

The Practice of Reading Teaching in Secondary English based on the Concept of Cooperative Learning

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Abstract: Reading is an important part of Secondary English Teaching, in order to change the current status quo of Secondary English Teaching, this paper introduces a cooperative learning teaching mode in the intermediate English reading classroom, taking the textbook UNIT6 Craftsmanship as an example, exploring how to integrate intermediate English teaching with cooperative learning, and reflecting on and summarizing it, so that the students can complete the classroom learning activities by means of this kind of cooperative learning in groups.

Keywords: Cooperative Learning; English Reading; Group Work.

1. The Current Situation of English Reading Teaching in Secondary School

Among the four basic skills of English learning---listening, speaking, reading and writing, reading plays an important role in English teaching. But what is the current situation of English reading teaching in general secondary schools? The author's school is a provincial secondary school in Nanchang City, the students' English foundation is poor, the self-consciousness is not high, and the level of English reading is uneven: some students can read an article very quickly and paraphrase it accurately, while most of the students can't keep up with the speed of reading, and can't participate in the classroom explanations completely. This phenomenon exists in all four of the classes I teach. Often only one-third of the students in the class can take the initiative to express and communicate, and the other students have very low enthusiasm for participation, or even do not listen to the lectures, and are easy to be in the state of "observing" and "listening". Through interviews with students and classroom observation, the author believes that the possible reasons are as follows:

(1) Traditional Teaching Methods Dominate

Most of the English teachers in China basically adopt the traditional teaching mode when teaching reading class: first of all, the teacher first picks out the vocabulary words and phrases appearing in the text for expanding and explaining, then explains the key sentences and long and difficult sentences appearing in the text, and explains the corresponding grammar, and finally leads the students to translate the text sentence by sentence to understand the content of the text;

(2) Vocational secondary school students' weak English foundation and low motivation for learning

As we all know, students in vocational secondary schools are basically students left behind after screening in other high schools, and the classes taught by the author are mostly male, and their English is even weaker, students' English foundation is poor, there are many students sleeping in class, the classroom atmosphere is depressing, and students' learning initiative is not high;

(3) Inefficient reading and incoherent reading

In the traditional reading classroom, teachers tend to focus on the vocabulary, sentence pattern and grammar knowledge in the reading text. and grammatical knowledge in the reading text, which will directly lead to two results: one: prolonging the time of explaining the reading text, and some articles will even take 3 or 4 hours to explain. This will directly lead to two results: First, the time for explaining the reading text will be prolonged, and some articles may even take 3 or 4 class periods. Secondly, the students themselves do not have enough time to read the text, and the explanation of knowledge points cuts the coherence of the text. The explanation of knowledge points cuts the coherence of the text, causing the text to lose its interest and making the reading text, which should be fun and literate, as boring as grammar and vocabulary lessons. Grammar and vocabulary lessons are boring.

Therefore, it is necessary for secondary English teachers to change their teaching methods in the English reading classroom, and devote themselves to mobilizing students' enthusiasm for learning English and stimulating their interest in learning English. In the author's opinion, the group cooperative learning method can be introduced in the English reading classroom of secondary school.

2. Concepts Related to Cooperative Learning

2.1. Definition of Cooperative Learning

Combined with combing the definitions of cooperative learning by scholars at home and abroad, the authors define cooperative learning as a kind of teaching strategy in which teams formed in different forms under the planning and organization of teachers cooperate, support and work hard with each other for a common learning goal, and ultimately, the team's total performance is the basis of assessment. Its connotation includes the following levels: First, cooperative learning is a kind of teaching and learning activity in the form of a group (more than two people) as the basic organization. Second, cooperative learning is a kind of learning activity in which the teacher guides the students to clarify their goals; third, cooperative learning is a kind of teaching strategy that requires team members to work together to produce the desired effect; fourth, cooperative learning is a kind of learning activity that depends on the overall performance of

the team as a criterion of reward in order to be strengthened; and fifth, cooperative learning is a kind of teacher-led and student-driven teaching and learning activity. Jin Yule suggests that throughout the cooperative learning process, "the teacher will be the facilitator and collaborator of student learning, the designer and developer of cooperative learning program, and the discoverer of students' potential; at the same time, the teacher is the reflector, researcher, and learner of the learning process."

