

The Activity Design of Senior High School English Reading Based on the Development of Thinking Quality

Xiaoyu Xu

Graduate student of Liaocheng University, Shandong, China

Abstract

Language is a tool of thinking and there is a close relationship between the two. As a language, English is closely related to the development of thinking. According to the English Curriculum Standards for General Senior High Schools (2017 Edition), thinking quality refers to the ability and level of thinking in logic, criticality, innovation and other aspects. The development of thinking quality is conducive to improving students' ability to analyze and solve problems, and English teaching in senior high schools shoulders the important task of improving students' thinking quality. By studying the activity design of English reading course in senior high school, this paper affirms the role of English teaching in promoting thinking quality, and puts forward the ways of developing students' thinking quality such as question chain, writing after reading and discourse study and so on.

Keywords

English reading teaching; Thinking quality; Activity design; Discourse reading.

1. Thinking Quality in English Subject

The development of thinking quality in English has become a key topic. As early as 1997, Professor Lin Chongde has made clear the important relationship between the thinking quality and the development of discipline ability. As far as English subjects are concerned, the quality of thinking should be reflected in listening, speaking, reading, writing and seeing. Professor Lin Chongde emphasizes that the scope of thinking quality is larger than that of the English Curriculum Standards for General Senior High Schools (2017 Edition). The thinking quality referred to by Professor Lin Chongde includes five aspects: the depth, creativity, criticality, agility and flexibility of thinking. The English Curriculum Standards for General Senior High Schools (2017 Edition) refers to the thinking quality, which mainly emphasizes the logic, criticality and innovation of thinking. The author emphasizes the thinking quality here, which mainly refers to the thinking quality in the curriculum standard 2017, that is, the thinking quality in the teaching of English course in senior high school. This paper explores the development of thinking quality through reading activity design.

2. Problems in the Development of Thinking Quality

So far, the research on thinking quality in Chinese academic circles is still in the initial stage. Due to the lack of research for a long time, there are still some problems in the understanding of thinking quality in foreign language teaching. These problems should be discussed from the two perspectives of teachers and students.

As for teachers, it's mainly reflected in the aspects of teachers' functional cognition, teaching design and classroom interaction. First of all, some teachers can't spontaneously cultivate students' thinking quality in the design of teaching activities. Gong Wensheng (2019) summarized the current school activities, such as teaching, examination and evaluation, and found that many front-line teachers' understanding of English teaching still stays at the level of

teaching language knowledge and developing language skills, and dealing with exam level. The cultivation of thinking quality is ignored in English teaching, and teachers can't consciously develop students' thinking quality. Some scholars point out that reading class can effectively develop students' thinking quality and cultivate students' logic, criticality and innovation (Li Xiaoyun, 2017; Dai Heqing, Cai Shuhua, 2019; Wu Ying, 2019). Therefore, this paper gives some cases of teaching activities to inspire teachers' thinking and effectively promote the design of teachers' teaching activities. The second problem of teaching objectives is teaching design. The cultivation of thinking quality in English teaching is in the stage of low-level thinking, and thinking ability has not been systematically included. At present, some front-line teachers still adhere to the five aspects of the curriculum objective structure proposed by the Old English Curriculum Standard (namely: language knowledge, language skills, learning strategies, emotional attitude and cultural awareness), and the cultivation of thinking quality has not been systematically included in the teaching objectives. According to Bloom's classification system of teaching objectives, in the design of current teaching tasks, teacher pay more attention to low-level thinking, that is, the forging of memory, understanding and application, while ignoring the cultivation of high-level thinking, that is, analysis, evaluation and creation. In the long run, it is difficult for students to exercise their creative thinking in class. "Writing after reading" has long existed, but it has not been paid much attention to. Wang Chuming (2012) reiterated "writing after reading" on the basis of "length writing method", which promotes writing by reading and emphasizes the role of context. It can stimulate students' expression motivation, effectively exercise students' imagination and creativity, and improve students' creative thinking in the process of writing. The third problem is the lack of thinking content in classroom interaction. Interaction refers to various forms of communication in the classroom, including the communication between teachers and students, also including the communication between students and students. The core of classroom interaction is thinking. Interaction with thinking can not only promote English learning, but also promote the development of students' thinking quality. Interaction without thinking content is meaningless. However, due to the unreasonable design, many interactive links seem lively, but actually lack of thinking content. The design of question chain can effectively improve classroom interaction, so this paper selects the design of question chain to achieve the purpose of effective questioning, in order to develop students' logical thinking.

