

A Study on English Reading Teaching and Subject Literacy Cultivation Strategies in High School: The Impact of Task-Based Approaches in High School Reading

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Received: July 9, 2024

Accepted: July 30, 2024

Online Published: July 31, 2024

doi: 10.5539/elt.v17n8p75

URL: <https://doi.org/10.5539/elt.v17n8p75>

Abstract

This study takes the task-based approach to English reading teaching as the entry point and explores its role in fostering high school students' English subject literacy through research methods such as questionnaire surveys and teaching experiments. The results indicate that compared to traditional teaching methods, task-based English reading teaching can better cultivate students' comprehensive English application abilities and enhance the level of subject literacy, especially showing significant effects on the integrated training of language knowledge and discourse ability. There is a positive correlation between students' English reading ability and subject literacy. The study proposes targeted strategies for English reading teaching to promote the development of subject literacy. This research provides theoretical basis and practical pathways for promoting task-based English reading teaching reform and achieving literacy-oriented teaching goals.

Keywords: task-based teaching method, English reading teaching, subject literacy, high school students

1. Introduction

With the development of society and the advancement of technology, high school students are required to possess a broad knowledge structure, solid learning methods, and critical thinking skills to adapt to the ever-changing learning and life needs, which is closely related to the cultivation of core literacy in the high school stage. Subject literacy, as an important part of core literacy, directly relates to the development of students' knowledge, abilities, and qualities. Therefore, how to improve the subject literacy of high school students during their growth process, so that they become qualified citizens with extensive knowledge, active thinking, and correct attitudes, is an important issue in high school education. In the process of cultivating the subject literacy of high school students, how to give full play to the role of reading education has also attracted much attention. The Ministry of Education and other relevant departments have introduced a number of reading promotion plans, and have required to combine the requirements of the curriculum standards for primary and secondary schools, publish a list of recommended reading books for primary and secondary school students, and establish a regular update and supplement mechanism. However, in reality, the reading volume of high school students is still low, which directly affects academic performance and the cultivation of subject literacy. Surveys show that 43% of high school students have less than half an hour of reading time every day, and 87% of students lack the habit of independent reading (China Youth Daily, 2022). The lack of reading volume among students directly leads to a narrow knowledge base, poor fluency in language expression, and weak analytical and judgment abilities. This is a gap from the expectations of society for high school graduates. Therefore, carrying out targeted reading education and increasing the volume of reading has become an urgent task of current high school education.

Compared with foreign countries, China is relatively weak in the cultivation of reading education and subject literacy. The United States, Singapore, and other countries and regions have opened special reading courses in primary and secondary schools, operated efficient campus reading programs, and achieved significant results, greatly improving students' reading interest and subject literacy (Ni Yan, 2014). In contrast, the internal connection mechanism between reading education and the cultivation of subject literacy in China has not yet been established, and the combination of reading and subject knowledge is still relatively superficial. Therefore,

conducting systematic research to find the matching path between the two aspects is of great significance for promoting the benign development of reading education and the cultivation of subject literacy in Chinese high schools.

This study takes the English education in the high school stage as an example, and through literature analysis, questionnaire surveys and interviews and other research methods, explores the role of reading education in the cultivation of subject literacy during the growth process of high school students, studies the internal connection between reading and subject literacy, and on this basis, puts forward practical and effective teaching strategy suggestions, in order to deepen the theoretical understanding of the relationship between reading education and the cultivation of subject literacy in the high school stage, and provide reference for the teaching practice of English teachers. This study mainly focuses on three aspects: First, analyze the internal connection between reading education and the cultivation of subject literacy; second, study the impact of different reading teaching strategies on the subject literacy of high school students; third, propose reading teaching strategies to promote the development of subject literacy. The research results can provide a theoretical basis and practical path for English reading teaching and the cultivation of subject literacy in the high school stage.

