

An Exploration of Reading Circle in English Reading Class of Senior Primary Schools

MA Yao Chengdu, Sichuan

Phone No.: 13880632722 Postcode: 610000

Abstract: Reading teaching is an effective way to cultivate primary school students' core English literacy. The reading circle is an effective attempt for English reading teaching in senior primary schools. The reading circle stimulates students' interest in learning and makes them more active in interpreting the text, through the division of different roles, group cooperation, sharing and communication, students independently construct the knowledge framework. This paper will illustrate how to effectively use reading circle by case analysis method. By practice, reading circle is not only conducive to the development of comprehensive pragmatic competence, but also helps students to form a positive emotional attitude, active thinking and bold questioning, cross-cultural awareness and independent learning ability in the process of language learning, and realize the comprehensive improvement of the subject's core literacy, language ability, thinking quality, cultural character and learning ability.

Key words: English reading class; Primary school English; Reading circle

I. Background

In primary and secondary school English teaching, reading teaching has been paid much attention. Because reading can not only enhance students' interest in language learning, but also an effective way to improve language ability. As we all know, the core quality of English includes four dimensions: language ability, thinking quality, cultural character and learning ability. How to implement the cultivation of core quality through reading teaching in primary school English practice teaching is a problem worth thinking about.

Looking at the current situation of primary school English teaching, primary school English courses are mostly carried out in the form of listening and speaking dialogue lessons and picture books. For some foreign language schools with high English proficiency, traditional textbooks and picture books can no longer meet the needs of senior students for English reading. Therefore, it is necessary to effectively carry out reading courses aimed at cultivating students' core literacy. At the same time, under the background of junior high school, English reading teaching shows a utilitarian trend. Especially in senior grades, the teaching method mainly focuses on the explanation of vocabulary, sentence patterns, reading methods and skills, and lacks the cultivation of students' thinking and ability. Students' reading interest is neglected, thinking and ability training is hindered, the real meaning of English reading teaching is lost, and the core quality of English discipline is violated.

Reading circle, as a reading way for students to read, discuss and share independently, can not only arouse students' enthusiasm and interest in English learning, but more importantly, cultivate students' ability in language, thinking, learning and other aspects. This just matches the core literacy requirements of the subject. But at the same time, this method has higher requirements for students' English ability, and it is more suitable for senior students with strong ability for primary school English teaching. Therefore, this reading method is worthy of reference in English reading teaching in senior primary schools.

II Theoretical basis

“Reading circle,” also known as “Literature circle,” is a way for students to develop reading habits and enjoy reading. According to Harvey Daniels, “A reading circle is a small, student-led, demonstrative reading discussion group composed of students who choose the same reading material.” Each member reads through the text independently and completes targeted readings based on their specific roles and responsibilities within the group. Members then share their views within the group. Professor Chen Zehang divides the roles of the reading circle in this way: “The students are divided into groups of 4-6 people, and each group has a role and some tasks to complete, such as discussion leader, summarizer, connector, word master, etc. passage person,

culture collector, etc. ” Of course, the roles are more flexible. Depending on the text, there are certain additions, subtractions and changes in roles. But the core purpose is: group cooperation, targeted division of labor, sharing and communication in the group, independent establishment of perspectives to complete text interpretation, sorting and summary, and finally complete the expansion and transfer of knowledge.

III Teaching Exploration

This paper will take the U7 of New Standard English as an example to discuss how to implement the reading circle teaching in reading teaching based on the four dimensions of competence objectives proposed by the core literacy. This text is about the life of Helen Keller. When was she born? Where was she born? What happened to her? What did she do? What do people think about her? ... The information is linked together in the simple past tense. The text style is narrative, which is suitable for the design of a reading article. The focus of the module is to further strengthen the review of the general past tense and introduce the Model story through the general past tense. Students are more familiar with the general past tense of the language itself. The focus of the material should be on the combing framework based on the understanding of the article, how to talk about the characters, and the practical use of the general past tense to talk about their own role models and establish correct values.

