

Exploration of High School English Reading Teaching Strategies Guided by the Activity-Based Approach to English Learning

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Abstract: The current high school English reading instruction still faces issues such as superficiality and fragmentation. In response to these challenges, this paper takes the integration of the activity-based approach to English learning with English reading teaching as the starting point. By examining the current state of reading instruction, it explores strategies for teaching reading under the activity-based approach. In the context of the new curriculum implementation, teachers can enhance the design of reading activities through deep text interpretation, clear learning objectives, the creation of authentic situations, layered activity design, and the use of assessments to promote teaching and learning. This will enhance the effectiveness of classroom reading instruction and promote the development of students' English subject core competencies.

Keywords: Core Competencies; Activity-based Approach to English Learning; Reading Instruction.

1. Introduction

1.1. Background to the Research

Cultivating students' core competencies, achieving disciplinary education, and implementing the fundamental task of strengthening moral education and cultivating people have become new challenges for basic education in our country. However, current senior high school English reading instruction primarily focuses on the interpretation of linguistic knowledge, often remaining at the surface level of reading and neglecting the deep interpretation of information such as the author's writing intentions and textual writing techniques. Many students, while mastering basic reading strategies, face significant difficulties in understanding the intrinsic logical relationships of texts, inferring the author's emotional attitudes and writing intentions, and posing critical questions.

The General Senior High School English Curriculum Standards (2017 Edition) (hereinafter referred to as the *Curriculum Standards*) first proposed the activity-based approach to English learning to ensure that English curriculum goals are implemented in the classroom and to achieve a unified integration of target content and methods (Ministry of Education, 2018). *The Curriculum Standards* require students, under the guidance of thematic meaning, to engage in a series of English learning activities such as perceiving and understanding, applying and practicing, and transferring and creating. By building on their existing knowledge and combining different types of texts, students are to promote the development of language knowledge, language skills, cultural connotations, multiple thinking, values, and learning strategies during the process of analyzing and solving problems. The process of students' participation in these learning activities is not only the integrated development of language knowledge and skills but also a continuous enhancement of cultural awareness, thinking quality, and learning ability (Ministry of Education, 2018).

1.2. Purpose and Significance of the Study

As curriculum reform deepens, senior high school English

courses should also be based on the Curriculum Standards to achieve disciplinary education. Reading, as an important part of the English curriculum content, should implement the activity-based approach oriented towards the development of core competencies. This paper, by examining the current state of reading instruction, explores strategies for teaching reading under the activity-based approach to English learning in the context of the new curriculum's implementation, integrating language learning into the participation of activities, and providing a fundamental guarantee for English teachers to improve the quality of reading instruction.

2. The Connotation and Structure of the Activity-Based Approach to English Learning

2.1. Connotation

The activity-based approach to English learning is a Chinese foreign language teaching proposition proposed to fulfill the English curriculum goals of the new era and to serve as a solution for achieving the cultivation of core competencies. The essence of this teaching proposition is a series of progressive and interconnected activities, guided by the principle of education for cultivation, aimed at core competencies, and centered on students, with the joint participation of teachers and students.

According to *the Curriculum Standards*, the activity-based approach refers to a series of English learning activities characterized by comprehensiveness, relevance, and practicality, such as perceiving and understanding, applying and practicing, and transferring and creating, which are guided by thematic meaning. These activities enable students to use their existing knowledge, rely on different types of texts, and apply learning strategies in the problem-solving process to acquire linguistic knowledge, develop language skills, understand cultural connotations, enhance thinking quality, and improve value judgment. This process is not only the integrated development of language knowledge and skills but also a continuous enhancement of cultural awareness, thinking quality, and learning ability (Ministry of Education, 2018).

The activity-based approach tightly integrates language, culture, and thought, becoming a significant pathway for implementing the core competencies of the English discipline. It not only provides clear directions for teachers on how to conduct teaching but also offers explicit guidance for designing, organizing, and implementing teaching activities.