2. Literature Review

2.1 *The Conception of Subject Literacy in High School Students*

Subject literacy refers to the knowledge structure, subject-specific skills, and learning methods that students develop through the study of a particular discipline. It emphasizes the learning process and methods, requiring students to not only master the knowledge of the discipline but also to learn how to learn and apply knowledge effectively. Specifically, the subject literacy of high school students mainly includes the following aspects:

- (1) Knowledge Dimension: Mastery of basic knowledge, key concepts, and principles of the discipline.
- (2) Ability Dimension: Possessing fundamental learning and practical skills in the discipline, such as listening, speaking, reading, and writing skills in English.
- (3) Method Dimension: Having ways and methods to acquire and apply knowledge within the discipline, such as researching information and summarizing.
- (4) Affective Attitude Dimension: Having an interest and positive attitude towards learning the discipline, such as confidence in learning English.
- (5) Value Dimension: Establishing correct values in learning the discipline, such as respecting linguistic and cultural diversity.

Through subject study, these dimensions of knowledge, ability, method, affect, and values are enhanced and cultivated, ultimately forming subject literacy. It is continuously acquired and constructed by students through the learning process and is deeply associated with personal development.

2.2 *The Impact of Reading on Subject Literacy*

Reading is one of the important pathways for the formation of subject literacy, mainly reflected in the following aspects:

- (1) Cognitive Role: Reading enriches students' knowledge structures and provides more conceptual information (Wang, L. J., 2022), laying the foundation for the knowledge dimension of subject literacy.
- (2) Knowledge Acquisition Role: By reading literature related to the discipline, students can learn the basic theories and cutting-edge knowledge of the discipline (Bilimoria & Fukami, 2023), which promotes the acquisition and accumulation of subject knowledge.
- (3) Thinking Training Role: Reading requires multi-angle thinking and judgment of the text, which can exercise students' analytical and reasoning thinking abilities (Riyanti, Nurgiyantoro & Suryaman, 2023), enhancing the ability dimension of subject literacy.
- (4) Method Formation Role: Reading requires the use of different methods and skills, which can cultivate students' ways and methods of acquiring knowledge (Jiang D., 2023), aiding in the cultivation of the method dimension of subject literacy.
- (5) Emotional Experience Role: Successful reading experiences enhance interest and confidence in learning, strengthening the emotional experience of learning (Huang, F. Y., 2023), positively affecting the affective attitude towards subject learning.

In summary, reading plays an active role in multiple dimensions of subject literacy and is one of the important means of cultivating the subject literacy of high school students. However, this requires teachers to organize related reading teaching activities purposefully and consciously to exert its due function.

2.3 Domestic and International Research Overview

Currently, the academic community at home and abroad has paid relatively broad attention to the intrinsic relationship between reading education and subject literacy, but there are certain differences in research perspectives.

Foreign research often starts from the perspective of cognitive psychology. For example, Kendeou et al. (2014) used cognitive load theory to study the impact of text processing on reading comprehension, revealing the role of reading in promoting knowledge acquisition, language organization, and logical thinking. Sabatini et al. (2014) established a reading ability model based on individual characteristics of learners, examining the impact of individual differences such as vocabulary on reading effects, clarifying the individualized laws of reading. In addition, the American RAND organization has carried out large-scale reading research projects, systematically designing and testing the impact of different types of reading courses on subject abilities (Snow, 2002). These studies mainly focus on the relationship between reading activities and cognitive processes, providing a theoretical basis for understanding the intrinsic connection between reading and subject literacy.

In contrast, domestic research pays more attention to the specific paths and methods of reading teaching. For instance, some studies explore the cultivation requirements of high school English reading literacy from the perspective of core literacy (Wang, Y. L., 2021); design a Chinese reading curriculum system according to the characteristics of the Chinese language discipline (Wu Y., 2023); and research the application of information technology in promoting reading and Chinese learning, such as building a network reading environment (Huang, F. Y., 2023). Some scholars have also discussed the impact of strategies such as extracurricular reading and moral education on improving students' subject literacy (Xu, S. Z., 2023). These studies have strong guiding significance for teaching practice.

