

# *Research on Junior High School English Reading Teaching Based on the Activity View of English Learning*

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**Abstract:** The activity view of English learning is an English teaching concept proposed under the background of educational reform, which has a positive effect on junior high school English learning. Based on a clear understanding of the requirements of the new English curriculum and the role of the English learning activity perspective, the implementation principles and methods of the English learning activity perspective in junior high school English teaching are proposed.

## **1. The requirements of the new English curriculum standards and the connotation of English learning activity view**

### **1.1. Requirements of the New English Curriculum Standards**

According to the 2022 edition of the English Curriculum Standards for Compulsory Education, English learning activities should be adopted to organize and implement teaching. The Curriculum Standard points out that teaching design and implementation should be theme-oriented and context-dependent, through learning and understanding, application and practice, transfer and innovation, etc., guide students to learn language knowledge and cultural knowledge in an integrated way, and then use the learned knowledge, skills and strategies to express personal views and attitudes around the theme and solve real problems, so as to achieve the purpose of cultivating students' core qualities in teaching [1].

### **1.2. The connotation of English learning activity view**

English learning activities are not only the basic organization form of English classroom teaching, but also the main way to accurately implement the core objectives of the curriculum [2]. English learning activities are the main way for learners to understand and express meaning, develop diversified thinking, cultivate cultural awareness and form their own learning ability in learning and trying to use language. There are different ways to classify English learning activities. According to different levels of activity objectives, they can be divided into learning and understanding, applied practice, and transfer and innovation [3]. In terms of content, these activities reflect students' understanding of the theme meaning and discourse from shallow to deep. It reflects the development from low to high in thinking. Teachers should start from the three aspects of knowledge, namely, the

level of learning and understanding, the level of practice and application, and the level of transfer and innovation, and carry out effective teaching activities to promote the development of skills and the improvement of knowledge reserves [4].

Learning and understanding activities are activities to acquire discourse knowledge, belonging to lower-order thinking activities, which mainly include perception and attention, acquisition and sorting, generalization and integration, and other learning activities based on discourse. Application and practice activities are activities to deepen the understanding of discourse. Based on learning and understanding activities, teachers guide students to carry out activities around the theme and new knowledge, including description and interpretation, analysis and judgment, internalization and application, etc. Transfer and innovation activities are activities that go beyond the text. They are activities in which teachers guide students to critically understand and absorb the value orientation or author's viewpoint and attitude behind the text, appreciate the writing techniques of the text, carry out diversified thinking, creatively solve new problems, and form their own emotions, attitudes and values. It mainly includes reasoning and demonstration, criticism and evaluation, imagination and creation and other activities. As shown in the Table 1.

Table 1: Level and type of English learning activity view

Level		Content
Learning and understanding	Perception and attention	Perceive the emotion and meaning conveyed by the language, and interpret the cultural values in the discourse
	Acquisition and sorting	Sort out the text information and straighten out the logic of the text structure
	Generalization and integration	Summarize the meaning of the theme and construct a new knowledge structure
Application and practice	Description and interpretation	Connect students' existing cognitive experience and new knowledge structure, and guide them to interpret actively
	Analysis and judgment	Guide students to analyze, reason, compare, judge and other activities
	Internalization and application	Guide students to gradually internalize the language and cultural knowledge they have learned, master various skills and strategies, and transform knowledge into ability
Transfer and innovation	Reasoning and demonstration	Guide students to conduct in-depth analysis of the topic and explore its intrinsic value and characteristics
	Criticism and evaluation	Appreciate the stylistic features and rhetorical skills of the text, and experience the beauty of the meaning of the text construction. Evaluate other people's ideas and express your own
	Imagination and creation	Solve problems creatively, realize the transfer of learning, turn ability into quality

## 2. The characteristics and functions of English Learning activity view

Activity is both the source of knowledge and the development of thinking[5]. Learners are the subject of the activity, and the activity must meet the needs of the learners [6]. The ultimate purpose of the view of learning activity is to point to the development of the core quality of the subject. Classroom teaching activities are an integral part of the teaching process and are oriented towards classroom teaching objectives [7]. Teachers should pay attention to students' learning initiative and help them overcome their difficulties [8]. For front-line teachers, by sorting out teaching objectives, integrating classroom content, designing comprehensive learning activities, integrating unit knowledge into a whole, helping students to apply and practice in the process of learning and understanding, transferring and expanding and improving knowledge in the process of input and output, so as to realize the transformation from knowledge to ability and ability to quality. To achieve the cultivation of high - order thinking, the core quality of education goals to be implemented.

