

# The Reform of Chinese Reading Teaching in Senior High Schools in China is Discussed from the Comparison of Chinese and American Mother Tongue Curriculum Standards

Qiang Zhao

College of Literature and Media, Taishan University, Tai'an 271000, Shandong Province, China

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**Abstract:** There are great differences between Chinese and American mother tongue curriculum standards. A comparative analysis of Chinese and American standards is helpful to discover new perspectives and explore new teaching paths. This paper deeply analyzes the similarities and differences between Chinese and American mother tongue curriculum standards in basic concepts, curriculum structure, reading teaching objectives and strategies, and aims to provide a new perspective for Chinese reading teaching reform in senior high schools. By contrast, this paper reveals the unique value of the American mother tongue curriculum standard which emphasizes students' all-round development, practical application ability and personalized teaching, and takes this as a mirror to examine the current situation and challenge of Chinese high school reading teaching. Based on this, this paper innovatively puts forward some reform strategies, such as strengthening multi-text reading, deepening reading literacy training, and building a diversified evaluation system, in order to inject new vitality into Chinese reading teaching in senior high school and promote the comprehensive quality of students.

**Keywords:** Chinese and American mother language curriculum standards; High school Chinese; Reading teaching; Reformation

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In the increasingly integrated global educational landscape, mother tongue curriculum standards are the cornerstone of shaping the soul of education, and their differences and commonalities not only reflect the differences in educational concepts of different countries, but also indicate the direction of future educational development. Taking this as the starting point, focusing on the comparative analysis of Chinese and American mother tongue curriculum standards and digging out the educational concepts, value orientation and practical strategies behind them can provide the integration of international vision and local wisdom for the exploration of Chinese reading teaching reform in senior high schools.

## 1. Comparative analysis of Chinese and American mother tongue curriculum standards

### 1.1 Basic concept and value orientation

American mother language curriculum standards emphasize the development of students' learning ability in future life and work, and pay attention to individuation and practicability. However, China lays more emphasis on the development of students' learning ability, emphasizing the mastery of basic knowledge and the improvement of test-taking ability<sup>[1]</sup>. This difference is reflected in many aspects such as curriculum objectives, teaching content and methods.

### 1.2 Course structure and content setting

The content of the American mother language curriculum standard is detailed and long, covering many aspects such as listening, speaking, reading and writing, and the goals of each stage are clear and specific. In contrast, the Chinese curriculum standard is more simple and systematic, but it may lack enough refinement and depth in some aspects.

### 1.3 Reading teaching objectives and strategies

In terms of reading teaching objectives, the United States pays more attention to cultivating students' critical thinking, information

screening and processing abilities, and emphasizes multi-text reading and interdisciplinary reading. However, our country lays more emphasis on the cultivation of reading comprehension ability and literature appreciation ability, and pays less attention to the ability of fast reading and information screening. In the teaching strategy of reading, the United States emphasizes the initiative and participation of students, while China relies more on the teaching and guidance of teachers.

## **2. Reform strategies of Chinese reading teaching in senior high schools based on the comparison of Chinese and American mother tongue curriculum standards**

