

Exploration and Practice of English Reading Teaching Mode in Senior High School Based on Project-based Learning Mode

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Abstract

With the issuance of the "Senior High School English Curriculum Standards (2017 Edition)," there have been more changes and requirements for high school English reading instruction. Project-based learning, as a new teaching model, requires teachers to experiment with and adapt their reading instruction methods to improve the quality of reading education. This paper primarily focuses on senior high school English reading instruction based on project-based learning. The study first clarifies the issues and significance of this research and discusses its theoretical foundation; it then employs methods such as literature analysis, questionnaire surveys, and interviews to collect data, combining relevant theories to illustrate the advantages of project-based learning in senior high school English reading. Next, through field observations and student interviews, the paper analyzes existing problems in senior high school English reading instruction, identifies causes, and points out shortcomings: insufficient understanding of project-based learning by teachers; inadequate task design; low student participation; lack of active group collaboration. Finally, it proposes solutions and recommendations for addressing these issues and designs specific and practical teaching activities. The senior high school English reading instruction model based on project-based learning has five characteristics: purposefulness, authenticity, collaboration, practicality, and openness. Focusing on these five characteristics, the author elaborates on teaching strategies for high school English reading instruction based on project-based learning from four dimensions: enhancing teachers' understanding of project-based learning; scientifically designing project-based learning tasks; establishing a reasonable evaluation mechanism; emphasizing post-class expansion to deepen project-based learning content; and strengthening group collaboration to improve the organization of project-based learning. Through the application of these teaching strategies, both teachers and students can participate in the entire process of the project, and conduct reverse reflection on the entire project. This not only enhances reading skills but also lays a solid foundation for the implementation of subsequent project-based learning content, achieving the expected teaching objectives. Moreover, the high school English reading instruction model based on project-based learning significantly impacts the cultivation of students' critical thinking abilities and autonomous learning capabilities, as well as their extracurricular comprehensive language practice skills, helping to foster good pragmatic awareness among students.

Keywords

Project-based learning mode, high school English, reading teaching, teaching strategy.

1. The Advantages of Project-based Learning Mode in English Reading in High School Teaching

1.1. It is helpful to improve students' comprehensive language use ability

In high school English reading teaching, the adoption of project-based learning mode can effectively improve students' comprehensive language use ability. This model, by integrating learning content into actual projects, prompts students to naturally apply and expand their language skills [1] during learning content in solving real problems.

First, project-based learning emphasizes the situational learning environment. Students' reading of comprehension materials in simulated real situations can enhance their understanding and memory of new knowledge, so as to deepen their understanding of English language and master [2].

Secondly, the teaching mode encourages students to explore and practice actively. In the process of the project, students not only need to read, but also collect information, analyze data and discuss with team members. These activities greatly promote students' critical thinking skills and creative problem-solving skills, thus improving their flexibility in comprehensive language use [3].

In addition, the project-based learning model can also promote the interaction of students. When completing the project tasks, the students have to work together and use their respective strengths to solve the problems encountered together. This process not only improves their language skills and communication skills, but also enhances their teamwork spirit.

Finally, through project-based learning, students can apply the English knowledge they have learned in practice. This direct application experience helps to consolidate the knowledge and improve their practical ability in language use. Teachers can provide guidance and feedback according to the progress of the project, help students adjust their learning strategies in time, and further improve the level of language use [4].

To sum up, the high school English reading teaching based on project-based learning mode can not only stimulate students' interest in learning, but also effectively improve their comprehensive language use ability, and lay a solid foundation for their lifelong learning [5].

1.2. It is conducive to the cultivation of students' ability to explore and solve problems independently

Project-based learning is an important means to encourage students to actively explore knowledge and solve problems independently in high school English reading teaching. In this process, students can not only deepen their understanding of English knowledge but also exercise their logical thinking and analytical skills in solving practical problems.

Through project-based learning, students can choose interesting reading materials under the guidance of teachers and conduct in-depth exploration around specific topics. This open learning environment stimulates students' curiosity and thirst for knowledge, enabling them to find and solve problems in their own exploration. For example, when discussing a historical event or literary work, students can find information and organize information to form their own opinions. Such a process can not only improve students' reading comprehension ability, but also cultivate their critical thinking and creative thinking.

