

# Reading Teaching under the Core Literacy of the English Discipline College

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**Abstract:** This article aims to explore reading instruction under the framework of core literacy. Core literacy refers to language ability, cultural character, thinking quality, and learning ability. Reading instruction is one of the important ways to cultivate students' core literacy. Students need to read in order to understand different cultural backgrounds and values, broaden their horizons and knowledge. Students need to read in order to understand different cultural backgrounds and values, broaden their horizons and knowledge. At the same time, reading can also improve students' language expression and communication abilities, cultivating excellent cultural inheritors and cross-cultural communicators. At the same time, reading can also improve students' language expression and communication abilities, cultivating excellent cultural inheritors and cross cultural communicators. Reading instruction also needs to focus on developing students' thinking literacy. Students need to use reading to develop critical thinking, creative thinking, and problem solving abilities. Students need to use reading to develop critical thinking, creative thinking, and problem solving abilities. Reading instruction should be closely integrated with core literacy, improving students' comprehensive quality through developing their language ability, cultural character, thinking quality, and learning ability.

**Keywords:** Comprehensive Quality; Core Literacy; Reading Instruction.

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## 1. Introduction

The English Curriculum Standard for High Schools (2017 Edition) summarizes the core literacy of the English discipline into four aspects: language ability, cultural character, thinking quality and learning ability [1]. With the continuous advancement of English curriculum reform in high school, the goal of the curriculum has changed from cultivating students' comprehensive language ability to cultivating students' core literacy in the English discipline, and the teaching task has gradually been centered on moral education and core literacy [2]. Reading teaching is an important part of English teaching, but there are still some factors in reading teaching that are not conducive to the cultivation of core literacy, such as classroom teaching patterned, superficial and programmed, and the lack of in-depth analysis for discourse texts [3].

Reading teaching pointing to the core literacy of the English discipline requires teachers to study the discourse in depth, dig into the deeper connotations of the text, and accordingly refine the thematic connotations and focus on the main lines of meaning, so that the process of reading serves the exploration and construction of the thematic meanings, and embodies the vitality of the language itself relying on the content of the text to design teaching activities [2]. Reading teaching cannot stay at the level of helping students understand textual information, but should also cultivate students' ability to construct meaning and grow knowledge, and guide students to strengthen cross-cultural understanding, promote diversified thinking, gain aesthetic experience, and form positive attitudes and good habits, that is, to cultivate students' reading literacy, which is a concrete embodiment of cultivating students' core literacy of the discipline in the reading class[4].

This study aims to explore the reading teaching pointing to the core literacy of the English discipline, to clarify the necessary character and key abilities that students should have

to adapt to the needs of lifelong development and social development, to help students master reading skills, and to improve the effectiveness of English learning.

## 2. Literature Review

### 2.1. Language Competence

Language competence, which refers to the ability to understand and express meaning with the help of language in social situations is one of the important contents of the core literacy in English subject, which is the ability to understand and express meaning with the help of language in social situations by listening, speaking, reading and writing. Mr. Huang Xuexiang, the teacher of the Humanistic Version of English, Seventh Grade Lower Book Unit 6 "I'm Watching TV." Section B 2a3a, for example, discusses the design of reading teaching activities based on the development of language proficiency. Specifically, the teaching content is described and analyzed in terms of vocabulary and structure, and the teaching steps of pre-reading, reading, reading and post-reading are taken to focus on students' graphical organizing of textual information in the classroom, so as to make the textual content more graphic and intuitive. At the same time, through the precise understanding of the meaning of the text and sentences, students are prompted to learn to read deeply, so as to develop their language ability and thinking quality [5]. The design of activities at all stages refers to the goal of language proficiency development. Pre-reading activities are designed to improve reading comprehension speed, introduce reading topics, stimulate students' enthusiasm for reading, overcome vocabulary barriers in reading, and help students activate reading background knowledge. The mid-reading activities are to match the training of reading skills, strengthen the depth of text comprehension, and promote the accumulation of students' reading experience. Post-reading activities focus on helping students consolidate their understanding of the text; post-

reading activities need to be appropriate and encourage students to express themselves; and teachers need to create questions based on the text to develop students' language skills.