Although domestic and foreign research focuses on different subjects and paths, they both pay attention to the intrinsic connection between reading and subject literacy, and the research results have enriched the theoretical system. However, systematic and in-depth research on the specific impact mechanism of reading teaching on subject literacy is still lacking, and operational research is insufficient. This necessitates further empirical research to test the effects of different reading teaching on the development of subject literacy. This is also the significance of this study.

3. Methodology

3.1 Subjects

This study undertakes a comprehensive examination of the pedagogical strategies that influence the development of English subject literacy among high school students. To achieve this, a meticulous selection process has been employed to identify participants from a diverse cross-section of educational environments. Students from three non-selective high schools within a specific urban area have been chosen to provide a representative sample. The stratified random sampling technique ensures that each grade level—Grade 10, 11, and 12—is equally represented, with one class from each grade being selected, comprising 50 students per grade. This results in a robust sample size of 450 students, offering a broad spectrum of data for analysis.

The study's focal point is to investigate the reading habits, learning interests, and reading and writing competencies of students in Grades 10 and 11 through a detailed survey. In contrast, the Grade 12 students serve as participants in a teaching experiment designed to evaluate the efficacy of varied reading instruction models on their English subject literacy.

3.2 Methods

The methodology of this study is multifaceted, incorporating literature analysis, questionnaire surveys, and experimental research to ensure a well-rounded and in-depth investigation.

Literature Analysis: A review of existing literature from both domestic and international sources is conducted to establish a foundational understanding of reading instruction and its role in cultivating English subject literacy. This analysis serves to contextualize the study within the broader academic discourse and to identify gaps in current knowledge that the study aims to address.

Questionnaire Survey: The survey is meticulously designed to elicit detailed responses from the students regarding their reading behaviors and preferences. Utilizing scales and scoring systems, the survey captures nuanced data on the students' engagement with reading, including the amount of time dedicated to reading and the depth of their interest in various literary forms.

Experimental Research: The experimental component of the study is a controlled comparison between two distinct reading instruction models. The control group receives conventional instruction, while the experimental group is introduced to a more innovative, task-based approach. The pre- and post-tests provide a quantitative measure of the impact of these instructional methods on the students' literacy skills.

3.3 Data Processing

The data gathered from the questionnaires and the pre- and post-tests are subjected to rigorous quantitative analysis using statistical software such as SPSS. This ensures that the findings are not only reliable but also statistically significant.

Descriptive Statistics: This form of analysis is utilized to provide a detailed account of the students' reading habits and learning interests. Frequency counts and percentages are employed to offer a clear and concise representation of the data, painting a comprehensive picture of the students' engagement with reading.

Differential Statistics: To delve deeper into the data, analysis of variance and validity testing are employed to scrutinize the effectiveness of the different teaching models. This advanced statistical approach allows for a nuanced understanding of the impact of the instructional strategies on English subject literacy.

In addition to the quantitative analysis, the study also incorporates qualitative research methods to enrich the findings. Open-ended questionnaires, interviews, and classroom observations provide a wealth of qualitative data that offer a deeper understanding of the students' experiences and perceptions. The qualitative analysis involves meticulous organization and summarization of key viewpoints, allowing for a more holistic interpretation of the data.

By integrating both quantitative and qualitative analyses, the study aims to provide a comprehensive and nuanced understanding of the impact of reading instruction on the development of English subject literacy among high school students. This dual approach ensures that the research is not only scientifically rigorous but also sensitive to the complexities of the educational context in which it is situated.

