

A Practical Study of English Reading Teaching in Senior High School based on Transfer and Innovation Activities

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Abstract: The English Curriculum Standards for Senior High Schools (2017 edition, revised in 2020) emphasizes the concept of English learning activities oriented by key competences, and makes it clear that the design of English teaching in senior high schools should include transfer and innovation activities. However, in the actual reading teaching, teachers tend to lay particular stress on learning and understanding activities, application and practice activities, and pay little attention to transfer and innovation activities. This paper aims to elaborate the meaning of transfer and innovation activities, and through practical exploration, summarizes the principles of designing transfer and innovation activities in reading teaching, and applies them to practical teaching, so as to improve the teaching quality of teachers and the learning effect of students.

Keywords: Senior High School English; Reading Teaching; Transfer and Innovation Activities.

1. Introduction

In senior high school English reading teaching, how to effectively improve students' comprehensive language ability and innovative thinking has become an urgent problem to be solved in the field of education. Traditional English reading teaching methods often focus on the learning of language knowledge and the cultivation of reading comprehension skills, but there are obvious deficiencies in the cultivation of transfer and innovation ability. Transfer and innovation activities are the last step of English learning activities, and they are also the higher level of learning activities. Transfer and innovation ability, that is, the ability of students to transfer their knowledge and skills to new situations and solve problems creatively, is of great significance to students' all-round development and future career. Transfer and innovation activities involve the cultivation of students' correct values and the training of their critical thinking ability, and they have a deeper understanding of the significance of the theme [2]. Therefore, teachers can help students achieve in-depth learning and complete the transformation from ability to literacy by designing appropriate transfer and innovation activities in the classroom. The purpose of this study is to help students not only improve their language skills, but also develop their innovative thinking and problem-solving abilities in English reading teaching through transfer and innovation activities.

2. Definition of Transfer and Innovation Activities

For transfer and innovation activities, the English Curriculum Standards for Senior High Schools (2017 edition, revised in 2020) explains that teachers should grasp the requirements of learning activities beyond discourse, such as reasoning and argumentation, criticism and evaluation, imagination and creation [3]. Teachers can guide students to reason and analyze according to the implied values of the text and the author's point of view, and learn to appreciate the

unique style of the text, discover the means and characteristics of language expression, and evaluate the author's or protagonist's behavior through analysis and speculation, so as to deepen the understanding of the theme's meaning. In senior high school English reading class, the elaborate design of transfer and innovation activities can enhance the depth and interest of classroom teaching, provide students with more opportunities to cultivate transfer and innovation ability, and really improve students' thinking quality. The implementation of transfer innovation activities can help students complete the output of vocabulary knowledge and the in-depth understanding and expansion of the subject, and realize the transformation of reading comprehension ability to key ability [1]. In this study, transfer and innovation activities are activities that enable students to integrate what they have learned in a new situation and solve new problems creatively. Students are required to think deeply or communicate deeply about new problems in new situations through independent learning or cooperative learning. Teachers can guide students to carry out reasoning and argumentation, criticism and evaluation, imagination and creation through role-playing, group discussion, brainstorming, mind mapping, reading and writing.

3. Principles for Designing Reading Teaching Activities

In order to better cultivate students' ability of transfer and innovation, and then improve the learning effect. Therefore, if teachers want to improve students' English learning level and interest by designing reading teaching activities of transfer and innovation, they should pay attention to the following principles in the design of reading teaching activities:

3.1. Student-centered

Students are the center of all teaching activities and the main body of the classroom. Students should be considered as one of the important factors when designing reading teaching activities of transfer and innovation. After fully understanding

the characteristics of learners, we should design reading teaching activities according to the characteristics of learners. Learning activities should be closely linked to the actual life of learners, starting from the life experience of learners, to create reading teaching activities conducive to the development of learners. “Student-centered” means paying attention to individual learners, promoting students’ learning motivation and supporting students’ individualized development. Taking the fourth unit of FLTRP as an example, the title of this unit is *Friends Forever*. When designing the understanding ideas section, teachers can connect the article with students’ life by asking questions, so as to familiarize themselves with the topic context, obtain the main idea of the text, and guide students to connect with reality. Form a correct and healthy view of making friends and values.

