms of English (Chen & Wang, 2019).

For primary school students, preparation is needed to start an English reading activity. On the one hand, good preparation can stimulate students’ interest in engaging in reading activities. Conversely, teachers can introduce the topic of the reading for students through preparation and evoke their existing schematic knowledge, which can help them to use their imagination to make predictions (Mao, 2012).

Reading comprehension included three elements: the reader, the reading material, and the activity. Different readers have different levels of reading (Fachruddin, 2020). Regarding how to prepare for reading tasks, the factors that affect primary school students’ reading comprehension are related to students’ existing knowledge, in addition to their reading ability, intellectual factors, and thinking skills.

Therefore, teachers can start by evoking students’ knowledge background, choosing content that students are interested in or familiar with, creating situations, and using graphical or
video presentations to activate their knowledge and integrate it with the content of English reading materials.

**While-Task Stage.**

Teachers use the pre-task stage to evoke the background of knowledge in students’ brains so that elementary students have a general understanding of the topic of the reading materials and can move quickly to the while-task stage.

To get more information in reading materials, teachers should first encourage students to read in a variety of ways, such as skimming, scanning, and intensive reading. The reading material at the elementary level is relatively simple, so teachers can specify the reading style according to the difficulty of the material.

After reading, some tasks should be given to the students. Tasks that can be used in this stage will be listed below.

A. Play the recording and find out the main idea

Before reading this story, teachers use listening to help students to establish confidence in reading. This part is the input part of the task. Students are supposed to listen to the text. And it also can cultivate the students’ listening competence.

B. Fast reading task & detail reading task

Making students read the text as fast as they can and discuss the given questions in a group, and let students read it again and try to answer more questions according to their own experiences. These two tasks can be taken as a whole. They have the same goal that helps
students learn how to get the answers from the text. And teachers can use group discussion to help students get more information from the reading material. And this task is based on their real life, it is easy for them to complete.

C. Role-play / Retell (group work)

This task can train students’ oral ability, when students practice role-play/retell in groups, it not only can train students’ teamwork ability, but also can make the class more interesting. At the time, it is also a good way to test students’ mastery of the text they have read.

Post-Task Stage.

Adequate input of language motivates students to make the output of language, and this kind of output is very useful for the exercise of their language communication skills.

Therefore, teachers should provide sufficient time for oral practice in this stage. For example, students can be asked to summarize what they have learned through this reading and what inspiration they have gained for their own lives. In this task, students associate the reading content with their own real-life, which not only expands the reading content and realizes the connection between English learning and life, but also allows students to communicate and discuss, to get the development of reading ability, and to achieve the improvement of English language communication.

The Application of TBLT in Reading Class

Main Obstacles to the Implementation of TBLT
No teaching method is perfect, and TBLT also has its shortcomings. TBLT places high demands on both students and teachers, while English is a foreign language in China, and the English language environment is seriously lacking. In most primary schools in China, students’ motivation for learning is passing their examinations.

Under the unique foreign language teaching environment in China, the application of TBLT in the classroom has revealed that classroom organization and task design are overly dependent on teachers’ teaching ability and teaching level. Because of the different levels of English teachers and their uneven educational resources, it is difficult to ensure the teaching quality.

In English class, the implementation of tasks is not ideal, and it is difficult to ensure the completion of tasks. The task-based language teaching method advocates student-centered and gives the initiative of classroom learning to students (Lai & Lin, 2015). However, the class size is large in primary school in China, even if the task is asked to be completed in small groups, teachers cannot pay attention to each student, and it is difficult to guide and help them effectively, so it is inevitable that students will use their native language to communicate when they encounter difficulties in English. Such a situation creates difficulties in ensuring the quality of classroom tasks completed.

There is a mismatch between the evaluation criteria of students’ learning conditions and the task-based language teaching method. The evaluation standard of task-based language teaching is mainly based on the completion of tasks, and there is no special test for the tasks. In contrast, under the situation that English learning in China is mainly aimed at periodic test and selection examinations, if English teachers use TBLT completely in the class, and the
examinations do not test communicative competence, but only test writing and reading, it will bring great trouble to the implementation of teaching.

**Suggestions on Promoting TBLT in Reading Class**

Compared with traditional English teaching methods, TBLT is a new teaching method in primary school English classes, which requires primary school English teachers to design the teaching content. Specifically, in terms of the design of teaching materials, teaching situations, and teaching activities. In primary school English teaching, available resources are limited due to the limitations of the realities of teaching, resulting in TBLT that cannot be fully implemented. Some suggestions will be listed below.

