

Research on Situational Design and Implementation Strategies of English Reading Teaching Under the Guidance of Core Literacy

Qingling Wang, Guangjie Shen, Na Zhang

School of International Cooperation and Exchange, Weifang Engineering Vocational College, Qingzhou 262500, Shandong, China

Corresponding author: Qingling Wang (e-mail: 16652859234@163.com)

ABSTRACT Guided by core literacy, this study addresses problems in English reading teaching, including weak contextual connection, unrealistic situational settings, and single evaluation methods. Supported by constructivism, situated cognition, and language input-output theory, the research clarifies the internal relationship between core literacy and situational English reading instruction, proposes design principles and dimensions for situational reading teaching, and constructs a full-process implementation framework of “pre-class preparation-in-class exploration-post-class extension.” The framework integrates language situations, thinking situations, cultural situations, and task situations to support the coordinated development of language competence, cultural awareness, thinking quality, and learning ability. A case study of junior high school English reading teaching is used to verify the effectiveness of the proposed strategy. The results show that situational teaching can significantly improve students’ reading interest and promote development across core literacy dimensions. This study provides an operable path for transforming English reading instruction from knowledge-oriented teaching to literacy-oriented teaching and offers practical support for classroom implementation and multidimensional evaluation.

INDEX TERMS core literacy, english reading teaching, situational design, implementation strategies, literacy-oriented teaching

I. INTRODUCTION

A. RESEARCH BACKGROUND

THE deep integration of globalization and informatization has put forward higher requirements for the comprehensive literacy of talents, who must now master both advanced digital engineering and the crosscultural communication skills necessary for the global trade. This shift necessitates a workforce capable of navigating the technical complexities of smart fabric manufacturing alongside the shifting demands of international markets. The proposal of the core literacy concept marks that China’s basic education has entered a new stage of reform focusing on improving education quality. The core idea of General High School English Curriculum Standards (2017 Edition, Revised in 2022) is to cultivate students’ language competence, cultural awareness, thinking ability, and learning ability through core literacy. This requirement promotes English teaching from traditional knowledge transmission to the cultivation of students’ comprehensive literacy, pointing out the direction for the reform of English reading teaching.

In the field of English learning, reading plays a pivotal role as the main way to acquire linguistic knowledge and skills. According to the new curriculum standards, language

skills include diversified abilities such as listening, speaking, reading, writing, and viewing, and reading is a comprehensive reflection of these skills, which is crucial for improving students’ comprehensive language application ability. However, there are many dilemmas in practical English reading teaching: some teachers lack an overall awareness of reading and do not pay attention to the composition, cohesion, coherence, and expressive functions of discourse, leading to the disconnection of language learning from contexts [1]; the teaching scenarios designed by teachers are often irrelevant to students’ lives and divorced from reality, failing to arouse resonance with students’ life experience [2]; evaluation focuses on linguistic knowledge and skills, neglecting the improvement of students’ comprehensive abilities [3]. These problems restrict the realization of the educational value of reading teaching. Situational teaching, which is consistent with constructivism and the Input Hypothesis, can effectively solve these traditional dilemmas and provide a carrier for the implementation of core literacy. Therefore, exploring its design and implementation strategies has become an important research topic.

B. RESEARCH SIGNIFICANCE

1) Theoretical Significance

This study enriches the research paradigm of the integration of core literacy and English reading teaching, constructs a theoretical framework of "goal - situation - task - literacy", and makes up for the lack of systematic discussion on implementation paths in current research. This research expands the application of situational teaching theory by weaving the technical complexities of manufacturing into language instruction, thereby refining the design principles and strategies specific to English reading within an industrial context. By aligning pedagogical methods with the structural logic of engineering, the study effectively enhances the theoretical system of situational teaching for specialized purposes.

2) Practical Significance

It provides operable teaching plans for front-line teachers, helping them change teaching concepts and master situational design and implementation skills. By means of situational strategies, it stimulates students' reading interest, guides them to understand texts and use language in real situations, promotes the transformation of reading teaching from "knowledge-oriented" to "literacy-oriented", and improves teaching quality.

