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Teaching Design and Practice of Junior High School English Reading Based on the English Learning Activity View — A Case Study of He Studies Harder Than He Used To in Section B, Unit 4, Grade 9 PEP English Textbook

Xingyue Huang
China West Normal University, Nanchong 637000, China
Email: 15198167359@163.com

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Abstract

The Compulsory Education English Curriculum Standard (2022 Edition) advocates the English learning activity view featuring integration of learning and thinking as well as priority of application and creation. It emphasizes promoting the development of students' core competencies through correlated, progressive and practical learning activities. Nevertheless, current junior high school English reading teaching is still plagued by fragmented, superficial and stereotyped teaching activities. On the basis of interpreting the connotation and three-tier activity framework of the English learning activity view, this paper takes the reading text He Studies Harder Than He Used To in Section B, Unit 4 of Grade 9 PEP English textbook as an example. It presents a complete teaching design from four dimensions: text analysis, student analysis, formulation of teaching objectives and design of teaching procedures. This research aims to provide references for frontline English teachers to implement the concepts of the new curriculum standard and optimize reading teaching design.

Keywords

English Learning Activity View; Junior High School English; Reading Teaching; Teaching Design; Core Competencies

1. Introduction

Reading teaching constitutes an important component of junior high school English teaching, serving as a vital channel for students to develop their linguistic competence, cultural awareness, thinking quality and learning capacity. However, prominent problems persist in current junior high school English reading teaching: teaching activities are fragmented; teachers often replace holistic reading with

knowledge-point explanation, ignoring students' overall grasp of the thematic meaning of texts; activity design remains superficial, with reading teaching confined to information extraction and literal comprehension without excavation of the in-depth connotations of texts; there lacks logical connections among activities, as pre-reading, while-reading and post-reading segments are isolated from one another, failing to form an effective closed loop from language input to output. The proposal of the English learning activity view offers powerful support for integrating curriculum content, conducting in-depth teaching and fulfilling the overall curriculum objectives. It also provides operable approaches to transform students' learning styles and improve the effectiveness of English teaching and learning (Ministry of Education, 2020).

The Compulsory Education English Curriculum Standard (2022 Edition) clearly stipulates that English teaching should "practice the English learning activity view featuring integration of learning and thinking as well as priority of application and creation". It advocates that students develop core competencies including linguistic competence, cultural awareness, thinking quality and learning capacity through a series of correlated, progressive and practical learning activities in authentic linguistic contexts (Ministry of Education, 2022). As a macro learning approach, the English learning activity view bears important guiding significance for the practice of junior high school English reading teaching, supplying operable paths to integrate curriculum content and facilitate sustainable development of students' core competencies (Li Xuexia). Reading teaching, as an essential part of English instruction, is a key field where students form their core competencies.

In view of the above background, this paper first elaborates the core connotation of the English learning activity view, then takes the reading text He Studies Harder Than He Used To in Section B, Unit 4 of Grade 9 PEP English textbook as an example to present a complete reading teaching design guided by the English learning activity view. It analyzes how this design realizes the integration of language learning and meaning construction through three tiers of progressive activities, so as to deliver operable teaching references for frontline teacher.

2. The Concept and Classification of the English Learning Activity View

2.1. Connotation of the English Learning Activity View

The English learning activity view was first put forward in the General High School English Curriculum Standard (2017 Edition, Revised in 2020) and re-emphasized in the Compulsory Education English Curriculum Standard (2022 Edition), serving as a core teaching philosophy. As defined in the curriculum standards, the English learning activity view means that under the guidance of thematic meaning, students engage in comprehensive, correlated and practical English learning activities including learning & understanding, applying & practicing, and transferring &

innovating. Drawing on prior knowledge and relying on various types of discourses, students promote their acquisition of linguistic knowledge, development of linguistic skills, comprehension of cultural connotations, cultivation of multi-dimensional thinking, judgment of values and application of learning strategies in the process of analyzing and solving problems (Ministry of Education, 2020). The English learning activity view functions both as an epistemology and a methodology (Fang Xiaomin).

