



Research Paper

Teaching Strategies of Junior Middle School English from the Perspective of Group Reading

Zhanyu Wang*

(Panzhuhua Foreign Language School, Panzhuhua, Sichuan 617000, China)

ABSTRACT: Based on the core accomplishments of English subject put forward in the Junior Middle School English Curriculum Standard, this paper proposes the teaching principles of graded group reading in middle schools, which are textbook-centered, ability-oriented, and interaction-prioritized. It puts forward the material selection methods of similar themes, centered topics, and graded reading, summarizes the reading skills of English group reading, and constructs an innovative graded reading method in middle school English teaching. By adopting the group cooperative learning mode in a graded group reading, middle school students are provided with diversified reading resources based on specific topics, which improves their reading participation, increases the quantity and quality of their English reading, and improves their reading competence and thinking ability in English.

KEYWORDS: English Teaching, Group Reading, Graded Teaching, Group Cooperation

Received 25 June, 2022; Revised 05 July, 2022; Accepted 07 July, 2022 © The author(s) 2022.

Published with open access at www.questjournals.org

I. INTRODUCTION

Currently, English reading teaching mainly focuses on single texts, paying more attention to words or grammar, which leads to the fragmentation of students' English learning and understanding. At the same time, for junior high school students, the amount of English reading is far from enough, which can not meet the requirements of the Junior Middle School English Curriculum Standard. It is not conducive to the improvement of students' comprehensive English ability. Group reading is a breakthrough reading teaching practice that has emerged in educational circles in recent years. It refers to the process of selecting a group of articles around one or more topics, and then teachers and students collectively constructing the meaning around the topics through reading and finally reaching a consensus (Yu Zeyuan et al., 2013). Group reading teaching mode is conducive to cultivating students' cooperative learning ability, improving reading competence, and promoting students' all-round development.

Based on the core accomplishments of English subject proposed in the Junior Middle School English Curriculum Standard, this paper tries to change the situation that English teachers organize reading activities in the form of demonstration reading, intensive reading, and answering questions in a traditional classroom where students' reading interest and enthusiasm are relatively insufficient. By adopting the group cooperative learning mode in a graded group reading, students are provided with diversified reading resources based on specific topics, and junior high school students are guided to actively discuss with teachers and classmates in the process of group reading, so as to improve students' reading participation, increase students' overall English competence.

II. THE CONTENT OF GROUP READING TEACHING STRATEGIES

2.1 Teaching Principles

2.1.1 Take textbooks as the center

The content of junior middle school English textbooks is closely related, and the teaching of group reading in middle school English needs to be closely related to the theme of each unit. While doing an excellent job in reading the corresponding units of the textbook, teachers should collect and sort out extracurricular English articles around the corresponding topics of the textbook according to the teaching content of English

reading class, and organize students to read together systematically. By doing so, students can have a deeper understanding of the textbook.

2.1.2 Prioritize capability development

As a new educational concept and teaching mode, group reading aims to cultivate students' core literacy. English teachers in junior high school need to take advantage of the significant advantages of group reading in educating students, boost students' language ability, thinking quality, cultural character and learning ability, and guide students in multiple dimensions. They are required to organically combine basic English skills, and improve students' comprehensive English ability (Liang Xingfang, 2020).

2.1.3 Take interaction as the starting point

The idea of group text reading is student-centered. Still, junior high school English teachers should not only arrange English articles for students to read independently, but also participate in group text reading and actively interact with students. Teachers should create more opportunities for students, provide more space, and guide students to discuss the theme of group reading freely. In this way, students form independent opinions on the theme of group reading.

2.2 Material Selection

2.2.1 Similar themes

English articles used in group reading teaching must have commonality and relevance. The theme of group reading must be carefully selected, which can help teachers improve the effect of English reading teaching and enhance students' interest in reading English articles (Liu Lijun, 2021). The theme of group reading should be moderately complex and fit the cognitive level and ability of junior high school students. Teachers should divide students into different groups, and ask them to compare, summarize, summarize and appreciate the articles in group reading, so as to develop their consciousness of theme structure.

2.2.2 Design topics

In the process of English group reading teaching, teachers should be student-centered. Combining the core knowledge points with students' real life, teachers can skillfully set reading topics and carefully select reading materials around the topics (Zhang Ying, 2017). The topics of group reading teaching should be open and debatable. Teachers can invite students to participate in designing group reading topics, interpret group reading topics together with students, and encourage students to effectively master the ability to express themselves.

