

ENGLISH READING TEACHING IN JUNIOR SCHOOL FROM THE PERSPECTIVE OF INTERDISCIPLINARY INTEGRATION

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ABSTRACT

Under the requirements of China's current educational reform, the cultivation of core competencies in English teaching emphasizes interdisciplinary learning. Research on English reading teaching from an interdisciplinary integration perspective actively responds to this trend and holds significant practical value. By integrating knowledge from various disciplines into reading teaching, this approach transforms the monotony of traditional teaching, enhances teaching effectiveness, and provides innovative strategies for junior high school English reading. This thesis takes the 2024 New Edition Yilin Junior High School English Textbook for Grade 7, Volume 1 as an example to explore interdisciplinary teaching in junior high school English reading from three aspects: necessity, principle and strategy, aiming to help students build a diversified knowledge system, cultivate thinking ability, and thereby promote the all-round development of students. Interdisciplinary integration not only aligns with the developmental trends of basic education, but also provides referential models for English curriculum reform.

Keywords: Interdisciplinary teaching; Junior high school English; Core literacy.

1. INTRODUCTION

The current educational reform emphasizes the core competencies of the English subject and pays special attention to the integrative study of different subjects. The research on English reading teaching from an interdisciplinary perspective is of great practical significance in responding to this trend. By merging knowledge from multiple disciplines into the process of reading teaching in junior high school, teachers break through the limitations of traditional methods, such as monotony and fragmented knowledge, greatly improving the effect of English reading teaching. Interdisciplinary integration offers new ideas for teaching English reading in junior high school. Teachers should explore and reflect on interdisciplinary models more actively to help students build a multidisciplinary knowledge framework, cultivate critical thinking, innovative thinking, and the ability to solve practical problems. This promotes students' all-round development.

The English Curriculum Standards for Ordinary Senior High Schools (2017 Edition) emphasizes that the core competencies of English subjects include language ability, cultural awareness, thinking quality, and learning ability. The core competencies of English subjects go beyond merely acquiring English knowledge and skills, and integrate knowledge, abilities, emotions, attitudes, values, and other requirements. The 2024 New Edition Yilin Junior High School English Textbook for Grade 7, Volume 1 (hereinafter referred to as the New Edition of the Textbook) incorporates interdisciplinary elements, providing practical cases worth exploring.

With the development of foreign language teaching and the emphasis on the core competencies of the English subject, the perspective of interdisciplinary learning comes into being as the times require. From the perspective of interdisciplinary integration, integrating English reading teaching in junior high school with the knowledge of other subjects improves students' language ability (e.g., vocabulary, reading comprehension, and expression) and enhances their cultural awareness (e.g., multicultural understanding and cross-cultural communication). This study not only provides new ideas and pedagogical strategies for English reading teaching in junior high school, but also lays a solid foundation for better developing students' core competencies of the English subject, which has important theoretical and practical significance.

Specifically speaking, with the requirement of the new curriculum standards, interdisciplinary integration in English teaching facilitates students' all-round development. Under such circumstances, it is necessary to further study English reading teaching in junior high schools from an interdisciplinary perspective and with the integration of content and language. However, traditional English reading teaching overly focuses on linguistic knowledge, which tends to make students less interested in reading and is not conducive to achieving teaching goals. This study analyzes the necessity of interdisciplinary teaching, puts forward the principles to be followed in implementation, and the teaching strategies to be used in combination with the reading materials in the New Edition of the Textbook.

To ensure the scientific rigor and reliability of this study, multiple research methods are employed. The two primary methods adopted are the Literature Research Method and the Case Study Research Method.

The literature research method involves the systematic collection, analysis, and synthesis of academic sources, including books, peer-reviewed journal articles, academic theses, and conference papers. This method aims to explore and understand the current research status, theoretical foundations, and practical experiences related to interdisciplinary integration, English reading instruction, and the cognitive development of junior high school students, both in domestic and international contexts. By examining existing studies, this research establishes a comprehensive theoretical framework and provides valuable references that inform the design and direction of the present study.

The case study method is employed to gain in-depth insights into practical implementations of interdisciplinary approaches in junior high school English reading instruction. This thesis selects representative and meaningful cases in the New Edition of the Textbook where interdisciplinary teaching methods can be applied. Furthermore, the study aims to extract effective strategies and experiences that can serve as practical references for English teachers. Ultimately, this method supports the goal of promoting the practice and development of junior high school English teaching from the perspective of interdisciplinary integration.