The proposition of the English learning activity view aims to reverse the tendencies in traditional English teaching of "valuing knowledge transmission over meaning construction" and "valuing mechanical drills over thinking development". It guides teachers to shift from "teaching the textbook" to "teaching with the textbook", and from focusing on "what teachers have taught" to focusing on "what students have learned and mastered". Its core ideas can be summarized into three dimensions: learning through experience, practicing through application, and innovating through transfer.

To help students better interpret the thematic meaning of texts, teachers should design specific, operable, achievable and authentic teaching activities under the framework of this macro learning approach.

2.2. Classification and Hierarchy of Three Tiers of Activities

The English learning activity view divides teaching activities into three hierarchical tiers, each containing several specific activity types, forming a cognitive progressive structure from low-order to high-order thinking.

2.2.1. Tier 1: Learning & Understanding Activities

Learning & understanding activities are foundational activities for students to construct knowledge based on discourses, covering perception & attention, acquisition & sorting, generalization & integration. The core tasks of such activities are to help students perceive linguistic materials, obtain basic information, sort out text structures, integrate key content and form a fundamental understanding of discourses. In reading teaching, learning & understanding activities generally correspond to pre-reading and preliminary while-reading links, such as predicting text content, skimming for main ideas, intensive reading to sort out detailed information and summarizing paragraph main ideas. This tier requires students to "comprehend texts"—grasp the basic content and structure of discourses.

2.2.2. Tier 2: Applying & Practicing Activities

Applying & practicing activities are pivotal activities for students to delve into discourses and transform knowledge into competence, including description & interpretation, analysis & judgment, internalization & application. Their core tasks are to guide students to process, analyze and reorganize textual information with

acquired linguistic knowledge on the basis of discourse comprehension, realizing the internalization of linguistic knowledge. In reading teaching, applying & practicing activities usually correspond to in-depth while-reading and preliminary post-reading output links, such as applying key vocabulary and sentence patterns in text contexts, retelling texts and analyzing character personalities and authors' attitudes. This tier requires students to "express ideas fluently"—explain and elaborate textual content in their own words.

2.2.3. Tier 3: Transferring & Innovating Activities

Transferring & innovating activities are comprehensive activities for students to transcend discourses and achieve innovative expression, consisting of reasoning & argumentation, critique & evaluation, imagination & creation. Their core tasks are to guide students to creatively apply acquired knowledge to solve new problems in new contexts, realizing the transformation from knowledge to core competencies. In reading teaching, transferring & innovating activities mostly correspond to post-reading expansion links, such as reasoning and predicting based on textual information, evaluating viewpoints in texts, continuing or adapting stories on the basis of texts, and transferring textual content to real-life situations. This tier requires students to "apply knowledge flexibly"—utilize what they have learned from texts in new contexts.

The English learning activity view advocates three categories of activities: learning & understanding based on discourses, applying & practicing delving into discourses, and transferring & innovating transcending discourses. These three tiers of teaching activities target different learning objectives (Wang Lanying, 2018), reflect the development from low-order to high-order thinking, and present the transformation path from linguistic knowledge to competence and then to core competencies. The three tiers form a progressive relationship: learning & understanding serves as the foundation, applying & practicing acts as the bridge, and transferring & innovating stands as the ultimate goal. Interconnected and progressive, they constitute a complete chain of cognitive development.

3. Teaching Design Case: A Study of He Studies Harder Than He Used To in Section B, Unit 4

3.1. Text Analysis

The first step to design and implement reading teaching guided by the English learning activity view is to conduct comprehensive and in-depth interpretation of discourses (Zhang Qiuhui, Wang Qiang & Jiang Jingli, 2019). This case adopts the reading text He Studies Harder Than He Used To (2a-2f, Section B, Unit 4) from the full-volume Grade 9 PEP English textbook as teaching material. Teachers can interpret the text thoroughly from five perspectives: theme, content, stylistic structure, linguistic features and author's viewpoints (Zhang Qiuhui & Wang Qiang,

2016).