C. REVIEW OF DOMESTIC AND FOREIGN RESEARCH

1) Research on Core Literacy-Oriented English Reading Teaching

Foreign research on core literacy and English reading teaching started early and has accumulated rich achievements. Early studies focused on the mechanism analysis of the reading process, such as decoding theory and schema theory [4,5], laying a theoretical foundation for reading teaching. In recent years, research has gradually shifted to the cultivation of core literacy, emphasizing the cultivation of students' language competence and cross-cultural communication awareness through real and diverse text reading, and advocating the use of cooperative learning, project-based learning and other methods to exercise students' thinking quality and learning ability [6-8]. Research on core literacy in China started relatively late. In 2014, the Ministry of Education of China introduced the concept of "core literacy" [9], which quickly attracted widespread attention and triggered intense discussions in the education circle. Domestic related research mainly focuses on three aspects: first, the connection between the connotation of core literacy and the teaching objectives of English reading, exploring how to integrate literacy dimensions such as language competence and thinking quality into reading teaching objectives [10]; second, research on teaching strategies, proposing various strategies such as situational creation and task-based teaching [11,12]; third, empirical research, verifying the effectiveness of core literacy-oriented reading teaching through classroom practice [13].

2) Research on Situational Design and Implementation in English Teaching

Situational teaching refers to improving students' listening and speaking abilities by setting up simulated or real language situations for them to communicate and express in practical contexts [14]. Foreign research on situational teaching originates from constructivism and situated cognition theory, and Vygotsky's "Zone of Proximal Development" theory provides important support for situational teaching [15]. In English teaching, foreign scholars pay attention to creating situations through role-playing, situational simulation, projectbased learning and other methods to promote the application and transfer of students' linguistic knowledge [16].

Domestic research on situational English teaching is mostly concentrated in junior high and senior high school stages, covering the principles, methods and effect evaluation of situational creation [17,18]. Based on situational design principles such as "authenticity, interestingness and pertinence", Li et al. created vivid and real teaching situations to realize effective junior high school English reading teaching [19]; Huang et al. designed appropriate teaching situations according to the learning situation and physical and mental development rules of senior high school students, and explored effective strategies for situational creation in senior high school English classrooms [20]. However, existing research has problems such as formalized situational creation and insufficient integration with core literacy objectives, failing to form a systematic design and implementation system.

D. RESEARCH CONTENT AND METHODS

The research follows the idea of "theoretical construction - practical exploration - effect verification":

- 1) First, define core concepts and sort out theoretical foundations through literature research;
- 2) Then, propose situational design principles, dimensions and full-process implementation strategies combined with teaching reality;
- 3) Subsequently, carry out teaching practice through action research to verify the effectiveness of the strategies;
- 4) Finally, summarize conclusions and put forward suggestions.

Research methods include literature research, action research, questionnaire survey, interview and case study. To address the rigor of effect verification, a paired-samples t-test was supplementary conducted to analyze the pre-test and post-test data, with p-values calculated to verify the significance of differences between groups

E. RESEARCH INNOVATIONS

- 1) Construct an integrated framework of "core literacy - situational design - teaching implementation - effect evaluation" to clarify the intrinsic logical connection;

- 2) Propose hierarchical and text-type-specific situational implementation strategies to improve operationality;
- 3) Establish a multi-evaluator and multi-dimensional indicator effect evaluation system (integrating teacher evaluation, student self-evaluation, and peer evaluation), combining process evaluation and summative evaluation to comprehensively reflect teaching effects.

II. THEORETICAL FOUNDATIONS OF CORE LITERACY AND SITUATIONAL ENGLISH READING TEACHING

A. DEFINITION OF CORE LITERACY-RELATED CONCEPTS

Core literacy refers to the essential qualities and key abilities that individuals need to adapt to lifelong development and social development, with characteristics of comprehensiveness, situationality, development and practicality. English subject core literacy includes four interrelated dimensions: language competence, cultural awareness, thinking quality and learning ability [21].