2. LITERATURE REVIEW

Interdisciplinary integration in the teaching area has gained substantial traction globally, with international research demonstrating significant progress through frameworks like CLIL (Content and Language Integrated Learning), which harmonizes language acquisition with subject knowledge to foster critical thinking and cross-cultural competencies. Domestic studies, driven by Compulsory Education's English Curriculum Standards (2022 Edition) in China, have begun exploring theoretical frameworks and localized strategies, though empirical validation and interdisciplinary depth remain underdeveloped. While international practices emphasize systemic implementation and cultural adaptation, domestic efforts face challenges

in resource integration and curriculum innovation. Moving forward, research should prioritize scalable interdisciplinary models, deeper exploitation of educational resources, and adaptive evaluation systems to bridge theoretical advancements with classroom realities, ultimately cultivating learners' holistic competencies for a complex, interconnected world.

The research on interdisciplinary English reading teaching abroad started earlier, which has formed a rich theoretical system and accumulated practical experience.

Content-Language Integrated Instruction (CLIL) is an educational model with two parallel tracks, which emphasizes developing language skills and accumulating English subject knowledge simultaneously. In the mid-1990s, Content and Language Integrated Learning (CLIL) was developed in the context of bilingual or multilingual education in Europe, with the aim of "improving foreign language teaching methods" and "enhancing the sense of identity of citizens with multilingual and multicultural backgrounds" (Morton T, Llinares A. , pp. 1-16). CLIL is innovative in that it goes beyond the limitations of traditional foreign language teaching models and helps foreign language learners build cognitive systems of interdisciplinary integration through transferring disciplinary knowledge into language and transferring language into disciplinary knowledge as well. This model effectively solves the problems of disconnection between language training and thinking development, and the lack of subject vocabulary in traditional foreign language classes. It also integrates language skills with subject content organically and enhances learners' transfer and practical application of knowledge (He, 2024, pp. 151-160). Researches have shown that CLIL can provide students with immersive and meaningful learning experiences and promote their development of communicative skills, critical thinking, and intercultural awareness.

In the field of interdisciplinary education research, scholars have discussed the implementation mode and development path of interdisciplinary education from different perspectives. In a 1992 article, Steiner, S. F. systematically discussed the theoretical framework of interdisciplinary education. Through analyzing typical teaching cases, they not only explained in detail the remarkable advantages of interdisciplinary education in promoting knowledge integration and innovative thinking but also objectively pointed out the limitations of vague disciplinary boundaries and an imperfect evaluation system. A systematic implementation process was proposed, which includes curriculum design, teacher training, evaluation, feedback, and other parts. Lindvig, K, and Ulriksen, L. innovatively put forward the theory of interdisciplinary localization, pointing out that interdisciplinary teaching must be combined with local cultural traditions, educational systems, and students' cognitive characteristics to enhance interactions between teachers and students and strengthen basic knowledge connection (2019, pp. 697-725). Based on the action research method, Pollard, Jennifer R. R. took the interdisciplinary project of Manchester University as an example and demonstrated the effectiveness of team teaching in cultivating sustainable development ability (2023), which provides an operable practical path for the sustainable development of interdisciplinary education.

With the promulgation of the Compulsory Education's English Curriculum Standards (2022 Edition) in China, interdisciplinary English reading teaching has gradually become a hot topic in English teaching research. The new English curriculum standard emphasizes curriculum integration oriented in the core competences of the English subject and advocates the integration of multidisciplinary knowledge into language learning to cultivate students' comprehensive cognitive ability and innovative thinking. Against this background, domestic educational researchers have carried out multi-dimensional researches, which focus on the systematic construction of theories and practical explorations of interdisciplinary English reading teaching. Praised results have been achieved.

In terms of research on theoretical value, Zhang Tao pointed out that interdisciplinary English reading teaching further improves students' core competences of the English subject and lays a solid foundation for their future study and development (2015, pp. 94-97). Kang Li constructed a systematic framework of teaching principles, emphasizing that integration (organically integrating knowledge of different subjects), acceptability (strictly conforming to students' different cognitive levels) and practicality (intentionally focusing on real-world application) are the three core principles to ensure the effectiveness of interdisciplinary English teaching (2025, pp. 168-170). In terms of exploring English reading teaching strategies, Luo Xutao proposed diversified teaching strategies including "theme-led and problem-driven", "double-teacher teaching collaboratively", and "project-based learning" through action research. He also verified the positive impacts of these strategies on cultivating students' interdisciplinary thinking abilities in some experimental schools (2024, pp. 119-124).

However, there are still several obvious limitations in the current domestic research. First of all, most of the research stays at the theoretical level, empirical research is relatively scarce, and case analysis lacks in-depth exploration of the inherent logic and connection of subject knowledge. It is difficult to truly realize the complementary advantages and collaborative education among disciplines. Secondly, interdisciplinary research on the New Edition of the Textbook is still relatively blank, especially the rich popular science and cultural reading materials hidden in the textbooks, which have not yet been fully interdisciplinary developed. Therefore, it is particularly important to further explore and develop English reading teaching in junior high schools from the perspective of interdisciplinary integration.