2.2. Three-Tiered Structure of Activities

From the perspective of the activity-based approach to English learning, the activities are categorized into three interconnected and progressively structured types: perceiving and understanding activities, applying and practicing activities, and transferring and creating activities, each containing three forms of activities (Ministry of Education, 2018).

Perceiving and Understanding Activities primarily include perceiving and noticing, retrieving and summarizing, and generalizing and synthesizing, which are discourse-based learning activities. Students, based on the thematic situations created by teachers, activate their prior knowledge, identify gaps in language and cognition, and form learning expectations. Guided by teachers, students take problem-solving as the starting point and engage in activities such as acquisition and organization, generalization and synthesis to extract language and cultural knowledge related to the theme from the discourse, establish interconnections between information, integrate new and old knowledge, and form structured knowledge around the theme, laying the foundation for a deeper understanding of the meanings expressed by the language and the cultural values carried by the discourse.

Applying and Practicing Activities mainly include describing and interpreting, analyzing and judging, and internalizing and utilizing, which are in-depth discourse-based learning activities. Building on the foundation of perceiving and understanding activities, students, with the assistance of teachers, conduct practical activities focused on communication and expression, such as description, interpretation, analysis, judgment, and application, based on the established knowledge structure. These activities internalize linguistic and cultural knowledge, promote the automation of language use, and through analysis and judgment, explore deeper cultural phenomena and implications behind the language, gain cultural experiences, and achieve the transformation from knowledge to ability.

Transferring and Creating Activities primarily include reasoning and arguing, criticizing and evaluating, and imaging and creating, which are beyond-discourse learning activities. At this stage, teachers guide students to grasp the stylistic features and structural characteristics of the discourse, discuss the communicative purposes, organizational structures, cohesive devices, and linguistic expression features of the discourse. Meanwhile, teachers also guide students to engage in activities such as reasoning and argumentation, criticism and evaluation, with regard to the value orientations, attitudes, views, and behaviors of the authors or protagonists behind the discourse. This helps students deepen their understanding of the theme, grasp the essence of matters or viewpoints, distinguish between truth, goodness, and beauty, and make correct value judgments and behavioral choices. On this basis, within the new context created by the teacher, students use the language, viewpoints, thoughts, and methods they have learned, relate them to their own life experiences, and through autonomous, collaborative, and exploratory learning methods, creatively solve problems

in unfamiliar situations, rationally express viewpoints and emotions, embody correct values, and achieve the transformation from ability to literacy.

From the three types of activities described above, it can be observed that the activity-based approach possesses inherent characteristics such as integrativeness, relevance, hierarchy, fusion, practicality, and development potential.

3. Research Status

3.1. The Elaboration and Interpretation of Related Concepts Continues to Deepen

The concept of the activity-based approach to English learning has come into the focus of teachers with the promulgation of the *Curriculum Standards*. Consequently, the *Curriculum Standards* serve as the most crucial documentary source for teachers to grasp this teaching concept. In addition to the *Curriculum Standards*, the works and papers by experts of the curriculum standards revision group have provided further elaboration and analysis of the activity-based approach to English learning, constituting an important theoretical source. For instance, the works *Exploration of the Concept and Practice of the Activity-Based Approach to English Learning* by Gao Hongde (2018), *What to Change? How to Teach? How to Assess? – Analysis of the New High School English Curriculum Standards and Interpretation of the General High School English Curriculum Standards (2017 Edition)* by Mei Deming and Wang Qiang are among the primary theoretical supports for many publications. Chen Zehang and Han Song (2018), Zhang Lingmin (2019), Xu Jingfang and Gao Zi (2019), among others, have respectively applied the “3x3” ability elements developed by experts such as Wang Qiang for the English subject capabilities, which are three primary indicators and nine secondary indicators. This chart clearly articulates various capabilities and offers strong guidance for front-line teachers. Chen Xinzhì (2019) has elaborated in detail on the concepts of deep learning and the activity-based approach to English learning, arguing that the activity-based approach provides a robust guarantee for promoting students’ deep learning and offers teachers specific activities for reference. Ge Bingfang and Yin Jiahuan (2020) emphasize that a “comprehensive yet focused” approach is the practical pathway for the activity-based approach to English learning to be grounded in regular reading teaching. Through the integrated learning of texts via carefully designed information chains and activity chains, the common development of students’ thinking, language, and content is promoted without neglect, which is termed “comprehensive”; the activities on the activity chain are clearly layered, promoting students’ thinking to spiral upward, with explicit goals and primary purposes of the activities, which is termed “focused”. Zhao Lianjie (2020) has interpreted structured English knowledge, believing that structured English knowledge serves as a scaffold for the exploration of thematic meaning. Without its support, the deep thematic meanings embedded in the language are difficult to emerge. Gaining structured knowledge based on themes is one of the important goals pursued by perceiving and understanding activities.