### 2.1. The characteristics of English learning activity view

The activity view of English learning is characterized by comprehensiveness, relevance and practicality.

(1) Comprehensive. It is mainly reflected in the comprehensive development of teaching content and language skills. First of all, in terms of the course content with multi-effect integration of theme, discourse, language knowledge, cultural knowledge, language skills and learning strategies, learners comb and deepen the discourse knowledge by analyzing and solving problems, and use various strategies and ways of thinking to explore its cultural significance, so as to make the whole learning process interact with the course content and support each other. Jointly promote the development of students' core literacy. The second is the comprehensive development of listening, speaking, reading, reading and writing skills. English teaching should fully mobilize students' whole senses to participate in activities and complete the comprehensive application ability of input to output.

(2) Relevance. Relevance refers to the relevance that is related to real life and classroom themes and focuses on the internal logic of activities. Teaching activities are diversified, and the setting of diversified activities should pay attention to the organic correlation between activities. Teachers should use appropriate cohesive means to make teaching activities move towards the direction of helping students solve problems and improve cognition. The theme design of a class should be based on a specific topic background. Only when the topic context is similar, the classroom teaching can be more coherent, easier to stimulate students to quickly acquire knowledge in similar context, and increase the accuracy of language. At the same time, the teaching content should be close to or as close as possible to the actual life of students. Text content with similar situations is conducive to stimulate students' enthusiasm to actively participate in classroom learning, and further cultivate students' understanding of the value orientation in real life.

(3) Practical. Practicability refers to the practicability of applying knowledge to practice. Learners should devote themselves to the learning activities set by teachers and actively construct new knowledge based on their own schema knowledge. At the same time, learners should transform the simulated practical ability acquired in class into the ability to solve practical problems in real life. This transferable learning activity can reflect the teacher-led and student-dominated classroom teaching principle.

## **2.2. The role of English learning activity view**

### **2.2.1. Promote the literacy of teaching objectives**

With the deepening and development of teaching reform, the goal of literacy in the age of core literacy is gradually developed from the initial "double-base goal" of basic knowledge and basic skills to the "three-dimensional goal" of knowledge and skills, process and method, emotion and attitude. Teaching objectives can be divided into overall course objectives, semester objectives, unit objectives, class objectives, etc. In the teaching process, activities are the basic approach to English learning, and learning activities are the carrier to implement various objectives. Therefore, the teaching objectives of literacy are also elaborated and expressed through activities. The literacy of teaching objectives should organically integrate the four aspects of core literacy, language ability, cultural awareness, quality of thinking and learning ability through learning activities, so as to cultivate the overall coordinated development of students. The accomplishment of teaching goal is embodied in all aspects of the activity, including the situation, content and performance process of the activity.

### **2.2.2. Promote active teaching methods**

Activities are the basic approach to English learning. In the teaching process, teachers can use various activities related to topics, including independent exploration activities and exchange and cooperation activities, to connect all aspects and elements of teaching, so that students can not only use language and learn culture, but also train their thinking, solve problems, develop ability and improve quality.

### **2.2.3. Promote the contextualization of teaching activities**

Teaching activities should be based on the guidance of three thematic contexts (human and self, human and nature, human and society), based on students' existing knowledge level, relying on the discourse and able to solve specific practical problems. In the design of teaching activities, the context of each link of learning activities should be interrelated and echo each other, and conform to the time, causality and logic of the development of things.

## **3. The principle of junior High School English Reading Teaching based on the Activity View of English Learning**

### **3.1. Fully analyze the text and accurately understand the meaning of the theme**

The content of the discourse is very rich, not only contains a lot of language knowledge and cultural knowledge, but also can guide students to form a correct attitude towards life and value feelings, which is very educational significance. Only by in-depth interpretation and analysis of the text can we accurately grasp the key points and core of the teaching content and dig out the thematic significance of the text. On this premise, the cultivation of students' core literacy can be implemented. The text can be interpreted from the perspectives of "What", "Why" and "How". "What" answers the question of what is, that is, what is the subject and content of the text. "Why" answer the question of Why? That is, what is the author's intention and point of view? What are the author's feelings? "How" is to answer the question of how, that is, what are the linguistic features, stylistic features and content structure of the article?