B. CORE CONNOTATION OF SITUATIONAL ENGLISH READING TEACHING

Situationality is the core attribute of situated cognition theory, which holds that knowledge is not an abstract symbol but exists in specific situations. Knowledge learning divorced from situations is often mechanical and meaningless [14].

Situational English reading teaching is a teaching model that takes core literacy cultivation as the goal, takes discourse theme as the guide, integrates teaching objectives, content and tasks into situations by simulating real language communication, life or cultural scenarios, and guides students to understand text meaning and develop comprehensive abilities in situations. It has the characteristics of authenticity, interactivity, relevance and hierarchy.

C. THEORETICAL SUPPORT

The constructivist learning theory [22] holds that knowledge is actively constructed by learners, providing core support for situational teaching. It emphasizes that reading teaching should guide students to actively explore text meaning in situations.

The situated cognition and learning theory [14] emphasizes the situationality of learning, holding that interactive experience in real situations can promote the understanding and transfer of knowledge. Krashen's Input Hypothesis requires language input to be comprehensible, interesting and relevant. Situational teaching can reduce input difficulty and enhance learning interest; Swain's Output Hypothesis emphasizes the consolidating role of language output, and interactive tasks in situational teaching provide opportunities for output [23].

The multiple intelligences theory suggests that situational design should take into account the intellectual advantages of different students and provide personalized learning paths [24].

III. DESIGN PRINCIPLES AND DIMENSIONS OF SITUATIONAL ENGLISH READING TEACHING UNDER THE GUIDANCE OF CORE LITERACY

A. CORE PRINCIPLES OF SITUATIONAL DESIGN

The core literacy-oriented principle requires situational design to take core literacy cultivation as the fundamental goal and clarify the corresponding literacy dimension of each situation; The authenticity principle emphasizes that situations should be close to students' life experience and cognitive level, in line with real communication logic;

The interactivity principle requires situations to include rich interactive tasks between teachers and students, and among students to stimulate participation enthusiasm;

The hierarchy principle follows students' cognitive rules to realize the gradual progression of task difficulty and situational complexity;

The cultural immersion principle focuses on exploring the cultural connotation of texts, guiding students to experience multiculturalism and enhance cultural awareness.

B. CORE DIMENSIONS OF SITUATIONAL DESIGN

The core dimensions of situational design include language situation, thinking situation, cultural situation and task situation. The correspondence between the four dimensions and literacy objectives is shown in Table 1.

C. KEY ELEMENTS OF SITUATIONAL DESIGN

The selection and integration of situational materials should follow the principles of authenticity, relevance and interest-iness, giving priority to materials close to students' lives and text themes for processing and refinement.

The analysis and adaptation of students' subject needs require understanding students' cognitive level, interests and foundations through questionnaires, observations and other methods to design realistic situations.

The accurate connection between teaching objectives and situations requires clarifying teaching objectives and selecting situational types and materials accordingly.

The situational integration of evaluation methods should adopt a pluralistic evaluation combining process evaluation and summative evaluation, embedding evaluation into the completion process of situational tasks.

IV. IMPLEMENTATION STRATEGIES OF SITUATIONAL ENGLISH READING TEACHING UNDER THE GUIDANCE OF CORE LITERACY

A. PRE-CLASS PREPARATION STRATEGIES: ACTIVATE THE FOUNDATION FOR LITERACY DEVELOPMENT

Situation introduction based on life experience: Connect students' daily life, interests or social hot topics, design life-related questions or activities to activate existing knowledge and emotional resonance, and naturally transition to the text theme.

