

Research on English Reading Circle Teaching Design Based on the Cultivation of Thinking Quality

Qingzhu Cao*

Yixing Higher Vocational and Technical School, Wuxi, Jiangsu, China

**Corresponding Author.*

Abstract: In the English Curriculum Standards for Secondary Vocational Schools (2020 edition), thinking quality is an important part of the core literacy of English. Thinking quality refers to the ability and level demonstrated by thinking in aspects such as agility, flexibility, criticality, and innovation. Reading circle teaching is an important way to promote the development of students' core literacy in English. This paper, combined with specific cases, elaborates in detail how to design and apply reading circles in English reading teaching in secondary vocational schools to cultivate students to use good thinking quality to help English learning, providing specific paths for cultivating thinking quality in English reading classroom teaching in secondary vocational schools.

Keywords: Thinking Quality; Reading Circle; Reading Classroom; English for Secondary Vocational Schools

1. Introduction

With the promulgation of the "English Curriculum Standards for Secondary Vocational Schools" and the concretization of the goals of English subject core literacy, more and more attention has been paid to the cultivation of students' thinking quality. Thinking quality is not only crucial for academic success but also of great significance for personal lifelong learning and career development. In secondary vocational education, cultivating students' thinking quality is also of crucial importance as it helps them adapt to the increasingly complex workplace environment and social needs. In English teaching, reading is a crucial skill. However, traditional English reading teaching often overly focuses on imparting vocabulary and grammar knowledge and neglects the cultivation of students' thinking quality. The

traditional reading teaching model is not conducive to the cultivation of students' reading literacy. Therefore, it is necessary to study how to promote the development of students' thinking quality through English reading teaching. The application of English reading circle based on the cultivation of thinking quality in secondary vocational English reading teaching is reasonable and feasible. Reading circle activities play a very good role in enhancing students' reading interest and speculative ability, and effectively enhance their problem-solving ability, critical thinking, innovative spirit, ability to self-learn and update knowledge, team spirit, as well as adaptability and flexibility.

In secondary vocational English teaching, thinking quality is mainly reflected in the process of students' learning and applying English. They recognize the expression characteristics of oral and written communication, perceive the diversity of thinking modes under different cultural backgrounds, understand the differences in thinking modes between China and the West, observe and understand the world from different perspectives, and make reasonable judgments on things.

2. Cultivation of Thinking Quality and Reading Circle Teaching.

Thinking quality refers to the characteristics displayed by an individual in thinking activities. At the secondary vocational English stage, students' flexibility, agility, critical thinking, and innovation need to be enhanced. Guide students to pay attention to the internal connections between English texts, cultivate their ability to think independently, lead them to higher-order thinking, and learn to solve problems creatively.

Reading Circles are activities in which students take the lead and conduct reading sharing and discussions in groups [1].

Commonly used reading circle roles include [2]. The discussion leader guides the discussion of the entire group and ensures that the discussion starts with in-depth questions centered around the text. The word master is responsible for finding important words, phrases or new vocabulary in the text and explaining their meanings and usages. Word cards or lists can be made to help group members understand and remember. The passage speaker summarizes the main content of the text and analyzes the structure and paragraph relationships of the article[3]. Mind maps or brief overviews can be used to help group members better understand the context of the text. The culture connector unearths the cultural background knowledge involved in the text and helps group members understand the differences and similarities between different cultures. By looking up information and sharing personal experiences, etc., the cultural horizons of group members can be broadened. The life connector helps bridge the gap between reading materials and students' real lives. They can establish connections between the themes and contents of the text and the daily experiences, new technologies and social phenomena around them[4-5].

The summarizer, at the end of the discussion, summarizes the entire discussion process and summarizes the main viewpoints and discoveries of group members. The summary content can be presented in written or oral form to help group members consolidate what they have learned. The summarizer needs to have good induction ability and expression ability and be able to accurately extract the key points of the discussion. Reading circles require each member to conduct independent reading and then conduct division of labor research on different aspects of the text and then share and discuss[2].

3. Case Analysis of Reading Circle Teaching Pointing to the Cultivation of Thinking Quality.

Now, combined with a municipal open class of the expanded module of the higher education edition, this paper explains how to apply reading circle in English classroom practice for English teaching, impart language knowledge, train students' thinking quality, and then improve students' core literacy of English subject.

3.1 Analyze Unit Content Based on Curriculum Standards and Organize Students to Establish Reading Circle Learning Groups

The "English" series textbooks of the higher education edition are national planned textbooks for public basic courses in secondary vocational schools. The students taught in this class are second-year students in secondary vocational schools. Although their junior high school foundation is relatively weak and they are not very willing to take the initiative to explore, after a year and a half of efforts and learning, they have certain basic English learning qualities and have mastered basic English vocabulary and grammar knowledge. Technology and life are topics closely related to students' daily lives. Students have mastered the names and basic usage methods of some new technologies, such as "scan the QR code", "ride a shared bike", "install a bike sharing APP", etc., as well as sentence patterns for asking functions and usage methods such as "Can you show me how to do that? What function does it have?" However, they lack language support for the functions of new technologies and cannot deeply discuss the characteristics and advantages of new technologies. Their comprehensive English application ability is relatively weak. This lesson progresses from easy to difficult, helping students deeply understand the development of new technologies, providing phrases and sentence patterns about the characteristics and advantages of new technologies, constructing an active learning consciousness and active expression consciousness, and establishing confidence and pride in the development of high-tech products in our country. This class adheres to taking students as the main body, adopt the "reading circle" grouping form, with six roles in each group, each performing its own duties and gaining something from learning[6-7].

