

Design and Practice of Project-Based Learning in Junior High School English Reading Teaching under the Guiding Principle of Subject-Based Education

Xi Wang*

Shanghai Jiading New City Experimental Middle School, Shanghai, China

*Corresponding Author

Abstract: Transforming the concept of subject education into actionable junior high school English reading teaching practice is an important direction of the current English curriculum reform. This paper takes project-based learning as the starting point, uses the case analysis method, and selects Unit 5 Natural disasters from the second volume of the eighth grade of the Shanghai Education Edition as a research case, and constructs the design path of project-based learning from the four dimensions of excavating the entry point of education, designing driving problems, planning project tasks, and building a learning scaffold, and presents the whole process of project implementation in combination with 6 hours of teaching practice. The evaluation scale of promotional pages and the self-evaluation form of students' educational literacy were designed, and the works of 6 groups were quantitatively evaluated from four dimensions: content completeness, language accuracy, design creativity, and educational value embodiment, and the changes in educational literacy of 32 students were statistically analyzed. The results show that project-based learning can effectively stimulate students' reading motivation, promote the transfer and application of language knowledge, and naturally achieve the goal of education in the process of completing real tasks. Project-based learning is an effective way to realize subject education, providing an actionable path reference for front-line teachers to transform the concept of education into teaching practice, and has positive practical significance for promoting the transformation of English reading teaching from "knowledge-based" to "education-oriented".

Keywords: Project-Based Learning, Subject Education, Junior High School English, Reading Teaching, Shanghai Edition Textbooks

1. Introduction

The "Compulsory Education English Curriculum Standards (2022 Edition)" clearly states that English courses must play an educational role and guide students to form correct values and necessary characters in language learning [1]. This expression transforms "subject education" from an abstract educational concept into a specific curriculum goal, and also puts forward a new positioning for junior high school English teaching. English is no longer just a training ground for language tools, but should become a carrier for students to understand the world, understand culture, and cultivate character. In various sections of the English curriculum, reading teaching naturally assumes the function of educating people due to the richness and ideological content of the text. How to achieve subject education through reading teaching has become an important topic in current English education research.

Judging from the current research status, the academic community has paid some attention to the educational value of English reading teaching. Some scholars have proposed from the perspective of text interpretation that teachers should explore the cultural connotations and emotional factors in teaching materials and guide students to dialogue with the text [2,3]. There are also studies that explore how to infiltrate educational goals in the pre-reading, during reading, and post-reading links from the perspective of teaching methods [4]. However, these studies mostly stay at the level of concept advocacy or strategy listing, and lack systematic teaching path design. At the same time, the inertia of "valuing knowledge over educating people" is prevalent

in front-line teaching. Reading classes still focus on vocabulary explanation and grammatical analysis, and the thoughts, emotions and cultural values behind the text are often marginalized. Even if teachers are aware of the necessity of educating students, they often lack practical methods, which reduces the educational goals to "labeling" in the classroom [5].

The introduction of Project-Based Learning (PBL) provides new possibilities to solve this dilemma. Project-based learning emphasizes student-centeredness, leading students to complete real tasks with driving questions, and achieving knowledge construction and ability development through inquiry and practice [6]. Foreign studies have shown that project-based learning can help improve students' learning motivation and comprehensive literacy [7]. In the field of domestic English subjects, applied research on project-based learning has gradually increased in recent years, but most of them focus on the cultivation of comprehensive language ability. There are relatively few studies involving reading teaching, and there is even less systematic discussion on combining it with subject education goals [8-9]. Specific to the junior high school stage, how to design project-based learning in reading classes and how to implement educational goals in project implementation still need to be explored in depth [10].

Based on the above research status, this article adopts the case analysis method and selects part of the fifth unit in the second volume of eighth-grade English as a case to refine the operational path of project-based learning from the perspective of teaching design, including driving problem design, project task planning, learning scaffolding, achievement display and evaluation, etc. At the same time, the project implementation process is presented based on

teaching practice, and students' language development, thinking changes and value recognition in the project are analyzed to test the actual effect of project-based learning in achieving the goal of subject education.

