

# Application Study of 5E Teaching Mode in Junior High School English Reading Teaching

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**Abstract:** The applied research of 5E teaching mode in English reading teaching in junior middle school is an important topic aimed at improving students' reading ability and thinking quality. This teaching mode, derived from the constructivist teaching concept developed by American Biology Curriculum Research (BSCS), mainly includes five links: attraction (Engage), inquiry (Explore), interpretation (Explain), migration (Elaborate) and evaluation (Evaluate), which provides a platform for students to actively participate, deep thinking and cooperative learning.

**Keywords:** 5E teaching mode; Junior high school; English reading

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## 1. Introduction

### 1.1 Concept of engage

In the junior middle school English reading teaching, the introduction of 5E teaching mode can significantly improve the students' learning experience and learning effect. First of all, in the attraction stage, teachers can stimulate students' interest and curiosity in reading materials by creating attractive situations closely related to students' life. For example, teachers can quickly focus students' attention on the reading theme by playing videos, showing pictures or telling stories, so as to lay a good foundation for the subsequent reading activities.

### 1.2 Concept of explore

In the inquiry stage, students become the main body of learning. Under the guidance of teachers, they dig into the information in the reading materials through independent reading, group discussion and cooperative discussion of the students to understand the theme and significance of the text. At this stage, teachers pay attention to cultivating students' reading strategies and thinking ability, and encourage students to ask questions, analyze them and try to solve them.

### 1.3 Concept of explain

In the interpretation stage, the teacher guides the students to summarize the findings in the process of inquiry, and help them understand the key concepts and principles in the reading materials. Teachers adopt a variety of teaching methods, such as segmental interpretation, questioning and guidance, chart display, etc., to help students clarify the logical structure and ideological context of the text, and deepen the understanding of the text content.

### 1.4 Concept of elaborate

The transfer stage is the process in which students apply their knowledge to a new situation. Teachers design various outreach activities, such as role playing, writing exercises, project research, etc., so that students can use the knowledge they have learned in practice, improve their language use ability and problem-solving ability. At this stage, students can not only consolidate what they have learned, but also expand their horizons and enhance their sense of innovation.

### 1.5 Concept of evaluate

Finally, in the evaluation stage, teachers adopt diversified and multi-subject evaluation methods to make a comprehensive evaluation of students' learning effect. The evaluation not only focuses on the students' language ability, but also focuses on their core qualities such as thinking quality, cultural consciousness and learning ability. Teachers encourage students to conduct self-evaluation and peer evaluation to cultivate their reflective ability and cooperative spirit.

The application research of 5E teaching mode in junior middle school English reading teaching is of great practical significance. Through the implementation of this teaching mode, teachers can effectively stimulate students' interest in reading, cultivate their reading strategies and thinking ability, and improve their language use ability and problem-solving ability. At the same time, this teaching mode also helps

to promote students' all-round development of students and improve their core quality and comprehensive quality.

## 2. Background of 5E

The background of the 5E teaching method can be traced back to the curriculum reform of elementary science education in the United States in the 20th century. During this period, educators began to focus on how to teach science more effectively to help students construct and understand scientific concepts.

Specifically, the 5E method was first proposed by the American Society of Biology Curriculum Studies (Biological Sciences Curriculum Study, BSCS) in 1989. This teaching model is based on the constructivist teaching theory, and it is deeply influenced by the teaching model of Atkin-Karplus learning ring. In the Atkin-Karplus learning ring, teaching is divided into three links: initial inquiry, concept introduction and concept application, which provides a basis for students to construct scientific concepts through exploration. However, BSCS researchers believe that in order to better conduct science teaching, teachers do not only need to guide students to explore, but also need to understand students' previous concepts and conduct targeted teaching on this basis.

Therefore, on the basis of Atkin-Karplus learning ring, BSCS adds two links: "introduction" and "evaluation", thus forming a 5E teaching mode with five stages including participation (Engage), inquiry (Explore), interpretation (Explain), migration (Elaborate) and evaluation (Evaluate). This teaching mode aims to stimulate students' interest in learning through a series of teaching activities, guide them to actively explore scientific problems, and then construct and understand scientific concepts.

Since its proposal, 5E teaching method has been widely used and promoted in the field of science education in the United States and even the world. It is used not only in the teaching of biology courses, but also in the teaching practice of other subject areas. The successful application of 5E teaching method not only improves the effect and quality of science teaching, but also promotes the cultivation of students' scientific literacy and innovation ability.

## 3. Significance of 5E

The application purpose of 5E teaching method is mainly to stimulate students' interest and enthusiasm in learning, promote students' independent learning and cooperative learning, and then improve students' scientific literacy and comprehensive ability. This teaching method builds a student-centered teaching model through inquiry (Exploration), explanation (Explanation), expansion and extension (Elaboration), — attraction (Engagement), focusing on learning process and knowledge innovation and application through evaluation (Evaluation).

Specifically, the 5E teaching method first attracts students' attention by creating problem situations, and stimulates their interest in exploring learning tasks. Subsequently, in the inquiry link, students become the main body of learning, experiencing and learning key concepts through independent learning and group cooperation, and acquiring new skills. In the explanation section, students need to freely express their opinions, comment and argue, to test whether they really understand what they have learned. The extension link encourages students to apply new knowledge transfer to new scenarios and develop their application ability and innovative thinking. Finally, the evaluation process not only pays attention to students' learning results, but also pays more attention to the process of inquiry and the degree of students' participation. It also reflects students' learning situation comprehensively and objectively through diversified evaluation methods.

