



Research on the In-depth Teaching of English Reading in Senior High School Aiming at Core Literacy

Zhou Xingyu¹, Deng Miao², Wang Juan³ 

^{1,2,3}School of Foreign Language, Yangtze University, Jingzhou, Hubei, P. R. China.

#corresponding author

Type of Work: Peer Reviewed.

DOI: <https://dx.doi.org/10.21013/jems.v21.n2.p2>

Review history: Submitted: May 04, 2025; Revised: May 26, 2025; Accepted: June 02, 2025

How to cite this paper:

Xingyu, Z., Miao, D., & Juan, W. (2025). Research on the In-depth Teaching of English Reading in Senior High School Aiming at Core Literacy. *IRA-International Journal of Education & Multidisciplinary Studies* (ISSN 2455-2526), 21(2), 56-62. <https://dx.doi.org/10.21013/jems.v21.n2.p2>

© IRA Academico Research.

 This work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/), subject to a proper citation to the publication source of the work.

Disclaimer: The scholarly papers as reviewed and published by IRA Academico Research are the views and opinions of their respective authors and are not the views or opinions of IRA Academico Research. IRA Academico Research disclaims any harm or loss caused due to the published content to any party.

IRA Academico Research is an institutional publisher member of *Publishers International Linking Association Inc. (PILA-CrossRef)*, USA. Being an institutional signatory to the *Budapest Open Access Initiative, Hungary*, the content published by IRA Academico Research is available under Open Access. IRA Academico Research is also a registered content provider under *Open Access Initiative Protocol for Metadata Harvesting (OAI-PMH)*.

This paper is peer-reviewed following IRA Academico Research's [Peer Review Program](#) .

Wang Juan  [/0000-0002-8885-3299](https://orcid.org/0000-0002-8885-3299)

ABSTRACT

With the advancement of the new curriculum standard reform, the education department emphasizes that English courses in primary and junior high schools should proceed from four aspects: comprehensiveness, autonomy, efficiency, and innovation. They should follow the principle of student - centeredness and aim to cultivate students' core English competencies. Compared with primary school English teaching content, junior high school English has increased in vocabulary and grammar difficulty, and requires students to have a higher practical application ability of English knowledge. How to achieve the connection between primary and junior high school English has become a difficult problem for English teachers to think about. This article will analyze and discuss from two aspects: the definition of connection and teaching connection, and the effective connection strategies between primary and junior high school English classroom teaching under the new curriculum standards.

Keywords: New curriculum standards; Primary school English; Junior high school English; Classroom teaching; Effective connection

Judging from the current connection situation between primary and junior high school English, due to the influence of many factors, there are a series of connection problems between primary and junior high school English. When some English teachers design teaching, because they do not realize the similarities and differences between the two, when primary school English teachers carry out connection teaching, they only briefly introduce and summarize the teaching content in junior high school English textbooks, without conducting a comparative analysis of the two in combination with the characteristics of students. As a result, students often encounter many problems when learning junior high school English knowledge, and the effect of students' English learning is difficult to reach the ideal level, which will also hinder the cultivation of students' core English competencies to a certain extent. Therefore, under the new curriculum standards, English teachers should take effective measures to ensure the effectiveness of the connection between primary and junior high school English, and help students understand the internal connection between the two, so as to improve the quality and efficiency of students' English learning.

Definition of Connection and Teaching Connection

(I) Connection

In the Modern Chinese Dictionary, "connection" is defined as "combining things together"; in the Xinhua Dictionary, it is defined as "the head and tail of the previous thing and the following thing are linked together". Thus, "connection" can be understood as combination, connection, and serving as a link between the preceding and the following.

(II) Teaching Connection

Since education is a process of continuous knowledge accumulation, students accumulate knowledge at each learning stage to lay a solid foundation for the next stage. Scholar Liu Rongcai

believes that "teaching connection" has broad and narrow meanings. Broadly speaking, teaching connection is the connection between the teaching tasks, training objectives, curriculum settings, teaching methods, etc. of two semesters. Narrowly speaking, teaching connection refers to the connection relationship between two learning stages and the specific connection methods. This concept can summarize the definition of teaching connection in this article. The effective connection of primary and junior high school English mentioned in this article mainly realizes a good transition from primary school English learning to junior high school English learning through the connection of English courses, English textbooks, teaching methods, learning methods, teaching evaluation, etc., avoiding the impact of stage changes on students' English learning effects and thus improving students' English proficiency.