In addition, project-based learning also emphasizes teamwork, and students need to learn to listen to others, express their opinions, and find solutions together in group discussions and collaborative projects. This process helps to cultivate students' social skills and cooperative spirit, and lay a solid foundation for their future study and life.

In conclusion, the project-based learning model provides students with a lot of opportunities to explore problems independently by providing rich learning resources and an open learning

environment. In this process, students can not only improve their English reading skills, but also cultivate the ability of independent thinking and innovation in the process of constantly challenging and solving problems, so as to lay a solid foundation for their future study and life.

1.3. Can promote the improvement of the learning atmosphere in the English reading classroom

The application of project-based learning in high school English reading instruction has significantly improved the classroom learning atmosphere. Through real project tasks, students are motivated to engage with the content and participate more actively in class activities. In the process of project-based learning, students can personally participate and solve practical problems, which enhances their understanding and application of knowledge through this immersive experience.

This learning mode encourages students to study actively, which not only improves their English reading ability, but also stimulates their teamwork spirit. In the process of completing the project, students need to cooperate with each other, discuss and research together. This interactive way is conducive to creating an open and positive learning environment. Teachers play the role of guide and facilitator in this process, rather than the traditional knowledge transmitter [6].

In addition, project-based learning also provides a variety of evaluation methods. In addition to the traditional written tests, student self-evaluation and peer evaluation, as well as teacher evaluation, are also included. Such an evaluation system more comprehensively reflects the students; ability and progress, but also gives the students more confidence and a sense of achievement, which further promotes the improvement of the learning atmosphere.

To sum up, the project-based learning mode in high school English reading teaching by stimulating students; interest, promoting group cooperation, providing diversified evaluation, and enables students to improve their English reading ability in a relaxed and happy environment [7].

2. Current Situation and Dilemma of High School English Reading Teaching Based on Project-based Learning Mode

2.1. Teachers' insufficient understanding of the project-based learning mode

In the application of project-based learning mode, teachers' lack of understanding is mainly reflected in the following aspects. First, the lack of sufficient understanding and grasp of the nature and characteristics of project learning. Many teachers still follow the traditional teaching mode and fail to fully realize the characteristics of student-centered learning and emphasis on problem solving and teamwork in project learning. The second is the lack of clear ideas and strategies for how to effectively implement the project-based learning methods. Teachers often do not master the skills of designing high-quality project tasks, guiding students to explore questions in depth, and effectively organizing teamwork. Third, the lack of understanding of the value of project-based learning to students' ability development. Some teachers believe that project-based learning only increases the interest of the classroom, but ignores its important role in improving students' comprehensive language use ability, independent learning ability and innovative thinking ability.

In addition, because the project-based learning mode requires teachers to invest more time and energy in preparation and monitoring, while the current evaluation system still favors the traditional teaching mode, teachers may be unwilling to try to adopt the new teaching mode because of the fear of trouble or the influence on personal evaluation. In this case, even if the teachers realize the value of project-based learning, they will choose to ignore this teaching method [8] because of the practical difficulties.

In response to the aforementioned issues, teachers need to enhance their understanding of project-based learning through training and self-study. They should grasp its core concepts and operational guidelines, as well as how to integrate project-based learning with high school English reading instruction. At the same time, schools and educational authorities should provide more support, such as offering teaching resources and time guarantees, establishing a reasonable evaluation system, etc., to encourage and support teachers in actively exploring and practicing project-based learning models[9].

2.2. There are deficiencies in the design of project-based learning tasks

In high school English reading teaching, one of the difficulties in adopting project-based learning mode is the design of project-based learning tasks. At present, many teachers often ignore the depth and breadth of tasks when conducting project-based task design, and fail to fully consider the challenge and interest of tasks, which makes students feel boring and difficult to invest in facing project-type tasks.

