

Class Design and Experience of Group Essay Reading When Accidents Happen

Wenli Xia*

Jintang Senior High School, Chengdu 610400, Sichuan Province, China

*Corresponding author: Wenli Xia, 834129135@qq.com

Copyright: © 2022 Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0), permitting distribution and reproduction in any medium, provided the original work is cited.

Abstract: Reading should not only be focused on the learning of grammar and vocabulary, but more importantly, to learn new things. Therefore, high school English teachers should optimize their teaching process in terms of quality and quantity to promote high school English learning ability. For example, in “Focus on the Cultural Consciousness of High School English Grading Group Reading Study: In Jintang County,” the author taught a lesson on “When Accidents Happen.” This paper takes this course as an example, to discuss about the practice and thinking of high school English graded group reading during the teaching process.

Keywords: Accidents; Intertextuality; Theme; Cultural confidence; Core competence

Online publication: June 30, 2022

1. Introduction

New English Curriculum Standards is introduced in the class with the aim to develop a learners' comprehensive language competence with the ability to use this language in the real communication situation. The students' English core competence should be cultivated, including the language competence, learning ability, thinking quality, and cultural awareness. This is a class where teaching, learning, and evaluation happen at the same time under the same criteria, to serve the goal of cultivating students' metacognitive capacity. This unit is consisting of three passages which have a common message; “Accidents happen every now and then, and how one should deal with the accidents scientifically and reasonably?” As for the senior in high schools, they know there are some accidents which cannot be avoided, however, a positive attitude can be developed and effective measures should be taken to reduce the loss of accidents, which may have a great influence on their future, as well as in their study.

2. The analysis of the teaching materials

2.1. “What”

This unit is taken from Unit 5 of Grade 2 English Group Reading, it is about accidents and people's reactions during the incident, where the reading materials contained three different stories about the accidents. In the first passage, the author tells a story of a cobra, which is frightening thereby, proving a warning signal where, we should not take everything for granted, and should appreciate every day. The second passage tells a moving story of the kindness of strangers. Meanwhile the third passage is about the daily news: Devastated boy accidentally breaks the museum artefacts and people's views about the accident. This indicates, one should face the accidents, and look for solutions rather than blaming others. How the people react to accidents in the stories give students some inspiration further, arouse their awareness of

analyzing the situation reasonably and objectively. Additionally, by learning this unit, the students will enable to learn the proper attitude towards accidents in their daily life and cultivate confidence in Chinese culture and traditional virtues ^[1].

2.2. “Why”

As we all know, no one is perfect and everyone makes mistakes now and then, therefore accidents do happen in our daily life. What’s important is how we deal with the accidents, and not why it happens. People, especially the senior high students are supposed to realize the importance of the positive attitude and some effective measures. Reading contributes to the input during the process of the language learning, where the input has a great effect on the output, such as speaking and writing. Students should develop the right attitude towards life after studying the reading materials ^[2]. If the students can learn the language well, it will be beneficial to foster students’ ability of reading logically and critically, which may help them to lay a solid foundation on the students’ future life and study ^[3].

2.3. “How”

The story consists of three passages The cobra, The kindness of strangers, and The Daily News: Devastated boy accidentally breaks museum artifact which, all belong to the reading type of narration. All the three passages showed a different type of accidents; however, they convey a common message, which is accidents do happen. This lesson plays an important part in the English reading, which can trigger the student thinking by asking them to grasp the contents of each passage, subsequently identified the theme of the three passages ^[4].

3. The analysis of the students

The students of Senior One who are at the age of 16 have already got certain reading ability, which still needs to be improved, however, as senior high school students, most of them are shy therefore, seldom participate in the class activities ^[5]. They are still struggling in the reading class and require further guidance from their teacher and help from peers. Further, their speaking ability is not as expected, which need to be improved in this period through the activities. In the reading process the topic of accidents which, is closely related to their life will further, arouse the students’ interest and curiosity in reading the theme, culture, and cultivate their cultural confidence ^[6]. By triggering the students’ interest, they will learn to express and support an opinion under the guidance of the teacher. During the teaching process, the teacher will build the learning and practicing platform step by step to promote the students’ comprehension ability and reading strategies ^[7].

4. Teaching objectives

4.1. Language objectives

- (1) To get the students to read three passages about the accidents, the theme, further to learn some useful words and expressions about the topic.
- (2) To get the students to express their opinions about the unexpected problems in their daily life.

