

# Analysis of Problems and Countermeasures in Task-based Reading in Junior High School English

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**Abstract:** In junior high school English teaching, the implementation of reading activities can help students master English knowledge, build a good vocabulary, and effectively improve their language expression ability. The implementation of task-based reading teaching is conducive to optimizing each teaching step, helping students think during the learning process, and developing good English learning habits with the help of planned goals. This paper analyzes the problems existing in task-based reading from the perspective of junior high school English classrooms and proposes specific teaching countermeasures, aiming to improve the quality of English teaching and provide references for the subsequent implementation of task-based reading.

**Keywords:** Junior high school English; Task-based reading; Problems and countermeasures

**Online publication:** August 5, 2025

## 1. Introduction

Task-based reading takes tasks as the core, clarifies the dominant position of students, gives play to the guiding role of teachers, promotes the realization of learning tasks, and effectively improves students' learning ability. However, in junior high school English classroom teaching, task-based reading teaching is affected by design-related problems brought about by task allocation, putting students under great learning pressure. Therefore, when implementing task-based reading, teachers need to follow the principles of task allocation, make teaching fun, and improve students' comprehensive qualities.

## 2. Problems existing in task-based reading in junior high school English

### 2.1. Lagging classroom management concepts

In the current era, in junior high school English teaching, most teachers still adopt a semi-English and semi-Chinese teaching method, and their teaching concepts and qualities need to be improved. When setting English

reading tasks, teachers pay more attention to teaching content and students' abilities, and less attention to their qualities <sup>[1]</sup>. From the perspective of classroom management methods, many teachers dominate the classroom, resulting in insufficient attention to students' humanity, which is not conducive to improving the effect of classroom management. In the practice of junior high school English teaching, many teachers focus on students' mastery of knowledge and set classroom standards. For students' disciplinary violations, they mainly adopt behavior control and lack attention to students' inner emotions <sup>[2]</sup>. Due to the lack of attention to students' humanity and subjectivity in teachers' classroom management practices, the overall management method cannot keep up with the times, and the quality of English classroom teaching needs to be improved.

## **2.2. Lack of a positive classroom atmosphere**

The classroom atmosphere refers to the comprehensive manifestation of certain attitudes and emotions in the classroom. Teachers and students communicate and interact to achieve teaching goals. In the current task-based teaching in junior high school English classrooms, the classroom atmosphere lacks enthusiasm, and there is even a negative atmosphere, which is contrary to task-based teaching <sup>[3]</sup>. Regarding students' classroom participation, only a few students can complete English tasks independently, while most students still rely on teachers to complete reading tasks. The existence of the above problems shows that in classroom teaching, some teachers ignore students' subjective initiative, students have insufficient opportunities for group communication and joint exploration, students lack classroom participation, and the overall atmosphere is rather dull <sup>[4]</sup>. In addition, from the current situation of English reading courses, there are some problems in the teacher-student relationship. In some classrooms, the teacher-student relationship is not harmonious. Some students communicate with teachers, while most students lack the enthusiasm to participate in communication activities. In the practice of reading courses, teachers' attention to different students varies, ignoring the direct communication among students. Students lack the opportunity to ask questions in classroom activities, the overall teacher-student relationship is not harmonious, and the activity level of the classroom atmosphere needs to be improved.

## **2.3. Unbalanced task setting**

The implementation of task-based teaching in junior high school English takes English tasks as the carrier, gives play to the driving force of tasks, and helps students participate in English reading through the organic integration of knowledge and skills, effectively improving students' English abilities <sup>[5]</sup>. From the current level of English teaching, in junior high school English reading teaching, it is possible to enrich task resources and solve unbalanced problems, such as tasks being too difficult or disorderly, to help students clarify their learning objectives <sup>[6]</sup>. In current junior high school English reading, due to the poor balance of task settings, some students lack an in-depth understanding of the knowledge in the articles, and the actual teaching effect needs to be improved.

# **3. Teaching principles of task-based reading in junior high school English**

## **3.1. Student-centered**

In junior high school English teaching, teachers need to implement the student-centered principle and clarify the dominant position of students. When setting specific teaching tasks, teachers need to understand the classroom situation of students and clarify their learning status, so as to carry out targeted teaching and make reading tasks meet the needs of students. For example, for students with poor English foundations, teachers need to focus on simple vocabulary reading and set simple reading tasks to improve students' learning efficiency. For students

with good English foundations, teachers can set open-ended questions and encourage students to communicate about junior high school English knowledge<sup>[7]</sup>. In the practice of task-based reading teaching, teachers also need to carry out activities such as group cooperation and role-playing to effectively implement the student-centered principle and improve students' classroom participation.