3. NECESSITY OF INTERDISCIPLINARY ENGLISH READING TEACHING

Amid growing demands for holistic education, traditional English reading instruction—often limited to vocabulary drills and fragmented knowledge—fails to meet adolescents' cognitive and cultural needs. Junior high students, navigating critical physical, intellectual, and ethical development, require pedagogical approaches that bridge disciplines and contextualize learning. Interdisciplinary English reading teaching addresses these gaps by integrating science, arts, history, and other subjects into language classrooms, transforming passive memorization into active, meaningful engagement. Aligned with the English Curriculum Standards, this model cultivates core competences—language proficiency, critical thinking, cultural awareness, and autonomous learning—while fostering curiosity and creativity.

By linking vocabulary to real-world contexts and interdisciplinary knowledge, it reduces reliance on mechanical recitation, enhances comprehension, and strengthens students' ability to apply language as a tool for problem-solving. For educators, this approach shifts their role from knowledge providers to facilitators, empowering learners to explore connections across disciplines and construct integrated knowledge systems. The following sections demonstrate how interdisciplinary teaching expands cognitive horizons, deepens core competences, and optimizes educational outcomes, equipping students to thrive in an interconnected world.

A. 3.1 Expanding Knowledge Dimension and Stimulating Learning Interest

Interdisciplinary teaching integrates elements of various disciplines and develops far beyond the framework of traditional classrooms. Such a teaching model enhances students' reading experience, promotes inter-disciplinary communication and integration, and encourages students to think independently and boldly (Zhong, 2022, pp. 3-22). Interdisciplinary integration of practical disciplines such as sports, health, and labor into the classroom, so that students can learn English through the process of dynamic experience. It also combines with several art disciplines such as art and music, endows English subjects with

an aesthetic flavor, and penetrates humanities such as history and geography, guides students to explore the deep cultural connotation behind language, and expands students' knowledge dimension (He, 2024, pp. 22-24). Interdisciplinary teaching integrates multi-disciplinary resources, which not only enrich students' knowledge reserve in many aspects but also stimulate students' interest in learning and arouse their enthusiasm for learning through diversified content design, thus laying a solid foundation for exploring personalized reading methods.

B. 3.2 Deepening the Core Competences and Developing Abilities

According to The English Curriculum Standards for Ordinary Senior High Schools (2017 Edition), the core competences of English subjects include language ability, cultural awareness, thinking quality, and learning ability. The core competences of English subjects transcend the simple mastery of subject knowledge and skills, integrating knowledge, ability, emotion, attitude, values, and other requirements.

Guided by the New Curriculum Standard, the interdisciplinary English reading teaching in junior high schools is mainly aimed at cultivating students' core competences of the English subject. Junior high school students in their youth are going through a critical period of body development, learning, life and other aspects are easily affected, so that teachers not only need to closely observe the situation of students, but also pay special attention to deepening their core literary competences with the help of English teaching, cultivating good learning habits and establishing correct values at the same time (Luo, 2024, pp. 119-124). Interdisciplinary integration requires junior high school English teachers to discover and then use logical connections between various disciplines to help students construct systematic knowledge systems on their own and improve their English reading literacy. Teachers should also pay attention to helping students strengthen their subjective status, guide them to give full play to their subjective initiative, and cultivate their ability to think independently and learn independently. In this process, teachers need to switch their roles from leaders to guides and provide students with broader space for further self-development through the constant expansion of interdisciplinary knowledge and quality.

C. 3.3 Optimizing Language Acquisition and Improving Teaching Effectiveness

The traditional junior high school English reading teaching mode tends to give top priority to the teaching of new words, which means before teaching the reading materials, teachers explain the important and difficult words separately to help students eliminate reading obstacles first. However, most of the students can only memorize these new words and expressions mechanically because they lack a relevant academic background (such as science, historical context). This will greatly reduce their enthusiasm for learning the reading material and is not conducive to further language acquisition. An interdisciplinary approach to teaching provides a new solution to this problem. By associating difficult words and expressions with the knowledge of other subjects, students can naturally strengthen their understanding of these new words and expressions and then memorize them in repeated reading afterward, which largely reduces their resistance to mechanical recitation. At the same time, teachers need to deeply excavate the interdisciplinary connotation of teaching materials in the process of preparing lessons and teaching, improve their professional ability, and better realize the teaching goal of "promoting language acquisition by subject integration". Finally, the dual development of students' language acquisition and teaching efficiency will be achieved.

4. PRINCIPLES OF INTERDISCIPLINARY ENGLISH READING TEACHING

Interdisciplinary English teaching in junior high schools demands a strategic balance between the network of knowledge, students' initiative, and real-world relevance. As traditional English reading teaching often isolates language learning from broader cognitive and practical contexts, three foundational principles are put forward for more effective integration. Content-oriented principle gives priority to dismantling disciplinary silos through thematic coherence and linguistically accessible cross-curricular connections, which ensures that knowledge networks suit adolescents' cognitive and linguistic capacities. Student-oriented principle shifts focus to learner-centered practices, which improves teaching efficiency through differentiated tasks and scaffolded guidance. Practice-oriented principle anchors learning in authentic problem-solving scenarios, transforming language acquisition into a tool for tangible application. Together, these principles reimagine English classrooms as dynamic spaces where language proficiency intersects with critical thinking, cultural literacy, and adaptive problem-solving, equipping students to thrive in an interconnected, interdisciplinary world.

