Case Study of Teaching English Reading Discourse in High School Based on an Authentic Context

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Abstract: In the context of the new curriculum reform, high school English reading teaching reflects a human-centered approach to improve students' reading literacy skills and lay the foundation for their lifelong learning. The new curriculum advocates creating real-life problem situations in teaching to stimulate students' interest in reading, generate sustained motivation for reading, achieve efficient reading, and enable students to develop reading habits and improve their reading literacy. Therefore, it is especially urgent and necessary to build a high school English reading discourse teaching model based on authentic contexts, develop practical strategies for the teaching model, carry out contextualized teaching activities, and actively carry out practical research on literacy-oriented reading teaching.

1. Policy Background of ELT Research based on Authentic Contexts

At present, while China is deeply promoting the reform and development of various undertakings, it is clearly proposed to focus on firmly grasping basic education, continuously promoting curriculum reform, building a high-quality education system, and cultivating innovative talents to meet the development requirements of the times. In the face of the new situation, school educators must update the concept of education and education teaching methods, the concept of people-oriented education is generally taking root in the field of education reform, all for the sake of students, all for the development of students is the starting point of our education and teaching. [1] Comprehensively promoting quality education and deepening comprehensive reform in the field of education continuously promote the development of education. To fully build a strong socialist modernization country, enhance the international competitiveness of China's education, to achieve the great rejuvenation of the Chinese nation to lay a solid foundation of talent.

The English Curriculum Standards for Compulsory Education (2011 edition) mentions that teachers should create as realistic intercultural communication situations as possible according to students' language level, cognitive ability and life experience, [2] so that students can gradually develop intercultural communication skills in the process of experiencing intercultural communication. Therefore, in the English classroom, teachers should create real-life situations as much as possible according to the teaching objectives and teaching contents, so that students can

learn the language in practical use. Students will then feel the fun and practicality of learning a foreign language. In the process of solving problems in real situations, students will be able to use their talents and give their physical strength to serve the construction of society and meet the needs of the people, while reaping a wonderful life in the process of continuous growth.

2. The Analysis of the Current Situation of High School English Reading Teaching Assessment based on the Real Situation

The new standards put forward the four core competences of English according to the characteristics of the English subject, but in the process of English teaching practice, influenced by China's exam-oriented education model, English reading classroom teaching still focuses on the transmission of knowledge, and the main purpose of reading is also to obtain information, and there is a tendency of instrumentalism and pragmatism in traditional English reading, and teachers pay more attention to students' test scores. There are problems that core literacy is modeled, knowledge and literacy are opposed to each other, and knowledge is out of context. [3] Students' knowledge of English language is only up to the level of test-taking, and they do not make good use of their existing knowledge to solve problems in real situations, which seriously affects the development of students' core English literacy. It can be said that "most English teachers only see the communicative function of language, the instrumental properties of language, and ignore the cognitive, social-cultural and biological properties of language. [4] If foreign languages are treated only as tools and means, the pursuit of mastering the means of foreign language education while neglecting the cultivation of students' basic qualities, especially humanistic qualities and thinking skills, will end up in a bamboo basket. In order to lay a good foundation for the overall development of students, it is necessary to have a comprehensive and profound view of language education." The educational aim of reading should be the improvement of human literacy.

3. The Theoretical Basis of High School English Reading Teaching

3.1. Contextual Cognitive Theory

Situated cognition originates from foreign educational circles, and the Webster's Dictionary defines context as "the entire situation, background, and environment associated with an event". In other words, context is the social environment in which a person performs a certain action and is a factor in the generation of social behavior. It consists of four main elements. First, the essence of learning is the development of knowledge and experience acquired in a context. Knowledge is an activity based on the social context, and new knowledge cannot be acquired without the learner's original knowledge and experience and the specific environment. In order to make learners understand knowledge more deeply, knowledge must be contextualized, and learners acquire knowledge in the context of independent construction based on their existing experiences. Second, the purpose of learning is not to memorize and reason mechanically. Context-based learners must be involved in the problem situation, not passive observers. Third, the role of the teacher is to provide "scaffolding." Common instructional models in contextual learning theory include cognitive apprenticeship, anchor-based instruction, and interactive instruction. The teacher's role in contextualized instruction is to provide "scaffolding" at the appropriate time by placing meaningful questions and information needed to solve problems in the context. Fourth, contextualization must be integrated with the content and characteristics of the subject matter and must elicit cognitive conflict. In the context, students' curiosity is aroused, and under the guidance of teachers, students can explore in depth and construct knowledge independently in the process of investigation to achieve meaningful learning.