3.2. The Research on Reading Teaching Practice Continues to Diversify

Research on reading teaching based on the discourse carrier is the main direction for teachers to conduct studies on the activity-based approach to English learning. Teaching cases

studied by front-line teachers involve various textbook versions such as the People's Education Edition, Beijing Normal University Edition, Foreign Language Teaching and Research Press Edition, and Yilin Edition. It is evident that the study of the activity-based approach to English learning has become a research focus for English teachers across regions in recent years.

In addition to in-class reading texts, extracurricular literary works are also important carriers for implementing the activity-based approach to English learning in teaching. For example, Xu Jingfang and Gao Zi (2019) used Ernest Hemingway's famous work *The Old Man and the Sea* in their teaching case, Xu Ying and Liu Wen (2019) chose *The Black Stallion*, and Chen Jun (2020) adopted Henry's short story *The Last Leaf*.

Beyond these research perspectives, the research perspectives of front-line teachers on reading teaching are also deepening and becoming more detailed. For instance, Wang Hui and Hou Peng (2018) practiced and reflected on how to implement the activity-based approach to English learning during the process of reading

3.3. The Research Scope for Other Types of Lessons Continues to Expand

In addition to reading instruction, some front-line English teachers are also attempting to implement the activity-based approach to English learning in other types of lessons. For example, Zhao Ximei and Yang Xiaoyu (2020) explored new paths for implementing the activity-based approach in high school English grammar teaching; Li Caiyan (2019), Zhao Binfen (2020), and Fu Hui (2019) separately tried to practice the activity-based approach in high school English writing instruction, oral activity design, and senior three review lessons; He Juan and Lan Zhengyong (2020) investigated the appropriateness in college entrance examination English letter writing under the guidance of the activity-based approach. The implementation and research of various lesson types have enriched the content of the activity-based approach to English learning, broadened the research perspective, and deepened front-line English teachers' understanding of the concept.

It is worth mentioning that a considerable number of teaching cases involve the integration of multiple language skills, rather than the teaching of a single language skill. The Curriculum Standards point out that in the process of language use, language skills are often not used in isolation; receptive skills and expressive skills may be used simultaneously. Therefore, when designing teaching activities involving listening, speaking, reading, viewing, and writing, teachers should pay attention to both the training of specific skills and the integrated use of skills. For instance, Zhang Li (2019), Yan Wanhua (2019), and Huang Hui (2020) conducted research on how to reflect the activity-based approach in the design of listening and speaking instruction in junior and senior high schools; Yuan Hanbang and Mao Ruyi (2019), Hu Jieyuan (2018), and Li Jialiang (2020) researched continuation writing based on listening, writing inspired by listening, and writing enhanced by reading, respectively, all based on the activity-based approach. Additionally, Ji Xiaoting and Dai Junhua (2018) in their work "The Activity-Based Approach to English Learning and Its Practice under the Integration of the 'Six Elements'" covered various types of cases and proposed suggestions from five aspects: management, teaching (including reading, listening

and speaking, grammar), training, teaching research, and evaluation.

