

The Application of Project-based Learning in Junior High School English Reading Teaching

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Abstract: Traditional reading teaching is teacher-led, students passively accept language knowledge, focus on vocabulary and grammar learning, and take examination as the main goal. In the teaching process, teachers translate texts and interpret passages, which leads to students' inability to grasp the whole text and their reading and comprehension ability can not be improved. Project-based learning is student-centered, teacher-guided, and through individual and group cooperation, fully mobilize knowledge reserves and other resources to solve problems, and actively acquire knowledge and skills from them. This paper discusses the application of project-based learning in junior high school English reading teaching, and analyzes its theoretical basis, implementation strategies and practical results. Through case analysis and research, this paper aims to provide new ideas and methods for junior high school English reading teaching, so as to improve students' reading ability, independent learning ability and comprehensive language application ability.

Keywords: Project-based Learning; Junior High School; English Reading; Teaching Application.

1. Introduction

With the continuous advancement of education reform, the traditional English reading teaching model has been unable to meet the needs of students' all-round development. As an innovative teaching method, Project-Based Learning (PBL) emphasizes that students are the main body, choose, plan and propose projects, and solve problems through various forms of learning. In project-based learning, the problem proposed is student-centered, and it is necessary to plan and implement the project plan according to this problem, and then solve the problem, and make the evaluation and reflection of the solution. In the whole learning process, students play the most important role. Whether it is the proposal of problems, the plan planning and the implementation, students' individual or group participation is needed as the main body. Teachers only play a guiding role in project-based learning and help adjust the project plan and the subsequent teaching plan according to the specific situation of students in project-based learning. In junior middle school English reading teaching, project-based learning can stimulate students' interest in learning, improve reading comprehension ability, and cultivate critical thinking and teamwork spirit.

2. The Theoretical Basis of Project-Based Learning

Project-based learning is a kind of teaching method which is guided by practical problems or projects and allows students to actively explore, cooperate and communicate through practical activities. Its theoretical basis mainly includes the following aspects:

2.1. Constructivism Learning Theory

Constructivism holds that individuals gradually construct their own knowledge about the external world in the process of interacting with the surrounding environment. Learning is not simply a process of memorizing and extracting knowledge, but a process in which learners actively construct and understand new knowledge based on existing knowledge or

experience. Constructivism also holds that the learning environment is composed of four elements: context, cooperation, communication and meaning construction. Thus, the acquisition of knowledge depends on the learner's ability to create a world of meaning through a series of constructs in the process of working with others and interacting with the surrounding environment. One of the basic principles of constructivism is student-centered. Project-based learning method requires that students' dominant position and teachers' guiding role be fully played. Teachers create a real learning environment for students, encourage students to cooperate and communicate, and let students use existing knowledge to solve problems, and finally realize the meaning construction of knowledge.

2.2. "Learning by Doing" Theory

Dewey pointed out that knowledge comes from life experience, and knowledge should be acquired actively from students' own experience, rather than passively imparts by teachers. Education should be closely related to students' daily life, because students' daily life experience is the best material for learning. He believes that learning is a process of finding problems and solving them. Teacher-led classes rarely provide students with opportunities to experience knowledge. Only by actively participating in activities and enhancing collective consciousness can students master what they have learned and improve their ability to use English in real life. Project-based learning emphasizes that students complete their own projects by "learning by doing". From the initial project selection and cooperative exploration to the final presentation of the project, every student should actively participate. Students gain knowledge and skills in practical activities by completing tasks, thus combining theory with practice.

2.3. Multiple Intelligence Theory

American Gardner first proposed the theory of multiple intelligence in 1983, in his view, each person has eight kinds of intelligence: language intelligence, logical intelligence, spatial intelligence, sports intelligence, music intelligence,

interpersonal intelligence, reflective intelligence and natural intelligence. According to the theory, each student is unique and each student's intelligence characteristics are different. Therefore, teachers should fully recognize the intelligence differences of each student, meet the learning needs of students with different intelligence levels, and treat each student equally. In the different stages of project-based learning, students cooperate to explore and learn from each other, which is conducive to developing the potential of different students. In addition, students can learn from each other and promote their intelligence. At the same time, project-based learning allows students to creatively solve problems in active participation and cooperative exploration, and promotes the full development of everyone's intelligence. Group members are grouped according to the principle of "inter-group homogeneity and intra-group heterogeneity", and each student gives full play to his or her own advantages to complete the task during the implementation of the project.

