

High School English Curriculum Design Pointing to Disciplinary Core Literacy

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Abstract

When designing curricula, teachers need to have a precise understanding of the core qualities embodied in the General High School English They should approach the subject from various perspectives, incorporate the educational values outlined in the Curriculum Standards (2017 Edition, 2020 Revision). They should approach the subject from various perspectives, incorporate the educational values outlined in the English curriculum into their classrooms, spark students' interest in the English language, and promote the use of the English language in the curriculum. They should approach the subject from various perspectives, incorporate the educational values outlined in the English curriculum into their classrooms, spark students' interest in learning English, assist students in developing good learning habits, shift from passive to active learning, cultivate thinking abilities, and foster innovative thinking.

Keywords

High school english; Subject literacy; Curriculum-oriented education.

1. Introductory

The Ministry of Education's Opinions emphasizes building a core literacy system tailored to students' growth and societal talent needs, addressing the "what kind of people are being cultivated?" question.[1] The English Curriculum Standards for General High Schools (2017 Edition, 2020 Revision) aims to implement Party education policy, cultivate socialist core values, and foster moral integrity.[2] Educators must focus on all-round education through the English curriculum.

2. Connotation of Developing Students' Literacy in the English Language Discipline

The new standard has shifted the curriculum objectives from comprehensive language use ability to the core literacy of the English discipline, i.e., the four aspects of language proficiency, cultural awareness, quality of thinking and learning ability, which are as follows:

1) Language ability refers to the ability to understand and express meaning in social situations by listening, speaking, reading, viewing and writing, as well as to the language awareness and language sense developed in the process of learning and using language.[2] The development of language competence is specifically directed towards the use of the English language and the utilization of language strategies by learners in specific situations.

2) Cultural awareness refers to the understanding of Chinese and foreign cultures and the identification with outstanding cultures, and is the intercultural cognition, attitude and behavioural orientation that students display in the context of globalization.[2] . It fosters learners to learn about excellent cultures from multiple perspectives, including domestic and foreign cultures, and to form good learning attitudes and cultivate correct learning styles.

3) Thinking capacity refers to the ability and level of competence demonstrated in logical, critical, and creative thinking[2] Thinking capacity of learners is individualized, i.e., there are hierarchical and level differences[3].

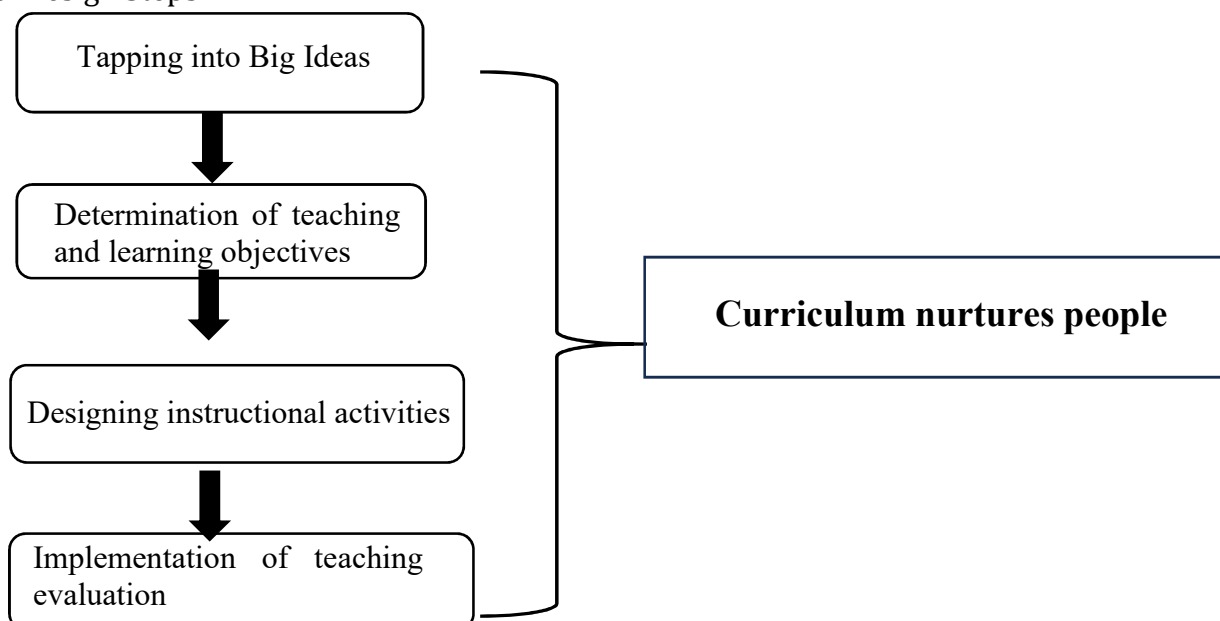
4) Learning ability refers to students' awareness and ability to actively use and adapt English learning strategies to broaden English learning channels and enhance the efficiency of English learning.[2] Learning Ability provides choices of increasing the autonomy of learning and manifesting the continuous character of education.

3. Ways to Develop Students' English Subject Literacy - An Example of Specific Curriculum Designs

Big Ideas[4] plays a guiding role in the English curriculum, fully exploits the curriculum content, eliminates content barriers, and facilitates the cultivation of students' coherent mode of thinking. Big Idea is conducive to integrating the connotation of core literacy in thematic contexts and avoiding the fragmentation of the goals of human development. The new standard puts forward a six-factor integrated view of English learning activities, which makes it clear that English learning activities are the basic form of organization of English classroom teaching and the main way to implement the objectives of the curriculum.[2] It is the main way to realize the objectives of the curriculum. Therefore, when designing English activities, we should firmly grasp the nature of the English curriculum, develop students' creating thinking and establish correct values on the basis of a good English language.

