

# *The Practical Research on the Core Literacy of English Subject in the English Reading Class of Senior High School*

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**Abstract:** The discussion about the core literacy of high school students has quickly become one of the hot topics in the education circle. The core literacy of the English subject has promoted the reform process of English teaching in high schools in our country to a certain extent. However, due to many uncontrollable factors, such as the outdated English reading teaching model, and this model is difficult to be changed in a short time, there are still several problems in the current high school English reading classroom teaching design. Therefore, it is necessary to conduct research on this aspect. This article mainly uses research methods such as survey analysis, qualitative analysis, and quantitative analysis to conduct experiments. First, it studies the core literacy of the English subject, and second, analyzes the current situation of high school English classroom reading and the degree of core literacy used in the reading class. The results show that 85% of students spend less than 4 hours in English reading per week. In their daily study life, the time spent on English reading is very limited. 1% of high school students believe that the implementation of core literacy in English reading classrooms is generally effective. Therefore, it is particularly important to apply the core literacy of English subjects to high school English reading.

## 1. Introduction

The core literacy of high school students helps them develop good thinking qualities and gradually form their own outlook on life and values. At present, many English teachers focus on new words and long and difficult sentences in English reading teaching, neglecting to cultivate students' language ability and learning ability. For an excellent English teacher, it is necessary to

learn to use the four specific core competencies of English subjects in the reading class, improve students' cultural quality, strengthen students' thinking quality, and cultivate their learning ability.

Hurley D A thinks that the call and response format promotes dialogue and seamlessly leads to practical activities. When used as part of “flipped” teaching, the Cephalaonian method allows teachers to engage students who have completed the online part and those who have not completed the online part [1]. Wu J pointed out that in the teaching of English reading, promoting the development of students' thinking quality is an important part of the core competence of the English subject, which is important and necessary. However, the current English reading teaching emphasizes the input of language knowledge, the extraction of basic information and the application of reading strategies, while neglecting the cultivation of students' thinking quality. Therefore, how to cultivate students' thinking quality in reading is particularly important [2]. Wineland encourages teachers to change the way they teach, spend more classroom time on reading, and not ignore the overall understanding of the text [3].

The main contents of this article include: First, survey the current high school students' weekly English reading time, and roughly introduce the current high school students' English reading situation; secondly, it analyzes the effect of using core literacy in the reading classroom, and respectively enumerates the percentage of students who think the implementation effect is good or not; finally, it points out several problems that may exist in the application of core literacy to English reading classrooms, such as insufficient text interpretation awareness of teachers, and outdated English reading teaching models.

## 2. Method

### 2.1. Core Literacy of English Subject

Core literacy refers to the literacy and ability of students to solve problems with the help of learning and education [4]. It mainly includes the following four main core qualities: language skills. It refers to people's ability to master language, which is mainly manifested in people's ability to speak or understand unprecedented sentences, distinguish ambiguous sentences and other language skills. Language ability is a very broad concept. It includes not only the ability to listen, speak, read, and write, but also the ability to understand and use language. First of all, language knowledge is one of the important components of language ability, including not only grammar, vocabulary and pronunciation, but also context and pragmatic knowledge. Secondly, the definition of language ability not only strengthens the importance of learning knowledge, but also strengthens the role of language knowledge in the process of meaning construction and expression [5, 6]. In other words, it is concerned with what kind of knowledge language users uses to express their meaning. In terms of language skills, when we read articles, we must not only act on the level of understanding, but also have our own thinking, judgment and analysis. Finally, in the process of English reading, strengthen the interaction between readers and authors.

Cultural awareness. Acquiring cultural knowledge requires students to learn to cultivate their own cultural attitude, cultural identity and cultural recognition ability. Although some aspects of cultural temperament are very abstract, culture can also be taught [7, 8]. It is important that students continue to think about and summarize what they have learned and find different explanations according to different cultural beliefs, so that they can finally achieve cross-cultural communication.

Thinking quality. Thinking quality refers to the characteristics and performance of thinking ability. It points out that there is a close connection between language and thinking. As we all know,

thinking ability is essential for learning and using a language. Many scholars have pointed out that students can enrich their own thinking styles by reasonably learning and using languages other than their mother tongue. A large number of English classroom activities can promote the development of students' thinking ability to a certain extent. The thinking quality of core competence is different from general comprehension ability and language expression ability, not just some thinking qualities related to language learning [9, 10]

Learning ability. Learning ability refers to the psychological characteristics that an individual needs to engage in learning activities, including memory ability and reading ability. For individuals, general learning abilities mainly include observation, attention, memory, creativity, etc., which are specifically manifested in how to learn, how to learn, and the effect of learning [11,12].

