

The Design of Reading Discourse Teaching Based on the View of English Learning Activities: The Case of External Research Edition Compulsory Study 2 Unit 2 Time for a Change?

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Abstract

The English Curriculum Standard for Senior Secondary Schools (2017 edition) advocates the concept of English learning activities, designing English learning activities with comprehensiveness, relevance and practicability, so that students can acquire, interpret and judge the meaning of the discourse through the language, culture and thinking activities such as learning and comprehension, application and practice, and transfer and innovation, and improve the ability of learning and using English through diversified thinking. In this paper, we analyze the practice of English learning activities in high school English reading teaching from the perspectives of text interpretation, teaching goal setting and activity design and implementation, and explore the practice of high school English reading teaching based on the view of English learning activities, so as to realize the development of students' core literacy in English.

Keywords

English Learning Activity View; High School English; Reading Activity Design.

1. Introduction

The English Curriculum Standards for General Senior Secondary Schools (2017 Edition) (hereinafter referred to as the Standards) further improve the content and objectives of the English curriculum on the basis of the English Curriculum Standards for General Senior Secondary Schools (Experimental Edition). It puts forward the concept of "English learning activities" and points out its significance: under the guidance of thematic significance, students analyze and solve problems through a series of English learning activities that embody comprehensiveness, relevance and practicability, based on existing knowledge and relying on different types of parts of speech. In the process of analyzing and solving problems, they can promote their own language knowledge learning, language skills development, cultural understanding, diversified thinking development, value orientation judgment and learning strategy application. It can be seen that the ELL concept is a bridge between the content and the objectives of the curriculum. It is based on this view that teachers design a series of activities based on the content of the curriculum to develop the four core literacies of language proficiency, cultural awareness, quality of thinking and learning ability of students. Therefore, in order for literacy teaching to take root, it is necessary for frontline teachers to have a deep understanding of the ELL concept.

2. Organization of the Text

2.1. The Concept of English Learning Activities

The 2017 version of the English Curriculum Standards for General High Schools (hereinafter referred to as the New Curriculum Standards) creatively puts forward the concept of "the activity view of English learning", which makes it clear that "activity" is the basic form of English

learning and the basic organization of English classroom teaching, and that it is an effective way for learners to learn and use the language, understand and express meaning, cultivate cultural awareness, improve thinking quality, form learning ability, and develop the core qualities of the subject. It is an effective way for learners to learn and use language, to understand and express meaning, to cultivate cultural awareness, to improve the quality of thinking, to form learning ability, and to develop core academic qualities.

The broad view of English learning activities, as the name suggests, is the basic view and perspective on English learning activities, i.e., the basic view and perspective on "what kind of learning activities are the most effective English learning activities" or "how should we carry out effective English learning activities", which is the answer to the question of "what is the most effective English learning activities? It is the answer to the question of "what" or "how". From a philosophical point of view, the concept of ELL activities is both an epistemology and a methodology; it is both a cognitive view of ELL activities and a practical guide to ELL activities. From the connotation of the concept, "English learning activity concept" is not "English teaching activity concept", which means that the subject of this concept is the English learners -- students, not teachers. Students are always the holders and practitioners of the ELL concept. With the help of teachers, students should establish a correct view of ELL activities and realize what kind of learning activities are conducive to maximizing the efficiency and effectiveness of learning and most likely to promote the achievement of learning goals. For teachers, first of all, they should help students to establish a scientific view of English learning activities. At the same time, based on the scientific view of English learning activities, they should design effective English learning activities to promote the realization of students' learning goals. In terms of conceptual extension, the concept of English learning activities, as a basic and fundamental view of English learning activities, should be viewed in a variety of ways, with different connotations, characteristics and goals.

However, the view of English learning activities advocated by the New Curriculum is narrowly and specifically defined as the view of English learning activities that is directed by the goal of developing students' core literacy in the English discipline. This view of English learning activities directed to the development of students' core literacy in the English language discipline believes that students should not only pay attention to the learning of language knowledge, the training of language skills, and the development of language proficiency, but should also pay more attention to the cultivation of cultural awareness, the enhancement of thinking ability, and the improvement of learning ability. Teachers should develop students' core academic qualities based on English learning activities, establish moral values, and cultivate builders and successors of the socialist cause with a "Chinese mindset and an international outlook".

2.2. Characteristics of the Activity-based View of English Learning

It is pointed out in the New Curriculum that the concept of English learning activities refers to a series of English learning activities that embody the characteristics of comprehensiveness, relevance and practicability, such as learning and understanding, application and practice, etc., led by the meaning of the theme so as to enable the students to analyze and solve problems based on their existing knowledge and relying on different types of discourse, and to promote the learning of their own linguistic knowledge, development of their own language skills, understanding of their own culture, development of diversified thinking, judgment of their own value orientation and use of their own learning strategies. comprehension, multiple thinking development, value orientation judgment and learning strategy application. From this conceptualization, it can be seen that English learning activities that point to the development of core academic qualities should be characterized by comprehensiveness, relevance and practicability.

