

Study on the Current Situation and Countermeasures of Objective-oriented English Reading Teaching in Junior Middle Schools

-- Take a Key Middle School in Nanchong as an Example

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Abstract

The teaching goal is the teaching purpose that can be specific to the classroom teaching, and has the function of orientation and evaluation. It plays a guiding role in the activities of teachers and students in the classroom, all teaching activities revolve around it, and teaching goals play a vital role in English teaching. The new compulsory education curriculum in 2022 stipulates that the English curriculum should be goal-oriented, focus on core competence, reflect the nature of the curriculum, reflect the curriculum philosophy, and establish curriculum goals. Based on the core literacy, specific requirements are described from four aspects: language ability, cultural awareness, thinking quality and learning ability. The new version of the curriculum aims to conform to the requirements of the times, and integrates major themes such as advanced socialist culture, revolutionary culture, Chinese excellent traditional culture, national security, life safety and health into the curriculum to enhance the ideological nature of the curriculum. This is the requirement of the times and a huge challenge to front-line teachers. It is of great significance that teachers can fully understand the requirements of the new compulsory education curriculum, clarify the objectives of the English curriculum, and reasonably apply it to the classroom.

Keywords

Objective-oriented Teaching; Instructional Objectives; S.

1. Introduction

In our daily life, knowing objectives can help us better understand the steps we take can be in the right direction. General Secretary Xi Jinping has emphasized many times that in order to play the role of Bacon in casting the soul and inspiring wisdom, the course materials must adhere to the guiding position of Marxism, reflect the latest achievements of the Sinicization of Marxism, reflect the national style, and reflect the basic requirements of the party and the country for education. It reflects the basic values of the country and people's hearts, and reflects human cultural knowledge and creative achievements. The newly-issued National English Curriculum Standards for Junior Middle Schools (2022 version) (hereinafter called NESC) puts forward the core competences including language ability, cultural awareness, thinking quality and learning ability of the English subject. English courses need to focus on core literacy, reflect the nature of the course, reflect the course philosophy, and establish course goals.

In addition to the overall goals in the four areas based on the core competencies, teachers also need to know the segmented goals corresponding to the students' learning period. Only in this way can we reasonably formulate teaching objectives that adapt to the students' learning period and meet the curriculum standards, so as to achieve the best teaching effect.

In junior middle school English reading instruction, the importance of objectives in promoting the effectiveness of teaching reading is obvious. In the process of teaching and learning, teachers and students must have objectives in their minds, and they need to strengthen students' classroom learning target awareness. For English teachers, objective-based English reading instruction strategies can help to deepen teachers' target awareness, organize targeted teaching activities, and carry out meaningful English reading instruction. For students, establishing specific and clear learning objectives can help them learn more consciously. It fully reflects the initiative of students, cultivates students' innovative spirit and practical ability, and their emotional attitudes and learning ability can be fully developed.

However, in the actual junior middle school English reading instruction process, the design of objectives and the implementation of teaching activities are not optimistic. There are many problems in the teaching design, in which part of the objectives. For example, the target subject is unclear or even misplaced; the expression of the target is not specific or clear; the teacher only pays attention to the language form, etc.

Therefore, the research on goal-oriented English reading teaching in junior high schools can not only understand the current situation of the formulation and implementation of teaching goals in English teaching classrooms, but also help relevant investigators to notice the problems in the current goal implementation process, so as to formulate reasonable countermeasures.

2. Literature Review

2.1. Objectives

The instructional objective is a very important part of the teacher's lesson preparation process. It is the starting point, direction and destination of the classroom teaching. Without a sense of objective, there is no beginning and end, no method, strategy or task. Such a classroom has no core and soul. Such reading behavior will only waste text, consume time, and disappoint students.

"Why Use Objectives in Teaching?" To answer this question, Norman E. Gronlund (1985) says "Numerous specific answers could be given, but basically they can be combined into the three purposes depicted below." The three purposes of instructional objectives are (1) Provide direction for instruction; (2) Provide guidelines for testing; (3) Convey instructional intents to others. In *Gronlund's Writing Instructional Objectives (8TH EDITION)*, Norman E. Gronlund and Susan M. Brookhart (2008) add two more functions of instructional objectives: Provide direction for learning and Provide assessment for instruction.

