

Review Article

# Research on Junior High School English 5E Reading Teaching Model Based on the Core Competitiveness-Taking Unit 11 Section B *The Winning Team* for Grade 9 as an Example

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**Abstract** - Reading teaching plays an important role in cultivating students' core competitiveness because of its unique function and value. With the 5E teaching model based on the constructivist theory being applied, the current teaching status in junior high school, represented by "fragmentization", "superficialization", and "cramming education", English reading teaching is analyzed. With Unit 11 Section B *The Winning Team* of the ninth grade, as an example, the core competitiveness aimed by the course is revealed, and a 5E reading teaching model based on the concept of English learning activities is constructed.

**Keywords** - The core competitiveness, Junior high school english, Reading teaching model, 5E.

## 1. Introduction

The core competitiveness is the embodiment of the subject's characteristics and the value of curriculum education, especially students' correct values, necessary characters and key abilities gradually formed in curriculum learning to meet the needs of personal lifelong development and social development. In summary, core competitiveness includes four aspects: language ability, thinking quality, learning ability, and cultural awareness. The new curriculum standard points out that the English curriculum should play a leading role in core competitiveness. However, at present, most English reading teaching in junior high schools only covers a very shallow scope, lacking the analysis of macroscopic discourse and language meaning. For some students, reading is often regarded as a task, not a kind of enjoyment, which is not conducive to cultivating students' core competitiveness.

Therefore, more teaching methods and activities are needed to stimulate students' interest and love for reading, and how teachers can more effectively cultivate students' core competitiveness is an urgent problem to be solved in the current junior high school English reading teaching. This paper will explore the relationship between English reading teaching and core competitiveness and explain the effective teaching model of English reading teaching from the perspective of core competitiveness based on specific classroom teaching cases.

## 2. The Relationship between English Reading Teaching and The core competitiveness

The core competitiveness of English subjects includes four elements: language ability, thinking quality, learning ability, and cultural awareness (Ministry of Education of the People's Republic of China, 2022). Language ability refers to understanding and expressing language when participating in language activities on a topic in a given context, using verbal and non-verbal knowledge and strategies. The improvement of English language ability helps students improve cultural awareness, thinking quality and learning ability, and develop cross-cultural communication and communication skills. Thinking quality refers to the personality characteristics of human thinking, reflecting the level of students' understanding, analysis, comparison, inference, criticism, evaluation, creation, etc. The improvement of thinking quality assists students in learning to find, analyze and solve problems and make correct value judgments about things. Learning ability refers to the awareness and ability to actively use and adjust English learning strategies, expand English learning channels, and strive to improve English learning efficiency. The development of learning ability contributes to mastering scientific learning methods and developing good lifelong learning habits. Cultural awareness is about understanding foreign Chinese and appreciating excellent culture, which is students' cross-cultural cognition, attitude and behavior choices in the new era. Cultivating cultural awareness can enhance students' sense of family,



country and the community of human destiny, cultivate character, their civilization literacy and a sense of social responsibility. The four aspects of core competitiveness penetrate each other, integrate and interact, and develop synergically (Ministry of Education of the People's Republic of China, 2022).

There is a strong relationship between English reading teaching and core competitiveness. Teaching English reading is an important means to develop student's English language ability and reading comprehension, while core competitiveness refers to the basic knowledge, skills and attitudes that students need to have in English subjects. Effective English reading instruction gives students opportunities to improve the five basic language skills of listening, speaking, reading, writing and viewing, which develops the ability to understand and analyze English texts, developing advanced cognitive skills such as critical thinking and creative thinking. These competencies and literacies are important parts of the core competitiveness of the subject. In turn, the core competencies of English subjects also put forward requirements for English reading teaching. Students need to broaden their horizons, accumulate vocabulary, understand grammatical structures, and deepen their understanding of the English language and culture by reading different types of English texts, such as literary works, scientific and technical articles, news reports, etc. The teaching of English reading should focus on cultivating students' cultural awareness and intercultural communication skills so that they can use English flexibly to communicate and think in different contexts. Therefore, English reading teaching and core competitiveness are interdependent and mutually reinforcing. Quality English reading teaching helps promote the development of students' core literacy, and emphasizing the cultivation of core competitiveness also requires effective English reading teaching.