Some researchers have combined the hierarchy of contexts and the cultivation of language competence in English reading to develop students' language competence in the context of Zhejiang Province. The author takes four examples of the first prize-winning high school English classroom teaching competition in 2017 as examples to discuss how to design teaching activities based on context in reading teaching so as to develop students' language ability. The authors believe that context includes literal context, implied context, and extended context, which are an organic whole, and the creation of context based on reading text is essentially an integration of different degrees of text content processing with specific perspectives. Firstly, the teaching activities based on literal context are mainly to sort out the textual information, perceive the language when processing the textual information, and cultivate students' logical thinking. Secondly, based on the implicit context, students can use reference questions to deepen their understanding, internalize the language they have learned in the process of processing textual information in depth, and develop critical thinking skills. Finally, in the extended context, students move from within the text to outside the text and use the language they have learned to express themselves [6].

## 2.2. Cultural Awareness

English is a unity of instrumentality and humanism[1], but if it "emphasizes the instrumental side of language, ignores the humanism of language, and lacks attention to the cultural factors of language use and language communication, such language teaching has no vital tension and sustainability"[7]. At present, the status quo of cultivating cultural awareness in high school English reading teaching is not satisfactory: only focusing on teaching materials, lacking a lot of cultural input; only focusing on the linguistic expression of cultural knowledge, neglecting the interpretation of cultural connotation; only mechanically inculcating culture, neglecting the students' experience in the context[8]. In this regard, Ms. Xu conducted a practical investigation on how to match students' cultural awareness in reading teaching, taking a text in the 2019 English textbook of the Humanities Teaching Edition as an example, appropriately supplementing cultural knowledge to promote in-depth exploration; making comparisons between Chinese and foreign cultures, perceiving and appreciating in comparisons; and creating cultural learning situations, understanding and internalizing in experience[8].

Some researchers believe that reading class is an important type of English teaching, and many reading texts contain rich cultural knowledge, and the cultivation of cultural awareness cannot be separated from the understanding of such cultural knowledge and the excavation of its connotation[9]. In reading teaching, the cultivation of cultural awareness should be centered on the exploration of the meaning of the theme, strengthen the excavation and extension of the intrinsic culture of the text, go from the easy to the difficult, and from the shallow to the deep, and counter-promote the in-depth understanding of the discourse[10]. Some researchers take the third unit of Reading and Thinking in the compulsory third unit of the Humanistic Version of English (2019 edition) as an example to explore the importance of reading and thinking in

the reading board as an example to explore the practical path of cultivating students' cultural awareness in reading teaching. First, activate the background before reading to warm up culturally; second, excavate the connotation during reading to deepen cultural cognition; and finally, transfer knowledge after reading to cultivate cultural behavior.

## 2.3. Learning Competence

"Learning ability refers to students' awareness and ability to actively use and adapt English learning strategies, broaden English learning channels, and strive to improve the efficiency of English learning[10]." Learning competence is a condition for the development of subject core literacy, which helps students to do a good job of self-management of English learning, develop good learning habits, and carry out learning independently and efficiently[11]. For learning ability, Chinese teachers seem to have endless learning strategies or methods to teach. For example, situational context strategies can be utilized to cultivate students' learning ability. High school students seem to have some problems from understanding, memorizing to applying vocabulary; in the understanding vocabulary session, during vocabulary teaching, mini-contexts can be provided to cultivate students' ability to identify the meaning of vocabulary, and textual contexts can be provided to cultivate students' ability to speculate on the meaning of vocabulary; in the vocabulary memorization session, the teacher creates situational contexts for teaching. In the vocabulary memorization section, teachers create scenarios to teach vocabulary in order to change the vocabulary from monotonous and boring characters to vivid pictures in students' minds, and make the pictures move as much as possible with a sense of exaggeration and strangeness, which can stimulate the students' brain functions, thus enhancing the effect of memorization, and there is a strong correlation between the amount of vocabulary and the ability to read [10].