2.2. Objective-Directed Reading Instruction

Objective-directed reading instruction emphasizes understanding information, developing thinking, improving strategies, and focusing on experience. Students learn text (intensive reading or extensive reading) to obtain topic information, experience text connotation, acquire language skills, enrich language knowledge, enhance cultural consciousness, experience text value, apply learning strategies, and improve thinking ability. In addition, students are human factors, and the purpose of education is to allow each student to grow individually. The objective-directed reading instruction meets the actual needs and development needs of students, closely links the true meaning of education, and plays its positive guiding and stimulating role in junior English reading instruction.

With the comprehensive objective-directed reading instruction concept, it is possible for teachers to stand at a certain level to analyze, compare, judge, synthesize, and evaluate the various facts in front of them, distinguish the priorities, grasp the key, make appropriate choices, and set scientific and effective instructional objectives, which guide and regulate the entire teaching activity to make it closer to the nature of the text, more in line with the text, more in

line with its vocabulary, language, logic and ideas, to achieve the maximum value of the text, and to better cultivate students' text awareness and reading ability.

2.3. Theoretical Bases

There is no doubt that goal-oriented reading teaching is also very necessary in our junior high school English teaching. In the new version of the curriculum standards, it is clearly put forward that English teaching needs to adhere to the goal-oriented, earnestly study and comprehend the important expositions of General Secretary Xi Jinping on education, fully implement the requirements for the cultivation of newcomers in the era with ideals, skills and responsibilities, and establish curriculum revision. Fundamental guidelines. Accurately understand and grasp the requirements of the Party Central Committee and the State Council on education reform, fully implement Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, and make socialism advanced, revolutionary culture, Chinese excellent traditional culture, national security, life safety and health, etc. Major themes are integrated into the curriculum to enhance the thoughtfulness of the curriculum.

In the 2022 edition of the curriculum standards, the overall goal based on core literacy is mentioned, and segment goals are proposed based on students' different learning stages. Grades 3-4 are Level 1, Grades 5-6 are Level 2, and Grades 7-9 are Level 3. All in all, students should achieve the following objectives through the study of this course. (1) Develop language ability; (2) Cultivate cultural awareness; (3) Improve thinking quality; (4) Improve learning ability.

3. Research Design

3.1. Research Questions

As this research was designed to investigate the current situation of the design and practices of objectives in junior middle schools English reading instruction, it intends to answer the following questions.

- 1) What is the current situation of their design, implementation, evaluation and attainment of instructional objectives in English reading teaching?
- 2) How should an objective-oriented English reading class be conducted?

As for the first question, an investigation in the form of questionnaire was conducted so as to find out how the teachers in junior middle schools view and understand objectives in their reading teaching. For the second question, after a further analysis of the data collected, some conclusions would be drawn concerning how an effective objective-oriented English reading class should be conducted.

3.2. Participants

In this research, thirty-two teachers in a key middle school in Nanchong are involved for the investigation of the current situation of the design and practices of objectives in senior high schools English reading instruction.

To investigate the current situation of their design, implementation, evaluation and attainment of instructional objectives in English reading teaching, 32 questionnaires for the teachers will be carried out. Finally, according to the data from these participants, the conclusion would be drawn.

The basic information of those 32 participants is shown in Table 1.

Table 1. The Background Information of Participants

Basic information		Item	Number	Percentage
Teachers	Gender	Male	2	6.63%
		Female	30	93.37%
	Teaching grade	Senior Grade 1	11	34.38%
		Senior Grade2	10	31.25%
		Senior Grade 3	11	34.38%
	Years of teaching English	1-3 year(s)	6	18.75%
		4-6 years	4	12.50%
		7-10 years	8	25.00%
		>10 years	14	43.75%

3.3. Instruments

Questionnaires are very convenient to collect data. Here, I use a questionnaire (see Appendix I) to investigate the effectiveness of reading instructional objectives and the design, implementation and evaluation of instructional objectives in junior middle schools. This questionnaire include teachers' personal information, 27 questions and teachers' views on the effectiveness of instructional objectives. And the problems in the questionnaire cover four aspects: teachers' attitudes of instructional objectives, teachers' understanding of the design of instructional objectives, teachers' understanding of the implementation of instructional objectives and the teachers' understanding of the evaluation of instructional objectives. Teachers are supposed to answer these 27 questions according to their actual situation.

3.4. Research Procedures

The experiment lasts for 10 weeks, The whole procedures can be divided into three stages.

At first, the author needs to formulate a reasonable questionnaire based on the requirements of the new version of the curriculum standards in 2022 and according to the thoughts of core competences, the relevance of the teaching objectives and teaching activities, and the achievement of the expected objectives.