D. 4.1 Content-oriented Principle

The primary task of English reading teaching in junior high schools from the perspective of interdisciplinary integration is to break down subject barriers and realize the organic combination of knowledge from multiple disciplines. The principle of content integration is based on "situational learning" and emphasizes helping students construct an organic knowledge system through complex situations created by teachers in the class. It requires that the knowledge of English should be integrated with the knowledge of other subjects in interdisciplinary teaching practice to form a systematic subject knowledge network and finally promote students' English language ability. Following the principle of content integration, teachers should pay special attention to two points: one is theme adaptation, which means the selection of interdisciplinary content should be highly related to the theme involved in the given reading material to avoid the forced patchwork of "integrating for integrating"; the other is language accessibility, which means that the presentation of the knowledge of other related subject should be suitable for junior high school students' average English language level, avoiding highly professional knowledge which might in turn reduce students' interest in learning.

E. 4.2 Student-oriented Principle

Student-oriented principle keeps cultivating students' initiative and autonomy as the central task. It requires that students' learning needs and personality characteristics should be fully respected in the teaching process to ensure that students, rather than teachers, are the dominators of the learning activities in class. The theory of this principle is humanism, which emphasizes realizing "all-round development" through independent choices and active constructions. Against the background of quality-oriented education, students should not only actively think independently but also consolidate their knowledge and improve their learning effect through cooperative communication in interdisciplinary teaching in junior high school English classes. In addition, in the process of conducting interdisciplinary teaching activities, teachers should also follow student-oriented principle and mobilize students' enthusiasm for learning. For student-oriented principle, two points need to be noticed: one is differentiation, which means that teachers need to set task options of different difficulty according to students' different learning situation; the second point is bracket guidance, which means that teachers should gradually guide students to independently discover the connection of knowledge among

disciplines by asking related questions, so as to guide them to construct their knowledge system.

F. 4.3 Practice-oriented Principle

Practice-oriented principle requires applying integrated teaching of English reading in junior high schools to introduce practical problems into the classroom, create relevant situations for students, guide them to use English language knowledge and other subject skills and methods to solve practical problems. This principle also enhances students' knowledge transfer and application ability. The theoretical basis of practice-oriented principles is Dewey's idea of "learning by doing", which emphasizes the deep understanding and transfer of knowledge through practical experience (Wang, 2023). English, as a language discipline, cannot be learned without application in specific situations. Teachers need to create specific contexts for students so that students can deepen their mastery of language knowledge in the application. In the process of following practice-oriented principle in interdisciplinary integration, two points should be followed: one is the authenticity of the situation, which requires that the task involved should be close to the students' daily life, to ensure that it could help students better use the knowledge learned in the classroom; the other is to establish a diversified evaluation system, adopting the way of combining process evaluation and achievement display, comprehensively evaluate students' interdisciplinary accomplishment.

5. STRATEGIES FOR INTERDISCIPLINARY ENGLISH READING TEACHING

Since the publication and adoption of the New Edition of the Textbook, interdisciplinary English teaching in junior high schools has been gaining increasing attention. In this chapter, reading materials will be analyzed first from four aspects: critical thinking, disciplinary knowledge, artistic aesthetics and technological application. The brief analysis gives an overall introduction of interdisciplinary integration involved in the New Edition of the Textbook, which aims to improve students' all-round development in English reading classes in junior high schools.

Effective interdisciplinary English teaching requires pedagogical frameworks that balance knowledge integration, learner agency, and real-world relevance. As traditional models struggle to address the complexity of multidisciplinary learning, three core principles emerge as essential guides. *Content Integration* prioritizes dismantling subject barriers through thematic coherence and linguistically accessible cross-disciplinary connections, ensuring knowledge networks align with students' cognitive and linguistic levels. *Student Subjectivity* shifts the focus to learner-centered practices, emphasizing differentiated tasks and scaffolded guidance to nurture autonomy, collaboration, and personalized knowledge construction. Lastly, the *Practice-Oriented Principle* grounds learning in authentic, problem-based contexts, drawing on Dewey's "learning by doing" to bridge classroom instruction with practical application. Together, these principles foster environments where language acquisition intersects with critical thinking, cultural literacy, and adaptive problem-solving—equipping students to navigate interdisciplinary challenges while advancing the holistic goals of modern English education.

