

Research on English Teaching Strategies of Group Text Reading based on English Key Competence

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Abstract

With the rapid development of society, English ability has become an indispensable skill for citizens. English key competence is focused to cultivate students' English ability. However, there still exists various problems in English teaching. Many teachers still pay attention to the explanation of words, phrases and sentences. Students are lack of systematic reading skills and methods and strategies. Group text reading is an effective teaching approach to strengthen students' English reading skills and key competence. In order to cultivate students' deep thinking and help students build reading interest, this research aims to explore English teaching strategies of group text reading under the guidance of English key competence.

Keywords

English Key Competence; English Teaching Strategy; Group Text Reading.

1. Introduction

In the context of globalization, English as an important tool of communication has received wide attention. English teaching has shifted from the traditional teaching of language knowledge to the cultivation of students' key competence. English key competence refers to the basic quality that students need in English study and life, including language ability, cultural awareness, thinking quality and learning ability. Group text reading takes unit theme as the focus and integrates the text within the unit. It aims to guide students to effectively analyze the content of the text and achieve a comprehensive understanding of the text. In recent years, Group text reading, as an effective reading teaching method, has shown unique advantages in improving students' English key competence. From the perspective of English key competence, Group text reading can cultivate students' language ability, cultural awareness, thinking quality and learning ability[1]. This study mainly explores the teaching strategies of English group text reading, aiming to help students construct knowledge, strengthen and transfer English learning experience, so as to construct students' English key competence.

2. Literature Review

2.1. Definition of Key Concepts

Group text reading refers to the selection of a group of articles with specific thematic context for teaching. It contains different types of texts and English learning activities which aims to promote the development of students' English key competence[2]. It allows students to integrate their understanding of different cultures and texts. Besides, English group text reading is to cultivate students' reading quality, especially the ability to understand complex texts and express their own opinions. Students need to find connections among different texts, understand the themes and structure between the texts. By comparing and analyzing themes, ideas, and arguments in different articles, students can gain a more complete understanding of a particular topic, while also improving their critical thinking and analytical skills.

English key competence refers to the essential character and key ability that students should have to meet the needs of lifelong development and social development. It emphasizes personal cultivation, social care, national feelings, and pays attention to independent development, cooperation and participation, and innovative practice[3]. These qualities not only involve knowledge and skills in the traditional aspect, but also cover non-cognitive areas such as emotions, values and attitudes. At the same time, the English key competence also focuses on cultivating students' independent learning ability, cooperative spirit and innovative practice ability. Hence, students can effectively respond to challenges in the ever-changing social environment and achieve their own all-round development. Specifically speaking, English key competence mainly includes four aspects, namely language ability, cultural awareness, thinking quality and learning ability[4]. These qualities not only define the goal of English teaching, but also guide the teaching methods and evaluation standards of the course.

2.2. Research on English Group Text Reading

Some researchers analyzed the researches of English group text reading from various perspectives. Huang Changhua (2025) expounds the significance of deep learning and group text reading in junior middle school English teaching, and explores the teaching strategies of group text reading from the perspective of deep learning[5]. Wang Shigui (2024) combines generative artificial intelligence with English group text reading. She points out that senior high school English teachers can use generative artificial intelligence to assist group text reading teaching to improve students' reading efficiency[6]. Combined with teaching cases, Tie Yuting (2024) probes teaching strategies to combine group text reading with the question chain teaching method to inspire students to think deeply and actively explore the deep meaning of the text[7]. This research is helpful to improve the teaching effect and contribute the cultivation of students' English key competence. It can be concluded that the researchers combine various theories to explore English teaching strategies with group text reading. However, few researches focus on the research of English key competence with group text reading. English key competence is vital for improving students' English ability and it can promote the application of group text reading in English teaching. Therefore, this study explores the teaching strategies of English group text reading under the guidance of English key competence.

3. Current Problems of English Reading Teaching

3.1. Outdated Reading Material and Approach

At present, the content of middle school English textbooks cannot satisfy the needs of modern education. In real life, students need to master the reading skills of practical texts, such as news reports, advertising, scientific and technological information, etc. However, traditional reading teaching often fails to meet these needs of students. Students lack enough reading practice. Thus it is difficult for students to form good reading habits and master reading skills. In addition, teachers often adopt the grammar-focused teaching method in teaching English reading. That is, translate and read the text word by word. This way of teaching reading makes it impossible for students to have a deep understanding and interaction with the text. The problems faced by students such as dyslexia can not be removed, resulting in students' insufficient understanding of the reading text.

3.2. Lack of Integrity

At present, the content of English reading teaching is fragmented. Teachers need to build a integrated knowledge system according to the teaching content, so as to guide students to understand and memorize the knowledge system. However, scattered teaching content prevents students from grasping the deep meaning and logical relationship of reading materials. In addition to the organic connection of the content of the textbook, teachers also need to select

some extracurricular reading materials according to the interests and needs of students. Thus, students can better acquire relevant knowledge, cultivate students' English key competence, and promote the improvement of students' reading ability.

3.3. Lack of Motivation

At present, due to the lack of new reading materials in English reading teaching, students lack enthusiasm for active exploration of reading tasks. Because the students' English learning engagement is not high, the reading effect is not satisfied. At present, English teaching in middle schools attaches great importance to students' test achievements, and English reading teaching is often exam-oriented. It overemphasizes the training of reading skills and answering skills, but neglects the cultivation of students' reading interest and reading motivation. The exam-oriented English teaching results in students' lack of interest and motivation in English reading learning.

