

Original Paper

Teaching Design for Junior High English Reading Supported by Generative AI—A Case Study of *A Legendary Chinese Painting*

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Abstract

The Standards for Compulsory Education English Courses (2022 Edition) clearly proposes to implement the core literacy of the subject through the concept of the activity-based approach to English learning, and promote the integration of information technology and English courses. In order to solve current problems such as inadequate understanding of students' learning conditions, single teaching materials, and delayed evaluation in junior high school English reading teaching. Taking the grade eight reading passage A Legendary Chinese Painting (Shanghai education version) as an example, this paper explores the application of generative artificial intelligence in the three types of English learning activities: learning and understanding, applying and practicing, transferring and creating, and offers corresponding teaching suggestions. This paper believes that the teaching model of the collaboration between human and AI can make up for the shortcomings of traditional teaching, promote the integration of teaching, learning and evaluation, promote the coordinated development of students' language ability, thinking quality and cultural awareness, and provide reference for the digital transformation of English reading teaching in junior high schools.

Keywords

Generative Artificial Intelligence, Activity-based Approach to English Learning, Junior High School English, Reading Teaching, Reading Design

1. Introduction

The Compulsory Education English Course Standard (2022 Edition) (hereinafter referred to as the New Course Standard) clearly takes core literacy as the overall goal of educating people, puts forward the concept of English learning activities based on the combination of learning, thinking and innovating, and requires teachers to gradually guide students to explore the theme of the text through three types of teaching activities, including learning and understanding, applying and practicing, transferring and

creating, in order to promote the coordinated development of students' language ability, thinking quality, cultural awareness and learning ability [1]. At the same time, the new course standard adds information literacy to the goal of junior high school students' learning ability, and proposes to promote the development of information technology and English courses, empower teaching and learning with modern information technology, and provide strong support for English education.

However, in the real classroom teaching of English reading in junior high school, there are some practical problems such as inadequate understanding of students' learning conditions, limited teaching material, single classroom activities and delayed teaching feedback, which make it difficult to meet students' personalized learning needs [2]. At the same time, under the background of the continuous advancement of educational informatization, generative artificial intelligence has brought new development opportunities to solve the above teaching problems. AI technology has unique advantages such as multimodal material generation, intelligent agent dialogue, multilevel task design, immediate learning feedback, which can effectively make up for the shortcomings of traditional reading teaching, provide a path for new technology empowerment, and promote the implementation of the concept of the activity-based approach to English learning in the classroom.

Based on this, this article takes the fourth unit of the second volume of the eighth grade of junior high school English (Shanghai education version) as an example, to explore how generative artificial intelligence can support the teaching design of junior high school English reading under the guidance of the activity-based approach to English learning, in order to improve students' information literacy and cultural awareness, and promote the digital development of junior high school English reading classes.

2. Literature Review

2.1 Current Research on the Activity-based Approach in English Reading Teaching Design

The activity-based approach to English learning is the landmark teaching concept of China's curriculum reform, which has a clear development vein. Against the background of the deepening reform of the basic education, *the Standards for General High School English Courses (2017 Edition)* takes language ability, cultural awareness, thinking quality and learning ability as the core literacy goals of English subject, and creatively puts forward the concept of the activity-based approach to English learning, aiming to achieve the integration of teaching objectives, content and methods, which can better implement the fundamental task of cultivating the growing generation [3]. On this basis, *the new course standard* further integrates the approach into the junior high school English curriculum, emphasizing that teachers should take this concept as the guide, take the cultivation of the core literacy of English subjects as the orientation to organize and implement teaching activities. The concept also advocates that teachers center on students, take student's literacy development as the goal, integrate knowledge and action, and combine learning and thinking, aiming to cultivate students' study concepts of learning in experience, applying in practice, and creating in transfer [4].