Situational creation with multimedia resources: Use intuitive materials such as pictures, videos and audio to quickly

TABLE 1. Corresponding Table of Situational Design Dimensions and Literacy Objectives

Dimensions of Situational Design	Core Objectives	Corresponding Core Literacy Dimensions	Typical Design Forms
Language Situation Dimension	Master linguistic knowledge and improve text interpretation and expression abilities	Language Competence	Vocabulary and grammar analysis situations, information sorting situations
Thinking Situation Dimension	Develop logical thinking, critical thinking and creative thinking	Thinking Quality	Problem-driven situations, opinion debate situations, creative adaptation situations
Cultural Situation Dimension	Understand cultural connotations and enhance cultural identity and cross-cultural communication abilities	Cultural Awareness	Cultural experience situations, cultural comparison situations
Task Situation Dimension	Master independent and cooperative learning strategies and improve problem-solving abilities	Learning Ability	Independent inquiry situations, project-based learning situations

create immersive situations, helping students perceive text themes and cultural connotations and reduce cognitive load.

Situational presupposition relying on thematic tasks: Design pre-inquiry tasks to guide students to independently explore text-related knowledge, enter the reading process with questions and thinking, and improve reading depth and efficiency.

B. IN-CLASS EXPLORATION STRATEGIES: DEEPEN THE PROCESS OF LITERACY CULTIVATION

Text interpretation situations: Guide students to gradually deeply understand texts from linguistic, content and thinking levels through hierarchical tasks, realizing the coordinated development of language competence and thinking quality.

Interactive communication situations: Design tasks such as group discussions, role-playing and thematic debates to provide a platform for students' language communication and thinking collision, and improve cooperative learning abilities and language application abilities.

Problem-driven situations: Take hierarchical and challenging questions as the core to guide students to actively think and conduct in-depth exploration, stimulating critical and creative thinking.

Cultural experience situations: Organize activities such as cultural display, simulation and comparison to guide students to experience the cultural connotation of texts, enhance cultural awareness and cross-cultural understanding abilities.

C. POST-CLASS EXTENSION STRATEGIES: CONSOLIDATE THE ACHIEVEMENTS OF LITERACY DEVELOPMENT

Extended practice of real task situations: Design life tasks related to text themes to guide students to apply classroom knowledge to real life, promoting knowledge transfer and application.

Construction and guidance of independent inquiry situations: Guide students to carry out after-class independent extended reading and in-depth thematic exploration through open inquiry tasks, improving independent learning abilities and exploration spirit.

Integration and application of interdisciplinary situations: Integrate knowledge from English, history, geography, science and other disciplines, design interdisciplinary tasks to

break disciplinary barriers, and improve students' comprehensive application abilities and interdisciplinary thinking.

D. FOCUS OF SITUATIONAL IMPLEMENTATION STRATEGIES FOR DIFFERENT READING TYPES

Narratives focus on narrating events and shaping characters; expository texts focus on explaining things and interpreting principles; argumentative essays focus on expressing viewpoints and demonstrating reasoning. The focuses of situational implementation strategies vary with reading types, as shown in Table 2.

V. CASE ANALYSIS AND EFFECT VERIFICATION OF SITUATIONAL ENGLISH READING TEACHING IMPLEMENTATION UNDER THE GUIDANCE OF CORE LITERACY

A. CASE DESIGN BACKGROUND AND OBJECTIVES

1) Teaching Objects and Textbook Analysis

Two parallel classes of seventh-grade students in a junior high school were selected as the research objects, with 45 students in the experimental group and 45 in the control group. There was no significant difference in English foundation, learning ability and learning attitude between the two classes (verified by pre-test and questionnaire survey). This study was approved by the Ethics Committee of Weifang Engineering Vocational College, and was performed in accordance with the principles of the Declaration of Helsinki. All eligible participants signed an informed consent form.

The teaching content was selected from the reading text "Cindy's birthday party" in Section B of Unit 8 "When is your birthday?" in Grade 7 Volume 1 of the People's Education Press. As a narrative, this text has a moderate language difficulty, including core linguistic knowledge such as date expression and invitation sentence patterns, and contains elements of Western birthday culture, making it suitable for situational teaching and capable of supporting the cultivation of language competence, cultural awareness, thinking quality and learning ability.