2.2. Advantages of Cooperative Learning

Cooperative learning in groups adopts mutual cooperation, division of labor, communication and healthy competition among group members to accomplish the set learning goals together, and its superiority is extremely outstanding.

(1) To a certain extent, it reduces the difficulty of English learning and students' learning pressure, makes students interested in English, and helps students regain confidence in English learning;

(2) It can cultivate students' sense of teamwork, interpersonal skills and sense of fair competition, and can promote the development of students' psychological quality and the progress of social skills;

(3) It can finally improve students' English performance and meet the requirements of society and employers for students' practical English ability and comprehensive quality.

3. The Practice of Cooperative Learning Applied to Middle Level English Reading Teaching

The following is a combination of lesson examples, taking Unit6 Craftsmanship as an example, to explore the development of middle-level English reading teaching under the concept of cooperative learning.

1) Textbook Analysis

The content of this lesson is selected from the textbook Unit 6 reading and writing part, which requires students to be able to read stories about ancient Chinese craftsmen, write stories about Chinese model craftsmen, read articles about the craftsmanship of Chinese and foreign countries, and make comparative analysis of the key information. Thus, they can understand Chinese and Western cultures, interpret the different focuses of craftsmanship, and inherit traditional Chinese culture.

2) Analysis of Learning Situation

After the first two lessons, students have been able to use their own language to correctly describe professional qualities and professionalism. Students basically understand the connotation of craftsmanship, but their understanding of the stories of ancient Chinese craftsmen still needs to be improved, and there is a lack of comparative analysis and systematic understanding of the differences between the focus of Chinese and Western craftsmanship. They are not yet able to write a complete story of Chinese model craftsmen.

3) Teaching Objectives

(1) Students will be able to read the stories of ancient Chinese artisans and learn about the spirit of ancient craftsmanship;

(2) Students will be able to extract the information of the stories and write the stories of model Chinese craftsmen;

(3) Through comparative analysis, students will be able to understand the focus and behavioral norms of craftsmanship in different countries, look at the cultural differences between

China and the West objectively, and spread the excellent Chinese spirit of dedication and craftsmanship;

4) Analysis of Teaching Focus and Difficulties

Teaching focus: learning to use the sentence pattern of narrating the development of a story and expressing the moral of a story to write a simple story about ancient craftsmen.

Teaching Difficulties: Compare and contrast the similarities and differences between the behavioral norms of Chinese and Western craftsmen; be able to tell the stories and good qualities of contemporary Chinese great master craftsmen.

5) Teaching process

Before class:

(1) Extension activities: Before class, arrange students to search the Internet for ancient craftsman's idiomatic stories similar to "Butchering the Bull", such as: "Chest is full of ideas", "Hundred steps through the poplar", "Oil seller" and so on. "The Oil Seller", etc. Download a video of the story or print an article on the story's origin.

During class:

Step 1 Pre-reading

Activity 1: Think and discuss.

(1) Students will present the stories of ancient craftsmen, such as "The Butcher Who Cut the Ox", "The Chestful of Bamboo", "The Hundred Steps to Piercing the Poplar", etc., which they have prepared before the class (play the video or introduce the sources of the stories).

(2) Extension activities: Discuss what these stories tell us and exchange feedback. Pave the way for subsequent reading activities.

(Design intention: This link cultivates students' habit of using online resources for self-study before class, further deepens the correct understanding of the spirit of ancient Chinese craftsmen, thus paving the way for reading and understanding the storyline and moral of the story in the following section, and reducing the difficulty of understanding. (It also provides material for telling the story of ancient Chinese craftsmen).

Step 2 While-reading

Activity 1: Read and choose.

(1) Students quickly read and understand the three alternative titles, understand the meaning of the titles and clarify the reading task. The teacher will briefly explain the vocabulary in the titles.

(2) Rapid reading: students choose a rapid reading strategy to understand the story roughly and choose the story title. Understand the meaning and lexical and usage of the core vocabulary in context: butcher, dissect (noun & verb)

Activity 2: Read and complete.

