

Research on Junior High School English Reading Teaching Strategies from the Perspective of Large - Unit

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How to cite this paper: Deng, T. (2025). Research on Junior High School English Reading Teaching Strategies from the Perspective of Large-Unit. Educational and Humanities, 1(1), 38–46.

<https://doi.org/10.63313/EH.9007>

Published: 2025-07-30

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Abstract

Based on the current actual situation of junior high school English reading teaching, this thesis comprehensively applies the methods of literature review and case analysis, focusing on junior high school English reading teaching strategies from the perspective of large - unit. In the research process, it first systematically sorts out the relevant literature on large - unit teaching and junior high school English reading teaching at home and abroad, and on this basis, summarizes the achievements and deficiencies of existing research. Then, combined with specific junior high school English reading teaching cases, it deeply analyzes the effective implementation strategies of reading teaching from the perspective of large - unit, aiming to provide certain theoretical and practical references for improving the effect of junior high school English reading teaching and promoting the comprehensive cultivation and development of junior high school students' English core competencies.

Keywords

large - unit teaching; junior high school English; reading teaching; teaching strategies; core competencies

1. Introduction

1.1. Research Background

With the continuous deepening of educational reform, the cultivation of core competencies in English has become a popular topic in education. The stage of the junior high school is an important period for the development of students' English ability. English reading teaching plays a key role in cultivating students' language ability, cultural awareness, thinking quality and learning ability. However, traditional junior high school English reading teaching has problems such as fragmentation and lack of overall design, which is difficult to meet the requirements of cultivating core competencies. Compared with the decentralized explanation of traditional English

reading teaching, large - unit teaching has great differences. It emphasizes the integration of goals and contents, and is not limited to an independent textbook unit, allowing for cross - unit teaching. [1] The concept of large - unit teaching, which is oriented by subject core competencies, integrates teaching contents and constructs systematic and structured teaching units, provides new ideas and directions for solving the existing problems in junior high school English reading teaching.

1.2. Research Significance

From the theoretical level, this research is helpful to enrich the theoretical connotation of curriculum and teaching theory in the field of junior high school English reading teaching, and further deepen the understanding of the integration of large - unit teaching concept and English reading teaching. From the practical level, by exploring junior high school English reading teaching strategies from the perspective of large - unit, it can provide English teachers with specific and operable teaching cases, and help the development of students' English core competencies.

2. Literature Review

2.1. Research Related to Large - Unit Teaching

Foreign research status: Foreign research on large - unit teaching started early, and its theoretical basis can be traced back to Dewey's educational thought of "learning by doing" and Bruner's structuralist curriculum theory. Dewey believed that in human actions, "doing" and "learning" must be accompanied by each other. There is no "learning" without "doing", nor is there "doing" without "learning". [2] Dewey emphasized that education should be connected with real life, and promote students' development through learning activities in real situations, which provides theoretical support for integrating real - life contents in large - unit teaching. Bruner believed that "once learners master the concepts, principles and basic definitions of the teaching content in accordance with the structural rules, they will continue to seek the deep knowledge and scientific laws contained in the teaching resources driven by internal motives such as curiosity, interest and the desire to explore, and strive to go beyond the knowledge and information given by the learning materials themselves, thereby continuously driving the development process of intellectual growth." (Bruner, 1957) [3] Bruner believed that subject knowledge should be structured, and students should master the basic structure and learning methods of the subject, which is consistent with the concept of large - unit teaching that systematically integrates fragmented knowledge. Whiteley (2012) believed that "large - unit" is a meaningful model for connecting fragmented knowledge. For English language courses, simply letting students learn language knowledge and skills is not the original intention. [4] Rui, Z (2024) combined process - oriented teaching method with large - unit teaching and applied it to the research of English writing. Scholars also believed that large - unit teaching has a positive impact on improving