4. Research Results and Analysis

4.1 Analysis of Survey Results

This study conducted a questionnaire survey on the reading habits of 100 students from Grade 10 and 11. The primary focus was on students' interest in English reading and the time spent on it. The survey predominantly utilized a Likert scale of 5 points for scoring, with 1 point indicating a complete lack of interest and 5 points indicating a high level of interest; other sections were presented in a multiple-choice format (allowing for multiple selections, hence the sum of statistical data in cells is not exactly 100%). The specific results are shown in Table 1:

Table 1. Survey Results of Students' English Reading Situation

Issue	Average Score
Interest in English Reading	Grade 10 (3.1) Grade 11 (2.8)
Daily English Reading Time (in minutes)	<30min (Grade 10 27%, Grade 11 52%) 30-60min (Grade 10 43%, Grade 11 36%) >60min (Grade 10 30%, Grade 11 12%)
Sources of English Reading Material	Textbooks (89%) Newspapers (23%) Books (11%) Internet (17%)
Difficulties in Reading	Vocabulary (61%) Background Knowledge (51%) Language (32%) Content (23%)
Reading Strategies	Dictionary (91%) Inference (23%) Summarization (19%) Marking (28%)

From the table, it is evident that students in both Grade 10 and 11 exhibit the following key issues regarding English reading:

- (1) The level of interest in English reading is relatively low, with an average score of 3.1 for Grade 10 and 2.8 for Grade 11, both slightly below the midpoint (3). This indicates that students generally have a subdued interest in English reading, failing to generate intrinsic motivation for reading.
- (2) Regarding daily reading time, 27% of Grade 10 and 52% of Grade 11 students read English for less than 30 minutes per day, with over half of the students not having established a consistent habit of English reading.
- (3) A significant majority, 89%, select textbooks as their primary reading material, with less frequent reading of English newspapers (23%), books (11%), and other diverse materials. The singularity of English reading materials affects the extension of students' knowledge breadth.
- (4) The main difficulties in English reading are concentrated in vocabulary (61%) and background knowledge (51%), with more than half of the students facing significant challenges in these areas, leading to insufficient understanding of the text's language and content.
- (5) A high percentage of students, 91%, primarily rely on the strategy of using a dictionary, while the use of reading skills such as inference (23%) and summarization (19%) is comparatively less frequent. The limited use of English reading strategies is insufficient to enhance the effectiveness of English reading.

In light of the aforementioned issues, English teaching must adopt measures to stimulate reading interest, such as employing rich and vivid reading materials and organizing English reading activities, to improve students' reading motivation. Concurrently, it is essential to expand the channels of English reading, organizing students to read English newspapers, literary works, and so on, to broaden their knowledge base. Furthermore, English teachers need to provide targeted guidance on the use of reading strategies, moving beyond reliance on dictionaries to learning and applying skills such as prediction and summarization that can actively facilitate reading. Only in this way can the interest, quantity, and quality of students' English reading be enhanced, thereby cultivating their English reading abilities.

4.2 The Impact of Different Reading Instruction Models on Subject Literacy

To expand upon the initial findings and delve deeper into the nuances of the impact of various reading instruction models on students' English subject literacy, this study meticulously implemented a comprehensive, semester-spanning experimental teaching intervention. Two cohorts of Grade 12 students were selected, each subjected to a unique reading pedagogical strategy, thereby allowing for a controlled comparison of educational outcomes.

The control group was immersed in a curriculum grounded in conventional teaching methods, emphasizing a deep-dive analysis of vocabulary, syntax, and semantics. This approach aimed to strengthen students' foundational linguistic knowledge through intensive discourse reading instruction. The pedagogical strategy was designed to provide a solid base for understanding the mechanics of the English language, equipping students with the necessary tools to decode and comprehend complex texts.

Conversely, the experimental group was introduced to a dynamic and interactive task-based English reading instruction model (please refer to Appendix B for more details). This innovative approach integrated language knowledge with real-world applications, thereby aiming to bolster students' comprehensive language abilities. The tasks were crafted to not only develop linguistic proficiency but also to nurture critical thinking, problem-solving, and communication skills. This model of instruction sought to activate students' intrinsic motivation, encouraging active participation and engagement with the material.

