

The Design and Implementation of Junior High School English Reading Teaching Activities Guided by the Concept of Authenticity

Leilei He, Hong Yun

Sichuan University of Science & Engineering, Sichuan 643002, China

Abstract: Based on the concept of authenticity, this paper explores how to create real situations, design real questions and implement real feedback in the reading class of English for People's Education Press, so as to arouse students' deep emotions, truly mobilize students' thinking to solve practical problems, and promote the consolidation of new knowledge in immediate feedback. Finally improve the core quality of students' English subject.

Keywords: Authenticity; Junior High School English; Reading Teaching.

1. Introduction

The English Curriculum for Compulsory Education (2022 Edition) (Ministry of Education, 2022) mentions the word "truth" many times, such as "advocating students to focus on real situations and real problems", "carrying out teaching based on context, guiding students to learn language knowledge in an integrated way in real and meaningful language applications", and "leading students to learn language knowledge in real situations." The use of structured new knowledge to complete real tasks and solve practical problems "" In English comprehensive practice activities, to establish and guide students around complex topics from real situations, independent, cooperative participation in practice and exploration" and so on, all reflect the necessity of real classroom construction. However, taking reading class as an example, in the actual teaching, many teachers pay too much attention to language knowledge and pay attention to combing and reading text information, but few students truly understand the overall meaning of the article, infer hidden information, express personal views, raise reasonable questions, analyze and solve practical problems, and it is difficult to develop individuality and creativity. It has become the focus of teachers' attention to let the reading class return to the truth and let the students experience the real reading class.

The concept of authenticity was first proposed by the famous British educator Henry Widdowson (1979), who believed that in foreign language learning, the realization of classroom authenticity can be judged from the process of language input, language understanding and language output (cited from Wang Jun, 2014). That is, a real classroom should have real, complete and accurate language input, so that students can understand and participate in the teaching process, while being able to clearly and accurately express and apply what they have learned.

In junior high school English reading teaching activities and implementation, teachers need to implement the concept of authenticity to make students' learning more meaningful and practical. For example, teachers can provide real reading materials, such as news, novels, papers, etc., so that students can experience different types of texts and learn how to understand and analyze them. On the basis of understanding

the real language usage and communicative purpose in the materials, teachers should design tasks that can encourage students to use real language for communication and application, and allow students to write real stories, letters, reports, etc., so as to cultivate students' language application ability and adaptability in real contexts. Finally, through group discussions, sharing writing achievements and other activities, to promote mutual learning and improve communication skills. If the classroom language communication environment can simulate the real language use situation and provide students with real language input and output opportunities, then the authenticity of classroom teaching will be higher.

Richards & Rodgers (2008) believed that teachers "guide students to learn target language in real communication by creating activities with real context and meaning". A reading course designed based on the concept of authenticity should reflect authenticity in all aspects of language input, language understanding and language output. It can specifically start from the three dimensions of real situation creation, real problem design and real feedback implementation, so as to awaken students' deep emotions, truly mobilize students' thinking to solve practical problems, and promote the consolidation of new knowledge in immediate feedback. Finally improve the core quality of students' English subject.

2. Design and Implementation of Junior High School English Reading Teaching Activities under the Concept of Authenticity

2.1. Create a Real Situation

According to the theory of situational cognition, "the real situation based on the real world is the basic condition for learners to learn". The authenticity of learning context means that the learning environment can restore the actual application scenario or real life environment, and provide the physical environment, social interaction and situational characteristics related to the learning content. In junior middle school English reading teaching, textbook illustrations, students' life situations and personal emotions can reflect the authenticity of teaching situations. Textbook illustrations can provide realistic scenes and objects, thus making learning

more concrete and meaningful. Students' life situations can be integrated with the learning content to enable students to better understand and apply the knowledge and skills learned. Student emotion is also a very important part of the learning process, which can make students more actively involved in learning, so as to improve the learning effect.

2.1.1. Related Textbook Illustrations, Seeking the Theme of Learning Convergence

The illustrations in the textbook are designed based on the students' life scenes, which are closely connected with the actual life of students and full of interest. Reasonable and effective use of the illustrations in the textbook and careful excavation of the internal relationship between the context and various components in the drawings can help students connect the learning content with the real world application scenarios, clarify the learning theme, and enable students to have a deeper understanding of the meaning and value of learning. At the same time, the situation setting of illustrations in the textbook can help students transform abstract concepts into concrete practices and increase the relevance and understandability of learning.

