



A Study on the In-depth Teaching of English Reading in Senior High School Aiming at Core Literacy

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ABSTRACT

This study uses methods like a questionnaire survey, teacher interviews, micro-lectures teaching, etc. to ask questions like: What is the current situation of teachers' cultivation of students' core literacy in the teaching of English reading? How can in-depth teaching of high school English reading help to cultivate core literacy? Making good use of micro-lectures teaching, applying diversified reading teaching methods, taking students as the main body to improve students' participation and experience in reading classrooms, and maximising teaching evaluation methods are some of the teaching inspiration drawn from the study.

Keywords: core literacy; high school English reading; in-depth teaching; micro-course design; curriculum standards

The current teaching research focused on English subjects has the following features: First, the research on in-depth teaching of English subjects is too broad. Secondly, the content of teaching research focused on English subjects can be divided into two categories. The first category explores the value and path of realizing in-depth English teaching from the macro perspective of English teaching, while the second category focuses on vocabulary, reading, writing and other teaching sections in English teaching. There are many theoretical studies on the core literacy of disciplines and in-depth teaching, but very few studies on the combination of theory and specific teaching. The analysis of high school English reading teaching design based on the core literacy of the English subject will have important practical significance.

This paper seeks to reform the teaching mode of English reading in middle schools and cultivate students' core literacy of English subjects. It will also make in-depth teaching concepts in English classes more accessible to students. The second goal is to give relevant data to front-line teachers, so they can adjust their teaching methods. The third is to provide new English teaching methods as a reference for the new generation of teachers and college English teachers. The significance of this research is reflected in two ways: first, it can guide students to learn more profoundly and deeply; second, it can help teachers overcome the limitations of surface and performance in the teaching process, and cultivate teachers to integrate and contextualize teaching in reading teaching and the ability to develop integrated teaching within and across disciplines based on value, real-world and high-quality problems.

I. Definition of Related Concepts

According to the "General High School English Curriculum Standards (2022 Edition)," the core literacy of English subjects consists of language ability, cultural awareness, thinking quality, and learning ability. Language ability refers to the ability to understand and express oneself in English. Cultural awareness refers to an understanding of cultural connotations, cross-cultural communication literacy, and behaviour performance from an international perspective. Thinking quality refers to the critical and innovative ability to think at the logical level. Learning ability refers to the ability to expand one's English learning methods and improve one's ability to learn English efficiently.

Secondly, according to a comprehensive comparison of relevant literature, the author believes that in-depth teaching of English reading in high school means that under the guidance of teachers, high school students can comprehensively and deeply understand and analyse English reading texts based on

their existing knowledge and experience, and sequentially make students gain in-depth development in cognition, ability, thinking, etc. Ultimately, this will form teaching with correct cultural orientation.

II. Research and Design

1. Research Questions

This research is based on the "General High School English Curriculum Standard" and the "Compulsory Education English Curriculum Standard", aiming to answer the following questions:

- (i) In the teaching of English reading classes, what is the current status of teachers' cultivation of students' core literacy of English subjects?
- (ii) How to carry out the in-depth teaching of high school English reading oriented to the cultivation of core literacy? How to reflect the teaching practice of high school English reading oriented to the cultivation of core literacy?

2. Research Objects

The research objects selected for this study are 11 teachers and some students from Jiangling Middle School in Jingzhou City, Hubei Province. Among the 11 English teachers interviewed, six had more than 20 years of teaching experience and five had more than 30 years of teaching experience. In the first, second and third grades of Jiangling Middle School, a class was selected for a survey and interview.