2.2.3 Graded reading

According to the requirements of the Junior Middle School English Curriculum Standard and the actual level of junior high school students, English texts should be selected for group reading teaching according to specific topics and different purposes. Through varying levels of teaching activities, students can read and analyze a large number of texts under the same topic, and carry out English reading activities aiming at cultivating core literacy, so as to realize students' in-depth study of corresponding topics.

2.3 Reading Skills

2.3.1 Reading method

In the process of English group reading, teachers should pay attention to cultivating students' reading skills, and guide students to practice and master different reading methods, such as skimming, searching and skipping, so as to improve the efficiency of group text reading for middle school students. After students master these reading skills and can use the corresponding reading strategies skillfully, it is easier for them to deal with daily English reading comprehension tasks. In the process of group reading, teachers should guide students to compare different texts horizontally and vertically, explore the hidden connection between various English articles through comparison and analysis, and improve students' English comprehension ability through comparative reading.

2.3.2 Reading style

In the process of group reading, teachers should guide students to read selected English articles in depth, carry out group discussion and exchange, constantly encourage students, and strive to create a relaxed and exploratory discussion atmosphere for students in class. In the communication process of group reading, teachers should play a patient listener and a positive evaluator, and students' personal views, intuitive feelings

and experiences should be encouraged and respected. Teachers need to give timely and appropriate guidance to students in the process of group reading, and innovate group reading methods, such as reading sharing, brainstorming, drama performance and so on, so as to improve students' English application ability and practical ability.

2.4 Teaching measures

2.4.1 Optimize the classroom teaching mode of group reading

In order to ensure the teaching quality of group reading, teachers need to constantly improve the teaching mode, tap the educational potential of group reading and cultivate students' comprehensive English literacy under the guidance of the new curriculum standards and the concept of cultivating talents by virtue. In order to ensure a scientific and effective teaching method of group reading, teachers need to pay close attention to students' acceptance and feedback, understand students' feelings in the process of group reading teaching, constantly improve and optimize the teaching method of group reading, and gradually improve the teaching mode of group reading.

2.4.2 Update the classroom teaching methods of group reading

Teachers can use information technology to establish a group reading database, and collect and integrate English materials suitable for junior high school English textbooks and students' reading ability, such as picture books, stories, adapted classics and so on. At the same time, English videos, audio, pictures and other materials can also be included in the database. A multi-modal group reading database can be constructed to better arouse students' interest in reading. Combining modern information technology with group reading teaching, teachers can promote the informationization and digitalization of junior high school English group reading teaching.

2.4.3 Construct the integrated system of reading and writing of group texts

In the process of foreign language learning, reading is an input activity and writing is an output activity, but there is a very close relationship between them. Group reading requires students to read multiple works of the same type, theme or author. This teaching and reading method can help students accumulate language expression and writing structure of corresponding topics, and effectively improve students' English writing ability. By deeply participating in group reading, students can exercise their English expression ability, gradually master the ideas and structures of English articles, and understand how to highlight the themes in English writing. Through organizing students to read and learn authentic English materials and guiding students to write around the theme, junior high school students' English writing levels can be effectively improved.

2.5 Group Cooperation

In the teaching mode of group reading in junior middle school, students' participation is particularly essential. Teachers should divide students into groups, so that students can read and analyze articles together, discuss the answers to questions and complete English reading tasks together based on the group texts and reading tasks assigned by teachers. In this process, through the interaction between teachers and students and between groups, teachers can promote the exchange and sharing of group reading experiences and promote the benign interaction between teachers and students and between students and students. Teachers can further carry out cooperative learning based on group reading, guide junior high school students to actively discuss and reach consensus with teachers and classmates in the process of group reading. They can also help students achieve autonomous reading, acquire English language knowledge and topic knowledge through self-exploration and self-feedback, and further improve English reading ability.

2.6 Core Accomplishments

Junior English Curriculum Standard points out that the core accomplishments of English subject mainly include four aspects: language competence, thinking quality, cultural awareness and learning ability. For English reading teaching in junior high school, language competence refers to the vocabulary and expression, grammar knowledge and language skills related to English reading that students should master. Thinking quality is the ability of students to understand and accept texts, as well as the critical thinking and innovative ability formed in the process of reading. Cultural awareness refers to students' cross-cultural communication awareness, cultural self-confidence and patriotism developed in English reading. Learning ability refers to students' English autonomous learning ability formed by group reading training.