### **3.2. Authenticity**

In task-based reading in junior high school English, teachers also need to follow the principle of authenticity, grasp the setting of reading tasks, and enhance their significance and value. Through good tasks, students can actively engage in English reading, learn English knowledge, and develop good abilities. In the practice of classroom teaching, teachers also need to select English reading materials in combination with the characteristics of the times, pay attention to the life-orientation of the materials, encourage students to explore relevant content, and enhance their reading interest. Students participating in task-based reading can clearly understand the value of English knowledge<sup>[8]</sup>. In addition, teachers can design corresponding situations according to the goals and requirements of task-based reading to help students complete relevant tasks and continuously improve their comprehensive qualities. At the same time, teachers need to attach importance to the implementation of teaching evaluation, understand students' situations, enhance the pertinence of evaluation, encourage students to reflect, and improve teaching quality.

## **4. Practical countermeasures for task-based reading in junior high school English**

### **4.1. Implement the student-centered principle and strengthen educational management**

In task-based reading in junior high school English, to improve the quality of the classroom, teachers need to pay attention to the adjustment of teaching management. By establishing good management and student concepts, the management effect can be effectively improved. In the practice of reading classrooms, teachers can clarify the core value orientation, implement the student-centered principle, carry out effective classroom management, and pay attention to students' emotions and inner needs. In the practice of management, teachers need to grasp the differences among students and promote the all-around development of students. In the link of English reading classroom management, teachers need to clarify the core position of students, set reasonable educational goals, tap students' values, stimulate their reading potential, and escort their personalized growth<sup>[9]</sup>. Based on this, in the practice of task-based reading in junior high school English, teachers need to investigate the English reading levels and needs of students in the class, effectively control the reading difficulty, select appropriate teaching techniques, and stimulate the English reading confidence of each student. At the same time, teachers need to clarify the main body and individual situations of students, pay attention to stimulating students' potential, and through classroom communication activities, build a good teacher-student relationship and smoothly carry out individualized teaching.

In addition, in the process of junior high school English classroom management, teachers need to start from the perspective of students, think deeply about problems from their positions and angles, effectively carry forward the democratic style, improve students' participation enthusiasm, promote the optimization of classroom management activities, and create a comfortable classroom environment<sup>[10]</sup>. As English teachers, to help students complete English reading tasks, they need to implement the principle of fairness and justice and adjust and optimize teaching management. When facing problems that disrupt the teaching order in classroom activities, teachers can conduct an in-depth analysis of the reasons behind the problems, such as students' needs and environmental changes. At the same time, through teacher-student interaction, teachers can effectively understand

students' inner feelings and thus win the trust of students. In short, only by implementing the student-centered principle in the process of educational management can it be helpful to optimize educational management and help students learn English.

#### **4.2. Scientifically design tasks to highlight the characteristics of the subject**

In the teaching practice of task-based reading in junior high school English, teachers need to clarify the core links and pay attention to the scientificity of task design. Through reasonable tasks, it is not only helpful to show the characteristics of the English subject but also can improve students' enthusiasm for task completion, enabling them to actively participate in reading practices and promote the completion of tasks. Therefore, in junior high school English classrooms, teachers need to grasp the principles of task design and scientifically design reading tasks <sup>[11]</sup>.

First, teachers can design tasks according to teaching goals. Teachers need to analyze the English curriculum standards and the examination syllabus, and then set corresponding reading goals to make the tasks consistent with the goals. Cultivate students' core qualities and enable them to actively participate in task-based reading practices. Second, teachers need to understand the situation of students and flexibly design tasks. In the teaching practice of junior high school English, teachers can adopt methods such as classroom observation and stage-based tests to visually show students' learning situations, including their English learning abilities and knowledge reserves, and design reasonable English reading tasks to improve students' participation enthusiasm and exercise their English knowledge abilities <sup>[12]</sup>. Based on this, in the practice of task-based reading in junior high school English, teachers need to pay attention to its intuitiveness to better attract students, strengthen the use of network platforms, encourage students to communicate and interact, cultivate their cooperation ability, and promote the smooth completion of reading practice tasks.