3.2 The Role Distribution of Reading Circle and the Cultivation and Improvement of Students' Thinking Quality

This class takes technology and life as the theme. The listening and speaking texts include four short and two long listening materials + two oral communication dialogues. The reading texts contain four short and one

long discourse. The listening texts present the impact of technological development on life from six aspects: mobile payment, shared bikes, 3D printing, big data, intelligent office systems, and the use of VR technology in travel agencies to help guests plan travel itineraries. The reading texts focus on China's speed - 3D printing materials, drones, smart glasses, intelligent guidance robots, and the high-speed rail "Fuxing". Among them, the short discourse trains students' ability to read quickly and obtain the main idea of the discourse. The long discourse trains students' ability to obtain detailed information and understand the content of the discourse. Read and understand the discourse introducing China's high-speed rail method, obtain the characteristic information of the Fuxing high-speed rail, and complete the information card filling. Finally, guide students to consolidate the important language points in the discourse, use the newly learned key vocabulary to introduce intelligent technology, and bravely express their own views. Adhere to the teaching principle of starting from listening and speaking and following up with reading and writing. Take problems as the guidance and integrate various exercises to promote language learning. In the group discussion session, follow the idea of "integrating reading and writing to lead language application and integrating thinking ability into language learning". In the consolidation and expansion session, guide students to integrate relevant unit materials, use them according to the topic, and pay attention to the guidance of students in language use, thinking and culture, helping students develop thinking ability in the process of language learning[8-9].

Specifically, students are required to be familiar with the words of this unit before class, review the listening and speaking texts. Before class, the teacher asks students to watch a video and throw out the question "What are China's top ten technologies leading the world?" to stimulate students' curiosity about the unit topic.

According to the division of labor of the "reading circle" group, focus on guiding students' pronunciation and practicing dialogues. Help students get familiar with the meanings and pronunciations of new words in this part in advance and clear some obstacles for completing the classroom tasks of this unit.

In the pre-class warm-up session, the teacher throws out two questions:

1. How has the development of science and technology changed our daily lives?
2. Do you know some other new technology or products in your life? What are they?

To activate students' language knowledge and common sense of life related to the theme.

In the reading session, members of the reading circle read quickly and use the method of finding keywords or key information to match product names for the discourse. Through the learning activity of reading four short discourses as expository texts and matching titles, the purpose is to train students' ability to read quickly and understand the main idea of the discourse by capturing keywords, activate the original language knowledge, enhance learning interest, and pave the way for subsequent reading activities. Then, according to the "reading circle" group grouping, quickly browse the content of the discourse, clarify the theme of the discourse, read the corresponding paragraphs carefully, and select the answers. This part uses reading strategies to cultivate students' ability to find key information quickly through rapid reading, compare and analyze, and extract main information in the reading process, so as to interpret the connotation of the text. Students compare and analyze the key information and detailed information of the article, and cultivate the ability of logical analysis, reasoning and judgment in the process of comparison and analysis[10].

4. Conclusion

The application of the reading circle teaching model in secondary vocational English classrooms can maximize students' reading enthusiasm and exercise various thinking abilities. It allows students to gain the joy of thinking while absorbing knowledge. Vocational education is an important part of national education. It is a different type of education from general education and has an equally important status. Secondary vocational education is the foundation and base of vocational education and undertakes the task of cultivating high-quality laborers and technical and skilled talents with all-round development of morality, intelligence, physical fitness, aesthetics, and labor for the new era. In secondary vocational English reading teaching,

reasonable use of reading circles can help the development of students' thinking qualities. At the same time, the role allocation of reading circles needs to be redistributed. The roles of reading circles should be reallocated according to different texts. Only role tasks of reading circles that fit the characteristics of texts and conform to students' learning situations can enable children to experience the fun of reading in cooperation and cultivate good thinking qualities, so as to better serve English education in vocational schools.

Acknowledgments

This article is the phased achievement of Yixing City's planned project "Research on English Reading Circle Teaching Design Based on the Cultivation of Thinking Quality".

References

- [1] Ministry of Education of the People's Republic of China. English Curriculum Standards for Secondary Vocational Schools (2020 Edition). Beijing Normal University Press. 2020: 4.
- [2] Daniels H. Literature Circles: Voice and Choice in Book Clubs and Reading Groups(2ndEd.).Portsmouth: Stenhouse,2002.
- [3] Liu Lan. The creation and thinking of the reading circle model in college English teaching. Journal of Heilongjiang College of Education, 2014(7): 162-163.ss
- [4] Furr.2007. Bookworms club bronze: stories for reading circles. Oxford: Oxford University Press.
- [5] Chen Zehang, Li Cui. Application of Reading Circles in English Reading Teaching. Foreign Language Teaching and Research Press. 2021.
- [6] Xu Guohui, He Yali. Localized practice strategies of reading circles in English reading teaching in China. Foreign Language Teaching in Schools (Middle School Edition), 2022(12): 13-18.
- [7] Ma Deli, Xu Guohui. An example analysis of the application of literary circle strategy in extracurricular reading teaching of middle school English. English Learning, 2019(4): 48-53.
- [8] Yi Li, Gong Yanyan. Extracurricular reading display of junior high school English based on reading circles. Foreign Language Teaching in Schools (Middle School Edition), 2018(2): 35-40.
- [9] Li Xingyong. The application of reading circles in high school English reading teaching. Foreign Language Teaching in Schools (Middle School Edition), 2015(6): 59-63.
- [10] Zeng Ling, Luo Shaoqian. Role design and role training of reading circles based on reading strategies. Research on Classroom Teaching in Primary and Secondary Schools, 2021(6): 1-4, 27.