

# A Case Study of Online Teaching on the Cultivation of Thinking Quality in High School English Reading Class

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**Abstract:** Cultivating the thinking quality of high school students is one of the core tasks of high school English curriculum reform. This paper expounds the relationship between the cultivation of thinking quality and reading teaching, combined with the practice of online teaching, taking the Welcome to the unit & reading part of Unit 3 Back to the past in the module 3 of the Jiangsu Education Edition as an example, to discuss how to cultivate English reading in senior high school. Students' logical thinking and critical thinking ability demonstrate the feasibility of cultivating students' thinking quality in the process of high school English reading teaching.

**Keywords:** Thinking Quality and Online Teaching; Thinking Quality and Reading Teaching; Teaching Case

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## 1. Introduction

Quality of thinking is an important aspect of the core quality of English subject (language ability, cultural awareness, quality of thinking and learning ability) proposed in the English Curriculum Standards for Senior High Schools (2017 Edition). In high school English teaching, the cultivation of students' thinking quality conforms to the needs of the new period and the new curriculum reform, and is an inevitable requirement for the country to implement the strategy of self-reliance and self-improvement.

In the face of different teaching environments, with the help of the Internet, teachers' teaching means, students' learning methods, effective promotion of teaching steps, successful achievement of teaching objectives, and strong guarantee of teaching effects have become unavoidable topics for teachers who play the role of organization, teaching and guidance.

## 2. Quality of thinking and Reading teaching

In the process of language being used for communication, vocabulary and conventional grammatical knowledge are used, and coherent discourse comes into being. Text is the carrier of high school English reading teaching. No matter in oral or written form, people need to rely on the form of discourse for common expression. From the perspective of the length of a discourse, a word, a sentence, a book or a series of books can constitute a discourse. At the same time, the correct use of discourse requires certain textual knowledge. Discourse knowledge is about the cumbersome relationship between parts and parts in the structure of discourse, modes of ideography and means of use, such as the relationship between sentences and sentences, paragraphs and paragraphs, titles and text, text and diagrams.

As for the teaching practice of discourse, it is not a simple addition of additional discourse teaching on the basis of the traditional teaching model, but a discourse centered design and development of teaching. In other words, the teaching of reading class should be carried out closely around the text. In actual teaching, teachers should guide students to see the essence through the phenomenon, grasp the context of the discourse, and pay attention to the language features, that is, pay attention to the various parts of the discourse and how the language is expressed in the discourse, and avoid only explaining the discourse knowledge.

In high school English reading teaching, the main teaching goal should be to improve the quality of students' thinking, and the effective teaching of discourse knowledge should be an important starting point. All these require teachers to design relevant teaching activities. Through reading, teachers can guide students to understand the text information, experience the hidden meaning of the

article, form their own judgment and evaluation, form emotional resonance with the author of the text, enjoy the spiritual nourishment and thinking development brought by reading, so as to improve the reading ability, develop the thinking ability and enhance the expression ability.

This paper takes Welcome to the unit & reading of Unit 3 Back to the past as an example to demonstrate the feasibility of cultivating students' thinking quality in online reading teaching in high school English.

### **3. Teaching cases**

#### **3.1 Analysis of teaching materials**

[WHAT] Do you think of the past? This paper belongs to the Welcome to the unit and Reading section, with ancient civilization as the main line. Welcome to the unit is the warm-up part of this unit. It mainly introduces the idol of Zeus, the Potala Palace and the Taj Mahal. It is weakened in the teaching design to make it the introduction part of this lesson. The Reading part is the travel diary of a British student, which is the focus and main content of this lesson. It mainly describes the history of Pompeii and Loulan, the scenes of the ruins and the reasons why they became ruins, and makes readers think about what these two lost civilizations have left for us.

[WHY] By describing the former prosperity of Pompeii and Loulan and their destruction by volcanic eruption, tree felling and sand erosion respectively, the Reading part shows the great destructive power of natural and man-made factors, and prompts students to think about how to deal with natural and man-made disasters so as to protect human civilization.