3. The Current Situation and Countermeasures of Teaching Activities in English Reading Classroom

As the core element of the teaching process, the effectiveness of the design and implementation of teaching activities has become an important constraint on the effectiveness of the teaching process. From the perspective of macro education, the inefficiency of the design and implementation of teaching activities in English classrooms is an important factor that hinders the improvement of teaching effectiveness.

In the reading class, teachers emphasize the understanding of the surface information of the text content, ignoring the depth of the text interpretation and experience, failing to dig deep into the background of the text, the author's writing intention and the main character's thoughts and feelings, etc.; emphasize the one-way classroom teaching mode of listening, speaking, reading, writing, etc., and lack of thinking, debating, and other learning activities that can stimulate the students' quality of thought, which can't satisfy the students' needs for higher-order thinking. Reading teaching should be based on the reading text, students' reading experience, students' cognitive rules, the design of activities should be targeted relevance, expansion and diversity, to do based on the reading text of the information output and feedback. This will help students to realize the internalization of language and transfer, the development of thinking skills.

To implement the ELL concept in reading teaching, teachers need to follow the following concepts in the process of instructional design.

3.1. "Meaningful Inquiry" Throughout the Process

In the whole process of instructional design, the teacher's behavior is based on the principle of "pursuing meaning inquiry". Meaning in this context refers to the communicative meaning at the discourse level, not the translational meaning at the word-sentence level. This definition of "meaning" is to break the fragmentation of reading teaching, which "emphasizes on language forms and teaching language knowledge". Of course, the pursuit of meaning inquiry does not mean that we don't need to focus on language forms and teach language knowledge. In fact, this kind of focus and teaching is also very necessary. In the unit reading teaching, the teacher's treatment of the textbook is mostly divided into two lessons, the second of which is "focusing on language knowledge". But this focus is for better "meaning inquiry" service, in this service concept, the teaching of language knowledge, in addition to the form of deduction or induction, but also often accompanied by oriented discourse, rhetoric, and other issues related to the "meaning of how to express, why to express". The teaching of language knowledge is never a matter of formal deduction or summarization. The teaching of language knowledge is never a matter of moving from the dictionary to the dictionary, listing the usage of words and grammatical entries, and then providing exercises for students to practice out of the context of the textbook. Of course this kind of practice can be done appropriately, but if such practice is allowed to occupy the mainstream of reading teaching, it will undoubtedly narrow the meaning of English learning.

3.2. "Text Interpretation" Must be Done Practically

The logical starting point for the implementation of the activity concept and the realization of disciplinary education is text interpretation. All teaching activities are based on teachers' semantic, stylistic, social, cultural and even aesthetic interpretation of the text. What kind of interpretation of the text will have what kind of teaching design. Teachers can make in-depth interpretation from five perspectives: the theme of the text, the content, the structure of the text, the language features and the author's point of view, to understand and grasp the thematic significance of the text, to sort out the structured knowledge and to interpret how each link serves the thematic significance, in order to form an in-depth and unique insights. Based on this

interpretation, the teacher further integrates and interprets the content around the three levels of what (theme and content), why (theme and author), and how (style and language), to further determine the theme and content of the text, its deeper meaning, value orientation, and what kind of stylistic form, discourse structure, and rhetorical means the author chooses in order to effectively and appropriately express the meaning of such a theme. The five perspectives and three levels are the basic dimensions of textual interpretation and a strong guarantee for the implementation of the activity-based view of English learning.

3.3. "Activity Design" Shows Logic

A series of learning activities in the teaching design is not randomly set up, but is a logical progression. Teachers must pay attention to the logic of the activity design in the process of leading students to rely on the discourse and explore the theme. This logic can be illustrated in Figure 1. Vertically, there is a logic from learning and understanding to applying and practicing to transferring and innovating. This requires teachers to base on the discourse, go deeper into the discourse, and go beyond the discourse, that is, they need to read the lines, read between the lines, and read beyond the lines to interpret the text, and then design learning activities. Horizontally, the small activities within each category of large activities also show a progressive logic.

4. Conclusion

The English Learning Activity Concept not only assumes the important task of cultivating students' core academic qualities, but also provides new ideas for the design of English reading activities. In actual teaching, teachers should constantly and deeply explore the concepts of education conveyed by teaching based on the learning activity concept, and carefully design each link in the design of teaching activities, trying to practice the English learning activity concept in all aspects of reading teaching activities. When designing specific reading activities, teachers should change the current situation of shallow, generalized and fragmented high school English reading teaching by constantly updating their teaching concepts, studying the meaning of text themes in depth, ensuring that the teaching objectives are detailed, and rationally designing the teaching links, etc., so as to truly improve professionalism and promote the comprehensive cultivation of students' disciplinary core qualities at the same time.

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