From the above data and analysis, it is evident that the activity-based approach to English learning has not only taken root in reading classrooms but can also be implemented in other types of lessons and in many aspects. These practical cases have opened up broad research avenues for teachers.

4. Problems in High School English Reading Instruction

The activity-based approach to English learning provides an important pathway for implementing the curriculum concept based on core literacy. However, in the actual teaching process, teachers are often constrained by traditional teaching thinking and lack sufficient awareness of the implementation of the activity-based approach, leading to several issues in practice. Through the review and analysis of existing research literature, we have identified common problems in high school English reading instruction that hinder the realization of the educational value of the discipline and the comprehensive enhancement of students' abilities. First, the practice of disciplinary education is superficial, neglecting the deep interpretation of texts, resulting in students' shallow understanding of the cultural thoughts behind the language. Second, the goals of reading instruction are vague and do not meet the hierarchical needs of students' cognitive development. Third, the creation of teaching situations is formalistic and fails to fully stimulate students' interest and participation. Fourth, reading activities lack logical coherence, hindering the construction of students' systematic knowledge structure and deep-level comprehension abilities. The following section will delve into these issues.

4.1. Superficiality in Disciplinary Education, Lacking Depth in Text Interpretation

According to the new curriculum standards, the English discipline not only imparts language knowledge but also carries the important mission of educating people. Teachers should delve into the subject content to promote the comprehensive and individualized development of students. In the actual practice of reading instruction, however, it has been found that some teachers have not given full attention to the thematic significance and cultural connotations of the texts, often limiting the focus of teaching to the isolated teaching of vocabulary and grammar, neglecting the integration of language learning with real-life situations. This teaching approach leads to the formalization of the educational function of the English discipline, with students' understanding of the texts often remaining superficial, failing to reach the deeper levels of culture and values. To realize the true educational value of the English discipline, teachers should guide students to engage in in-depth exploration during the reading process, understand the profound meanings of the texts, enrich their linguistic and cultural knowledge, and focus on cultivating their emotional attitudes and values. Through such teaching methods, teachers can not only improve students' reading skills but also promote the comprehensive enhancement of their overall quality, making English teaching a significant way to the holistic development of students.

4.2. Unclear Hierarchical Objectives in Reading Instruction

The activity-based approach to English learning advocates for dividing teaching activities into three levels: Perceiving and Understanding, Applying and Practicing, and Transferring and Creating. These activities encompass a series of cognitive processes from perceiving and information retrieval to generalizing, interpreting, analyzing, reasoning, and evaluating, as well as creative thinking, which corresponds to Bloom's taxonomy of educational objectives. In reading instruction, teachers should design teaching objectives that progress from basic to advanced levels, in alignment with the diverse content of texts, to achieve the comprehensive educational goals of the English curriculum. However, in practice, the implementation of this concept in reading instruction often falls short. Teachers frequently lack clarity and progression when setting objectives for reading activities. The teaching activities often fail to transition smoothly from basic comprehension to application and innovation, resulting in students' limited cognitive growth. Reading instruction should gradually guide students from surface-level understanding of the text to a deeper exploration of the author's intentions, cultural context, and underlying meanings. Currently, teaching often remains at the surface level, neglecting the cultivation of students' deep thinking skills. This lack of clear hierarchical objectives not only restricts the improvement of students' reading abilities but also hinders the realization of the educational value of the English discipline.

4.3. Formalization of Reading Instruction Context Creation

The activity-based approach to English learning emphasizes the cultivation of students' problem-solving abilities within real-life contexts, requiring teaching activities to have substantial operational processes so that students can master and apply strategies for solving real-world problems. In reading instruction, creating effective learning contexts is crucial for stimulating student interest, promoting content understanding, knowledge acquisition, and skill development. Ideally, teaching contexts should closely align with classroom realities and students' specific needs to enhance the relevance and appeal of learning.

