

English Literature Reading Teaching in Middle School based on the View of English Learning Activities

Wenrong Fan

China West Normal University, Nanchong, Sichuan, China

Abstract

The concept of English learning activities is that under the guidance of thematic meaning, students can analyze and solve problems on the basis of previous knowledge by relying on discourse, learning comprehension, application practice, transfer and innovation and other English learning activities. The English Curriculum Standard for Senior High Schools (2017 Edition) classifies reading as an understanding skill and writing as an expressive skill. Literature reading is the core of all reading, which has the function of developing language and thinking. More and more teaching and research departments and front-line teachers begin to introduce literature reading into English classroom teaching. However, there are some problems in the current teaching of English literature reading, such as one-sided teaching objectives, shallow teaching contents and utilitarian teaching activities. In order to solve these problems, based on the concept of English learning activities, this paper explains in detail how English teachers design different levels of English learning activities in the teaching of literature reading, such as learning comprehension, application practice, transfer and innovation.

Keywords

View of English Learning Activities; Literature Reading; Middle School English Reading.

1. Introduction

The view of English learning activities is an important part of the revision of *The English Curriculum Standard for Senior High Schools (2017 Edition)* issued by the Ministry of Education in 2018. It is also a vital way to achieve the core competence through English teaching. There are three problems in the teaching of English literature reading. First, the teaching goal is one-sided. In the teaching of literature reading, many teachers simply design teaching objectives from the three dimensions -----knowledge and skills, process and method, emotional attitude and values. In addition, many teachers only analyze the cultural background, ideological content, language characteristics and reading strategies of the works. Second, the teaching content is shallow. Many teachers are used to extracting the surface information about the plot in literary works in teaching, only focusing on some shallow problems such as who, what, when and where, and rarely designing some difficult problems such as how or why. They pay little attention to the deep thinking, which makes it difficult for students to cultivate the habit of deep reading. Third, teaching activities are utilitarian. Some teachers like to combine the design of teaching activities with the types of examination questions. Students read the relevant content and start to do multiple choice questions immediately. In this way, students are more exam oriented education, and pay little attention to literature itself. The key to solve these problems is that teachers should always have a view of learning activities that point to students' core competence when designing the teaching of English literature works. The concept of English learning activities refers to a series of comprehensive, relevant and practical English learning activities under the guidance of thematic meaning, which enable students to promote their own language knowledge learning and learning through the process of analyzing and solving problems based on their previous knowledge. This process is not only the process of the

integration and development of language knowledge and language skills, but also the process of the continuous improvement of thinking quality, cultural awareness and learning ability.

2. Teaching Practice of English Literature Reading based on the Concept of English Learning Activities

The English curriculum standards for senior high schools (2017 Edition) puts forward the concept of English learning activities based on the integration of six elements, which makes it clear that "activities" are the basic form of English learning and the basic means for learners. The basic form of speaking, understanding and expressing meaning is an important way to cultivate students' cultural consciousness, develop their multiple thinking and form their learning ability. Activity view has a strong guiding role in classroom teaching, which can not only guide Senior High School English teaching, but also have a strong reference for junior high school English teaching. Based on the view of English learning activities, teachers should take the theme as the guide in designing literature reading teaching, and integrate the learning of literature knowledge, language skills, thinking quality development, cultural connotation exploration and learning strategy application into three types of activities: learning comprehension, application practice and transfer innovation. The occurrence of learning can not be achieved only through one-sided explanation, which requires students to participate in the activities. Through a series of comprehensive, relevant and practical English learning activities such as learning comprehension, application practice, transfer and innovation, students can achieve the goal of using language to understand and express meaning.

3. Key Points of Designing Learning and Understanding Activities

Grasp the content of literary works macroscopically. For junior high school readers, background knowledge is the key to reading literary works. First of all, finding the right point to interpret literary works can lead students to enter literary works more easily. The starting point of interpretation can be from the plot development, character analysis, language expression and other aspects, as well as from the cover, title, keyword sentence and other aspects of the work. Specifically speaking, in order to understand the content of literary works, teachers can design learning and understanding activities from three aspects: perception and attention, acquisition and carding, generalization and integration. Besides, guide students to perceive the cover of literary works, understand the main characters, content and author information; To sort out the main plot of the story and grasp the overall structure macroscopically; Integrate the key information of the story to lay the foundation for exploring the theme of literary works. As the object of the teaching is junior high school students, they will be afraid of literary works, especially English literary works. So image is an important way to make them interested and solve the understanding deviation. The cover of a literary work usually contains information such as title, illustration and author. The teacher can first talk with the students about the amazing things in life, activate the background knowledge, then show the cover of the short novel for the students to observe, understand the title and author of the short novel, judge the main characters of the short novel according to the cover picture. And finally predict the main content of the short novel, so that the students have a strong reading expectation. Junior high school students have a small vocabulary, so the choice of literary works needs to fit the actual situation. Illustrations can help them understand the literary works better. Literary works have the characteristics of large amount of information and complex content. Therefore, teachers can effectively use the illustrations of the works and disrupt them, so that students can sort and help them sort out the main plot. At the same time, the plot development diagram- beginning, development, climax and ending can be used to help students clarify the logical relationship between chapters. The arrangement of plots can help students better