G. 5.1 Analysis of Reading Materials in the 2024 New Textbook

5.1.1 Cultivating thinking ability

The enactment of The Compulsory Education's English Curriculum Standards (2022 Edition) accelerates the transformation of the teaching model in junior high school. Different from purely academic model, teaching models English reading classes now apply more are task-based and practice-based (Zhao, 2025, pp. 34-36). Through the design of text content and

after-class activities, the New Edition of the Textbook subtly trains students' logic, critical and innovative thinking abilities.

For cultivating logic thinking ability, reading part in Unit 1 *Welcome to Class 1, Grade 7!* and Unit 4 *School days* require students to summarize information through forms such as tables and notes (matching people with hobbies, filing in schedules), and cultivate their abilities of classification and logical organization. For cultivating critical thinking ability, true or false questions (T/F) and open-ended questions (such as “*Is your diet healthy?*” in Unit 5) are designed. Students are guided to analyze the text content and reflect on their own behaviors. Unit 8 *Happy New Year* guides students to think about the reasons behind culture differences through comparing the traditions of different countries. For cultivating innovative thinking abilities, Unit 6 *Choosing the right color* let students design clothes to stimulate their artistic creativity.

5.1.2 Integrating disciplinary knowledge

In the era of globalization, as an international common language, the importance of learning English is self-evident. However, though English education in China has been constantly adjusted with the changes in China's social economic and political environment, a study of English ideology reveals that the instrumental role of English has never changed in essence (Yu, 2025, pp. 79-97). Reading materials in the New Edition of the Textbook combine English learning with subjects such as science, mathematics, sociology and health, embodying the concept that “language is a tool”.

As for science, Unit 2 *A fan of science* involves science museums and experimental methods, Unit 4 *School days* involves natural knowledge. As for mathematics, Unit 7 *Family money management* analyzes the expenditure ratio using pie charts and incorporate data statistics. For sociology, Unit 3 *Our wonderful school* explores the significance of public spaces. For health knowledge, Unit 5 *Lifestyle: healthy or not?* analyzes living habits in combination with nutritional knowledge.

5.1.3 Cultivating artistic appreciation

Through elements such as color, design and music, reading materials in the New Edition of the Textbook help cultivate students' aesthetic ability and artistic expression ability.

Unit 6 *Choosing the right color* help students learn warm and cool colors, color psychology, and design clothing combinations, which involves visual arts. Campus Bulletin Board in Unit 3 mentions the display of students' paintings and photography works. For performing arts, piano in Unit 1 and dancing in Unit 5 incorporate elements of music and dance. Furthermore, literary works in Unit 4 *School days* enhance the aesthetic sense of language.

5.1.4 Applying modern science and technology

The reading materials organically integrate three dimensions of information technology: scientific tools and future literacy, and comprehensively respond to the educational needs of the digital age. In the field of information technology, Unit 2 systematically cultivates students' application ability of digital tools through the scenario design where Daniel uses the Internet to search for scientific answers, and Unit 4 systematically cultivates students' practical training in email writing. The dimension of scientific tools relies on the practical operation of “Disassembling Items” in Unit 2 and the observation and exploration activities in the “Science Museum” to guide students to master the basic methodology of experimental design and scientific observation. In response to the demands of future social development, the teaching materials have specially set up the financial planning module of Unit 7 to cultivate financial

literacy. Meanwhile, STEM career enlightenment is integrated into the theme of the scientist's dream of Unit 2, constructing a three-dimensional education system covering digital skills, scientific thinking and future competitiveness, laying a solid foundation for the all-round development of students in the intelligent era.

H. 5.2 Strategies for Interdisciplinary English Teaching in Junior High Schools

5.2.1 Integrating Mathematical Logic to Cultivate Data Thinking

Under the background of core competencies in English, the integration of mathematics and English subjects injects new vitality into English reading class. The comprehensive application of mathematics and English can effectively sublimate students' thinking quality and help students to grow into individuals with good comprehensive literacy (Zhang, 2024, pp. 181-183).

The penetration of mathematical thinking in English reading class can help students deepen their understanding and application of the reading materials taught in class. In the New Edition of the Textbook, the reading material in Unit 5 *A healthy lifestyle* is about eating, exercise and sleep. Teachers can combine English teaching with mathematics. For example, teachers collect the daily schedule of students in their classes and make the data into charts. Then in the class, teachers can guide students to summarize and describe the contents of the charts in English. On this basis, teachers can introduce a "health week plan" project: students develop personalized programs in English, set daily exercise hours, vegetable intake ratio, and let students optimize their programs through group discussions. These activities combine data with language, both training students' mathematical thinking and strengthening their language skills. Furthermore, such activities in class can also help students develop a healthy lifestyle, which better promote their all-round development.