(1) Students reread passage 2 according to the task requirements and prompt time to complete the three stages of skill development that Butcher goes through. Students choose the check-reading strategy and the teacher checks the answers to see if students understand the fill-in information and explains the vocabulary meaning and sentence structure. Check that students understand the phrases and fixed collocations in the second paragraph of the text, and that students use the chunking method, or the collocational method, to understand the sentence patterns and language expressions of the prompts.

(2) Before reading the teacher leads the students to understand the three factors of the success of the butcher. Students read passage 2 carefully according to the task, find out the specific practices corresponding to the success factors

and complete the information sheet. The teacher verifies the answers and checks students' understanding of the word chunks and language chunks, especially the fixed phrases. Explain briefly the structure and concept of the past perfect tense, and compare the characteristics and usage of the past tense.

(Design intention: With the help of a series of activities such as finding key information and supporting statements, this session focuses on cultivating students' ability to interpret the connotation of the text through checking and reading to find key expressions, using the chunk-learning method to read in detail, comparing and analyzing the sentence structure, analyzing and refining the structure of the narration and the starting sentence of the narration in the process of reading, and learning the reading skills and learning methods, as well as the structure and method of telling the story in a chronological order.)

Step 3 Post-reading

Activity 1: Compare and discuss

(1) Preparation Activity: Read the last paragraph out loud together with the recording and ask the students to find out the moral of the story "The Butcher Knocks Down the Bull" and draw out the sentence patterns to express the moral. Students use the lesson plan to learn the meaning and usage of the vocabulary words practice/excellence/continued.

(2) Students read and understand the following 4 practices. Tick the expression that matches the spirit of the butchers and explain why. (Before the task the teacher sends the students the study plan, underlining the chunks of words, and the students look up the meaning of the chunks of words in the study plan to reduce the difficulty of comprehension.) The teacher checks the answers to check students' understanding and mastery of the vocabulary in the block.

1√) Li Nan majors in vehicle repair and he has repaired more than 100 old cars. his work uniform often has oil stains but he doesn't care about it His work uniform often has oil stains but he doesn't care about it .

2) Steven has been a welder trainee for 2 months, and he just welded what was handed to him without careful thinking.

3√) John is a good maintenance worker. He not only knows how to fix electrical equipment, but also their working principles.

4) Li Mei has been a costume designer for 3years. She worked hard but didn't receive any honors so far. She is disappointed and wants to quit.

Table 1. Answer

Have 100 cars repaired Ding: by years of practice	3.not only know how to fix but also know work principles Ding: understand the rules and use them flexibly
2.without thinking Ding: used my mind stead	Is disappointed and want to quit Ding: keep practicing

(Design intention: This session analyzes the practices of different modern professionals, compares the practices of the butchers, further understands the spirit of judging the butchers on this basis, and develops the students' ability to analyze the key information and make reasoning judgments. (Cultivate students' language block learning method, use the study plan

to cultivate students' self-learning ability)

Step 4 Homework.

Students choose their favorite artisan role models and write their own Chinese artisan stories in English, summarizing the successes of artisans and the spirit of craftsmanship. They can write their stories in their homework books, or download the video of the model artisan and dub the video to introduce the model's story and share it with the class.

4. Conclusion

In conclusion, in the secondary English classroom, group cooperative learning better reflects the students' subject position, and students have a high degree of participation and autonomy in the learning process. At the same time for each student, avoiding some students can only be "spectators" in the Classroom activities in the "audience", in the classroom activities, everyone has their own position, when the but "recipients" and "helpers", greatly adjusted the students' learning attitude and learning motivation. This has greatly adjusted the students' learning attitude and motivation. As an English teacher, focusing on the task of teaching activities, we can mobilize every student to participate in the teaching activities. As English teachers focus on the task-oriented nature of teaching activities, mobilize every student's participation in teaching activities, cultivate students' learning ability and social competence, and achieve the goal of applying what they learn. social ability, to achieve the learning to use, really let each student experience the fun of English learning and sense of accomplishment. The students will be able to learn and apply what they have learned, so that each student can truly experience the joy of learning English and a sense of accomplishment. manuscript should include a conclusion. In this section, summarize what was described in your paper. Future directions may also be included in this section. Authors are strongly encouraged not to reference multiple figures or tables in the conclusion; these should be referenced in the body of the paper.

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