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Research on English Large Unit Reading Teaching in Junior Middle School under the Background of Core Literacy

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Abstract: Large-unit reading teaching integrates the scattered and shallow texts in the unit, carries out teaching design with discourse research as the logical starting point, gives full play to the role of discourse in cultural transmission, promoting thinking development and serving language learning, and deeply explores its cultural connotation and educating value, so as to truly improve the teaching quality of junior middle school English. Under the background of core literacy, carrying out large unit reading teaching in junior high school English can transform English reading teaching from mere language knowledge teaching to exploring the meaning of the subject, and promote the development of students' core literacy of English subjects. This paper mainly discusses the teaching strategies of junior high school English reading in large units.

Keywords: Core literacy; Junior high school English; Large unit reading teaching

1. The connotation and characteristics of junior high school English reading teaching

The core quality of junior middle school English includes English language ability, cultural awareness, English learning ability and subject-related thinking quality, which refers to the ability and character that students should have to adapt to social development and self-lifelong development. The “big” of large unit reading teaching in junior high school English is mainly reflected in the “big” learning objective, “big” learning period, “big” curriculum scope and “big” learning task. The so-called “big” learning objective means that the teaching of large unit reading not only pays attention to the teaching of students' language knowledge, but also enables students to understand more cultural knowledge and value ideas contained in English reading materials. Dig deeper into the content of English discourse; Large learning period refers to the teaching method that adopts multi-class period in the teaching of large unit reading. Compared with the teaching mode of single class period, the correlation and integrity of each class time in the teaching of large unit is stronger. The large curriculum scope means that English reading teaching contains multiple knowledge points, multiple teaching situations and activities, and integrates students' “learning”, teachers' “teaching” and “evaluation” into one. Big learning tasks refer to solving “big problems” with “big ideas” in reading teaching, improving students' English listening, speaking, reading and writing skills, using English knowledge to solve practical problems, improving students' moral quality, and truly promoting the development of students' core quality of English subject.

Compared with the single-hour teaching mode, the large-unit reading teaching embodies the following characteristics: First, the integrity^[1]. The integrality of large unit reading teaching reflects the relationship between the unit knowledge module and the whole textbook, and the integrality and comprehensiveness of each knowledge point within the unit. In the actual course design, teachers should integrate the teaching materials in the unit, so that students can form a more systematic cognition of English knowledge. Second, structure. The teaching of junior high school English reading in large unit should not only integrate vocabulary, theme and other contents, but also include other contents that need to be integrated step by step. Teachers should design structural teaching objectives and teaching progress, and promote teaching activities according to established teaching plans. Finally, comprehensive. In the teaching of large-unit reading, each unit module integrates learning materials such as grammar, vocabulary, culture and theme, which reflects remarkable comprehensive characteristics and can improve students' overall cognition of English subjects.

2. Basic principles of reading teaching in large units of junior high school English

Under the background of core literacy, it is necessary to follow the following principles to carry out large unit reading teaching

in junior high school English:

First, the principle of readability. The inclusion of texts in the large-unit reading teaching in junior high school English teaching should conform to the actual reading ability of students, students can complete the reading task independently, and encourage them to maintain their interest in English reading. The text selection should be close to students' actual life, the content is lively and interesting, and the language difficulty is moderate; It is also necessary to ensure the standardization and standard of the language used in the materials and guide students to form good reading habits. Secondly, the principle of integration. The teaching of English large unit reading should strictly follow the principle of integration, organically integrate all kinds of teaching resources, teaching materials and teaching methods, give full play to the value of teaching resources, and maximize the teaching effect. Try to select the content related to the topic of reading materials, and use text, pictures, audio, video and other resources to present the content, and help students deeply understand the connotation of the text through the teaching design. Thirdly, the principle of thinking critically. Junior high school English reading teaching in large units should be able to provide students with more diversified speculative perspectives, guide students to think deeply, focus on problems, design enlightening questions based on reading texts, and promote the development of students' logical thinking and critical thinking in English reading.

3. Teaching strategies of junior high school English reading in large units

3.1 Focus on the diversification of text selection

As mentioned above, English reading teaching in large units reflects the characteristics of integrity and comprehensiveness. In the teaching process, teachers should show students rich reading elements, create thematic context, design rich text forms, so that students can deeply understand the cultural factors and language knowledge in the text, and master the application of language skills. In teaching activities, various text elements should be classified and integrated according to teaching objectives and textbook contents, so that students can have a deep understanding of the text and encourage them to use English language knowledge to express themselves. For example, when learning Ren 'ai version of junior high School English seventh grade volume "Unit5 Our School Life", the author first set the situation of parents' visit day: "Some schools have an open day.It's for parents to visit school." Ask students questions around their school life: "Do your parents know your school very well?" At the same time of introducing new curriculum knowledge, students' school life and family life can also be linked together to enrich students' associations ^[2].