**Raise Teachers’ Awareness**

In primary school English teaching, teachers’ awareness of the concept of TBLT should be strengthened, so that English teachers can be aware of the importance of using TBLT method and can be mobilized to participate in task-based teaching, which is the key to achieving the good effect in English teaching. Primary school English teachers are required to focus on mobilizing students’ enthusiasm in learning English, and pay attention to the in-class and after-class evaluation functions, and give encouragement and guidance to the students.

**Strengthen the Training of Teachers’ Teaching Method**

To better implement TBLT, English teachers need to be trained. To improve the primary school English teachers’ teaching level, it is extremely necessary to improve their teaching ability in listening, speaking and writing, and focus on integrating these three aspects with teaching contexts.
In the teaching process, teachers should pay attention to the training of reading teaching steps in TBLT. At the same time, teachers should analyze and summarize the teaching details of task-based language teaching methods.

**Develop Teaching Resources**

English is a language that cannot be limited to textbooks in teaching, but also has to be applied according to real life. Students can learn more knowledge that not be included in the textbook through various media. Therefore, English teachers are required to combine some elements of life in teaching and introduce real-life elements into English class. In order to enrich teaching resources and improve the ability to develop teaching resources, teachers can use more teaching approaches and teaching equipment, such as using resources on the Internet to completely invigorate students’ interest in learning English.

At the same time, it is recommended to enhance education resources on the existing basis. By the usage of educating aids, educating cartoons and other factors to enrich the English class, attract primary school students’ attention, and let them higher consider the knowledge points.

**Summary**

Nowadays, with the development of new curriculum reform, the Task-Based Language Teaching method has gradually been used in the primary English class in China, which has injected “fresh blood” into the classroom reform. Students’ abilities of reading comprehension, creative thinking, problem-solving, and cooperation have become the core needs in our society.
However, the traditional teaching method can not meet the needs of language teaching in English classes. So, we should use some more effective teaching methods to improve students’ ability. Based on this issue, the TBLT has made the language learning process full of fun and the students can actively participate in learning. Now, this method has been accepted in China and abroad.

The task-based language teaching method shows that if teachers want to develop the students’ ability to use language in real-life, we should involve students in teaching activities and participate in the examples of real life that teachers have arranged. Therefore, when we conduct TBLT in class, we should fully reflect on the tasks involved, so that students can have more words to say when they finish tasks in class. There are more things to do, and they can use their knowledge to feel of language, understand and use language to develop students’ language skills.

This paper focuses on the Task-based language teaching method, tries to answer how to design authentic communication tasks and how to use TBLT better in primary school English reading classes in China. By consulting and analyzing relevant literature, this paper investigates the current situation of English reading classes in primary school in China and analyzes the necessity of the shift from the traditional teaching method to the TBLT method. By analyzing the obstacles to the implementation of TBLT, this paper highlights that before applying TBLT in class, English teachers’ knowledge about TBLT should be increased and their ability to develop teaching resources should be improved.

In China, to apply the TBLT better in the class, English teachers should be trained and increase their knowledge about TBLT at first. According to different teaching objects and teaching contents, combined with previous teaching experience and teaching methods in the
class, English teachers should design the most appropriate tasks for the class. Based on the research, TBLT shows that if teachers want to develop the students’ ability to use language in real life, they should involve students in authentic tasks. And in the process of implementing TBLT in reading class, teachers should have sufficient knowledge, experience, and teaching skills so that students can get enough input of knowledge and reading skills.
Chapter III Conclusions and Recommendations

This paper was the result of an investigation into Task-based Language Teaching as an important teaching method for the field of education. In particular, it concentrated on the application of TBLT in English reading classes in China.

The current state of knowledge in the field of education reports a range of benefits of implementing the task-based language teaching method in their language classrooms, many of which are documented elsewhere in the literature.

The paper included four major sections. The four major sections answered the research questions: a. What are the differences between the traditional English teaching approach and TBLT? b. How to create authentic communication task in the class? c. How to apply Task-based language teaching in reading class?

However, the TBLT as a new teaching method in China still has some restrictions which should be cautioned. Based on the relevant knowledge and literature on the application of the
TBLT in the classroom and my personal work experience, the biggest problem is the main body of the class -- the students, their listening state. Specifically, when teachers assign tasks and organize group works in English class, some passive students may do not want to join in the tasks, which will lead to their disengagement from English class learning and low learning efficiency. Therefore, English teachers should find out some ways to help the passive students participate in the tasks and adjust to this new teaching method.

In the final analysis, this paper argued that the TBLT is the need of the development of the times. It meets the requirements of modern English teaching and meets the daily needs of language learners. It is an effective way to cultivate students’ language skills.

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