

Retraction

Retracted: Research on the Use of Task-Based Language Teaching Method in English Language Teaching Based on Big Data 5G IoT Scenario

Journal of Sensors

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This article has been retracted by Hindawi following an investigation undertaken by the publisher [1]. This investigation has uncovered evidence of one or more of the following indicators of systematic manipulation of the publication process:

- (1) Discrepancies in scope
- (2) Discrepancies in the description of the research reported
- (3) Discrepancies between the availability of data and the research described
- (4) Inappropriate citations
- (5) Incoherent, meaningless and/or irrelevant content included in the article
- (6) Manipulated or compromised peer review

The presence of these indicators undermines our confidence in the integrity of the article's content and we cannot, therefore, vouch for its reliability. Please note that this notice is intended solely to alert readers that the content of this article is unreliable. We have not investigated whether authors were aware of or involved in the systematic manipulation of the publication process.

In addition, our investigation has also shown that one or more of the following human-subject reporting requirements has not been met in this article: ethical approval by an Institutional Review Board (IRB) committee or equivalent, patient/participant consent to participate, and/or agreement to publish patient/participant details (where relevant).

Wiley and Hindawi regrets that the usual quality checks did not identify these issues before publication and have since put additional measures in place to safeguard research integrity.

We wish to credit our own Research Integrity and Research Publishing teams and anonymous and named external

researchers and research integrity experts for contributing to this investigation.

The corresponding author, as the representative of all authors, has been given the opportunity to register their agreement or disagreement to this retraction. We have kept a record of any response received.

References

- [1] C. Xu, "Research on the Use of Task-Based Language Teaching Method in English Language Teaching Based on Big Data 5G IoT Scenario," *Journal of Sensors*, vol. 2022, Article ID 4926105, 11 pages, 2022.

Research Article

Research on the Use of Task-Based Language Teaching Method in English Language Teaching Based on Big Data 5G IoT Scenario

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The state implemented the compulsory education standard for full-time students in 2001, which clearly stipulates that English teachers should promote special language teaching methods, develop comprehensive language use skills, and propose teaching methods such as practice, cooperation, and communication. The task-based language teaching method has become a commonly used method in English teaching, and it is necessary to study the application of task-based language teaching method in English courses and try to apply the task-based language teaching method effectively. This study analyzes the needs of English teaching in the context of big data 5G IoT scenario, new curriculum reform, and theories related to English teaching methods in order to explore new methods of English teaching, verify its feasibility and necessity, and prepare reference materials for future grammar teaching research.

1. Introduction

In the 4G era, the rapid spread of mobile Internet; the popularity of social media such as Facebook, Twitter, and WeChat; and the use of traditional electronic messaging and interactive meetings have changed the content and form of information transfer and sharing. The impact of the upcoming 5G era will be even more evident with the emergence of new applications or software with high transmission speeds and depth of artificial intelligence, which will enable more diverse communication and technological advances that are changing the way people learn English [1]. In the 4G era, various terminal English teaching programs or applications have had an impact on English teaching. With the advent of the 5G century, smarter and deeper “Internet+” ELT software, hardware, or applications, such as smart English textbooks and smart English pencils, will further drive explosive growth. Instead of going down the same old road, classroom English teaching should actively learn new technological achievements and apply them to all aspects of classroom English teaching. In other words, the use of new achievements in technology, especially in the 4G and 5G era, is not only a turning point but also a nec-

essary means to advance the reform of the university English curriculum, whether from line to line or from the combination of cloud computing, big data, artificial intelligence, virtual reality, and education to be more intelligent. In September 2018, the National Development and Reform Commission issued the “Guidance on Developing a Stable Digital Economy and Expanding Employment,” proposing innovative talent cultivation models and vigorously developing “Internet+,” mobile technology, and Internet technology. We actively use practical and other digital teaching and training means and promote the introduction of new teaching methods such as microteaching, live under hybrid teaching, and webcasting, so that the general public can widely participate. With the rapid development of technology, there is a trend of integration between the education and information technology communities. The use of cloud computing, artificial intelligence, 5G, and other mobile communication technologies has made English teaching smarter to design English courses, and the National Development and Reform Commission guidelines on building a stable digital economy and increasing employment state that artificial intelligence and mobile communication technologies should be incorporated into the training and certification processes. According

to the need for specialization, English language instruction, the use of human-computer interaction, artificial intelligence and 5G mobile communication, digital teaching resources, the creation of a good English language learning environment for students, and the necessary material conditions for modernization [2] were needed.

This is how the task-based language teaching method has been developed. According to the requirements of the new curriculum of 2001, teaching English skills should include pronunciation, vocabulary, grammar, functions, and themes. In addition, the new teaching standards clearly state that reform is not only a renewal of the content of knowledge but also a renewal of the forms of knowledge transmission. Therefore, English teachers have the responsibility to change their concepts and outdated teaching methods and forms of teaching. English learners in the new era should have systematic language skills and be flexible in using the language skills they have learned. From this perspective, the new curriculum reform requires English teaching, especially grammar teaching, to reach a higher level [3]. Theoretically, special teaching methods adapted to the needs of English language teaching and social development have been widely used in China. In 2001, the new English curriculum developed a task-based language teaching method to improve the overall language skills of students. The application of the task-based language teaching method in language teaching places stringent demands on English teachers, but many teachers of English courses are unable to plan and control their classrooms under the guidance of the teaching method. This study analyzes the needs of English teaching in the context of big data 5G IoT scenario, new curriculum reform, and theories related to English teaching methods in order to explore new methods of English teaching, verify their feasibility and necessity, and prepare reference materials for future grammar teaching research. Teachers still occupy a central position in the English classroom, especially in reading classes. Teachers often provide students with reading materials to help them understand vocabulary, sentence patterns, and grammar rules. In other words, there is too much emphasis on language and grammar explanations. Students rarely have the opportunity to express themselves during the learning process, and they are left to passively receive knowledge. This model of teaching is known as the traditional teacher-centered teaching model. Students should not passively absorb knowledge in reading classes, but actively participate in interactive activities. The traditional teaching method runs counter to the basic goals of foreign language teaching. The main elements of the task-based language teaching method are that language is a valuable tool for social expression of ideas and communication and that the function of language and the purpose of communication can also be expressed through the structure of language [4]. Therefore the study of the use of task-based language teaching method in English language teaching has the following requirements and roles.