## 2.2. Problems and Current Situation of High School English Reading Class

In high school classrooms, the teacher is the center and the student's dominant position is ignored. The new curriculum standards require teachers and students to actively interact and develop together in teaching, and students complete learning and teaching tasks through participation and cooperation under the guidance of teachers. In the current high school English reading teaching, teachers are mainly speaking, and students can only be led by the nose. Even if there are classroom activities, they are all superficial, rather than in-depth thinking and exploration. This teaching mode underestimates the cultivation of students' reading ability and places too much emphasis on language knowledge learning. In addition, at present, in domestic high school English classrooms, many English reading teaching still use the previous sentence-by-sentence translation analysis method. The English teacher translates the sentences sentence by sentence, and points out the new words and long and difficult sentences that exist in the reading. This teaching mode neglects the cultivation of students' reading ability, and it is easy for students to lose interest in reading.

The reading material is single. On the one hand, most high school English reading materials come from textbooks, and many articles in textbooks have lost their timeliness. On the other hand, the extracurricular reading materials are mainly derived from workbooks, and many students read the extracurricular reading materials entirely to cope with the English test. For a long time, students will feel that the so-called reading is learning texts and doing questions, and their interest in reading is greatly reduced.

## 2.3. Evaluation of the Effect of Extracurricular Reading

In order to better evaluate the effect of extracurricular reading, this article will convert the results into standard scores based on the standard scoring method of each indicator result. Only knowing the number of each sample in the total sample and the standard score of each sample, you can basically know the position of each sample in the total sample. Express each indicator as  $X_1, X_2, X_3, \dots, X_K$  the scores for each test are:

$$(X_A) = 100 * (X_A - X_{MIN}) / (X_{MAX} - X_{MIN}) \quad (1)$$

After converting the scores of various indicators into standard scores, the standard scores are unified and comprehensively scored, and the results of the comprehensive scores are used to judge the optimization effects of various reading teaching methods on reading. Generally speaking, setting weights mainly include subjective experience method, primary and secondary index queuing classification method, and expert survey method.

$$X_1 = (X_1F_1 + X_2F_2 + \dots + X_kF_k) / N \quad (2)$$

### 3. Experiments

#### 3.1. Experimental Background

In the current high school English reading education, due to the relatively weak self-study ability of most students and the single teaching mode, the students' interest in English reading is not high. The new curriculum reform clearly requires teachers to pay attention to cultivating the main body of students in the teaching process. At the same time, we must focus on comprehensively training students' core literacy. Then, how to apply the core literacy of subject English to the practice of English reading classroom is the focus of this article.

#### 3.2. Experimental Method

Due to the large number of students in each high school and taking into account the time issue, I used the questionnaire star software and the printed paper version to distribute it. The advantage of using the questionnaire star software is to save time, convenient and fast, and the recovery rate is high; the advantage of using the paper version of the questionnaire is that after completing the questionnaire, you can have face-to-face communication with your classmates for in-depth understanding. This survey adopted research methods such as investigation and analysis (including questionnaire surveys, personal interviews, etc.), and a combination of qualitative and quantitative analysis. In this survey, a total of 200 questionnaires were distributed, 200 were recovered, and the recovery rate was 100%. Among them, there were 200 valid questionnaires, the effective questionnaire rate was 100%, and the invalid questionnaire rate was 0. The results of the questionnaire were analyzed with the help of questionnaire star software and SPSS software. The main statistical information includes: the current reading status of high school students, the degree of application of core literacy in reading classrooms, and the difficulties in applying subject literacy to English reading classrooms.

#### 3.3. Experimental Results

After collecting, analyzing and processing the feedback information of the questionnaire filled out by the high school student volunteers, the results will be displayed and discussed in the fourth part of the article, and I will not elaborate on it here.

### 4. The Practical Research of Core Literacy in High School English Reading Class

After the third part of the experiment, in order to make the analysis results of this paper more credible, we integrated the results of the questionnaire, the interview results and personal actual experience, and used the SPSS software for data analysis. Now the collated data is displayed as follows.