In general, constructivist learning theory, "learning by doing" theory and multiple intelligences theory all provide a new theoretical perspective for the research of project-based learning. At the same time, these three theories provide theoretical guidance for the application of project-based learning in junior high school English reading.

3. The Application Strategy of Project-Based Learning in Junior High School English Reading Teaching

In junior high school English reading teaching, the most important purpose is to stimulate students' interest in reading and cultivate students' good reading ability. By applying project-based learning method to reading teaching, students' passive learning mode is adjusted to active learning mode. Besides the basic accumulation of knowledge and language, more attention is paid to the implementation of students' pragmatic accomplishment. In the implementation of project-based learning, we need to pay attention to the following points:

3.1. Integrate the Course Content and Set the Core Issues of The Project

The content of the course is fragmented and unrelated to the students. As an important text project of each unit, reading teaching covers the words, grammar and key sentence patterns that students need to master. Teachers need to integrate the content information, set the core questions of the project, and master the general direction of the project content. The principle of this setting must be based on the existing knowledge base of students and the characteristics of learning development. As an English teacher, when formulating the project objectives, we should pay attention to the effectiveness of the problems, start from the students' cognitive level, and be slightly challenging, so as to stimulate the students' willingness to actively learn, so that they can think with the pace and not fall behind.

3.2. Formulating Plans

After the teacher raises the question, the students understand the meaning of the question, conduct preliminary screening and processing of the information, research and explore the question, and have preliminary plans and reflections on the project to be completed. In the project formulation, group cooperation highlights the role of

teamwork, which should not only pay attention to individual differences of students, but also maintain the level of the group as much as possible. It is necessary to pay attention to each student and provide different forms of presentation, so as to achieve twice the effect with half the effort. At the same time, let each student know what they need to complete, the division of labor is clear, and the task can be changed from time to time to improve the ability of all aspects. The formulation of the plan follows the principle of collaboration, and can not be decided by one person. The results can be displayed in turn.

3.3. Grasp the Time Node Reasonably

In the process of project implementation, preparation, information collection, sorting, induction and absorption, results display decision and arrangement, etc., these steps should be completed in the corresponding time. In the case of sufficient time, it can activate students' divergent thinking, exercise their logical ability, and better ensure the efficient completion of the project. In the process of the project, it is particularly important for teachers to grasp the time node of each link. Only by reasonable grasp of the time node, full consideration and reasonable arrangement can the project be carried out in an orderly manner until it is successfully completed.

3.4. Teachers Perform Their Guiding Duties

In the whole process of project implementation, students are the central phalanx, and teachers play a guiding and auxiliary role similar to coaches. A teacher is not a hands-off clerk. He has to wear many hats. It is also a good method to select the team leader, to give timely guidance to the team leader, and to effectively ensure the smooth completion of the project. In the process of the project, the teachers' periodic reflection is essential, so as to avoid detours.

3.5. Diversification of Evaluation Results

In junior high school English teaching, teachers should carefully observe the process of students' participation and give correct and accurate evaluation. Students should be guided not only to focus on learning outcomes, but also to value the gains in the learning process. Phased evaluation is a timely feedback evaluation method. In different project-based learning stages, teachers should praise and appreciate the good performance of students. When they encounter difficulties in implementation, teachers should give timely feedback to promote students' self-thinking and learn to sum up experience and shortcomings. Students' personal experience and ability acquisition are the final results of participating in the project learning, and teachers' feedback is also needed when students present their learning results. In the evaluation of project results, teachers should not be confined to forms, but should adopt diversified evaluation models to avoid hurting students' self-esteem and self-confidence. The adoption of diversified evaluation mode can be based on the proficiency of students' text content, the accuracy of grammar application, the output of language modules and other aspects, so that students can get diversified evaluation and feel the encouragement and confidence from teachers.

4. A Case Study of Project-Based Learning in Junior High School English Reading Teaching

4.1. Determine Expected Outcomes (Learning Objectives)

"Go For It!" Eighth grade volume 2 "Unit 9 Have you ever been to a museum?" The unit topic is to talk about interesting places, which belong to the sub-topics of "Cultural customs and cultural landscapes of major countries in the world", "identity and cultural self-confidence" and "Geographical locations of major countries in the world, ecological characteristics and natural landscapes of different regions" under the theme of "People and Society" of the Compulsory Education English Curriculum Standards (2022). Through the discourse analysis of this unit, the thematic meanings of the unit are summarized as follows: understanding various interesting places and understanding the spiritual meaning of travel; Establish tolerance and respect for the diversity and differences of different cultures, and recognize the important value of cultural communication; To present a more colorful, vivid and three-dimensional image of Beijing to the world.