First, the trend of changing language perspectives is at the heart of curriculum reform.

Second, teachers should pay more attention to teaching reading methods and reading skills.

Thirdly, it is emphasized that classroom instruction should match the age, knowledge level, and interests of students. Finally, an active learning model based on experience, practice, participation, communication, and tasks is proposed to develop students' language integration skills. ELT emphasizes that students should be guided by their teachers to complete tasks in their daily learning in order to build self-confidence and develop their overall language skills.

2. Research Background

Foreign researchers point out that in the late 1970s, the linguist Prabhu first proposed the task-based language teaching method which was the beginning of the research on task-based language teaching method [5]. In the 1980s, the task-based language teaching method gradually developed and a large number of foreign language teaching researchers generally adopted the task-based teaching method. Many international scholars, such as Breen, Willis, Noonan, and Ellis, have published scholarly works on task-based language teaching methods. According to the English Language Learning Standards, the classroom is used as the foundation for all help students practice and learn using the English language. Students should first and foremost act as users of the language, paying special attention to the transfer of information in the learning process. English teachers must develop tasks based on a thorough understanding of the learning objectives, students' levels and interests, and life experiences, with the goal of not only developing students' language skills but also improving them. Anh and Koen defines tasks as rewarding or voluntary or purposeful activities [6]. Richard defines the activities that people do after learning and understanding the language, and Breen concludes that the task is a series of learning activities carefully designed by the teacher before the lesson, providing opportunities to improve knowledge and skills through the adoption of new language. Noonan sees communicative tasks as an occupation related to how students understand and use the language of instruction in communicative situations. According to Scahan, all task-based language teaching is operational and important for performing these tasks, and performing task activities must be connected to real life. In addition, tasks are evaluated on the basis of their successful completion and the definition of the task as "the way in which the work plan requires students to learn the language in order to obtain assessable results upon submission of correct or appropriate proposals" [7]. Jose stated that "a task is a separate hierarchical group in which students must solve a problem through communication and cognitive processes. There are specific purposes and goals." He conducted a study combining special conditions instruction with computer-assisted instruction in a Spanish research institute, and the results showed that the combination of synchronous electronic conversations and web-based homework language instruction had a significant impact on English self-learning [8]. Since the 1980s, researchers have considered task-based language teaching methods as an effective means of improving communicative competence in language teaching. The task-based approach is a task-based approach to language

teaching through the organization of the teaching process in secondary schools. Teachers perform tasks using different forms of instruction, such as participation, experience, interaction, communication, and cooperation. It fully develops students' cognitive abilities and stimulates the use of the existing target language. The focus of training is on tasks, which provide learning activities that go beyond mechanical language practice. The task-based approach increases students' interest and efficiency in learning within a limited time frame. In order to complete the task, students must use their abilities to participate in the activity [9].

The status of domestic research, since the 1990s, scholars such as Wu Xudong and Shatime introduced the syllabus of task-based language teaching method in China, which has attracted great attention from foreign language teachers in universities. Shame was the first scientist to study language learning in tasks, and as a first step, she proposed an English teaching method within the remit that English teaching must be closely linked to the real world and classroom teaching must be closely linked to society. The purpose of language teaching is not only to learn the language but also to improve students' awareness [10]. The use of pure English knowledge and other teaching methods in the classroom should be avoided as much as possible, and diverse teaching methods should be provided. From the point of view of applied teaching, English language teaching should contribute to the improvement of students' language literacy. Teachers should design and implement targeted and diverse internal and external teaching activities according to the teaching objectives and the students' actual situation. The conclusions drawn from these two paragraphs fully reflect the content of the task-based language teaching approach. As a result, they have furthered the research of Chinese scholars and teachers on the form of task-based language teaching method [11]. In addition to this form of teaching and learning, the development of task-based language in China has been driven by the preparation of various research papers and by foreign language teachers and researchers in Chinese universities. Research on task language learning by local scholars has been presented from different perspectives. Yuan Changhuan, Cheng Kra, and Xu Xiaoqing argue that task-based language teaching incorporates theories related to second language acquisition. Gong Yafu and Luo Shaoqian argue that this theory comes from language acquisition theory, social constructivist theory, and curriculum theory. Cheng Xiaotang proposed the theory of communicative teaching and second language acquisition theory contributed to the formation of this theory part of the theory has been studied by several scholars in China in terms of task classification; some scholars believe that there are some special and general tasks and that most interactive tasks used in the classroom are practical and learning tasks, so task division is not absolute, and in 2001, task teaching made significant progress. China, the country with the largest number of English language learners in the world, has developed English curriculum standards that focus on learning tasks and promote targeted instruction, attracting a large number of monographs and papers on thematic teaching and learning [12].

3. Research Methods and Materials

3.1. Internet of Things

(1) Concept

There is no mandatory definition of the Internet of Things. IoT alias intranet, technically speaking, IoT is the integration of sensors, wireless sensors, intelligence, internet, RFID, intelligence, nanotechnology, etc. Through IoT, everything can be connected and it also features control, accurate and reliable intelligence transmission and processing, sensing, integration, etc. [13].

The concept of IoT was first introduced by the Automatic Identification Laboratory at MIT in 1999. It states that sensors and information devices will be connected to the Internet through information such as RFID, which is not only intelligent. It also allows automatic identification and management of network properties. Wireless transmission, sensor networks, networking technologies, and RFID methods are the core and technologies [14].

With the development of wireless sensors (WSN), radio-frequency identification (RFID) networks and related technologies such as nanotechnology and intelligent integration, the report concludes that with the Internet, the world will be able to connect and humanity will enter the era of networked interconnection. Generally speaking, the intranet consists of five components, namely, readers, electronic tags, analysis servers with network names, intranet intermediate nodes, and intranet dissemination services. In this system, the only code is kept in the electronic tag [15]. The RFID code contains information elements including product name, production time, shelf life, and type. The workflow is to read the identifier, read the information stored in the electronic tag, send the middleware, send the command, send the name, send the name of the analysis server, request the item, address of the minimal device, and the identifier passes the details of the request through the corresponding address under the name. After receiving the request from the master, the server passes the details of the element to the intermediate server to obtain specific information about the element in question [16]. Figure 1 shows a typical IoT architecture.