2. Project-Based Learning Design Path Based on Teaching Materials

This article takes Unit 5 Natural disasters, the second volume of the eighth grade of the Shanghai Education Press, as an example to explain the project-based learning design path based on the textbook, which is divided into four steps.

2.1 Study the Textbook and Explore the Entry Point of Education in the Text

Textbooks are the starting point of design. When teachers get a text, they need to complete the "three readings".

The first reading is to read the language, which organizes the language knowledge points of the text in the form of a table to distinguish between "must be taught" and "expandable" (see Table 1). Taking the reading text "10-year-old girl saved people from tsunami" as an example in Unit 5, the core vocabulary includes strange waves, white foam on the surface, water coming in rapidly, run to higher ground, and warn people, and the core sentence patterns include She noticed something strange about..., She realised there was going to be..., He urged everyone to..., these are used in the production of the project, and must be taught with emphasis. Extended vocabulary such as tsunami, earthquake, typhoon, flood, disaster, survive, rescue, and extended sentence patterns such as be caused by, result in, be prepared for, etc., depending on the learning situation, whether to supplement or not depends on the learning situation.

Table 1. Text Language Point Collation Table

Type	Content	Processing
Core vocabulary	strange waves, white foam on the surface, water coming in rapidly, run to higher ground, warn people	It must be taught and will be used in the production of the project
Core sentence patterns	She noticed something strange about... / She realised there was going to be... / He urged everyone to...	It must be taught and will be used in the production of the project
Expand vocabulary	tsunami, earthquake, typhoon, flood, disaster, survive, rescue	Depending on the learning situation, the group will use it when choosing a disaster
Expand sentence patterns	be caused by, result in, be prepared for	Depending on the school situation, preventive measures will be used

The second reading is to read the content, using "5W1H" to sort out the factual information of the text (Table 2). The character of this lesson is Tilly Smith, a 10-year-old British girl, who successfully warned and saved more than 100 people with the tsunami knowledge she learned in geography class, on December 26, 2004, at Mai Khao Beach, Phuket, Thailand, because she remembered the signs before the tsunami that she had learned in geography class, and the process was that she observed the abnormal phenomenon, judged that it was a tsunami, told her parents, and told the hotel security guards and the security guards evacuated tourists.

Table 2. Text Content Sorting Table (5W1H)

Project	Content
Who	Tilly Smith, a 10-year-old British girl
What	Using the tsunami knowledge learned in geography class, he successfully warned and saved more than 100 people
When	December 26, 2004
Where	Mai Khao Beach, Phuket, Thailand
Why	Tilly remembers the pre-tsunami signs he had learned in geography class
How	Observing the abnormal phenomenon→ it was judged to be a tsunami→ telling parents→ parents to tell hotel security→ security evacuating tourists

The third reading is to read the value of education. The teacher asked three questions: What else can this text leave for students besides teaching language? Which sentence in the text best reflects the value of education? How might students feel or think after reading? The educational value of this lesson lies in "knowledge can save lives", "courage makes knowledge work", and "classroom learning is closely related to the reality of life". The key sentence is "She realised there was going to be a tsunami because she had seen similar waves in a tsunami video in her geography class two weeks earlier." After reading it, students may think: Can the knowledge I learn in class also be used in life? If I encounter a similar situation, would I dare to stand up? After the third reading is completed, the teacher fills in the analysis results into the text education value analysis card (see Table 3) as the basis for subsequent design of driving questions.