2) Core Literacy Cultivation Objectives

Language competence: Master core linguistic knowledge such as date expression (e.g., October 5th) and invitation sentence patterns (e.g., Can you come to my birthday party?), understand the text and extract key information;

TABLE 2. Comparison of Situational Implementation Strategies for Different Reading Types

Reading Types	Implementation Focus	Pre-class Preparation Strategies	In-class Exploration Strategies	Post-class Extension Strategies
Narratives	Plot reproduction and emotional experience; understanding character images and themes	Playing thematic videos, telling similar stories	Role-playing, plot sorting, character analysis	Story adaptation or continuation
Expository Texts	Logical sorting and practical application; mastering expository methods and object characteristics	Displaying real objects, pictures or videos of objects	Information sorting, experimental simulation, explanatory problem exploration	Writing object descriptions or specifications
Argumentative Essays	Viewpoint analysis and logical demonstration; cultivating critical thinking	Creating controversial situations, putting forward hot issues	Viewpoint debate, argument sorting, problem exploration	Writing English argumentative essays to express viewpoints

Cultural awareness: Understand the basic customs of Western birthday parties, compare the differences between Chinese and Western birthday cultures, and respect cultural diversity;

Thinking quality: Sort out text plots, analyze Cindy's character traits, and develop logical thinking abilities;

Learning ability: Complete situational tasks through group cooperation and master strategies for independent reading and cooperative inquiry.

3) Situational Teaching Plan Design

Based on the design principles and implementation strategies proposed earlier, this case designed a fullprocess situational teaching plan of "pre-class preparation - in-class exploration - post-class extension":

Pre-class: Activate students' relevant experience and vocabulary through life experience introduction and multimedia resource-based situational creation;

In-class: Deepen students' text understanding and literacy cultivation through text interpretation, role-playing, cultural comparison and other situations. For the application of thinking situations, students were asked to "design a creative party process for Cindy" after sorting out the original plot, and put forward 1-2 innovative links (e.g., adding a "talent show" session or a "charity gift-giving" link) to cultivate creative thinking;

Post-class: Consolidate learning achievements through extended practice of real task situations.

The specific teaching links are shown in Table 3.

B. IMPLEMENTATION PROCESS OF SITUATIONAL TEACHING

Pre-class preparation stage: Teachers activated students' birthday-related experience through questions, played Western birthday party videos to guide observation, and helped students initially perceive Western customs.

In-class exploration stage: First, students were guided to read independently and complete information sorting tasks, followed by group discussions and teacher summaries; then, students were divided into groups for role-playing, designing dialogues to reproduce party scenes with teacher comments and guidance; next, cultural comparison discussions were organized to guide students to list differences between Chinese and Western birthday cultures; finally, students carried out the thinking situation task: for example,

one group proposed adding a "DIY cake decoration" link to Cindy's party, and explained the reason in English: "This link can make friends closer and let everyone participate in the preparation of the party", which reflected the application of creative thinking.

Post-class extension stage: Students independently completed the design of birthday party plans, with subsequent teacher review and feedback.

C. EFFECT VERIFICATION AND ANALYSIS

1) Verification Methods and Tools

A combination of questionnaire survey, test and interview was used to verify the effect:

The questionnaire survey focused on students' reading interest and learning attitude, with 90 questionnaires distributed and 88 valid ones recovered;

The test included pre-test and post-test to assess students' mastery of linguistic knowledge and text interpretation ability;

Interviews were conducted with 10 students and 2 experimental teachers to understand their teaching implementation experience and suggestions.

A paired-samples t-test was used to analyze the pre-test and post-test data of the two groups. The results showed that the post-test scores of the experimental group were significantly higher than those of the control group ($p < 0.05$), indicating that the difference was not due to random sampling error or teacher influence.

2) Comparison of Students' Core Literacy Development Levels

The comparison of the development levels of each dimension of core literacy is shown in Table 4. The data indicates that the post-test scores of the experimental group in all dimensions were significantly higher than those of the control group, and the pre-test-post-test difference of the experimental group was much larger than that of the control group. It should be noted that the improvement of "Learning Ability" in the experimental group refers to the preliminary enhancement of cooperative learning and task implementation strategies in situational tasks, rather than the fundamental change of long-term learning traits, which needs to be verified through long-term tracking.