[HOW] The Reading section consists of five diary entries, which are developed in the form of a narrative essay. A total of six paragraphs, divided into three parts. The first part of the first paragraph, the lost civilization (Pompeii and Loulan) tour of the general introduction. The second part is paragraphs 2 to 4, and the third part is paragraphs 5 to 6, which introduce the history of Pompeii and Loulan respectively. From the perspective of students, this paper describes the experience of a trip to ancient civilization. The words are simple and concise, and the meaning is profound. The objective narration of the reasons for the destruction of two ancient cities is thought-provoking. In this paper, a large number of exclamation phrases are used to effectively express the emotion of shock and regret.

#### **3.2 Learning situation analysis**

The online class is for senior one students, who have the necessary vocabulary to read the text (the last lecture was devoted to this part of vocabulary); Students have certain reading skills and can get the general idea and structure of an article through independent reading. However, senior high school students still lack the ability to understand and integrate knowledge, critical evaluation, and in-depth reading needs to be strengthened.

#### **3.3 Teaching objectives**

After learning this lesson, students will be able to:

- (1) Obtain factual information about the author, genre, background, narrative perspective, general idea and structure of the text;
- (2) Complete the paragraph summary using the appropriate form of keywords;
- (3) Analyze the author's personal feelings and opinions;
- (4) Compare the similarities and differences between Pompeii and Loulan, and rationally think about the relationship between man and nature and the attitude towards human civilization.

#### **3.4 Teaching important and difficult points**

- (1) emotional experience;
- (2) Text reading strategies for obtaining information.

#### **3.5 Teaching resources**

Textbook, multimedia courseware

#### **3.6 Teaching process**

Step 1 Welcome to the unit (lead-in)

- (1) Show students lyrics of Rivers of Babylon while listening. And then introduce the seven wonders of the world, especially

the Statue of Zeus, the Taj Mahal and the Potala Palace.

(2) Brainstorm: What is civilization about?

(3) What other ancient civilizations do you know about?

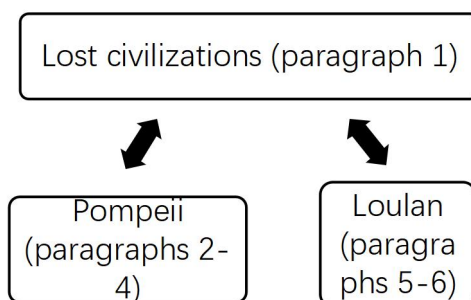
(4) What does the title Lost Civilizations mean? (Show 2 pictures of Pompeii and Loulan.)

In which country are the places?

How much do you know of them?

Design intention: Use the song, create the situation, introduce the theme. Activate students' existing background knowledge. Lead to the definition of civilization, arouse students' interest in reading the Lost civilizations, and cultivate students' thinking skills of imagination.

Step 2 General reading (students read silently): Fill in a chart based on different dates and then fill in a mind map (structure of the passage).



Design intention: Guide students to obtain the genre, structure and general idea of each part of the text by skimming, and have a rough understanding of the date, place name, facts and relevant historical information, so as to cultivate students' ability to obtain information quickly. In the process of this task, students should comprehensively use the thinking skills of analysis and induction, abstract and summary.

Step 3 Reading strategy (P43): How to read a diary entry?

When we read a diary entry in reference to someone's travel, we should pay attention to \_\_\_\_\_.

Design intention: Reading strategy guidance, help students focus on the key information in the diary genre, personal feelings and opinions in the part help students better analyze and understand the text, so as to form their own intuitive feelings and opinions, and pave the way for the cultivation of critical thinking quality.

Step 4 Detailed reading:

Day 1(paragraph 1):

Time	Where to visit
15th July	
16th July	
The next week	

How does Ann feel about this trip? She feels lucky. (L1)

Design intention: Table design, time as the main line. Read the text with the question, look up the answer and feel the writer's mood.