Table 3. Text Education Value Analysis Card

Analytical dimensions	Content
Title of the text	10-year-old girl saved people

	from tsunami
Core language points	strange waves, white foam, water coming in rapidly, run to higher ground
Core facts	In the 2004 Indian Ocean tsunami, Tilly used geography class knowledge to save people
The entry point of education	Knowledge can save lives, Classroom learning is relevant to life
Key statements	She realised there was going to be a tsunami because she had seen similar waves in her geography class
It may trigger students' thinking	Can I apply what I have learned in my life? Do I dare to stand up at a critical moment?

2.2 Design Driving Questions to Make the Task Point to the Goal of Educating People

Driving questions are the core elements of project-based learning, which determine the direction and depth of the project. Three conditions need to be met when designing. The first is real, and the problem should come from the student's life experience or the real situation of the school community. The test is to ask yourself: Can this question be asked in the real world? After students complete the project, can the results be used in real life? The school community where this unit is located carries out the "Disaster Prevention and Reduction Publicity Week" every year, and the publicity page will indeed be posted on the community publicity board, so the driving issue is authentic. The second is openness, there should be no standard answers to questions, and different groups can have different solutions. The test is to ask yourself: Will the answer be the same for all groups? Under the driving questions of this unit, different groups can choose different disasters (earthquakes, typhoons, tsunamis, floods), and the same disaster can also have different expressions, design styles, and preventive measures, so the answer is open. The third is to point to the goal of education, and the problem should imply the value of education, and students will naturally touch it in the process of solving the problem. The test method is to ask yourself: What will students gain after completing this task, in addition to learning the language? The driving questions of this unit imply the value of "knowledge serving others",

and students make promotional pages to let community residents understand disaster prevention knowledge, which is itself a manifestation of a sense of social responsibility. Based on the above analysis, the driving question of this unit is designed as: How to

create a disaster prevention leaflet for the community in Chinese and English, so that residents can understand the natural disaster of your choice and how to protect themselves when disaster strikes? The driving problem design card is shown in Table 4.

Table 4. Driving Question Design Card

Design elements	Content
Driving problems	How to create a disaster prevention leaflet for the community in Chinese and English, so that residents can understand the natural disaster of your choice and how to protect themselves when disaster strikes?
Authenticity basis	The school community carries out the "Disaster Prevention and Reduction Publicity Week" every year, and the publicity page will be posted in real life
Openness is embodied	Different groups can choose different disasters, and the expression, design style, and focus can be different
The goal of education is oriented	Students need to think about "what information can help others" and reflect the awareness of knowledge serving others

2.3 Plan Project Tasks and Decompose Education Goals into Various Links

After the driving issues are determined, the project needs to be broken down into a number of staged tasks so that students can gradually

achieve their educational goals while completing the tasks. The task planning of this project is shown in Table 5, with clear time, task and output requirements for each phase.

Table 5. Project Task Planning Table

stage	Class time	What teachers do	What students do	Output	Decomposition of educational goals
Entry and grouping	Lesson 1	Play tsunami videos, ask questions to guide discussions, present project tasks, issue division of labor sheets, and guide groups	Watch videos, answer questions, understand project tasks, freely form teams, and complete the division of labor	Group division of labor	Stimulate attention to disaster topics and initially establish the awareness that "knowledge can save lives"
Read the input	Lesson 2	Distribute reading task lists, organize independent reading, organize group discussions, and ask the group to share	Read the text independently, fill out the task sheet, discuss the answers in groups, and share the results of the discussion	Read the task sheet	Understand how Tilly uses knowledge to save people and experience "applying what you learn"
Further reading	Lesson 3	Distribute supplementary materials, organize group reading, organize sharing, and summarize and summarize	Read Pompeii or San Francisco earthquake material in groups, take turns sharing, and record key information	Natural disaster knowledge card	Understand the impact of disasters on humanity and establish awareness of disaster prevention
Project production	Lessons 4-5	Explain the structure and language support of the promotional page, display samples, distribute materials, organize production, and inspect and guide	Learn language support, refer to examples, and divide the group to make promotional pages	First and final drafts of the leaflet	Transform knowledge into disseminated information, fostering a sense of cooperation and responsibility
Display and evaluation	Lesson 6	Organize group presentations, organize mutual evaluations and teacher evaluations, and summarize	Display leaflets, participate in mutual evaluation, and listen to feedback	Evaluation scale scores	Reflect on the evaluation and strengthen the awareness of "knowledge serving others"

