Problems and Countermeasures of Post-reading Activities in Junior High School English Reading Teaching under Core Literacy

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Abstract
For the teaching of English reading in junior high school, the after-class reading activity is the last link of teaching, and it is also the expansion and sublimation of the pre-reading and mid-reading sections. Focusing on the development of post-reading activities can better enhance students' reading efficiency. Therefore, teachers need to guide students to understand the reading content from simple to deep based on the text perspective, and enhance students' language use ability, which is of great significance for cultivating critical and innovative thinking. However, in the process of traditional English reading teaching in junior high school, teachers often only pay attention to the guidance before and during reading, and neglect the development of post-reading activities. Therefore, we mainly analyze the current situation of English reading teaching in junior high school, and propose specific strategies for carrying out post-reading activities in English reading teaching.

Keywords
Core quality, Junior English, Post-reading activities, Measures

1. Current situation of English reading teaching in junior high schools in China
1.1 "Bottom-up" teaching method
At the beginning of the teaching of English reading in junior high school, many teachers pay more attention to the application of "bottom-up" teaching method. In this teaching method, teachers play a leading role in explaining reading articles for students, mainly from words to words, from words to sentences, and from sentences to articles. In this way, students can understand the text, but it will limit the comprehensive understanding of the depth of the text. Students only pay attention to the superficial meaning of the article, and do not explore the deep meaning behind it. At present, the "bottom-up" approach plays a major role in the teaching of English reading in junior high schools. There are many reasons for this problem. The main reason is that students will want to translate the whole article while reading, rather than pay attention to the development of understanding reading (Gu, 2019). Secondly, most of the education students receive is exam-oriented education. This kind of education is only about how to get high marks in the exam, rather than...
really understanding the meaning of the reading text. Deviation from teaching objectives does not reflect the real significance of English teaching.

1.2 The classroom is teacher-centered and students' participation is not enough

In the process of classroom teaching, influenced by the time limit of the classroom, many teachers will centrally instill English knowledge in the classroom in order to better complete the teaching tasks, instead of joining the discussion link. Many students are slack in the process of learning English. Students study with purpose, only to grasp the test skills in the process of English reading course learning. If the reading articles are different from the examination articles, they will not be interested in learning, which is very unfavorable for students' English learning.

1.3 Less contact with the objectives of the course

In the actual teaching of English reading in junior high school, many English teachers are difficult to effectively distinguish between teaching and teaching materials. They often mistakenly think that the content of the teaching materials is the teaching content. In the classroom teaching work, they carry out the interpretation of the reading materials step by step. Due to the lack of overall planning and guidance in the early stage, the unit teaching content is relatively scattered, which can not well reflect the integrity of English classroom teaching work, nor highlight the working significance of unit teaching, which has a negative impact on students' communicative ability and oral proficiency. In preparing for lessons in advance, English teachers often lack the overall thinking of the teaching objectives of reading in different classes. They often determine the working objectives according to the relevant requirements of the teaching section of the course. They often do not take into account the external factors such as students' learning characteristics and the links between different units. This method will lead to a lack of overall planning and coordination of unit learning objectives, weak effective links between different class hours, and is not conducive to comprehensively improving the effectiveness of English unit teaching in junior high school (Chen Xue, 2022).

2. Countermeasures for post-reading activities in junior high school English reading teaching under core literacy

2.1 The forms of post-reading activities should be rich and varied

The new English curriculum standard clearly proposes that all kinds of language knowledge should be presented in the process of teaching. Teachers should pay special attention to the improvement of students' English language level and knowledge ability level when teaching, and help students to talk with English language from the perspective of various activities. For example, after learning the text, teachers can guide students to retell the content of the text, which is also the method that teachers often use after reading. However, the way of retelling is different from the way of reciting text, which requires students to think and sort out and narrate in a logical and thinking way. Through such a post-reading activity, students can enhance their overall grasp of the text and implement the principle of communicative language teaching. For example, when learning the content of "Food", the teacher can provide students with the key words of this unit and guide students to connect the key words for retelling, as a dancer → easy → get tired → important → keep fit → seldom → eat snacks → between meals... When learning the reading related content of "Great people" unit, the teacher can guide the students to take time as the main line and use the form of "mind map" to retell (Deng Xi & Wen Shaorong, 2015). For example, when learning "A fashion show", the teacher can also ask students to retell the text from the perspective of pictures. Through this retelling process, students should pay attention to the conversion of person. Such a post-reading activity can be presented in different ways of retelling based on different versions of the text, and can also be superimposed with several retelling methods, so that students can use English more flexibly and really help students develop language skills (Duan, 2020).

2.2 The design of post-reading activities should conform to students' cognitive level

For English reading teaching courses, to evaluate the success of a class depends on whether students have really learned knowledge and whether they can flexibly apply knowledge to English activities. The development of post-reading activities is to consolidate the use of the knowledge and language that students have learned, focusing on checking the reading effect. Therefore, when designing activities, teachers should fully analyze and grasp the needs of students and design relevant activities according to the actual situation of students. The activity should be carried out with moderate difficulty, otherwise it will increase language pressure on students and lead to difficulty in language output, which is difficult to arouse students' learning enthusiasm. For example, when learning the "Travelling" section, the Reading section mainly describes the relevant scenes of Kitty and her parents traveling to Disneyland (Lu, 2017).
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The article mainly introduces Disneyland. Students need to grasp relevant vocabulary and learn to describe the travel process. Teachers design activities for students in the two stages of pre-reading and reading. The main purpose is to help students interpret the text input language. The purpose of the post-reading activity is to test the reading effect of students, so we can set up relevant discussion activities for students. For example, in the activity, students can contact their actual life situation to find information and describe according to the text prompts. By applying vocabulary to their own expression process, students can really improve their ability to use language and conduct complete language output (Li, 2020). In the process of teaching activity design, teachers need to find the balance between text and students' life, so that students can fully display their language ability, and at the same time, students will not feel difficult, so that they will have the joy of challenging themselves.