However, in the actual practice of reading instruction, the creation of activity contexts often fails to achieve the desired effects and tends to be formalistic. The contexts designed by teachers often lack authenticity and pertinence, making it difficult for students to relate to their life experiences or interests, resulting in a lack of resonance. This formalistic approach to context creation not only fails to effectively achieve the objectives of learning activities but also fails to enhance learning outcomes, thus not truly embodying the core philosophy of the activity-based approach to English learning.

Specifically, context creation in reading instruction should guide students to delve into the text, exploring the cultural connotations and authorial intentions behind the context. In reality, however, teachers often neglect to explore the depth of the context, causing teaching activities to remain superficial and failing to encourage students to develop critical thinking and innovative capabilities while understanding the text. To improve this situation, teachers need to study the teaching content more carefully and creatively design learning contexts that align with students' realities and teaching objectives, ensuring that reading instruction truly promotes the

enhancement of students' language abilities and humanistic qualities.

4.4. Lack of Logical Coherence in Reading Instruction Activities

Logical coherence is fundamental to ensuring the effectiveness of teaching. The activity-based approach to English learning emphasizes the promotion of students' comprehensive development in language, culture, thinking, and learning abilities through a series of interconnected and progressively deepening teaching activities.

To achieve teaching objectives, teachers should design reading instruction activities with clear logical relationships, which should revolve around the three levels of perceiving and understanding, applying and practicing, and transferring and creating. However, in current teaching practice, the logical connectivity between activities is often insufficient, resulting in a lack of integration, coherence, and practicality in the teaching process. Such fragmented activity design is not conducive to the formation and development of students' core competencies.

5. Reading Teaching Strategies in High School English Under the Activity-Based Approach

The design and implementation of reading teaching in line with the activity-based approach to English learning can be summarized in three stages: first, teachers need to conduct a comprehensive and in-depth analysis of the reading materials; second, based on the interpretation of the text, integrate the curriculum content and set layered teaching objectives according to the activity-based approach; finally, design and implement distinct teaching activities based on the established objectives. In this process, teachers should guide students in exploring thematic meanings and solving problems, while integrating the learning of knowledge with the improvement of language skills, reflecting cultural perception and character building, promoting the development of thinking quality and language learning ability, and ensuring the organic integration and consistency of teaching and evaluation. In response to the problems identified in practice, the following will propose corresponding solution strategies.

5.1. In-Depth Interpretation of the Text from Five Angles and Three Levels

In-depth study of the text is the first step for teachers to conduct a good class and is the basic guarantee for effective reading teaching. Teachers can interpret the text from five angles: theme, content, stylistic structure, language features, and author's perspective, understanding and grasping the thematic meaning of the text layer by layer, sorting out structured knowledge, and interpreting how each element serves the thematic meaning to form deep and unique insights (Zhang Qiuhui, Wang Qiang, 2016); then organize the interpreted content and try to answer the three questions of what (theme and content), why (theme and author), and how (style and language), determining what the theme and content of the text are, what its deep meaning is, what value orientation it carries, and what stylistic form, discourse structure, and rhetorical devices the author chose to effectively and appropriately express such a thematic meaning (Ministry of Education, 2018). That is to say, teachers should interpret and sort out the text from five angles and three levels to better

design and conduct teaching around the thematic meaning. And finally, find the intrinsic logical relationships between the content, distilling structured knowledge related to the text's thematic meaning to achieve a true understanding and grasp of it (Zhang Qiuhui, Wang Qiang, 2016). Therefore, the teacher can design a series of instructional activities that progress from surface-level comprehension of information to a deeper understanding of the social significance and personal reflection behind the article.

