

Exploration of the Application of the “1+N” Extended Reading Teaching Model in Middle School English Reading Teaching

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Abstract: Reading teaching is an important way for students to input and acquire language. How to change the traditional teaching mode, use “1+N” to expand the reading teaching mode, shift from pursuing reading skills and speed to improving the efficiency of middle school English reading teaching, has become an important issue for teachers to stimulate students’ reading interest and improve their reading ability. This article briefly describes the connotation of the “1+N” extended reading teaching model, taking middle school English reading teaching as an example, analyzes the four application principles of the “1+N” extended reading teaching model, designs the main teaching process, and explores the application strategies of the “1+N” extended reading teaching model in middle school English reading teaching from four aspects: based on students’ reading foundation, adhering to theme teaching orientation, integrating reading training sequences, and seizing opportunities for students to understand.

Keywords: Junior high school English; Reading teaching; “1+N” expansion reading teaching mode; application

Introduction

“1” refers to the theme of the English textbook unit, and “N” represents diverse reading materials related to the unit theme, which exist side by side with the reading materials in the unit. The number of “N” articles is uncertain, and teachers can flexibly select and expand reading materials based on the class schedule and theme characteristics. “N” is not a simple extracurricular reading activity. Teachers are required to choose materials that are suitable for the reading interests of middle school students based on their interests, hobbies, and personality traits. Therefore, the connotation of the “1+N” extended reading teaching model is: an extended reading teaching system based on a certain unit theme, tailored to students’ interests, hobbies, and individual needs. “1” is the precursor of “N”, and “N” is the extension, expansion, and extension of “1”. The two exhibit a dynamic balance, complementary and symbiotic relationship, playing a role in broadening students’ reading horizons. At the same time, in the use of “N”, teachers can integrate it into in-class reading teaching, or use it as extracurricular interest reading materials. This can not only reasonably arrange in-class and out-of-class reading teaching content, enrich English reading teaching resources, but also promote the transformation of accurate English reading towards group reading, open up students’ thinking space, and improve their reading ability.

I. The Application Principles of the “1+N” Expansion Reading Teaching Model in Middle School English Reading Teaching

1. Systematic principle

From the perspective of “1+N” expanded reading content, teachers should adhere to the principle of systematicity, regard in-class reading materials and expanded reading materials as an organic whole, consider the unit theme of the textbook and the basic characteristics of students from a global perspective, and design reading teaching activities in a reasonable logical order. In the introduction of “1+N” expanded reading content, teachers should design training content in an orderly manner, coordinate the timing of the introduction and use of N reading materials, and systematically train students in reading strategies.

2. Principle of Simplicity

When selecting “1+N” expanded reading content, teachers should adhere to the principle of simplicity, ensuring that the word count of the reading material is moderate, while also reflecting the conciseness of the reading content, to ensure that the difficulty of the expanded reading material meets the basic reading level of junior high school students. To avoid expanding reading as a learning burden for students and achieve the goal of reducing burden and increasing efficiency, teachers should start with the goals and standards of junior high school English curriculum, select around 400 words of “N” reading materials according to the teaching themes of each unit. It should be noted that teachers not only need to consider whether the content of “N” is suitable for students’ daily life and basic experience, but also consider the difficulty, genre, and length of the materials, and make reasonable adaptations or deletions.

3. Principle of cooperation

The “1+N” extended reading teaching model requires the guidance of teachers and the participation of students. This activity has a strong two-way nature and requires teachers and students to adhere to the principle of cooperation. In middle school English reading teaching, teachers should respect the subjectivity of students, play a good leading role, choose reading materials around the theme, set up actionable and intuitive learning guides, and stimulate students’ interest and curiosity in reading. During the learning process of students, teachers should moderately cooperate with learning activities and provide assistance when necessary to promote deep reading, thinking, and understanding.

4. Principle of Intuitiveness

Considering the reading hours in junior high school English and the high academic pressure on students, teachers should adhere to the principle of intuitiveness, expand reading teaching needs around “1+N”, design simple and clear learning guides, and use challenge solving, mind maps, and tables to provide students with keyword prompts. This can not only alleviate students’ fear of difficulties, but also facilitate them to adjust their reading progress at any time.

