

Six-Dimensional Guidance: The Strategies of Thinking Quality Cultivation in Senior High School English Discourse Learning

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Abstract: Taking the discourse learning of the new senior high school English textbook published by the People's Education Press as an example, combined with the "six-dimensional guidance" deep reading strategy, and through the six-skill training strategies of "memory skill training, understanding skill training, application skill training, analytical skill training, evaluation skill training, creative skill training," this paper aims to cultivate students' thinking profundity, logic, flexibility, sensitivity, criticality, and originality. It also promotes the real implementation of senior high school English deep reading that points to the cultivation of thinking quality in classroom teaching, and realizes the transformation from "conventional reading" to "deep reading" that reflects the core literacy of the discipline.

Keywords: Six-dimensional guidance; High school English; Discourse learning; Thinking quality; Strategy

Online publication: March 29, 2024

1. The value implication of improving thinking quality in senior high school English discourse learning

The *English Curriculum Standards for Senior High Schools* (2017 Edition, 2020 Revision) emphasizes the cultivation and development of students' core English literacy such as language skills, cultural awareness, thinking quality, and learning skills after receiving high school English education. As one of the four elements of English key competencies, thinking quality refers to the ability and level of thinking in terms of logic, criticism, and innovation, which is the mental feature of English key competencies. The development of thinking quality helps to improve students' ability to analyze and solve problems so that they can observe and understand the world from a cross-cultural perspective and make correct value judgments on things^[1]. However, in actual discourse learning, teachers' teaching methods do not cultivate thinking quality, and students' learning methods have not moved toward deep learning.

1.1. Traditional teaching concept: Lack of top-level guidance in thinking activities

As English teachers do not realize that senior high school students are in the critical period of logical thinking

and abstract thinking development, they lack the awareness of cultivating students' thinking quality in the process of discourse learning and fail to effectively grasp the critical period of students' thinking ability development. This leads to the failure to optimize the discourse learning process based on senior high school English curriculum requirements and students' development needs to promote the cultivation of their thinking quality.

1.2. Unclear teaching design: Lack of advanced training in thinking quality

Since teachers are unclear about the content that the goal of thinking quality specifically points to in discourse learning and how to implement the goal of thinking quality in teaching, and the teaching mainly focuses on the interpretation of discourse content and the interpretation and supplement of language points, there is often a lack of teaching activities to cultivate students' thinking quality in teaching design, which makes it difficult to cultivate students' thinking quality in the process of discourse learning.

1.3. Limited teaching activities: Lack of high-level penetration of thinking development

Due to the long-term influence of exam-oriented education, some English teachers are limited to the processing of text gist and language knowledge points in discourse learning. Classroom teaching activities are mainly at the low-level thinking such as memory, understanding, and application, and lack the penetration of high-level thinking such as analysis, evaluation, and creation. It cannot effectively promote the development of students' thinking quality and cannot meet the needs of students' development.

Based on this, we put forward the deep reading strategy of "six-dimensional guidance" in senior high school English. This strategy is helpful to implement the advanced teaching concept of the new curriculum standard, improve students' comprehensive language application skills such as overall reading, and overcome many disadvantages in the traditional teaching method. In the following, the paper first introduces the connotation and implementation strategy of "six-dimensional guidance," and takes the discourse learning of the new textbook of the People's Education Press as an example to explore the application of "six-dimensional guidance" deep reading strategy in high school English discourse learning.

2. The implementation strategy of "six-dimensional guidance" deep reading in senior high school English

Bloom, an American educational psychologist, put forward the theory of classification of educational objectives in 1956, which classifies teaching objectives from three fields: cognition, emotion, and motor skills. Among them, the cognitive domain includes dimensions such as knowledge, understanding, application, analysis, synthesis, and evaluation. The teaching objectives of these six dimensions are the embodiment of the thinking process. Knowledge, understanding, and application belong to low-level thinking, while analysis, synthesis, and evaluation belong to high-level thinking. Anderson *et al.* revised the cognitive domain classification framework on the basis of Bloom and divided it into two dimensions, namely, knowledge dimension and cognitive process dimension. Among them, the knowledge dimension includes factual knowledge, conceptual knowledge, procedural knowledge, and reflective cognitive knowledge; the cognitive process dimension is divided into memory, understanding (comprehension), application, analysis, evaluation, and creation ^[2].

