

Research on English Reading Teaching of Senior High School Based on the Outlook of English Learning Activity

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Abstract: The new curriculum standard adheres to the principles of goal-oriented, problem-oriented and innovation-oriented according to students' physical and mental development, pays attention to students' individualized and diversified learning and needs, constantly improves the scientific and systematic nature of the curriculum, and focuses on the development of students' core literacy. At present, the concept of English learning activities outlook emphasizes the integration of learning and thinking based on the creation of teaching situations by teachers, guiding students to learn in activities, and focusing the acquisition of students' language literacy, so as to achieve the goal of cultivating cultural character and linguistic ability. This paper discusses the connotation of the English learning activity, discusses the design of reading teaching under the guidance of this concept and takes a reading lesson of Stronger Together: How We Have Been Changed by the Internet in Unit 3 Reading and Thinking, a text in the senior high school English textbook of PEP Edition, as an example to illustrate the learning activity design.

Keywords: new curriculum standard, English learning activities outlook, English reading teaching, senior high school

Introduction

Activity is the basic form of English learning and the main way for learners to learn and try to use language to understand and express meaning, develop multiple thinking, cultivate cultural awareness and form learning ability. The outlook of English learning activity refers to a series of English learning activities that are under the guidance of the theme meaning, by learning, practicing and innovating to promote the learners' language knowledge learning and language skills development, in the process of analyzing and solving problems, based on the existing knowledge and relying on different types of texts, understanding of cultural awareness, development of multiple thinking, judgment of value and application of learning strategies. This process is not only the process of the integration and development of language knowledge and language skills, but also the process of continuous enhancement of cultural awareness, thinking quality and learning ability.^[1] The outlook of English learning activity emphasizes that teachers should guide students to learn language and culture knowledge in an integrated way in the teaching process, guided by the theme meaning and supported by the text. By using listening, speaking, reading and writing, the learners understand and express meaning, intention and feeling attitude, learn to acquire information and skills, and develop logical thinking, critical thinking and innovative thinking. In conclusion, the outlook of English learning activity has a guiding effect on both teachers' teaching and students' learning, and it can lead teachers to design a variety of interconnected English learning activities, so that students can complete the English learning activities to learn the necessary knowledge while also promoting their linguistic ability, thinking ability,

learning strategies and so on. Nowadays, many teachers are still using the traditional teaching mode of teaching language knowledge by text, and are accustomed to understanding the text content superficially and not interpreting the text information in full, so that the students can not understand the text comprehensively in the class, and not have the process of thinking and expressing their own views, and not have the opportunity to really take part in the reading learning activities with in-depth thinking.^[2] In order to implement the outlook of English learning activity in English reading teaching, teachers need to make efforts in the process of teaching design.

1. Reading teaching design based on the outlook of English learning activity

1.1 Text analysis

The topic of this unit is the positive impact of the Internet on people. The Internet not only makes people live more convenient, but also promotes the communication between people. The reading text selected for this paper is a narrative text about a British English teacher named Jan who quits her job and uses the Internet to reduce her loneliness and takes the initiative to help others. The whole text consists of five paragraphs, and the structure of the text is very clear. The first paragraph clarifies the positive effects of the Internet; the second, third and fourth paragraphs tell about Jan's psychological and behavioral changes after she lost her job and comes into contact with the Internet; the fifth paragraph explains the reasons why she is willing to help others, which reflects the positive effects of mutual care. About the surface meaning, the text mainly tells about how the Internet changes people's ways of life, but from the deeper meaning, the text further expresses the "chain love" between people brought by the Internet—the Internet serves as a medium that connects people with each other to help each other, inspires people to be positive, and transmits mutual care and concern between people. In the process of learning this text, teachers can guide students to compare their own online behaviors with the behavior of the characters in the text, reflecting on which online behavior is meaningful and harmful, which will help them to develop good online habits and shape moral values.

1.2 Teaching objectives

Based on the text analysis, the teacher determines the teaching objectives. After learning this lesson, the students will be able to 1) sort out and know information that how the internet has changed Jan's life; 2) retell Jan's story completely and logically and improve the ability of analyzing the passage structure; 3) combine their own life experience of using the Internet and link the text with their real life and express their ideas.

1.3 Learning activities

Learning activities includes perception and attention, acquisition and sorting, generalization and integration. In learning activities, teachers need to create situations for students' language learning, activate students' relevant background knowledge and mobilize their interest in learning. Under the guidance of questions, students acquire and sort out relevant information from the texts and understand the meaning of the information.

1.3.1 Creating situations for students' language learning

Teacher asks the students to think about the functions of the mobile to stimulate students' background knowledge and to activate relevant language such as to make phone calls, to listen to music, to stream videos, to order food, to play games, to take pictures, to pay the bills, to shop online and so on, thus letting them predict the theme and content of the text to be studied. By this process, students can smoothly enter into the search for the thematic meaning of the value of the Internet.^[3]

1.3.2 Obtaining, sorting and integrating information

Students quickly skim the text to find out the detailed information about Jan by answering the questions: What happened to her? What did she do? Why did she do that? How did she feel? What did she realize?

1.4 Practice

Application and practice activities are the second level of English learning activities, including description and interpretation, analysis and judgment, and internalization and application. In this process, teachers need to create conditions for students to realize the transition from input to output, guide students to internalize the newly acquired language knowledge in activities such as describing, analyzing and summarizing in-depth discourse, and help students to transform the internalized knowledge into competence. Therefore, based on this text, teachers can let students retell Jan's story according to the words given including develop a serious illness, quit her job, explore the world, the greatest benefits and so on.

1.5 Innovation

Innovative activities emphasize students' ability to apply what they have learned to solve life problems. Teachers should focus on students' ZPD(Zones of Proximal Development), create life-oriented teaching situations from shallow to deep, and allow students to extract and apply the corresponding knowledge and skills to solve problems creatively, so as to achieve the result of effective language output.^[4] Based on this text, the following activities are designed to go beyond innovation: Organize students to brainstorm in pairs to conduct a segment of an interview on Jan's experience in which one student plays the role of Jan and the other plays the role of a reporter. Later, teachers encourage some of the pairs to present the interview in front of the class. Pay attention to the important information, such as who, what, when, how, why.

2. Conclusion

The English Learning Activity outlook not only assumes the important task of cultivating students' core literacy, but also provides new ideas for the design of English reading activities. In order to better utilize the role of the concept in discourse reading, teachers should first read the text carefully before class, and then carry out rich and diversified hierarchical learning activities in the class to enable students to have a basic understanding of the text and its cultural connotations, to understand the structure of the discourse, and to apply learning strategies so that students can integrate and apply language knowledge and skills to achieve the purpose of expressing their thoughts creatively. In conclusion, during teaching, teachers need to explore in depth the nurturing concepts conveyed by teaching based on the English Learning Activity outlook, uphold the concept of English reading teaching under its guidance, abandon the previous mechanized and procedural mode of reading teaching, and design reasonable and effective learning activities for students, so as to let them truly promote their core literacy.

Conflicts of interest

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

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