5.2.2 Integrating scientific knowledge to stimulate inquiry thinking

The combination of English reading teaching and scientific knowledge can break down subject barriers, enable students to experience the fun of scientific inquiry in language learning, and cultivate rational thinking and innovative consciousness. Take Unit 2 *Hobbies* in the New Edition of the Textbook as an example, Daniel's love for science is reflected in his descriptions of dismantling objects and visiting science museums. Teachers can use this theme to integrate physics, biology and other subject knowledge into the classroom. For example, when explaining "Daniel likes to disassemble the object research principle", the teacher can organize the students to disassemble the simple flashlight in groups, describe its internal structure (such as battery, circuit, bulb) in English, and explain the current conduction principle in combination with physical knowledge. Students are then instructed to record their observations through lab journals and write scientific reports in English, such as "How does a flashlight work?". Combine scientific phenomena with linguistic expressions. These activities can not only deepen students' understanding of the text itself, but also cultivate students' scientific inquiry ability and innovative thinking.

5.2.3 Infiltrating artistic elements to enhance aesthetic accomplishment

The fusion of art and English can transform abstract language into concrete aesthetic experience and enhance students' cultural perception and creativity. In Unit 6 *My Clothes, my style* of the New Edition of the Textbook, the reading material revolves around clothing design and color matching, providing a natural carrier for interdisciplinary teaching of art. Teachers can combine Chinese traditional dress culture, display patterns and color symbols of Han clothes and Qipao (such as red for celebration, dragon pattern for dignity), and guide students

to describe the cultural implications of dress patterns in English. The class can also design an “environmental fashion show” project: students make clothes from wasted materials, introduce design inspiration in English (such as making a skirt from a plastic bottle to symbolize environmental protection), and incorporate knowledge of geometry (mathematics), material properties (physics), etc. The integration of artistic elements into English classroom can not only enhance students’ aesthetic appreciation ability, but also deeply understand the concept of cross-cultural design, realizing the dual goals of language learning and aesthetic education.

5.2.4 Combining information technology to realize innovative expression

Integrating information technology into English reading classroom teaching in junior high school conforms to the requirements of English core literacy. Teachers should use multimedia to assist teaching, abstract knowledge become concrete and intuitive, help students understand. For example, in the New Edition of the Textbook, the reading material of Unit 4 *School days* is about Tommy’s campus life. Teachers can use multi-media to play relevant videos to students. In addition, students can be guided to introduce their campus life in English after class and recorded into videos. The application of information technology can not only help students to use language knowledge in specific scenes, but also make English learning break through the limitations of classroom and connect virtual and reality through innovative forms of expression.

I. 5.3 Enlightenment for Interdisciplinary Junior High School English Reading Teaching

As a discipline that attaches equal importance to both instrumental and humanistic aspects, English has an inherent interdisciplinary attribute. On the one hand, English is an important tool for learning knowledge of other subjects. On the other hand, knowledge of the English subject can also provide support for the study of other subjects (Li, 2025, pp.55-57). Interdisciplinary English teaching in junior high schools underscores the imperative to move beyond superficial knowledge apposition toward cognitive integration, aligning with curriculum mandates to connect language learning with real-world problem-solving. Current practices, however, reveal persistent gaps: fragmented interdisciplinary linkages, limited teacher preparedness, and underutilized resources hinder meaningful implementation. The Compulsory Education’s English Curriculum Standards (2022 Edition) in China provide a roadmap, emphasizing thematic coherence, project-based learning, and competency-driven evaluation. In light of this study, we can draw the following enlightenment for teachers.

5.3.1 Deepening the understanding of textbooks

“Interdisciplinary teaching is not a superficial combination of knowledge but an integration and reconstruction of cognitive approaches” (Tang, 2025, pp. 156-161). Currently, there are two common misunderstandings: superficial thematic contexts and limited interdisciplinary connections. Teachers fail to accurately realize that the development of language ability is the foundation for ultimately cultivating comprehensive qualities for solving real problems. Effective interdisciplinary reading teaching should follow three steps: first, establish the core position of language ability cultivation; second, construct a network for exploring thematic meanings; finally, design comprehensive output tasks to help students achieve knowledge transfer and innovative expression in interdisciplinary collaboration. This teaching model transforms disciplinary knowledge into cognitive tools, ultimately aiming at the overall improvement of students’ thinking qualities and problem-solving abilities.

5.3.2 *Reconstructing the implementation framework*

Under current educational guidelines, interdisciplinary reading instruction should go beyond traditional teaching methods by combining meaningful themes, skill-building activities, and adaptable assessments. Theme selection requires connecting topics to real-world subjects while matching students' language development stages. Task design should follow a natural learning path, starting with vocabulary and basic concepts, then expanding to analyze real-world materials, and finally applying knowledge through creative projects like planning school events that blend art, technology, and teamwork. Assessments need tracking language growth, cross-subject connections, and practical skills through reading tasks, visual organizers, and project presentations. This integrated approach encourages students to see knowledge as interconnected tools for solving problems rather than isolated school subjects.