Based on this, in the cultivation of thinking quality in high school English discourse learning, we put forward the "six-dimensional guidance" deep reading strategy (**Figure 1**), that is, by cultivating students' memory skill, understanding skill, application skill, analytical skill, evaluation skill, and creation skill. We design and carry out high school English discourse learning activities, guide students to carry out deep reading,

cultivate students' thinking profundity, logic, flexibility, sensitivity, criticality, and originality, promote the real implementation of high school English deep reading based on thinking quality cultivation in teaching, and realize the transformation from “conventional reading” to “deep reading.”

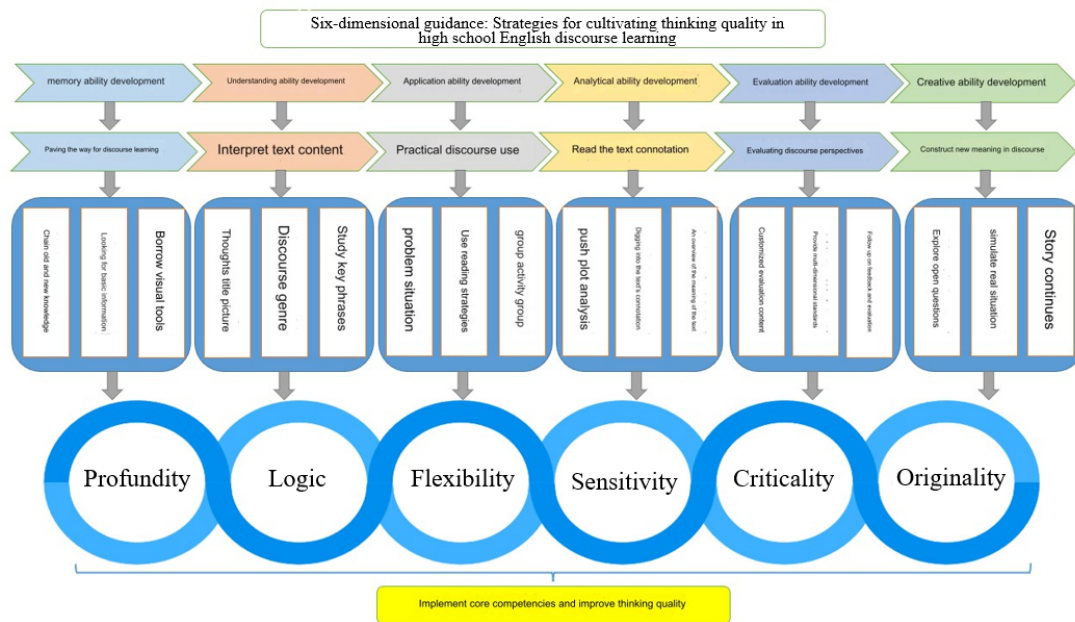


Figure 1. “Six-dimensional guidance”: Strategies of thinking quality cultivation in senior high school English discourse learning

2.1. Cultivating memory skills and guiding thinking profundity

Guided by the profound cultivation of students' thinking, teachers pave the way for discourse learning through connecting old and new knowledge, the search for basic information, and the use of visual tools in the cultivation of memory skills, so as to realize the cultivation of memory skills and guide the profound thinking.

2.1.1. Connecting old and new knowledge and stimulating reading interest

Teachers can predict the challenges that affect students' reading according to the difficulty of the text. Through the connection with students' existing language knowledge and life experience, the discussion of familiar topics, the study of cultural knowledge, and the recall of discourse knowledge are carried out, guiding from old to new knowledge, so as to reduce the difficulty of learning discourse for students.

For example, in the compulsory Unit 1 Reading and Thinking: The Freshmen Challenge discourse learning, students can first think and communicate about their own experience as high school freshmen, and then let students transition from knowing themselves to knowing others, so as to connect to the text content, pave the way for subsequent reading, and help students smoothly enter the theme context.

2.1.2. Searching for basic information and exploring the content structure

Teachers ask questions about the basic information of the text to guide students to quickly grasp the basic elements of the text; through students' recognition of detailed information, teachers guide students to a discussion of deep content; teachers ask questions about the characteristics of the text genre and guide students to recall the characteristics of the text.

For example, in Unit 1 Reading and Thinking: From Problems to Solutions, students can answer what the “problems” and “solutions” are respectively, so that students can quickly understand the basic content of the

article, and clarify the writing order, article genre, and content of the text subject by asking students to find out the topic sentences.

2.1.3. Improving the memory using visual tools

In reading teaching, visual teaching tools can help students clarify the ideas and key and difficult knowledge of the text, express the abstract text knowledge image, and promote students' memory. High school English reading discourse structure visualization tools include mind maps, concept maps, and so on.