### **3. A 5E Reading Teaching Model and Practical Application for the Development of the Core Competitiveness**

The materials and methods section should contain sufficient detail so that all procedures can be repeated. It may be divided into headed subsections if several methods are described. Based on the construction of subject theory and originating in the United States, the 5E inquiry-based teaching model is a teaching method consistent with students' cognitive style, which includes the following five links: engage, explore, enjoy, explain, and evaluate. This model is based on reading discourse, problem and activity, regarding thinking as the main line, the core competitiveness as the goal, and aiming at cultivating students' language ability, quality of thinking, cultural character and learning ability (Li Mingyuan, Chen Mingcui, 2019). This paper takes Unit 11 Section B, The winning team for Grade 9, as an example

of designing a reading lesson using the 5E reading teaching model to explain the essentials and deduce the teaching connotation.

#### **3.1. Engage**

The first link of the 5E teaching model is engagement; that is, teachers use classroom means to activate students' existing cognitive schemas in related topics, build a bridge between new knowledge and old knowledge, guide their thinking about text topics and stimulate their interest in participating in classroom activities (Li Mingyuan, Chen Mingcui, 2019). Initially, the teacher shows the student's pictures of the Chinese women's national football team winning the "Asian Cup" in 2022 and asks questions: Do you know who they are? What do you know about them? Why did they win?

[Intentions of the Design] In the first part, teachers should activate students' prior experience and background knowledge related to reading topics, attract students' attention by displaying pictures of the Chinese women's national football team winning the championship and setting questions, focus on reading topics, and lead to the key to the team's winning competition. The first question can motivate students to understand the Chinese Women's National Team and its achievements. Question 2 can draw students' attention to important events that happened last year. Question 3 can introduce students to the key to winning the competition as a team: never giving up, working together, encouraging each other, helping each other, and pulling together. The introduction activities in this session are close to the student's cognitive level and enter the actual life of students, aiming to open students' thinking and lay a foundation for discourse learning.

#### **3.2. Explore**

The second link of the 5E reading teaching model is to explore, which aims to cultivate students' speed in the thinking process. It not only focuses on the structure of the discourse but also pays attention to the thematic meaning of the discourse, which reflects the overall teaching philosophy of the language: the structure of the discourse is the form, and the thematic meaning of the discourse is the core. Whether students can quickly grasp the internal and external framework of the discourse mainly depends on the individual's response speed to the title and the first and last paragraphs of the article. Teachers should slow down the pace of this class, give students enough time and space to explore, allow them to make mistakes, and let students seek knowledge in a relaxed and pleasant learning environment (Zhou Daming, 2016). Analyzing and solving problems can train thinking skills such as analysis, comparison, classification, abstraction, and generalization. The following is a series of inquiry tasks set by teachers in The Winning Team reading:

### 3.2.1. *The Exploration of Thematic Meaning*

In the first exploration task, the teacher gives students enough time to explore the structure of the text. Teachers can start by presenting four questions: Did the soccer team win the game? How many paragraphs are there? When did things happen? How many parts can the passage be divided? Then, the teacher lets students predict text content based on illustrations and titles and makes full use of beautiful illustrations to create teamwork theme scenarios, deepening students' understanding of the topic of the text. At the same time, the writing characteristics of the narrative are used to help students clarify the article's structure. The article is divided into three parts from the perspective of time transformation: the worries of Peter, the advice of Peter's father, and the encouragement of teammates. In the Reading Inquiry session, the teacher guides students to explore the connection between the title and the content of the text, such as: Why did Peter say he was on a winning team? Why are they still the winning team even though they lost the game?