In the process of teaching, teachers should take students as the main body in designing reading teaching, and the arrangement of learning content and learning activities should be related to students' life reality, and the acquisition of knowledge and development of ability is through the process of students' independent construction in real problem situations. [5] In an authentic context-based reading classroom, teachers must create problematic situations that are based on students' existing experiences and can cause cognitive conflict. Contextual cognitive theory guides the selection of teaching content and the organization of learning activities, and provides a theoretical basis for the scientific nature of classroom activities.

3.2. Constructivism Theory

Constructivism learning theory is a theory about knowledge and learning, which was first proposed by Piaget, a famous Swiss psychologist. The basic content of constructivism learning theory consists of two parts: the essence of learning and learning methods. Constructivism believes that learning is not acquired through indoctrination, but is constructed by learners themselves through interpersonal collaborative activities in a certain context, combining their existing knowledge and experience. Therefore, constructivism learning theory believes that the learning environment must include the four elements of "context", "collaboration", "conversation", and "meaning construction". The four main elements are "context," "collaboration," "conversation," and "meaning construction. The "context" refers to a certain social environment, which is usually a problem to be explored by the teacher in relation to the content of the lesson and the students' existing experience; "collaboration" is carried out in small groups throughout the learning process; and "conversation" refers to the learning environment in which the students learn through the use of a variety of learning methods. Conversation" refers to the exchange and discussion among students to formulate hypotheses, test hypotheses, and evaluate results; "meaning construction" is the goal of learning, in which learners have their own understanding and experience of the learning content and expand and transform their original cognition.

The insight of constructivism learning theory into this study is that knowledge needs to be acquired through the exploration of problem situations with the help of teachers and group members, and knowledge is the product of interaction between learners and real problem situations. In teaching and learning, knowledge cannot be separated from the problem situation, nor can it be imparted to students through indoctrination. [6] Constructivism learning theory provides a solid theoretical foundation for teaching based on real situations. Real problem situations provide a good environment for students to acquire knowledge and stimulate students' interest in inquiry. Students work in groups to collaborate and investigate in the context, communicate and negotiate in cooperation, develop their abilities and form correct values, and finally achieve meaning construction.

4. The Principle of "Real Situation" of English Reading Teaching

The creation of authentic contexts should follow the principles of education, authenticity, specificity, practicality, proximity, and cooperation. Only by mastering these principles and using appropriate teaching strategies can teachers create quality authentic contexts that will promote the formation and development of students' core English literacy and enhance their reading literacy skills.

4.1. Educational Principle

The ultimate goal of education is to cultivate people, so that students get moral development is

an important aspect of human development, for a long time, our thinking class is abstract, conceptual, teachers are accustomed to moral concepts and guidelines instilled in students, so that students memorize and memorize the test. Without the emotional pavement, "didactic" moral education can only lead to big and empty. Emotional education should be carried out throughout the education process. [7] Using real situations as the learning field and infiltrating emotional education is also following the inner law of emotional education for students. When students face real concrete problems, they will actively and actively think to solve them, and in the process of solving them, they feel the power of intellectual wisdom and their own creativity. Educational infiltration teaches students to a large extent how to behave, making them emotionally rich and helpful.

4.2. The Principle of Authenticity

The principle of authenticity means that the reproduced situation should be consistent with objective facts, and the problems should be close to students' lives, or a simulated life situation. Authentic situations conform to students' cognitive laws and emotional experiences, give students something to say and do, and motivate them to learn. The language use and real life combination, students do not feel that they have learned a foreign language and useless.

4.3 Concreteness Principle

The real situation created by teachers should be concrete, not vague and abstract. In other words, the real situation should have concrete scenarios, learning tasks, real problems to be solved, and specific responsibilities arranged to each student. Only this clear division of labor and responsibility can stimulate students' internal drive and creativity.