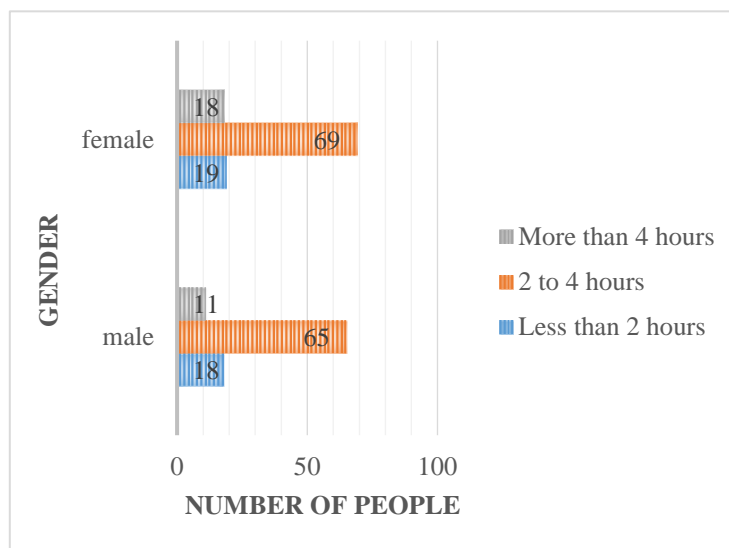
#### 4.1. Survey on the Length of Weekly English Reading Classes for High School Students

What is the current English reading situation of high school students? How much time do you spend on English reading every week? This article conducted a questionnaire survey on this issue.

The survey results are shown in Table 1: We can see that from the perspective of boys and girls, most of the students spend only 2 to 4 hours per week on English reading, and some students spend less than 2 hours per week on English reading. Hours, only a small number of students spend more than 4 hours on English reading.

*Table1: Survey of weekly English reading time for high school students*

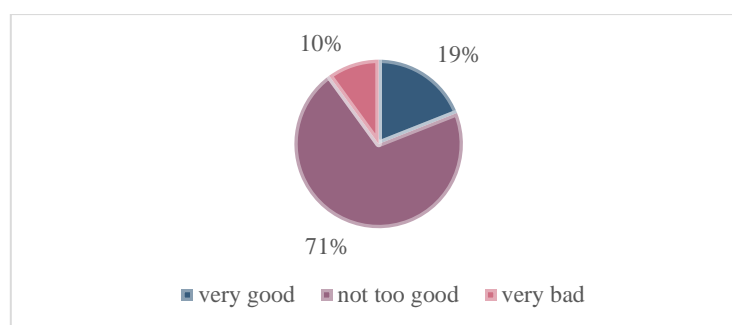
	Less than 2 hours	2 to 4 hours	More than 4 hours
male	18	65	11
female	19	69	18



*Figure 1: Survey of weekly English reading time for high school students*

As can be seen from Figure 1, 68% of high school students spend 2 to 4 hours a week in English reading. Only 18% of people spend more than 4 hours a week on English reading. Based on the overall survey data, high school students generally spend less time on English reading, and nearly 80% of high school students spend less than four hours in English reading per week. On the whole, in the daily study and life, the schoolwork is relatively heavy, and the time that students spend on English reading is very limited, which ultimately leads to the low interest of students in reading.

#### 4.2 Investigation on the Application of Core Literacy in Reading Classrooms



*Figure 2: The application of core literacy in reading class*

As shown in Figure 2, the current core literacy of English subjects is not well implemented in high school English reading classrooms. 71% of high school students believe that the implementation effect of core literacy in English reading class is average, and 19% believe that the implementation effect is very poor, and only 10% believe that core literacy is implemented very well in English reading class.

### 4.3 Problems in the Application of English Subject Literacy in High School English Reading Classrooms

Combining the questionnaire survey and the field classroom survey results, this article summarizes several possible problems in the application of subject literacy in English reading classrooms. First of all, the teachers' sense of text interpretation is not enough. Teachers with a weak sense of text interpretation tend to focus more in class on the new words and grammar of English articles. As a result, the interpretation of the reading text often stays at the initial understanding and grasp of the language knowledge points; making the text Interpretation is superficial. Secondly, the teaching model of English reading is too old. Under the traditional English reading teaching model, teachers can easily ignore the subjectivity of students in the reading class, and are too eager to pass knowledge to students, so that students' independent learning ability and innovative ability cannot be improved. With growth, students will become rigid.

## 5. Conclusion

The Ministry of Education's opinion pointed out that "schools should take into account the actual situation, proceed from the subjectivity of students, and at the same time implement core literacy and academic quality requirements into the teaching of various disciplines. "It can be seen that English teachers should pay attention to cultivating students' language ability, learning ability, quality ability and cultural character in daily classroom teaching, and gradually apply these four core qualities to English reading classrooms. Therefore, the novel teaching model proposed in this article meets the requirements of the Ministry of Education, starting from the subjectivity of students, and truly applying the core literacy to English reading. Due to the limited space, this article also has certain shortcomings, and no corresponding countermeasures are given on how to solve the problems of subject literacy in the process of practice. The specific solutions need to be further improved.

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