For example, in the compulsory Unit 5 Reading and Thinking: The Chinese Writing System: Connecting the Past and the Present discourse learning, students can use the development process map (Figure 2) to retell the discourse after class and introduce the development history of the Chinese character writing system.

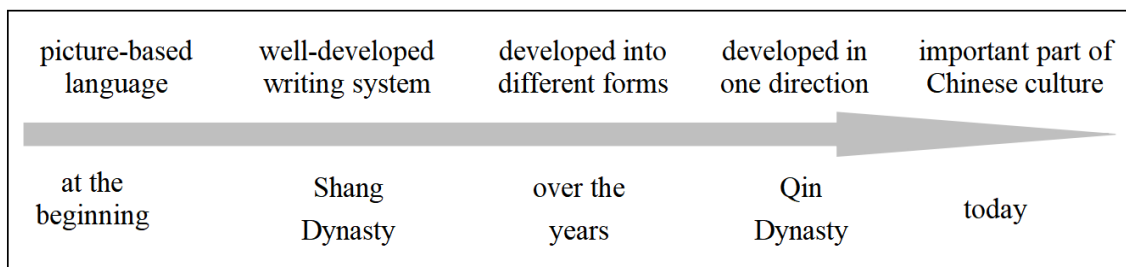


Figure 2. The development process of Chinese character writing system

2.2. Cultivating understanding skills and guiding thinking logic

Guided by the cultivation of students' logical thinking, teachers interpret the content of the text by understanding text titles and pictures, text genres, and keywords and sentences in the cultivation of understanding skills, so as to realize the cultivation of understanding skills and guide logical thinking.

2.2.1. Understanding text titles and pictures to predict text content

Teachers can design activities such as prediction and detailed questions to guide students to infer and understand according to the non-verbal information or context and word formation of the text.

For instance, in Unit 1 Reading and Thinking: The Freshmen Challenge, students can browse text titles and pictures, and use methods such as independent questioning, reading, and problem-solving for reading, so as to understand the theme context and genre.

2.2.2. Classifying text genres to grasp the text structure

Teachers can guide students to classify text genres according to the definition and concept of text genres, and help students better grasp the text structure.

For example, in Unit 2 Reading and Thinking: Exploring Peru, students can compare text 1 with text 2 to understand the stylistic features of encyclopedic text and travel brochure text.

2.2.3. Exploring keywords and sentences to promote text understanding

According to students' cognitive level, teachers can ask questions based on difficult or meaningful words to guide students to explain them and promote their understanding of discourse.

For example, in Unit 1 Reading and Thinking: The Freshmen Challenge, students can pay attention to the role and status of the keyword challenge, with the teachers providing thinking support for students to clarify the relationship between text paragraphs, and helping students directly present the text structure.

2.3. Cultivating application skills and guiding thinking flexibility

Guided by the cultivation of students' thinking flexibility, teachers practice discourse application through setting problem situations, reading strategies, and group activities in the cultivation of application skills, so as to realize the cultivation of application skills and guide thinking flexibility.

2.3.1. Setting problem situations and stimulating application skill

Teachers can guide students to use what they have learned by creating situations similar to the text. The activity situation is related to students' lives and has certain authenticity, so as to stimulate students' interest in applying knowledge and activate the relevant background knowledge, promoting students to actively use knowledge to solve problems.

For instance, in the compulsory Unit 3 Reading and Thinking: Living Legends discourse learning, students can discuss and recommend their own sports legends. Teachers can create new situations for students to use language based on the text and pave the way for imitating new sports legends.

2.3.2. Using reading strategies and internalizing application procedures

In reading teaching, teachers need to guide students to choose appropriate reading strategies according to different reading activities and cultivate students' ability to use reading strategies. Teachers can guide students by directly presenting reading strategy guidance and indirectly guiding students to summarize the rules of strategy application.

For example, in the compulsory Unit 5 Reading and Thinking: The Virtual Choir discourse learning, students can quickly locate the time, place, quantity, and other related information by using reading strategies such as skimming, searching, etc., and master the basic information and development process of the founder of the virtual choir by answering questions.

2.3.3. Organizing activity group and externalizing application practice

Teachers can allow students to form a 4-person or 6-person group to read, discuss, summarize, and express in group activities for specific questions and tasks, and arranges one student as a recorder and one student as a spokesperson. Through the group activities, the students rely on their collective strength to complement each other and externalize the use of practical skills.