2.4 Build a Learning Scaffold to Ensure the Smooth Progress of the Project

Project-based learning requires high autonomy from students, but teachers need to provide support in key links. The learning scaffolding of this project consists of four categories.

In terms of language scaffolding, teachers print

language bracket cards for students to refer to when writing. The cards are classified according to functions: introduce disasters, explain the causes, describe hazards, and make suggestions, each function provides 2-3 sentence patterns, and marks the source of the textbook to facilitate students to trace back the

text, and the language bracket card is shown in Table 6.

Table 6. Language Bracket Card

Function	Sentence patterns	Source of textbooks
Introduce the disaster	This disaster is called... / It is a type of...	Teacher adds
Explain the cause	... caused by... / ...can lead to...	P68
Describe the hazard	It can destroy... / It causes... / People may...	P68, P72
Make suggestions	To stay safe, you should... / You'd better... / Remember to...	P67, P70

In terms of content support, teachers provide two templates for students of different levels to choose from. One is a sample template, where the teacher makes a complete sample of the promotional page (taking the earthquake as an example), showing the writing method of the title, picture, disaster introduction, hazard description, and preventive measures, and the sample is posted on the classroom wall for students to refer to at any time. The other is a fill-in-the-blank template, which provides a sentence framework for groups with weak language foundations, such as "_____ is a type of natural disaster. It is caused by _____. When it comes, it can _____. To stay safe, you should _____. You'd better not _____."

In terms of method support, teachers issued a group division table (Table 7) to clarify the responsibilities of each role and give suggestions for division of labor.

Teachers emphasize that role assignment should be based on the strengths of members, but everyone should participate in the content discussion and not just do their own thing. If the number of people in the group is less than 4, the roles can be combined, such as team leader and data clerk, designer and writer.

Table 7. Group Division of Labor

Role	Responsibilities	Suggest candidates
Team leader	Coordinate the progress, organize discussions, and coordinate the division of labor	Students with strong organizational skills
Data clerk	Find and organize disaster-related	Students with strong

	information	information retrieval ability
Designer	Responsible for layout design, drawing, and layout	Students with art expertise
Writer	Responsible for writing English text for promotional pages	Students with good English foundation

In terms of resource support, teachers provide three types of resources. The first is the textbook resource index, which tells students which pages can find useful information, such as the definition and impact of natural disasters on P68, typhoon preparedness measures on P70, emergency supplies list on P77, Pompeii on P80 and the San Francisco earthquake case. The second is to recommend online resources, providing Chinese and English comparison information from authoritative websites, such as the official website of the China Meteorological Administration, the official website of the U.S. Geological Survey, and the National Emergency Broadcasting Network. The third is a bilingual vocabulary list, which sorts out the vocabulary related to this unit and expands disasters, and compares Chinese and English for students' reference.

3. Teaching Practice Cases

3.1 Case Selection and Preliminary Preparation

This case is based on Unit 5 Natural disasters in the second volume of the eighth grade of Shanghai Education Press. The unit reading section provides the news report "10-year-old girl saved people from tsunami", which tells the true story of Tilly Smith, a British girl, who used the tsunami knowledge she learned in geography class to successfully warn and save more than 100 tourists. The task of the unit project is to "create a leaflet about natural disasters for the community".

Based on the content of the textbook and the learning situation, the goals of this project are set as shown in Table 8.