In terms of content, the text narrates the growth story of Li Wen, a 15-year-old rural boy. Left-behind due to his parents' migrant work in cities, Li Wen gradually turned rebellious and lost interest in study from an excellent student. Later, with the help of his parents and teachers, he regained confidence and worked harder. The text unfolds logically in the sequence of "background — problems — solutions — results", featuring complete plots and genuine emotions.

In terms of structure, the text is a typical narrative with time as the main clue, forming a complete story arc of "predicament — transformation — growth". Its four paragraphs are clearly layered: Paragraph 1 introduces the family background that made Li Wen a left-behind child; Paragraph 2 describes his behavioral and personality problems; Paragraph 3 recounts how his parents and teachers helped him achieve transformation; Paragraph 4 presents positive changes after his transformation.

In terms of linguistics, the text extensively employs the structure used to to draw comparisons between past and present, such as "He used to be a good student" and "He studies harder than he used to". It also includes key vocabulary and phrases like absent, fail, in person, take pride in, be proud of, providing abundant materials for students to perceive, understand and apply target language in contexts.

In terms of educational value, the text focuses on the social issue of left-behind children. Through Li Wen's growth story, it guides students to understand parents' hardships and perceive the importance of family communication, bearing distinct moral education value. As linguistic units expressing meanings, discourses carry emotional and in-depth thinking value, nourishing students' emotions and elevating their thinking capacity (Fang Xiaomin).

3.2. Student Analysis

This teaching case targets Grade 9 students. In terms of linguistic knowledge, students have learned the basic usage of the used to structure in Section A, gaining preliminary command of the unit's core grammar and removing partial linguistic barriers for this reading lesson.

In terms of reading competence, Grade 9 students have mastered basic reading strategies. They can skim and scan to obtain fundamental information, and possess preliminary abilities to summarize paragraph main ideas and sort out text structures. Nevertheless, they still require teachers' guidance to excavate in-depth textual connotations, sort out logical connections between information and independently construct structured knowledge.

In terms of emotional cognition, students are in adolescence and have personal experience with topics like "parent-child relationships" and "personal growth". Some students are left-behind children themselves or have left-behind classmates around them, making it easy for them to resonate emotionally with the text. This lays

favorable conditions for in-depth reading and exploration of thematic meaning.

3.3. Teaching Objectives

The second step to design and implement reading teaching guided by the English learning activity view is to integrate curriculum content based on text interpretation and formulate hierarchical teaching objectives aligned with the three tiers of activities (Zhang Qiuhui, Wang Qiang & Jiang Jingli, 2019). Centered on the cultivation of core competencies, hierarchical teaching objectives are set as follows:

1) Learning & Understanding Tier: Students can match paragraph main ideas through skimming to grasp the overall text structure; they can sort out Li Wen's changes in three dimensions (behavior, feelings and personality) via intensive reading.
2) Applying & Practicing Tier: Students can describe Li Wen's story and analyze the causes of his transformation using the used to structure and core vocabulary of this unit, and conduct role-play in situational tasks to internalize linguistic knowledge.
3) Transferring & Innovating Tier: Students can reflect on their own growth experiences, put forward personal opinions on the issue of left-behind children, and realize innovative expression through writing tasks.

3.4. Teaching Procedures

The third step to design and implement reading teaching guided by the English learning activity view is to design and carry out hierarchical teaching activities in accordance with teaching objectives and the English learning activity view (Zhang Qiuhui, Wang Qiang & Jiang Jingli, 2019). The teaching procedures of this lesson progress hierarchically following the logic of "Learning & Understanding—Applying & Practicing — Transferring & Innovating", with a total class duration of 45 minutes.

- **Stage 1: Learning & Understanding Activities (23 mins)**
  - **Step 1 Perception & Attention: Pre-reading Lead-in (5 mins)**

The teacher presents a picture of left-behind children waiting for their parents to come home and raises guiding questions: "Who are they in the picture? How do they feel? What problems might they have when their parents are far away?" Students observe the picture and speak freely. The teacher writes key words from students' responses (e.g., lonely, miss parents, no one to talk to) on the blackboard. Afterwards, the teacher introduces the concept of "left-behind children" and connects students' life experience with the text's theme.

