Integrating TBI into A College English Reading Course

A reading course is usually assumed to be dealing with intensive reading and/or extensive reading, and no matter which type, most of the classroom activities are implemented by engaging students sitting in the classroom reading silently, either intensively or extensively. Most students think that reading is dull and boring due to its repetitive and monotonous practices. Thus, the author intends to design tasks for an English reading course to provide an alternative approach to strengthen students’ reading interest and motivation by engaging students in student-centered reading tasks.

Task-based instruction refers to an approach that uses tasks as the core unit of planning and instruction in language teaching (Richards & Rodgers, 2001). Proponents of task-based instruction (TBI) argue that the most effective way to teach a language is by engaging learners in real language use in the classroom. This is done by designing tasks—discussions, problems, games, and so on (Willis & Willis, 2007).

This study will describe the tasks implemented in an English reading course in a technological university. Students’ reflections and interviews will be employed as the research instrument to provide the author with vital information as to whether task-based instruction is suitable for a reading course, and moreover, if task-based instruction is an effective alternative to conventional instruction in a reading course. Pedagogical implications will be presented to explore the feasibility and significance of TBI applied in an English reading course.