### **2.1 Strengthen group reading**

Teachers can focus on a core theme or issue, select a number of related but different perspectives of the reading unit. For example, taking “environmental protection” as the theme, we choose news reports, popular science articles, literary works, speeches and other texts, so that students can deeply understand the multiple aspects of issues in comparative reading, and cultivate their cross-text understanding ability and critical thinking. In the process, the four-ring teaching model of “guide - read - discuss - write” is implemented. Through the introduction to stimulate students’ interest, clear the purpose of reading; Then, the students read and annotated independently to form a preliminary understanding; Then, organize group discussions or whole class exchanges to encourage students to share insights and have in-depth conversations; Finally, students are guided to write reading notes or review articles, and the reading results are translated into words to improve their writing and comprehensive application ability<sup>[2]</sup>. Create an interactive reading environment with digital platforms and web resources. Teachers can use electronic books, online databases, video lectures and other multimedia resources to enrich students’ reading experience; Data analysis tools are used to track students’ reading progress and understanding depth, providing basis for personalized teaching. Taking the unit of “Cultural Inheritance and Innovation” in high school Chinese textbooks as an example, teachers can design an interdisciplinary group text reading task first, selecting ancient poetry (such as “Will enter wine”), modern prose (such as “I and the Temple of Earth”), cultural commentary, interviews with non-hereditary characters and other materials. In the “guide” session, teachers played a documentary about intangible cultural heritage to stimulate students’ interest in exploring traditional culture. In the “reading” section, students read different materials in groups and use mind mapping software to organize information and establish connections between texts. In the session of “discussion”, the students in each group debated the theme of “How to inherit and innovate traditional culture in modern society”, and the teachers gave timely guidance to encourage students to think about problems from multiple angles. Finally, in the “writing” section, students combined their reading experience and discussion results to write an article about cultural inheritance and innovation, which not only deepened their understanding of the topic, but also exercised their writing ability.

### **2.2 Cultivate reading literacy**

Drawing on the importance of critical thinking in the American mother language curriculum standards, teachers can design a series of question chains in the teaching of the Chinese People are Standing Up to guide students not only to understand the literal meaning of the article, but also to dig deeper into the historical background, the significance of The Times and the author’s standpoint. “What impact did this argument have on Chinese society at the time?” Students are encouraged to examine the text from different perspectives and form their own opinions. In view of the deficiency of fast reading and information screening ability in traditional reading teaching in China, teachers can adopt the teaching mode of “fast reading + intensive reading”. First, set a time limit for students to quickly scan the full text and capture key information. For example, set a 5-minute time for students to quickly scan the full text and mark key information points, such as time, place, people, events, etc. Then, select important passages of the text for close reading, in-depth analysis of their language features, rhetorical devices and deep meaning. Teachers lead students to discuss in groups, share their understanding and perception, and encourage students to put forward different opinions. While emphasizing the ability of critical thinking and information processing, we should not neglect the cultivation of literary appreciation ability. For such classic documents as The Chinese People Stand Up, teachers should guide students to appreciate the beauty of their language, the truth of their feelings, and the depth of their thoughts.

### **2.3 Optimize the evaluation environment**

Optimizing the reading teaching evaluation environment is an effective way to promote the overall improvement of students’ reading literacy and realize the transformation from single evaluation to diversified and procedural evaluation. In the teaching of “The Chinese People Stand Up”, a variety of evaluation methods can be designed, such as writing post-reading comments (evaluating literary appreciation and emotional resonance ability), holding group discussions (examining critical thinking and teamwork ability), and completing infographics (testing information screening and integration ability). Teachers should pay attention to the performance

and growth of students in the reading process, rather than just focusing on the final result. Teachers can record students' thinking process, quality of questions, and participation in reading *The Chinese People Stand Up* through classroom observation, learning log, peer evaluation, etc., as an important basis for evaluation. At the same time, students should also be encouraged to become evaluators of their own learning. Through self-reflection tables, learning experience sharing and other forms, students should be guided to objectively evaluate their reading process and learning results, and identify the next learning goals. For example, in the process of reading, teachers encourage students to adopt the annotated reading method, think while reading, and record their opinions and questions next to the text.

### **Concluding remarks:**

To sum up, through the comparison and analysis of Chinese and American mother tongue curriculum standards, it can be found that there are great similarities and differences in educational concepts and practical strategies between the two countries. The effective implementation of strategies such as strengthening group reading, cultivating reading literacy and optimizing evaluation environment is not only a positive response to the current teaching situation, but also an active layout for the future development trend of education. With continuous exploration and practice, the belief in the reform of Chinese high school reading teaching will become more and more firm, and then lay a solid foundation for students' all-round development and lifelong growth.

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### **About the author:**

Qiang Zhao (1972), male, Han nationality, master's degree, associate professor, research direction: works of modern and contemporary Chinese literary writers.