III. Research Methods

1. Questionnaire Survey

(i) The main content and form of the questionnaire:

- a) Teacher's paper: The teacher's paper has a total of 20 questions, which consists of 12 statements and 6 questions except for the collection of personal information in 2 questions. The answers to the 12 declarative questions are divided into five levels by the Likert five-point scale, according to the degree to which teachers' reading teaching strategies in the classroom are related to the cultivation of students' core English literacy; the six questions are multiple-choice questions and open-ended questions. The setting of these questions is mainly developed from the following six dimensions:

Latitude	Question
Theories related to core English literacy	3, 4
Language ability	5, 6, 7
Quality of thinking	8, 9, 10
Cultural awareness	11, 12, 13
Knowledge skills	14, 15, 16
Reading class questions and suggestions	17, 18, 19, 20

Table 1 Assignment of topics on teacher's paper

- b) Student paper: The student paper has a total of 20 questions, which are composed of 16 declarative sentences except for the collection of 4 questions on personal circumstances. The principle of question setting refers to the teacher's paper, which aims to understand students'

extracurricular learning approaches to reading and suggestions for reading teaching. The setting of these questions is mainly developed from the following five dimensions:

c)

Latitude	Question
Language ability	5, 6, 7
Quality of thinking	8, 9, 10
Cultural awareness	11, 12, 13
Knowledge skills	14, 15, 16
Reading class questions and suggestions	17, 18, 19, 20

Table 2 Assignment of Questions for Student Papers

2. Teacher Interviews

Affected by the epidemic, the teacher interview changed from an offline one-on-one interview to a questionnaire. The interview questions mainly involve personal situations, the process of reading teaching, the understanding and implementation of the core literacy and in-depth teaching of English subjects, and the assumptions about in-depth teaching of English reading in senior high schools. The interview results are as follows:

Time	Teacher Number	Methods	Number of Questions	Quality	Results
May 6, 2022	11	Questionnaire	6	The answers are all valid.	Basically achieved.

Table 3 Teacher interview results

3. Thematic Micro-Lesson Design

(i) Cultural awareness

- a) Theme: Peking Opera
- b) Purpose: Helping students to establish cross-cultural communication awareness and improve their cultural literacy and cross-cultural communication ability by learning English expressions related to Peking Opera and understanding the necessity of art communication.
- c) Micro-course process design
 - Lead-in: Introduced with classic movie posters, visualized the elements of Peking Opera and shaped the theme language environment
 - Basic Introduction: The combination of voice and picture shows students the basic expression methods of introducing Peking Opera in English;
 - Main Elements: Combine videos with PPT explanations to guide students to deeply explore the specific elements of Peking Opera;
 - Cultural Transmission: Ask questions, provide keywords to inspire students to think, and create scenarios to guide students to organize dialogues;

- Brief summary: Sort out the subject framework and systematize knowledge

(ii) Quality of thinking

- a) Theme: The importance of life-long learning
- b) Purpose: Realizing the importance of lifelong learning to correctly establish the concept of lifelong learning by learning the learning experiences of three lifelong learners
- c) Micro-process design:
 - Lead-in: Show the importance of learning that has been brought about by the great changes brought about by technology in the past two decades, and introduce themes.
 - Fast reading: The famous police station is used as the subject sentence to allow students to connect so that students can quickly sort out the structure and subject of the article, and practice reading skills.
 - Careful reading: Guide students to reproduce the details of the article through simulated interviews, increase their interest in the activity, and cultivate students' ability to obtain details, summarize and integrate information.
 - Critical thinking: Students can understand the purpose, content, and form of lifelong learning to deepen their understanding of lifelong learning, and finally form their lifelong learning plan by defining lifelong learning in their language.

IV. Results and Analysis

1. Analysis of Questionnaire Results

Student Questionnaire: We used the analysis website to analyze the data of the questionnaire and present the keyword cloud of the questionnaire and summarize it. A total of 200 statistical results were received, and the overall data showed that most students thought their English reading level was quite good, but the following problems still existed: first, there is a deviation from the requirements of the new curriculum standard in English reading orientation. Students pay the most attention to superficial knowledge such as grammar and vocabulary in reading; but pay less attention to deeper inquiry such as main idea and thinking points, which makes it difficult to essentially realize the transformation from low-order test-taking thinking to high-order critical thinking. Second, the existing reading learning model is relatively so single that students' autonomy is insufficient. The contemporary class is dominated by teachers explaining the reading text, and students mostly propose to take more novel approaches and connect with other subject contents in the suggested part of the classroom.

