

# A New Idea of English Reading Teaching under the Guidance of Activity View

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**Abstract:** Based on the concept of English learning activities that point to the core literacy of the subject advocated by the "General Senior High School English Curriculum Standards", combined with specific teaching examples, through text-based, in-depth text and beyond-text learning comprehension, application practice, transfer innovation and other progressive activities that integrate language, thinking, and culture, explore and build a reading teaching model of "guiding, reading, appreciating, thinking, speaking, and writing". English classics under the perspective of English learning activities. Efforts to implement the new curriculum concept, promote the reform of ordinary high school education methods. An effective way to promote the improvement of reading literacy. Compared with other studies, this study conducts action research based on real reading classrooms, and obtains research results through qualitative and quantitative analysis, which can provide supplementary suggestions and references for English reading classroom teaching under normal conditions.

**Keywords:** English Reading, Activity View, Reading Teaching

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## 1. INTRODUCTION

Teaching under the guidance of the concept of learning activities is based on texts, in-depth texts to transcend texts, from language input to language output, and from low-level activities to high-level activities, providing a transformation for students' learning methods and teachers' teaching methods. An actionable path is provided. Among them, English reading class, as a key class in basic English education, is particularly important for enhancing students' English language learning ability. It is not only an efficient input mode of English language basic skills and knowledge, but also a core path to cultivate students' core literacy one. Teachers' teaching philosophy needs to be strengthened.

According to the interviews with teachers, most of the teachers have a basic understanding of the concept of core literacy because they do some regular training, but they only stay at the knowledge level. The teachers are basically vague about how to implement it in practice. When the author mentioned it comes to the concept of English learning activities, teachers also know little about it, let alone the six elements of course content. Adopt a variety of teaching methods and means to further build an integrated teaching model that is "led by themes, supported by texts, guided by activities, centered on students, and aimed at improving literacy" to guide students in activities. Learn language knowledge, develop language skills, understand cultural connotations, and apply learning strategies; guide students to analyze and examine the truth, goodness, and beauty of things and people, judge different values, and achieve a deep understanding of the theme. The organic integration of humanities implements the goal of cultivating students' core literacy in English.

Ren Zhou (2019) took 112 students from two classes in a high school in Miluo City as the experimental subjects. One experimental class adopted reading teaching based on the concept of learning activities, and a control class adopted traditional teaching. The results of the study show that the students in the experimental class perform better in the

application of learning strategies and the improvement of reading ability. There are problems with teaching design and methods. According to the interviews with teachers and the questionnaires of students, the author found that compared with traditional teaching methods, the current English teaching has been greatly improved. Teachers have basically changed the phenomenon of only focusing on grammar and vocabulary in traditional teaching and began to pay attention to the overall text structure and guidance to students' learning strategies, but there are still some problems, such as insufficient explanation of the cultural background of the theme, failure to meet students' needs for cultural knowledge, and few in-depth questions designed for students to think about. The understanding of the article is still only at the superficial level, and the language characteristics of the article and the emotional attitude of the author are rarely analyzed.

Although teachers sometimes create some situations, they are always derailed from daily life and cannot resonate with students. This time, Shandong Province senior high school English classics reading teaching excellent lesson demonstration activity was held in the second grade of school, which is a prefecture-level high school participating in the classic reading experiment. The English proficiency of students in school is obviously higher than that of county high school students. After one year of high school study, senior high school students have a high foundation of English language ability, develop good English study habits, basically form the ability to obtain information, process information, analyze and solve problems in English, and have a certain level of English thinking and expression skills are conducive to the smooth development of famous reading activities.

## 2. THE PROPOSED METHODOLOGY

### 2.1 View of English learning activities

Based on theoretical analysis and practical investigation, this study explores the cognition of junior high school English teachers on the concept of "English learning activity view" and takes reading teaching as an example to explore its practice. The research is carried out in accordance with the

following ideas: literature review - status quo Investigation—discovering problems—attribution analysis—optimization strategy. First, the author clarifies the background, purpose and significance of the research and establishes the research foundation by sorting out the relevant literature on "the view of English learning activities" at home and abroad. Secondly, based on the above-mentioned research basis, focusing on various research questions, taking junior high school English teachers in three schools as objects, and using research methods such as questionnaire survey, classroom observation and interviews, to conduct a targeted investigation on the current situation. First, it should be presented in the form of learning activities, which can not only reflect the learning process, but also emphasize the learning results. And the activities must be progressive and hierarchical and must conform to the cognitive rules of the students.

The first two goals belong to the category of learning and comprehension, the second goal belongs to the category of application practice, and the last two goals belong to the category of transfer and innovation. The three activities are progressive and gradually guide students to deepen their understanding and application of the text. In-depth discourse practical activities.