### **3.2. Optimize teaching methods and design progressive teaching activities**

Teachers should design activities related to real situations according to the difficulty of language knowledge to help language learners achieve effective learning [9]. Human cognitive activities are progressive from low level to high level, which requires teachers to design teaching activities in line with students' cognitive level. Listening, speaking, reading, watching and writing are the core activities of language learning, which can promote students' knowledge development and form correct values [10]. Based on the concept of English learning activities, teachers should design teaching activities at three levels: learning understanding, application and practice, transfer and innovation. Learning and understanding activities are the perception and attention of discourse information, acquisition and sorting, generalization and integration, and formation of structured knowledge. Application and practice activities are the process of internalizing learned knowledge and forming language application ability, including description and interpretation, analysis and judgment, internalization and application. Transfer and innovation activities transfer knowledge to life situations, apply theory to practice, and achieve the purpose of active learning and application, including reasoning and demonstration, criticism and evaluation, imagination and creation. These three levels of learning activities are from the shallow to the deep, from the surface to the inside, from low level to high level, from text-based, in-depth discourse to beyond discourse, and finally achieve the goal of discipline education.

### **3.3. Create a reasonable situation, improve the ability to solve problems**

Scholars point out that only in real life situations can language develop continuously. Out of context, language loses its meaning. Only in a more real environment can students feel the charm of language learning, so as to greatly mobilize their enthusiasm and constantly improve their ability to analyze and solve problems. Therefore, in order to design activities in line with students' living situation, the first created situation must be in line with students' living habits, in line with students' cognitive level, so that the classroom and students have a close relationship with the life. Only in this way can students be actively involved, stimulate their desire and curiosity to acquire new knowledge, and pave the way for learning new knowledge in the future. Secondly, when creating the situation, we should have the problem awareness and pay attention to the cultivation of thinking quality. The quality of thinking is one of the key abilities of the core literacy. Analyzing and solving problems according to the curriculum standard is a process of thinking and judgment, as well as a process of continuous improvement of thinking ability. Just because of this, improving the ability to analyze and solve problems is an indispensable part of the process of realizing students' core literacy.

### **3.4. Focus on content integration, improve students' comprehensive language ability**

Language is a comprehensive skill, not only phonics, vocabulary and grammar, but also listening, speaking, reading, writing and watching. Learning a language is no longer just a test, but a tool for communication. Each part of the language is not independent of each other, but complementary. In the teaching carried out according to the activity view, teachers should closely focus on the theme meaning in various types of discourse, integrate the knowledge of language and culture, master different language skills through certain learning strategies, and learn not only to learn and use language, but also to appreciate culture. Content integration advocated by activity view is not only a comprehensive learning, but also a practical learning, which can greatly improve students' comprehensive ability to use language.

## 4. Implementation strategies of junior high school English reading teaching based on activity view of English learning

First of all, let's look at the current implementation situation of reading teaching activities through the bar diagram.

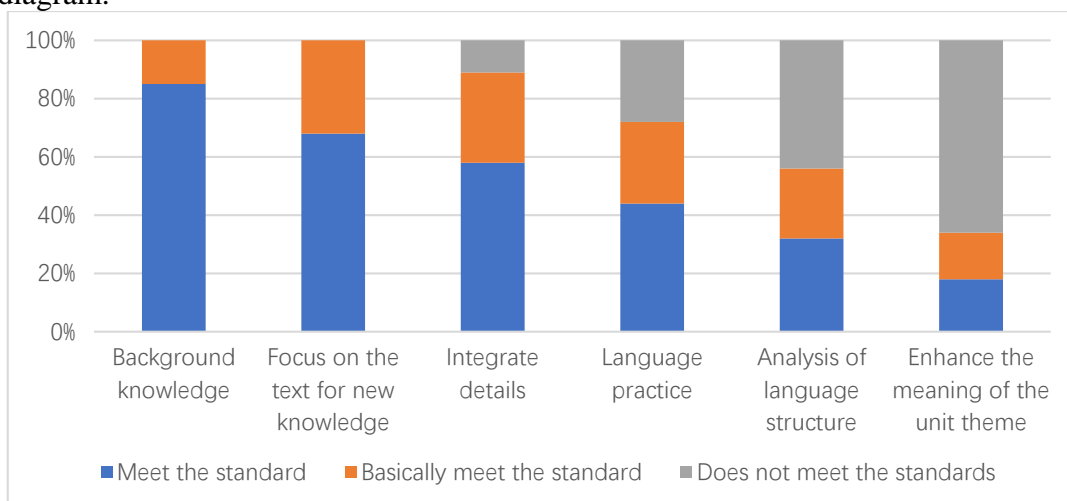


Figure 1: Current implementation situation of reading teaching activities

As shown in the Fig 1, we propose the following teaching implementation strategies.