Based on the thematic significance of the above units, the project learning objectives of this unit are determined as follows: group cooperation in the design of Beijing interesting

places recommendation and publicity projects; Be familiar with the English vocabulary of various museums, theme museums and famous scenic spots, master and use the present perfect sentence patterns to describe past experiences, and talk about the experience of visiting; Think about the cultural value of different places of interest and complete written recommendations of interesting places in Beijing; Oral promotion of interesting places in Beijing, cultural accumulation, thinking and communication.

4.2. Identification of Evaluation Evidence (Project Outcomes) and Evaluation Options

To "How can I better recommend interesting places in Beijing to students in friendly schools?" as the core driving problem of this project, I will guide students to understand the interesting places that classmates and students from friendly foreign schools like to go, and then make clear the recommended places and reasons through information integration and field investigation, prepare a written recommendation report of interesting places in Beijing, and conduct oral speech publicity and cultural and creative products display. The evaluation plan of this project is shown in the following table:

Table 1. Evaluation scheme

Key products/performance	Knowledge/literacy goals	Evidence	evaluation method	Evaluation opportunity	subject of evaluation
Mind mapping; Survey data	1. Use the target language to describe interesting places and feelings you have visited. 2. Ability to design and effectively conduct research.	The integrity of the research dimension.	Evaluation gauge	Formative Assessment (Milestone 1)	Teachers
Information integration data	1. Use the present perfect to talk about interesting places and experiences you have had. 2. Apply the information collected and integrated, solve problems through information exchange, combined with practical visits - identify recommended places.	1. Appropriateness and accuracy of English language use. 2. Integrated directivity of information collection.	Oral communication and feedback within the team	Formative Assessment (Milestone 2)	Teachers, team members
Written recommendation Report (Beijing Fun Places Guide Book)	1. Through the reading of the three characteristic museum texts, understand the stylistic characteristics and can write the recommended places. 2. Through effective communication with geography, history and other teachers, I can improve and revise the reasons for the interesting places I recommend, refer to the foreign guide book, and complete the writing. 3. Read the Singaporean text, learn the advertisement points and write the reasons why Beijing is worth recommending.	1. The scientific nature of recommendation reports. 2. Accuracy of English language expression. 3 Readability of the report.	Terminal evaluation	Formative Assessment (Milestone 3)	Teachers, students, subject support tutors
Oral recommendation of speech, cultural and creative products	1. Oral recommendation speech and cultural and creative physical display in the target language. 2. Support your learning and exploration through PPT, video and other technical means.	1. Speak with appropriate language. 2. The rationality of the speech. 3. Acceptability of speech.	Oral or written comments	Terminal evaluation	Teachers, audiences

4.3. Design Learning Experience

Create real situations related to the meaning of the theme: foreign schools that have established friendly and cooperative relations with our school will lead their students to Beijing to participate in study Tours, including visiting some interesting places in Beijing; Our students are invited to be friendly exchange partners to promote and recommend interesting places in Beijing to international students. As referrers, students should design questionnaires to learn about the interesting places that their peers and students in friendly schools like to go to. Then, based on their own experiences and the information about interesting places in Beijing collected and sorted out, they should determine the recommended places after field investigation and comparison. They should actively explore and input a lot of information under the theme of interesting places, and fully interact with texts, real situations and partners. And use the target language and knowledge to carry out the overall output, transfer and innovation, expand the way of thinking, form values and improve learning ability while developing language ability.

Firstly, in order to help students construct the language, each part of the unit is divided according to the internal logical connection, the teaching goal is determined, and the students are guided to summarize the language system. Secondly, on the basis of the materials and resources required by students to complete the project, the teachers of geography, history, art and other disciplines will assist students to complete the interdisciplinary knowledge support and help students to do a good job in knowledge construction. Finally, I constructed a good method, guided students to compile questionnaires in English, cooperated with art teachers to do a good job in the production of cultural and creative products, and provided support and help for students' practical activities, including questionnaire preparation, field visits, product production, oral presentation, etc.

