

# Research on English Reading Teaching Strategies in Senior High School Based on Core Literacy of English Subject

Yidan Yuan<sup>1</sup>, Jinghan Cai<sup>2</sup>

1. Guizhou Bijie Liangcai School, Mianyang 621000, China.

2. Leshan Normal University, Leshan 614000, China.

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**Abstract:** The core literacy of English includes four parts: thinking ability, learning ability, language ability and cultural awareness. Under the guide of core literacy of English subject, the purpose of this thesis is to analyze some high school reading teaching cases to explore the implementation of subject core literacy in high school English reading teaching situation. Then, improving strategies are put forward to cultivate the socialist builders and successors with patriotism, critical thinking and cross-cultural communication ability.

**Keywords:** Core Literacy of English Subject; English Reading Teaching in Senior High School

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## 1. The introduction of core literacy of English subject

In economic globalization, countries have proposed the core literacy framework. From a global perspective, although the core literacy elements proposed by different countries are expressed variously, they all show some common qualities, including innovation, creation, critical thinking, problem-solving ability, information literacy, international vision, communication, teamwork, and social participation, self-planning, and management. (Wang, 2017) Laying a good cultural foundation is inseparable from cultural education in schools. The process of educating students is closely related to the process of language learning and content understanding, which inevitably involves a lot of reading activities. Therefore, English reading teaching is of great significance to cultivate students' core literacy of English subject.

## 2. Present situation of English reading teaching in senior high school

From the perspective of language ability, the current English reading teaching only pays attention to the cultivation of reading skills, but ignores the connection between reading and writing. Reading is an input process, while writing as an output is an essential step to check whether students have mastered knowledge.

The current teaching process of reading is mostly "teacher-oriented" rather than "student-oriented", thus ignoring the students' learning ability. That is to say, this pattern is hard to cultivate the students' subjectivity in reading activities, critical thinking, cooperative consciousness, and independent learning ability.

From the perspective of cultural awareness, teachers need to think more about how to design better activities to sublimate the theme of the article, so that students are influenced.

From the perspective of thinking quality, teachers' analysis of the text is confined to the language surface and the literal meaning, which fails to develop students' ability. In addition, the limited class time makes students hard to evaluate their ideas critically and express their ideas creatively.

## 3. The Importance of English subject core Literacy in English reading teaching in senior high school

According to the 2017 English Curriculum Standard for Senior High Schools, the goal of English cultivation is to deepen students' comprehensive quality and focus on the development of core literacy, so that students gain ideas, beliefs,

social responsibility, and cooperation ability. Core literacy of English subject is the concentrated embodiment of the value of subject education and is the correct value concept, necessary character, and learning ability gradually formed by students through English learning. Therefore, senior high school English courses may build a common foundation for all high school students' core literacy of English subject through compulsory courses. Teachers should be aware of the guiding role of core literacy in the English reading teaching process, design reasonable reading activities, and make students understand the deep meaning of texts through appropriate guidance, to achieve good teaching results. Only in this way can teachers cultivate students' reading ability and promote the stable development of students.

## 4. Analysis and improvement of reading teaching plan

### Analysis and Improvement of English reading teaching plan (excerpt)

#### Teaching objectives:

- (1) Get the students to learn essential words and expressions in the passage;
- (2) Guide the students to grasp the reading skills of getting the main idea of each part;
- (3) Enable the students to be brave, calm when facing such accidents and know how to give first aid in different situations;

#### Teaching procedures

##### Step 1: watching and thinking

The teacher plays a video and guides the students to find out the two questions “What happened to the boy?” “What did the man do before a doctor found him?”

##### Step 2: fast reading

The students divide the passage into five parts and find out the main idea of each part.

##### Step 3: careful reading

The students need to finish the following exercises independently.

- 1). Read part 1 and find out the functions of the skin
- 2). Read part 2 and find out the causes of burns
- 3). Read part 3 and find out: the types of burns
- 4). Read part 4 and find out the characteristics of burns
- 5). Read part 5 and find out the treatment for first aid.

##### Step 4: post-reading:

1. Guide the students to find out the answer.

- (1) The passage is mainly about
  - A. the function of the three layers of the skin
  - B. the characteristics of burns
  - C. burns and the first aid
  - D. steps of treatment for different burns
- (2) You can get burns from various things, except
  - A. get a doctor to help you
  - B. place cool cloths on the burned area
  - C. place cool cloths on the burned area repeatedly
  - D. dry the burned area gently

2. Process information and to apply knowledge to solve problems.

In view of this teaching plan, some views will be put forward.