The activity-based approach to English learning includes three types of interrelated and progressive learning activities, that is learning and understanding, applying and practicing, transferring and creating activities. In learning and understanding activities, teachers create real situations in line with the theme, activate students' existing knowledge and experience, pave the way for language and cultural background knowledge, guide students to establish connections between existing knowledge and learning themes, and perceive and understand the meaning of language. In applying and practicing activities, teachers guide students to carry out communication and expression activities such as description, explanation, analysis, judgment, etc., internalize language and cultural knowledge, and transform knowledge into ability. In transferring and creating activities, teachers, under the guidance of thematic situation, guide students to think critically about the value orientation of the text or the author's attitude, so as to achieve the development from ability to literacy [5].

In recent years, this concept has been widely applied to the design of English reading teaching, and the relevant research results have been enriching. There are various types of reading discourse genres selected in the existing research, covering narratives, argumentations, poems, short stories and other types [6]. For example, Zhang's team chose the narrative *To the South Pole* in the form of a diary for case discussion [7]. First, they interpreted the text from the three dimensions of what, why and how, and designed and carried out three types of classroom activities: learning and understanding, applying and practicing, transferring and creating. The process evaluation is embedded in classroom activities to achieve the integration of teaching, learning and evaluation. Ji expanded the study of discourse from narrative to poetry [8]. Taking the course teaching of English poetry *A Red, Red Rose* as an example, she promoted the classroom through step-by-step tasks such as situation introduction, group cooperation, poetry creation. Shifting from content learning activities to imitation creation activities, she has developed students' language ability and innovative thinking. Du and Shen explore the literary value and thematic connotation of classic short stories [9]. Taking the famous American short story *After Twenty Years* as an example, they carry out reading teaching activities through the interpretation of the text, the formulation of teaching goals, and the implementation of multilevel activity design. The activity-based approach to English learning cultivates students' critical thinking through character appreciation, moral reasoning, story continuation and other tasks. The above research shows that the concept of English learning activities can provide a systematic theoretical framework for the design of reading classroom activities and promote students to shift from text understanding to meaning construction and ability development.

Although the existing research has widely applied the activity-based approach to English learning to all aspects of reading teaching design, Yang and Li pointed out that in junior high school English reading teaching, there exists insufficient academic analysis, superficial text interpretation, serious homogenization of classroom activities, and delayed teaching evaluation and feedback. It can be seen that under the guidance of the activity-based approach to English learning, there are still shortcomings in the existing teaching practice, and it is necessary to use new technologies to empower the teaching

design of English reading classrooms in junior high schools.

2.2 Current Research on Generative AI in English Reading Instruction

In the era of artificial intelligence, generative artificial intelligence technology is promoting the digital transformation of English education [10]. *The National Education Development Plan (2024-2035)* proposes to promote artificial intelligence to help educational transformation, formulate and improve the digital literacy standards of teachers and students, develop large language models which can adapt to educational scenarios, and rely on big data and artificial intelligence to build an educational evaluation and scientific decision-making system [11]. In the field of teaching, artificial intelligence has the unique advantage of intelligence, adaptability, data analysis ability and interactivity, which can provide new technical support for teaching resources, enrich classroom interaction and optimize personalized learning evaluation [12]. Therefore, integrating artificial intelligence into English courses is conducive to expanding the application of the activity-based approach to English learning. On the one hand, it conforms to the trend of technological development, and on the other hand, it can meet the requirements of students' English ability in the digital age [13].