Upon the conclusion of the semester, a posttest was meticulously administered to both classes, serving as a metric to gauge the effectiveness of the respective reading instruction models on students' English subject literacy. The results of this assessment, encapsulated in Table 2, provided a quantitative reflection of the students' progress and the pedagogical impact of the two distinct approaches.

Table 2. Pre- and Post-test Scores of Student English Subject Literacy under Two Teaching Models

Teaching Model	Number of Students	Pre-test Average Score	Post-test Average Score	Functional Item Pre-test Score	Functional Item Post-test Score	Grammatical Item Pre-test Score	Grammatical Item Post-test Score
Control Group	50	72	78	38	40	34	38
Experimental Group	50	71	92	37	46	34	46

Upon a closer examination of Table 2, it becomes evident that the experimental group, engaged in task-based reading instruction, has shown significant advancements not only in their functional language use but also in their grammatical proficiency when juxtaposed with the control group. The stark contrast in the improvement rates between the two groups underscores the potency of an integrated approach to language learning.

The experimental group's marked increase in scores on both functional and grammatical items post-instruction suggests that the task-based methodology provides a more conducive environment for the enhancement of English subject literacy. This instructional approach, which weaves together language knowledge with practical, communicative tasks, appears to be particularly effective in nurturing the students' abilities in comprehensive reading and writing.

The results are in concordance with the viewpoints of various scholars in the field, including Chen Mingxuan and Zhou Liang (2023), who advocate for the superiority of active learning strategies and task-oriented completion over passive reception of knowledge. They argue that when students are engaged in active learning, they are more likely to develop a deeper understanding and application of the subject matter, leading to better retention and utilization of knowledge.

In light of these findings, it is imperative for English reading instruction to evolve by incorporating tasks that not only reinforce language knowledge but also hone communicative skills. Teachers are encouraged to create a curriculum that bridges the gap between theoretical knowledge and practical application, fostering an environment where students can practice and refine their English abilities in a meaningful context.

The design of such tasks requires careful consideration and strategic planning. Teachers must select discourse materials that are relevant, engaging, and progressively challenging to cater to the diverse linguistic needs of the students. The tasks set should be scaffolded to build upon the students' existing knowledge while introducing new concepts and vocabulary in a manner that encourages exploration and discovery.

Moreover, the instructional process should be dynamic, allowing for flexibility and adaptation based on the students' responses and interactions with the material. Teachers must be adept at facilitating discussions, providing constructive feedback, and guiding students towards achieving the learning objectives set forth by the tasks.

The integration of language knowledge with communicative skills training is not merely an academic exercise; it is a critical component in the development of well-rounded English language users. By elevating the level of subject literacy, students are empowered to navigate various linguistic contexts with confidence and competence, be it in academic pursuits or professional endeavors.

4.3 The Relationship between Reading Competence and Subject Literacy

To delve deeper into the interplay between reading competence and English subject literacy, this study meticulously conducted a correlation analysis, focusing on a cohort of 100 Grade 12 students. The analysis was designed to explore the linkage between the students' performance on a standardized reading test and their outcomes in the final English examinations, two metrics that are indicative of their overall English language proficiency.

The reading test was developed to assess various components of reading competence, including reading speed, comprehension, vocabulary knowledge, and the application of reading strategies. These elements were selected based on their significance in the comprehensive acquisition of language skills and their contribution to effective communication in English. The final English examination, on the other hand, was a more holistic evaluation that covered a broader spectrum of language competencies, including grammar, writing, listening, and speaking skills, in addition to reading.