The content interpreted from the text must be transformed into learning experiences for students through activity design, guiding them to perceive, absorb, internalize, and transfer knowledge during the exploration of the thematic meaning of the text (Wang Qiang, 2016). After interpreting the text, it is necessary to determine teaching objectives based on the students' situation, and then consider how to convert the content of the text interpretation into classroom learning activities. This ensures the implementation of the activity-based approach to English learning and achieves high-quality English reading instruction.

5.2. Establishing Classroom Teaching Objectives Based on the Three Activity Levels

Teaching objectives serve as the overall direction for teachers' instruction. Every English learning activity within a thematic context requires clear activity objectives; otherwise, it may result in an outcome where activities are carried out merely for the sake of activity (Zhu Yaoping, 2019). The formulation of teaching objectives should follow the three levels of the activity-based approach, reflecting the process of students' exploration of the text's thematic meaning, and embodying the interpenetration, correlation, integration, and coordinated development of the four elements of core literacy. Therefore, teaching objectives must be tangible behavioral changes in students that are measurable and quantifiable. Previous teaching objectives were not like this. For instance, in a reading class, a teacher might set a teaching objective for students to master vocabulary related to natural disasters. The term "master" used in this teaching objective is difficult to measure, as it represents an implicit psychological state. Teachers cannot determine whether students have mastered the knowledge through just one lesson. Therefore, teachers need to use action verbs such as "students will be able to 'identify', 'point out', 'describe', 'give examples', etc., which can be measured after one lesson to assess whether students have "mastered" the knowledge points. Reading instruction based on the activity-based approach to English learning requires teachers to use such action verbs and to establish teaching objectives according to the three activity levels of perceiving and understanding, applying and practicing, and transferring and creating.

These three objectives sequentially reflect the three levels of the activity-based approach to English learning, with each level of objective corresponding to appropriate learning activities to assess the achievement of the goals. For teaching objectives related to perceiving and understanding, teachers use action verbs such as "perceiving and attending, acquiring and organizing, summarizing and integrating" to test whether students can structurally organize the learned article. For objectives related to application and practice, teachers can use terms like "describing and explaining, analyzing and judging, internalizing and applying" to examine whether students have internalized the learned knowledge and transformed it into

ability. For objectives related to transfer and creation, teachers can use words such as "reasoning and arguing, critiquing and evaluating, imagining and creating" to assess whether students can critically express their views on the article and apply what they have learned to new situations. It is evident that the teaching objectives guided by the activity-based approach to English learning integrate language, thinking, and culture, promoting the improvement of students' learning ability, language skills, cultural awareness, and thinking quality, ultimately aiming at the implementation of students' core literacy.

5.3. Creating Authentic Situations to Ensure Activity Viability

Language use occurs and develops in real-life situations (Dong Haili, 2020). In the context of high school English reading teaching, creating authentic situations is of utmost importance. To enable students to perceive, learn, and use English with a vivid sense of reality, direct relevance, and practical necessity, teachers need to meticulously design and create situations that are closely aligned with students' life experiences and interests (Wang Qiang, 2016).

For instance, when dealing with a reading passage about traveling, the teacher can transform the classroom into a "travel agency" setting. Students are assigned different roles such as travel agents and tourists. The reading materials then serve as travel brochures or guides, and students engage in conversations and activities within this simulated travel scenario. This not only makes the learning process more engaging but also helps students understand how the language is used in a real-life travel context.

In other words, teaching without context is bound to be empty and tasteless; without the guidance of thematic context, learning activities will lack direction, students' cognition will lack depth, and the educational value of the discipline will lack substance (Zhang Cewen, 2019). Authentic situations provide a meaningful backdrop for students to apply their reading skills and language knowledge. It allows them to see the practical implications of what they are learning, enhancing their motivation and comprehension. Moreover, such situations can also foster students' creativity and critical thinking as they navigate through the tasks and interactions within the created context. By continuously creating and utilizing these authentic situations, teachers can ensure the viability and effectiveness of the learning activities, leading to a more fruitful English reading learning experience for high school students.