Teacher Questionnaire: A total of 60 survey results were received, with the majority of female teachers with 1-5 years of teaching experience. The problems are as follows: First, in the context of test-taking targets and pressure to advance to higher education, English teachers have limited time and high teaching pressure. Most teachers indicate that it is difficult to spend most of their time applying to cultivate students' core literacy in teaching to pass exams, and it is also difficult to secure time for innovative teaching, thus hindering the implementation of in-depth reading instruction. Level differences among students make it difficult to balance the difficulty of teaching deeper knowledge. Given that different students have different breadth and depth of existing knowledge reserves and different degrees of knowledge absorption, which makes it is difficult to practically apply teachers' plans such as scaffolding teaching mode and multi-modal teaching mode that integrates interdisciplinary knowledge of thinking and discernment.

2. Analysis of Interview Results

Most of the respondents of this questionnaire are senior teachers in Jiangling Middle School, and most of them are skilled or expert teachers with 25-33 years of teaching experience, who have sufficient teaching practice and experience, but they also have more fixed teaching habits and patterns than novice teachers.

- (i) For example, for the reading material, they usually arrange 1-2 class periods for reading teaching, often divided into 5 learning steps: Lead-in, Pre-reading, While-reading, Post-reading, and Homework; they believe that the main purpose of reading is to accumulate words and sentences and prepare for writing. The main purpose of reading is to accumulate words and sentences and to prepare for writing.
- (ii) Most teachers have mastered the definition of English subject core literacy, but they do not have a deep understanding of its specific connotation; a few teachers mistakenly believe that core literacy is simply listening, reading, writing, communicating, and handling skills; their answers to the question of how to implement English subject core literacy are rather general and cannot be refined or implemented.
- (iii) Individual teachers mentioned that in-depth teaching should be carried out under the premise of ensuring students' performance, which shows that the pressure of test-taking will affect teachers' teaching methods to a certain extent. However, for how to teach English reading in depth in high school, the teachers' responses focused on setting teaching situations, expanding cultural background knowledge, leading students to dig deeper into the text, and cultivating their critical thinking.

3. Analysis of the Results of the Micro-teaching Method

Cultural Awareness

(i) Student feedback and related analysis

Most of the interviewed students expressed that their interest in the national culture had been enhanced, and they were willing to further explore the cultural elements of Beijing opera outside the classroom and do their best to promote the dissemination of traditional art and culture; more than half of the interviewed students could use the keywords given in the micro-lesson, such as "Facial makeup" and "4 roles" to organize their language; A small number of students gave innovative answers that were different from micro-lectures, showing the awareness and ability of cross-cultural communication in general.

(ii) Teachers' feedback and related analysis

Most of the teachers interviewed said that they felt cultural awareness in the micro-lesson, including building cultural confidence and promoting the spread of Chinese culture, and that they needed to set up relevant cultural contexts to guide communication rather than limiting it to textual expressions, which is a part of the lesson that is easily overlooked due to the usual rush.

Quality of Thinking

(i) Student feedback and related analysis

Students expressed interest in novel classroom activities such as linking, interviewing, and defining, and their participation was greatly enhanced. Also, by analyzing the text and transforming the abstract

concept of "lifelong learning" into concrete definitions in English, students felt that their ability to express themselves had been greatly improved and their goals for lifelong learning had become clearer.

(ii) Teachers' Feedback and Related Analysis

Most teachers said that in English teaching practice activities, they should not be limited to the textual knowledge aspect, but should understand the connotation and extension of English concept words, from shallow to deep, from easy to difficult, train thinking, argue points, and express emotions, and promote students' independent learning. Most teachers hope to consciously allow students to learn, analyze, argue, express, and innovate on their own in the activities and develop their thinking quality in the future curriculum design.