For students with learning difficulties, learning ability in reading is also crucial. First of all, for struggling students, it is important to stimulate the positive emotions of struggling students in English learning to enhance their learning ability; to carry out a variety of audio English activities to enhance the interest and learning ability of struggling students; to provide various forms of incentives to activate the motivation of struggling students to participate in English learning; to use a variety of strategies to enhance the confidence of struggling students in learning English; and to cultivate cognitive strategies to enhance the awareness of and the ability to build up language[11].

## 2.4. Quality of Thinking

The quality of thinking reflects the mental characteristics of the core literacy of the English subject, which refers to the ability and level of thinking in terms of logic, criticality and creativity[11]. Reading is an active process of information processing, a process in which the brain uses verbal and non-verbal information to make judgments, reason, analyze and synthesize a series of complex thinking activities[12]. However, in the current English reading teaching, teachers pay more attention to sorting out the surface information of the text and explaining the language knowledge, while neglecting the deep analysis, interpretation and evaluation of the thinking, culture, emotions and values behind the text, which is not conducive to the development of students' thinking quality and reading literacy[13]. The researcher

takes New Concept Book III, Lesson 30 The Death of a Ghost as an example to explore how to develop students' thinking quality and realize deep learning in reading teaching. First, based on the predicting discourse based on the title, which prompts readers to constantly predict and confirm their predictions in the process of reading, and also shows a series of active behaviors of free exploration; then, using word meaning to summarize and understand the discourse, to accurately grasp and understand the meaning of the words in reading, students need to capture the deeper meanings through the surface information of the text and express the implicit results of their thinking in explicit words, which belongs to the higher-order thinking skills; and then, designing a question chain to analyze the discourse. Designing a chain of questions to analyze the discourse, teachers can convert the knowledge of the textbook into a series of teaching questions with distinct levels and systematicness [14].

Some researchers believe that the cultivation of thinking quality contains three dimensions, namely logical thinking, critical thinking, and creative thinking; firstly, sorting out the text and analyzing the language to cultivate logical thinking; secondly, comprehending the text and evaluating the semantics to cultivate critical thinking; and lastly, digging into the text and reading for writing to cultivate creative thinking. In high school English reading teaching, teachers should clarify the goal of cultivating thinking quality, and do the teaching design that points to the cultivation of thinking quality[15]. In addition, the design of reading teaching questions pointing to the quality of thinking is also very important, and some researchers have summarized several questioning strategies. First, before reading, we should stimulate interest, set up suspense, and activate the background; during reading, we should promote comprehension, encourage generation, and go deeper and deeper; and after reading, we should be close to life, pay attention to emotion, and sublimate the theme. The ultimate goal of reading is to cultivate students into efficient and independent readers[16].

### 3. Conclusion

Reading teaching that points to the core literacy of the English discipline requires teachers to dig deep into the text, focus on the main line of meaning, and design teaching activities based on the content of the text; at the same time, in terms of classroom teaching, teachers should dare to let go of their hands, focus on the students, respect the students' subjective position, and pay attention to classroom generation.

Only through the development of students' core literacy can we truly improve their reading ability and reading level. This requires our teachers to focus on the innovation of curriculum design and teaching methods, and to penetrate the concept and practice of core literacy education. In reading teaching, inspiring students' thinking, cultivating their sense of innovation and enhancing their communication skills are all important means based on core literacy. In the process of teaching, we should focus on guiding students to think positively and improve their critical thinking skills. At the same time, we also need to let students know how to read and understand different types of texts, so that they can better cope with the reading needs of today's information age. Finally, it should be emphasized that the cultivation of core literacy is a

long-term process, which requires teachers to improve and upgrade their teaching through continuous practice and reflection. Only through continuous learning and practice can we better lead our students to the road of successful reading.

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