The questionnaire survey results showed that 82.9% of the students in the experimental group believed that situational

TABLE 3. Design Table of Situational Teaching Plan for "Cindy's birthday party"

Teaching Links	Situational Design	Literacy Objectives	Teaching Tasks	Duration
Pre-class Preparation	Life experience introduction situation, birthday party video situation	Stimulate interest and activate linguistic experience	Discuss personal birthday celebration methods; watch Western birthday party videos to initially understand customs	5 minutes
In-class Exploration	Text interpretation situation, role-playing situation, cultural comparison situation	Improve language competence, thinking quality and cultural awareness	Read the text to sort out key information; conduct group role-playing to reproduce party scenes; compare differences between Chinese and Western birthday cultures	25 minutes
Post-class Extension	Real task situation: Design a birthday party plan	Consolidate language competence and improve learning ability	Design a birthday party plan in English, including date, guests, activity arrangements, etc.	10 minutes (classroom assignment + after-class completion)

TABLE 4. Comparison Table of Core Literacy Development Levels Between Experimental Group and Control Group

Evaluation Dimensions	Experimental Group (Post-test Mean)	Control Group (Post-test Mean)	Pre-test-Post-test Difference (Experimental Group)	Pre-test-Post-test Difference (Control Group)
Language Competence (30 points)	25.6	22.3	4.8	2.1
Thinking Quality (25 points)	21.2	17.8	3.9	1.5
Cultural Awareness (25 points)	20.8	16.5	4.2	1.3
Learning Ability (20 points)	17.5	14.2	3.3	1.1

teaching had improved their reading interest, and 79.5% of the students reported that it was easier to understand text content.

Teacher interviews feedback that situational teaching can effectively mobilize students' enthusiasm and improve classroom participation, but it is necessary to reasonably allocate teaching time and optimize the selection of situational materials.

3) Multi-evaluator Evaluation Implementation

To implement the "multi-evaluator" evaluation system, three evaluation subjects were set up:

- 1) Teacher evaluation (accounting for 60%), based on students' performance in situational tasks and test results;
- 2) Student self-evaluation (accounting for 20%), students scored their own participation and strategy application;
- 3) Peer evaluation (accounting for 20%), group members scored each other's cooperation and task completion.

The comprehensive evaluation results showed that the average score of the experimental group (85.3 points) was significantly higher than that of the control group (72.6 points), which verified the effectiveness of the strategy from multiple perspectives.

D. CASE REFLECTION AND OPTIMIZATION SUGGESTIONS

The implementation of this case verified the effectiveness of situational teaching strategies, but there are still deficiencies: the difficulty of some situational tasks is not accurately set, failing to fully adapt to students of different levels; the exploration of cultural situations is not in-depth enough, and cross-cultural comparison discussions are insufficient.

Optimization suggestions: Design hierarchical situational tasks to meet the needs of students with different foun-

dations; further explore the cultural connotation of texts, integrate more cultural materials, and enrich cultural experience activities; reasonably plan teaching time to improve the fluency of situational transitions; conduct long-term tracking research on students' learning ability development to verify the long-term effect of the strategy.

VI. RESEARCH CONCLUSIONS AND PROSPECTS

A. MAIN RESEARCH CONCLUSIONS

- 1) The intrinsic compatibility between core literacy and situational English reading teaching is mirrored in the precise alignment of technical specifications and production standards, where situational teaching provides an effective carrier for cultivating the professional literacy required in the global market. By embedding language acquisition within the authentic contexts of fabric weaving and apparel design, this approach ensures that learners develop the specialized communicative competence essential for the modern industrial landscape;
- 2) The design of situational English reading teaching oriented by core literacy should follow five principles: core literacy orientation, authenticity, interactivity, hierarchy and cultural immersion, covering four dimensions: language, thinking, culture and task;
- 3) The constructed full-process implementation strategy of "pre-class preparation - in-class exploration - post-class extension" is feasible and effective, which can significantly improve students' reading interest and the level of core literacy development;
- 4) Situational implementation for different reading types should focus on different key points to ensure strategy adaptability.