V. Conclusion of the study

1. Teaching Status and Problems

Based on the above study, we believe that the current high school English reading teaching, in general, has the following problems.

- (i) Neglecting the main position of students. Many schools still use the model that teachers dominate and explain the whole class word by word and sentence by sentence, and students have been passively instilled the knowledge by teachers without the space to play freely, which to a certain extent limits students' ability of independently learning and eventually leads to the weakening of students' cognitive ability.
- (ii) The teaching mode is single, and the reading level stops at the surface. Many teachers still think that vocabulary and grammar knowledge is the focus of teaching, thus neglecting to cultivate the understanding of the meaning behind the text, and this kind of reading teaching makes the knowledge students obtain "fragmented".
- (iii) Lessons are short due to the influence of exam-oriented education. Due to the limitation of class time in primary and secondary schools in China, reading courses are not set up, and schools tend to set up test-taking courses in the curriculum.
- (iv) There are level differences among students, and teachers have difficulty weighing the difficulty when teaching in depth. There are significant differences between students' reading abilities, but traditional classroom assessment methods tend to make teachers fall into the misconception of one-sided evaluation of students, and the lack of a scientific evaluation system in the more demanding in-depth reading teaching, which leads to problems such as deviation of teaching focus.

These problems reflect the current situation of high school English reading teaching to a certain extent, thus we put forward the targeted teaching inspirations.

2. Teaching Inspiration

- (i) Make good use of micro-lesson teaching and expand the channels of multimedia learning and use
 - a) Micro-lesson teaching has a distinctive theme, sophisticated design, and figurative text, which can free teaching from the disadvantages of solidifying the teaching process and can stimulate students' interest.
 - b) Micro-lessons are often designed to teach critical thinking and ideological points, thus introducing extra-curricular reading materials and social hot issues, which are conducive to

enriching students' extra-curricular knowledge, promoting multidisciplinary integration, and strengthening the cultivation of students' cultural awareness and thinking quality as core literacy in English.

- c) Students of different levels can choose their learning content, and learning time, and several times to master the content of micro-lessons, thus solving the problem of level differences among students and teachers' difficulty in weighing the difficulty when teaching in depth.

(ii) Apply diversified reading teaching methods and break the solidified situation of the teaching mode

Teachers need to innovate reading teaching methods. The pre-reading stage activates thinking and focuses on the novelty of the introduction design: teachers can activate students' background knowledge about the topic through videos and pictures, and organize students to make active predictions; the mind-reading stage trains thinking and designs diversified task-based reading activities: interactive teaching and scenario simulation are used to let students build a deeper logical understanding of the text; the post-reading stage expands thinking and allow students to demonstrate independently: teachers should appropriately organize activities such as topic discussions and group competitions to avoid mechanical brushing and complete migration innovation.

(iii) Take students as the main body, enhance students' participation and experience in the reading classroom

Compared with listening, writing and other courses where students have a high degree of participation and an obvious subject position, reading teaching can easily lead to a situation where the teacher has one word and the teacher unilaterally instils knowledge. Therefore, instructional design should not aim at showing students the answers; but should go further and aim at how to let students discover and say the answers on their own. This requires the teaching design to be interlocked and varied; and to increase students' participation as much as possible, which naturally avoids the problems of the solidified teaching process and single teaching mode.

(iv) Optimize the way of teaching evaluation to visualize students' stage reading level

Teachers should enrich the assessment methods for students in reading teaching, such as designing lesson observation scales, group activity evaluation, and learning growth files. Teachers should also try to diversify the selection of evaluation methods, not only the simple final exam results; but also the selection of small essay declarations and performances and other forms of reference for students, to make a comprehensive evaluation of students' reading achievements in a certain stage, to clarify the overall distribution of students' levels and better tailor teaching to the students' needs and implement tiered teaching.

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