1. Single design: The task objectives of some projects are narrow, limited to the understanding of the article and the practice of language points, and lack the cultivation of students' comprehensive ability, such as critical thinking and cross-cultural communication ability. This single design cannot meet the students' diversified knowledge needs and skill improvement.
2. Lack of practical background: If the task of project-based learning is divorced from the real life background, it will be difficult to stimulate students' interest and enthusiasm for participation. Students may feel that the content of their study is far from real life, thus reducing their enthusiasm to participate.
3. Lack of guidance: In the task design, too many vague instructions and not clear enough guidance will make students confused in the process of execution and unable to effectively grasp the direction of the task. This not only affects the quality of task completion, but also weakens the ability of students to study independently.
4. Neglect the evaluation mechanism: In the task design, if there is no clear evaluation standard and feedback mechanism, students do not know their learning progress and problems, so it is difficult to adjust the learning strategy in time to achieve the best learning effect.

In view of the above problems, teachers need to carefully design project-based learning tasks that can reflect the interdisciplinary integration, close to life reality, pay equal attention to process and results, and guide students to explore deeply through a reasonable evaluation system to improve the effectiveness of learning. At the same time, teachers should provide timely and effective guidance and support to help students overcome difficulties and give full play to their potential.

2.3. Low participation rate of students

In the project-based learning mode, a problem in high school English reading teaching is that students are not highly involved. Multiple factors may be involved behind this phenomenon. The primary reason is that students lack of cognition of this learning mode and lack enough motivation and interest to actively participate in it. For some students, they are used to the traditional cramming teaching method, and they feel uncomfortable with the free exploration and teamwork method of project learning, which reduces their enthusiasm to participate in the class [10].

In addition, the design of project-based learning tasks also has a direct impact on student engagement. If the project task is too simple or disconnected from the actual life of the students, it is difficult to stimulate their interest. At the same time, the lack of clear goal orientation will also lead students to feel confused in the implementation process and reduce their participation. The role of teachers in this stage is crucial, which should reasonably design project tasks with

moderate difficulty and provide students with clear learning objectives to improve their sense of participation and sense of achievement.

The role of educators is also very important. In the process of project learning, teachers are not only the transmitters of knowledge, but also the guides and supporters of learning. However, at present, some teachers have difficulties in this role transformation, and they can not effectively stimulate students' enthusiasm for participation. Therefore, it is the key to strengthen teachers' professional development and improve their project-based teaching ability.

The lack of student subjectivity is also one of the reasons. Project-based learning requires students to have certain self-learning abilities and problem-solving skills, but in reality, some students still rely too much on teachers, making it difficult for them to independently design, implement, and evaluate projects. Therefore, cultivating students' self-learning abilities is equally important.

In short, in order to improve the participation of high school students in the project-based learning mode, we need to start from many perspectives, including changing students' cognition of project-based learning, optimizing task design, improving teachers' professional ability and strengthening the cultivation of students' independent learning ability. Only in this way can the teaching purpose of project-based learning be realized and the teaching effect be improved.

3. Teaching Strategy of High School English Reading Based on Project-based Learning Mode

3.1. Strengthen teachers' understanding of the teaching of project-based learning mode

In the current educational environment, project-based learning mode is more and more used in high school English reading teaching, but to give full play to its effectiveness in teaching, the key lies in teachers' in-depth understanding and understanding of this mode. Teachers are the core of teaching activities, and their teaching attitudes and methods directly affect the learning effect of students.

To improve teachers' understanding of the project-based learning mode first requires teachers to have a clear understanding of the definition of the project. Project-based learning emphasizes problem-oriented, and realizes the learning and application of knowledge and skills by completing specific tasks. Different from the traditional teaching mode, project-based learning pays more attention to students' active participation and exploration, so as to stimulate students' interest in learning and creativity.

Further, teachers need to realize the importance of project-based learning for students' comprehensive ability cultivation. It is not only the teaching of language knowledge, but more importantly, the cultivation of students' critical thinking, cooperative spirit and problem-solving ability. Teachers can guide students to learn in practice and grow up in the process by organizing diversified project activities.

At the same time, teachers need to understand the process of implementing project-based learning. This includes various stages such as project design, implementation, and evaluation of outcomes. Effective project design can provide students with ample motivation and direction for learning. A well-structured implementation process helps students better grasp the content they are studying. Scientific outcome evaluation can promptly feedback on students' learning progress, promoting their advancement.