(2) IoT hierarchy

Currently, communication networks are at the forefront of technology and the technology is complex. Based on the analysis of the existing network IT technology application requirements, it is divided into three levels: perception level, network level, and application level [17], as shown in Figure 2.

3.2. Task-Based Language Teaching Method

(1) Concept

In general, the aim of task-based language teaching method is to make language teaching more realistic and social. The so-called authorized language teaching method in the traditional sense takes the completion of communicative tasks as the main purpose of foreign language teaching. The goal is

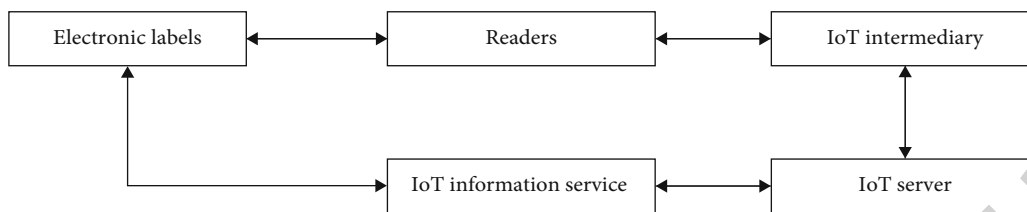


FIGURE 1: Typical IoT structure.

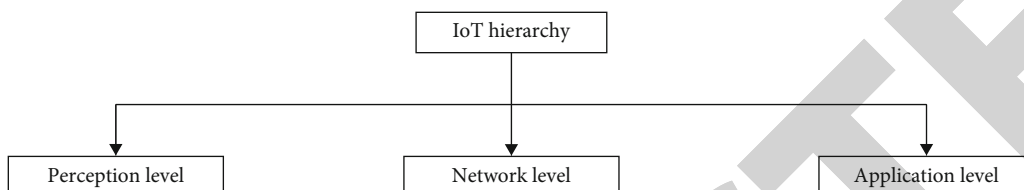


FIGURE 2: IoT hierarchy division.

to develop communication-oriented activities in practical training. With the help of cooperative learning groups for task-based learning, students realize that learning here is not about using textbooks and repetitive supplementary exercises, but about practice and language application. In the English classroom, the task is to closely integrate the goals of language teaching and learning with the goal of improving work skills by organizing a series of learning activities that maintain a deep connection with the outside world, instill cognitive skills in students, and effectively improve communication skills. In teaching practice, on the one hand, students should acquire knowledge from teachers, and on the other hand, students should receive education. Therefore, teachers must change the traditional way of teaching English and create a good teaching, entertainment, and English teaching environment to mobilize students in the process of teaching English. To make English lessons more effective, teachers must have a deeper understanding of students' personalities and needs, enhance emotional and intellectual communication among students, develop positive attitudes toward learning, and promote their overall development [18].

(2) Principles

The following summarizes the seven basic principles of the task-based language teaching method, as shown in Figure 3.

Foundation on the curriculum and materials: i.e., the curriculum and materials should serve as the basis for early learning in the learning process, and students should not expect the learning process to proceed without explicit or implicit language representations.

Task-dependent: in this category, new tasks are not added but are determined by previous tasks.

Recycling: restoring opportunities for language learning, expanding the scope of learning as much as possible, activating the principle of "organic" learning.

Active learning: acquisition of practical skills. The most effective way to improve the quality of teaching is to keep the learner learning the language.

Integration: the way students are taught should make clear the link between the teacher's dominant style and the students' creativity.

From reproduction to creativity: students should be encouraged to move from reproducible language to creative language.

Reflection: students should have the opportunity to reflect on what they have learned and how they have done it. These principles are important for the study of English teaching methods.

(3) Areas of teaching practice

A distinctive feature of task-based language teaching is the task and its practice. Instructional practices are reflected in the following areas.

Task language instruction provides students with a set of communicative tasks that they must complete in the target language. Students can learn the language while completing the tasks. Following the concept of task language teaching, language projects are transformed into various tasks through the development of curricula and materials. Exposure, perception, experience, and use of language procedures to accomplish these tasks.

Task-based language teaching emphasizes the importance of student expression in the classroom. This refers to the transmission of information, opinions, and views. In particular, students usually talk about information or suggestions that they know in advance. The focus is on the student rather than the teacher. While teachers play an equally important role in teaching the languages they work in, teaching the languages they work in emphasizes that teaching must be student-centered and that the teacher is not in charge of the class. In teaching the language of instruction, the teacher's primary task is to develop appropriate tasks or to provide students with the necessary materials to perform the activities that require them to complete the tasks. Students usually work individually or in groups to complete the tasks.

Students are encouraged to use their language skills creatively. Students have more freedom of expression when