[Intentions of the Design] The title is the eye, the refinement, summary and condensation of the text content, and illustration is a visual expression of the main idea of the article, which plays an important clue for students to predict the content of the text, interpretation of the title and illustration can cultivate students' observation, analysis, reasoning, questioning, imagination and other abilities, promote the development of students' thinking quality (Che Xiangjun, 2015). While finding this part of the answer, it can help students figure out the basic elements and structure of the article, clarify the timeline, and understand Peter's feelings and changes. It can also inspire students to think deeply through thinking suggestions. In addition, by analyzing the text structure, students can help students grasp the context of the text structure from a macro perspective, understand the author's writing ideas, and figure out the author's writing attitude to cultivate students' critical thinking ability.

### 3.2.2. *The Exploration of the Details*

The second task of inquiry is to find specific details through intensive reading. When reading articles, students can understand the basic ideas of the author by focusing on the topic sentences and keywords of each article and summarizing the author's views in their own words. At this stage, teachers should give students enough reading time, guide students to find corresponding supporting details and encourage them to find relevant reading content to test their answers. Teachers should ask students to look for supporting details that support the overall idea of each section based on thematic inquiry. When looking for auxiliary details, teachers can guide students to conduct evidence-based analysis, distinction, reasoning and judgment on text information, paying attention to the rigor and accuracy of students' thinking.

After figuring out the three-part structure and general idea of the article, the content of the first part is the worries Peter, and the teacher needs to design questions like Why is Peter worried? How did it make Peter feel? What did Peter do next? These questions further guide students to think and find the cause of Peter's anxiety. The second part's content is Peter's father's advice, and in this part, the teacher asks: What did Peter's father say to him? How did it make Peter feel? to guide students to the details. In addition, in this section, teachers can design an inquiry task, a House for Giving Advice box before class, let students have group discussions and write their suggestions to Peter, which cultivates students' creative ability. In part three, the teacher has 3 questions to guide students to explore the details and experience Peter's emotional changes: What did Peter do the next day? How did Peter's teammates react? How did Peter feel after the teammates' words?

[Intentions of the Design] Allowing students to find detailed information according to the main ideas of each section not only promotes students' understanding and grasp of the content of the text but also enhances students' ability to analyze, filter and process information (Li Mingyuan, Zhao Qian, 2020). This activity guides students' cognition from the primary stage to the advanced stage, promotes the development of students' comprehension and generalization skills, and enables students to understand the logical way of thinking that needs to be supported by facts when expressing opinions. In addition, through reading strategies such as guiding students to find detailed information, students are developed to acquire and process information. Moreover, inquiry and other activities enhance students' enthusiasm for learning, strengthening cooperation through discussion.

### 3.3. *Enjoy*

Tasting and appreciating the language in texts is an important part of teaching texts. Teachers should guide students to master words and sentence patterns and cultivate a sense of language. The Winning Team includes a wealth of sentence patterns and language knowledge, and teachers can ask students to learn and consolidate relevant knowledge. For example, students learn the phrase like: kept his on the ground, under the guidance of a teacher, missed scoring a goal and his team lost the game, had a heavy weight on his shoulder, ect. Peter's emotions are depicted in the sentence, and the teacher guides students to understand the sentence's meaning and experience Peter's emotions, deepen their understanding of the text, and appreciate the importance of team spirit. In addition, in this session, teachers can design word selection fill-in-the-blank exercises, hollow out important text information, and let students repeat the text.

courage; lost; missed; kick; support; winning  
lucky; communicate with; learning from; pull together;  
team effort; agreement; fear; down

Peter had a soccer match today, but they \_\_\_\_\_ the game because Peter \_\_\_\_\_ scoring the goal. Peter thought he had let his whole team \_\_\_\_\_ and was worried that his coach might \_\_\_\_\_ him off the team. Peter's father told him that soccer was about \_\_\_\_\_. He was not the only reason his team lost. If he had a good team, they should \_\_\_\_\_ each other. Besides, winning or losing was only half the game. The other half was learning how to \_\_\_\_\_ his teammates and \_\_\_\_\_ mistakes.