students' English writing ability. [5] Domestic research status: In recent years, domestic research on large - unit teaching has received extensive attention. Many scholars have conducted in - depth discussions on the connotation, characteristics and implementation paths of large - unit teaching. Professor Cui Yunhuo proposed that large - unit teaching is a teaching model that takes goals as the orientation and subject core competencies as the command, and makes overall planning and design of teaching contents. Professor Cui pointed out that large - unit design oriented to subject core competencies is an inevitable requirement for subject education to implement moral education, develop quality - oriented education and deepen curriculum reform, and it is also a key path for subject core competencies to be implemented. [6] Wang Qiang (2021) pointed out that a large unit does not refer to the entire unit, but to big concepts, big scenarios and big tasks, and one or several large teaching units are organized according to the actual situation and learning situation. [7] In terms of learning goals, Gao Yuanyuan (2024) believed that unit teaching mainly solves subject tasks, while large - unit teaching, while solving subject tasks, infiltrates the understanding of task contents. [8] Cao Zhixin (2023) believed that teaching contents should be designed as students' all - round sensory activities, with mobilizing students' learning initiative as the primary goal. [9] Yang Guangping (2024) believed that the content design of large - unit teaching must be based on the learning situation (comprehensive analysis of students' learning interests, learning habits, etc.) and adhere to the student - centered principle. [10] In practice, some domestic schools and teachers have actively carried out practical exploration of large - unit teaching and accumulated rich experience. For example, in subjects such as Chinese and mathematics, through the overall teaching design of units, the teaching effect and students' learning ability have been effectively improved. However, in the field of English, especially junior high school English reading teaching, the research and practice of large - unit teaching are still in the exploratory stage and need to be further deepened.

2.2. Research Related to Junior High School English Reading Teaching

Foreign research status: Foreign research results in junior high school English reading teaching are rich, covering reading teaching theories, teaching methods and the cultivation of students' reading ability. Davis (1968) believed that the main purpose of English reading teaching is to find out the main information in the article. Anderson (2009) believed that different readers will lead to different information, not just focusing on the article itself. [11] Nurul et al. (2021) emphasized the importance of the reading process. Students understand what they are reading during the reading process, [12] and key information is obtained while listening and reading. In terms of teaching methods, task - based teaching method and cooperative learning method are widely used in English reading teaching, focusing on cultivating students' autonomous learning ability and cooperative communication ability. Domestic research status: Domestic research on junior high school English reading

teaching has been continuously promoted with the development of English education. Many scholars have analyzed the current situation, problems and improvement strategies of junior high school English reading teaching. Zhang Xueying (2004) believed that reading teaching can help readers obtain useful information from reading materials and have an impact on readers. [13] Wang Shimei (2018) believed that the key factor to improve students' reading interest is language input with sufficient understanding ability. [14] Chen Xudong (2024) believed that middle school reading teaching requires students' full participation, personalized interpretation and transformation of new contexts. In the process of reading teaching, students need to have a deep understanding of the text and form an overall awareness of the text. [15] However, the current research is insufficient in combining with the concept of large - unit teaching, and there is a lack of systematic research and practical exploration on junior high school English reading teaching from the perspective of large - unit.

3. Case Analysis of Junior High School English Reading Teaching from the Perspective of Large - Unit

3.1. Selection and Introduction of Cases

The reading teaching of Unit 2 "Travelling around the World" in a new curriculum standard is selected as a case. The theme of this unit belongs to the category of "people and society", involving "cultural customs and cultural landscapes of major countries in the world" and "cross - cultural communication and exchange". This unit consists of 8 discourses, including expository texts, narrative texts and practical texts. Text 1 is an expository text, introducing France with the structure of deduction and summary. Text 2 is also an expository text, briefly introducing Beijing with the structure of deduction and summary. Text 3 is an expository text, further introducing the Eiffel Tower in detail from objective data to anecdotes. Text 4 is a narrative text, introducing the typical scenic spots in Beijing and expressing the feelings of visiting Beijing from the perspective of "me". Text 5 is a new media text. It is an email written by a girl named Mandy from Beijing to a boy from Thailand. Text 6 explains the components of postcards. Text 7 is an expository text, introducing the Leaning Tower of Pisa from three aspects: the origin of its name, its construction history and its future prospects. Text 8 introduces Backpacking in an explanatory way. In the teaching process, teachers adopted the concept of large - unit teaching to carry out overall design and implementation of the reading teaching of the entire unit.

