

Research on Junior High School English Reading Teaching from the Perspective of Integrated Unit Teaching

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ABSTRACT

Integrated unit reading teaching takes the unit theme as the core, and guides students to start from the whole to understand the general idea, the theme idea and the structural framework of the article, and gradually explore the details and language expressions of the article. Compared with the traditional analysis reading, junior high school English reading teaching based on the perspective of integrated unit teaching can improve students' English comprehension ability, help them master reading knowledge, and cultivate their critical thinking ability, the importance of which is self-evident. However, there are some problems in the junior High school English reading teaching. For example, teachers ignore students' interest in reading, professional quality needs to be improved, and the teaching strategy is unreasonable and so on. In this regard, this paper takes a series of measures to improve the quality of junior high school English reading teaching.

KEYWORDS

integrated unit teaching; junior high school English reading; reading learning interest; reading teaching method

The traditional junior high school English reading teaching takes the class hour as the unit and explains the English reading knowledge point by section. The teaching content is relatively scattered and inconsistent, which cannot help junior high school students form a comprehensive cognitive system and improve their reading ability. The integrated unit teaching integrates each reading knowledge point in the unit organically to help students establish a systematic knowledge framework and improve their overall English reading quality, which is of great significance.

1 The Significance of Junior High School English Reading Teaching from the Perspective of Integrated Unit Teaching

1.1 Improve the Overall Comprehension Ability of Students for English Reading

Integrated unit reading teaching emphasizes starting from the whole article to guide students to understand the general idea and theme of the English article, and then gradually analyze the details of the article. When junior high school students are learning English reading, they are faced with reading texts including a large number of vocabularies and sentence patterns, as well as complex emotional expressions and cultural backgrounds. The teaching from the perspective of integrated unit teaching can help students accurately understand the theme and general idea of English reading articles under the overall framework, thus helping to improve their ability to grasp the structure and content of the article^[1]. After a long period of training, students can understand the article from the overall framework and avoid being confused by scattered details.

1.2 Help Students Understand and Master Reading Knowledge

When junior high school English teachers adopt the analysis method to provide reading teaching, it is difficult for students to understand the relationship among reading knowledge points, reading skills and articles as a whole, and students only stay in the partial memory and understanding. But the English reading teaching from the perspective of integrated unit teaching integrates the themes, contents, language structures and expression modes of multiple reading materials in the same unit from the overall perspective, so that students can learn in a complete knowledge system^[2]. It can help students to know the links between knowledge points, and then deeply understand and master English reading skills.

1.3 Cultivate Critical Thinking

Junior high school English reading teaching based on the perspective of integrated unit teaching requires English teachers to collect a series of relevant reading materials around the unit theme and guide students to understand the text content from multiple dimensions through comparison and analysis of multiple articles, which can stimulate students to think deeply about the problem. Therefore, students can not only understand the surface content of the article, but also

think the deep meaning of the article^[3]. At the same time, teachers can cultivate students' critical thinking by guiding students to discuss and debate and encouraging students to put forward different views and questions.

2 Problems in Junior High School English Reading Teaching

2.1 Teachers Ignore Students' Interest in Reading Learning

Students' learning interest is an important guarantee to improve their learning efficiency. However, under the influence of exam-oriented education, some junior high school English reading teachers tend to overemphasize the explanation of language knowledge in reading texts in class, but ignores students' interest. As a result, the enthusiasm and interest of junior high school students in English reading are greatly reduced, thus affecting their internalization of English reading knowledge and skills. Specifically, junior high school English teachers take the language knowledge in reading texts as the only focus of teaching when carrying out reading teaching, so they ignore students' interest and learning motivation. When teachers pay too much attention to basic knowledge such as English vocabulary and grammar, students will regard English reading as a boring task and gradually lose interest in it^[4]. When students lose interest in English reading, their classroom participation will naturally decline, and they will even develop resistance, so a vicious circle will be formed.

2.2 The Professional Quality of English Teachers Needs to be Improved

The professional quality of junior high school English teachers needs to be improved. Nowadays, although the educational concept has been gradually changed and emphasizes the dominant position and all-round development of students, some junior high school English reading teachers still adhere to the traditional educational concept, take themselves as the center, teach students according to the textbooks, and take reading teaching as an independent section, which will lead to the lack of systematic understanding of students on English reading. In addition, when conducting the reading teaching, some teachers only pay attention to the training of basic language knowledge points such as vocabulary, sentence pattern and grammar, but neglect the mining of the meaning and emotional connotation of reading texts^[5]. Language knowledge such as vocabulary and grammar is the basis for improving students' reading ability. But if teachers only promote reading teaching through mechanical grammar explanation and vocabulary memorization and ignore the deep exploration of the social, cultural and ideological significance of reading texts, students' interest in English reading will be gradually declined and they will even feel anxiety.

