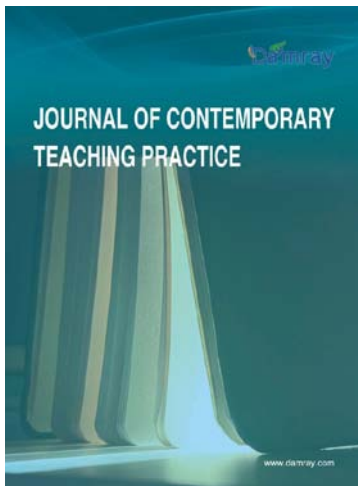


Cultivating Students' Thinking Quality Based on the "Seeing" Skill of the New English Curriculum Standard



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Abstract

The "General High School English Curriculum Standard (2017 Edition)" revised the four skills of listening, speaking, reading, and writing, which are familiar to the ears, into the five skills of listening, speaking, reading, and writing. The revision of the new curriculum standard has added reading skills, and its importance is self-evident. However, there is currently very little research on "seeing skills" to cultivate students' thinking quality. In this study, through comprehensive language activities such as "seeing", students can better understand the information transmitted by oral and written texts, so as to achieve the development of students' language ability and thinking quality. This research is mainly based on the requirements of the new curriculum standard for reading skills, combined with the images in the textbook and related theories and practices, and discusses the cultivation of students' thinking quality based on the reading skills of the new curriculum standard.

Keywords

New English Curriculum Standard, Reading Skills, Thinking Quality

1. Introduction

The English Curriculum Standards for General High Schools (2017 Edition) (the "new curriculum standards") state that the new curriculum standards clearly state in "language proficiency" that "language proficiency refers to the ability to understand and express meaning in social contexts by listening, speaking, reading, viewing, and writing (MOE, 2018). reading, viewing, and writing in social contexts (Ministry of Education, 2018)." Treichler's research shows that 83% of the information people acquire is obtained visually and 11% is obtained through hearing (1967, Treichler). Through integrated language activities such as "viewing", students can better understand the information conveyed in oral and written texts, thus developing their language skills and thinking skills. At the same time, viewing skills are a product of the development of the times, which is why the National Curriculum Standards add "viewing" to language skills.

Therefore, this paper discusses strategies for developing students' thinking skills based on the new English language standards' "viewing" skills, as well as ways to develop language learners' viewing skills with practical examples.

2. Overview of related theories

2.1. The connotation of viewing

In the *Oxford Advanced Learner's English-Chinese Dictionary* (2009 Edition), view is interpreted as "to look at sth, especially when you look carefully". In the Oxford Advanced Learner's English-Chinese Dictionary, view is interpreted as "to look at sth, especially when you look carefully". In the language skills mentioned in the new standards, "to look" usually refers to the skill of using graphics, tables, animations, symbols and videos in multimodal discourse to understand the meaning. Understanding multimodal discourse requires not only traditional text reading skills, but also looking at information in graphs and charts, and understanding the meaning of symbols and animations (MOE, 2018). Therefore, the meaning of viewing is to go beyond the ordinary meaning of seeing with the naked eye, and to give a deeper meaning to "seeing".

2.2. Viewing and the quality of thinking

The first person to think deeply about the relationship between vision and thinking in the field of education was the Swiss educator J. H. Pestalozzi, who proposed the proposition that "thinking is visual". M. Danesi, author of "Second Language Teaching - A Right-Brain View", proposes the principle of pattern flow: learners learn concepts and structures more effectively when their brains flow from right-brain to left-brain patterns." This suggests that the right-brain master's spatial reasoning, symbolic analysis, and graphic interpretation abilities, which are closely related to "viewing", can be exploited in teaching and learning to facilitate the flow to the left-brain mode, thus bringing into play rational thinking, logical memory, and language comprehension and expression.

Wang Qiang (2018) believes that language skills (including viewing) are an important way to promote the development of thinking, and students should learn to use seeing to understand meaning and develop thinking in the process of understanding. Yang Luna and Wu Zunmin (2019) proposed a path to develop the ability to view that integrates the development of critical thinking, and they argued that the integration and development of critical thinking and the ability to view can be achieved. Liao Chengluan (2019) shares the same opinions that students' thinking skills are gradually developed in the process of looking at images to analyze and solve problems, including the thinking skills of observation and discovery, comparison and analysis, judgment and reasoning, generalization and construction, and criticism and innovation. Dan Liu (2018) and Yanpeng Wang (2019) particularly emphasize the role of skill development of looking in facilitating higher-order thinking and problem-solving skills. Wu and Li (2021) discuss the important role of visual symbols in human communication and language learning, and argue for the relationship between "viewing" skills and English subject literacy, especially thinking quality.

In summary, language skills (including viewing) are an important way to develop students' thinking quality, and students should use viewing to understand meaning and develop thinking quality in the process of analyzing and solving problems.

