

# Using PWP Teaching Mode to Improve the Effectiveness of High School English Reading—Take the People’s Education Press 3 Unit 1 Festivals and Celebrations as an Example



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## Abstract

Reading is an important way for senior high school students to get information. Reading ability is one of the necessary abilities for students in English learning. At present, PWP reading teaching mode (Pre-reading, While-reading, Post-reading), which is widely used in English teaching, is to determine the objectives and tasks according to the teaching content of reading class, with pre-reading activities, while reading activities and post-reading activities are used to teach reading. This paper makes an effective analysis of the PWP three-stage English reading teaching model, uses the PWP teaching model to design reading class teaching, designs certain teaching activities before reading, during reading and after reading, and provides suggestions on how to design English PWP reading teaching in senior high school efficiently. Furthermore, it discusses how to use PWP teaching mode to improve the effectiveness of English reading in senior high school.

## Keywords

PWP teaching mode, English reading, Teaching design

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## 1. Introduction

According to the requirements of the new curriculum standard of the Ministry of Education, the English course of senior high school should emphasize the further development of students' comprehensive language use, and focus on improving students' ability to obtain information, pay special attention to improving students' ability to think and express in English. The new teaching concept advocates that highschool English teaching should emphasize the student-centered and activity-based teaching mode. However, at present, there is a certain gap between English reading teaching in senior highschools and the requirements of the new curriculum standards, and there is a lack of training students' comprehensive language use ability. First of all, teachers put too much emphasis on the teaching mode of words, sentence patterns and grammar in English reading teaching, taking language knowledge learning as the main line of

teaching. Secondly, teachers' questions in the traditional reading teaching mode are too simple and lack of interest, which makes students forced to learn, and students lack the initiative to learn, which is far from the development of autonomous learning ability under the background of the new curriculum standard. In addition, teachers' guidance on students' reading teaching strategies is not in place.

## **2. Current situation and problems of senior high school English textbooks in China**

With the continuous deepening of foreign researchers in English reading teaching, Chinese scholars have also discussed the research on English reading. China's English reading teaching mainly draws lessons from foreign research results and has roughly gone through the following stages: (1) the primary word by word dredging and translation. (2) "Top-down" overall reading teaching; At this stage, it is considered that the reading process is the continuous price of a piece of information, which gradually transits and develops from the primary text symbols to understand the deep meaning of the text. (3) A combination of "bottom-up" and "top-down". Now the most popular way is the third, and the combination of "top-down" and "bottom-up" is the process of first whole - then part - and then whole. The three methods have their own advantages and disadvantages, but now the latest English reading teaching is PWP three part English reading teaching mode, which introduces topics through pre-reading education to promote students to actively participate in the teaching process. During reading, students master different reading methods through strategic learning, and after reading, they consolidate and expand knowledge. This way is easier for high school students to accept.

## **3. PWP theory**

PWP three-stage English reading means that English reading is divided into three parts: Pre-reading, while-reading and post-reading.

Pre-reading refers to the students' preparation before reading, knowing the writing background and author profile of the article to be read, etc., in order to stimulate students' interest in reading and understand the unfamiliar words and grammar in the article, etc. Teachers' preparation activities are the preparation activities before classroom teaching and the introduction, start-up, review and activation in teaching.

While learning, it is the stage of learning a new language. Teachers present and explain knowledge and guide students to learn practice. The purpose of this teaching activity is to enable students to master language content through learning, form the ability of comprehensive use of language.

Post learning that is, the application evaluation stage after learning a new language, mainly the extension outside the classroom application activities of learning. This paper aims to study the application of PWP teaching model in senior high school English teaching application in English reading teaching, that is, pre -reading, while reading and post reading.

## **4. Teaching examples of reading with PWP teaching mode**

This paper takes the reading teaching in the first class of the reading part of the compulsory 3 unit 1 festivals and festivals of People' s Education Edition English an example, and explains the application of PWP teaching mode in Senior high school English reading teaching in detail, so as to improve the effectiveness of English reading teaching.

### **4.1 Teaching content analysis**

This article is an illustration. There are five paragraphs in the whole paper, and the structure of the text is "total - point - total". Although there are differences in festivals around the world, the spirit of expressing gratitude, pursuing happiness, wishing for peace and enjoying happiness is the same. Different cultures celebrate harvest festivals in different ways, but their meanings are the same. As society develops and new ideas spread, some holiday traditions have disappeared, while others have taken on new meanings. The trend of commercialization has brought about changes in festival customs. In the fifth paragraph, we review the theme and summarize the significance of festivals.