4.4. Project Implementation

Project Milestone 1: What are the fun places? What are the fun places we recommend? (Where/What)

First of all, a comprehensive understanding of the interesting places in Beijing, using visual tools mind map and questionnaire magnitude survey tools to determine the interesting place theme plate menu, such as natural landscape, sports and entertainment venues, cultural relics, folk customs hall, theme park, and finally lock-in several plates. Then, the students combined the content of the class discussion and the after-class mind mapping homework, sorted out all the interesting places in Beijing through the theme plate, and on this basis, the students designed, made and improved the questionnaire.

Project Milestone 2: Why do we recommend this place? (Why?)

Then, the members of the group carry out investigation and research together from various ways, and make field visits. After the investigation is completed, the inspectors share the information they have mastered with their peers in the same group with the same topic. Based on the collected information,

the whole group discussed to determine the final recommended location, because even for the same topic, there are different locations. In order to improve the efficiency of discussion, the snowball discussion mode was used to determine the final specific location. Then, the group divided into several pairs of people to communicate; Next, several two-person groups work together to discuss; Finally, the group aggregated views to identify one or two recommended sites.

After conducting field visits throughout the country, I will collect information, and discuss why I recommend this place through information screening, data analysis and summary. In combination with the places I recommend, I can find auxiliary tutors of this project, such as teachers of history, geography, biology and other subjects, to further discuss and communicate, and improve the reasons for recommendation. In this process, the students report the progress of the group to the teacher in time, and the teacher allows each group to explore independently according to their own plans and gives guidance and help. Finally, the members of the group make written reports, oral recommendation speeches or display cultural and creative products according to the corresponding results of the project.

Project Milestone 3: How do we get more people to want to go to the places we recommend? (How)

The groups discussed how to make this fun place more attractive. First, the members conducted a simulation of the results. Second, after the presentation, put forward suggestions on the modification and improvement of the results, and then rotate accordingly; Third, improve the display of results.

4.5. Project Results Display and Evaluation

Each group can present the project research results by oral recommendation and presentation, supplemented by multimedia (video, PPT, etc.), or physical display of cultural and creative products, etc. They can also combine the presentation of results with specific language practice process, and then teachers and other group members can ask questions or express feelings, and carry out communication and interaction. Group evaluation adopted the "evaluation wall" activity mode to collect the opinions of other groups: Each group was assigned stickers of different colors, and each group wrote the opinions or ideas of the group dialectically on the stickers with reference to the evaluation scale developed before, so as to evaluate and give feedback on the project results of other groups. Then post it to the wall on each group of subtask evaluation sheets, so that each group's evaluation sheet has all the positive and negative recommendations from the other groups. Teachers affirm the positive factors in the research process of each group project and give feedback on the situation observed throughout the process.

In the process of project evaluation, the evaluation strives to diversify the subject, take into account academic performance and core literacy, combine formative evaluation with final evaluation, and pay attention to the development and authenticity of student evaluation.

Table 2. The reading evaluation

Pronunciation (three points)	Fluency (three points)	Tone & Intonation (two points)	Voice (two points)

Table 3. Oral rehearsal evaluation

Pronunciation (two points)	Content (two points)	Grammar (two points)	Tone & Intonation (two points)	Voice (two points)

Table 4. Creative evaluation

Items	Assessment contents	Scores				
		1	2	3	4	5
Content	New or sharp ideas					
	Interesting & sufficient information					
	Perfect design					
Creativity	Creative performance					

Table 5. Oral presentation reference evaluation

Items	Group 1	Group 2	Group 3	Group 4	...
Information integrity(ten points)					
Language Accuracy(ten points)					
Pronunciation and Intonation(ten points)					
Volume and Eye-contact(ten points)					
Teamwork(ten points)					
Total score(fifty points)					
Suggestions: Strength and weakness					

5. Epilogue

Project-based learning, as an innovative teaching and learning method, can be used in junior high school English reading teaching to stimulate students' consciousness of subjectivity, form initiative in learning reading courses, take the initiative to raise and solve problems, improve the ability to review and apply classroom knowledge, strengthen reading skills and reading ability, and cultivate students' awareness of active exploration in extracurricular reading. Stimulate students' learning initiative. At the same time, in the application of project-based learning, teachers also need to provide effective guidance, create a good learning atmosphere, participate in students' project-based learning, and adopt diversified evaluation models to encourage students, so as to improve the quality of reading teaching.

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