Design Explanation: The picture activates students' background knowledge about left-behind children, establishes connections between the text and real life, and prepares students emotionally and cognitively for reading. This link embodies the philosophy of "learning through experience". Learning activities should not only activate students' authentic reading experience for them to understand, analyze,

transform and apply textual information, but also facilitate their construction of structured knowledge in the exploration of thematic meaning (Zhang Bin & Liu Jingwen, 2020).

- **Step 2 Acquisition & Sorting: Skimming (8 mins)**

The teacher assigns two-tier skimming tasks, moving from macro text framework to micro logical analysis of sentences.

Task 1 Matching paragraphs with main ideas

Students are required to skim the full text quickly and match each paragraph with its main idea as shown in Table 1.

Table 1. Paragraph and Main Idea Matching

Paragraph	Main Idea
Para 1	C. Background / Reason — Who is Li Wen? Why did he change?
Para 2	B. Problem — What troubles did Li Wen encounter?
Para 3	D. Solution — Who helped him? How were the problems solved?
Para 4	A. Result — Positive changes after Li Wen's transformation

After students check answers, the teacher writes the text's four-part structure "Background — Problem — Solution — Result" on the blackboard to help students establish an overall cognition of the discourse.

Task 2 Sentence restoration (Exercise 2b)

The teacher guides students to complete Exercise 2b in the textbook, requiring them to place disordered sentences back into blanks based on contextual logical clues. After finishing, several students are invited to read the complete paragraphs for whole-class correction.

Design Explanation: Matching paragraphs with main ideas helps students build a macro framework of the text, while sentence restoration trains students' ability to infer logic from context. The two tasks feature clear gradients, conform to the requirements of skimming lessons and fulfill the objectives of acquisition & sorting.

- **Step 3 Generalization & Integration: Intensive Reading for Information Sorting (10 mins)**

After students grasp the overall context of the text, the teacher arranges intensive reading focusing on specific details of Li Wen's changes. Students are asked to read Paragraphs 2 and 4 carefully and complete Table 2 recording information about Li Wen's changes.

Table 2. Changes of Li Wen

Dimension	In the Past	Now
Behavior	was not interested in studying; was absent from classes; failed exams	studies harder; does well in school
Feeling	felt lonely and unhappy	feels happier
Personality	shy; could not make friends quickly	more outgoing; made some good friends

After finishing the table, the teacher raises a core question: "What caused these changes? Find the turning point in the passage." Students locate key transitional sentences in the text. Finally, the teacher integrates information from the table into a

mind map on the blackboard to help students form visualized structured knowledge.

Design Explanation: With the help of tables and visualized mind maps, students independently extract and integrate fragmented textual information, dissecting the character's growth changes from three dimensions: behavior, feeling and personality. This link fulfills the high-order learning & understanding objective of generalization & integration and conforms to the requirements of sorting in-depth information in reading lessons (Wang Qiang, Qian Xiaofang & Wu Hao, 2021).

- **Stage 2: Applying & Practicing Activities (16 mins)**

➢ **Step 4 Analysis & Judgment: In-depth Text Comprehension (8 mins)**

Based on the sorted information about Li Wen's changes, the teacher raises progressive in-depth questions to drive group inquiry: Why did Li Wen's behavior change so much? What caused his problems? What was the turning point? How did his parents' communication affect him?

Groups share outcomes after discussion. The teacher focuses on the core sentence His parents' love made him feel good about himself, guiding students to understand that parental company and communication constitute the fundamental motivation for Li Wen's self-redemption.

Design Explanation: Breaking away from superficial information extraction, this link centers on analyzing the causal logic behind the character's changes, promoting students' thinking upgrade from low-order information memorization to high-order logical analysis.

