

Cultivate the English Reading Literacy of Middle School Students Based on the Comparison of Chinese and American Curriculum Standards

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Abstract: Students take language discourse as the content carrier to learn language knowledge, obtain information, form reading comprehension ability, form emotion and value judgment, and develop thinking through inference and comparison. Comparing the curriculum standards of Chinese ordinary high schools with the common core standards of American states, we realize that the cultivation of English reading literacy has the characteristics of advanced, accumulation and dynamic. Teachers provide various types of text based on the text complexity. Therefore, there is a path to follow to implement core literacy. Moreover, according to different English ability levels, the implementation of different curriculum standards to promote English graded reading, so that the cultivation of English reading literacy has a practical grasp.

Keywords: Reading literacy; English high school standards; Common core standards

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The Development and Application of Middle School English Teaching Resources under the Concept of Core Literacy

1. Research background

Basic education initially proposed two-base goals, namely basic knowledge and basic skills. Then the education reform proposed three-dimensional goals. Professor Zhong Liquan defined the first dimensional goal is knowledge and skill; the second dimensional goal is process and method; the third dimensional goal is emotional attitude and values^[1]. Educational practice has proved that the “three-dimensional goal” is a kind of transcendence of the traditional “double-base goal”. However, the current international education background is to advocate cultivating people’s key qualities and comprehensive abilities, so a new round of educational reform with literacy as the core has been formed. Around the core literacy English education field, multiple perspectives and levels are research on curriculum standards, teaching content and teaching evaluation. However, the key to promoting the reform of English education is to understand the essence of English core literacy and implement it in teaching. To this end, this paper will discuss the understanding of the connotation of the core literacy of English subjects, interpret the Chinese curriculum standards and the common core standards of American states, so as to think about how to cultivate the English reading literacy of middle school students and how to effectively implement the core literacy of English subjects.

2. Understanding of the connotation of core literacy in English subjects

The English Curriculum Standards for Regular High Schools (2017 edition) defines the core literacy of English as: “ the correct values, necessary character and key abilities that students gradually form through subject learning. The core literacy of English subject mainly includes language ability, cultural consciousness, thinking quality and learning ability.”^[2]Language ability refers to the ability to understand and obtain information by listening, speaking, reading, reading, and writing in practical applied situations, and then to express meaning, intention, and emotional attitudes. This means that students not only need to master language knowledge, but also need to construct meaning and express their opinions. Cultural awareness refers to identifying with an excellent culture while understanding Chinese and foreign cultures. Students need to be able to conduct cross-cultural communication in English, but

also to form a cross-cultural awareness and their own feelings and attitudes towards Chinese and foreign cultures in the process of English learning. Thinking quality refers to developing the logic, criticism and creativity of thinking in English learning. Students' thinking ability (reasoning, judgment, understanding, etc.) is not only improved, but also to shape the ability of thinking in English in the practice of English. Learning ability refers to the ability to actively use learning strategies and use a variety of learning ways to improve learning efficiency. For students, they need to master specific learning strategies and metacognitive strategy knowledge, and they can actively and effectively manage their own learning.

3. Chinese English subject curriculum standards and American state common core standards

Professor Wang Qiang and others pointed out that the development of students' language skills has a great relationship with the implementation of curriculum standards. First, the 2017 edition of the English curriculum standard divides the courses into three categories: compulsory, elective compulsory, and elective. They corresponds to three levels of English ability. There are 16 required courses describing level 1 comprehension skills. For example: 1. extract the main information and viewpoints from the discourse, understand the meaning of the discourse; 2. Understand the explicit or invisible logical relationship in the discourse. The second level selective course describes 14 comprehension skills. For example: 1. distinguish, analyze and summarize the main views and facts in the story; 2. Identify the content points and corresponding supporting arguments in the discourse; the third level elective course describes 9 comprehension skills. For example, 1. Explain and evaluate the emotions, attitudes and values reflected in oral and written articles; 2. Understand how the words, sounds, pictures and images are constructed together in movies, TV, pictorial newspapers, songs, newspapers and magazines. According to the description, we can see that the core literacy of the English subject is implemented in the language comprehension ability described by the curriculum standards. Secondly, according to different language ability levels, reflect different ability requirements. For example, discourse understanding, for understanding facts and opinions. Level 1 describes the ability to extract information. Level 2 describes the students' ability to distinguish and analyze information. Level 3 describes the students with the logical reasoning ability according to the facts. Third, students should develop their language ability while promoting the development of their thinking ability. For example, level 1 describes identification, grasp information, etc. Level 2 describes predicting, infer, based on information. Level 3 describes critically examining, resolving redundant information, etc. Finally, develop language ability and appreciation of discourse by understanding information and using reading skills.

4. Thinking and enlightenment

The study of Chinese national curriculum standards and the common core standards of American states can see that the cultivation of English reading literacy is advanced, accumulated and dynamic. Reflecting on the current English reading teaching, the cultivation of reading literacy presents static and decentralized characteristics. The teacher itself lacks the overall concept, and the classroom focuses on understanding the language itself, analyzing and mining the content according to the text itself. So according to the different stages of Chinese national curriculum standards and the overall goal, combined with the state common core standard grading standards, teachers according to the principle of complexity to choose different types of text, according to the students' different stages of cognitive development and promote thinking depth, according to text characteristics and different requirements step by step to improve reading strategy, according to the grade requirements and text complexity analysis text structure, so that English teachers have systematic thinking reflects the differentiation and accumulation of English reading teaching.

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