Table 8. Goal Setting

Dimension	Specific goals
language ability	Students can read news reports about natural disasters and introduce the causes, hazards and preventive measures of a natural disaster in English
cultural	Let students understand the impact of

awareness	natural disasters on human beings and establish a sense of disaster prevention and mitigation
quality of thinking	Students can analyze the reasons for Tilly's successful early warning and summarize disaster prevention knowledge
learning ability	Students can work together in group work to complete the production and display of promotional pages

3.2 Project Implementation Process

A total of 6 class hours are arranged for the implementation of the project.

3.2.1 Entry and grouping (Lesson 1)

The teacher played a video of the tsunami (about 2 minutes), in which the sea water receded rapidly, revealing the seabed, and then huge waves surged. After the playback, the teacher asked, "What did you see?" "What do you think caused these waves?" Students answer briefly in Chinese or English. The teacher leads to the core question of this unit: "What can we learn from the power of nature?"

Then the teacher presented the project task: the school community will carry out the "Disaster Prevention and Reduction Publicity Week" activity, and invite each class to make a publicity page about natural disasters for the community, which will be posted on the community publicity board. Students are free to form teams, in groups of 4 people. The teacher requires each group to complete the division of roles within 10 minutes, and clarify the responsibilities of the team leader, data clerk, designer, and writer. Teachers inspect each group and intervene and guide groups with chaotic division of labor. For example, if two people compete for the team leader and two people are unwilling to take on the task, the teacher suggests that they renegotiate according to their respective interests and strengths.

3.2.2 Reading input and knowledge construction (Lesson 2-3)

The second lesson focuses on reading textbooks. Students read "10-year-old girl saved people from tsunami" and complete the reading task list. The task list consists of three questions: What pre-tsunami anomalies did Tilly observe? Why can she make the right judgment? If you were on the beach at the time, would you believe a 10-year-old girl's warning? Why? Students read and fill out the task sheet independently, which takes 15 minutes, and

then the group discussion and exchange answers. The teacher asked 2-3 groups to share the results of the discussion, focusing on guiding students to understand: Tilly can save people because she translates what she learns in class into practical actions and stays calm and dares to speak up in critical moments.

Lesson 3: Extended reading. The teacher provides supplementary material (textbook P80 "The fate of cities in natural disasters") about the story of Pompeii buried by volcanic ash and rebuilt after the 1906 San Francisco earthquake. Students read in groups, each group is responsible for introducing the disaster story of one of the cities, which takes 15 minutes, and then each group takes turns sharing and the other groups record key information.

After the two classes, each group completes the natural disaster knowledge card, records the causes, hazards and preventive measures of the disaster selected by the group, and indicates the source of information (textbook page number or supplementary materials).

3.2.3 Project production and group collaboration (Lesson 4-5)

In the fourth lesson, the teacher explains the basic structure and language support of the promotional page. The promotional page includes five parts: title, picture, disaster description, hazard description, and preventive measures. The teacher shows a sample leaflet (taking the earthquake as an example) and distributes a language bracket card for students to refer to when writing. Language bracket cards are classified by function: "This disaster is called..." or "It is a type of..." to introduce disasters, and "It is caused by..." or "... can lead to...", "It can destroy..." or "It causes...", and "To stay safe, you should..." or "You'd better...". The card also marks the source of the textbook for each sentence pattern, making it easier for students to trace back the text.

Students start working in groups to create leaflets. Teachers provide A3 white paper, colored pens, scissors, glue and other materials. Each group promotes according to the division of labor: the data clerk sorts out the information on the knowledge card, the writer writes the information into English sentences, and the designer is responsible for the layout and drawing. Teachers inspect the groups and provide individual guidance to students with language difficulties and advice to groups with confused design ideas. For example, some

groups did not know how to draw a diagram of a typhoon, and the teacher suggested that they refer to the illustrations in P71.