5.4. Designing Learning Activities with Disciplinary Core Competencies as the Goal and in Hierarchical Manner

Whether the design of teaching activities can meet the needs of learners, attend to each learner, and help achieve teaching objectives will directly affect the effectiveness of teaching (Wang, D. 2014). Teachers should take the exploration of thematic meaning as the main thread of teaching activities, follow the three levels of the activity-based approach to design teaching activities, ensure consistency between teaching activities and teaching objectives, and guide students from surface understanding to deep understanding. Teaching activities based on the activity-based approach are divided into three stages: conducting perceiving and understanding activities, applying and practicing activities, and transferring and creating activities.

5.4.1. Organizing Perceiving and Understanding Activities Based on the Text

Perceiving and understanding activities mainly include perceiving and noticing, retrieving and summarizing, and generalizing and synthesizing, which are text-based learning activities. To effectively conduct these activities, teachers can utilize a variety of techniques. For instance, they can start with a KWL (Know, Want to know, Learned) chart. Before students read the text, they list what they already know about the topic in the “K” column and what they want to find out in the “W” column. This helps to activate their prior knowledge and set learning goals.

During the reading process, for perceiving and noticing, teachers can ask students to underline or highlight key words, phrases, or sentences that catch their eye. This focuses their attention on important elements of the text. In terms of retrieving and summarizing, teachers can guide students to use graphic organizers such as mind maps or flowcharts to sort out the main ideas and supporting details. This visual representation aids in organizing the information in a more understandable way.

For generalizing and synthesizing, teachers might encourage students to write a short summary of each paragraph or section and then combine these to form a comprehensive summary of the whole text. This not only helps in consolidating their understanding but also in seeing the connections between different parts of the text.

Moreover, teachers can incorporate multimedia resources such as audio recordings of the text or related videos to enhance students' perception. For example, if the text is about a historical event, a short documentary clip can provide additional context and make the learning more engaging.

On this basis, with the aim of problem-solving, teachers encourage students to acquire new knowledge from the text, organize, summarize, and integrate information, establish associations between information, form new knowledge structures, and perceive and understand the meaning expressed by the language and the cultural value orientation carried by the text (Ministry of Education, 2018).

5.4.2. Unearthing the Discourse to Carry Out Applying and Practicing Activities

In the context of reading teaching, to effectively carry out applying and practicing activities, teachers can implement the following strategies. Firstly, for the “describing and interpreting” aspect, teachers can project vivid images or short video clips related to the text content. For instance, if the reading passage is about a historical event, showing a reenactment clip can prompt students to describe the scene in their own words, referring to the details and expressions learned from the text. This helps them practice using descriptive language and interpreting the visual information through the lens of the text knowledge.

When it comes to “analyzing and judging”, teachers can design comparison tasks. For example, if the text presents different viewpoints on a social issue, teachers can introduce additional articles or opinions on the same issue from various sources. Students are then grouped to analyze the similarities and differences among these materials and judge the credibility and persuasiveness of each. This activity encourages them to think critically and apply the analytical skills they have acquired during the perceiving and understanding phase.

To enhance the internalization and utilization of knowledge, teachers can organize debates. Based on the theme of the

reading, a debatable topic is formulated. For example, if the text is about the advantages and disadvantages of technology, students can take either side and support their arguments with evidence from the text as well as their own reasoning. This not only deepens their understanding of the text but also hones their ability to use language effectively in a competitive and communicative setting.

Moreover, teachers can create writing prompts that require students to extend the ideas in the text. For example, if the reading is a fictional story, students could be asked to write an alternative ending or a prequel, incorporating the characters and settings described in the original text. This form of writing task allows students to internalize the language patterns and cultural elements, and further promotes the automation of language use as they construct their narratives.