In general, the application purpose of 5E teaching method is to stimulate students' interest and enthusiasm in learning, promote students' independent learning and cooperative learning, help them to deeply understand scientific knowledge, build knowledge structure, form scientific thinking, and finally improve their scientific literacy and comprehensive ability. This teaching method has a wide application prospect and important practical value in science education and other disciplines. Of course, the application of 5E teaching method is not only limited to the above mentioned above, but also promotes the transformation of educational ideas and the innovation of teaching methods at a deeper level.

Through the practice of the 5E teaching method, teachers can pay more attention to the students' learning process rather than just the learning results. It encourages faculty to design more challenging and illuminating questions to guide students to active thinking, exploration, and discovery. This teaching mode breaks the shackles of traditional teaching teaching, and transforms students from passive acceptance of knowledge to active construction of knowledge, thus cultivating their critical thinking and problem-solving ability.

At the same time, 5E teaching also emphasizes the importance of interdisciplinary integration. In the process of exploration and extension, students may need to use the knowledge and skills of multiple disciplines to solve problems, which helps them to form a more comprehensive and systematic knowledge system and improve their comprehensive literacy. In addition, interdisciplinary integration also helps to cultivate students' spirit of innovation and sense of cooperation, and lay a solid foundation for their future study and life.

## 4. Application case of 5E

In the junior middle school English reading class, when teachers teach the topic of A Trip to the Zoo, the 5E teaching model can play its unique role. First, in the Engage stage, teachers can stimulate students' interest by telling their interesting zoo experiences, or showing some interesting animal pictures and videos. Through sharing and discussion, students can naturally enter into the topic of the text.

In the Explore stage, the students will first read the text by themselves to understand the general content of the article. Then, the teacher can ask some guiding questions, such as "What animals did the author see in the zoo?" "How does the author feel about these animals?" And others questions, to encourage students to read deeply and look for answers. Students can discuss and share their views in groups to further understand the text.

In the Explain stage, the teacher will focus on explaining the new words, phrases and sentence patterns in the text to help the students remove their reading disabilities. At the same time, the teacher will introduce the relevant animal knowledge and cultural background based on the text content to broaden the students' knowledge.

In the Elaborate stage, the teachers can design some innovative activities to deepen the students' understanding and application of the text. For example, you can organize students to write the zoo tour words, or design a map of the zoo and mark the location of various animals. These activities can not only help students consolidate what they have learned, but also cultivate their innovative thinking and practical ability.

Finally, in the Evaluate stage, teachers can evaluate students' learning results through classroom quizzes, assignments or project presentation. At the same time, students are encouraged to conduct self-evaluation and peer evaluation, so that they can realize their progress and the need for improvement. Through such a comprehensive evaluation method, teachers can better understand the students' learning situation, and provide targeted guidance for the future teaching.

## 5. Merits and drawbacks of 5E

### 5.1 Merits

In terms of advantages, 5E teaching mode, as a student-centered teaching mode, can effectively improve students' interest and participation in learning. Through the attraction (Engagement) stage, teachers can create problem situations that are close to students' life and related to the course content, stimulate students' curiosity and desire to explore, so that students can more actively participate in English reading and learning. In the inquiry (Exploration) stage, students can carry out independent or cooperative reading inquiry activities under the guidance of teachers, which helps to cultivate students' reading strategies, critical thinking and problem-solving ability. The Interpretation (Explanation) stage provides students with the opportunity to show and exchange their reading comprehension and inquiry results, which helps to deepen students' understanding and memory of English reading materials. In the transfer (Elaboration) stage, students can apply the reading knowledge and skills to new situations through extended tasks and activities to realize the transfer and application of knowledge. The evaluation (Evaluation) stage is a comprehensive evaluation of students' learning effect, which helps teachers to understand students' learning situation, and provides feedback and improvement basis for subsequent teaching.

### 5.2 Drawbacks

There are also some disadvantages in applying the 5E teaching mode in the English reading teaching in junior middle school. First of all, this teaching mode has high requirements for teachers, which requires teachers to have rich professional knowledge and teaching experience, and can flexibly use various teaching strategies and means to guide students to conduct reading and inquiry activities. At the same time, teachers also need to have high classroom control ability and strain ability to deal with various problems and challenges that may arise in the process of inquiry. Secondly, the teaching mode needs to invest more time and energy in pre-class preparation and after-class reflection, so as to ensure the smooth progress of teaching activities and the achievement of teaching results. This may increase the work burden of teachers and affect their enthusiasm and enthusiasm for teaching. In addition, because this teaching mode pays attention to students' subjectivity and autonomy, some students may lead to the lack of direction and goal in the process of inquiry, and teachers need timely guidance and help from them.

## 6. Conclusion

To sum up, the application of 5E teaching mode in junior middle school English reading teaching has significant advantages and some disadvantages. In order to give full play to the advantages of this teaching mode and overcome its shortcomings, teachers need to constantly improve their professional quality and teaching ability, pay attention to the pre-class preparation and the after-class reflection, and strengthen the communication and communication with students to ensure the smooth progress of teaching activities and the achievement of teaching results.

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