At present, the research results of generative artificial intelligence empowering the concept of English learning activities are getting richer day by day, including the whole teaching process design of three types of progressive classroom activities: learning and understanding, applying and practicing, transferring and creating. For example, Shao explored English group reading and utilized the generative artificial intelligence DeepSeek in the group reading teaching design of high school with the theme of Science and Technology [14]. DeepSeek undertakes tasks such as selecting appropriate teaching contexts, analyzing difficult vocabulary and sentences, and creating writing examples, which provides references for the three types of activities. Zhu and Shao focused on the whole process teaching design of a single text [15]. Taking the senior high school English reading *Your Life Is What You Make It* as an example, they build an intelligent teaching framework in pre-class, in-class and post-class period to achieve the combination of big language model and three types of learning activities. The large language model can complete the analysis of discourse cultural connotation and the prediction of learning difficulties in the preparation stage. During the class, it generates question chains, visual charts of emotional changes, debate activity themes. After class, it provides personalized homework correction and targeted learning resource push. Liang and Guan focused more on the innovation of human-computer interaction forms in the classroom [16]. Taking the seventh-grade picture book *Eddy's Boots* as a teaching case, they used generative artificial intelligence to complete discourse analysis, multilevel teaching goals, mind maps, intelligent agent interactions, and generate multi-dimensional comments. However, under the background of generative artificial intelligence empowerment, the research results of the integration of English learning activities and reading teaching are mainly concentrated in the senior high school period, and the relevant research in the junior high school is relatively limited.

As a result, this article selects the second volume of the eighth volume of junior high school English

(Shanghai education version) reading text *A legendary Chinese painting* as a case, exploring the junior high school English reading teaching design guided by generative artificial intelligence empowerment and the activity-based approach to English learning. It aims to improve all aspects of classroom activities with the help of AI tools, fill in the shortcomings of traditional cultural reading research in junior high school, and provide a practical path for similar classes.

3. Teaching Design for Junior High English Reading Guided by the Activity-based Approach and Empowered by Generative AI

This article takes the reading text of the fourth unit of the second volume of the eighth grade of junior high school English (Shanghai education version) *A legendary Chinese painting* as an example, focuses on the concept of the activity-based approach to English learning, and explores the three types of English activities including learning and understanding, applying and practicing, transferring and creating, aiming to explore the integration ideas of generative artificial intelligence in different class stages.

3.1 Pre-class Stage

In the pre-class stage, generative artificial intelligence can not only set multilevel teaching goals in combination with the activity-based approach, produce multi-dimensional analysis reports for reading discourse, but also predict cognitive barriers and learning difficulties in students' reading process, and generate personalized teaching resources, aiding teachers to complete the course preparation work efficiently and laying the foundation for the implementation of the three types of learning activities.

3.1.1 Discourse Analysis Report

The new course standard emphasizes that teachers are supposed to take discourse study as a logical starting point to carry out reading teaching, give full play to the important role of discourse in conveying cultural connotations, and focus on solving the problems of What, Why and How. What focuses on the theme and content of the discourse, Why concentrates on the meaning and emotional attitude of the text, How explores the content structure and language characteristics of the text. With the help of generative artificial intelligence, this article completes the preliminary discourse analysis of *A legendary Chinese painting* from the above dimensions, and generates a discourse analysis report in combination with the teacher's professional judgment, which makes up for the limitations of teachers' personal research perspective, helping them formulate teaching goals.

In the What dimension, this article is a traditional cultural reading text of the second volume of the eighth grade of the Shanghai education version. It revolves around the famous Chinese painting *Dwelling in the Fuchun Mountains*, and introduces the painter Huang Gongwang, its creation process, its beautiful Jiangnan landscape scenery, the painting's history of transmission, and its reunion after being separated for over three hundred years. The discourse type belongs to the description of things, which is mainly objective explanation and supplemented by emotional expression. It is a typical reading material with the theme of traditional culture, which possesses strong cultural education value.

In the Why dimension, the text conveys the value of cultural education by telling the story of *Dwelling in the Fuchun Mountains*. First, it shows the artistic achievements of traditional Chinese ink landscape painting, and helps students understand the aesthetic characteristics of the harmony between humanity and nature in the paintings of Yuan Dynasty. Second, it reveals the importance of cultural heritage protection through the experience of the painting. Third, it describes the contemporary events of the reunion of the two parts of the painting in the end, awakening students' sense of cultural identity and awareness of passing down traditional culture.