understand the content of the works and make them grasp the overall structure of literary works from a macro perspective. Third, teachers should also make students learn to summarize and integrate the key information of the story after students acquire and sort out the plot of the story. This session is mainly to guide students to analyze the "surprise" from the perspective of human beings. According to the passage of time and the change of place, it helps students to summarize and integrate the text information on the basis of preliminary acquisition and combing, so as to extract the surprise of pterosaur to human beings. Teachers can use tables to help students form structured knowledge and better grasp the logical relationship between discourse information. While guiding students to think about the content of the form, teachers can also use the way of question chain to make students think about the logical relationship between sentences, paragraphs and chapters in literary works. The construction of problem chain helps students' thinking path to the core content of literary works.

4. Key Points of Designing Practical Activities

Reading should not be a fragmented information interpretation or language learning, but a multi-level activity integrating thinking, language and strategy. Teachers should guide students to deconstruct the text, carry out deep emotional experience, and realize progressive thinking activities. At the first place, in order to further explore the content of literary works, teachers should design some coherent, hierarchical and gradient problems to help students from the information input based on the content of literary works to the initial output of the content of literary works. Teachers can design practical activities from three aspects: description and interpretation, analysis and judgment, internalization and application; Integrate and use the key information of literary works to analyze the emotional changes and personality characteristics of the main characters; Through the summary writing after reading, internalize the acquired language knowledge and related information. In the process of reading teaching, it is helpful for students to integrate knowledge and skills and improve learning strategies by using question and answer to inspire students to study discourse meaning. These problems are closely related to each other according to the development of the story. Through teacher-student question and answer, peer discussion, group activities and other forms, students can learn to think and communicate in the thinking activities of exploring and solving problems. Of course, these questions are not mechanical teachers' questions and students' answers, but run through a series of activities, using a variety of different activities to explore various problems. Second, through the climax of literary works to deepen students' understanding of the article itself. Climax is the breaking point and turning point in the novel, which is often the most attractive part and can arouse the resonance of readers. When interpreting the climax of literary works, teachers can guide students to understand the writing characteristics of works by reading aloud and drawing key words, so as to improve their language understanding ability and language appreciation ability. In this part, the teacher also can plays the recorded content of the climax of the short novel, and asks the students to circle the verbs of catching the thief in the process of listening, so that the students can have a reasonable imagination in the process of reading, and understand the artistic conception of the story, the scene of fierce conflict and the author's description techniques, so that the students can participate in and practice. In the process of interaction, we can understand the language charm, emotional charm and ideological charm of literary works. Third, analysis and evaluation to promote the development of students' higher-order thinking. Character is one of the three elements in the analysis of literary works, supporting the narrative and theme of literary works. Teachers can guide students to analyze the main characters in literary works from three dimensions of direct analysis, indirect analysis and comprehensive analysis, and also from different perspectives of characters.

5. Key Points of Designing Migration and Innovation Activities

The purpose of English learning is to produce. Therefore, at the end of literature reading, we also need to cultivate students' thinking of transfer and innovation. The core competence of English includes language ability, learning ability, thinking quality and cultural awareness. Among them, thinking quality refers to people's thinking personality, reflecting their logic, critical and innovative thinking (Wang Qiang, 2017). Transfer and application activities are mainly to guide students to cultivate multiple thinking and critical thinking by means of criticism, imagination and creation, so as to improve students' learning ability and finally form their quality.

At first, evaluate literary works. Teachers can guide students to learn how to evaluate the ideological content, character image and writing characteristics of literary works from the aspects of titles, wonderful clips and character description. So as to excavate the ideological connotation of literary works, and gradually realize the transformation from learning and understanding based on the content of literary works to deepening the application practice of the content of literary works, and then to surpassing the migration and innovation of the content of literary works, Stimulate students' deep thinking and promote deep learning. Students can get inspiration from the works, share their reading feelings with the group, exchange their reading experience, learn to question and evaluate, and cultivate their critical thinking ability. At the same time, teachers combine the theme, arouse students to think about social problems, cultivate students' sense of social responsibility, and practice the socialist core values of social harmony, mutual assistance, sharing and dedication between people. Second, post reading activities provide opportunities for students to absorb, internalize, transfer and apply acquired language knowledge and skills after reading literary works. Teachers can design activities such as post reading continuation, poster design and project completion. For example, after reading the last chapter, students are required to carry out post reading continuation and imagine the follow-up life of pterosaur. In this way, students can develop bold imagination in creative activities after reading, creatively solve problems in unfamiliar situations, rationally express views, emotions and attitudes, and realize the transfer and application of knowledge and skills.