In the fifth lesson, the teacher focuses on explaining common problems in the first 15 minutes: first, "translation tone", such as "When typhoon comes, you should not go outside" should be changed to "Stay indoors during a typhoon", The second is "the sentence is too long", such as "The typhoon is a kind of natural disaster that usually happens in summer and brings strong wind and heavy rain" can be divided into two sentences. Students then continue to refine their works. In the last 15 minutes, each group completes their work and

prepares for the next lesson.

3.2.4 Achievement presentation and evaluation (Lesson 6)

Each group displays the leaflet in turn, and the time is controlled within 4 minutes. The display content includes the types of disasters selected by this group, the design ideas of the publicity page, and the highlights of the preventive measures. Other students and teachers scored according to the evaluation scale (Table 9). The evaluation is carried out on the spot in the display session, and the mutual evaluation of students and teacher evaluation are combined, accounting for 50% each. The evaluation results are included in the total score of the project.

Table 9. Promotional Page Item Evaluation Scale

Evaluation dimensions	Points	Scoring criteria	Score
Content Integrity	25	It covers four parts: disaster introduction, causes, hazards, and preventive measures, and the information is accurate	
Language accuracy	25	The expression is clear, the grammar is correct, and there is no obvious trace of translation	
Design creativity	20	The layout is beautiful, with pictures and texts, and creative elements	
The value of education is embodied	30	It can reflect the educational values of "knowledge can save people", "disaster prevention awareness" and "social responsibility", and has active value expression	
Total score	100		

After the exhibition, each group revises and improves the work according to the feedback. Excellent works are recommended to be posted on the community publicity board and pushed on the school's official account.

3.3 Analysis of Teaching Effect

After the project, the teachers analyzed the teaching effect from two dimensions: "evaluation of promotional page works" and "evaluation of students' educational literacy".

3.3.1 Evaluation of promotional pages

All 6 groups in the class completed the production of promotional pages and participated in the evaluation. The evaluation uses the scale in Table 9, and is completed by student mutual evaluation and teacher evaluation in the achievement display link. The evaluation results are shown in Table 10.

From the evaluation results, the scores of the six groups were distributed between 57 and 93 points, with an average score of 76.8 points. The highest score was Group 3 (93 points) and the lowest score was Group 6 (57 points).

In terms of content completeness, the average

score of the six groups was 20.7 out of 25. Group 3 received the highest score of 24 points, and its leaflet detailed the typhoon's formation conditions (warm ocean water, low pressure), major hazards (strong winds, heavy rain, storm surge) and precautions (stay indoors, prepare emergency kit, board up windows). Group 6 scored the lowest (17 points), and its leaflet lacked an explanation of the cause of the disaster and only two preventive measures.

In terms of language accuracy, the average score of the six groups was 18.3 out of 25. Group 3 received the highest score of 23 points, and its leaflet used the core sentence patterns of the text, such as "It is caused by warm ocean water" and "To stay safe, you should prepare an emergency kit", without obvious grammatical errors. Group 6 scored the lowest (12 points), and its promotional page had many traces of translation, such as "When typhoon comes, you should not go outside" and "If you go outside, you will be dangerous". This kind of expression does not conform to English habits, indicating that students need more guidance in language transformation.

Table 10. Evaluation Score of the Group Promotional Page

Group	Content Integrity (25)	Language accuracy (25)	Design creativity (20)	The value of education is embodied (30)	Total score (100)
Group 1	22	20	16	25	83
Group 2	18	15	14	18	65
Group 3	24	23	18	28	93
Group 4	20	18	15	22	75
Group 5	23	22	17	26	88
Group 6	17	12	13	15	57
Average score	20.7	18.3	15.5	22.3	76.8

In terms of design creativity, the average score of the six groups was 15.5 out of 20. Group 3 received the highest score of 18 points, and its promotional page used the typhoon structure diagram as the main visual, and used different colors to distinguish the three sections of causes, hazards and prevention, and the layout was clear and beautiful. Group 6 scored the lowest (13 points) and its promotional leaflet had only text and a satellite image of the typhoon downloaded online, lacking self-design elements.