#### **4.3. Pay attention to role transformation and highlight the dominant position of students**

Reading is an important part of the junior high school English subject. Through the transformation of teacher-student roles and relationships, students' participation can be improved, and students can gradually move from the edge of teaching to the core of teaching. When using task-based teaching, to improve the effect of English reading, teachers need to pay attention to adjusting their own mental states and roles. Teachers not only play the role of imparting knowledge but also act as classroom organizers, participants, and planners. In English reading activities, teachers need to organize activities to enable students to actively participate in knowledge exploration, effectively improve students' thinking initiative. For example, teachers can enrich reading resources, add content such as Western culture and the origin of vocabulary, create a good reading atmosphere, and effectively improve students' learning interest <sup>[13]</sup>. At the same time, teachers need to strengthen communication with students, deeply understand students' ideas, and thus adjust reading teaching accordingly. In classroom practice, teachers need to pay attention to appropriate discourse expression and provide timely guidance to enable students to actively participate in tasks, teaching, and communication activities.

In addition, the transformation of teachers' roles will promote the transformation of students' roles. First, in junior high school English reading classrooms, students play the role of participants. Instead of passively accepting knowledge, they use methods such as experience, communication, and discussion to continuously improve their comprehensive reading ability. Second, students play the role of self-monitors. Facing English reading tasks, students need to evaluate and adjust their learning situations, choose appropriate reading methods, and continuously deepen their understanding of knowledge. Third, students play the role of English explorers. When expressing their thoughts and opinions, students are prone to making language-related mistakes. Through



the encouragement and guidance of teachers, they can deepen their understanding of language knowledge<sup>[14]</sup>. In English classrooms, students are the masters of the classroom. Only by promoting the improvement of students' reading abilities can the quality of the classroom be effectively improved. Fourth, due to the relatively late start of the English subject, some students have insufficient understanding of English from an early age. The classroom is the main place for knowledge exchange. To improve the quality of teaching, teachers need to return the classroom to students, highlight their dominant position, encourage them to independently complete English reading tasks, and deepen their understanding of knowledge.

#### **4.4. Implement developmental evaluation to optimize the reading classroom**

In the process of task-based reading in junior high school English, evaluation is an important part. To improve the evaluation effect, teachers can implement developmental evaluation to create a good classroom environment.

First, pay attention to the organic integration of formative and summative evaluations. In the process of formative evaluation, teachers and students participate together, focusing on English knowledge learning. Its educational goal is to strengthen guidance, help students pay attention to the evaluation of their learning process status, and timely optimize the learning process to achieve good development evaluation results. Specifically, students can evaluate the completion of reading tasks, which have the characteristics of immediacy and can be synchronized with the classroom<sup>[15]</sup>. The implementation of English summative evaluation focuses on examining students' knowledge and learning results and judging their language application abilities. Some teachers guide students to carry out various activities in the classroom, but the test content and methods are different from those of usual classroom teaching. The above-mentioned evaluation is likely to lose its due value. Based on this, teachers can promote the organic integration of formative and summative evaluations, help students achieve the unity of learning and result evaluation, and actively participate in classroom tasks to create a good classroom environment.

Second, teachers need to pay attention to the diversification of evaluation methods. In the task-based teaching link of junior high school English, students are not only the masters of the classroom but also the main body of evaluation. Evaluation needs to show the status of students and aim at the all-around development of students. From the perspective of evaluating the completion of various reading tasks, teachers can strengthen guidance to enable students to clarify their own English classroom learning situations through group evaluations, self-evaluations, and other methods, and continuously improve their learning abilities. From the perspective of English classroom reading activities, when groups and students complete tasks, teachers can provide good guidance to enable students to conduct mutual evaluations, effectively improving students' initiative.

### **5. Conclusion**

In summary, in junior high school teaching, when facing task-based English reading activities, to effectively improve students' English reading abilities, teachers need to pay attention to the allocation of task resources to promote their balance and rationality. In junior high school English reading teaching, to promote the implementation of task-based reading, teachers need to pay attention to different aspects, such as the selection of teaching materials and the setting of task difficulty. Through the optimization and adjustment of relevant aspects, better guiding roles can be played. Combining with existing English teaching goals, students' self-abilities can be promoted to improve. Through the implementation of junior high school English teaching, it can better meet the needs of students, improve students' task participation, cultivate their reading skills, and support their subsequent healthy growth.

## Disclosure statement

The author declares no conflict of interest.

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