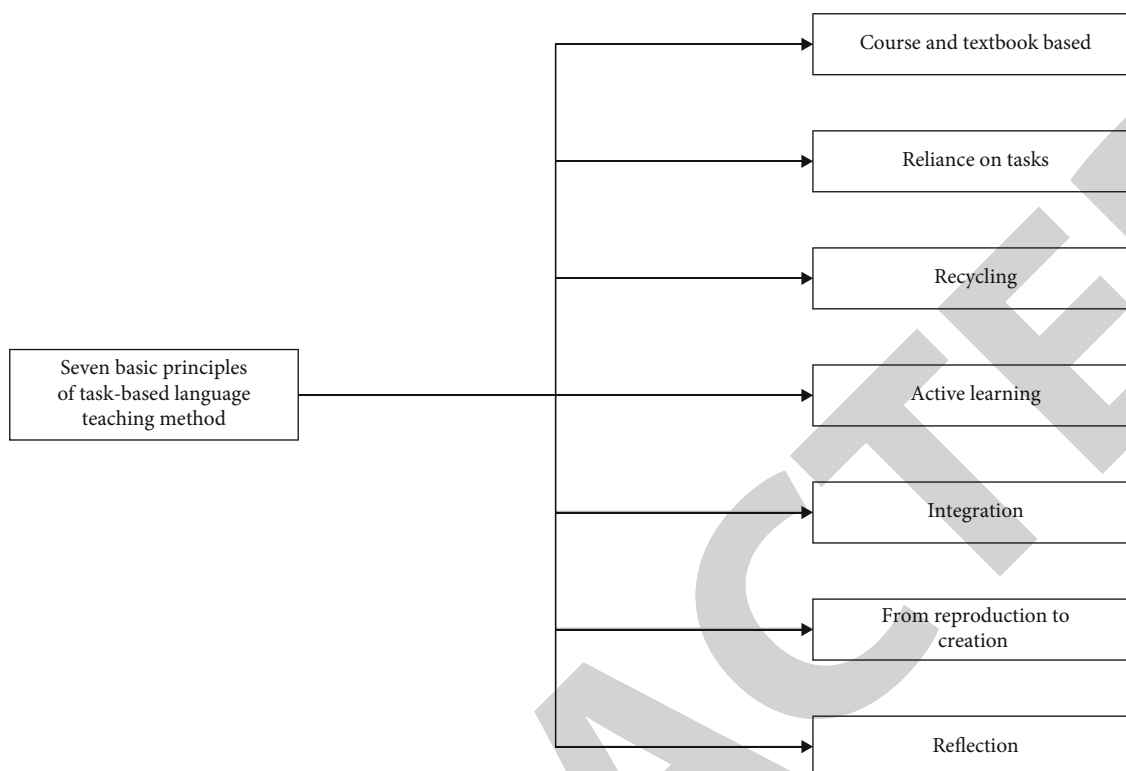


FIGURE 3: Seven basic principles of task-based language teaching method.

learning the language used in task language instruction. Students can use all the language skills they have learned or been exposed to. Teachers should encourage students to listen for meaningful expressions but should not overemphasize accuracy and precision in language use. Promote connections between classroom activities. In homework language instruction, a lesson can be designed as one large task that can be divided into several smaller tasks to form a task chain. The former is the basis of the latter, and the latter is the continuation and development of the former.

3.3. Methods and Formulas. The Apriori algorithm model of data mining algorithm is used in the fourth part of results and analysis of this thesis to analyze the application of English task-based language teaching method for a selected elementary school, middle school, high school, and university in A region. The Apriori algorithm model is described below.

The Apriori algorithm model finds all database items and item sets that occur frequently in the database by performing multiple scans of the database items to calculate the support of the item sets [19]. The frequency of these items must be at least as frequent as the predefined minimum support frequency. The frequent itemsets then generate a set of strongly associated rules, which in turn must satisfy their minimum reliability and minimum support, respectively. The Apriori algorithm requires multiple scanning cycles of the database. K The value of the first scan requires first $k(k-1)$ using the results of the first scan to k generate C_k the candidate item set, then determining the C_k support degree during the scan, calculating the frequent

item set at the K end $k1$ of each k scan, and C_k ending the algorithm when the candidate item set is empty [20].

The Apriori algorithm model can be divided into two steps.

Step 1: linking

To find, lk the $l(k-1)$ candidate set is generated by k linking CK with itself. Assume that l_1 with l_2 is l_{k-1} the set of items in. $l_i(j)$ is l_i the item set j of items. For $(l_1(1) = l_2(1)) \cap \dots \cap (l_1(k-1) = l_2(k-1))$ example, l_1 can l_2 be connected with

Step 2: pruning

K all subsets of items, which must be sequent sets.

The process is as follows.

Input: database D minimum support min – sup threshold (1)

begin,

$L1 = 1,$

for($k = 2; lk - 1 \neq \emptyset$)do,

$CK = \text{Apriori-gen}(lk - 1),$ (1)

$CT = \text{subset}(ck, t),$

$lk(ck, c.\text{count}),$

Return $L1 \cup L2 \dots \cup Lm.$

4. Results and Discussion

4.1. Experimental Discussion. This subsection investigates the application of English task-based language teaching

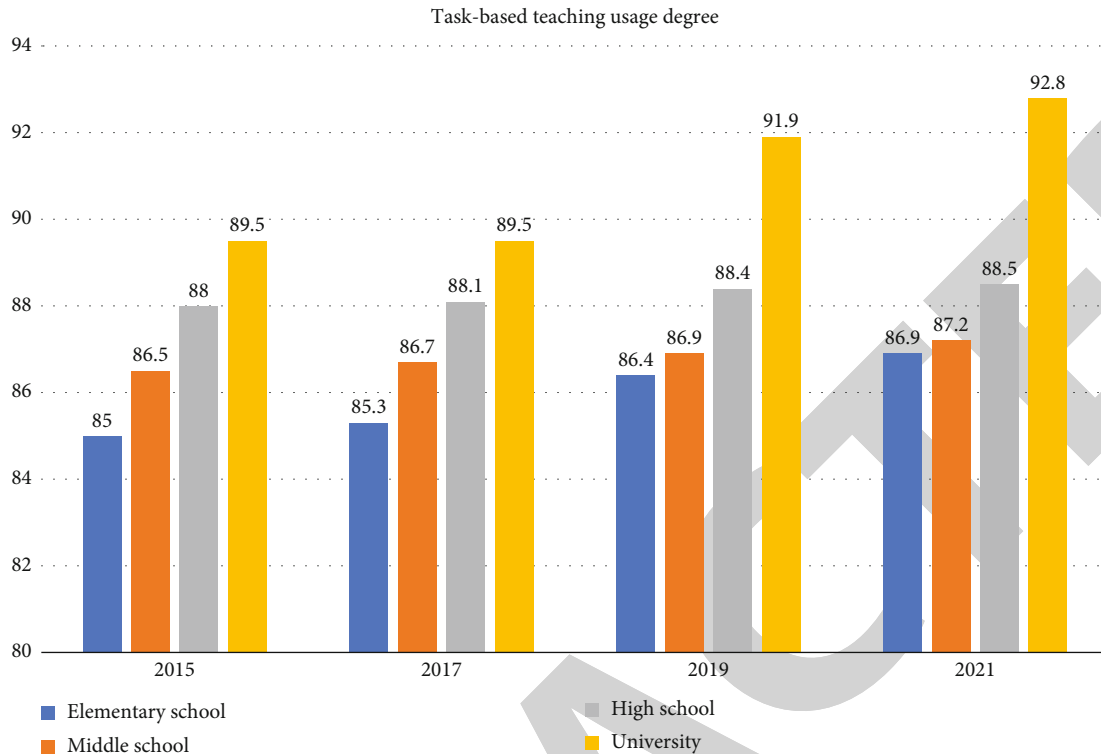


FIGURE 4: Usage of task-based teaching.

method for a selected primary, middle, high school, and university in region A by using the A-priori algorithm model in data mining algorithm.