3. The new standards for viewing skills

The compulsory, optional compulsory and elective (enhancement) English courses in the GCSE curriculum have different requirements for "viewing" in language skills.

In the compulsory course "Comprehension Skills", it is stated that "understand the meaning conveyed by non-textual resources such as pictures, images, sounds, and symbolic colors in multimodal discourse (e.g., movies, television, posters, songs, comics)" and "engage in extracurricular Audiovisual activities must be at least 30 minutes per week. Also, in the compulsory course "Expressive Skills", it is written that information and meaning are conveyed in written expressions with the help of headings, icons, images, tables, layouts, etc. (MOE, 2018). Mei, D. and Wang, Q. (2018) emphasize the connection between comprehension skills, arguing that reading and listening are often accompanied by viewing skills. They also suggest creating thematic contexts based on discourse and instructing students to use language skills (including "viewing") to acquire, sort out, and integrate linguistic and cultural knowledge; instructing students to "train systematic thinking through observation, comparison, analysis, inference, induction, concept construction, critical thinking, and creative thinking " to develop the quality of students' thinking.

4. Analysis of teaching examples for developing quality of thinking

Taking the English textbook of Foreign Studies as an example, the author discusses how to help students improve

their thinking skills of observation and discovery, comparison and analysis, judgment and reasoning, generalization and construction, and criticism and innovation based on "images" and "viewing", thus promoting the development of thinking quality in core literacy. The illustrations in each unit of the ESL textbook are vivid and visual, reproducing the context and conveying information closely related to the content of the textbook.

4.1. By watching videos, improve the ability of the thinking of relevance, and develop observation and discovery skills

Students observe and discover that images carry information that correlates with cognitive schemas that can already exist in the mind. "Perceiving and experiencing language enables language learners to understand the context of language use and the meaning of language expressions" (Cheng, 2015). Therefore, teachers should use the images in the textbook to guide students to observe the images in a planned and purposeful way to accurately view the important details and typical features in the images. For example, in the teaching of Module 2 My new teachers, the teacher can adjust the instruction of the reading part of the teaching activity "Read My new teachers, Answer these questions." to "Look, and read My new teachers, and answer these questions". Clearly define the goal of "view" and have students look at the pictures or videos before reading the article. (As in Figure 1)

READING AND VOCABULARY

1 Read *My New Teachers*. Answer these questions.

- Which teachers do students like a lot?
- Who is a very good teacher but is serious and strict?

My New Teachers

They say that first impressions are very important. My first impression of Mrs Li was that she was nervous and shy. I think perhaps she was, as it was her first lesson with us. But now, after two weeks, the class really likes working with her. She's kind and patient, and she explains English grammar so clearly that even I can understand it! — She avoids making you feel stupid! I've always hated making mistakes or pronouncing a word incorrectly when I speak English, but Mrs Li just smiles, so that you don't feel completely stupid! I think maybe she goes a bit too slowly for the faster students, but for me it's wonderful! I feel I'm going to make progress with her.

I'd guess that Mrs Chen is almost sixty. She's very strict — we don't dare to say a word unless she asks us to. She's also very serious and doesn't smile much. When she asks you to do something, you do it immediately! There are a few students in our class who keep coming to class late but they're always on time for Mrs Chen's lessons! Some of our class don't like her, but most of us really appreciate her because her teaching is so well organised and clear. And a few students even admit liking her! During scientific experiments, she explains exactly what is happening and as a result my work is improving. Physics will never be my favourite lesson, but I think that I'll do well in the exam with Mrs Chen teaching me.

Mr Wu's only been teaching us for two weeks and he's already very popular. I think this is because he really enjoys teaching Chinese literature — he loves it, in fact! He's got so much energy, this is one class you do not fall asleep in! He's about 28, I think, and is rather good-looking. He talks loudly and fast, and waves his hands about a lot when he gets excited. He's really amusing and tells jokes when he thinks we're getting bored. Even things like compositions and summaries are fun with Mr Wu. I respect him a lot.




Figure 1.

In the introduction stage, the teacher guides students to watch a video related to the topic, which can motivate them to think about what they will learn in this lesson and activate their background knowledge, and in combination with the video, the teacher asks a series of questions.

T: Do you know him? S: YES.

T: Can you use some adjectives to describe the people?

S: Interesting, funny, amusing, cheerful... (develop discovery and observation skills)

Students discover some information through observation and relate it to the existing cognitive structure of their minds to understand the basic information. If the text is replaced with direct reading, it will inevitably increase the difficulty of

reading and easily create intimidation for students. If teachers guide students to make conscious, planned, and purposeful observations over time to discover the hidden information in images, it helps them develop their observation and discovery skills.