In the How dimension, in terms of content structure, the text can be divided into three parts: general introduction, detailed description and conclusion. It begins with a rhetorical question introducing *Dwelling in the Fuchun Mountains* and its artistic status. The second paragraph introduces the artist's life and the creative process. The third paragraph describes the painting's scenes. The fourth and fifth paragraphs recall the painting's transmission history. The conclusion is about the historical event of the reunion of the two sections after three centuries of separation. Besides, the vocabulary of the text is accurate and accessible to grade eight students. It has descriptive words like breathtaking, legendary, and dramatic. Most of the sentences in this passage are declarative sentences, containing grammatical structures such as passive voice (e.g. was painted, was damaged, was split) and adverbial clauses of result (e.g. such...that...).

3.1.2 Setting Teaching Goals

Teaching goals guide the development of classroom activities and clarify expected learning outcomes. They serve as the starting point and destination of all teaching behaviors, as well as the concrete embodiment of educational purposes in teaching [17]. Generative artificial intelligence can deeply interpret reading discourses. According to the three activity levels of learning and understanding, applying and practicing, transferring and creating, it provides reference for teachers to formulate multilevel teaching goals and ensure that the goals fit students' cognitive level. In the teaching design of *A legendary Chinese painting*, with the help of generative AI, the teaching goals are as follows:

At the level of learning and understanding, students can recognize and read key vocabulary and phrases like ink painting, masterpiece, split, and sort out information regarding the artist, creative process, painting content, and transmission history of *Dwelling in the Fuchun Mountains*. At the level of applying and practicing, students can use vocabulary and sentence patterns to describe the artistic characteristics and legendary experience of the painting, compare the different stages of separation and reunion of the painting, and analyze the cultural connotation from its historical background. At the level of transferring and creating, students can introduce their favorite traditional Chinese art works in English around the theme of contemporary traditional Chinese art, think about the future development of traditional cultural works, and establish the awareness of spreading excellent traditional culture.

3.1.3 Predicting Teaching Problems

Teachers can predict the language barriers that students may have with the help of generative artificial intelligence, and further adjust the teaching strategy according to classroom performance. For example,

in terms of vocabulary grammar, grade eight students may have a low mastery of masterpiece, split and other new words, and the attributive structures might affect students' accurate understanding of the details of the text. In terms of cultural background, students may lack historical cultural knowledge about the history of the Yuan Dynasty, the life of Huang Gongwang, the artistic characteristics of traditional Chinese ink landscape paintings, as well as the history of the destruction and separation of paintings. In terms of thinking and cognition, junior high school students generally lack interest in traditional calligraphy and painting art, and lack the desire to explore its cultural connotation. Most students may lack the ability to think about the contemporary value of traditional culture in a critical way.

3.2 In-class Stage

In-class stage is a pivotal stage in implementing the activity-based approach to English learning. Generative artificial intelligence builds a learning framework for the classroom from cognitive understanding, internalization and application to innovative output, which helps the scientific design of three types of activities, including learning and understanding, applying and practicing, transferring and creating, to realize the coordinated development of students' language ability and thinking level.

3.2.1 Learning and Understanding Activities

Learning and understanding activities aim at theme perception and knowledge acquisition. Relying on the multimodal ability of generative artificial intelligence, teachers can use AI video generation tools before class to produce an ink dynamic video of *Dwelling in the Fuchun Mountains*, presenting information such as Huang Gongwang's creation process, painting damage, and the final combination, and match it with English narration subtitles. In the lead-in stage, teachers show AI videos to students, aiming to activate students' existing cultural background knowledge, improve their attention in class, and make up for the lack of expression of textbooks.