(1) Study on the usage degree of task-based teaching

Assuming that the usage of task-based teaching scores out of one hundred, the analysis of the data shows that the usage of task-based teaching in elementary schools, middle schools, high schools, and universities in region A has gradually increased during the period of 2015–2021, as shown by the usage scores of task-based teaching in elementary schools from 85 to 86.9, middle schools from 86.5 to 87.2, high schools from 88 to 88.5, and universities from 89.5 to 92.8. Regardless of the level of English classroom learning, the usage of task-based teaching is gradually increasing, with the highest usage in college, because college English classrooms are more open, so the application rate of the comparative English teaching mode is greater than that of elementary, middle and high school. As shown in Figure 4.

(2) The degree of students' English learning comprehension under the comparison of task-based teaching mode and traditional teaching mode

Assuming that students' English learning comprehension degree scores out of one hundred, the data analysis shows that students' English learning comprehension degree is higher under the task-based teaching mode in elementary school, middle school, high school, and university in region A. Specifically, under the task-based teaching mode, stu-

dents' English learning comprehension degree scores from elementary school to university range from 91.5 to 95.6, with the comprehension degree above 90, and under the traditional teaching model, students' English learning comprehension scores are above 80, which is much lower than the task-based teaching model, as shown in Figure 5.

(3) Students' learning initiative under the task-based teaching mode compared with the traditional teaching mode

Assuming that students' learning initiative scores out of one hundred, the data analysis shows that students' English learning initiative is higher under the task-based teaching mode in elementary school, middle school, high school, and university in region A. Specifically, under the task-based teaching mode, students' English learning initiative scores from elementary school to university range from 92.5 to 96.6, and the degree of understanding is above 90, while under the traditional teaching mode, students' English learning initiative scores above 80, which is much lower than the task-based teaching model, as shown in Figure 6.

(4) Teachers' participation in task-based teaching mode compared with traditional teaching mode

Assuming that the teachers' participation score is one hundred, the analysis of the data shows that the teachers' participation is lower under the task-based teaching mode in elementary schools, middle schools, high schools, and universities in region A. Specifically, the participation scores

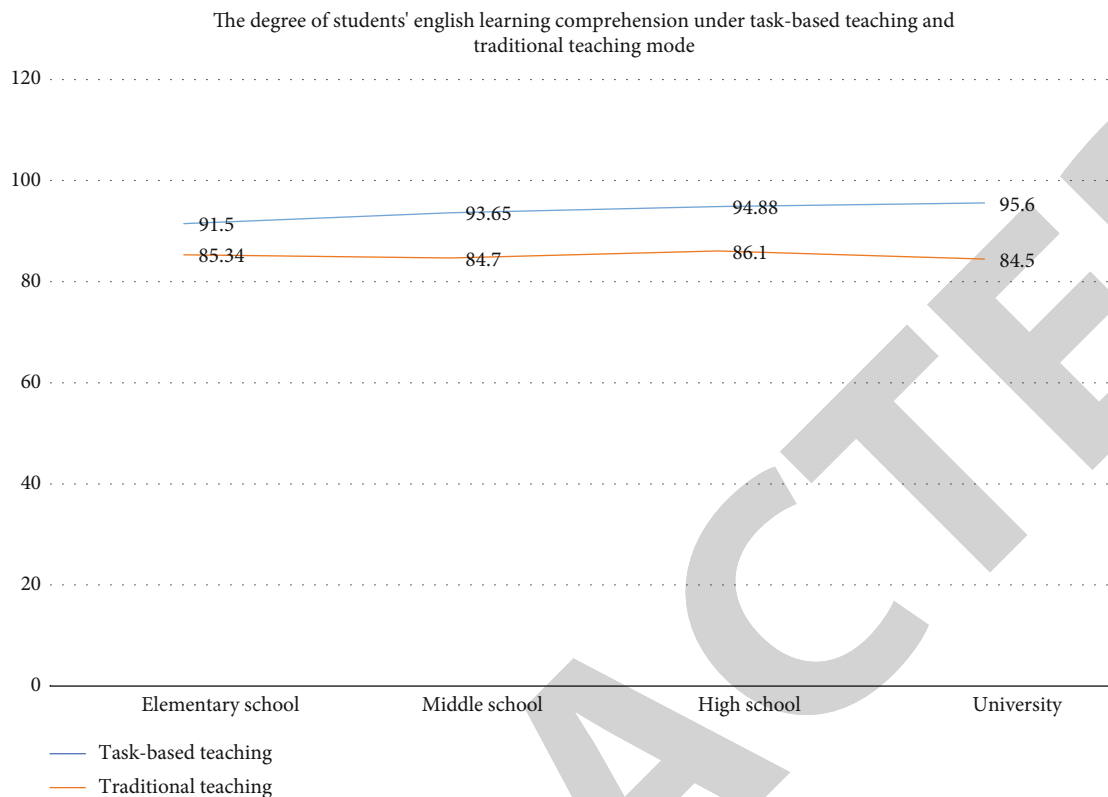


FIGURE 5: The comprehension level of students' English learning under the task-based teaching mode compared with the traditional teaching mode.