For example, in the compulsory Unit 1 Reading and Thinking: Why Do We Celebrate Festivals? discourse learning, students can discuss whether traditional festivals should be commercialized in the form of group activity, so that students can learn from each other and make progress together in collective discussions.

2.4. Cultivating analytical skills and guiding thinking sensitivity

Guided by the cultivation of students' thinking sensitivity, teachers read the connotation of the text by analyzing the plot analysis, excavating the connotation of the text, and summarizing the meaning of the text in the cultivation of analytical skills, so as to realize the cultivation of analytical skills and guide thinking sensitivity.

2.4.1. Analyzing plot analysis and combing the internal relations

The plot is one of the elements of story text content, and it is also an important part of students' reading analysis. German drama theorist Gustav Freytag put forward the famous "Freytag's pyramid" theory (**Figure 3**), which divides the five-act drama into five parts: beginning, development, climax, fallback, and ending ^[3]. Teachers can use the plot characteristics of the discourse to set the task of drawing plot maps, guide students to analyze the five elements of the plot, and improve their analytical skills.

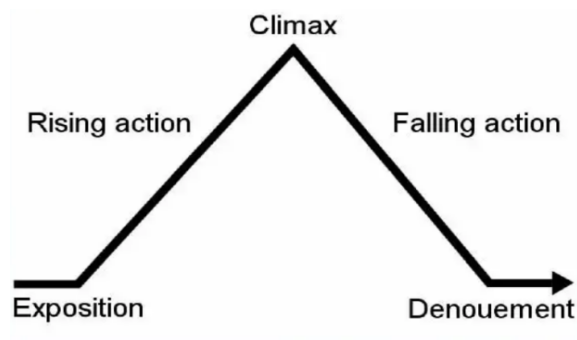


Figure 3. Freytag plot analysis

For example, in the compulsory Unit 2 Reading for Writing: The Stone in the Road discourse learning, students can use the Freytag plot analysis diagram to find out the five elements, sort out the internal relations of the plot, and discover the key elements to promote the development of the story.

2.4.2. Excavating the connotation of the text and deconstructing the textual intention

Teachers can guide students to infer the implicit meaning between the lines of the language based on the existing experience and values. On this basis, students are guided to categorize and summarize the words and analysis methods that reflect the author's intention and viewpoint.

For instance, in Unit 2 Reading and Thinking: A Day in the Clouds, students can explore the author's writing intention based on the title and text mind map, and think about the protection measures that people can take at present in combination with the reality of life.

2.4.3. Summarizing the meaning of the text and refining the key information

Teachers can design completely controlled, semi-controlled, and free-expression activities to cultivate students' summarizing skills. Teachers can guide students to read the key information of the article with the task of verifying the prediction, and use the key information to summarize the meaning of the article and improve the reading efficiency.

For example, in Unit 1 Reading and Thinking: From Problems to Solutions, students can read and refine the information in the article with the task of verifying the prediction, so as to clarify the reading direction and improve the reading efficiency.

2.5. Cultivating evaluation skills and guiding critical thinking

Guided by the cultivation of students' critical thinking, teachers evaluate discourse views through the evaluation content, multi-dimensional standards, and feedback evaluation in the cultivation of evaluation skills, so as to realize the cultivation of evaluation skills and guide critical thinking.

2.5.1. Defining the evaluation content and internalizing the text knowledge

On the basis of students' understanding and analysis of the connotation of the text, teachers can design evaluation activities to guide students to evaluate the views and intentions of the text, and encourage students to express their views on the topic in combination with their own experience.

For instance, in Unit 1 Reading and Thinking: The Challenge discourse learning, students can explore Adam's quality and his positive and optimistic attitude towards life and perceive discourse intention through group discussion.

2.5.2. Providing multidimensional standards for the formation of evaluation methods

High school students have insufficient experience in evaluation, and their values are in the formation stage, which requires teachers' guidance and help. Therefore, when teachers guide students in evaluation, they can provide a multi-dimensional evaluation standard for students to refer to, and ask students to evaluate according to certain standards and explain their own evaluation basis.

For example, in the compulsory Unit 5 Reading and Thinking: The Chinese Writing System: Connecting the Past and the Present discourse learning, students can be allowed to complete the composition according to the 5C composition evaluation standard (**Table 1**), through self-assessment, peer assessment, and teacher assessment to cultivate composition evaluation skill.