Zhang and Guo proposed that in English reading teaching, problem design plays a key role in discourse understanding [18]. Generative artificial intelligence can customize questions according to articles and help teachers quickly identify core issues [19]. In the pre-reading stage, generative artificial intelligence can design problems for *A legendary Chinese painting* from the perspective of video, detailed understanding, and main idea. The prompts are as follows: Please design three reading comprehension questions, according to the video, details and the main idea of the given text.

After adjustment, based on this text, the questions designed by generative artificial intelligence are as follows: (1) What beautiful views can we see in this ink painting video? (2) Who created this famous Chinese painting? (3) Why does the passage call this painting legendary? This group of questions is in line with the cognitive level of the grade eight students in junior high school. The first question relies on the intuitive picture to activate students' enthusiasm for classroom participation, which naturally leads to the classroom theme. The second question sets up detailed prediction questions for the author, which can guide students to carry out discourse reading with clear clues. The third question is an open-ended question, focusing on the title, encouraging students to take the initiative to think about the

author's writing purpose. Guided by questions, students can initially form a cognitive framework, achieve the transition from cognitive understanding to discursal meaning exploration, and lay the foundation for subsequent applying and practicing activities.

3.2.2 Applying and Practicing Activities

Applying and practicing activities transform the language knowledge mastered in the learning and understanding stage into practical application ability by creating real communicative situations. Generative artificial intelligence can build immersive application situations, complete discourse meaning analysis through visualization tools, intelligent interaction, etc., and realize the internal application of language knowledge.

Teachers can display the semi-filling mind map generated by AI, and extend the five branches of value, creator, content, history and culture centered on *Dwelling in the Fuchun Mountains*. Students are required to study in groups and complete the blanks. At the same time, students need to retell the story according to the mind map, and write down the cultural meaning and spirit behind the legendary experience of the painting in combination with the details of the text. After completing the tasks, each group will enter the results of the discussion into the large language model, and the results will be presented to the teachers by AI to help teachers understand the students' understanding of traditional Chinese culture.

Through intelligent agent interaction, generative artificial intelligence helps teachers carry out real-time interactive teaching, simulate reading situations in real contexts, and adjust the teaching content according to students' feedback to increase the participation of the classroom [20]. In the preparation stage, the teacher can create a personalized intelligent agent of the painting author Huang Gongwang by entering the plot and historical background of the text in the prompt in advance, ensuring that the intelligence meets the character setting.

In the in-class stage, teachers can carry out group exploration activities with the help of Huang Gongwang AI intelligent agent built before class, and organize students in each group to act as English reporters to start an immersive chatting. Each group of students ask questions to the intelligent agent around the topics related to the painting, such as "Why did you create this painting?" On this basis, teachers further guide students to take the initiative to retell the complete story of the separation and reunion of paintings to the intelligent agent, deepening students' understanding of the main idea of the text, and improving the ability of language use and reasoning.

3.2.3 Transferring and Creating Activities

Transferring and creating activities aim to guide students to jump out of the discourse itself, transfer language knowledge and skills from specific learning scenarios to life to realize creative applications. Generative artificial intelligence promotes the development of ability through intelligent guidance, connecting text learning and real-life situations.

In the post-reading stage, teachers can design thematic debate activities in combination with the main idea of the text. The debate questions are as follows:

Topic: Should young people learn traditional Chinese painting?

For: Young people should learn traditional Chinese painting.

Against: Young people should not learn traditional Chinese painting.

Students are divided into two groups, and try to use the vocabulary and sentence patterns learned in the class to have a short debate of 3-6 minutes. After the debate, AI can sort out the central arguments of both sides and supplement English expressions and arguments. The teacher will further guide students to think about the relationship between traditional cultural protection and economic development critically. Besides, teachers can organize students to design English posters to recommend their favorite traditional Chinese works of art to foreign friends, by illustrating the introduction of the work, cultural connotation and reason for recommendation. Optional topics cover a variety of cultural forms such as traditional calligraphy and painting, folk paper cutting, traditional carpentry, clay sculpture and so on.