To sum up, to strengthen teachers' understanding of project-based learning mode, teachers not only need to accumulate theoretical learning and practical operation experience, but also

require teachers to make full use of this mode in teaching and effectively improve teaching quality and efficiency. Only in this way, can we give full play to the role of project-based learning in high school English reading teaching, and create a more open, interactive and efficient learning environment for students [11].

3.2. Scientific design of project-based learning tasks

Scientific design of project-based learning tasks is a key link in the implementation of high school English reading teaching, aiming at stimulating students' interest, cultivating their independent learning ability and improving their English reading skills. To achieve this goal, teachers need to carefully consider the design of the project tasks to ensure that the tasks are challenging, operable and practical.

1. Clear goals: Every link of the project should have a clear goal orientation, consistent with the high school English curriculum standards. The goal should not only focus on the mastery of English knowledge and skills, but also focus on cultivating students' comprehensive language use ability and problem-solving ability.
2. Content related: The content of the project task should be combined with the students' actual life experience, and select the topics related to the fields that the students are interested in, such as campus culture, social issues, personal growth, etc. This can increase students' interest in the project tasks and improve their participation.
3. Open process: Encourage students to use innovative ways to complete tasks and allow them to adopt different strategies in the process of completing projects. In this way, not only can students' creativity and critical thinking skills be enhanced, but they can also learn how to effectively express their ideas and opinions.
4. Rich resources: Provide sufficient resources to support students to complete the project tasks, including books, online materials, audio and video materials, etc. These resources can help students expand their knowledge and improve their independent learning ability.
5. Cooperation and communication: The design of project tasks should promote group cooperation, and enhance students' communication and cooperation ability through group discussion, role play and other forms. In addition, regular briefings or achievement display activities are organized, so that students have the opportunity to share their work results and learn from each other.

Through such project-type learning task design, it can not only improve the effect of high school English reading teaching, but also effectively promote the development of students' various abilities, and lay a solid foundation for their lifelong learning.

3.3. Establish a reasonable evaluation mechanism

In the project-based learning mode, it is very important to establish a reasonable evaluation mechanism. The evaluation mechanism should be able to fully reflect the students; comprehensive ability improvement and mastery of English reading, while encouraging students to actively participate in and actively learn [12].

1. Diversification of evaluation content: The evaluation mechanism should include both process evaluation and result evaluation. Process evaluation focuses on the whole process of students; participation in the project, including the performance of data collection, thinking about problems, group discussion, etc. The result evaluation focuses on the students; final works, such as project reports, displays, etc.
2. Diversified evaluation methods: In addition to the traditional written and oral tests, self-evaluation, peer evaluation and teacher evaluation can also be introduced. Self-evaluation can promote students to reflect on their own learning, and peer evaluation can cultivate students; ability of cooperation and communication among students, while teacher evaluation provides professional guidance and feedback.

3. Determine evaluation criteria: In order to ensure the fairness and objectivity of the evaluation, it is necessary to clearly set the evaluation criteria. These criteria should cover multiple dimensions such as knowledge mastery, language use ability, teamwork ability, etc., in order to reflect the goals of project-based learning.

4. Timely feedback and guidance: The evaluation results should be timely feedback to students, and specific suggestions and guidance should be given according to the characteristics and deficiencies of each student. This can help students to realize their strengths and weaknesses, and further stimulate their learning motivation and motivation to improve.

5. Strengthen practice orientation: The evaluation mechanism should emphasize the cultivation of practical application ability. By setting tasks to simulate real situations, students can learn in the process of solving problems and improve their ability to apply theoretical knowledge to practice.

Through the implementation of such a comprehensive and diversified evaluation mechanism, it can not only promote students to deeply understand and master English reading knowledge, but also stimulate their interest in English learning and cultivate their ability to solve problems, so as to achieve the purpose of education.

3.4. Pay attention to after-class expansion and deepen the project-based learning content

In the high school English reading teaching based on project-based learning mode, after-class expansion plays a vital role in deepening students' understanding and application of projects. Through this link, teachers can guide students to apply the knowledge learned in class to a wider range of practical scenarios, so as to enhance their problem-solving ability and innovative thinking.

1. Design extracurricular reading materials related to the course. Teachers can select some relevant but more challenging articles based on the theme of the project, allowing students to read independently after class. This not only helps broaden their knowledge but also cultivates their critical thinking skills.