4.2. Ability objectives

- (1) Enhance students’ abilities to think, analyze, interpret, summarize and reconstruct the learning materials.
- (2) Cultivate the students’ problem-solving skills.

4.3. Emotion objectives & cultural awareness

- (1) Arouse the students’ awareness of the significance of hoping for the best, as well preparing for the worst.

- (2) Develop students' awareness of looking for solutions rather than blame when accidents happen.
- (3) Cultivate the students' cultural confidence and traditional virtues.

5. Teaching important points

- (1) How to get the students to use a mind map to read the passages and cooperate with others ^[8].
- (2) How to develop student's abilities of logical and creative thinking and help them to know that accidents will happen.
- (3) How to help the students to explore the common features of multiple texts.

6. Teaching difficult points

- (1) To interpret the tasks, and further lead the students to identify the theme, structures and how to express their opinions logically and creatively ^[9].
- (2) How to raise students' cultural confidence of China and awareness of the depth, beauty and diversity of Chinese traditional culture and traditional virtues.

7. Teaching methods

Exploration method, discussing method, situational teaching method, audiovisual teaching method, task-based teaching approach, communication teaching method.

8. Teaching procedures

- (1) Step 1: Theme video
 - Task 1. Show a video corresponding to the accidents followed by the topic discussion – “When accidents happen?”
- (2) Step 2: Reading out culture
 - Task 1. Prediction:
 - (a) What will the passage talk about according to the title and pictures?;
 - (b) Let's read the passage to see whether our predictions are right or wrong (discuss and scan 1 min).
 - Task 2. Reading for the theme:
 - (a) Show the mind map of passage 1 *The cobra* and passage 2 *The kindness of strangers* and lead the students to identify the theme of the passage: A friend in need is a friend indeed. No one is a lonely island in the world. This is shown that when faced with the unexpected COVID-19, Chinese people are united, showing Chinese responsibility and confidence.
 - (b) Present some words, phrases, and the sentence patterns that students may refer while analyzing the theme of passage 2 and act out the scene between the man from the west and the poor man. After that, students give may give their assessment and comment about these questions: What's the theme of the passage? What impressed you the most? What way you did use in the reading the passage?
 - (c) Listen to passage3, *The daily news and* list all the possible sentence patterns, subsequently give students 3 minutes to read and prepare their own opinions. After that, students give their assessment and comments.
 - (d) What's is the type of the three passages?
 - A. Narration B. Argumentation C. Exposition D. Poetry
- (3) Step 3: Input Cultural confidence
 - Task 1. Summarize the information the three passages convey:
 - (a) Work in pairs and present their ideas.

(b) Watch a video of Chinese responsibility and confidence to appreciate the depth, beauty and diversity of Chinese culture.

(4) Step 4: Output cultural tales (Group work)

Task 1: Presentation:

(a) Share your own stories of accidents. Your story needs to include the following factors: ‘what who when where why how’.

(b) Then students give comments according to this criterion: ‘the language, creation, logic, critical thinking, body language,’ and others to help to cultivate the students’ metacognitive capacity.

(5) Step 5: Summary

Task 1. Appreciate the sayings which reflect Chinese wisdom and traditional virtues ^[10]:

(a) Accidents will happen. (“天有不测风云”)

(b) Every cloud has a silver lining. (“守得云开见月明”)

(6) Step 6: Self-evaluation

(a) What have you learnt in this class?

	Agree	Somewhat agree	More work needed
I read three passages about the accidents.			
I expressed my thoughts clearly and logically.			
I discussed with my partner and put forward more ideas for a better solution after the accidents.			
I figure out what way I use in reading is effective.			
I understand what contribute to my mistakes in reading.			

(7) Step 7: Assignment

Task 1: Write about what the farmer will do in the future in return for others’ kindness. (120words)

Task 2: Reread passage 3 and write about your opinion about the incident: what could be done in the future to prevent such an incident like this?