In terms of the embodiment of educational value, the average score of the 6 groups was 22.3 points (out of 30). Group 3 received the highest score of 28 points, and its leaflet reads "Learn about typhoons at school. You never know when it might help", writing at the end "Share this with your family. It might save their lives one day". These two sentences are not the original sentences in the textbook, but are refined by the students after understanding the text, indicating that the group members have internalized the concept of "knowledge can save lives" and actively passed on knowledge to others, reflecting a sense of social responsibility. Group 1 (25 points) and Group 5 (26 points) also included similar value expressions in their promotional pages. Group 6 scored the lowest (15 points), and its promotional page only listed the basic information of the typhoon, without any statements reflecting the value of education. From the perspective of the correspondence between students' works and evaluation scores, the groups with high scores in the dimension of reflecting the value of education (group 3, group 5, group 1) also had relatively high scores for language accuracy and content completeness. This shows that the achievement

of the goal of education and the improvement of language ability are not antagonistic, and students are more active in polishing their language expression in the process of thinking about "what information can help others".

3.3.2 Evaluation of students' educational literacy

The evaluation of the work on the promotional page reflects the results of group cooperation, but the ultimate goal of education is the development of individual students' literacy. To this end, the teacher designed a self-evaluation form of students' educational literacy (see Table 11), which was filled in independently by students after the project to understand the changes in students' safety awareness, social responsibility, and the concept of applying what they have learned.

32 students in the class participated in the self-assessment and collected 32 valid questionnaires. The statistical results are as follows.

In terms of safety awareness, 28 people chose "strongly agree" and 4 people chose "somewhat agree", "I know how to protect myself when a disaster comes", 25 people chose "strongly agree", 6 people chose "somewhat agree", and 1 person chose "not very much", In the item "I will pay attention to the disaster preparedness of families and communities", 20 people chose "strongly agree", 8 people chose "somewhat agree", and 4 people chose "not very much". Judging from the data, the vast majority of students have enhanced their awareness of natural disasters and self-protection through the project, but there are still some students who have not yet formed a habit of "actively paying attention to disaster prevention and preparedness".

Table 11. Self-Evaluation Form of Students' Educational Literacy

Evaluation dimensions	Evaluate the content	Strongly agree	Agree	Not much agree	Completely disagree
		Safety awareness	Through this project, I have gained a better understanding of the dangers of natural disasters		

	I know how to protect myself when disaster strikes				
	I pay attention to the disaster preparedness of families and communities				
Social responsibility	I think it is meaningful to tell others about disaster prevention				
	I would like to share disaster prevention knowledge with my family or friends				
	If there is a disaster, I am willing to help the people around me				
Apply the concept of learning to the application	I believe that the knowledge learned in the classroom can be applied in life				
	Tilly's story made me feel that learning is valuable				
	In the future, I will take what I learn in class more seriously				

In the dimension of social responsibility, 30 people chose "strongly agree" and 2 people chose "somewhat agree", In the item "willing to share disaster prevention knowledge with family or friends", 26 people chose "strongly agree", 5 people chose "somewhat agree", and 1 person chose "not very agree", "Willing to help people around you", 29 people chose "strongly agree" and 3 people chose "somewhat agree". The data shows that students have a high recognition of social responsibility at the conceptual level, but slightly lower than the conceptual recognition at the practical action level (active sharing), which suggests that follow-up teaching can increase more practical opportunities to "go out of the classroom".

In the conceptual dimension of applying what you have learned, 27 people chose "strongly agree" and 5 people chose "somewhat agree", "Tilly's story makes me feel that learning is valuable", 31 people chose "strongly agree", 1 person chose "somewhat agree", In the item "I will take what I have learned in class more seriously in the future", 26 people chose "strongly agree", 5 people chose "somewhat agree", and 1 person chose "not very much". Tilly's story has a strong impact on students, and almost all students agree that this story makes them feel the value of learning. Whether this emotional identity can be continuously translated into daily learning behavior needs to be observed for a long time.