II. Design of “1+N” Extended Reading Teaching Process in Middle School English Reading Teaching

1. Teachers prepare teaching resources

In the teaching preparation stage, teachers should do a good job in integrating materials, setting goals, and designing learning guides, and comprehensively prepare teaching resources. Firstly, teachers should analyze the relationship between thematic context and reading materials based on the progress of reading teaching. On the basis of clarifying “1” theme, they should collect theme related reading materials in a divergent manner to obtain “N” expanding reading resources. Based on the theory of input and output, when selecting reading materials, teachers should control the difficulty of the materials and ensure that the difficulty of the materials is slightly higher than the student’s ability, so that it can be achieved with just enough. Secondly, teachers should develop expanded reading tasks and goals based on teaching hours and collected resources. Finally, teachers should design instructional plans that are illustrated and clear, based on their goals, to support students in independent reading both inside and outside of class.

2. Autonomous and cooperative learning

Autonomous reading and cooperative learning are the core links of “1+N” expansion reading teaching. In middle school English reading classes, teachers can set up self-directed learning, group assistance, and cooperative communication sessions, allowing students to read first, express themselves, and then think, to train their reading comprehension abilities. Firstly, teachers should distribute reading materials and guidance plans corresponding to the unit theme, provide students with “1+N” expansion reading resources, and guide them to use their extracurricular time to complete independent reading tasks according to the guidance plan. Next, teachers can use their in class or extracurricular time to organize group reading salons, allowing each group to communicate and share reading experiences, and demonstrate the completion of reading tasks. Finally, teachers can carry out Q&A activities, allowing group leaders to collect difficulties within the group, take turns asking questions, and provide targeted guidance and answers.

3. Teaching feedback and reflection

Due to the fact that “1+N” extended reading teaching includes two stages: extracurricular and in class learning, it is difficult for teachers to fully monitor the situation of students. Therefore, teaching feedback and reflection stages are set up, requiring students to submit their reading reflections and guidance plans. Through review and annotation, problems that need to be solved by students after reading are discovered in a timely manner, one-on-one guidance is provided, and students are guided to reflect on the entire reading process, summarize their reading experience and gains.

III. Application Strategies of the “1+N” Expansion Reading Teaching Model in Middle School English Reading Teaching

The foundation of “1+N” extended reading is a clear unit reading theme. Teachers adopt a holistic approach and arrange “1+N” extended reading training activities to deepen students’ understanding of the unit theme and improve their language and reading abilities.

1. Based on the foundation of student reading, apply expanded reading strategies

The core task of expanding reading is to broaden students’ reading horizons, enhance their perception of reading topics, and provide them with opportunities to use reading strategies and exercise their reading abilities. In middle school English reading teaching, teachers should start from the students’ learning situation and reading foundation, select “1” unit theme related expanded reading materials based on the vocabulary level of middle school students, create reading, communication, thinking, and feedback situations, and play a guiding and monitoring role throughout the process to help students understand the factual context and text meaning of the materials. At the specific teaching application level, teachers can design “1+N” extended reading classes based on the unit theme after carrying out textbook reading activities, allowing students to be exposed to texts related to textbook content and develop a deep understanding of unit vocabulary. Taking the Oxford version of Unit 4 Do it yourself as an example, the theme of this unit is “doing things by yourself”, which is closely related to the real life of students. To enable students to master the ability to read such texts, teachers can start from their life experiences and situations, introduce similar topic materials, arrange expanded reading tasks, and form reading assistance groups, allowing students to transfer their existing reading experience to participate in reading activities, exchange ideas, and discuss problems in the learning guide.