### 4.1. Read the text in depth

When interpreting the text, we can start from the five aspects, namely the theme, structure, content, author's point of view and language characteristics of the text. We can deeply understand the theme meaning of the text, comb out the structured knowledge, and try to answer the questions raised by “what”, “why” and “how”. After determining the theme and content of the text, we can deeply understand the value orientation carried by the text, the stylistic form, discourse structure and rhetorical method chosen by the author.

### 4.2. Determine teaching objectives

The formulation of teaching objectives should follow the three levels of activity view, namely, learning and understanding, application and practice, and transfer and innovation. It should reflect the mutual penetration, correlation, integration and coordinated development of the four aspects of core literacy, and reflect the process of students' exploration of the meaning of text themes.

### 4.3. Design teaching activities

The design of teaching activities should focus on each learner, meet the needs of learners and promote the achievement of teaching objectives. Teaching activities and teaching objectives should always be consistent, and the teaching evaluation should be designed according to the teaching objectives and teaching activities in the teaching process to ensure the implementation effect of English learning activities.

#### 4.3.1. Make full use of teaching resources and activate student schema

Activate before reading to stimulate interest in learning. Proper pre-reading activation can help

students activate their knowledge. Students are able to consciously transition to new teaching content while understanding the background knowledge of the reading material. Therefore, according to the actual teaching situation and students' characteristics, teachers should adopt appropriate activation methods to stimulate students' learning motivation, such as using background knowledge activation strategy. In addition, teachers should study the textbook carefully and set up specific teaching situations according to the content of the article. At present, most junior middle school English textbooks can be connected with real life. According to this feature, teachers can combine students' real life with textbooks to introduce and activate, pave the way for the background and cultural knowledge of the articles, and help students connect the old knowledge they have learned with the new knowledge, so as to activate the original background knowledge. This is also one of the effective ways to attract students' attention and participation in class, which is conducive to the smooth development of the next teaching.

Create textual situation and stimulate existing schema. Learning and understanding is the starting point of students' learning. The grammar points of words and sentences need to be understood, as well as the outline of the article. However, if teachers only explain the knowledge points in the text, students will find the article boring and lose interest in learning. Therefore, teachers can use learning and understanding activities to create situations, stimulate students' learning enthusiasm at the beginning of the course, enable students to better understand the text content in the situation, improve their reading ability and improve the quality of reading.

#### **4.3.2. Make full use of practical activities to dig the text content**

Application and practice are the results of the development of learning and understanding. That means students apply the knowledge they have learned to practice. The purpose is to help students better understand the content of the article and realize the internalization of knowledge. Therefore, in teaching practice, teachers should carry out learning activities such as description and interpretation, analysis and judgment, so that students can gradually realize the internalization and application of knowledge.

#### **4.3.3. Rational use of transfer innovation activities to promote the exploration of discourse themes**

Teachers can also guide students to analyze and reason the values, characters and author's attitude towards things contained in the text through transfer and innovation activities, so that students can evaluate the content of the text and rationally express their own opinions, attitudes and emotions, so as to explore the interconnectedness among the themes of the text and deepen their understanding of the meaning of the themes. Improve the language ability and develop the core quality of the subject.

#### **4.4. The integration of teaching, learning, and evaluation**

Evaluation of teaching effect should be based on teaching evidence rather than subjective judgment. Make reasonable judgment based on the performance of students' oral and writing output, and adjust the subsequent teaching content and methods based on the output results. Classroom evaluation should be designed according to objectives and activities, highlighting students' dominant position and running through teaching. Activity-based teaching should be integrated and unified from teaching objectives, teaching process to teaching evaluation, so as to realize the integration of teaching, learning and evaluation and ensure the implementation effect of English activities.

The view of English learning activities points out the direction of English teaching by taking core accomplishment of subjects as the target and learning activities as the practice path. Learning activities should realize the integrated development of language, ability, culture and thinking, and

improve the overall quality of students. The activity view of English learning can effectively improve the core quality of English subjects and guarantee the implementation of the overall goal of the curriculum. However, there is no standard mode for the implementation of the concept of learning activities, which requires teachers to create real context and design progressive teaching activities on the basis of interpreting texts and controlling learning situations, so as to promote the improvement of students' core qualities.

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