The next day, Peter went to soccer practice with \_\_\_\_\_ rather than \_\_\_\_\_ in his heart. His teammates all nodded in \_\_\_\_\_ that they would continue to \_\_\_\_\_ to win the next match. It made him feel \_\_\_\_\_ to know that he was on a \_\_\_\_\_ team.

[Intentions of the Design] The teaching language point is not reading teaching, but the organic combination of textual meaning and form is reading teaching (Ge Bingfang, 2021). The appreciation of texts helps cultivate students' English thinking ability, master the words, phrases and some important sentence patterns in the text, expand their expressions related to the text's theme, and cultivate students' sense of language. Through word selection and fill-in-the-blank exercises, students not only consolidate their knowledge of the language but also summarize texts and deepen their understanding of texts. In this process, teachers guide students to learn the team spirit of the Pitt team to support each other, strengthen communication, work together, never give up, and learn lessons.

### 3.4. Explain

Explanation means that teachers carefully interpret the language of the text, clarify the language goal, and let students perceive and understand that the language is the premise for students to effectively output and use language (Li Mingyuan, Chen Mingcui, 2019). The process of explaining in words allows students to re-examine their understanding in the introduction, inquiry and appreciation sessions. Grammatical ability can ensure the accuracy of language, and vocabulary ability can ensure the richness of expressive semantics. Therefore, teachers can start with grammar, vocabulary and rhetoric. The author uses the general past tense to write The Winning Team. Because the past tense is the grammar learned in the second year of junior high school, teachers can guide students to review the structure and usage of the past tense. At the phrase level, students should accumulate phrases like kick-off, be hard on, rather than pull together, learn from, keep one's on the ground, heavy weight on his shoulder, ect.

[Intentions of the Design] In the process of explanation, students' language skills are cultivated, comprehension ability is improved, and they can express themselves in English under the guidance of teachers, enhance English application ability, improve logical thinking ability and English oral expression ability, improve logical thinking ability and English oral expression ability.

### 3.5. Evaluate

Teachers and students can understand the effectiveness of teaching and learning through evaluation and feedback. Evaluation can refer to students' self-assessments or teachers' assessments of students' learning progress to assess the achievement of classroom teaching goals. This article discusses teacher evaluations in the classroom and students' self-evaluations. Teacher evaluation is achieved through students' critical reading, insight into the author's writing views and intentions, matching the main idea and finding detailed information, combining their learning and life experience, thinking about the content of the discourse, and teachers giving oral feedback in class. In student self-evaluation, teachers can design the following self-evaluation form (Table. 1) for students to self-evaluate.

[Intentions of the Design] In-depth evaluative questions form an organic whole, which can develop students' thinking skills and lay the foundation for improving reading teaching. In addition, teachers create opportunities for students to express their views to achieve the purpose of cultivating students' thinking quality so that students' thinking changes from obtaining shallow information to interpreting the author's emotions and attitudes and preparing for after-class output.

**Table. 1 Student self-evaluation form**

<b>Name:</b> _____	<b>Unit 11 Section B The Winning Team</b>
<b>assessment contents</b>	<b>Scores(0-5)</b>
I understood the basic information in this article.	
I took part in class activities actively by thinking and responding to the teacher's questions.	
I played an active role in the reading methods taught by the teacher in class.	
After this class, I firmly believe we should always have team spirit.	

## 4. Conclusion

In short, reading teaching is indispensable in cultivating students' core competitiveness because of its unique function and value. In the teaching of English reading in junior high schools, the use of the 5E reading teaching model can help to improve the current teaching status of "fragmentation", "superficialization", and "cramming education" English reading teaching in the junior high school, and strengthen students' language ability and learning ability also benefits the students by encouraging them to have deep thinking and enriching their cultural connotation and humanistic background knowledge. The model truly realizes the unity of English courses' instrumental and humanistic nature.

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