[Teaching example]

The two pictures in Section B 2b of Book 1 Unit 2 "This is my sister" in English for People's Education Press show Jenny's family members. When dealing with the content of this class, the teacher takes the two photos in the picture as the introduction, leads the students to observe the people in the photos, and guides the students to make a simple guess and description of their relationship, so as to learn the relevant vocabulary. The teacher first demonstrates the sentence pattern of introducing family members, and then guides the students to use this key sentence pattern to talk about the family members shown in the picture. Later, students can share their family photo with the class and talk about their family members by imitating the patterns in the reading text. Here, textbook illustrations can play a role in assisting learning, and family photos are something that every family has, which is closely connected with the actual life of students. At the same time, students can try to output text only by looking at pictures after reading, so as to improve the learning effect.

2.1.2. Link Real Life Situations and Identify the Entry Point of Text Understanding

When creating teaching situations, teachers should consider students' life situations to enhance students' learning enthusiasm and participation, and create interesting teaching situations by providing learning resources related to students' interests. Teachers can also use information technology to stimulate students' learning interest and motivation, improve their performance and learning outcomes in learning situations. Learning situation and life situation influence and promote each other, and jointly act on the learning process, providing the environment, support and motivation needed for learning, thus contributing to students' learning understanding and growth.

[Teaching example]

Book 2 Unit 9 "What does he look like?" Section B 2b aims to introduce the occupation and work content of criminal investigation portrait painters to let students know some novel occupations, so as to cultivate students' different career views, broaden students' thinking to enhance their self-awareness of career planning, make use of their strengths, do a job they like, and make contributions to the society. Before learning this class, students have not been exposed to the work of portrait

artists. In order to reduce the difficulty of learning and students are very interested in short video play, teachers can play short video to introduce portrait artist Lin Yuhui and his work as an introduction, so that students can have a certain understanding of the work of criminal investigation portrait artists, and pave the way for the next understanding of another portrait artist Joe in this class.

2.1.3. Connect Real Personal Feelings and Lock in the Common Point of Emotional Expression

Learning situations can affect the formation and expression of personal emotions, and personal emotions can also affect students' perception and interpretation of learning situations. Because everyone's experience, emotional state, and value judgment are different, the same situation may trigger different emotional responses for different people. In class, teachers should have genuine communication with students, let emotions accompany cognitive activities, and link emotions and cognitive activities through situations. At the same time, teachers should lead students to walk into the text as much as possible, dig out the emotional factors in the article, talk with the text, resonate with the characters in the text, and stimulate the desire for expression.

[Teaching example]

Book 2 Unit 10 "I'd like some noodles." Section B 2b is about birthday customs around the world (mainly China and the UK). Birthday is something that everyone will experience, and most of them are some beautiful memories. Teachers can share the most unforgettable things on their birthday through pictures and stories, as well as the food, gifts, customs and so on during the birthday celebration. After that, students can actively speak about their birthday and talk about some of their good or regret. Teachers open students' hearts and activate their desire to express themselves through their real experiences. Next, lead the students to read the full text, clarify the differences in birthday food between the UK and China, what is the special significance of each, how do you feel about this and whether you know more about some special birthday customs in different places, and feel the differences between Chinese birthday banquet culture and Chinese and Western food.

2.2. Design Reality Problem

Questioning is an important means of classroom teaching and the main way to enlighten students' thinking. At present, the phenomenon of "asking but not sending" and "asking and disorderly sending" is common in junior high school English reading teaching. The design of real problems should be related to the real life of students, and should pay attention to the background knowledge of teachers and students, with multi-dimensional, hierarchical, exploratory, etc., so as to stimulate students' learning interest and cultivate students' thinking agility, flexibility, logic and so on. Wonderful classroom questions can usually bring students into a wonderful world of problems, exercise students' ability to analyze and solve problems, and greatly benefit the improvement of classroom teaching efficiency.

2.2.1. Pay Attention to the Background of the Problem and Improve Students' Thinking Agility

The context of the problem means that students have prior knowledge, experience, and theoretical basis related to the problem. It addresses the context and background of the problem and provides support for understanding and solving the problem (Keihaniyan, 2013). Mental agility is the speed and flexibility with which an individual approaches a problem,

generates a solution, or makes a decision. The context of the problem has a direct impact on the agility of the mind. If students have rich background knowledge, they will be able to identify the key points of the problem more quickly, so that they can find solutions or make decisions more quickly. Therefore, teachers should "ask questions on the premise of determining students' existing knowledge background" (Wu Shunling et al., 2006). Students in junior high school have not fully formed their abilities, so it is inevitable that they do not understand a lot of knowledge. Teachers should ask questions based on students' specific learning conditions, lead students to analyze and interpret knowledge content in depth, and promote the development of thinking.