And then, an investigation in the form of questionnaire was conducted so as to figure out how the teachers in junior middle schools view objectives in their reading teaching, what is effectiveness of objectives in junior middle schools English reading instruction.

Finally, all the data collected would be analyzed and discussed as a whole so as to summarize the current situation of the design and practices of objectives in junior middle schools English reading instruction.

3.5. Data Collection and Analysis

In order to investigate the current situation of the design and practices of English reading instructional objectives in junior middle schools, this research study lasted about two and a half months. During this period, the author distributed 32 questionnaires to the teachers of the three grades of the whole junior high school. For the data collected from the questionnaires, it was typed into Excel so as to calculate the accurate percentage of each item to figure out the current situation of their design, implementation, evaluation and attainment of instructional objectives in English reading teaching.

4. Results and Discussion

Based on data collected through questionnaires, the author conducted a thorough analysis and discussion in this chapter to answer the questions. The author collected thirty-two questionnaires to investigate teachers' views on instructional objectives and the current situation in English reading instruction. By analyzing the data, the author can make a preliminary judgment on the design and practices of the English reading instructional objectives in this middle school in Nanchong.

4.1. Teachers' Attitudes of Instructional Objectives

Items 1 to 7 are designed to explore teachers' attitudes about the importance or effectiveness of instructional objectives. Table 2 shows the responses of the 32 teachers who participated in the survey to these items.

Table 2. Attitudes of Instructional Objectives

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Item 1 : I think it is necessary to design reasonable instructional objectives for the English reading class in high school.	0.00%	0.00%	6.25%	21.88%	71.88%
Item 2: I think reasonable instructional objectives can make reading lessons more efficient.	0.00%	6.25%	21.88%	46.88%	25.00%
Item 3: In my opinion, the instructional objectives of reading class is the learning requirements that students should achieve after learning in this class.	0.00%	0.00%	6.25%	46.88%	50.00%
Item 4: I think the instructional objectives is only for the design of lesson plans, and it doesn't make much sense to the actual reading teaching.	15.63%	21.88%	31.25%	21.88%	9.38%
Item 5: I will write detailed instructional objectives before public classes and the inspection conducted by the teaching and research group, and usually skip or even don't write in daily teaching.	0.00%	12.50%	15.63%	46.88%	25.00%

According to the analysis of the questionnaire data, it can be seen from items 1, 2, 3, and 4 that the English teacher of the junior high school fully recognizes the significance of the teaching objectives in English reading teaching. For example, it can be seen from item 1, 93.76% (21.88%+71.88%) of teachers think that it is very important to design reasonable instructional objectives. And 71.88% (46.88%+25.00%) of the teachers truly agree on the efficiency of instructional objectives. However, although teachers affirmed the importance of teaching objectives and their significance in teaching. However, according to the data analysis of item 5, we can see that about 71.88% (46.88%+25.00%) of teachers write detailed instructional objectives before public classes and the inspection conducted by the teaching and research group, and usually skip or even don't write in daily teaching.

4.2. The Design of Instructional Objectives

Table 3. The Design of Instructional Objectives

Items	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Item 6 : I will refer to the core competences content of the English subject (language ability, cultural awareness, thinking quality, learning ability) to design the instructional objectives of the reading course.	3.13%	25.00%	43.75%	15.63%	12.50%
Item 7: I will design instructional objectives for reading based on unit topics, text genres, and discourse advantages.	0.00%	0.00%	15.63%	62.50%	21.88%
Item 8: I will design instructional objectives for reading based on students' life experience and interests.	0.00%	15.63%	34.38%	40.63%	9.38%
Item 9: I will integrate Chinese traditional culture and spirit into the instructional objectives design.	6.25%	25.00%	50.00%	12.50%	6.25%
Item 10: I will incorporate themes such as national security, safety of life, and health into the instructional objectives design.	12.50%	25.00%	31.25%	21.88%	9.38%
Item 11: I will modify and adjust the instructional objectives for students in different classes in English reading learning.	21.88%	28.13%	25.00%	12.50%	12.50%
Item 12: I will develop specific, measurable, achievable, relevant, and time-effective reading instructional objectives.	0.00%	20.00%	20.00%	40.00%	20.00%
Item 13: I will improve the instructional objectives in order to achieve better learning results based on the students' learning situation in the reading class.	3.13%	21.88%	9.38%	50.00%	15.63%
Item 14: I will comprehensively analyze the NESC, textbook content and learning situation to design reading instructional objectives.	15.63%	15.63%	25.00%	21.88%	21.88%
Item 15: I often summarize and reflect on the design, implementation and evaluation of instructional objectives.	12.50%	18.75%	43.75%	15.63%	9.38%

Specific design needs to take into account many factors, such as The National English Curriculum Standards, textbook content and learning situation. For teachers, how to design the

reasonable instructional objectives is also a difficult point. With the following data in Table 3, we will further analyze the current situation of the design of objectives.