Table 1. 5C composition evaluation criteria

Content	Evaluation criterion		Class:		Name:
	Score (Total 15)	Self-assessment	Peer assessment	Teacher assessment	
Completeness	3				
Clarity	3				
Conciseness	3				
Coherence	3				
Courtesy	3				
Feedback					

2.5.3. Feedback evaluation to improve the evaluation skill

Teaching feedback can promote students' rethinking of evaluation problems, reflect on their performance in evaluation activities, and promote the development of thinking quality. According to the students' evaluation point of view, teachers can evaluate the expression of students' thinking from the aspects of clarity, accuracy, relevance, depth, and breadth. Teachers provide feedback on students' evaluation through questioning so that students can improve their ability to evaluate related problems in reflective evaluation.

For example, in Unit 3 Reading and Thinking: Li Lan's Travel Journal, students can evaluate the benefits and challenges brought by cultural diversity. Teachers ask and provide feedback on students' expression, and improve the depth and breadth of students' thinking.

2.6. Cultivating creative skills and guiding thinking originality

Guided by the cultivation of students' thinking originality, teachers construct discourse novelty through exploring open problems, modeling realistic situations, and guiding story continuation in the cultivation of creative skills, so as to realize the cultivation of creative skills and guide the originality of thinking.

2.6.1. Exploring open issues and guiding multidimensional thinking

Solving practical problems is an important part of teaching and practice. According to the problems discussed in the text, teachers can simulate a situation that may occur in real life, describe the occurrence of problems, ask questions about solutions, and encourage students to discuss, brainstorm, and propose creative methods to solve problems in the process of communication.

For example, in the compulsory Unit 2 Reading and Thinking: Exploring Peru discourse learning, students are guided to use text information for in-depth thinking and judgment from their own perspective by letting

them talk about the travel routes they are interested in, so as to prepare for homework assignments after class.

2.6.2. Modeling realistic situations and exploring solutions

According to the problems discussed in the text, teachers can simulate a situation that may occur in real life, describe the occurrence of problems, ask questions about solutions, and encourage students to discuss, brainstorm, and propose creative methods to solve problems in the process of communication.

For example, in the compulsory Unit 1 Reading and Thinking: From Problems to Solutions discourse learning, we can ask a realistic situation question: “There is a temple on a mountain with a history of more than 200 years that needs to be demolished because of highway construction, what is a good way to protect the temple?” Then, students are encouraged to explore the solutions.

2.6.3. Guiding story continuation for associative thinking

Story continuation based on discourse content and genre can give full play to students’ associative thinking. For narratives with strong storytelling, teachers can let students first determine the characters, time, place, plot, and main storyline in the discourse, and then provide guidance for students to expand their imagination to continue or rewrite the storyline, so as to improve their creative skills.

For instance, in the compulsory Unit 2 Reading for Writing: The Stone in the Road discourse learning, after reading, students can be allowed to explore the reflection of the little girl after receiving the king’s gold. Teachers can guide the students to complete the story continuation in conjunction with the unit theme of Morals and Virtues.

3. Conclusion

This paper presented the preliminary exploration of the integration of the “six-dimensional guidance” deep reading strategy into high school English discourse learning according to the requirements of the new English curriculum standard to cultivate students’ thinking quality, combined with specific texts. In practice, there are also certain deficiencies. For example, the classification of discourse learning activities based on thinking cultivation is according to the understanding of the classification of cognitive thinking levels of Bloom’s new classification theory of cognitive objectives, which makes teaching affected by subjective judgment to a certain extent, and there is the issue that the problem analysis is not thorough or biased. Secondly, this paper mainly analyzed and classified the thinking level of reading skills in discourse learning, and there was less analysis of the thinking level of listening, speaking, and writing, which was combined with reading. The “six-dimensional guidance” deep reading strategy in improving reading skills is only a preliminary exploration, hoping to initiate more research on this topic.

Although there are some shortcomings, the “six-dimensional guidance” deep reading strategy provides a new reference for the activity design and teaching of cultivating students’ thinking quality in discourse learning, effectively changing the current situation of fragmented teaching and low-level thinking training. Teachers can use the “six-dimensional guidance” to clarify students’ thinking direction in discourse learning and rely on discourse learning to promote students’ multi-thinking quality.

In short, the “six-dimensional guidance” deep reading strategy is a bold innovation in discourse learning that points to the cultivation of students’ thinking quality and has achieved good classroom results. The issue of how to further carry out discourse learning around the cultivation of thinking quality still requires constant exploration, attempts, improvement, and implementation by front-line teachers, so as to effectively cultivate the core English literacy of high school students.

Disclosure statement

The author declares no conflict of interest.

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