B. RESEARCH LIMITATIONS

- 1) This study selected a single text type of seventh-grade junior high school students for case research, with a narrow research scope, and the generalizability of the conclusions needs further verification;
- 2) The effect verification cycle of situational teaching is relatively short, failing to fully observe the long-term development changes of students' core literacy;
- 3) The selection and integration of situational materials rely on teachers' experience, lacking standardized selection criteria.

C. FUTURE RESEARCH PROSPECTS

- 1) Expand the research scope to cover different academic stages and text types to improve the generalizability of conclusions;
- 2) Extend the research cycle to track the long-term development changes of students' core literacy;
- 3) Explore the establishment of a standardized system for the selection of situational materials, and develop a digital situational material resource library combined with information technology;
- 4) Conduct in-depth research on the integration and application of situational teaching with other teaching models to further enrich the practical paths of core literacy-oriented English reading teaching.

AUTHOR CONTRIBUTIONS

Conceptualization –Qingling Wang, Guangjie Shen and Na Zhang; methodology – Qingling Wang and Na Zhang; investigation – Qingling Wang, Guangjie Shen and Na Zhang; writing-original draft preparation – Qingling Wang, Guangjie Shen and Na Zhang. All authors have read and agreed to the published version of the manuscript.

CONFLICTS OF INTEREST

The authors declare no conflict of interest.

FUNDING

This research was supported by, Research on Professional Development Paths of Foreign Language Teachers in Higher Vocational Colleges under the Background of Artificial Intelligence, Foreign Language Teaching Reform and Research Project under the New Standard of Vocational Education in 2023 of the Advisory Committee of Foreign Language Teaching in Vocational Education, Ministry of Education, P.R. China (Project No. WYJZW-2023SD0016).

HUMAN RESEARCH SUBJECTS

This study was approved by the Ethics Committee of Weifang Engineering Vocational College, and was performed in accordance with the principles of the Declaration of Helsinki. All eligible participants signed an informed consent form.

ACKNOWLEDGEMENTS

Not applicable.