As for students, the main problem is that the current development level of students' thinking quality is far from the due standard. First of all, in terms of logic, many students are confused in logic when dealing with problems, and have no reasonable logic when analyzing articles and expressing their opinions, especially those majoring in liberal arts. Many scholars say that it is difficult for English majors to develop students' logical thinking, which is a kind of bias. English learning can also cultivate students' logic. Teachers can design question chains, ask meaningful questions effectively, and cultivate students' logical thinking step by step under the guidance of question chains. Secondly, students lack critical thinking. Due to their lack of experience and knowledge, students are often limited by the viewpoints put forward in the textbooks, thinking that what is put forward in the textbooks must be right, lacking their own thinking and critical thinking. In English teaching, teachers can excavate text, and by analyzing text interpretation and carrying out discussion or debate to cultivate students' critical thinking. Finally, in terms of creative thinking, some students' creative thinking is far from enough, which is reflected in English writing, especially in the current new type of "writing after reading". Teachers can guide students to set up situations and grasp key words to stimulate students' creative thinking.

3. Activity Design to Developing Students' Thinking Quality in English Reading in Senior High School

3.1. Ask Questions Effectively and Design Question Chain to Develop Students' Logical Thinking

Question chain is one of the most commonly used strategies for teachers to guide students to read, study texts and cultivate students' thinking quality. In the current high school English teaching, teachers often use question chain to ask students meaningful questions and guide students to develop logical thinking. In the design of question chain, generally speaking, a successful question chain is designed as follows: the first question is the precondition of the second question, and the second question is the foreshadowing of the third question, which is postponed in turn and foreshadowed in turn (Pei Song, 2011). By solving the questions in the question chain designed by teachers in turn, students' original cognition interacts with the questions, so as to achieve the purpose of developing thinking. By solving the questions in the question chain designed by teachers in turn, students' original cognition interacts with the questions, so as to achieve the purpose of developing thinking. There are many types of question chain, including inquiry question chain focusing on inquiry, progressive question chain focusing on in-depth study and introduction question chain. This paper takes Module 3 Heroes Unit 2 My Hero Dr. Norman Bethune as an example, and discusses question chain of improving logical thinking and exercising thinking ability according to the three stages of reading teaching (pre-reading, while-reading, post-reading). The article is a narrative article, which tells the heroic deeds of Norman Bethune and his contribution to Chinese medicine during the Anti-Japanese War. Based on the text analysis of this paper, teachers can ask the following questions:

Q1: What type of writing is in this text?

Q2: What information can you get about Norman Bethune?

Q3: What do you think of Dr Norman Bethune?

Q4: Why is Norman Bethune the writer's hero?

Q5: Would you like to know more about Norman Bethune? If so, how does the writer achieve this purpose? And can you introduce your hero?

Such questions can make students not only understand Bethune's heroic deeds and selfless dedication after reading, but also think about how to introduce a hero and how to introduce a character in order to arouse readers' interest. Students need to think about the logic of character introduction. In the long run, students' logical thinking ability and ability to solve problems in real work can be improved.

Thus, the question chain can effectively stimulate students' interest in learning, improve their internal motivation, and exercise students' logical thinking ability through effective questioning.

3.2. Writing after Reading and Set Up Scenarios to Stimulate Students' Creative Thinking

Wang Chuming (2012) reiterated English "writing after reading" on the basis of the principle of "length writing method" and "learning with use" in foreign languages, and combined English input and output to effectively expand students' creative thinking. Writing after reading is a new question pattern in college entrance examination, and it is also an important teaching method in post reading. The teaching activities in after reading are helpful to cultivate students' comprehension skills, creative thinking and writing ability. In the current high school English teaching, teachers can guide students to read articles, write afterthoughts or continue to write stories, so as to exercise students' language organization and expression ability and improve their writing level.

