

An Investigation into the Practice of English Reading Instruction Based on the Theory of English Learning Activities—Taking Unit 4 The night The earth didn't sleep as an example

Tian Liu

China West Normal University, Nanchong, 637000, China

How to cite this paper: Liu, T. (2025). An Investigation into the Practice of English Reading Instruction Based on the Theory of English Learning Activities—Taking Unit 4 The night The earth didn't sleep as an example. *Literature, Language and Cultural Studies*, 1(3), 58–62. ISSN Print: 3079-5095; ISSN Online: 3079-5109. <https://doi.org/10.63313/LLCS.9038>
Published: 2026-06-18

Copyright © 2025 by author(s) and Erytis Publishing Limited.
This work is licensed under the Creative Commons Attribution International License (CC BY 4.0).
<http://creativecommons.org/licenses/by/4.0/>



Abstract

The activity-based approach to English learning is a hot topic in English teaching since it has been proposed. It plays an important part in both teaching and learning. To solve the problems in English reading teaching and learning, we should design three kinds of activities to help students develop their language ability, learning ability, thinking quality and cultural awareness. This study discusses how teachers can guide students to use language skills to gradually explore the text and uncover its meaning, thereby enhancing their thinking ability and promoting development of core competencies in English.

Keywords

Activity-based approach; English teaching; reading teaching

1. Introduction

The activity-based approach to English learning was proposed in The English Curriculum Standards for Senior High Schools (2017 edition) for the first time, advocating English teachers to design teaching activities based on the new teaching view and integrate curriculum content, so as to promote the development of students' core competencies. The English Curriculum Standards for Compulsory Education (2022 edition) reinforces this approach again.

The activity-based approach to English learning refers to students engage in a series of English learning activities, which include learning and understanding, applying and practicing, transferring and innovation under the guidance of thematic meaning. These activities help students to promote their language learning, understanding of culture, development of diverse thinking, judgment of value orientations, and use of learning strategies based on their existing knowledge and through various types of

texts in the process of analyzing and solving.

Reading ability plays an important role in English learning, however, many students have difficulty in reading, summarizing the main idea and connect passage with other language skills. In order to improve students' reading ability and get rid of the old learning method, in the high school English reading teaching class, we should adhere to the teaching concept of English learning activity, carry out comprehensive English reading activities before, during and after class(Wang Ruiming,2014). The activity-based approach to English learning can help students learn and understand passages and internalize language so that they can develop their language ability, learning ability, critical thinking and cultural awareness.

Therefore, this research will discuss how to carry out English reading teaching based on the English Learning Activity View by using a teaching case.

2. Learning and understanding

In learning and understanding activities, teachers need to create problem-solving context and guide students to learn knowledge and skills through activities such as organization, abstraction and integration to obtain cultural knowledge related to the theme from the text and establish connections between information, form new knowledge structures and understand the meaning expressed in the passage. The construction of new knowledge must be based on existing knowledge that students already mastered. What teachers need to do is to provide opportunities for students to combine new information with their prior knowledge.

In the pre-reading stage, the teacher can show students a film clip about Tangshan earthquake and encourage them to speak out what happened in the clip. Students watch the video and share their opinions freely. Then, the teacher asks students to predict the content of the text from the title and picture. Tangshan earthquake is an event that most students are familiar with, so using film clip about Tangshan earthquake to create context can activate students' prior knowledge and pave the way for learning the following passage.

In the while-reading stage, at first, the teacher asks students to read the passage and summarize the main idea of each paragraph to analyze the structure. Then, the teacher offers questions to guide students to reread the passage and draw a mind map to describe Tangshan earthquake and display their mind-map in groups.

Q1: why did the earthquake cause so many deaths?

Q2: what do you think of helping people in the Tangshan city? Conclude people's feeling.

In this way, teachers guide students to summarize the information of the passage and promote students' understanding of the passage. By analyzing the descriptions of the earthquake's aftermath, the subsequent rescue and reconstruction efforts and the people who have suffered major disasters, students can think the relationship between people and nature, people and society.

3. Applying and practicing

For the applying and practicing activities, teachers should guide students to carry out various meaningful language practice activities such as description, explanation, analysis, and application on the knowledge formed by learning and understanding to internalize language knowledge and cultural knowledge, deepen the understanding of cultural connotations, consolidate the structured knowledge, promote the transformation of knowledge into ability.

In the while-reading stage, the teacher asks students to read the passage again and answer the following questions.

Q1: Many expressions in the text give us a picture of the terrible earthquake in Tangshan. Which impressed you most? Why?

Q2: Numbers are widely used in the text. Why does the author mention so many numbers?

Q3: How do you understand the title? Do you think it's a good one? Why?

Q4: What's the writing purpose of the passage?