According to the requirements of the new version of the curriculum standards, the formulation of teaching objectives needs to focus on the core literacy of English subjects, including language ability, cultural awareness, thinking quality and learning ability.

From the data results of item 6, we can see that only 28.13% (15.63%+12.50%) of teachers will consider the requirements of students' core literacy when designing goals. And 43.75% of the teachers hold a neutral point of view. That is to say, core competences have not been fully reflected in specific teaching.

In addition, the curriculum also requires the teachers need to analyze the NESC, textbook content and learning situation, and all the objectives are supposed to be based on unit topics, text genres, and discourse advantages. However, according to the survey data, there are still a large number of teachers who ignore the subject and discourse requirements of the curriculum standards.

Item 8 to item 10 are the topics of culture, thought and safety added in the revised principles section of the 2022 new curriculum standards. For English teaching, front-line English teachers should pay more attention to a balance between the excellent traditional Chinese culture and foreign culture. In the teaching process, it is necessary to build up the cultural self-confidence of students. Teachers should fully understand and apply these points in teaching.

4.3. The Implementation of Instructional Objectives

Item 16 to Item 20 are designed to investigate the participants' implementation of instructional objectives in reading classes. The results are shown as follows.

Table 4. The Implementation of Instructional Objectives

Items	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Item 16 : I think that sharing instructional objectives with students can ensure that reading lessons are conducted more actively and efficiently.	0%	0%	6.25%	34.38%	59.38%
Item 17: I will share the instructional objectives of this lesson with students in advance in the reading class.	0%	12.50%	21.88%	40.63%	25.00%
Item 18: I believe that the implementation of reading classroom teaching activities must be closely centered on instructional objectives.	0%	0%	15.63%	53.13%	31.25%
Item 19: I think that the instructional objectives of reading can help students clarify their learning requirements and choose appropriate learning strategies, which can guide students' learning.	0%	0%	6.25%	56.25%	37.50%
Item 20: I will encourage all students to participate in the teaching activities of the reading classroom to ensure the smooth implementation of the instructional objectives.	3.13%	0%	28.13%	31.25%	37.50%

According to the above statistical results, we can see that in the specific implementation of English reading teaching, 93.75% (34.38%+59.38%) of teachers in this school believe that sharing instructional objectives with students can ensure that reading lessons are conducted more actively and efficiently. 84.37% (53.13%+31.25%) of the teachers believe that the implementation of reading classroom teaching activities must be closely centered on instructional objectives. And 65.63% (40.63%+25.00%) of them will share the instructional objectives of this lesson with students in advance in the reading class. Although it is not clear whether the goals shared by teachers in each class meet the requirements of the latest curriculum standards, or whether the design is reasonable. However, teachers consciously share teaching goals with students, which will definitely help students' reading teaching effect.

4.4. The Evaluation of Instructional Objectives

Evaluation is for better adjusting teaching, and we can adjust our teaching in time only if we clearly understand the problems existing in the entire teaching process. For the evaluation of instructional objectives, we must consider not only the final evaluation but also the process evaluation to consider the consistency of presupposition and generation. Item 24 to item 30 aims to find out how those teachers evaluate instructional objectives for their reading teaching. The results of this section are shown as follows.

Table 5. The Evaluation of Instructional Objectives

Items	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Item 21 : I think it is necessary to evaluate and test around the instructional objectives of reading lessons.	0%	0%	21.88%	53.13%	25.00%
Item 22: I will use the preset reading instructional objectives as an important basis for evaluating the classroom.	25.00%	31.25%	34.28%	6.25%	3.13%
Item 23: Based on the instructional objectives, I will design a variety of teaching activities to conduct a process evaluation of student learning during the reading process.	25.00%	37.50%	15.63%	12.50%	9.38%
Item 24: I will design output activities after reading to test students' reading comprehension and whether they meet the expected instructional objectives.	28.13%	40.63%	46.88%	15.63%	6.25%
Item 25: I will develop self-evaluation scales and other evaluation scales to help students evaluate themselves based on objectives.	34.38%	34.38%	18.75%	9.38%	3.13%
Item 26: I will guide students to make self-evaluation and reflection based on instructional objectives before the end of the reading class.	37.50%	40.63%	15.63%	6.25%	0%
Item 27: I will assign homework related to the instructional objectives and use the completion of the homework as an important evaluation basis.	21.88%	28.13%	31.25%	40.63%	9.38%