2. Encourage students to participate in discussions on online communication platforms. With online platforms, such as forums or social media groups, students can be asked to continue to discuss project topics, and even invite partners outside school to discuss questions. This kind of cross-time cooperation and communication can greatly improve students' English practice ability and teamwork spirit.

3. Carry out interdisciplinary project activities. Combined with the English reading program, teachers can arrange some interdisciplinary thematic practice activities, such as holding English drama performances, international cultural exchange, etc. Such activities can not only deepen students' understanding of the knowledge learned, but also promote the integration of knowledge between different disciplines.

Organize visits. According to the needs of the project, teachers can organize students to visit museums, libraries or cultural institutions related to the theme of the project. Personal experience and observation not only make learning more vivid and interesting, but also provide students with more diverse learning resources.

Through these methods, it can not only deepen students' understanding and application of project-based learning content, but also stimulate students' interest in learning to a certain extent, and improve their comprehensive English application ability [13].

3.5. Strengthen the group cooperation and improve the project-style learning organization

In the project-based learning mode, group cooperation is an important part of implementing teaching activities. By building an efficient cooperative learning environment, it can not only

stimulate students' initiative and creativity, but also improve their ability to solve problems and collaborate. In high school English reading teaching, the following strategies can be adopted to strengthen group cooperation:

Set clear cooperation goals: Teachers should set specific and quantifiable cooperation goals for each group before the project starts. These goals should be consistent with the curriculum standards, while taking into account the students' abilities and interests to ensure that each member can find their own position in the process.

Develop team spirit: Teachers need to teach students how to effectively communicate, listen, and understand the perspectives of others. Through role allocation and rotation of speaking methods, enhance students' team awareness and collaboration ability. In addition, teachers can introduce team building activities such as the process of group negotiation to facilitate interaction and collaboration within the group.

Implement an effective evaluation mechanism: the evaluation of group cooperation should not only pay attention to the quality of the final results, but also pay attention to the participation, interaction and cooperation spirit in the process. Multiple evaluation methods, such as self-evaluation, peer evaluation and teacher evaluation, are adopted to encourage students to constantly reflect and improve in the process of cooperation.

Strengthen supervision and guidance: During the whole implementation process of the project, teachers should regularly monitor the work progress of the team, and give timely feedback and guidance. Teacher intervention should focus on solving the practical problems faced by the team, rather than interfering too much in their cooperative process, so as not to weaken their autonomy.

Through the implementation of the above strategies, it can not only improve students' cooperation skills, but also make the project-based learning more in line with the actual needs of high school English reading teaching, and promote the comprehensive improvement of students' comprehensive language use ability of [14].

4. Conclusion

This study makes an in-depth discussion on "high school English reading teaching based on project-based learning mode", and comprehensively analyzes the application of this mode in high school English reading teaching from advantages to current situation to strategies. Through the analysis and practical exploration of the existing literature, this paper believes that the project-based learning mode has significant advantages in improving students' comprehensive English application ability, cultivating the ability of independent learning and problem solving, and improving the classroom atmosphere.

However, the implementation process of the project is also faced with the challenges of insufficient teacher understanding, unscientific task design, and low student participation. Therefore, teachers need to constantly improve their understanding of project-based learning mode, carefully design learning tasks, establish a reasonable evaluation mechanism, strengthen group cooperation, deepen project content, and pay attention to after-class expansion.

Facing these challenges, we need to take a series of effective measures to overcome them. For example, educational institutions can hold special training to enhance teachers' understanding and application of project-based learning mode; at the same time, they can provide rich teaching materials and reference cases through the integration of teaching materials and network resources. In addition, exchanges and cooperation between schools can also be encouraged to share the successful experiences and lessons of project-based learning, and jointly promote the innovative development of this model.

To sum up, the teaching based on project learning mode is not only feasible and beneficial, but to give full play to its advantages, it requires various efforts and long-term persistence. It is hoped that this study can provide some reference and enlightenment for high school English reading teaching practice, promote the innovation and development of education and teaching methods, and finally achieve the purpose of improving students' comprehensive English ability [15].

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