### **4.2 Analysis of learning situation**

Students are senior one students. After studying in the first half of the semester, students understand and learn to use cooperative learning in the form of group cooperation. Students have basic reading ability, reading skills and methods. However, we haven't mastered effective methods to overcome the obstacles of new words in reading, and the language accumulation for expressing topics is insufficient. In addition, although students have abundant learning resources,

However, they failed to make proper use of resources for language learning. Therefore, designing learning tasks, methods and steps is the key to improve reading ability and further consolidate and strengthen English learning strategies.

### 4.3 Teaching objectives

#### (1) Knowledge goals

To know the meanings of the following new words and phrases appearing in this passage: take place, beauty, harvest, celebration, starve, origin, religious, ancestor, in memory of, feast, bone, belief, dress up, look forward to, day and night, Christian, as though, have fun with, custom.

#### (2) Ability goals

- a. To learn about some festivals and celebrations.
- b. To develop the students' reading ability by skimming and scanning the passage.

#### (3) Emotional goals

- a. To stimulate the students to love and study our traditional culture, and know something about foreign cultures.
- b. get students to know the origin of different festivals

#### (4) Teaching important and difficult points

To enable the students to learn about some different festivals and to develop their reading ability.  
To develop the students' speaking ability by talking about festivals around the world.

### 4.4 Teaching process

#### Step 1: Pre-reading

Pre-reading is the prelude and foundation of reading teaching, which is of great significance to the construction of the content and structure of the text. Only in the specific context, students can perceive the characteristics of the use of language, and choose appropriate expressions according to different communicative purposes, communicative objects, communicative topics and communicative media in the set context (Wu Qiumei, 2020).

#### Task 1

T: Let's guess three riddles about festival.

Riddle 1 In the festival all family members get together. People sweep their houses. Children can get lucky money and wear new clothes to visit relatives. Can you tell me what festival it is?

Riddle 2 On which day family members get together to celebrate harvest. Admire the moon and eat moon cakes with a cup of Chinese tea. Can you tell me what festival?

Riddle 3 It's a holiday for the loves. They send flowers and chocolates each other.

Design Intention: Cultivate reading motivation, PWP English reading teaching the most important is to cultivate the students' reading motivation, so in the teaching in the first place to cultivate the students' reading motivation, namely read before stage, the riddles stimulate students' interest in learning, let the student active participation, active student emotion, listening training.

#### Task 2

Activities: introduce the content of this lesson by reviewing the expressions of Chinese traditional festivals and foreign festivals.

1. How many festivals do you know both in and out of China?
2. Festivals of foreign countries

The purpose of the design is to understand the students' understanding of the festival, through simple questions, stimulate the poor students' desire to learn, and increase their participation in the class.

#### Step 2: While-reading

The reading task is designed to understand the text information, obtain the specific details of the text, solve the language difficulties in the text, and understand the cultural connotation and ideological connotation of the text. Students' reading ability was trained while completing various tasks, their interest in reading was stimulated, and their sense of achievement was satisfied when they showed the results of tasks.

#### Task1 Fast reading

Festivals of the Dead — Obon Day of the Dead Halloween

Festivals to Honour People — Dragon Boat Festival Columbus Day

Harvest Festivals — Thanksgiving

Spring Festivals — Easter Cherry Blossom Festival

The purpose of the design is to train students' ability to read quickly and master the frame of the article

## Step 2 Careful reading

T: Listen carefully and correct your pronunciation. At the same time, think about the problems in the courseware and sort out the whole text.

## Task (1) Origins of festivals (Para.1)

Most ancient festivals would celebrate the end of the \_\_\_\_, planting in \_\_ and harvest in \_\_. Today' s festivals have many \_\_, some \_\_\_\_, some \_\_ and somefor special \_\_ or \_\_.

## Task (2) Festivals of the Dead (Para.2)

1. How do Japanese honor their ancestors?

They have a festival called Obon, when people should go to clean\_\_ and light \_\_ to honor their\_\_\_. They light\_\_\_\_\_ and play\_\_\_\_\_.

2. What do people in Mexico do in memory of the dead?

3. They offer\_\_\_\_,\_\_\_\_ and\_\_\_\_\_ to the dead on the Day of the Dead. On that day, People eat food in the shape of \_\_\_\_\_ and cakes with \_\_ on them.

## Task (3) Match festivals (Para.3)

National Festival on October	The Dragon Boat Festival	Columbus Day
India	China	USA

## Task (4) Harvest Festivals (Para.4)

In European countries , People will \_\_\_\_ on Thanksgiving festivals.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

## Task (5) Spring Festivals (Para.5)

1. What do people usually do at Spring Festival?

Chinese people usually eat\_\_\_\_\_ and give children \_\_\_\_\_. There are \_\_\_\_\_ and\_\_\_\_\_, and family celebrate the \_\_\_\_\_ together. Some western countries have \_\_\_\_\_, including \_\_\_\_\_ and dances in the streets \_\_\_\_\_, loud music and colorful\_\_\_\_\_.