3.2. Implementation Process of Junior High School English Reading Teaching from the Perspective of Large - Unit

Overall unit planning: Before teaching, teachers made an in - depth analysis of the entire unit and determined the unit teaching goals. The language ability goal is that students can understand the vocabulary, grammar and sentence structure in the

reading articles, accurately extract key information from the articles, and describe travel and culture - related contents in English; the cultural awareness goal is to let students understand the cultural differences between different countries and enhance their cross - cultural communication awareness; the thinking quality goal is to cultivate students' ability of analysis, reasoning and evaluation, so that they can think and judge the views in the articles; the learning ability goal is to guide students to master reading strategies such as skimming, scanning and intensive reading, and improve their autonomous reading ability. At the same time, according to the teaching goals, three reading articles were integrated, and a series of interrelated teaching activities were designed, such as pre - class preview tasks, in - class reading activities and after - class expansion tasks. Design of reading teaching activities: Text 1 is an expository text, introducing France with the structure of deduction and summary. Text 2 also briefly introduces Beijing with the structure of deduction and summary. Text 3, as an expository text, further introduces the Eiffel Tower in detail from objective data to anecdotes. Text 4, a narrative text, takes "my" perspective as the clue to introduce the typical scenic spots in Beijing and express "my" feelings of visiting Beijing. Text 5 expressed the purpose of wanting to learn about Thai culture from Thai netizens in the form of an email. Text 6 explains the components of postcards. Text 7, an expository text, organizes the language to introduce the Leaning Tower of Pisa from three aspects: the origin of its name, its construction history and its future prospects. Text 8 introduces Backpacking in an explanatory way. In the teaching of the first reading article, teachers created situations by displaying pictures and videos of tourist attractions in different countries to stimulate students' reading interest. Then, a skimming task was assigned to let students quickly browse the article and find out the main idea of the article; then a scanning task was carried out to guide students to find specific information, such as scenic spot names and geographical locations. In the intensive reading session, teachers explained the key words and sentences in the article, and designed questions to guide students to deeply understand the content of the article, such as analyzing the writing techniques used to describe scenic spots in the article. In the teaching of the second reading article, teachers organized students to carry out group cooperative learning, allowing students to discuss the differences between the cultural customs mentioned in the article and those of their own country, and share their views. In this way, students' ability of cooperative communication and cultural awareness are cultivated. In the teaching of the third reading article, teachers guided students to carry out critical reading, allowing students to evaluate the author's travel experience and views in the article, so as to cultivate students' thinking quality. Teaching evaluation and feedback: In the whole unit reading teaching process, teachers adopted diversified evaluation methods, including classroom performance evaluation, which evaluates students' participation in class and their performance in answering questions; homework evaluation, which corrects and gives feedback on

students' completion of after - class homework; reading test evaluation, which tests students' mastery of reading knowledge and skills through unit reading tests. According to the evaluation results, teachers adjusted teaching strategies in a timely manner, and provided targeted guidance and intensive training for the problems existing in students.

3.3. Case Analysis and Enlightenment

Through the analysis of this case, it can be seen that junior high school English reading teaching from the perspective of large - unit can effectively integrate teaching contents, design coherent and systematic teaching activities around the unit theme, and improve students' learning interest and participation. In the teaching process, attention is paid to cultivating students' core competencies in English. Through diversified teaching methods and activities, students' language ability, cultural awareness, thinking quality and learning ability are improved. Large - unit design oriented to subject core competencies is an inevitable requirement for subject education to implement moral education, develop quality - oriented education and deepen curriculum reform, and it is also a key path for subject core competencies to be implemented. [6] At the same time, diversified teaching evaluation methods can comprehensively and objectively evaluate students' learning results, providing a strong basis for teaching improvement. This enlightenment us that in junior high school English reading teaching, we should actively apply the concept of large - unit teaching, optimize teaching design and improve teaching quality.

4. Junior High School English Reading Teaching Strategies from the Perspective of Large - Unit

4.1. Integrate Reading Teaching Contents Based on Unit Themes

From the perspective of large - unit, junior high school English reading teaching should focus on unit themes and integrate reading teaching contents. Teachers should make an in - depth analysis of textbooks, select reading materials related to unit themes, including articles in textbooks and extracurricular expanded reading materials, and build a logical and systematic reading content system. For example, in the unit with the theme of "environmental protection", in addition to the reading articles in textbooks, English articles on global climate change, garbage classification and other aspects can be selected to enrich students' reading materials. At the same time, the reading contents should be arranged reasonably, and different levels of reading tasks should be designed according to the principle of from easy to difficult and from shallow to deep to meet the learning needs of different students.