Although some junior high school English reading teachers have changed their teaching concepts, their teaching methods are simple and backward. In other words, when teachers guide students to conduct English reading, they cannot guide students to think deeply about the theme and deep meaning of reading materials only through introducing knowledge by asking questions or reviewing what students have learned, and thus cannot improve students' language understanding and application abilities. Moreover, in class, most of questions set by English reading teachers are factual and closed. Students only need to search for reading materials to answer these questions, and do not need or have the opportunity to think deeply about the reading texts. It cannot stimulate the critical thinking and analysis ability of junior high school students, nor can it help students improve the depth of their reading comprehension and improve their English reading quality.

2.3 The Tactic of Endless Exercises is Blindly Used

In junior high school English reading teaching, some English teachers simply and roughly adopt the tactic of endless exercises to emphasize the number of questions and the speed of answering questions. Specifically, teachers print a large number of exercise materials and guide students to practice repeatedly to master fixed problem-solving skills, which cannot further improve students' English reading ability^[6]. In addition, the tactic of endless exercises requires students to do many questions, which increases the learning burden of junior high school students, and causes students to experience excessive academic pressure, and even develop resistance to English reading.

3 Junior High School English Reading Teaching Strategies from the Perspective of Integrated Unit Teaching

3.1 Arouse Students' Interest in English Reading

From the perspective of integrated unit teaching, the systematicness and comprehensiveness of junior high school English reading teaching is enhanced. Under the mode, it is of great significance to mobilize students' enthusiasm and

stimulate their interest in English reading. Learning interest is the source of motivation for students to maintain a positive emotional state in the learning process. When students are faced with great challenges in English reading learning, they can stimulate their willingness to learn actively, maintain a positive attitude in the learning process, and take the initiative to overcome difficulties. Based on this theory, junior high school English reading teachers need to design some interesting tasks and challenges in teaching from the perspective of integrated unit teaching, so as to attract students' attention, make them have a sense of purpose and challenge, and enhance their learning motivation^[7]. In addition, teachers can give students positive feedback and encouragement in time, which can make students feel their progress and further enhance their interest in English reading learning. In addition, junior high school English reading teachers can set up interactive and participatory classroom activities. When imparting knowledge, introducing some cultural and game elements can attract students' attention and arouse their enthusiasm for learning.

3.2 Improve the Teaching Professionalism of English Teachers

In order to improve the quality and efficiency of English reading teaching from the perspective of integrated unit teaching, the teaching professionalism of junior high school English teachers need to be improved. First of all, junior high schools should invite experts and famous teachers to give lectures or training to help English teachers deeply understand the concept and method of integrated unit teaching, and to guide teachers to learn the strategy of designing teaching content from the perspective of integrated unit teaching. Schools can also improve the professional quality of English teachers by guiding teachers to carry out exchanges and cooperation. Specifically, English reading teachers can solve their own problems in the teaching process and improve their English reading teaching ability through collective lesson preparation and teaching discussion under the framework of integrated unit teaching. In addition, schools should regularly carry out teaching evaluation activities to evaluate teachers' implementation of the integrated unit teaching mode, and timely provides teachers with professional guidance and help, so as to ensure the steady improvement of English reading teachers' teaching professionalism.

3.3 Innovate English Reading Teaching Methods

From the perspective of integrated unit teaching, junior high school English reading teachers need to carry out reading teaching with the help of information technology, so that students can quickly enter the context of text content under the dual stimulation of vision and hearing, and improve their learning efficiency. In addition, teachers can adopt the way of group cooperative learning to carry out reading teaching. Specifically, teachers guide students to read a single text through self-directed learning, and then guide students to understand unit reading texts from multiple dimensions through group discussions to help students broaden their horizons. Moreover, from the perspective of integrated unit teaching, junior high school English reading teachers innovate reading teaching methods. First, teachers adopt situational teaching method to introduce reading knowledge, and use pictures and videos that students are interested in to stimulate students' interest in learning English reading knowledge, so as to guide students to naturally transition to reading learning from perception. In class, the task-driven method is adopted to set some guiding questions, strengthen the reasoning about reading materials and the guidance of context understanding, and help students achieve a deep interpretation of the text^[8].

After teachers assign students the task of reading English texts, students will meet the dilemma that they cannot understand the text content due to not knowing English words. In this case, teachers need to guide students to reason about the meaning of words according to the context and keywords, so as to help students understand the theme and details of the article as a whole.

4 Conclusion

To carry out English reading teaching from the perspective of integrated unit teaching, it is necessary to encourage students and stimulate their interest in English reading by setting interesting tasks and challenges. Excellent teachers need to be invited to conduct lectures or training, and be organized to share and communicate with each other, in order to improve teachers' professional quality in English reading teaching. In addition, teachers should innovate English reading teaching methods to help students master more reading skills.

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