9. In-class activities

Steps	Teaching activities	Design purpose	Interaction time
Watch a clip of video	Ask students: What does the video mainly talk about? Are there any similar situation in our life?	Activate what students have known in life and set a situation.	2’
Activity 1.1: Predict and complete the mind map of passage 1	Ask students to predict before reading and finish. The mind map. Share their answers.	Practice students’ ability of predicting according to the title and pictures of passage1 and finishing a mind map to form the structure of a passage through fast reading.	5’
Activity 1.2: Think about what impressed you most and what way you used in reading?	Ask students to think about the theme of passage1 and their reading strategy they used.	Help students to have a better understanding of the passage and the way of reading through summarizing the main idea.	1’

(Continued on next page)

(Continued from previous page)

Steps	Teaching activities	Design purpose	Interaction time
Activity 2: Read out culture & role play	Ask students to work independently to complete the mind map and work in a group to discuss the theme and act out the scene between the man from the west and the poor man.	Internalize the learned through discussing, analyzing the logic connection, and acting. Improve students' divergent thinking by discussing deeper and life: related questions related to passage2.	7'
Activity 3.1: Input cultural confidence	Ask students to predict passage3 and complete the mind map individually and work in pairs to give their opinions about the accident the boy breaks the museum artefact.	Improve critical thinking, oral and comprehensive ability by discussing and working in pairs.	9'
Activity 3.2	Ask students the type of the three passages. Find the theme of each passage.	Guide the students to analyze the reading type which is closely related to college entrance examination. Help students learn to read. Sublimate the theme	3'
Activity 4: Output cultural tales	Inspire students to work in groups and tell their own stories.	Cultivate students' Chinese cultural confidence and raise their awareness of our traditional virtues.	8'
Activity 5: Summary	Encourage students to make a summary.	Improve students' reading skills of summarizing and careful thinking. Help students get to know the broad and profound Chinese culture and experience the beauty, depth and diversity of Chinese culture.	3'
Activity 6: Self-evaluation and assignment	Ask students to complete a self-evaluation form. Give the homework: Option A: Write about what the farmer will do in the future in return for the others' kindness. Option B: Re-read passage 3 and write about your opinion about the incident: what could be done in the future to prevent such an incident like this?	Cultivate students' metacognition ability. Promote students' writing ability through reading, and lay a foundation for their future life as well as studies.	

10. Conclusion

In this class, graded group reading is aimed at improving students' skills in speed reading and in grasping the main idea within a short time of about 3 to 5 minutes with the help of mind maps designed for the three passages. The teacher creates opportunities for the students to analyze, interpret, and find out the meaning in each passage. Additionally, students are inspired to share their own life experiences related to the topic – accidents, and thus their cultural awareness is cultivated.

Disclosure statement

The author declares no conflict of interest.

References

- [1] Dotzel S, Bonefeld M, Karst K, 2021, Students' Attitudes Towards Performance Heterogeneity and their Relation to Contextual Factors. *European Journal of Psychology of Education*, 37(1): 101–121.
- [2] Marlina M, Hendrawati T, Kusumastuti G, 2019, Teachers' Attitude towards the Learning Achievement of Students with Learning Disabilities in Inclusive Schools. *Journal of ICSAR*, 3(1): 32–36.
- [3] Seetzen H, 2019, Creating a Solid Foundation for the Future. *Information Display*, 35(1): 6.
- [4] Abdulla A, 2021, Asking Students to Recall Success may not Enhance their Perceived Self-Efficacy. *Learning and Individual Differences*, 87(1): 101984.
- [5] Lantz-Andersson A, 2018, Language Play in a Second Language: Social Media as Contexts for Emerging Sociopragmatic Competence. *Education and Information Technologies*, 23(2): 705–724.
- [6] Kessler RC, Davis RB, Foster DF, et al., 2019, Long-Term Trends in the Use of Complementary and Alternative Medical Therapies in the United States. *Annals of Internal Medicine*, 135(4): 262–268.
- [7] Wang TH, Xu XD, Li JH, 2020, Practical Exploration on the Online Four-Step Teaching of Encouraging and Sharing during Covid-19 Period. *Sheng Li Xue Bao: Acta Physiologica Sinica*, 72(6): 716–723.
- [8] Song Y, 2020, How to Flip the Classroom in School Students' Mathematics Learning: Bridging in- and Out-of-Class Activities Via Innovative Strategies. *Technology Pedagogy and Education*, 2020(1): 1–19.
- [9] Gallagher K, Infante NE, 2021, A Case Study of Undergraduates' Proving Behaviors and Uses of Visual Representations in Identification of Key Ideas in Topology. *International Journal of Research in Undergraduate Mathematics Education*, 8(1): 176–210.
- [10] Li C, 2019, A Confucian Solution to the Fungibility Problem of Friendship: Friends like Family with Particularized Virtues. *Dao*, 18(4): 493–508.

Publisher's note

Bio-Byword Scientific Publishing remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.