

# Teaching of English Reading in Junior Middle School under the Background of New Curriculum Standard and Training Strategies of Core Accomplishment of Subjects

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**Abstract:** The term "core literacy" is proposed based on the current status of education, is the guidance of teaching objectives for various disciplines. As far as English reading is concerned, its core accomplishment includes English thinking and language expression. This paper mainly expounds the principles of implementing subject core literacy in junior high school English reading teaching under the background of the new curriculum standard.

**Keywords:** new course standard, junior middle school English, reading teaching, subject core accomplishment, strategy

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## Introduction

With the rapid development of society, the requirement for talents is higher and higher, and the education is paid more and more attention. In recent years, the field of education in our country has been reformed and adjusted many times, which points out the direction for the current teaching of teachers. As far as English is concerned, it is a very basic and important subject in junior middle school. In the actual classroom, teachers should optimize the classroom based on the new curriculum standards, and cultivate students' thinking, language and learning ability.

## 1. The principles of carrying out core accomplishment in junior middle school English reading teaching under the new curriculum standards

### 1.1 Abiding by the principle of diversity of students

English is a foreign language, for Chinese students, learning more difficult, plus each student are different, interest in English and ability, which will affect the effectiveness of teaching. Under the new curriculum standards, if teachers want to implement the core quality of English reading, they should change the traditional education concept, understand the students' differences, integrate hierarchical teaching in the classroom, and provide different levels of students with suitable learning materials and activities, so that each student can obtain challenges and growth on his own level, so as to improve English reading ability more effectively.

### 1.2 Following the principle of innovation

As far as the teaching of English reading in junior middle school is concerned, teachers should not only follow the goal of each course, but also focus on the new curriculum. But as far as the traditional English reading course in junior

middle school is concerned, it is mainly taught by teachers and listened by students. For example, teachers should innovate the original English reading teaching content, innovation of a single type of teaching methods to enhance the fun of the whole classroom and students participation<sup>[1]</sup>.

### **1.3 Following the principle of practicality**

English is a language, the ultimate goal of its teaching is to train students' English thinking and to be able to use English in practical situations to express themselves. Therefore, in the teaching of English reading, teachers should also follow the principle of practicality, encourage students to actively participate in the English class, and communicate with their peers.

## **2. Strategies to implement core accomplishment in junior middle school English reading teaching under the new curriculum standard**

### **2.1 Creating learning situations to stimulate students' interest in English reading classes**

English is not the mother tongue of China, some students will find it very boring and difficult to learn when they come into contact with English. In recent years, with the rapid development of information technology, the application of information technology in education has become more and more extensive. When students focus on the classroom, the efficiency of the whole study will be greatly improved.

With "what color is it?" For example, the goal of this lesson is to let students learn some words related to color, such as red, yellow and so on. In this course, the teacher can use multimedia to play and color related pictures. For example, when a red apple is shown in a multimedia picture, the teacher can first ask "What color is it?" in English. Then lead the students to answer "It's red". This kind of interactive English reading learning can make students feel the interest of English, practice the new vocabulary and sentence patterns in real situations, and strengthen students' memory.

### **2.2 Providing clues to guide students to read independently and cultivate students' reading thinking**

In the traditional English reading teaching, there are some deficiencies, such as the teacher-led teaching method, too much emphasis on grammar and vocabulary inculcation, ignoring students' active participation and thinking development, etc. In the teaching of English reading under the background of the new curriculum standard, teachers should pay more attention to the student-oriented, guide students to explore and think independently<sup>[2]</sup>.

Take, for example, the text from the "Don't eat in class" course, which shows two letters from a student named Molly frustrated with the many rules of everyday life. In teaching this text, the teacher can ask some leading questions to encourage students to think deeply and read with the questions. When can Molly play basketball? What rules does Molly have to follow at school? Under the guidance of these questions, students are not simply reading these two letters, but thinking, logical to read, the whole process will be more directional. Of course, this way can also cultivate students' autonomy and enhance their English reading thinking.

### **2.3 Designing diversified reading materials to broaden students' reading horizons**

The ultimate goal of English reading teaching is to cultivate students' language sense and thinking. And practical communication skills. Therefore, in the teaching process, teachers should not be limited to the existing reading materials. In order to help students broaden their horizons and enhance their interest in reading, it is necessary to innovate the teaching contents and incorporate various reading materials or different types of texts.

For example, teachers can incorporate into the classroom some of the reading material related to the national background culture, students can read these materials, understand different regions or countries people's way of life and thinking. In the process of comparing different cultures, understand the differences between different countries, and implement students' cultural literacy. Of course, in addition to introducing these texts, teachers can also infiltrate some

reading texts related to stories, or some reading materials related to students' life. The reading materials of stories are contextual, and the reading materials of life are closely related to students' real life, which can attract the interest of junior high school students in reading, and can also help students form good habits of English reading and enhance their confidence in English reading<sup>[3]</sup>.

#### **2.4 Working in groups to develop students' communicative competence**

English is a communicative language. The ultimate goal of learning English is to communicate in English. Therefore, teachers should organize practical activities regularly to encourage students to communicate in English.

In the case of "What time do you go to school?", the objectives of this course are

Learn relevant vocabulary such as fast, either, lot, lots of, etc., and everyday expressions such as "I don't like to get up.", "then I go to school at eight thirty." After teaching these contents, the teacher can organize a series of communication activities based on these words and sentences. First, the teacher can divide the students into groups. Each group member takes turns to describe his day and uses new vocabulary and sentence patterns. For example, students can say "I fast eat breakfast, then I go to school at seven." or "For lunch, I sometimes eat sandwiches." Practical applications can help students better master vocabulary and sentence patterns. Next, the teacher can set up some role-playing activities or simulated dialogues to let the students use the knowledge in the hypothetical situation. Through this kind of practice, can help students to deepen the understanding of the classroom content, cultivate their creative thinking and expression ability.

### **3. Conclusion**

In a word, reading teaching is a very important field in junior middle school. English teachers should follow the requirements of the new curriculum standard, optimize the contents and methods of reading teaching, and encourage students to actively participate in English reading.

#### **Conflicts of interest**

The author declares no conflicts of interest regarding the publication of this paper.

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