The author takes the design of the reading class of Unit 3 Extended Reading "Qingming Scroll" of the Selective Compulsory Studies of the Yilin Edition as an example to discuss the cultivation of students' English disciplinary literacy in the actual curriculum. The specific design steps based on the concept of learning activities are as follows:

Flo: Design Steps:



(i) Step 1: Mining the big ideas

The expository text on the Qingming Scroll covers its techniques, value, and significance. The unique extended reading broadens linguistic knowledge while introducing social and cultural aspects. The course aims to explore the painting in the "human and society" context, developing the ability to articulate a Chinese story in English. This fosters linguistic skills and cultural confidence.

(ii) Step 2: Determination of pedagogical objectives

Through this lesson, students will be able to:

Learn more about the Qingming Scroll; expand your vocabulary for describing paintings through the skill of "see" and grasping information from pictures.

Summarize the main idea of a text; organize information through a variety of reading techniques, such as skimming, skimming, and analyzing.

An Analysis of the Value and Influence of Qingming Scroll Cultivate students' cultural awareness and form a sense of identification with Chinese culture.

The four objectives of the program are interconnected, progressing from lower-order to higher-order thinking skills, namely, "Knowing Content-Analyzing and Reading-Creating and Migrating-Developing Thinking." This progression aims to assist students in grasping knowledge and content more effectively and enhancing their ability to express themselves in English. From the perspective of individual differences, the program endeavors to ensure that diverse students can absorb as much of the classroom content as possible, thereby avoiding any detriment to their self-confidence and motivation in learning. The four aspects of disciplinary literacy span from Goal 1 to Goal 4, unifying and converging towards the core essence of disciplinary literacy.

(iii) Step 3: Designing teaching and learning activities

Learning activities are inherently student-centered, hence it is imperative to consider students as the starting point in designing activities. Understanding the distinctive features of English language activities, such as their comprehensiveness, relevance, and practicality[5], and considering the students' language proficiency, learning preferences, and interests are crucial to enhancing the quality and effectiveness of the classroom. Lesson design grounded in the learning activities perspective integrates diverse learning modalities like listening, speaking, reading, seeing, and writing, as well as group collaboration and self-study activities. This approach fosters students' language learning abilities in multiple ways, elevates their thinking skills, establishes cultural self-confidence, and cultivates a sense of cross-cultural communication through exploration and communication.

Here are the specific instructional activities tailored for the lesson example:

Specific forms of teaching activities.

perceiving¬icing.

Activity 1: Create a scenario of replying to a friend's message to stimulate students' interest; retrieving&summing.

Activity 2: Watch the video and sort out the basic information about the Qingming Scroll; generalizing&synthesizing.

Activity 3: Speed read the material and complete a mind map of the structure; describing&interpreting; analyzing&judging; internalizing&utilizing.

Activity 4: Observing and describing pictures to accumulate materials for expression;

Activity 5: Read carefully to find out the detailed answers;

Q: What techniques does the artist utilize?
reasoning&arguing; criticizing&evaluating.

Activity 6: In-depth reading to explore how artistic techniques express the social phenomena behind them; switching historical perspectives to deepen understanding;

Activity 7 (PEER WORK): Critical Thinking, Ways to Preserve Traditional Chinese Art; imaging&creating.

Activity 8 (group work): Oral output (pointing to situational objectives), promoting Chinese culture.

Assign tiered assignments:

- Write an introduction to Qingming Scroll;
- Write a presentation about your favorite painting;
- Record a video in English and introduce your favorite Chinese painting with your partner.

(iv) Step 4: Conducting pedagogical evaluations

Currently, the majority of student learning evaluations are limited to summative evaluations, but the "score-only" approach is contrary to the objective of cultivating core literacy. Instead, focusing on the cultivation of students' core literacy, a combination of process and developmental evaluations should be employed to assess students' learning from various perspectives and levels, thus achieving the integration of "teaching-learning-evaluation."

Here is the evaluation form for the classroom output session (Activity 8):

Table 1. Form of Evaluation

Task	Checklist					
	Self-checklist			Peer-checklist		
	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Not sure <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Not sure <input type="checkbox"/>
1. I/She/He can explain the basic points of ×××.						
2. I/She/He can choose the right form of expository.						
3. My/Her/His pronunciation, intonation and stress are correct.						
4. I/She/He can use different verbs and adjectives for expression.						
5. I am/She/He is willing to communicate with my peers and share learning resources.						

The evaluation framework emphasizes students' output ability, peer collaboration, integrating language learning with communication. It introduces self- and peer-evaluation, highlighting the benefits of multiple evaluations to enhance accuracy while fostering self-awareness and learning motivation[6].

Summarize: The big idea's unity guides teachers to design a comprehensive curriculum, deeply understanding the theme's nurturing essence. The learning activity view realizes this essence, helping teachers integrate literacy into the classroom[7]. The "teaching-learning-evaluation" integration completes the nurturing process, ensuring thorough, comprehensive education.

4. Conclusion

By understanding the essence of subject literacy, it is crucial to recognize that its four main aspects are interconnected and cannot be separated. From fostering teachers' beliefs, establishing teaching concepts, to accumulating teaching experience, a profound grasp of subject matter literacy can facilitate teachers' professional growth and self-improvement in these aspects. Focusing on students as the starting point, cultivating their core literacy transcends the limitations of mere knowledge acquisition. As students master basic language knowledge, they expand from point to line to surface, allowing the English subject to truly extend "from the classroom to beyond," fostering innovative talents comprehensively, and ultimately achieving the goal of educating people through the curriculum.

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