4. Strategies of English Group Text Reading with English Key Competence

4.1. Enrich Reading Content and Improve Language Ability

Teachers should actively introduce extracurricular resources to enrich students' reading content. The sources of English group text reading materials should be diversified. It includes English newspapers, magazines, web articles, etc. Enriching students' reading content can enhance students' reading experience and stimulate students' learning interest, so as to enhance students' comprehensive quality. For example, when designing the unit of "Future Life" in senior high school English, teachers can select some of the latest English articles about future science and technology from the Internet or newspapers. These articles are usually novel in content and unique in point of view, which can attract students' attention. At the same time, teachers can also combine the interests and needs of students, select some articles that are closely related to their lives, such as smart home, environmental protection technology and other aspects of the content. As a result, students can be exposed to English articles of different subjects, genres and styles. This helps them to accumulate English vocabulary, sentence patterns and expressions.

In addition to text materials, teachers can also use video, audio and other multimedia resources to provide students with a richer reading experience. Teachers can organize students to watch English movies or documentaries related to future life, so that students can have a deeper understanding of future development trends and possible impacts through intuitive video materials. Teachers need to pay attention to the theme and style of the selected essay and make sure that the selected material is consistent with the content of the textbook. It can help students successfully combine what they have learned with extra-curricular content. After introducing extra-curricular resources, teachers need to guide students on how to use these resources effectively.

4.2. Strengthen Cultural Awareness and Enhance Cross-Cultural Communication

Cultural awareness is one of the most important aspects of students' English learning. Through English reading, students can achieve cross-cultural learning and understand the meaning of knowledge under the background of history and culture. In particular, students can explore different meanings in different scenes and contexts. Therefore, students can understand relevant knowledge from multiple perspectives. In the process of teaching, teachers need to clarify relevant requirements and make reasonable use of such information. In the process of reading teaching, teachers should reasonably design teaching activities and guide students to understand the cultural backgrounds of different regions, so that they can better understand the differences and conflicts between cultures and put forward their own opinions. Group text

reading can cultivate students' reading ability, but it also needs students to continue in-depth research, so as to achieve cross-cultural communication. If only superficial learning, it can not cultivate students' comprehensive literacy. For example, in learning "City and country", teachers can allow students to explore the materials of different regions and countries, understand different cultures, summarize the materials and share them in class. These activities can cultivate students' cultural awareness.

In cultivating the students' cultural awareness and cross-cultural communication ability, teachers can adopt the following methods. Firstly, it is necessary to provide the cultural background of the article, guides the student to understand the culture of different countries and regions, historical and social background information. Besides, design teaching activities to encourage students to introduce the culture and tradition of their own country can also help students understand cultural connotation. It can guide them to make comparisons and exchanges to build cultural confidence. At last, encourage students to think and discuss the cultural issues involved in the article is needed. Teacher can guide students to find cultural differences and conflict points, and put forward their own views and suggestions.

4.3. Exercise Thinking Quality, Improve Students' Critical Thinking

Through group text reading, students can obtain information from multiple articles, analyze and solve problems, so as to cultivate their own thinking ability. Therefore, teachers should pay attention to cultivating students' thinking quality and critical thinking. Teachers can design some situations to guide students to compare, analyze and evaluate the ideas and arguments of different articles. In addition, group discussion or debate is also an effective way to learn. Students can better understand the content and application value of the article. Moreover, teachers can design reading activities to train students' critical thinking. Teachers can guide students to analyze the structure, language features, argumentation methods and logical relations of the article, so as to help them better understand the author's intention and the connotation of the article.

In training students' thinking quality and critical thinking, teachers can adopt the following methods. Firstly, it's necessary to provide challenging reading material for students and guide the student to carry on deep thinking. Besides, teacher can also organize discussion or debate activities, encourage students to express their views and opinions, and guide them to carry out logical analysis and reasoning. Thirdly, it's better for teacher to tell students methods for doing text analysis and critical thinking. These methods can help students understand the structure of the text, language features, argumentation methods and logical relations. Through the above methods, teachers can help students gradually improve their reading ability, guide students to establish a correct outlook on life and values, and promote their English writing and oral expression ability.

4.4. Practice Reading Skills and Strengthen Reading Ability

In terms of reading skills, teachers should guide students to use reading methods according to the text content. Intensive reading is an important method in English Group text reading. Intensive reading means that students deeply understand the details and context of the text through thinking. In this process, students can accumulate vocabulary and acquire important information. In addition, skimming is also one of the important skills in English learning. Skimming is the process by which students quickly acquire the main information of a text. Students only need to master the important information mentioned in the text, without in-depth analysis. In the teaching of Group text reading, teachers need to guide students to adopt the reading strategy of combining precision and skimming, so as to effectively shorten the reading time and improve the reading efficiency. As a result, students' reading ability will be improved. For example, when learning the article Revealing nature, teachers can organize students to read other relevant texts in combination with the topic of human and nature in the

article. Teachers can choose Saving the Earth in the English text of Grade 2 in the personal edition as the intensive reading content, and select a relevant English news as the skimming content. In the Group text reading of this class, students are required to deeply understand the main text and intensive reading of the text, think about the importance of environmental protection, learn related vocabulary and expressions, and carry out reading and discussion around the theme.

5. Conclusion

Group text reading teaching is of great significance to the improvement of students' English key competence. The implementation of effective group text reading teaching strategies in English teaching can improve students' language ability, cultural awareness, thinking quality and learning ability, so as to cultivate students' English key competence. From the perspective of key competence, English group text reading requires teachers to constantly explore and innovate teaching strategies, cultivate students' divergent thinking abilities and develop good learning habits. Finally, students can better adapt to the development of society.

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