The teacher introduces the theme of “First Aid” by playing a video, which can arouse students’ enthusiasm for learning. However, there are some improvements for this teaching plan. The teacher can ask the question, “What do you know about first aid?” If the students mention the new words in the passage when they answer the question, the teacher should write them on the board. In this way, students can learn related words and connect the new and old knowledge. Then, the teacher can ask students to finish some exercises about common sense of the first aid.

Step 2 is a suitable method for the teacher to arouse students' interest in this article by asking questions, but because the structure of the passage is clear, it is better to use the mind map method to ask students to divide the passage into parts, and then help students to classify and summarize the information by asking some questions in the careful reading, so as to better cultivate the quality of students' thinking.

Teachers can also carry out the reading circle activity. 3 students form a group and each student undertakes one of the following tasks.

1) Discussion Leader:

Raise some questions based on the text and make sure your group members can answer these questions. Then, ask your group members to give you some advice and help you improve the questions.

2) Word Master:

Collect some key words or phrases related to first aid and share your words in front of the class. Choose one word and explain why you have added that word to your list.

3) Connector:

Write down your feelings after reading the text. You can connect the text with real life. Eg: What can you learn from the first aid? What should you do when you face accidents? Then, share your connections in front of the class and ask your group members what they have thought about after learning the first aid.

In the post-reading, the teacher can provide an emergency situation driving students to discuss and solve it in group activities. For example, when someone has an accidental burn and needs help, students can judge the burn grade and come up with specific solutions. Besides, the multiple-choice activity can be changed into creative writing; that is, teachers provide 3-5 related words or phrases based on the first aid, and students write an article of 100-120 words. This practice can check whether the students have mastered the knowledge of the passage, and cultivate the students' core literacy through the output

## **5. English Reading Teaching Strategies in Senior High School Based on**

### **Core Literacy of English Subject**

To improve the situation of reading teaching, some reading strategies will be put forward from perspectives of core literacy of English subject.

Language ability is the foundation of core literacy. By learning the vocabulary, content, language and structure of the article, set up a similar topic to provide students with corpus, let students write creatively, so as to complete the process from input to output.

In order to cultivate learning ability, teachers can assign self-study tasks which can help students be familiarize with new knowledge, form a sense group, and facilitate the absorption of new knowledge. Meanwhile, it is helpful for students to develop learning habits and improve efficiency. Besides, cooperation and exploration are also conducive to learning from each other, and the development of innovative thinking.

The development of thinking quality helps to improve students' ability to analyze, integrate and solve problems, and make correct value judgment on things. First, stimulate students' background knowledge and predict the content of the article by giving pictures, article titles and other methods in pre-reading activities in order to connect students' existing knowledge with new knowledge. Next, use mind maps to analyze, summarize and integrate information in reading activities. When the style of the article is distinct, the structure level is clear, and there is a lot of detailed information, teachers can adopt the form of mind map to let students learn the article.

English reading course in senior high school is an important carrier and effective way to cultivate cultural awareness. For example, add cultural knowledge related to the text content. Taking "The True North" as an example, the teacher can tell the students in advance that a knowledge competition about Canada would be held in the classroom, mainly including Canada's history, geography, population, culture, etc. By consulting relevant information about Canada, the students will supplement the necessary background knowledge for the follow-up text learning. Adhere to the cultural self-confidence and strengthen the sense of identity with Chinese excellent culture should also be attached importance to.

## Conclusion

Cultivating students' core literacy is one of the most important educational objectives of the Opinions on Comprehensively Deepening Curriculum Reform and Implementing the Basic Tasks of Moral Education issued by the Ministry of Education in 2014. The English Curriculum Standard for Senior High Schools (2017 Edition) requires students to form their own way of thinking, cultivate their own thinking quality, form their own understanding of culture and finally learn and enjoy learning in the process of problem analysis and solution.

The cultivation of core competence cannot be achieved overnight, and teachers need to educate and infiltrate instructional design in teaching. Teachers should fully consider the improvement of students' core literacy and pay attention to students' process evaluation when designing reading classroom teaching. In the process of students' learning, teachers should analyze the students' learning situation from the perspective of students. At the same time, teachers should have a macro grasp of the knowledge structure of the subject content, and they should try various ways of organizing activities, and closely combine the reading teaching activities with the cultivation of core literacy of the English subject.

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