Strategies for Effective Connection between Primary and Junior High School English Classroom Teaching under the New Curriculum Standards

(I) Connection of English Courses

First, strengthen the unified management of primary school English teaching. For students in the compulsory education stage, they not only have the obligation to attend school and complete their studies but also have the right to choose a school to enroll in. Therefore, to ensure that every student is at the same starting stage of English learning, local education management departments need to implement unified management of primary school English teaching. That is, unify the starting stage of English learning in each school, English teaching materials, the arrangement of English class hours in each school, and the integrity of teachers' teaching of textbooks. In this way, it can be ensured that students start formally learning the English subject at the same stage, avoid large differences in students' English literacy, and achieve a good connection between primary and junior high school English courses.

Second, reasonably arrange primary school English class hours. At present, most primary school English subjects have two class hours per week. Compared with Chinese and mathematics subjects, the number of class hours is relatively small, which often shows the school's neglect of English teaching. Therefore, in order to achieve an effective connection between primary and junior high school English courses, schools and primary school English teachers should form a consistent curriculum awareness, that is, ensure the consistency between primary and junior high school English courses. Based on completing the semester teaching tasks, expand the number of primary school English class hours to achieve good connections in class hours between semesters, academic years, and school sections. This is not only helpful for primary school students to quickly adapt to junior high school English class hours and teaching time after entering junior high school but also enables students to keep up with the teaching rhythm of junior high school English teachers.

(II) Connection of English Textbooks

Since the knowledge content in English textbooks is somewhat basic and also involves some knowledge of daily life, primary school English teachers should do a good job in connecting primary school English textbooks with junior high school English textbooks. To prevent students from confusing the knowledge points of primary and junior high school English, primary school English teachers can let students search for relevant knowledge in their study notes through comparative learning. Teachers can also encourage students to classify and organize their study notes, classify vocabulary, grammar, pronunciation, and other notes for easy access at any time. In addition, when teaching English knowledge in primary school English textbooks, primary school English teachers can appropriately incorporate some knowledge from junior high school English textbooks to help students experience the difficulty of junior high school English knowledge in advance and lay a good foundation for primary school English learning.

First, teachers should master the compilation rules of primary and junior high school English textbooks. To achieve an effective connection between primary and junior high school English textbooks, English teachers need to master the compilation rules of primary and junior high school English textbooks, so as to understand the requirements of the English curriculum standards in advance. During the connection process, they should consider the characteristics of students at different ages and with different cognitive levels.

Second, teachers need to master the content of primary and junior high school textbooks. In order to achieve the connection of primary and junior high school English textbooks, English teachers should conduct an in - depth analysis of primary and junior high school English textbooks in terms of the language knowledge system, skill objectives, emotional attitudes, cultural awareness, etc. In the teaching of primary school English textbooks, appropriately incorporate the emotional attitudes, cultural awareness, etc. of junior high school English textbooks to achieve an effective connection.

(III) Connection of Teaching Methods

Since there are obvious differences in knowledge difficulty and classroom rhythm between primary and junior high school English teaching, in order to help primary school students better adapt to English learning in junior high school, primary school English teachers should also do a good job in the connection of teaching methods. They can carry out teaching activities using similar or the same teaching methods, so that students can adapt to the junior high school English learning rhythm in advance during the process of junior high school English learning, avoid being affected by the strangeness of teaching methods, and thus better integrate into junior high school English teaching and improve their English knowledge level and comprehensive English ability.

For example, when teaching Unit 2 "My family" in the third - grade lower - volume PEP primary school English textbook, primary school English teachers can use multimedia technology to play videos or animations introducing family members to help students learn the English vocabulary and sentence patterns of this unit. When teaching Unit 1 "Good morning!" in the first -

grade upper - volume PEP junior high school English textbook, junior high school English teachers can also use multimedia technology to play videos or audio related to the teaching content of this unit to clarify the teaching key points of this unit and do a good job in the connection between primary and junior high school English teaching.

(IV) Connection of Learning Methods

From the perspective of primary school English learning tasks, listening, speaking, reading, and writing are all abilities that students need to possess in primary - stage English learning. The main purpose of primary school English teaching is to cultivate students' interest in English learning and lay a certain knowledge and interest foundation for their junior high school English learning. For junior high school English teaching, the focus of students' learning should be on improving their core English competencies, with a greater emphasis on students' comprehensive English application ability. The differences between primary school and junior high school English learning tasks mean that there will also be certain differences in students' learning methods. In order to achieve an effective connection between primary and junior high school English, teachers need to appropriately guide students' English learning methods when carrying out teaching activities, help them transform their learning methods, and form good learning habits.