3.3 After-class Stage

After-class stage is an extension of reading classroom teaching, and it is also an important period for teachers to test teaching results and improve teaching design. Generative artificial intelligence can provide accurate data support for multilevel teaching through prompt reflection, homework correction feedback, teaching evaluation and other ways, promoting the integration of teaching learning and evaluation.

3.3.1 Prompt Reflection

In the after-class stage, teachers can review and analyze the prompts of students' classroom interaction, in order to understand their knowledge mastery level, and thus adjust the follow-up teaching strategy. In the teaching design of *A legendary Chinese painting*, the interaction between students and AI mainly focuses on the interaction of Huang Gongwang's intelligent agent. Students with weak foundation often ask questions about facts, such as "Why did the fire damage the painting?", indicating that their vocabulary is relatively limited and the sentence expression is not rich enough. Intermediate students can ask questions in combination with the story plot, such as "Why were the two parts kept in different places?" Students with outstanding ability can extend to the level of cultural value and ask questions such as "Why is the reunion of the two parts important?", which reflects their independent thinking about the cultural connotation of the discourse. Based on that, teachers are able to carry out tutoring according to the students' level by summarizing and sorting out the prompt data of the whole class, so as to teach students in accordance of their aptitude.

3.3.2 Intelligent Evaluation and Feedback of Learning Tasks

For the learning tasks of the reading lesson *A legendary Chinese painting*, generative artificial intelligence can complete efficient evaluation and accurate feedback in the after-class stage. Teachers can use Generative AI to grade homework assignments effectively, such as vocabulary dictations, blank filling exercises, and multiple-choice questions, and count the frequently mistaken questions of students, generating class wrong question analysis reports, and understanding the knowledge weaknesses of the class, such as common spelling errors and incorrect use of passive voice.

For creative practical tasks such as poster production, the AI tool can provide auxiliary evaluation feedback from different dimensions such as language, content, theme, perception, according to the poster pictures uploaded by students, showing grammatical mistakes, improper matching and other language problems, and corresponding suggestions. Students can adjust and improve the poster according to AI feedback, and improve cultural confidence in the process of poster production and optimization.

3.3.3 Understanding and Promoting Traditional Culture

Chen points out that after students have finished English reading, teachers can use AI skills to promote the traditional cultural elements in the text to spread traditional culture [21]. In the after-class stage, teachers promote traditional culture reading through generative artificial intelligence, which has the capability of pushing appropriate English readings with similar themes to grade eight students. The content can cover other famous Chinese calligraphy and painting works, traditional skills, Chinese cultural relics selected as world cultural heritage and other directions, expanding the study of a single article to thematic reading of traditional culture. At the same time, artificial intelligence can generate reading comprehension questions for each extended reading material. After students complete the answers, AI can complete correction and data statistics, offering personalized reading feedback. During the reading process, AI tools are able to provide the translation of cultural proper nouns instantly, helping students gradually accumulate traditional cultural English expressions, which supports the implementation of applying and practicing, as well as transferring and creating activities.

4. Proposals for English Reading Lessons Using Generative AI

4.1 Upholding the Teacher's Leading Role and the AI's Supportive Role

In the practice of generative artificial intelligence empowering junior high school English reading teaching, excessive reliance on generative artificial intelligence may weaken students' critical thinking. Liu proposed that the application of generative artificial intelligence has put forward new requirements for the role and ability of teachers [22]. Teachers are not only the transmitters of knowledge, but also the guides and supervisors of technology. Teachers should adhere to the leading role in the classroom and give full play to the teaching supportive role of generative artificial intelligence. On the one hand, generative artificial intelligence can undertake tasks such as resource generation, communicative situation creation, data collation, and provide technical support for teachers to optimize teaching design. On the other hand, teachers should distinguish the content generated by AI, actively control the direction of reading discourse in the teaching process, and ensure that generative artificial intelligence remains grounded in actual teaching practice.