3.2 In-depth analysis of a single text

Although the teaching of large unit reading emphasizes the integrity of teaching, the single text, as a component of the whole teaching, is the basis to ensure the teaching effect of large unit reading. Teachers should reasonably arrange the teaching content of each reading class according to the teaching objectives of large-unit reading, apply the teaching resources in class and outside class to the teaching of large-unit reading, and assist students to conduct in-depth analysis of the text content. In addition to acquiring language knowledge, teachers should accumulate humanistic knowledge, improve their thinking quality, and establish cross-cultural communication awareness. Teachers should actively apply extracurricular resources in class to enrich the teaching content and help students interpret the discourse smoothly. For example, when learning "Unit 4 Our World", Volume 1, Section C of the Ren 'ai Version of Junior High School English, external teaching resources can be introduced into the classroom for the reading text Rainforests of Topic 1. The teacher first guides the students to review the relevant grammar knowledge of the highest and comparative adjectives, and then carefully explains the words, phrases and sentence patterns of the new lesson, so that students can master the knowledge of "thick, wet, cover" and so on, and help students to eliminate the dyslexia. For example, the phrase "thousands and thousands of" in the text, the teacher can first ask the students to recall the meaning of "hundreds of" and "thousands of", and then guide them to reason about the meaning of the new phrase: Compared with "thousands of", the number of "thousands and thousands of" should be larger, and if you find a suitable Chinese word to compare with it, you can understand the phrase as "tens of thousands" and "thousands of thousands". In-depth analysis of a single text can help students understand the text more systematically, enrich the English language knowledge reserve, and further improve the English learning effect ^[3].

3.3 Teaching English reading skills to students

Reading skills are the core content of large-unit reading teaching. Different types of texts have different language characteristics, article structure and context. Therefore, different reading skills are needed to help students accurately understand the text content, analyze the text structure and accurately grasp the key points of reading content. English reading and Chinese reading skills are similar, you can first glance at the article, understand the main idea of the article; Then the text is read closely to analyze the ideological connotation of the article. When encountering new words or short sentences that you don't understand, you can make bold guesses according to the context until you fully understand the connotation of the text. For narrative articles, the plot can be expanded; For

explanatory articles, we can focus on summary. This kind of predictive and summary reading method can further improve students' reading comprehension and thinking ability. For example, when learning Unit 7 Food Festival, Volume 8 of Ren'ai Junior High School English, teachers can ask students to adopt different reading skills for different types of discourse, such as dialogue discourse, and grasp key information in the text through quick positioning. For example, in "We're preparing for a food festival," students can judge whether "Craig is a twelve-old Canadian boy" is right or wrong. Improving students' reading skills can not only strengthen their quick comprehension of texts, but also further strengthen their English reading awareness.

3.4 Design rich practical activities

The core English literacy of junior middle school requires students to be able to apply English knowledge to solve practical problems, improve students' English learning ability through large-unit reading teaching, and form the quality of English-related thinking. To achieve this goal, in addition to daily theoretical teaching, teachers should design rich practical activities to provide students with more opportunities for English application practice. In addition, practice can give full play to the main role of students and create a good and harmonious English classroom atmosphere. In accordance with the "Food Festival" mentioned above, teachers can organize a small "food festival" in the class, and ask students to make food models after class, and then attach relevant English labels. In the food festival, students will tell about the food production process, describe the taste of the food, write dialogues for the food, and simulate the scene of the food festival. Increase student engagement. During the whole activity, teachers can patrol the classroom, collect grammar or sentence errors in students' activities, and give unified correction after the activity, which can not only help students accumulate English knowledge, but also improve students' English expression ability.

4. Conclusion

In short, the teaching of large-unit English reading in junior middle school reflects the characteristics of comprehensiveness, wholeness and structure, which changes the traditional teaching mode of English reading and integrates different language materials into a large unit with the same theme. Teachers lead students to analyze and discuss the content of the unit texts from different perspectives, and help students build a systematic English knowledge system through English reading. To promote the development of students' English core literacy. Of course, in the actual work, teachers should choose appropriate teaching strategies based on the actual situation of students, build high-quality large-unit reading teaching classrooms through diversified reading teaching, and further improve the quality of junior high school English reading teaching.

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