5.3.3 *Optimizing resource ecosystems*

To improve resources for interdisciplinary English reading lessons, schools need to address three main issues: over-reliance on textbooks, limited collaboration between subject teachers, and scattered digital materials. Teachers from different subjects should work together more closely, for instance, English teachers might team up with history or practical skills instructors to create projects where students write about themselves while learning timeline organization and hands-on creation. Digital tools can make learning more interactive through virtual science experiments conducted in English or secure platforms that let schools share teaching materials safely. The key is to blend book content, teacher expertise, and technology in ways that help students see connections between English and other subjects naturally.

The New Edition of the Textbook is rich in interdisciplinary elements. English teachers need to fully discover the contents in the teaching materials that can be combined with other subjects and design classroom activities accordingly. Interdisciplinary integration can not only help students form a systematic knowledge system but also make students more interested in learning English and exercise their thinking ability by integrating the contents of other subjects such as history, science and art. When students analyze English texts from the perspectives of different disciplines, they also learn to understand the cultural connotations behind the language from multiple angles. In this way, they can feel the charm of the language and better analyze related problems. When organizing interdisciplinary theme activities, teachers need to guide students to solve problems independently. This process is actually cultivating their critical thinking and innovative abilities. Integrating knowledge from various subjects into English classrooms can not only implement the requirements of the new curriculum standards for core literacy, but also make English teaching more interesting and effective.

5. CONCLUSION

Under the background of current educational reform, interdisciplinary English reading teaching in junior middle schools has high educational value. Taking the New Edition of the Textbook as an example, by integrating multi-disciplinary knowledge such as mathematical logic, scientific knowledge, artistic elements and information technology, English class breaks through the traditional boundaries, no longer limited to language training, but pays attention to the process of students' cognitive world and development of thinking. Interdisciplinary integrated teaching not only effectively expands students' knowledge dimension and increases students' interest in learning, but also promotes the multiple development of students' language ability, cultural awareness, thinking quality and learning ability by creating real situations and guiding students to cooperate to solve problems.

This study makes dual contributions to the theory and practice of interdisciplinary English reading instruction in junior high schools. Theoretically, it constructs a three-dimensional framework integrating content, learner, and practice orientations, providing a systematic reference for interdisciplinary curriculum design under the core competency paradigm. The strategies put forward give suggestions to address the long-standing disconnection between language skills and cognitive development in traditional classrooms, offering teachers concrete methods to enhance students' cross-disciplinary literacy.

For “integration” to be effective, it is important to understand which attempts, and importantly why some attempts, at interdisciplinary integration succeed (Er Saw, P., & Jiang, S., 2020). Despite these contributions, there are limitations requiring critical reflection. Firstly, taking the New Edition of the Textbook as an example, this study lacks an overall analysis of the reading materials involved in English reading classes in junior high school. Secondly, case study data are lacked because the New Edition of the Textbook has just been used for the first time in the second half of 2024. Thirdly, while technological integration strategies were proposed, their feasibility in schools with limited digital infrastructure remains untested.

For further improvement, a collaborative advancement across three key dimensions “curriculum design, teaching practice, and policy support” can be prioritized. First, interdisciplinary evaluation should be embedded into textbooks to provide teachers and students with a structured framework for practice. Second, flexible class time for interdisciplinary integration is required, which can systematically promote students' all-round development. Third, education authorities should establish regional interdisciplinary resource-sharing platforms for high-quality teaching design, digital tools, and practical case studies.

This research ultimately advocates for a paradigm where English classrooms become incubators of trans-disciplinary thinking, equipping learners not merely with language skills, but with the cognitive flexibility to navigate our interconnected world. The true measure of success lies in cultivating students who can fluidly synthesize knowledge from science, arts, and technology while maintaining cultural sensitivity – competencies crucial for global citizenship in the 21st century.

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APPENDIX

Reading Materials in the 2024 New Edition Yilin Junior High School English Textbook for Grade 7, Volume 1

Unit 1 *Welcome to Class 1, Grade 7!*

Wang Xinyue/Millie:

Hi! I'm Millie, a new student at Sunshine Middle School. I'm in Class I, Grade 7. I'm 12 years old. I love reading. Here are my new classmates. They're very friendly. Let's meet them.

Luo Yang/Simon:

This is Simon, He is tall. He is always full of energy. He is good at sport. He often plays football after school.

Li Shanshan/Sandy:

This is Sandy. She is tall and slim. She has long hair: She is very polite. She likes music and she can play the piano well.

Chen Dan/Daniel:

This is Daniel, He is not tall. He wears glasses, He is smart and always ready to help others. He is interested in science.

Unit 2 *A fan of science*

Daniel is one of my new friends. He is a fan of science. He thinks science is very cool. It is all around us. Science changes our lives!