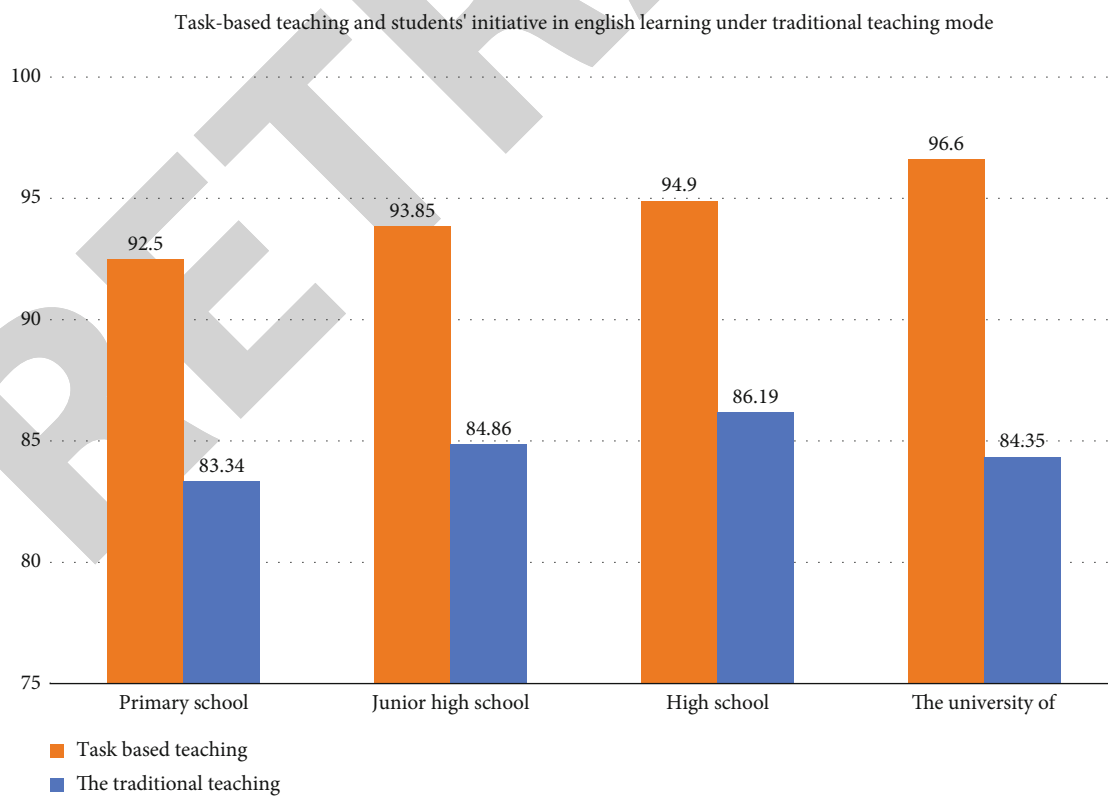


FIGURE 6: Students' learning initiative under task-based teaching mode compared with traditional teaching mode.

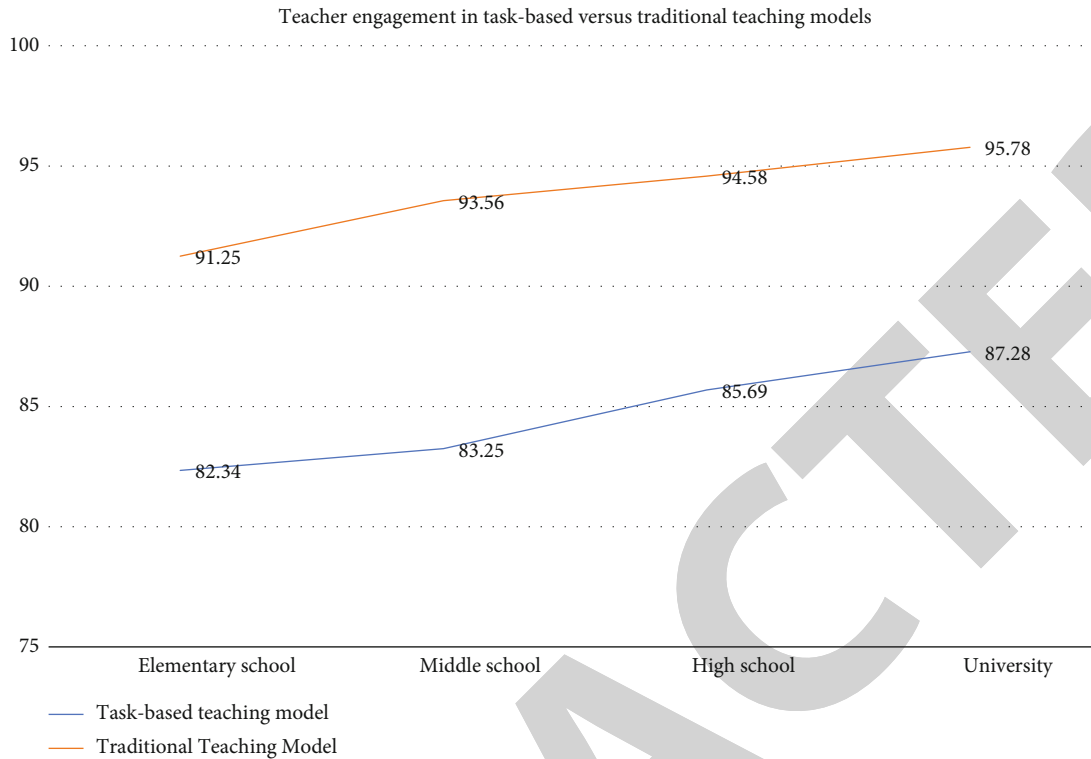


FIGURE 7: Teacher's participation under task-based teaching mode compared with traditional teaching mode.

of teachers from elementary schools to universities range from 82.34 to 87.28 under the task-based teaching mode, with the participation scores above 80, and the participation scores of teachers under the traditional teaching mode are above 90. Above, it is evident that under the task-based teaching model, teachers' classroom involvement is reduced, which can improve students' initiative and mobilize their learning ability, as shown in Figure 7.