English group reading teaching should be based on the cultivation of core literacy, so that students can master solid English language knowledge and skills in group reading in the form of individuals or groups. They can be equipped with critical thinking on English texts, and strengthen their self-confidence in Chinese language

and culture. Teachers are able to improve the teaching quality of English reading courses in junior high schools, promote the cultivation of students' comprehensive English reading ability, and comprehensively improve students' core literacy in English subjects (Han Qiling, 2021).

III. MEASURES AND ACTIVITIES OF GROUP READING TEACHING STRATEGIES

3.1 Change classroom teaching methods

In the traditional teaching mode of junior high school English reading, teachers usually organize reading teaching activities in the form of demonstrative and intensive reading. Reading content for students is limited to articles in textbooks. However, the teaching mode of English group reading is different from the previous teaching methods, which can provide students with diversified and targeted reading resources based on specific topics and greatly improve students' reading participation. Through the implementation of group reading teaching mode, students can get in touch with various English materials, which can not only effectively increase students' language and cultural knowledge, but also broaden their horizons and thinking. The teaching mode of group text reading increases the quantity and quality of students' English reading, and improves their reading ability and English thinking ability through joint reading and comparative reading.

3.2 Establish teaching feedback system

In the process of English group reading classroom teaching, teachers should strengthen the observation of students' learning situations and understand students' acceptance of group reading. At the same time, aiming at the teaching effect of English group reading, teachers should organize a symposium for students in teaching work, communicate face to face with students, and master the actual situation of students. Based on the content of teaching information feedback, the teaching method of group reading is optimized to further enhance the educational effect of English group reading.

3.3 Carry out specialized teaching and research activities

Junior high school English teachers need to take teaching and research activities as an important part of the teaching reform of group reading, so as to improve the teaching ability of group reading education. According to the feedback results of teaching information, based on the practice and effectiveness of group reading teaching, specialized teaching and research activities are organized, the content of group reading is enriched through collective discussion, the teaching mode of group reading is optimized, and the teaching quality of group reading is promoted (Feng Yuxia, 2019).

3.4 Design reading and writing exercises

Junior high school English teachers can construct an organic combination of reading and writing when implementing the group reading teaching mode (Cai Xia et al., 2020). In the teaching process of group text reading, teachers can arrange corresponding writing tasks, and ask students to write after reading around the theme of the article, so as to train students' ability to analyze the text and express their thoughts. At the same time, teachers can encourage students to imitate the articles learned in group reading and practice English writing structure and writing skills. Students' writing with their own in-depth reading articles can also encourage them to further ponder the significance of the articles, improve the teaching effect of group reading and improve students' comprehensive English quality.

IV. CONCLUSION

Under the guidance of the new curriculum standards and the idea of cultivating talents by virtue, this paper explores the improvement of teaching mode, taps the educational potential of group reading, and facilitates students' comprehensive English literacy. By continuously paying attention to students' acceptance and feedback, the teaching method of group reading is constantly improved and optimized. Using information technology to build a group text reading database, teachers can collect English materials suitable for junior high school English textbooks and students' reading ability, and build a multi-modal reading database to better arouse students' reading interest. Meanwhile, an integrated system of reading and writing in group reading is constructed. By guiding students to deeply participate in group reading, they can gradually master the logic and structure of English texts and effectively improve their English writing level.

REFERENCES

- [1]. Cai Xia, Xu Guohui, & Li Yan. (2020). An analysis of the teaching practice of promoting writing by reading in junior high school English under the concept of group reading. *Research on Classroom Teaching in Primary and Secondary Schools* (5), 40-44.
- [2]. Feng Yuxia. (2019). Examples of text integration strategies in junior high school English group reading. *Campus English* (32), 140-141.

- [3]. Han Qiling. (2021). Skillfully set up group reading to optimize students' cognition. *Campus English* (6), 97-98.
- [4]. Liang Xingfang. (2020). A study on junior high school English reading classroom teaching based on group reading. *Campus English* (6), 154-155.
- [5]. Liu Lijun. (2021). A study on junior high school English reading teaching strategies based on topic group reading. *Exam Weekly* (97), 115-117.
- [6]. Yu Zeyuan, Wang Yanling, & Huang Limei. (2013). Group reading: transformation from form to concept. *Chinese Journal of Education* (6), 62-66.
- [7]. Zhang Ying. (2017). Junior high school English reading teaching based on group reading. *Basic Foreign Language Education*, 19 (2), 85-90.