➢ **Step 5 Internalization & Application: Situational Tasks (8 mins)**

Task 1 Layered text retelling: Supported by the mind map on the blackboard as linguistic scaffolding, the teacher demonstrates retelling the whole story using the sentence frame "In the past... Now...". Students retell in pairs, then 2 to 3 representatives perform for the whole class, required to flexibly apply the used to structure and core vocabulary including absent, fail, take pride in.

Task 2: Role-play(4 minutes)

Paragraph 3 of the text mentions that Li Wen's change originated from a heartfelt long conversation with his parents. The teacher designs a situational task: What did Li Wen and his parents talk about during that long talk? Work with your partner to draft a short dialogue and deliver a live performance.

The teacher provides a linguistic scaffold with reference sentence frames sorted by roles, as shown in the table below:

Table 3. the linguistic scaffold

Role	Possible Lines of Dialogue	Reference Sentence Patterns
Parents	Express care and worry; ; inquire about Li Wen's study and daily life; explain the hardships of migrant work；make commitments and express family affection	We know you're not happy... / We're sorry that we don't have enough time with you... / We just want you to have a better future.../We'll try our best to... / We love you, son.
Li Wen	Pour out loneliness and pressure;show his misunderstanding towards his parents; share his inner true feelings；Reconciliation；Convey mutual	I used to feel lonely because... / I didn't understand why... / I really need you to.../I understand now...

	understanding	

Students work in pairs or groups of three, with one student acting as Li Wen and one or two students playing his parents. They compose a dialogue based on the provided scaffold and rehearse for in-class presentation. The teacher patrols the classroom throughout the activity to offer targeted linguistic assistance for students in need.

Design Explanation: While text retelling consolidates and internalizes students' linguistic knowledge, this role-play situates language practice in authentic communicative contexts to reinforce the text's key language points and deepen students' understanding of the text's core emotion by reconstructing the pivotal "long talk" plot; as students analyze characters' psychology and write dialogues, they creatively apply the target used to structure and core vocabulary, embodying the concept of "practicing through application", and this activity also accumulates sufficient emotional experience for students to finish the follow-up transfer-and-innovation writing task.

- **Stage 3: Transferring & Innovating Activities (6 mins)**
  - **Step 6 Critique & Evaluation: Connection with Personal Life (3 mins)**

The text topic is transferred to students' real life. The teacher raises reflective questions: Have you ever had any difficulties or changes like Li Wen? How did you deal with them? What do you think is the most important thing for a teenager's growth? If you were Li Wen, what would you say to your parents?

Brief group exchanges are held followed by whole-class sharing. Students are encouraged to express personalized viewpoints combined with their own adolescent growth experience, realizing emotional resonance with the text and self-reflection.

Design Explanation: Breaking the boundary of the text, this link shifts students' perspective from onlookers to self-examination, cultivating their critical thinking and emotional empathy while fulfilling the disciplinary educational objectives.

- **Step 7 Imagination & Creation: Post-reading Writing (3 mins)**

Layered writing tasks are set to suit students of different English proficiency levels; students choose one to complete:

Option 1: Write a letter to Li Wen to encourage him and share your own story of change.

Option 2: Write some suggestions for left-behind children and their parents to help them communicate better.

The teacher patrols to provide one-on-one writing guidance. Two compositions are selected for in-class comments if time permits.

Design Explanation: Relying on authentic writing contexts, students output language creatively, transferring linguistic knowledge and emotional cognition acquired in class to brand-new contexts and forming a complete closed loop from language input and application to innovative output.

- **Step 8 Class Summary and Layered Homework (2 mins)**

The teacher leads students to review core content of this lesson: first, the four-part text structure "Background — Problem — Solution — Result"; second, the three-dimensional analytical perspective for character changes (behavior, feeling, personality); third, the contrast usage of the core grammar used to.

Layered After-class Homework:

Mandatory Basic Task: Read the text aloud and record the reading audio to consolidate pronunciation, intonation and text sense.

Mandatory Improvement Task: Revise and polish the in-class writing, and share drafts for group mutual evaluation in the next class.

Optional Expansion Task: Interview a classmate about his or her growth changes and complete a short oral English report.