4.2 Enhancing Teachers' Cultural Literacy and Technical Proficiency

In English reading teaching with the theme of traditional culture, the teacher's cultural knowledge base directly impacts the result of cultural education. Generative artificial intelligence can effectively assist teachers to expand cultural theme reading resources, generate diverse English reading materials and

accompanying learning tasks, thereby reducing lesson preparation workload. However, the cultural content generated by artificial intelligence is prone to problems such as historical bias and misinterpretation of cultural connotation, which cannot completely replace teachers' role in cultural interpretation. Therefore, teachers need to take the initiative to consolidate their traditional cultural skills and improve their ability to identify the content generated by AI. At the same time, teachers should actively participate in technical training, academic exchanges and teaching seminars related to generative artificial intelligence, master the operation methods and teaching design skills of intelligent tools, so as to strictly control the content generated by AI, ensuring the accurate interpretation of cultural connotations in the classroom.

4.3 Proper AI Guidance for Cultivating Independent Learners

With the wide use of generative artificial intelligence technology in English reading classes, some students may feel unfamiliar with new technologies and find it difficult to quickly adapt to the new learning mode. In this regard, teachers need to pay attention to the emotional state of students in the process of using AI tool technology, and give step-by-step guidance, encouraging students who have operational difficulties and learning anxiety, so as to help them build learning confidence in the intelligent learning environment. In addition, some students may depend on AI tools and lose their independent learning ability and critical thinking. In this regard, teachers ought to guide students to form a correct recognition of AI tools and establish the learning habit of thinking independently first and then using tools for assistance in the reading process. When carrying out reading and exploration tasks, teachers first need to guide students to form personal opinions by themselves first, and then expand their thinking with AI, in order to clearly eliminate the behavior of directly copying and generating content. Teachers can also add various reading tasks such as group cooperation and opinion forums in the classroom to promote students to build knowledge in exploration and cultivate independent learning ability.

5. Conclusion

This study takes the reading discourse *A legendary Chinese painting* in the second volume of the eighth grade of junior high school English (Shanghai education version) as an example, and explores the teaching design of generative artificial intelligence empowering junior high school English reading under the guidance of the activity-based approach to English learning. Through the exploration of teaching design, this article finds that the integration of generative artificial intelligence and junior high school English reading classes can effectively solve problems such as inadequate understanding of students' learning conditions, single teaching materials, and delayed classroom feedback, providing strong technical support for the implementation of the core literacy of English subjects.

From the perspective of practice, generative artificial intelligence can be integrated throughout the pre-class, in-class, and after-class stages. In the pre-class stage, it can assist teachers to complete discourse analysis, multilevel teaching goal setting and prediction of teaching problems to improve the

efficiency of course preparation. During the in-class stage, AI enables teachers to create diverse teaching materials, carry out intelligent agent interaction, and design tasks according to students' level, promoting the coordinated development of students' language ability and thinking level. In the after-class stage, it allows the review of learning data, intelligent evaluation and feedback, and extended thematic reading, promoting the integration of teaching, learning, and evaluation. The integration of AI technology also adds vitality to traditional cultural English teaching and helps students build cultural confidence in English learning. In the practice of reading teaching, teachers are supposed to uphold the leading position in the classroom, give full play to the teaching supportive role of generative artificial intelligence, constantly improve their cultural literacy and technical ability, so as to guide students to use AI tools rationally. This article takes a single traditional culture reading discourse as an example to carry out teaching design. There are certain limitations in the breadth of the text, and the teaching design of this article has not yet carried out teaching practice in the real classroom. In the future, we can further expand the scope of research, explore the application of generative artificial intelligence in junior high school English reading discourses of different themes and genres, and try to implement the teaching design in the classroom to continuously optimize the empowering path of the collaboration between human and generative artificial intelligence in English reading teaching.

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