(5) Satisfaction of teachers and students in task-based teaching mode and traditional teaching mode

Assuming that teachers' involvement is scored out of one hundred, the analysis of the data shows that the satisfaction of teachers and students under the task-based teaching mode is higher in elementary schools, middle schools, high schools, and universities in area A. Specifically, the satisfaction scores of teachers and students from elementary schools to universities range from 93 to 94.5, with satisfaction scores above 90, and the satisfaction scores of teachers and students under the traditional teaching mode are above 80. It can be seen that under the task-based teaching model, the satisfaction of teachers and students is high, as shown in Figure 8.

4.2. Analysis of the Results

4.2.1. Requirements for Teachers and Students in the Task-Based Teaching Mode.

Through the study, it is noted that we can almost understand the task-based teaching method in English teachers' teaching and realize that the application of task-based teaching method in English reading classifica-

tion is important to improve classroom efficiency, stimulate students' learning enthusiasm, and increase their motivation. Most of the English teachers surveyed also try to apply task-based teaching method to all types of English courses. The tasks are innovatively designed and close to real life, which help improve students' motivation and language application skills. However, due to lack of teaching experience, some teachers had problems with the necessary teacher role changes. At the same time, teachers should ensure that the demands on teachers increase when they apply task-based teaching methods in English reading classes. For students, most of them like the task-based teaching method, which helps them a lot in terms of self-confidence and sense of achievement. However, students are not very motivated to learn English. A few low-level students are afraid to use their language skills to express themselves, which will bring some obstacles to the implementation of the task-based teaching model.

(1) Requirements for English teachers under the task-based teaching model

First, teachers should thoroughly assess students' behavior and give them feedback. If they do not have faith and interest, they will stop their studies. Teachers should closely monitor students' performance to determine each student's learning level in order to provide appropriate feedback. Evaluation criteria should be clarified accordingly. With the implementation of the reform of the student selection system in 2012, the teacher-student assessment system has become more diverse. Education departments and schools

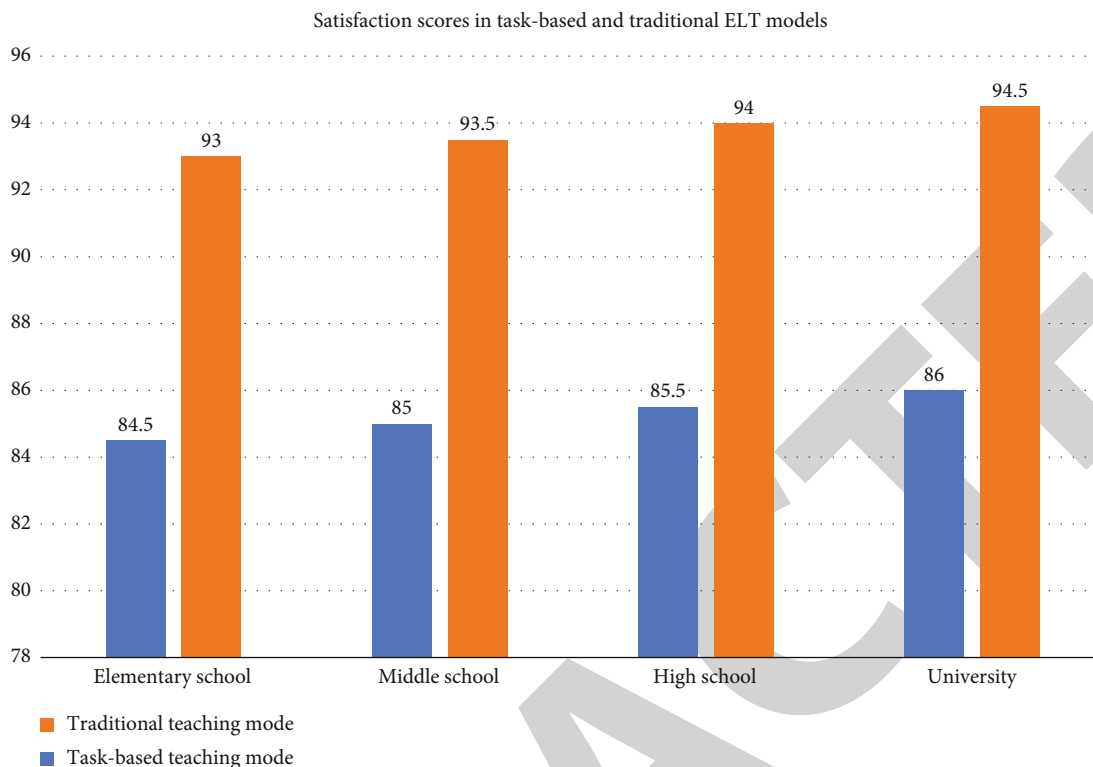


FIGURE 8: Satisfaction of teachers and students in task-based teaching mode and traditional teaching mode.

should take measures to minimize the number of classes. Teachers must shorten the class time in order to provide a dictionary. More importantly, teachers should regularly implement dictionary teaching strategies to enable students to effectively acquire a broader set of vocabulary.

Second, teachers should develop integrated language learning skills, motivate students, promote vocabulary changes related to students' life experiences and cognitive levels, and practice students' experiential and practical skills in the process of developing instructional activities. Participation and coeducation during task performance. In short, it is important to develop students' thinking skills, vocabulary interests, practical skills, and independence in the learning process.

Third, English teachers should be trained to be familiar with the textbooks and the correct teaching methods. Teachers should understand the educational concept that textbooks can teach students, rather than separating them directly from the textbooks. English teachers can make full use of textbooks as a curriculum and student needs, and it is crucial to understand their relationship to targeted instruction.

(2) Requirements for students in a task-based teaching model

Students should take every opportunity to increase their classroom motivation. In a terminology class, the instructor divides students into small groups to complete tasks. This is the time for students to participate in the class.

Second, students should stay motivated while studying the dictionary. Positive feedback in class helps teachers and

students build confidence and facilitates dictionary learning and instruction.

Third, students should be as active as possible in communicating with the teacher in English. Students should develop a sense of correctness and not assume that it is right to attend all English classes and not speak English. Do not feel shy or anxious in front of students who do not speak English. Students should know that the more they practice, the more skills they will acquire.