This paper takes the story of a small dog Spotty in the English writing of the sample test in new college entrance examination in Shandong Province in 2020 as an example to do a case analysis. The article starts with the author "I" picking up Spotty at the door of my home on a stormy night. In the activity of writing after reading, the teacher should guide the students to grasp the general process (what) and how of the things (how), as well as the author's intention and what thoughts and feelings the author wants to convey through the matter (why). Students should guess the meaning of words according to the context in the process of reading. This paper starts from the author picked up Spotty, and reflects the author's complex feelings towards Spotty through describing many details. The essay described how the stray dog got his name and how the author begged his parents to let him Spotty. At the end of the article, two sentences are put forward as a continuation:

Paragraph 1. One day, Spotty returned from his daily walk with a broken leg——

Paragraph 2. Almost a year later, one midnight we heard Spotty barking breathlessly——

Analysis to these sentences, the first paragraph can focus on the broken legs. Based on the content, students can consider what did Spotty experience to break his leg. Is a fight or fighting with bad people? At the same time, it is necessary to continue the style of the article, and make more psychological description and detail description. It is also necessary to make psychological description of "I" saw Spotty's broken leg. Am "I" distressed or angry or curious about the reason for the broken leg? Spotty could have been described as "broken leg". Was it a mess or a pain? These questions are directed by the teacher to develop the students' active imagination, creative thinking and writing ability. Writing after reading mainly trains students' ability of reasonable narration, detailed description and psychological description, so as to make the words meaningful and orderly (Wu Zhonghua, 2019).

The key word in the second paragraph is barking breathing. Like the analysis in the first paragraph, the teacher guides the students to imagine and link the key words reasonably, give full play to their creative thinking, and use the advanced words and phrases they have learned to continue writing reasonably.

Writing after reading is an important way to develop the logic and creativity of students' thinking. In the process of writing after reading, students should conform to the context and the narration should conform to the story plot. In the process of writing after reading, the teacher can also ask the students to discuss. In the process of communication, the collision of different thoughts can open students' minds, solve problems creatively, and combine the development of thinking quality with English learning.

3.3. Dig the Text and Carry Out Argumentation to Cultivate Students' Critical Thinking

The development of critical thinking has always been a difficulty in teaching, especially in English. The causes of this problem are not complicated. Due to the different degree of students' contact with English, most students are easy to accept what they have learned, and a small number of students are too extreme to question everything. Especially in the past two years, due to the collision of Chinese and English cultures, some students have proposed that all foreign festivals should be banned. Therefore, in senior high school English reading, the development of critical thinking should be integrated into all aspects of teaching. Some scholars (Wang Lingna, Wang Yuan, 2012) have proposed to carry out debate to develop students' critical thinking.

Taking Module 9 Great Inventions of FLTRP as an example, the author puts forward that computers will be far more than books in the future, and books will be replaced by the Internet. When using critical thinking to demonstrate the accuracy of information, teachers need to

distinguish facts and opinions. When there is no clear answer, they need to analyze and judge with dialectical views. Two questions raised by the author of this unit:

Q1: Will computers be used more than books in the future?

Q2: Do you like go online? Will books be replaced by the Internet?

Facing these two questions, teachers should guide students to discuss and express their own opinions according to the views in the passage. Paper books have a long history. At present, many magazines and textbooks still use paper books. Although the development of electronic network is still in its infancy, it is developing rapidly, and the use of computers and networks in the classroom is very common. Whether the future is a paper book or an electronic network is really worth students' thinking and discussion.

In addition, when students use critical thinking to demonstrate the accuracy of information, they also need to distinguish whether the facts and opinions are correct. In the process of demonstration, evidence is very important. Taking module 3 Heroes unit 2 My Hero Dr. Norman Bethune as an example, some students can't correctly understand Bethune's contribution, so the teacher should guide the students to understand Bethune's deeds according to the content of the passage and summarize Bethune's contribution and explain it.

In order to find the answers, students need to not only study the text tips and illustrations, but also mobilize their personal experience and value tendency to analyze and deliberate the content of the article. In the process of digging the text, students' critical thinking can be developed.

4. Conclusion

The English Curriculum Standards for General Senior High School (2017 Edition) proposes to develop the thinking quality in the core competence of English subjects, which includes logical, critical and innovative thinking. The author affirms that English can develop students' thinking quality, and proposes to develop students' thinking quality by designing various activities in reading class, such as question chain, writing after reading, studying text. Of course, the development of thinking quality also faces some problems. In teaching, teachers should realize that the learning quality of students largely depends on the teaching quality of themselves. Only when teachers have good thinking quality, can they better cultivate students' thinking quality and booster the development of students' thinking.

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