4.2. Design Overall Unit Teaching Goals and Clarify Teaching Directions

Teaching goals are the starting point and destination of teaching activities. From the

perspective of large - unit, junior high school English reading teaching should design overall unit teaching goals, integrating the four aspects of English subject core competencies. When designing goals, full consideration should be given to students' actual situation and the characteristics of teaching contents to ensure that the goals are clear, operable and evaluable. For example, when designing the unit reading teaching goals with the theme of "historical stories", the language ability goal can be set as that students can understand the vocabulary and sentences in historical stories and accurately retell the story contents; the cultural awareness goal is to understand the cultural background of different historical periods; the thinking quality goal is to cultivate students' ability of historical analysis and evaluation; the learning ability goal is to guide students to learn to use reading strategies and improve their autonomous reading ability of historical articles. Through clear teaching goals, a clear direction is provided for the development of reading teaching activities.

4.3. Adopt Diversified Teaching Methods to Improve Reading Teaching Effect

Situational teaching method: Creating real and vivid reading situations can stimulate students' reading interest and improve their participation. Teachers can create situations through pictures, videos, role - playing and other ways. For example, when reading articles about "campus life", teachers can let students perform scenes in campus life, and then guide them to read related articles, so that students can understand and use language in the situation. Cooperative learning method: Group cooperative learning can promote communication and cooperation between students, and cultivate students' ability of team cooperation and autonomous learning. In reading teaching, teachers can divide students into groups and assign cooperative reading tasks, such as analyzing the structure of the article and discussing the views in the article together. Through group cooperation, students can learn from each other and inspire each other, so as to improve reading effect. Task - driven method: Guided by tasks, students are guided to carry out reading learning in the process of completing tasks. Teachers can design different types of tasks, such as information extraction tasks, opinion expression tasks and problem - solving tasks. For example, when reading articles about "scientific inventions", teachers can assign tasks for students to find out the scientific inventions mentioned in the articles and their functions, and analyze the impact of these inventions on human life. Through task - driven, students can improve their reading ability and comprehensive language application ability in practice.

4.4. Strengthen the Guidance of Reading Strategies to Cultivate Students' Autonomous Reading Ability

Reading strategies are important tools for students to carry out effective reading. In junior high school English reading teaching from the perspective of large - unit,

teachers should strengthen the guidance of students' reading strategies. Before reading, guide students to use prediction strategies, predict the content of the article according to the title, pictures and other information, so as to stimulate reading interest; during reading, teach students skimming, scanning, intensive reading and other strategies to help students quickly obtain the main idea and specific information of the article and deeply understand the content of the article; after reading, guide students to use summary strategies to sort out and summarize the content of the article. At the same time, encourage students to apply the learned reading strategies in daily reading, and gradually cultivate their autonomous reading ability.

4.5. Implement Diversified Teaching Evaluation to Promote Teaching Improvement

Diversified teaching evaluation can comprehensively and objectively evaluate students' learning results and teachers' teaching effects. In junior high school English reading teaching from the perspective of large - unit, a combination of process evaluation and summative evaluation, as well as a combination of teacher evaluation and student self - evaluation and mutual evaluation should be adopted. The purpose of the diversified evaluation system is to go beyond the limitations of traditional evaluation, promote the all - round development of students and cultivate their life-long learning ability. [16] Process evaluation focuses on students' performance in the process of reading learning, such as classroom participation and completion of reading tasks; summative evaluation mainly tests students' mastery of reading knowledge and skills through reading tests and other ways. Teacher evaluation provides students with professional guidance and feedback, and student self - evaluation and mutual evaluation can promote students' self - reflection and mutual learning. Through diversified teaching evaluation, problems existing in teaching can be found in a timely manner, providing a basis for teaching improvement and promoting the improvement of junior high school English reading teaching quality.

5. Conclusion

This thesis studies junior high school English reading teaching strategies from the perspective of large - unit through literature review and case analysis. The research shows that the concept of large - unit teaching provides a new perspective and method for junior high school English reading teaching, and promotes the development of students' English core competencies. The quality of junior high school English reading teaching can be improved through strategies such as integrating teaching contents based on unit themes, designing overall unit teaching goals, adopting diversified teaching methods, strengthening the guidance of reading strategies and implementing diversified teaching evaluation. However, this research still has certain limitations, such as the relatively narrow scope of case selection, and the universality of the research results needs to be further verified. In future research, the

research scope can be expanded, more practical explorations can be carried out, and the junior high school English reading teaching strategies from the perspective of large - unit can be continuously improved, so as to provide more powerful support for the reform of junior high school English reading teaching.

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