2. Adhere to the theme based teaching orientation, select and expand reading materials

In middle school English teaching, teachers should adhere to the “1” theme teaching orientation, select and adapt N reading materials in a targeted manner, and provide guarantees for the implementation of “1+N” expanded reading teaching. In addition to clear unit themes, teachers can also choose topics that students are interested in from the textbook unit content as a starting point for collecting reading resources. Subject content, festival celebrations, and social events can all become expanded reading themes. Screening reading materials (N’s content) is an important step in expanding reading in “1+N” English. In Unit 4 Do it yourself themed extended reading teaching, teachers can collect 2-3 task-based reading and comprehension materials of around 400 words from English newspapers, news, or English websites.

To meet the needs of extended reading teaching, teachers should combine teaching objectives, replace new words in the text with original vocabulary, and reduce unnecessary space. This unit is closely related to the daily life of students. Based on the theme of the unit, the teacher introduces reading materials related to life skills, such as making fruit salads, making boiled tea eggs, making tomato soup, etc. The reading time for each material is 6-10 minutes. Students are required to read independently within the limited time and complete the reading tasks in the guide plan.

3. Integrating reading training sequences to achieve classroom teaching objectives

In the “1+N” expansion reading activity, teachers can integrate reading training sequences, design three stages: independent reading, cooperative learning, and group feedback, closely monitor student status, and encourage students to participate in reading and communication activities. Firstly, in the process of independent reading, teachers should set goals to cultivate reading interest. Under the guidance of the theme, teachers introduce reading texts that are holistic, relevant, and interesting, mobilize students’ reading enthusiasm, make them independent readers, and achieve the goal of cultivating students’ interest in learning. In the Do it yourself theme expansion reading class, the three reading materials cannot be separated from the keywords DIY, instructions, and skills, which are close to real life and can easily arouse students’ curiosity. Secondly, in the collaborative learning process, teachers can design goals to improve reading comprehension abilities. The “1+N” extended reading includes selected reading materials, and the task requires students to solve grammar and vocabulary problems that arise during reading through group discussions and communication; Cultivate their ability to solve problems based on context and keywords; Learn to distinguish the usage of modal verbs and master autonomous reading skills. To achieve teaching objectives, teachers can organize group communication activities around the main idea of paragraphs, the context of articles, key grammar points, and difficult sentences, allowing students to exchange the results of learning guides, solve a series of problems, clarify reading ideas, and improve understanding accuracy. In addition, during the group summary and feedback stage, teachers can organize group reporting activities, allowing individuals or group representatives to report on the progress of reading tasks and provide objective evaluations to students, affirming their progress in reading comprehension ability.

4. Seize the opportunity for students to understand and cultivate good thinking qualities

The “1+N” extended reading breaks through the limitations of textbook content. Teachers can use this teaching model to create opportunities for language learning and reading training, and seize the opportunities for students to read and comprehend, exercise their reasoning, sorting, analysis, and summarization abilities, and cultivate their good thinking qualities. In addition to classroom applications, teachers can also apply the “1+N” extended reading teaching model outside of class, carry out unit wide reading activities, and allow students to read expanded reading materials in small groups after learning the entire unit, analyze the details of the text, distinguish the connections and differences of vocabulary, and cultivate their text analysis ability, comparative ability, and comprehension ability. In extracurricular reading activities, the group leader is responsible for hosting independent reading and collaborative exploration activities, leading team members to analyze the content and characteristics of reading materials, helping each other solve confusion, forming reading results, recording remaining questions in the group, and providing feedback to the teacher. After understanding the extracurricular reading situation of students, teachers can use their class time to focus on answering students’ questions, helping them change their reading habits and strategies, and cultivating their excellent thinking qualities.

IV. Conclusion

In summary, promoting the integration of the “1+N” extended reading teaching model with middle school English reading teaching has an impact on students’ reading enthusiasm, interest, and ability. Therefore, teachers should recognize the limitations of traditional teaching methods, focus on the English foundation and reading level of junior high school students, and provide students with good practical opportunities for language learning through the use of expanded reading strategies, selection of expanded reading materials, integration of reading training sequences, and seizing opportunities for student comprehension. They should also exert their subjective initiative in reading and further enhance students’ self-learning and reading abilities.

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