On the basis of learning and comprehension activities, teachers guide students to study the text in depth around the theme and meaning, form a new knowledge structure, carry out communication and learning activities such as description, interpretation, analysis, and judgment, and gradually realize the internalization of language knowledge and cultural knowledge. Consolidate the new knowledge structure, promote the automation of language use, and help students transform knowledge into ability. Applied practice activities mainly include in-depth discourse learning activities such as description and interpretation, analysis and judgment, internalization, and application. This is the process of transforming knowledge into competence. The "New Curriculum Standards" lists language ability, cultural awareness, thinking quality and learning ability as the core literacy of English subjects, and junior high school English teachers should also aim at cultivating this literacy in classroom teaching. Therefore, the objectives of classroom activities mainly use these four indicators to examine the cognitive situation of teachers.

From the point of view of the minimum value, the minimum value of index 3 is 1, from the point of view of the number of minimum values, the number of minimum values of index 4 is the largest, with a total of 7 samples. From the point of view of the maximum value, the maximum value of all items is 5; From the point of view of the average level, the average value of index 4 is the lowest, which is 4.48, and the average value of index 2 is the highest, which is 4.68. The overall average range is 4.48-4.68, indicating that the overall level is at a relatively high level; The highest standard deviation of 3 is 0.681, the overall degree of dispersion is low, and the data differences are not large.

## 2.2 Reading teaching of English classics in senior high school from the perspective of English learning activities

Whether it is the establishment of evaluation goals before evaluation, the selection of evaluation content and methods, or the implementation of evaluation programs, we should take students as the center and fully consider various factors of students. We should try to make it conform to the students' cognitive style and age characteristics and try to make it

related to the students' daily life, so that students can fully express themselves. At the same time, the individual differences of students should also be considered. Teachers can formulate different evaluation standards and methods according to the level of different students. Based on the new knowledge structure, through independent, cooperative and inquiry learning methods, comprehensively use language skills, carry out multi-dimensional thinking, creatively solve problems in unfamiliar situations, rationally express opinions, emotions, and attitudes, reflect correct values, and achieve deep learning, to promote the transformation of ability to literacy.

Transfer and innovation activities mainly include reasoning and argumentation, criticism and evaluation, imagination and creation, and other learning activities that go beyond text. With the progress of classroom reading teaching stage, teachers' classroom activities also change accordingly. First, in the pre-reading stage, text-based learning comprehension activities should be designed. Although 3 of the 18 reading lessons have flaws in the activities designed in the link of introducing themes to pave the way for language knowledge, most of them meet the requirements of the concept of "English learning activities" for pre-reading activities. The background knowledge of students is activated in teaching, which lays the foundation for students' learning activities. Secondly, the middle reading stage is the central part of reading teaching. It should gradually go deep into the text, from learning comprehension activities to application practice activities. It is mainly divided into three levels. However, there are still 27% of people who can only sometimes understand and use knowledge to express in specific situations.

In short, most students can acquire a lot of pronunciation, vocabulary, grammar, discourse and pragmatic knowledge in the teacher's class, and can also understand the deep meaning of the article and the author's emotions, attitudes and values based on the information of the article, but perhaps it is because the use of language has higher requirements on students' comprehensive ability, so some students still need to strengthen their expressive skills, but in general, students' language ability has been improved in the classroom based on the concept of English learning. In the process of reading English classics, it is necessary to strengthen the theme context and discourse awareness, and improve the ability to grasp the key information, language characteristics and discourse structure of the text.

Insist on the combination of intensive reading in class and extensive reading after class, time-limited reading and non-time-limited reading, reading and writing training as the main line, insist on reading more than a thousand words of famous chapters every day, pay attention to the sublimation of the theme and meaning of the text, expand the depth and breadth of language learning and understanding, do a good job of teaching activities that promote writing by reading, promote reading by writing, and combine reading and writing, and develop the habit of writing after reading, experience, article summary, imitation, rewriting, and continuation after reading, improve students' ability to read and follow-up and standardize the validity of written expression, and strive to encourage students to draw inferences from one example, understand by analogy, and mastery of English classics in reading and learning, and gradually cultivate students' core literacy in English." Teacher B guides students to think and compare Which Chinese holiday is like Thanksgiving and why. The learning activities designed by teacher B correspond to the activities implemented in the pre-reading stage, which

help students to summarize and integrate the knowledge they have acquired, build a relatively complete logical thinking framework, and apply it to other contexts to solve new problems, for deep thinking. However, the same as teacher A, teacher B did not guide students to review the author's intention, which is not conducive to grasping the author's emotional attitude, so it only basically meets the requirements of the "view of English learning activities".

### 3. CONCLUSION

Based on the schema theory and Bloom's taxonomy of educational objectives, this research carried out a one-semester "English learning activity view" research. The author uses qualitative and quantitative methods such as questionnaires, classroom observations, and teacher interviews to investigate the cognition and practice status of junior high school English teachers' "view of English learning activities". In the process of designing activities, we must not only pay attention to the level and coherence of activity design, but also be good at using situational teaching, information technology and mind mapping, and be good at asking questions, to better serve the realization of teaching goals. During the learning activities, students are constantly talking with the text, the author, and themselves. Faced with the new situation surrounding the theme context, students can form new cognitions, develop abilities, establish a correct outlook on life, the world, and values, and comprehensively improve students' core literacy.

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