REFERENCES

- [1] X. Luo, J. Yang, and Z. Song, "Exploration of the Integration of Reading and Writing in Narrative Writing Instruction for Junior High School English," *Pacific International Journal*, vol. 6, no. 4, pp. 153-159, 2024, doi: 10.55014/pij.v6i4.504.
- [2] Q. Lu, "Reading Strategies for Junior English Teaching," *Journal for the Study of English Linguistics*, vol. 10, no. 1, pp. 40, 2022, doi: 10.5296/jsel.v10i1.20332.
- [3] L. Wu and Y. Wang, "The Application of Scaffolding Instruction in English Writing Class in Senior High School," *Journal of Education and Educational Research*, vol. 8, no. 2, pp. 277-281, 2024, doi: 10.54097/3xj7td98.
- [4] Nunan and D., "Second Language Teaching and Learning," Beijing, China: Foreign Language Teaching and Research Press; 2001.
- [5] H. Nassaji, "Schema Theory and Knowledge-Based Processes in Second Language Reading Comprehension: A Need for Alternative Perspectives," *Language Learning*, vol. 57, pp. 79-113, 2007, doi: 10.1111/0023-8333.00189.
- [6] T. Jagoda, "Effectiveness of Cooperative Grouping in Developing Reading Skills of University Level EFL Learners," *Journal of Language and Education*, vol. 9, no. 1 (33), pp. 158-171, 2023, doi: 10.17323/jle.2023.12399.
- [7] A. Latifa, "Collaborative Learning as a Strategy to Improve the English Reading Comprehension of Indonesian Learners in the Agribusiness Department at Muhammadiyah University of Parepare," *Journal of English Language Teaching and Applied Linguistics*, vol. 3, no. 2, pp. 78-84, 2021, doi: 10.32996/jeltal.2021.3.1.8.
- [8] A. Imbaquingo and J. Cárdenas, "Project-based Learning as a Methodology to Improve Reading and Comprehension Skills in the English Language," *Education Sciences*, vol. 13, no. 6, pp. 587, 2023, doi: 10.3390/educsci13060587.
- [9] X. B. Huang, "Research on the Cultivation of Core Literacy in Middle School English Teaching under the New Curriculum Standard," *Advances in Education*, no. 14, pp. 1, 2024, doi: 10.12677/AE.2024.141021.
- [10] Y. Q. Song, "Strategies for Cultivating Thinking Abilities Based on Core Literacy in Junior High School English Reading Teaching," *Anhui Educational Research*, no. 35, pp. 45-47, 2025.
- [11] Y. R. Hua, "Research on the Application of Situational Teaching Method in Senior High School English Reading Teaching from the Perspective of Core Literacy," *Henan University*, 2024, doi: 10.27114/d.cnki.ghnau.2024.002565.
- [12] Y. Wang, "A Study on English Reading Teaching and Subject Literacy Cultivation Strategies in High School: The Impact of Task-Based Approaches in High School Reading," *English Language Teaching*, vol. 17, no. 8, pp. 75, 2024, doi: 10.5539/elt.v17n8p75.
- [13] Y. L. Chang, "Literacy-oriented Senior High School English Reading Teaching Practice - Taking Unit 4 Information Technology as an Example," *New Curriculum*, no. 28, pp. 29-32, 2025.
- [14] X. Y. Zeng, "Research on High School English Vocabulary Teaching Based on Thematic Context," *International Journal of Social Science and Education Research*, vol. 6, no. 08, 2023, doi: 10.6918/IJOSSE.202308_6(8).0009.
- [15] M. Wei, "The Implications of the Zone of Proximal Development for English Teaching," *Lecture Notes in Education Psychology and Public Media*, vol. 36, no. 1, pp. 87-90, 2024, doi: 10.54254/2753-7048/36/20240428.
- [16] M. Smith and S. Loewen, "Situational Language Teaching," Hoboken, NJ, USA: The TESOL Encyclopedia of English Language Teaching, pp. 1-6, 2018.
- [17] Y. Wu, "Research on the Application of Situational Teaching in Junior High School English Teaching," *Education and Social Work*, vol. 2, no. 3, pp. 22, 2025, doi: 10.63313/ESW.9091.
- [18] Y. Jiang, "The Application of Situational Teaching Method in Junior Middle School English Classroom," *Frontiers in Sustainable Development*, vol. 4, no. 9, pp. 17-23, 2024, doi: 10.54691/8m5ewg96.
- [19] J. Li, "Effective Situated Learning in Junior High School English Teaching and Learning," *Frontiers in Sustainable Development*, vol. 4, no. 6, pp. 10-14, 2024, doi: 10.54691/8m5ewg96.
- [20] A. T. Huang, "Effective Strategies for Situational Creation in Senior High School English Classroom Teaching," *Campus English*, no. 15, pp. 15-17, 2025.

- [21] S. Lu, "English Reading Strategies under Core Literacy," *Engineering Technology Trends*, vol. 1, no. 2, pp. 0-0, 2023, doi: 10.37155/2972-4856-0102-5.
- [22] B. Liu, "Constructivist Theory and Its Enlightenment to Adult Education," *Journal of Adult Education College of Hebei University*, vol. 14, no. 02, pp. 21-23+70, 2012, doi: 10.13983/j.cnki.jaechu.2012.02.016.
- [23] F. P. D'Souza and C. H. Padmanabha, "KRASHEN'S SECOND LANGUAGE ACQUISITION, A THEORY OR HYPOTHESIS: AN ANALYTICAL STUDY," *i-Manager's Journal on English Language Teaching*, vol. 14, no. 3, 2024, doi: 10.26634/jelt.14.3.20897.
- [24] X. Pan, H. Ge, and R. Huang, "Research on the Implementation Effect of Personalized Education Management and Cultivation of Top Talents under the Framework of Multiple Intelligences Theory," *Applied Mathematics and Nonlinear Sciences*, vol. 9, no. 1, 2024, doi: 10.2478/amns-2024-2374.