4.4 Practical Principle

The effective way to use language in English teaching is to learn by doing, so that students can go back to real life to learn to use the language, and they will really experience the fun of learning to use, which is also the use of language teaching. [8] This is the function of language teaching. The purpose of learning knowledge is to apply it, and only through practice can students transform their knowledge into competence.

4.5 The Principle of Closeness

The questions created based on real-life situations should conform to the "zone of closest development" theory of the famous Soviet psychologist Vigotsky. When designing problems, teachers should take into account the actual situation of students, and the difficulty of the problems should be slightly higher than the actual level of students, not very easy to complete and not impossible to complete after efforts. The new standard emphasizes that students should have a sense of cooperative learning. The creation of real situations gives a platform for cooperative development of communication among students. Teachers should give full play to the role of the director, arrange learning groups, guide students in their learning activities at the right time, make rationalization suggestions, let students engage in pleasant communication and cooperation, learn to share, learn to appreciate, and use collective wisdom to solve problems together.

5. The Design of "Real Situation" English Reading Teaching Ideas

In the teaching practice, we found that some teachers' ability of classroom teaching design and

organization of teaching activities still needs to be further improved, which also leads to the failure of classroom teaching to really stimulate students' intrinsic motivation and students' low interest in learning English. Students are not able to use their existing knowledge to solve specific problems in specific situations, and their core literacy is difficult to be truly realized and developed. These problems can be improved through effective teaching in authentic contexts. Solving authentic problems is also a realistic requirement for developing students' English core literacy.

This paper presents an in-depth study of the theory of authentic contextual teaching, analyzes the meaning and importance of authentic contexts, explores the use of authentic contexts for literacy-based teaching and learning, summarizes the strategies for creating and implementing effective authentic problem situations, explores authentic problem situation teaching strategies that promote the transformation of students' learning styles, uses them as the basis for teaching design and applies them to high school English reading teaching, and explains its pedagogical implications.

5.1. The "Real Situation" of English Reading Teaching Activities Design

Real-life situations are a vehicle for students to gain knowledge, acquire and use language knowledge to solve problems. Teachers need to create an authentic situation for students so that they can experience that English communication is closely related to practical life. The quality-oriented teaching pays more attention to the creation of real problem situations. [9] Take Unit4 Friends forever as an example to create a teaching situation.

First, teachers select contextual materials. In this paper, the author leads students to watch a video about famous poems with the theme of friendship to activate existing language and background knowledge and stimulate interest in the topic. Students work in groups to discuss the answers to the questions and name more poems about friendship in English and Chinese. Ask some groups to answer the questions and share more poems, while other groups will evaluate or add more poems with the theme of friendship.

Next, brainstorm as a class to list their favorite ways to make friends and ways to communicate and stay in touch with their friends.

Then based on the brainstorming results, students work in groups to expand the options for the activities in the student book and discuss their favorite ways.

Finally, each group shares their answers within the group and tallies the group's most popular ways of making friends and ways of communicating and staying in touch with friends.

In summary, the teaching activities in this reading class involve four main components: introduction, pre-reading, reading, and post-reading, ensuring that the activities are contextualized and hands-on. In the introduction, the teacher introduces the topic initially by using a famous poem on the theme of friendship to understand the meaning and role of friendship. In the pre-reading session, the teacher reads the title of the passage and looks at the illustrations, discusses relevant questions, predicts the content of the text, and opens up students' reading expectations. The in-reading session includes skimming, close reading and designing a mind map to retell the text. The main purpose of the skimming session is to train students' ability to read quickly and to develop their logical thinking skills such as summarizing and generalizing. Teachers can diagnose how well students achieve the objectives through observation and questions. The close reading session aims to develop students' ability to analyze the structure of the text, find detailed information in the text through questions, train meticulous logical thinking skills, problem solving skills and critical thinking skills. The post-reading session sets up a discussion session, aiming at guiding students to pay attention to the knowledge of the discourse, to integrate and apply what they have learned. The teacher diagnoses whether students can connect what they have learned with real life, and whether they can better communicate their thoughts with their peers by putting the questions in real

situations.

Learning activities based on the creation of real situations for this lesson and the design of the chart as followed Table 1.