Although there are 78.13% (53.13%+25.00%) of the English teachers in this school think it is necessary to evaluate and test around the instructional objectives of reading lessons. However, according to the data from item 22 to item 26. In terms of classroom evaluation of teaching objectives, teachers have not done a very good job. Most of them do not design reasonable assessment activities or develop self-evaluation scales and other evaluation scales to test the achievement of teaching objectives. Among them, it is relatively good that 68.75% (40.63%+9.38%) of teachers will assign homework related to the instructional objectives and use the completion of the homework as an important evaluation basis.

4.5. Teachers' View of Instructional Objectives

According to the answers from section 3, of the 32 junior middle school English teachers, 27 gave affirmative answers. The author received 287 positive answers to the questions in section 3, of which 19 teachers gave further explanations.

It shows that most of the English teachers in this key middle school in Nanchong agree with the role of instructional objectives. But how to share instructional objectives with students ensure that reading lessons are conducted more actively and efficiently. The author collected and analyzed the answers collected from these questionnaires, and divided the teachers' answers into three categories.

First of all, teachers need to have a sense of goals and know the importance of teaching goals to English reading teaching. In this regard, in the usual teaching and research activities, the learning of teaching objectives can be listed as one of the topics to help teachers learn the new version of the curriculum standards and the latest requirements for the new version of the curriculum standards.

Second, teachers need sufficient space and time for self-improvement. The pressure of courses and exams on front-line teachers leaves them with little time to carefully polish each reading lesson. Most of the time, only when participating in competitions or taking public classes will they seriously study the teaching objectives of a class.

Third, the new curriculum standards put forward higher requirements for teachers. Therefore, teachers need better targeting of learning curriculum standards. In this way, teachers can better grasp the direction of the curriculum and set reading teaching goals that are in line with the learning situation, students, and curriculum standards.

5. Conclusion

As this research was designed to investigate the current situation of the design and practices of objectives in junior middle schools English reading instruction, based on data collected through questionnaires, it intends to answer the following two questions:

- 1) What is the current situation of their design, implementation, evaluation and attainment of instructional objectives in English reading teaching?
- 2) How should an objective-oriented English reading class be conducted?

In this chapter, the author will analyze and analyze the data in Chapter 4 and draw conclusions, and explore the implications of this research. The significance of English reading teaching in high school, and some shortcomings and suggestions of this study.

In the investigation of the key junior high school in Nanchong, the author found that the English teachers of the school highly recognized the significance and value of the teaching objectives in reading teaching. However, there are corresponding problems in the design, implementation, evaluation and achievement of specific goals. Also needs attention.

For example, teachers have a certain understanding of curriculum standards and core competencies in English subjects. However, in the design of specific teaching goals, the application of subject core literacy in teaching design is always ignored, and the use of words,

phrases and grammar is blindly emphasized. This neglects the cultivation of students' reading ability and language ability. In addition, the new version of the English curriculum standards also mentions the need to integrate into the traditional culture of the Chinese nation, and to establish cultural self-confidence while learning English. Teachers also tend to neglect the teaching of cultural awareness and ideological quality.

Most teachers will consciously share their teaching goals with their students when teaching reading, which is very worthy of recognition. However, the connection between teaching, learning and evaluation is ignored. Evaluation is also a very important part of the teaching process. Teachers need to be aware of the importance of evaluation. The classroom is not the teaching of the teacher alone, but the students learn to learn, and under the leadership of the teacher, they learn with purpose and consciously. After reading and learning, students can then evaluate the content learned in this class according to the goals, which can help students better understand their own learning status and efficiency, so as to better check and fill gaps. Therefore, in the process of student students, teachers must find ways to help students detect and reflect on the content of learning to learn more efficiently.

According to the third part of the questionnaire, the author has divided the suggestions made by teachers into three parts, in short, teachers' sense of purpose, teachers' time, and teachers' self-improvement. Schools should consider giving front-line teachers more opportunities and methods for self-improvement and learning, so that teachers have time and ability to learn and develop themselves, rather than teaching according to past experience. This also inspires this key junior high school in Nanchong City, which is to give teachers opportunities and space to improve and develop themselves. Because only the development of teachers can drive the development of teaching, only the progress of teachers can lead the progress of students, and only when teachers are really strong can schools become stronger and stronger.

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