2. What does Easter celebrate?

3. Do you know the symbols(象征) of Easter?

4. What is most popular spring festival in Japan ?

Design purpose: Let students read with tasks, train students to look up details quickly, train students' ability to catch information, develop good reading habits, improve reading ability.

## Step 3: Post-reading

After reading, the purpose is to encourage students to connect what they read with their own experience, knowledge, interests and opinions, integrate knowledge and skills, and conduct comprehensive language ability training for students. Extension activities should be closely related to text information, and at the same time pay attention to students' existing knowledge base and life experience, and the forms of activities should also be diversified.

Retell the text by filling the following blanks:

There are all kinds of festivals and \_\_\_\_ around the world. Some festivals are held to \_\_\_\_ the dead or satisfy the \_\_\_\_\_, while other festivals are held to honor famous people, such as \_\_\_\_\_ and Columbus Day. Harvest and Thanksgiving festivals are happy events because the food is \_\_\_\_\_ for the winter and the \_\_\_\_\_ work is over. And the most energetic and important festivals are the ones that look forward to the end of winter and to the \_\_\_\_ of spring, such as the \_\_\_\_ New Year, at which people have a very good time.

Design Intention: This part of the question is closely related to the college entrance examination grammar fill in the blank, aims to guide students gradually familiar with this question type, and make a deep understanding of the article. Retelling students in a prepared situation can help relieve students' psychological pressure, make the expression more accurate and fluent, and easily make students have a sense of achievement.

## Step V Homework:

Write a composition about one of your favorite festivals within 120 words.

Design intention: Consolidate and extend the teaching content of this lesson.

## 5. How to design high school English PWP reading teaching efficiently

Reading is a process of obtaining information from chapters for a certain purpose. It is a process in which readers actively think, understand and receive information. It is a complex intellectual activity. The purpose of reading is to acquire new knowledge, improve cognition, and enhance the ability to analyze and solve problems. Through reading, readers get the necessary language input, thus expanding their vocabulary, enhancing their language sense and improv-

ing their language level.

### **5.1 Stimulate students' reading motivation**

Different reading purpose will lead to different reading motivation. If reading teaching can provide students with the real purpose of reading, can be connected with real life, rather than just train students to read English materials; If reading can be made into a need for life, entertainment and communication, if reading can be made into a way for students to obtain information and show themselves, it will greatly stimulate students' desire and enthusiasm for reading. Reading teaching should not only read the text of the textbook, but also some of the reading materials are difficult to stimulate students' interest because of the defects of the compilation of the textbook.

### **5.2 Students can understand the meaning of words and lay a good foundation for reading**

Students inevitably encounter new words and difficult words in the process of reading. Teachers should purposefully develop students' ability to understand and guess the meaning of words through word pairing, word formation knowledge and context clues. In addition, it can also guide students to understand the meaning of words according to the relationship of semantic transition, identity and causality, so that students can understand the content of these new words, which is helpful for students to absorb the main content of the text and develop a good reading habit of careful observation and careful thinking.

### **5.3 Teachers do a good job in reading guidance to cultivate students' interest in reading**

Reading learning is an exercise in doing a lot of learning. Students in the activities of the real use of language, in order to achieve the purpose of to complete the task or problem solving, teachers should be based on the principle of teaching tasks, via reading problem, fill in the chart and find the topic sentence, the induction period of meaning goal-oriented reading activities, such as introducing students to specific situations, find reading orientation, access to relevant information, understand the gist.

### **5.4 Formulate the teaching process at different levels**

In the teaching process, PWP is mainly divided into three parts: before reading, during reading and after reading, the teaching plan is formulated for the purpose of each process. For example, before starting the compulsory 3module1 of English (external research edition), pictures related to the article can be put before reading to stimulate students' interest in reading and create a good atmosphere for reading. After reading, let the students imitate the contents of the textbook and write a composition, such as my hometown. Adjust their own teaching plan according to the feedback of students and answer the mistakes of students' knowledge points in understanding.

## **6. Conclusion**

The teaching model of PWP English reading for senior high school students in China can not only enrich students' knowledge, improve their interest in English, but also exercise their Ability of English reasoning and association. PWP is a teaching method that conforms to students' thinking and is the most suitable teaching method for students' help and acceptance. This paper makes a simple teaching design for PWP English reading teaching in senior high school English, hoping to be helpful to The English teaching of senior high school students in China. By PWP teaching mode of teaching activity, students not only enrich the extracurricular knowledge reserves, to strengthen the classroom key knowledge of memory, enrich the comprehensible language input, to improve the ability to receive, understand and process information, exercise English thinking, imagination, judgment and the ability to speculate, and, more importantly, to strengthen the language knowledge, improve the students' interest in learning, Promote the expressive and creative power of language.

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