Table 1: Learning objectives and evaluation tasks

Learning Objectives	Evaluation tasks
Skim through the text quickly and summarize the main idea of the text.	Students will be able to accurately and quickly find the article's topic sentence and identify the author's point of view on online dating.
The questions are based on a chain of questions to clarify the structure of the text and to grasp the details of the text and the relationship between the paragraphs.	Guide students to find paths and solutions to problems by focusing on topic sentences, key sentences, and topic words during the reading process. Discuss and organize the logical sequence of the text, extract the main details information, and draw a mind map.
Based on the content of the text, using the language knowledge learned in this unit, comparing Chinese and foreign cultures, and relating to their own reality, they will start a discussion session in small groups to talk about and exchange their own ways and standards of making friends as well as the pros and cons of online dating.	In the group discussion, whether the students are able to use the vocabulary and phrases they have learned to discuss the topic. Whether the arguments are reasonable, whether the arguments are sufficient, how clear the expressions are, whether the phrases are smooth and whether the content is complete.

5.2. Practical Strategies for Teaching English Reading in High School Based on Authentic Context

According to Greeno & Moore, all knowledge is contextualized in activities that are inextricably linked to the social, cultural, and natural (physical) environment. Brown emphasizes that "authentic activities are very important to learners because they are the only way that learners can access activities that allow them to engage in meaningful and purposeful activities ". Existing research suggests that authentic contexts are of great value in promoting students' core literacy development.

Teachers create real situations can stimulate students' ability to use subject knowledge and methods to solve practical problems. In the process of students' problem solving, teachers observe and collect students' states in the process of problem solving, relying on real situations, teachers can create problem chains to serve classroom teaching, and at the same time, they can use the problems as test questions to test students' learning level.

Modern cognitive theory emphasizes the authenticity and contextual nature of learning, arguing that students are inextricably linked to the context when they perceive new knowledge. The focus of English curriculum and teaching has shifted from a focus on language to a focus on human education. The core literacy of the English subject proposed in the English Curriculum (Revised 2020) reflects the disciplinary nurturing value of the English curriculum in the new era and reflects the materialization of the fundamental task of establishing moral education in the subject. Regarding the design of problem-solving tasks based on authentic contexts, it is an important feature of authentic context-based teaching.

Authentic situations are real, life-giving situations that can stimulate students' desire to know and inspire their creativity [10]. The organization of English reading teaching strategies for creating authentic contexts can be divided into the following five forms.

5.2.1. Storytelling Context

Influenced by their own physical and mental development, students tend to pay attention to something new and interesting. When selecting learning materials and arranging learning activities according to the teaching content, teachers should fully consider the students' life background and the novelty and practicality of the selected materials, so that students can really feel that the language knowledge they learn can solve practical problems.

5.2.2. Activity-based Contexts

Fully mobilize students' enthusiasm, explore their potential, design teaching contexts for carrying out practical activities, apply knowledge to real problems, bring into play students' collective wisdom, and carry out research and cooperative negotiation among learning groups to solve problems.

5.2.3. Living Context

Teaching content is closely related to real life, knowledge comes from life and eventually goes back to life, therefore, teachers' teaching design cannot be separated from students' life reality. Teaching should insist on starting from real life.

5.2.4. Modern Teaching Means Context

Teachers make full use of multimedia in class, the visualization of teaching can make the boring, abstract learning content become interesting and graphic. Make the situation more vivid and realistic. The students' emotions are infected, as if they were there, and they feel real and intimate.

5.2.5. Problematic Situations

Teachers in the teaching design, problem-oriented, try to design open, analytical questions, so that students learn to think independently, good at expressing themselves, and develop students' critical thinking and innovative ability.

Reading instructional strategies insist on starting from real life and developing students' practical skills and creative spirit in the process of problem solving.

6. Conclusion

The case of authentic context-based high school English reading discourse teaching changes the traditional ability to acquire information through reading. Students are exposed to social technology and more realistic and natural language materials that are closely related to their lives through real situations, and through active learning methods such as observation, experience and inquiry, they can develop their learning potential, form effective learning strategies and improve their ability to learn independently; to use English to The students will be able to acquire information and process information in English, and to think and express themselves in English. In the way of teaching, students are emphasized to participate in practice, inquiry and cooperation in real situations to learn to use English to express and communicate, and to develop the ability to use language comprehensively.

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