4. Teaching Reflections and Implications

The English learning activity view eliminates the drawbacks of traditional reading lessons centered on knowledge lecture and fragmented context-free teaching, solves the dilemma of mechanically attaching emotional objectives and superficial exploration of thematic meaning in reading classes, and provides clear implementation paths for task design in junior high school English reading lessons (Han Yanqin, 2025). Guided by the theory of the English learning activity view and taking the narrative discourse about Li Wen's growth as the carrier, this teaching design constructs a three-tier progressive reading class. Its design highlights and teaching implications are summarized as follows:

4.1. Clear Hierarchical Activities to Realize Gradual Progression of Thinking

Strictly following the three-tier logic of learning & understanding, applying & practicing and transferring & innovating, this lesson designs classroom activities progressing from textual information extraction and language internalization to life transfer and innovative expression, which are closely linked and fully match students' cognitive development law from low-order memorization to high-order innovation. Reading teaching guided by the activity view can effectively integrate scattered classroom tasks, transforming fragmented reading Q&A into structured and thematic inquiry activities, and centering all classroom teaching on exploring the text's thematic meaning (Fang Xiaomin, 2024).

4.2. Highlighting Student Subjectivity for Independent Construction of Structured Knowledge

The whole class avoids one-way indoctrination by teachers. Whether sorting out text structure or summarizing the three-dimensional table of character changes, question chains and task sheets are used as scaffolding to guide students to read, extract and summarize independently. The teacher only acts as a guide and scaffolding builder,

fully respecting students' subjectivity in reading. Meanwhile, gradient linguistic scaffolding is built conforming to Grade 9 students' cognitive level to take care of students with learning difficulties and advanced students, enabling students at all levels to achieve competence improvement in class (Li Xuexia, 2024).

4.3. Unifying Instrumentality and Humanism to Integrate Language Teaching with Disciplinary Education

Centered on the main theme of adolescent growth and family companionship throughout the lesson, linguistic knowledge points including the used to structure and key vocabulary are integrated into the exploration of thematic meaning without separate isolated grammar and vocabulary lectures. While understanding the growth predicament of left-behind children and perceiving the importance of family affection, students naturally acquire target language. The lesson balances the instrumental and humanistic nature of English subject and fulfills the fundamental teaching task of fostering virtue through education stipulated in the new curriculum standard.

4.4. Shortcomings of Classroom Teaching and Optimization Suggestions

Combined with the practical implementation of classroom teaching, two deficiencies exist in this teaching design for optimization: First, there are large gaps in students' English proficiency within a class, leading to tight time for in-class writing. For classes with weak foundation, the written writing task can be adjusted to after-class homework to guarantee time for oral output in class. Second, standardized evaluation scales are absent in the mutual evaluation link of class activities. Simple mutual evaluation rules can be designed in advance in subsequent teaching to provide clear criteria for students' mutual evaluation and improve the effectiveness of classroom assessment.

5. Conclusion

The English learning activity view provides clear theoretical guidance and implementable practical paradigms for in-depth junior high school English reading teaching. Through the three-tier progressive activity framework, it thoroughly addresses the pain points of traditional reading lessons that prioritize language over thinking and fragmented explanation over thematic inquiry. Taking the reading lesson of Unit 4 Section B in Grade 9 PEP textbook as an example, this paper constructs a complete reading teaching chain of input — internalization — output on the basis of in-depth discourse interpretation and real student analysis. In tiered progressive thematic inquiry activities, students simultaneously elevate their linguistic competence, thinking quality, cultural awareness and learning capacity.

Frontline English teachers should deeply study curriculum standard concepts and fully grasp the core connotation of the three tiers of activities under the English learning activity view in subsequent reading lesson preparation. Teaching activities'

difficulty and duration should be flexibly adjusted under the guidance of thematic meaning, supported by discourses and based on students' real learning status. Meanwhile, the six elements of English curriculum content should be integrated, and core competency cultivation objectives should be refined into every small classroom task to truly realize the transformation of English classes from "teaching knowledge" to "cultivating comprehensive competencies".

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