Daniel often visits science museums. He gets to see all kinds of things and learns a lot. It is great fun for him.

At home, he likes to take things apart and learn how they work. Now he can help fix things around the house!

In his free time, Daniel reads many science books. He also goes on the internet to find answers to his endless questions.

He wants to be a scientist one day. I am sure his dream can come true.

Unit 3 *Our wonderful school*

Hello, everyone! I'm Jack Liu from Grade 9. Welcome to our school!

Here's our modern library and our classroom buildings. They're the perfect places for us to study.

Our school has lots of green spaces. Students enjoy spending time here.

Sometimes we chat with teachers about our problems here too.

We have a great sports field. Can you see the students running there?

Lots of exciting sports matches take place on it.

Look at the school noticeboards near the gate. Here we can read about school news and stories of star students and teachers. They're role models for us. The boards also show students' works, like paintings and photos.

Come and enjoy your school life here. You'll find more great places.

Trust me!

Unit 4 *School days*

Dear Tommy,

This is my first term at Sunshine Middle School. I feel great!

School starts at 8 in the morning. Usually, we do morning exercises first. Then our lessons begin at 8:15.

I like Chinese best! We read the works of many famous writers.

The Chinese language is really amazing.

We have Biology classes on Tuesdays and Thursdays. We study many living things and learn about nature. It is really interesting!

After-school activities are great fun too! I am in the school volleyball team, and we practise on Friday afternoons.

We have a field trip each term. Tomorrow morning we will leave for a farm to pick apples there.

What is your school life like? Hope to hear from you soon.

Best wishes,

Wang Xinyue

Unit 5 Lifestyle: healthy or not?

I love dancing. I dance for half an hour every day. I get nine hours of sleep every night, so I am always full of energy.

It is important for me to keep fit. I also have a 5 healthy diet. I never go to school without breakfast.

I often have a pancake and some milk. For lunch, I like fish, meat and tofu. I also eat lots of fruit and vegetables every day. I seldom eat cakes or sweets. Too much sugar is bad for our teeth.

I am a homebody. I don't exercise very often. I love beef and mutton, but I don't eat a lot of vegetables. I have a sweet tooth and it is hard for me to say no to cakes. Sometimes I stay up late.

My lifestyle is unhealthy. I want to change it. I need to get enough 15 sleep. I plan to eat more fruit and vegetables and less sugar. Sport is good for my health too. I plan to go swimming every week.

Unit 6 Choosing the right color

Kitty: Good morning, Ms Li. May I ask you some questions about colours in fashion?

Ms Li: Sure.

Kitty: How can we choose the right colours to wear? Could you give us some advice?

Ms Li: Well, it depends on the colour of our skin. Some people look good in warm colours, like yellow, red and orange, but other people look nice in cool colours, such as green, blue and purple.

Kitty: Which colours go well together?

Ms Li: Try to pick similar colours. For example, wear dark blue jeans with a light blue blouse or T-shirt.

Kitty: OK, but can we mix warm and cool colours?

Ms Li: Yes. In fact, warm and cool colours make each other stand out, such as yellow and green or orange and blue. But don't wear more than three colours at one time.

Kitty: What colours match all?

Ms Li: Black, white and grey go well with any colour. They're suitable for both formal suits and casual clothes.

Kitty: Thanks for your advice, Ms Li.

Unit 7 Family money management

Mum: There's a new mall across the street. Let's go shopping.

Simon: OK. Can I have a new pair of sports shoes?

Mum: Of course. And we also need a new computer.

Simon: That will cost a lot of money.

Mum: Don't worry. Your dad and I manage money well. We make a budget every year.

Simon: What's in the budget?

Mum: Well ... we need to cover your education first. Then we have to pay for our flat, car, food and other daily needs every month. All these cost about 50 per cent of our budget.

Simon: Where does the other half go?

Mum: We spend about 30 per cent on special things.

Simon: Like what?

Mum: Like taking holidays. Holidays can be expensive.

Simon: Do we save any money?

Mum: Of course. We leave about 20 per cent in our bank account. It's a good idea to save for a rainy day.

Simon: I see.

Unit 8 *Happy New Year*

Good evening, ladies and gentlemen. New Year is coming. Let's see how people all over the world are celebrating it.

Look at the man spreading salt on his doorstep. This is for good luck and peace. People in Türkiye think salt will keep them from bad things in the coming year.

Isn't that interesting?

Here in Greece, an old woman is hanging onions on her door. It's a Greek tradition to welcome the new year. Onions are a symbol of good luck and health.

It's near midnight in Denmark. Look! The families are all standing on chairs. When the clock strikes 12, they jump off their chairs into the new year, in the hope of getting over any problem in the year ahead!

In Colombia, some people are carrying suitcases around the block. Are they travellers? No! They're hoping for a new year with lots of travel.

The world is full of wonderful and interesting New Year traditions. But wherever you are, Happy New Year!