6. Further Thinking

Reading teaching does not stop in the classroom, but should be extended and expanded after class. For other symbolic meanings in the text, such as wine and luggage, students should discuss them after class and form a conclusion.

In the next class, we will show them in groups. This can not only exercise students' learning ability and thinking ability, but also make students collide with sparks of thinking in group discussion. The core of our English teaching is to get the values from the text and implement them to the level of education. Interpret the English reading text, from the dimensions of human and nature, human and society, human and self. The process of learning is to better understand oneself, others, society and the world. The concept of English learning activities refers to a series of activities that reflect comprehensiveness and creativity under the guidance of thematic meaning.

English learning activities characterized by relevance and practicality enable students to promote their own language knowledge learning, language skills development, cultural connotation understanding, multiple thinking development, value orientation judgment and learning strategy application in the process of analyzing and solving problems based on their previous knowledge and relying on different types of Discourse (Ministry of education, 2018). Teachers need to design classroom activities in accordance with the three levels of learning

comprehension, application practice and transfer innovation, so as to form an activity chain around the theme meaning exploration, logical progression, circular rise and in line with the law of cognition, so that the previous activity becomes the bedding for the next activity, and the next activity is the deepening and expansion of the previous activity, reflecting the situational, practical and innovative characteristics Structure and hierarchy (Mei Deming, Wang Qiang, 2018).

7. Conclusion

In the process of literature reading teaching, first of all, we should pay attention to the training of ability from understanding to application, from low level to high level. It is necessary to infiltrate reading skills and strategies in text discussion, inspiring students to think independently and learning to get emotional experience from reading. Secondly, we should attach importance to students' independent inquiry learning. We should give students enough time to read and think, inspire and encourage students to go deep into the text center, and give students appropriate tips and timely feedback. At the same time, we should help students find, analyze and solve problems actively in the reading process, and fully affirm students' learning achievements. Finally, we should give full play to the power of team cooperation, and let students actively participate, think independently and discuss together in all kinds of learning and practice activities. Students can absorb, internalize and transfer knowledge through thinking collision. Literature reading teaching needs teachers to change the teaching state of one-sided goal, shallow content and utilitarian activities. And follow the concept of English learning activities in teaching, guiding students through learning and understanding activities based on the content of literary works, application and practice activities in-depth content of literary works, and transfer and innovation activities beyond the content of literary works. In order to promote students' language knowledge learning, improve the quality of thinking, enhance cultural awareness, deepen their understanding of the theme content and ideological connotation of literary works. In addition, when designing the teaching of junior high school English literature reading, teachers should focus on the theme of the works and design English learning activities with comprehensive, relevant and practical characteristics, so that students' language, culture and thinking can be improved in the reading of literary works. Ultimately, achieve the purpose of cultivating students' English core competence.

References

- [1] Stein, V. Elaboration: Using what you know. In L. Flower & V. Stein (Eds.), *Reading-to-writing: Exploring a Cognitive and Social Progress* [M]. New York: Oxford University Press, 1990.
- [2] Carson, J. E., & Carrel, P. L. Reading-writing relationship in first and second language. *TESOL Quarterly*, 1990(24(2)): 245-266.
- [3] Fitzgerald, J. , & Shanahan, T.. (2000). Reading and writing relations and their development. *Educational Psychologist*, 35(1), 39-50.
- [4] Grabe, W. , & Zhang, C. . (2013). Reading and writing together: a critical component of english for academic purposes teaching and learning. *Tesol Journal*, 4(1), 9-24.
- [5] Elley, W. B., & Mangubhai, F. The impact of reading on second language learning. *Reading Research Quarterly*, 1983(19): 53-67.
- [6] Hafiz, F. M., & Tutor, I. Extensive reading and the development of language skills. *ELT Journal*, 1989 (1): 13-14.
- [7] Tsang, W. K. Comparing the Effects of Reading and Writing on Writing Performance [M]. *Applied Linguistics*, 1996: 210-233.

- [8] Lee, J., & Schallert, D. L.. (2016). Exploring the reading-writing connection: a yearlong classroom-based experimental study of middle school students developing literacy in a new language e. *Reading Research Quarterly*, 51(2), 143-164.
- [9] Plakans L, Liao J T , Wang F . "I should summarize this whole paragraph": Shared processes of reading and writing in iterative integrated assessment tasks[J]. *Assessing Writing*, 2019, 40:14-26.
- [10] Widdowson, H. G. *Teaching Language As Communication* [M]. Oxford University Press, 1978.