For example, when teaching Unit 4 "We love animals" in the third - grade upper - volume PEP primary school English textbook, primary school English teachers can adopt the flipped classroom teaching method commonly used by primary and junior high school English teachers. Teachers can assign preview tasks to students in advance, share relevant learning materials and micro - lesson resources with students, let students roughly learn and understand the teaching content of this unit before class, and ask teachers questions in class based on the problems encountered in their independent learning. This learning method can enable students to exercise their independent learning ability and awareness from primary school, help students develop the habit of independent learning, and thus be able to preview the teaching content in advance in junior high school English learning, which is helpful for improving the quality and efficiency of junior high school English teaching.

(V) Connection of Teaching Evaluation

Through an investigation of the teaching evaluation systems of primary and junior high school English, it can be seen that in primary school English teaching, teachers usually give priority to students' learning feelings and experiences during the teaching process. However, in junior high school English teaching, teachers often pay more attention to students' English learning achievements. Therefore, in order to achieve the connection of teaching evaluation between primary and junior high school English, English teachers at both stages should combine the two teaching evaluation methods and use them alternately during the teaching process.

First, in terms of the formative evaluation method, this evaluation method often pays more attention to the process evaluation of students' learning in class. It usually evaluates students' learning attitudes, classroom participation, etc. It mainly plays an incentive role in students' English learning, does not focus on students' English learning achievements, can evaluate students' performance in class from multiple angles, helps English teachers teach students in accordance with their aptitudes, and enables students to master correct English learning methods.

Second, in terms of the summative evaluation method, this evaluation method often pays more attention to students' assessment results, evaluating students' English learning achievements through mid-term and final exam results. Although it can test students' learning achievements in a certain stage, it does not comprehensively evaluate students' comprehensive English abilities, and this evaluation method often has a negative impact on students' English learning.

In general, when primary and junior high school English teachers carry out English teaching connection, they should achieve an organic combination of the two teaching evaluation methods. This can not only reduce students' learning burden and pressure but also encourage students to learn with high quality, and achieve the coordination and connection of primary and junior high school English teaching evaluation.

Conclusion

To sum up, under the background of the new curriculum standard reform, cultivating students' core English competencies has become an important goal and task for English teachers to carry out teaching activities and an important way to implement quality-oriented education. With the continuous development of economic globalization, comprehensive English ability has become an essential ability for everyone. Cultivating students' English ability has also become an inevitable trend of the times. For primary-stage English teaching, it mainly lays a foundation for future English learning. Achieving an effective connection between primary and junior high school English teaching is also a task that primary and junior high school English teachers should complete to help primary school students achieve a high-quality transition in English learning. Therefore, primary and junior high school English teachers should start from five aspects: English courses, English textbooks, teaching methods, learning methods, and teaching evaluation, do a good job in the connection of primary and junior high school English teaching, and thus promote the continuity of English teaching.

Acknowledgement

This work was supported by the Yangtze University Innovation and entrepreneurship training Program under Grant Yz2024306.

References

- En, C., L. (2020). On the Effective Connection between Primary and Junior High School English Classroom Teaching under the New Curriculum Standards [J]. *English on Campus*, 29: 145 - 146.
- Hong, M. (2023). Exploration of Teaching Connection Strategies between Primary and Junior High School English under the Background of the New Curriculum Standards [J]. *Examination Weekly*, 18: 102-106.
- Sheng, L., C., De, C., J., & Xiao, F. Y. (2023). Investigation and Research on the Connection Strategies of Primary and Junior High School English Teaching in Counties under the Background of the New Curriculum Standards [J]. *Teacher*, 08: 48 - 50 + 1
- Xiu, X., Y. (2023). Teaching Strategies for the Connection of Primary and Junior High School English under the Background of the New Curriculum Standards and the "Double Reduction" Policy [J]. *English Journal for Middle School Students*, 28: 75 - 76.
- Yan, L. (2019). Problems and Countermeasures in the Connection of Primary and Junior High School English Teaching [J]. *New Curriculum Teaching (Electronic Version)*, 22: 23.
- Yuan, Y., T. (2022). Effective Connection of Primary School English Thematic In - class and Out - of - class Reading Teaching under the New Curriculum Standards [J]. *English on Campus*, 47: 111 - 113.
-