2.3 Post-reading activities should closely follow the teaching content and objectives

The design of post-reading activities in junior high school English cannot be separated from the text. It needs to expand and extend the text from the perspective of the text, so as to make the process of activities more meaningful. For example, when learning "A fashion show", you can hold a fashion show for students, let students prepare various clothes and describe their clothes in English. In such an environment, students can also give full play to their lively and active characteristics, actively participate in the process of activities, and learn English in a relaxed and pleasant state. At the same time, students can also perceive the text from the overall perspective, and describe different costumes in a skillful way in the process of communication and expression. In the post-reading activity, the teacher can also set up a group performance for the students and introduce their carefully matched costumes, and then perform on the stage after discussion. In the process of cooperative inquiry, students will also review the knowledge of this unit in an invisible way, truly realize the combination of language input and output, and give the initiative to students to perceive and conclude (Zhang, 2018). At the same time, teachers should also grasp the setting of teaching content and objectives, and design activities with high interest from the perspective of diversity and knowledge, which can also make the topic of the article more in-depth and mobilize the enthusiasm of students to discuss. Sublimate the theme, let students expand their thinking effectively and enhance their expression and learning ability.

2.4 Carry out learning and understanding activities

To ensure the actual effect of the post-reading activities, students must be able to have sufficient language input. To do this, teachers should build language scaffolding for students, so as to provide strong support for students to achieve efficient language output. For the current English teaching, teachers should give full play to the students' learning initiative, comb the reading text in a positive state, and construct knowledge. In the process of teaching activity design, teachers should guide students to ask questions independently, watch the animation content, and sort out the context of the text, so that students can also quickly understand English knowledge. In the teaching process, teachers need to fully mobilize students' desire for knowledge and cultivate logical thinking based on the information they want to know. When the teaching of text reading is carried out, the teacher needs to make students think about the letters from Anna and the sentences "What is she going to eat? Is she going to eat dumplings?" Use the general future tense to ask questions and present them in the form of blackboard writing. The teacher also needs to take the question as an opportunity for students to watch the video related to the text content to find the answer to the question, have a deeper understanding of Anna's New Year's activities in the process of preliminary combing the text context, and sort out the text context. Generally speaking, the context of a text mainly refers to the interrelation between text information and information. The text contains many elements such as words, sentences and paragraphs. The order of occurrence is generally related to the content of the text. Teachers should help students sort out the context of the text and cultivate their logical thinking ability. The teacher needs to guide students to think with questions, understand Anna's letter and think about problems, and discuss with peers in the process of thinking. After reading the text, the students found that the article was described in four order: Tomorrow, On Chinese New Year's Eve, On Chinese New Year's Day, On the second day of Chinese New Year. In order to better help students understand the content of the text, the teacher can convert tomorrow into before Chinese New Year, making the logic of the whole text clearer. Finally, the teacher matches Anna's New Year activities with time through this activity, which can also strengthen students' understanding of discourse knowledge.

2.5 Carry out application practice activities

When designing post-reading activities, junior high school English teachers should pay attention to enriching the types of activities, and create various output activities according to the age characteristics of junior high school students, so as to stimulate students' interest in participation, encourage them to actively participate in post-reading activities, and
become the protagonist of post-reading activities. It should be noted that enriching the types of activities is not to increase the amount of post-reading activities. The amount of post-reading activities must be reasonably controlled to ensure its quality and efficiency. The practical activities mainly include the activities of describing and explaining, analyzing and judging, internalizing and applying, which are the second level of English learning activities. Giving students more space and freedom in the English classroom, activating the vitality of the classroom and making the classroom develop harmoniously are the new guiding theories of English teaching under the new curriculum reform. There are also a lot of multi-level and deep-angled teaching knowledge points in the classroom and teaching research process. If teachers can guide and inspire students to explore, explore and use these new knowledge points accurately, timely and flexibly, perhaps it is because of such interaction or exchange that many students have strong independent learning and interest, so that they can more actively and consciously explore the knowledge level in the classroom. For example, when learning the content of A health die, teachers can set corresponding teaching objectives for students. Master the words "health", "die", "cola", "in the fridge", "at a time", "every day", "Do you have a healthy die?", "What about lunch and dinner?" and the application of common phrases. Because these are the key contents of the unit, in order to help students consolidate their learning and knowledge, we should recommend some similar reading materials for them on this basis to help improve their reading comprehension. For example, "Healthy me" and "How Do Dinosaurs Eat Their Food" contain words and sentence structures similar to unit content, which can play a good role in consolidating knowledge for students.

3. Conclusion

To sum up, in the current process of English reading teaching in junior high schools, teachers should not only focus on the introduction of pre-reading activities, but also set up post-reading activities to deepen teaching organization. From the perspective of the current teaching situation, teachers should ensure that the post-reading activities are rich and diverse in the design process, and meet the cognitive level of students. Keeping close to the teaching content and objectives can, to a certain extent, better enhance students' enthusiasm for post-reading activities and improve learning efficiency.

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