[Teaching example]

Book 2 Unit 11 "How was your school trip?" Section B 2b aims to guide students to use the past tense to describe what has happened. In the lead-in section, teachers can ask, "When was the last time you traveled?" "What did you do on this trip?" "What is the most interesting thing?" "How do you like the trip?" For the students, such questions were not difficult, but had a certain appeal, so they joined in, recalling and explaining the most interesting things they had done on their last trip. Of course, in order to guide students to use English expression, teachers can first show some English expressions of common activities through multimedia, so that students can organize the language appropriately and express it on this basis. In this way, the introduction of the class is optimized, so that the students have a certain cognition of the new course knowledge, and a good start is made for the construction of high-quality class, which lays the groundwork for Helen and Jim's trip in the later explanation text.

2.2.2. Focus on the Multi-Dimension of Problems and Cultivate Students' Flexibility of Thinking

The multi-dimensional nature of a question means that multiple different perspectives are considered and covered when a question is asked. "The Angle is the idea. The diversity of perspectives is the divergence of thinking, reflecting the agility of questioning strategies in concrete practice" (Liu Qianqian, 2019). Thinking flexibility refers to the ability of an individual to quickly change viewpoints and use a variety of thinking modes and methods when dealing with problems. "Finding doubt is the key to asking questions. Only when students discover problems according to their own understanding can problems be diversified" (Zhang Jiuxiang, 2001). In class, teachers should encourage students to ask questions, with the help of students' flexibility of thinking, to achieve multi-dimensional questioning. The process of teachers guiding students to ask questions can inject fresh vitality, flexible thinking and infinite possibilities into the classroom. Students think about problems from the perspective of students, and even if the questions prepared by teachers are full and diverse, they may not be taken into account from the perspective of students, so students should be encouraged to ask questions.

[Teaching example]

Book 3 Unit 2 "How often do you exercise?" Section B 2b is about extracurricular activities and how to make your extracurricular life more meaningful. In class introduction, teachers can use information equipment to display videos related to after-school life, so as to attract students' attention and stimulate students' interest in learning. Based on this, the teacher asks the question, "What do you often do in your free time?" In this way, students are encouraged to mobilize their existing knowledge and experience, exchange and discuss

their extracurricular life, and express their views on extracurricular activities. Teachers can also further guide students to raise questions about their extracurricular life and communicate with their peers, such as: How often do you watch TV? How often do you exercise? Are you satisfied with your lifestyle? What habit do you think needs to be changed? Help students to change from the passive state of information acquisition to the active state of information acquisition, so that students will be more involved and more active thinking.

2.2.3. Focus on the Problem Hierarchy and Develop Students' Thinking Logic

The hierarchy of the problem refers to the hierarchical relationship of the problem. "The design of teaching problems should be reasonable and appropriate in terms of hierarchy, and the design of problems should be gradual from shallow to deep, from easy to difficult, so that the teaching process can be closely linked to one another" (Niu Xiting et al., 2010). Teachers should follow students' thinking process, set interconnected and progressively difficult real problems, and lead students to gradually advance from paying attention to lower-level details to the overall understanding based on the text or even beyond the text, so as to realize the collision between text and thinking, improve students' thinking quality, and cultivate students' ability to solve complex problems.

[Teaching example]

Book 2 Unit 12 "What did you do last weekend?" In Section 2b, Lisa's parents took her and her sister on a trip to India. In this process, teachers can design tasks and problems as shown in Table 1, after experiencing the emotional transition from the comfort of the first day to the fear and panic of the next morning.

Table 1. Book 2 Unit 12 Section B 2b Reading part activities and question design

Task designing	Question designing	Problem level
Activity1:read and write	Q1:How was Lisa's weekend? Q2:Where did Lisa and her family go last weekend?	Details (understanding)
Activity2:read again and write	Q3:How did Lisa feel when she saw the snake? Q4:What did Lisa and her sister do?	Details (understanding)
Activity3:think and discuss	Q5:What did their parents do? Why did they do that?	Overall (analysis)
Activity4:think and say	Q6:What lesson did Lisa learn from the weekend?	Overall (creation)

First of all, the teacher guided the students through questions 1 to 4 to sort out what Lisa and her sister had done and how they felt. These four questions point to text details and test students' understanding of the reading text. After that, the teacher guides the students through question 5 to analyze why their parents do this on the basis of clarifying the text; Through question 6, students are guided to summarize what they should do if they encounter a snake in the wild and start thinking about what they have learned from it and how to spend a meaningful weekend. The whole problem design is interlinked and progressive, which helps to develop students'

logical thinking.