4.2. Look at the picture to "view" the scene and develop judgment and reasoning skills

Judgment is the affirmation or negation of whether an object of thought exists, whether it has certain properties, and whether things have certain relationships with each other. Reasoning is a form of thinking in which a new judgment is introduced from one or several known judgments. Students use common sense or logical relationships to make reasonable guesses and make appropriate judgments and logical reasoning about things. For example, students can look at a picture of a teacher and use some adjectives to guess what kind of teacher it is, and students can discuss and express their opinions. The teacher will write the adjectives mentioned by the students on the board.



T: Look at the first picture, can you use some adjectives to describe the person? (Reasoning ability)S: beautiful, young, shy....

T: Look at the second picture, can you use some adjectives to describe the person? (Reasoning ability)S: patient, intelligent, popular, amusing...

T: Look at the third picture, can you use some adjectives to describe the person? (Reasoning ability)S: serious, strict, intelligent...

T: Who is a very good teacher but is serious and strict? (Judgmental ability)S: (Students responded enthusiastically)

Looking at a picture in advance activates the background schema and also serves as a prediction. Teachers can make use of the multimodal corpus in the text to effectively play its synergistic role with the text part, activate existing cognition, and trigger students' active reading expectation of entering the text to verify the prediction, thus preparing the subject matter and knowledge for the main part of the class (Ma, S. F., 2021). Guiding students to look at the pictures carefully, allowing them to predict the content of the text with their own knowledge and life experience, activating their background knowledge around the topic, and stimulating their interest in reading the discourse (Yin Li, 2021).

4.3. Read the article, construct a mind map, and develop generalization and construction skills

Generalization is a form of thinking that responds to the essential properties of things; one of the four elements of the learning environment proposed by constructivism is "meaning construction," which refers to clarifying the nature of things, laws, and the internal connections between things, and constructing concepts (Liao, Chenglun, 2019). At this stage, students were required to read the article and complete the following chart. After completing the previous sections, students' background knowledge was activated, triggering the expectation that they would actively enter the text to verify the predictions and creating a relaxed and enjoyable classroom atmosphere.

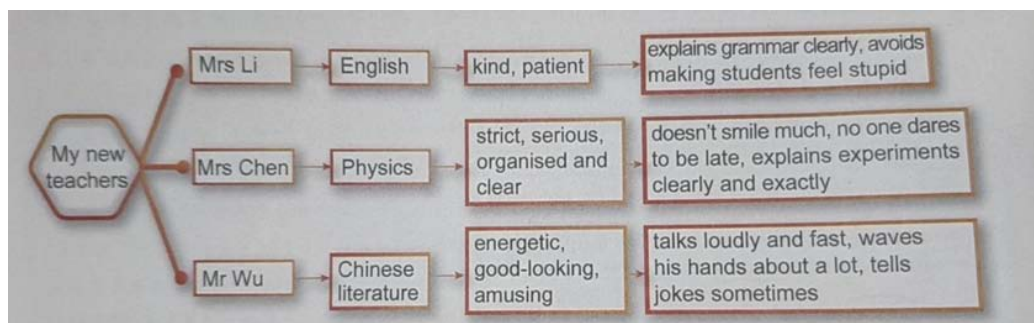
Read the article and complete the table

Who	Subject	Adjectives	Evidence
Mrs Li			
Mrs Chen			
Mr Wu			

When students read the article themselves, they compare and contrast the predictions they made earlier, and on this basis, they summarize the sentences described by the teacher of the article. Teachers should make reasonable use of the images in the textbook and try to create thematic contexts to develop students' generalization and construction skills.

4.4. Look at the pictures and ask questions to develop critical and creative skills

Criticality is not a matter of going all out to criticize, but rather emphasizes rational thinking and being good at asking questions. Teachers can "develop students' critical thinking skills by guiding them to identify and analyze the attitudes, implied meanings, and presuppositions reflected in language" (Cheng, 2015). After the above steps, students gradually move from perceptual to rational understanding, and their thinking gradually develops from lower-order to higher-order thinking. After students complete the chart on their own, the teacher presents the thinking map. (Figure 3) Students were encouraged to think about and express their own opinions, to present the similarities and differences between their own chart and the teacher's presentation, and to discuss in small groups the character traits that a good teacher should have and give reasons. In fact, this step is also a way to train students to think rationally and to develop critical and creative skills.



5. Conclusion

The quality of thinking mainly reflects the characteristics of students' mental development and the level of mental development, and its development helps to improve students' problem analysis and problem solving. The language skill of "viewing" is gradually developed to analyze and solve problems.

This article discusses the new curriculum-based "viewing" skills to develop students' ability to observe and discover, compare and analyze, judge and reason, generalize and construct, critique and innovate, and thus develop their thinking skills.

Teachers should make it clear that it is not possible to develop students' thinking skills through one or several lessons alone, but through a combination of language, thinking and cultural activities in their daily teaching to enable students to make correct value judgments and promote deep learning.

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