3.2. Context-based

Dewey advocates that life and education should be closely linked, which coincides with situational teaching. English as a language discipline is always produced in a specific context. This requires teachers to inject “life” elements into the classroom and combine people and things in students’ daily experience. By doing so, students begin to understand that learning English is not just for exams, it is closely related to their daily life. This approach aims to eliminate the concept of “dumb English” and instead emphasizes the practical application of language skills. Take Optional Compulsory 1 Unit 4 *Meeting Muse* as an example. Through teacher-student questions and answers, text comparison and other activities, students can get the basic information of the invitation letter in the textbook, and recognize the structure and language characteristics of the invitation letter. Then create a situation for students to complete an invitation letter to invite overseas friends to attend the school’s art festival.

3.3. Theme-oriented

The overall teaching design of the unit is one of the highlights of the current senior high school English textbooks. The design of the overall teaching objectives of the unit should be based on the unit theme. According to the interpretation of the new standard curriculum, the theme context mainly includes three themes: “man and society”, “man and self”, and “man and nature”. The design of reading teaching of transfer and innovation should also be guided by thematic significance and based on unit teaching. For example, the sixth unit of the optional compulsory course belongs to the theme of “Man and Nature”. Its theme is to protect the natural environment and natural heritage. By introducing the famous natural and cultural heritage at home and abroad, including the Giza Pyramids in Egypt, Lake Gar in southeastern Siberia, Mount Tai and Tibetan Road in China, and the Great Barrier Reef in Australia, this unit enables students to feel the beauty and magic of nature, to experience the charm of the cultural heritage left by our predecessors, and to stimulate their desire to protect the natural and cultural heritage. It conveys the idea of harmonious coexistence between man and nature.

4. Reading Teaching under the Transfer and Innovation Activities

In the following, taking *The Best Job in the World*, a

reading text in Unit 6 of Optional Compulsory English Textbook for Senior High School published by FLTRP, as an example. The theme context of this unit is “man and nature”, which involves the protection of the natural environment and natural heritage. It shows the threats faced by the Great Barrier Reef of Australia from human activities and weather changes in the form of videos, and arouses people’s awareness of environmental protection by describing the best job in the world: island caretakers. The purpose of transfer and innovation activities is to deepen the understanding of the theme of the unit, to generate the awareness of loving nature, protecting the environment and living in harmony with nature, and to inspire students to think deeply about more ways to protect the ocean.

4.1. Reasoning and Arguing

In the thinking and discussion session, the teacher guides the students to discuss the following questions in groups: (1) What are the requirements of the job? (2) Why is the position described as “the best job in the world”? (3) Do you agree with the description? Why? (4) How is the theme of nurturing nature presented differently in the two reading passage of this unit? Teacher then invites students to answer questions, which is not only a test of students’ understanding ability, but also an opportunity to encourage them to think and express actively. In this process of thinking and sharing, students not only exercise the agility of thinking, can quickly capture the key to the problem and give a response, but also cultivate the critical thinking, learn to examine the problem from different perspectives, not blindly follow, dare to question. At the same time, this kind of open discussion also stimulates the students’ creative thinking, and they begin to try to come up with new ideas and solutions. Through the guidance of a series of chain questions, students have a deeper understanding of the unit theme “cultivating nature”. They not only understand the importance of nature, but also begin to think about how to practice this theme in their daily life, such as how to promote the concept of environmental protection in their campus or community, and how to protect and cultivate the natural environment through their own actions. This teaching method not only improves students’ thinking ability, but also cultivates their awareness of environmental protection and social responsibility.