Combined with the results of the evaluation of the works on the promotional page and the self-evaluation of students' educational literacy, project-based learning presents two characteristics in subject education. First, the quality of works and the quality of education promote each other. The group with a high score reflecting the value of education also has a higher degree of recognition of dimensions

such as "applying what you have learned" and "social responsibility" in the self-evaluation form. Second, there are individual differences in the achievement of education goals. Although most students showed high recognition in the self-evaluation, a small number of students still had reservations, which was consistent with the lack of educational value expression in individual groups in the promotional page works. How to allow every student to deeply participate in the project design and truly internalize the value of education is a problem that needs to be explored in subsequent teaching.

5. Conclusion

This paper takes Unit 5 Natural disasters in the second volume of the eighth grade of Shanghai Education Edition as an example to explore the design path and practical strategy of project-based learning in junior high school English reading teaching under the guidance of subject education. Research shows that textbook-based project-based learning can combine language learning with real tasks, so that students not only master language knowledge, but also gain safety awareness and responsibility in the process of completing projects. From the perspective of teaching practice, project-based learning has obvious advantages in stimulating students' reading motivation, promoting the transfer and application of language knowledge, and cultivating a sense of cooperation. The quantitative analysis of the evaluation scale of the promotional page works and the self-evaluation form of students' educational literacy shows that students have positive changes in three levels: knowledge mastery, ability development and value recognition, and the educational goals have been achieved to varying degrees.

The implementation of project-based learning also puts forward higher requirements for teachers' teaching design and classroom organization ability. How to reasonably arrange the project process within the limited class time, how to allow students of different levels to fully participate, and how to effectively guide students to complete language output still need to be further explored in subsequent teaching. In addition, only one unit was selected in this study, and the subsequent research can be expanded to more units and different school sections to further verify the applicability and effectiveness of project-based learning in English reading teaching.

References

- [1] Jigang Cai. "English curriculum standards for compulsory education: Developing scientific literacy." *Journal of Beijing International Studies University*, 46.1 (2024):19.
- [2] Wang Yang. *English Teaching and Research in Primary and Secondary Schools*, 2024(8):52-56.
- [3] Liu Shuhong. *Deep Implantation and Organic Integration of Emotional Teaching Methods in Junior High School English Reading Teaching*. *New Curriculum Teaching (Electronic Version)*, 2025(3):116-118.
- [4] Yuan Pengfei, Liu Yan, Luo Min. *Exploration on Newspaper-assisted English Reading Teaching Methods Based on Unit Themes*. *English Square*, 2025(8):15.
- [5] Zhu Qinyao. *Research on Junior High School English Reading Teaching Strategies Pointing to the Development of Thinking Quality*. *Advances in Education*, 2025(7):15.
- [6] Zhu Hongting. *Research on Interdisciplinary Project-based Teaching Design of Junior High School Physics: A Case Study of the Project of "Production of Adjustable Camera"*. *Friends of Physics*, 2025(7):51-54.
- [7] Zhu Zhi. *Exploration of Python Programming Project-based Teaching Practice Based on Computational Thinking Training: A Case Study of Simulating Individual User Login*. *Educational Information Technology*, 2024(1):53-56.
- [8] Dong Yan, Sun Yujie. *Inside and outside the classroom (high school edition)*, 2025(32):56-58.
- [9] Zou Chunmei. *Discussion on the Application of Project-based Learning in English Reading Teaching in Junior High School*. 2025(35):151-153.
- [10] Qi Qi, Xu Guohui, Guo Ying. *Example Analysis of Junior High School English In-depth Reading Teaching Strategies Focusing on Thematic Meaning*. *Research on Classroom Teaching in Primary and Secondary Schools*, 2022(12):57-60.