(3) Stages required in the task-based teaching model

In English classes, the learning process can be divided into three stages: preassignment preoperative stage, and task stage and postoperative stage. In preassignment, the teacher instructs the students and the teaching tasks are undertaken by the students. The tasks are mainly for students. By learning in groups, students can complete the tasks and report the completion of the task group to the teacher and students after completing the tasks. Teachers and students analyze and evaluate the practice, clarify the teacher's priorities and difficulties, and strengthen the most important and difficult aspects.

The assignments must be close to the students' lives. An important feature of task language teaching is the authenticity of its content. Nowadays, with English learning in China, what we lack most is a realistic language environment. Therefore, teachers should take students' interests and interests into full consideration when choosing course content and choose the content of the selected topics according to students' interests and preferences. This not only improves

their interest in learning but also stimulates their enthusiasm for learning. In addition, the training objectives are met. The task must be clear that English teaching must aim at improving students' overall language skills. Therefore, teachers must design the curriculum in such a way that the language skills required by students are identified and developed accordingly to their learning abilities.

Information input should be considered when designing assignments. Students should use some information to complete the assignments given by the teacher. Students do not complete assignments based on information. If there is too much information, students will feel psychological pressure. Secondly, it is important to ensure the quality and quality of the information. Collaborate with students on training activities. When designing tasks, students' knowledge level should be considered. Students are easily interested in new things, so teachers must consider students' psychological characteristics when designing tasks and diversifying teaching activities.

After students are divided into groups, the teacher assigns the assignment to each group. This allows students to learn in a relaxed atmosphere, with students talking and communicating freely. In this situation, students can gain some achievement and learn more actively. Helping each other not only improves their learning ability but also improves their communication skills. After each group of teachers works, they can ask the other members of the group to assess the performance of the students in that group and to identify deficiencies and shortcomings in language use. After several group presentations, teachers ask students to summarize the most important points of the class in a circle format and explain the most important points in case the students are less competent. In such an interactive classroom, students and the teacher can enhance communication, cooperation, and mutual understanding.

4.2.2. Measures to Promote the Application of Task-Based Teaching Model. Based on the above research, appropriate measures were taken to promote the application of the task-based teaching model. Based on the theoretical guidance and practical training for English teachers in schools or the Ministry of Education on specialized teaching methods, educators can conduct regular theoretical trainings to help teachers understand task-oriented teaching methods. In addition, training materials could include the process, characteristics, structure, stages, and principles of results-based learning. Second, teachers should be encouraged to learn collaboratively so that they can learn from each other in a group exchange, improving each teacher's skills and ultimately developing collective wisdom. Third, school administration should organize and encourage teachers to actively participate in the government curriculum and explore special teaching methods that are more suitable for students' development by combining their teaching practices and theoretical knowledge of tasks.

When designing reading and writing tasks, teachers should use reading flexibly according to the characteristics of reading materials and students, combined with the content and the specific characteristics of students, especially

those at lower levels. Instructors should design tasks that focus closely on the reading material, from light to difficult. At the same time, instructors should consider the subjectivity of students when planning their work and ensure that they express themselves in their work.

In order to establish students' dominance in the setting of teaching methods in English reading courses, the new curriculum should require teachers to develop students in their practice in order to achieve individualized and active learning. Therefore, English teachers must consider the status of students as active creators of knowledge and learning activities when applying task-based approaches to teaching English. At the same time, teachers must create a positive learning atmosphere that attracts students' attention and stimulates their thinking. In such a learning environment, students can be motivated to accomplish their tasks. In addition, English teachers should maintain classroom discipline to ensure a lively classroom atmosphere.

Change the teacher's role in the teaching process in a timely manner. Teachers must understand that they are no longer at the center of teaching and learning but have evolved into developers, organizers, planners, and controllers according to their teaching activities. Teachers should take on the role of a monitoring and supervisory body to ensure that each group is given equal time and opportunity to perform their tasks in an effective and orderly manner. At the same time, teachers should encourage students to change their past passive learning attitudes and encourage active participation in teacher-led activities. Teachers should encourage students, especially the less educated, to express themselves and develop self-esteem, thus creating a strong motivation to learn.

To establish a perfect English reading scoring system, the application of task-based teaching mode in English learning should be fully in line with the content: not only students' language reading ability should be studied but also their learning motivation and English reading strategies. Secondly, the assessment form of English reading training program should be diversified, including preparation assessment and final assessment. Through these two assessment methods, we value not only the assessment of learning outcomes but also the assessment of learning processes. In addition, teachers can rely on nonregular assessments, such as interviews and observations.

5. Conclusion

In the 4G era, various terminal English teaching programs or applications have had an impact on English teaching. With the advent of the 5G century, smarter and deeper "Internet +" ELT software, hardware, or applications, such as smart English textbooks and smart English pencils, will further drive explosive growth. Classroom English teaching should not follow the same old path but should actively learn new technological achievements and apply them practically in all aspects of classroom English teaching. This study analyzes the needs of English teaching in the context of big data 5G IoT scenario, new curriculum reform, and theories related to English teaching methods in order to explore

new methods of English teaching, verify their feasibility and necessity, and prepare reference materials for future grammar teaching research. Through the investigation of the task-based teaching mode, the author learned how students at all stages use the task-based teaching mode and how to carry out the application of the task-based teaching mode more effectively. The study in this thesis has the following drawbacks; all the data of the study are from area A, and they do not represent all students in other areas, which indicates that some findings may have been obtained by chance rather than careful observation, and therefore have some limitations. The advantages and disadvantages of the task-based instructional model are summarized below.

Advantages of the task-based teaching model are as follows: it helps to stimulate students' interest in learning motivation to learn English. Second, it improves the effectiveness of English reading strategies. It develops students' English skills, organically combines their skills and knowledge, and applies them in the English curriculum. Disadvantages of the task-based teaching model are as follows: First, it is difficult to ensure the quality of classroom teaching and reduces the completion rate of assignments. Second, the process of task execution cannot be managed. The conventional teaching methods used in English classrooms make it difficult for teachers to effectively monitor and control students' individual activities, resulting in an ineffective classroom feedback.

Data Availability

The dataset is available upon request.

Conflicts of Interest

The author declares no conflicts of interest.

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