(1) Text overall teaching ideas

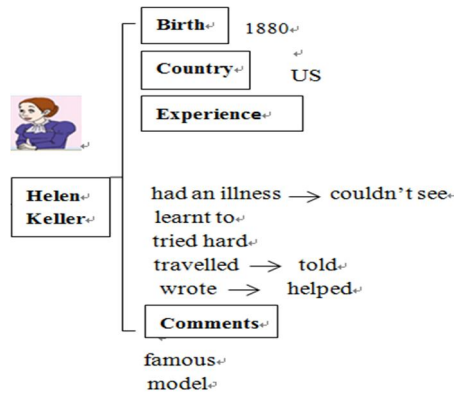
Step One: Import the topic. The theme is introduced by a video of Ma Yun, starting with my model, to stimulate students' enthusiasm for learning. Then show the picture of the article, test the student's knowledge through the student's prediction, and activate the language foundation. And pass the question: What do you want to know about her? Inspire the urge to read on and set the stage for what follows. Step Two: Read the general idea. Through silent reading, students can understand the general idea of the article, verify and think about the predicted problems, and prepare for the next reading circle activities. Step Three: Read the details carefully (same group of heterogeneous). According to the text content and objectives, the text content is carefully interpreted through reading circle activities. In a team of five, the roles of leader, analyzer, word master, summarizer,

and connector are set. According to the different division of labor, complete the corresponding tasks, and then do group sharing. Step Four: Sharing differences (different groups are homogeneous). After the group discussion, students in each group who have the same role and task will discuss and share their personal opinions together, and finally present the summarized results to the class. Step Five: Check the comprehension of the passage and make preparation for retelling the passage. Step Six: According to the framework of reading circle activities, students retell the article in an understanding way. Step Seven: Connect with life, do knowledge transfer, talk about “My Model” with the help of framework and mind map.

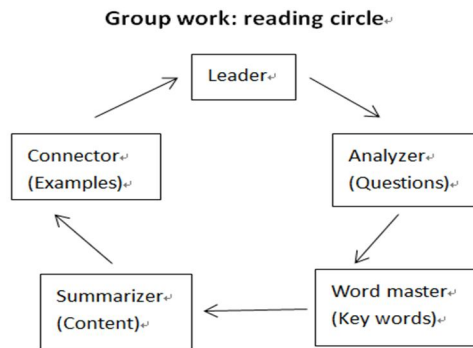
(2) Reading circle activity ideas

Step One: Group members discuss and complete the division of labor by themselves. After the division of labor is completed, students read silently according to their respective division of labor. Step Two: Group discussion of heterogeneous reading circles. The leader is responsible for organizing and leading the whole process and recording the discussion results. First, analyzer finds questions based on the text, such as: Where was Helen Keller born? When was she born? What happened to her at 19 months old? What did she do? And the team members in the way of solitaire, answer in turn, to ensure the involvement of all the team members. Then, the word master will find out the new words and important words in the text and explain them to the members. Remove barriers to understanding. Then, the summarizer summarizes the main idea of the article and summarizes the article framework based on the results of the analyzer and word master. Summarize the main points of Helen Keller's biography, such as: Name; Birth; Our Country; Experience; Comment... Form the frame structure of the article. Then, based on the understanding of the article, the collector transferred the knowledge according to the understanding of the article, connected with the reality, and cited similar examples in life. A group of students took the example of “Zhang Haidi” in China, and gave a brief description of his life story. Finally, under the Leader organization, the main points extracted from the previous four roles were sorted out and summarized to form a mind-map (Figure 1). In the whole process, the leader plays the role of organizer, recorder and problem solver. If a member encounters difficulties, he will coordinate and assist in solving them in time, and in the process, he will record the main points of the speaker to prepare for the final

discussion of the mind map. Step Three: Discuss and share the results of different groups. Students in each group who have the same role and task will gather together to discuss and share their own opinions, express their own opinions, seek common ground while reserving differences, and can be questioned and supplemented. (Figure 2)



(Figure 1)



(Figure 2)

(3) Core literacy four-dimensional goal implementation ideas

1. Strengthen language skills. Through reading, students not only improve the language ability of reading, but also learn language knowledge. For example, Word master interprets new words and difficult sentences by contacting context and consulting reference books. Through independent reading and sharing, students learn the language knowledge points, such as: learnt to... travel around... all over the world...

2. Develop quality of thinking. In the process of reading circle, students trained their critical thinking by analyzing and raising questions, trained their thinking ability of summarizing and

concluding when sorting out the framework, and trained their ability of divergent thinking when transferring real life knowledge. Students are no longer passively accepting the views of teachers. Students can independently become interpreters and evaluators of articles according to their own understanding. At the same time, when each group shared, the whole class would join in. Those who did not share at the moment should supplement and evaluate what they heard. The deep participation of the whole class enabled the thinking to be activated to the greatest extent.