2.3. Use Real-Time Feedback Wisely

The English Curriculum Standards for Compulsory Education (2022 edition) emphasizes the concept of promoting teaching and learning by evaluation, and evaluation should be implemented in junior middle school English classroom teaching to give play to students' subjective initiative in learning. At the same time, the new curriculum standards also encourage students to become designers, participants and collaborators of various evaluation activities, and improve learning strategies according to the evaluation results. Teachers should also provide targeted evaluation methods and ways according to the differences of students and reflect on self-teaching behavior and results. In addition, the new curriculum standard emphasizes the combination of formative evaluation and terminal evaluation, and establishes an English curriculum evaluation system with multiple subjects, diverse ways and literature-oriented. For junior high school English reading teaching, teachers can use the instant teacher-student evaluation mechanism to help students better understand their own performance in class, find their own advantages and shortcomings, and take effective measures to improve and improve. At the same time, this mechanism can also promote mutual understanding and cooperation between students, and improve the awareness of communication and mutual assistance.

[Teaching example]

Book 1 Unit 7 “How much are these socks?” Section A 2e is a dialogue about buying things in the shopping mall. After talking about the dialogue text, teachers can guide students to act out the whole dialogue process. They can read the dialogue in different roles, act out the dialogue, or adapt the dialogue freely. Students choose the presentation mode independently according to the language ability of their group and its members, combined with the evaluation indicators, and bravely challenge themselves under the incentive of the inter-group competition mechanism. When the group performs on the stage, the teachers and students watch and fill in the evaluation form carefully (see Table 2 and Table 3) to promote cooperative learning and improve the learning effect with evaluation.

Table 2. Teacher evaluation form

Items	Group 1	Group 2	...
Team work			
Content			
Form			
In total			

*Three stars for each item at most.

Table 3. Student evaluation form

Items	Group 1	Group 2	...
Intonation & pronunciation			
Fluency			
Body language			
Creativeness			
Team work			
In total			

*Three stars for each item at most.

3. Epilogue

Under the concept of authenticity, junior high school English reading class enables students to better understand and apply the knowledge and skills they have learned by combining with the learning content in real situations; In the design and implementation of real problems, develop students' thinking more deeply; In the immediate feedback of students' performance and achievements, it helps students find their strengths and weaknesses more effectively, and promotes cooperation between teachers and students. In this way, students can really get the overall cognition, immersion experience and personality development from the classroom, so that the core quality can be effectively implemented, and students can be willing to think, diligent in thinking and good at thinking while acquiring language knowledge and skills, so as to realize the all-round development of students.

References

- [1] Richards, J. C. & Rodgers, T. S. Approaches and Methods in Language Teaching [M]. Beijing: Foreign Language Teaching and Research Press.2008.
- [2] Ministry of Education. English Curriculum Standards for Compulsory Education (2022 edition) [M]. Beijing: Beijing Normal University Press.2022.
- [3] Lu Jiafeng.The design and implementation of junior high school English Listening and Speaking teaching activities guided by the concept of authenticity [J]. Foreign Language Teaching in primary and secondary schools.2023 (7) : 36-41.
- [4] Niu Xiting, Zhang Xiaoyan, Xiu Wenjun, Wang Rongtang.Hierarchy and effectiveness of problem design [J]. Chinese teaching in middle schools, 2010 (9) : 70-72.
- [5] People's Education Press. Compulsory Education Textbook English [T]. Beijing: People's Education Press.2012.
- [6] Wang Jun.Optimization strategy of college English teaching model based on the concept of "authenticity" [J]. Journal of Linyi University, 2014 (1) : 138-140.
- [7] Wang Qiang, Li Liang.Promoting the integration of teaching, learning and assessment in English classrooms under the background of core literacy: significance, theory and methods.[J]. Curriculum, Teaching Materials, Teaching Methods, 2019.39 (5): 114-120.
- [8] Wu Shunling, Zhang Qinglin, Shi Huiying. Teachers' questioning strategies in research-based learning [J]. Educational Exploration, 2006 (2) : 14-15.