In the post-reading stage, the teacher creates a real situation and instruct students to internalize and use language to express their feelings and thoughts.

The teacher guide students to read the passage again by questions in order to help them analyze the language features of documentary texts, appreciate writing techniques and infer the writing purpose. By using the language to express their feelings and thoughts can help them internalize the language.

4. Transferring and innovation

English reading activities should take the exploration of thematic meaning as the starting point and ultimate goal of the reading activities design. Conducting thematic meaning teaching based on transfer and innovation means exploring the value orientations, cultural awareness, author's attitudes, stylistic features, rhetorical devices, author's viewpoints through activities such as reasoning and argumentation, criticism and evaluation, imagination and creation. (Cao Zongqing, 2024)

For the transfer and innovation activities, teachers should guide students to apply the knowledge, skills, methods, strategies, and ideological concepts they have learned to understand and perceive the world from multiple perspectives, creatively solve problems in new situations, rationally express their emotions, attitudes, and viewpoints, and facilitate the transformation from ability to literacy. How closely learning is connected to the context depends on how knowledge is acquired. Knowledge and abilities acquired in complex contexts are more conducive to enhancing students' transfer and innovation capabilities. (Song Xiaoliang, 2024)

In the post-reading stage, students work in groups to make an introduction about Tangshan earthquake. It can be carried out in different forms, like dialogues, interviews, speeches. For the homework, students need to surf the internet for more information about other earthquakes and summarize how to deal with natural disasters.

ters. Through discussions or online research, students will find that towns near Wenchuan have had similar experiences. Those towns were rebuilt from the ruins. By these activities, teacher can help students transfer what they have learned to other context and help them to thin about the relationship between man and nature, man and society.

5. Conclusion

The English Learning Activity View helps students comprehensively improve in language ability, cultural awareness, thinking quality, and learning ability. Through diverse activities, students can not only master English language knowledge and skills proficiently but also enhance their understanding and tolerance of different cultures, cultivate critical thinking, innovative thinking, and autonomous learning ability, laying a solid foundation for their future study and life. In the process of participating in activities, students are no longer passive knowledge recipients but active explorers, practitioners, and innovators. This active learning method can stimulate students' learning interest and internal motivation, improve their learning enthusiasm and participation, and ultimately enhance learning effects, enabling students to truly become the masters of learning.

Teachers should design learning activities based on thematic meaning and guide students to combine new knowledge with existing knowledge. Through activities such as learning and comprehension, application and practice, and transfer and innovation, students can internalize the discourse information, actively construct meaning, thus achieving the goal of improving reading skills and comprehensive language application abilities, and use language creatively.

References

- [1] Lihong, Chen. English teaching goal prediction and expression based on the "Compulsory Education English Curriculum Standards (2022 Edition)"[J]. Education and teaching research,2022,36(11):27-37.
- [2] Zongqing Cao,Laanlan Xie & Linman He.(2024).Exploration of the path of discourse teaching based on the view of English learning activities.Teaching and Management(31),45-48.
- [3] Jielei, Dai .(2024).Exploration of Reading Teaching Strategies for News Report Texts under the Perspective of English Learning Activities.Research on classroom teaching in primary and secondary schools(04),30-34.
- [4] Donghong Ren, Hongyan Guo & Lixia Wang. (2024).Exploration of Situationalized Vocabulary Teaching Based on Learning Activities View in Junior High School English. Research on classroom teaching in primary and secondary schools(04),25-29.
- [5] Yiyi Tong.(2024).Based on the view of English learning activities, the teaching of junior middle school English review class.Primary and secondary school English teaching and research(01),25-29.
- [6] Yajun Song & Yanwen Weng.(2024).Mining traditional cultural elements, cultivating the "acquaintance" cultural consciousness——Based on the view of English learning activities, listening and speaking.Teaching Monthly·Middle School Edition (Foreign Language Teaching)(04),39-44.
- [7] Ruiming Wang.(2024).Exploration of Reading Lesson Design Based on the View of Eng-

-
- lish Learning Activities-Taking Unit 5 Reading and Thinking of the People's Education Edition as an Example. *Educational practice and research*(B)(11),24-26.
- [8] Qiuhui Zhang & Qiang Wang. Five perspectives of text interpretation[J].*Foreign language teaching in primary and secondary schools (middle school section)*,2016,39(11):11-16.
- [9] Qiuhui Zhang, Qiang Wang & Jingli Jiang. 2019. Practice of Implementing the View of English Learning Activities in Junior High School English Reading Teaching [J] .*Foreign language teaching in primary and secondary schools (middle school section)*, (1):1-7.
- [10] Ministry of Education of the People's Republic of China. *Standards for English Curriculum in Compulsory Education (2022 Edition)* [S] .Beijing: Beijing Normal University Press, 2022: 3, 48-49.