3. Cultivate cultural character. On the basis of learning the life stories of the role models, students should be aware of the excellent quality of the role models, cultivate their correct outlook on life and values, and stimulate the motivation of students to learn from Helen Keller and encourage them to learn from the role models.

4. Improve your learning ability. Through self-study, group cooperation and other ways, students complete the study of the text. It not only cultivates students' ability to extract information, process information, self-study new knowledge, transfer ability and other personal abilities, but also cultivates teamwork ability through sharing among individuals and between individuals and groups.

IV Reflection and revelation

Through reading circle activities, students share and communicate through reading, and work together in groups to perform their roles. To achieve a more ideal teaching effect, the advantages are obvious. First of all, students-centering is strengthened. The whole intensive reading process is driven by students, which truly realizes the student-oriented classroom mode and greatly stimulates students' learning interest. Secondly, in the reading circle activities, students fully combine the learning methods of autonomy, cooperation and inquiry, and not only have reading activities, but also improve their oral expression ability through sharing, so that students' comprehensive pragmatic ability has been trained and cultivated.

But at the same time in the implementation process should also pay attention to the following issues:

(1) The effectiveness of group cooperation. First, according to different text genres and difficulties, teachers should assist students to set roles reasonably. To accurately grasp the characteristics of the

text, the appropriate role arrangement can appropriately increase or reduce the role division, so as to make the group cooperation more smooth. Second, the grouping of students should consider the actual ability of students. According to the different division of roles, students with different ability levels are matched, so that students can complement each other in groups, and finally achieve the purpose of mutual help and cooperative learning.

(2) There are requirements for students' learning ability. To make the reading circle smoothly, to achieve practical results. Students are not only required to have a certain reading ability, but also should have certain thinking and oral expression ability. The attempt of reading circle is suitable for senior students with higher ability in primary school, or students with more comprehensive and excellent ability. Therefore, whether the middle and lower grades can be used and how to use it is still worth discussing. At the same time, whether the choice of reading materials is suitable for students' ability level also affects the development of reading circle activities to a large extent.

(3) The role of teachers in reading circle activities. Although the reading circle activity gives students great autonomy, it does not mean that the teacher is completely "invisible". First of all, once students encounter problems and the group leader cannot coordinate and solve them, the teacher needs to provide timely assistance and guidance. Secondly, teachers should encourage students to actively share, and guide students to learn to appreciate their achievements, in order to focus on the principle of encouragement, to increase students' courage and confidence in reading. In the whole process, teachers play the role of "assistant scholar", so that students can fully understand, interpret, feel and understand the reading materials, and provide students with a variety of reading methods and thinking strategies to help students improve their reading ability and effectiveness.

V. Concluding

As Professor Luo Shaoxi said: "The purpose of the reading circle is to fully mobilize students' enthusiasm for reading, so that students can develop the habit of enjoying reading, so that they can absorb knowledge and gain happiness in reading, gain wisdom in thinking, and win inspiration in questions and answers." A reading circle is a process in which students work in groups to explore texts in depth on their own, with questions that interest them and questions that they are willing to

explore and answer. Therefore, students are more active in the interpretation of reading texts, construct knowledge frameworks independently with their interest in reading, and achieve comprehensive improvement in the four dimensions of the core literacy of the subject, language ability, quality of thinking, cultural character and learning ability. But at the same time, the teaching of reading circle has certain requirements for the selection of reading texts and students' learning ability. How to link this reading method with primary school English reading teaching more effectively will be further studied in the future teaching practice.

References :

- [1]Daniele H. Literature Circle: Voice and Choice in the Student-Centered Classroom[M]. York, Marine: Sten House Publishers, 1994.
- [2]Greefe, Jenkinsy, Comera. The Power and the Passion: Igniting A Love of Reading Through Literature Circles. International Association of School Librarianship. Selected Papers from the Annual Conference, 311-320.
- [4]Cheng Xiaotang, Zhao Siqu. The essential connotation of English subject Core Accomplishment [J]. Course Materials Teaching Method, 2016(5).
- [5] Chen Zehang, Luo Shaoqian, Wang Qiang. Children's Literature in Language Teaching: from the International Academic Conference in Hildesheim, Germany [J]. Foreign Language Teaching in primary and secondary schools, 2010(6).
- [6] Chen Zehang. English Reading Teaching and Research [M]. Foreign Language Teaching and Research Press, 2016.