4.2. Criticizing and Evaluating

On the basis of obtaining information already available in the text, students imagine that they are applicants for an island administrator, discuss and present their ideas. Teacher asks each group to come up with their own ideas by considering the following points. (1) What I know about the reef? (2) Why I think environmental protection is important? (3) Why I should get the job? (4) What I will do if I get the job? Students work in groups to supplement and finally write a complete job application. Later, students present their ideas. In this process, teacher should guide students to attach importance to self-evaluation. Then, teacher let students read their job application and ask the students to underline some of the language they learned from the passage, while reflecting and identifying strengths and weaknesses. In order to improve students’ comprehensive quality, teachers should actively guide students to carry out self-evaluation and reflection in the teaching process, which can not only strengthen students’ self-awareness, but also help to cultivate their ability to solve problems independently. In the presentation of results,

teachers should encourage students to exercise their language skills in the form of oral statements and written reports, and learn how to organize and transmit information logically. In addition, through group cooperation and interactive evaluation, students will be able to further use learning strategies, summarize the key elements of recruitment advertisements, and sort out clear ideas to achieve effective communication of information. This teaching mode aims to improve students' communication ability and critical thinking ability in an all-round way through multi-dimensional practical activities.

4.3. Imaging and Creating

Students read the three short passages in Activity 6 in groups, choose one of the assignments and complete the notes. The teacher invites three groups who chose different jobs to share their answers, and the other groups added. Students complete their writing tasks independently according to their notes, and polish their own compositions, eventually forming an attractive recruitment advertisement. Students work in pairs to improve each other's job advertisements and choose the best in their group to share with the class. The teacher asks several groups to present their job ads and asks them to share and learn from each other. Finally, the teacher comments. In this teaching process, the main goal of students is to learn and master how to write recruitment advertisements, which is not only the improvement of writing skills, but also a practical application of the discourse knowledge they have learned before. First of all, students need to write a job advertisement independently according to what they have learned. In this process, they need to integrate the discourse knowledge they have learned into their own works, so as to realize the effective transformation and application of knowledge. After completing the writing, students will evaluate each other, which not only improves their critical thinking ability, but also gives them the opportunity to learn and learn from their peers' works. Subsequently, the teacher will comment on each student's work in detail, point out the highlights and shortcomings of the work, and give specific suggestions for improvement. This session is very important for students, because it not only provides feedback, but also helps students to identify areas where they need to improve their writing. Finally, students need to reflect on themselves, review the whole writing process, analyze the difficulties and challenges they encounter in writing, and think about how to avoid similar problems in future writing. Through this kind of reflection, students can understand their writing process more deeply, find out the potential problems, and internalize the knowledge by using the learning strategies they have learned,

so as to improve their writing ability and understanding of discourse knowledge.

5. Conclusion

In senior high school English teaching, reading activities that transcend the text are a crucial aspect. This process not only fosters the integrated development of students' language knowledge and skills but also serves as an effective avenue for enhancing their thinking quality, cultural awareness, and learning abilities. To fully implement the new senior high school English curriculum standards and embody the concept of English learning activities, teachers need to continuously explore effective design methods and principles for activities that transcend the text. In particular, transfer and innovation activities are key to cultivating students' transfer and innovation abilities, posing new challenges for senior high school English teaching. In daily teaching, teachers should delve into various aspects of the discourse, such as content structure, linguistic features, educational value, and thematic significance, while considering students' actual situations. Designing teaching activities that are relevant, progressive, integrated with learning and application, and combine learning with innovation requires teachers to consider students' language proficiency and cognitive abilities. Additionally, it necessitates a deep exploration of the deeper meanings of reading texts to inspire students intellectually and fulfill the educational mission of cultivating morality. By optimizing transfer and innovation activities from the perspectives of logic, discourse stylistic features and thematic contexts, it not only helps to improve high school English teachers' teaching abilities but also paves the way for cultivating students' thinking qualities such as humanistic feelings, innovative spirit, and critical thinking.

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