Day 2(paragraph 2): A lecture about Pompeii

Time	Events
In the 8th century BC	
In 89 BC	
On 24th August AD 79	

Hearing this, what was Ann's feeling? How unfortunate! (L12)

Day 3(paragraphs 3-4):

Based on the scene seen by the author, please describe Pompeii.

Streets: Houses: Bodies of people: Volcano:

When Ann saw Pompeii as it was 2000 years ago, how did she feel? How amazing! (L15)

However, when you read “The volcano is still there, but looks very quiet now. It’s hard to imagine how this peaceful volcano destroyed the whole city!”(L27), what’s your feeling?

Will you feel a bit sad? Streets, houses and even the volcano are still there, but men are nowhere to be found. Undoubtedly, present Pompeii serves as a reminder and also a warning to humans.

Design intention: Table design, time as the main line. Read the text with the question, look up the answer and feel the writer's mood.

Day 10(paragraph 5):

What information did Ann gain about Loulan?

About 2,000 years ago, it was a \_\_\_\_\_ commercial city. It was also a \_\_\_\_\_ on the famous Silk Road between the East and the West. Many people believed that it was gradually covered over by \_\_\_\_\_.

When Ann is in Loulan,She feels \_\_\_\_\_. excited(L33)

Loulan was ever a city well known for its beauty. Why did it become ruins?

Day 11 (paragraph 6):

1. Who found the ruins of the Loulan Kingdom?
2. From the last sentence, how did the writer feel about lost Loulan?

The reason why Loulan became ruins is that huge trees were cut down (L43) and that resulted in the city being buried by sand. Actually it was human factor that destroyed the city.

What a pity! (L44)

The fifth paragraph helps students clarify the main content of the paragraph by filling in the blanks with appropriate forms of keywords. Thinking about the ruins of Loulan City paved the way for the narration of the sixth paragraph. In the sixth paragraph, two questions are designed to guide students to further understand the ups and downs of the author's feelings while focusing on the important information.

Step 5 Comparison:

	Similarities	Differences
Pompeii		
Loulan		

Design intention: Guide students to compare the similarities and differences between Pompeii and Loulan, pay attention to the man-made and natural factors in the ruins of the two ancient cities, rationally think about the relationship between man and nature, and cultivate students' thinking quality of comparison and analysis.

Step 6 Writing:

- (1) Do you think it is important to protect civilizations from the past ? Why or why not?
- (2) If they should be protected, do you have any suggestions on how to protect them?

Design intention: Through the design of these two questions, students' thinking about the practical problems of ancient civilization protection is triggered. The first question is open and does not set a standard answer, which is conducive to the cultivation of critical thinking. The second question is conducive to the cultivation of students' deep thinking and divergent thinking quality by asking about protective measures.

Step 7 Themes of modern civilizations:

The world: Our country: Our city: Our school: Our class:

Design intention: Connect with real life, go deep layer by layer, guide students' thinking from ancient to modern, pay attention to the inheritance and development of human excellent civilization.

Step 8 Summary &Homework:

- (1) Guide students to focus on the protection of human civilizations.
- (2) Finish Exercises C2 -- E from P44 to P45;
- (3) Make up a story with the start "If I went back to Loulan, I would..." .

Design intention: The past is not forgotten, the future. The design of this part is closely related to the theme, assigning the compilation of stories as homework, which is conducive to the cultivation of students' imaginative thinking quality.

## 4. Conclusion

In the specific network teaching design, it is necessary to start from the students' "learning" "needs", from the questions raised by students and need to know the problems, to develop the activity theme content and discussion content, after each step to leave enough time for students to think, can not one-sided pursuit of large capacity, fast pace. Only in this way can we effectively reduce the psychological pressure of students, achieve the teaching objectives and achieve the best teaching results. Only in this way can we effectively deal with the new requirements put forward by the reform of high school English curriculum, improve the quality of students' thinking, and provide universities with talents with innovative thinking ability that the country needs.

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