These activities, centered around the text and its related themes, help students to move from passive reception of knowledge to active application and practice, strengthening their overall language proficiency and cognitive abilities.

5.4.3. Go Beyond the Text to Conduct Transferring and Creating Activities

In the realm of reading teaching, to conduct transferring and creating activities, teachers can employ several strategies. For reasoning and arguing, they can present controversial topics related to the text. For example, if the reading is about a particular scientific discovery and its implications, the teacher can introduce a debate on whether the discovery should be further explored considering its potential risks. Students will need to draw on the information from the text, as well as conduct additional research, to form logical arguments and counterarguments. This process not only deepens their understanding of the text's underlying concepts but also hones their critical thinking and reasoning skills in a real-world context.

When it comes to criticizing and evaluating, teachers can encourage students to compare the text with other similar works. For instance, if the reading is a piece of modern literature, students can be asked to analyze and evaluate how it differs from classic literature in terms of themes, writing styles, and character development. By doing so, they learn to appreciate the nuances of different literary works and develop a more discerning eye for literary analysis.

For imagining and creating, teachers can initiate projects such as rewriting the story from a different character's perspective or creating a sequel. This allows students to apply the language and narrative techniques they learned from the text in a creative way. For example, if the original text is a mystery novel, students can imagine what happens next and develop their own plot-lines, incorporating the elements of suspense and intrigue they observed in the original.

Furthermore, teachers can organize group projects that require students to apply the knowledge from the text to solve practical problems. For example, if the reading is about environmental conservation, groups of students can design a community-based environmental campaign. They will need to use persuasive language, as well as their understanding of the environmental concepts from the text, to create effective promotional materials and strategies.

These activities, which go beyond the simple comprehension of the text, enable students to transfer their learning to new situations and innovate in their thinking and expression. They help students to become more independent and confident learners, capable of using language as a tool for

creative and critical engagement with the world around them.

5.5. Integrating “Teaching-Learning-Assessment” to Achieve “Promoting Learning and Teaching through Evaluation”

The complete teaching activity model advocated by the new curriculum standards covers three dimensions: teacher teaching, student learning, and diverse assessment. It emphasizes that teachers should properly handle the relationship between teaching and assessment, promoting the organic integration of teaching assessment and teaching activities. The core of integrated teaching and assessment lies in weaving assessment throughout the entire teaching process, aiming to provide students with immediate support and feedback, thereby enhancing the effectiveness of learning.

Under the framework of integrated teaching-learning-assessment, teachers need to closely integrate teaching activities, learning activities, and assessment activities based on clear teaching objectives, jointly working towards the achievement of teaching goals. When designing reading teaching activities, teachers should first establish clear activity objectives, which are the expected learning outcomes that students will achieve after completing the teaching tasks. Then, teachers should design corresponding learning activities and assessment mechanisms based on these objectives, ensuring the continuity and consistency of assessment activities throughout the teaching process to help students learn more efficiently.

Therefore, effective teaching assessment should align with teaching objectives, ensuring that assessment activities not only focus on learning outcomes but also promote the optimization of the learning process, realizing the teaching philosophy of “promoting learning and teaching through assessment.” In reading instruction, this means that assessment should aim to deepen students’ understanding of the text, enhance critical thinking skills, and at the same time provide teachers with a basis for teaching adjustments, jointly promoting the improvement of teaching quality.

6. Conclusion

High school English reading instruction, grounded in the activity-based approach to English learning, places greater emphasis on the thematic contexts and textual knowledge of the articles. It also focuses more on students’ abilities to retrieve, organize, summarize, and analyze knowledge, thereby better fostering their autonomous learning and knowledge transfer capabilities. High school English teachers should be guided by the activity-based approach to English learning, delve into the thematic meanings of the texts, carry out a variety of learning and evaluation activities, continuously promote the development of students’ language awareness and thinking quality, ultimately shaping the core competencies of the students and enhancing the effectiveness of learning.

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