The correlation analysis involved calculating Pearson correlation coefficients to measure the strength and direction of the linear relationship between the reading test scores and the final English examination scores. This statistical method allowed the researchers to quantify the degree to which reading competence is associated with overall English subject literacy. The results of this analysis is depicted in Table 3,

Table 3. Correlation Analysis of Reading Competence and English Subject Literacy

Variable	Mean Score	Standard Deviation	Reading Speed Correlation Coefficient	Reading Comprehension Correlation Coefficient	Vocabulary Correlation Coefficient	Reading Strategy Correlation Coefficient
Reading Competence	82.34	12.54	0.482**	0.573**	0.612**	0.502**
English Subject Literacy	78.56	10.23				

As illustrated in Table 3, among the multidimensional indicators of reading competence, vocabulary size ($r = 0.612$) and reading comprehension ability ($r = 0.573$) exhibit a strong positive correlation with English subject literacy. This indicates a high degree of intrinsic association between the richness of English vocabulary and the use of reading comprehension strategies with the level of subject literacy. By specifically enhancing students' English vocabulary and guiding them to use appropriate reading comprehension strategies, the cultivation of English subject literacy abilities can be effectively promoted. The statistical data corroborate the significant impact of reading on the development of subject literacy and provide valuable insights for English language teaching practice.

English teachers must place a high emphasis on accumulating students' vocabulary and guiding their reading comprehension strategies, taking effective measures to expand students' vocabulary and improve their discourse analysis skills, with the aim of forming a solid English subject literacy. This necessitates providing suitable reading materials based on students' language profiles and designing training that fosters transferable thinking skills.

The significance of these findings lies in the empirical validation of the integral role of reading in the enhancement of subject literacy. It underscores the need for a pedagogical approach that not only focuses on the acquisition of language knowledge but also on the development of competencies that enable students to engage critically and constructively with the English language. By integrating these strategies into the English curriculum, educators can facilitate a more profound and holistic understanding of the subject matter, equipping students with the necessary skills to excel in their academic pursuits and beyond.

4.4 The Impacts of Reading Instruction on Subject Literacy: A Case Study

This study presents a case observation of an English weekly magazine reading program implemented in a senior high school in Jiangsu Province, with the aim of evaluating its effectiveness in enhancing subject literacy and providing a reference for the pathways of English reading instruction. The school introduced an elective course of English weekly magazine reading for the second-year students, covering non-linguistic knowledge types such as international current affairs, cultural topics, and scientific discoveries. The teaching method emphasizes the integrated training of reading and writing skills, with each issue of the magazine followed by related writing tasks, such as commenting on current events and describing cultural phenomena. After a semester of teaching, it was found that this English reading course, which integrates interest in information acquisition with language output, significantly increased students' learning interest and enthusiasm, enriched their knowledge, and particularly provided systematic training for their English writing abilities with noticeable improvement. Compared to other classes, students in this course showed a clear advantage in the comprehensive application of English abilities.

This case illustrates that English reading instruction, closely integrated with subject knowledge and tailored to students' needs, can effectively stimulate learning motivation and promote the comprehensive application of language skills, achieving the goal of improving English subject literacy. It offers valuable insights for our teaching practices, guiding the selection of English reading instruction pathways to cultivate subject literacy.

The case study provides a detailed account of the pedagogical strategies employed and their impact on students' learning outcomes. The elective course, designed to engage students with contemporary and relevant content,

serves as a platform for the application of reading skills within a meaningful context. The integration of writing tasks post-reading is a deliberate strategy to reinforce learning and encourage students to apply the knowledge gained from the reading materials.

The results of this case study are particularly noteworthy, as they demonstrate a significant enhancement in the students' English writing skills, an aspect that is often challenging to improve. The systematic training within the course structure has contributed to the development of a more nuanced understanding of the English language and its usage.

Furthermore, the comparative analysis with other classes highlights the effectiveness of the program in fostering a comprehensive grasp of the English language. The students' improved performance is indicative of the program's success in cultivating a higher level of English proficiency, which is essential for academic and professional pursuits in today's globalized world.

5. Conclusions and Recommendations

Through the meticulous lens of empirical research, this study has unveiled the profound influence that reading yields in the cultivation of English subject literacy among high school students. It emerges as a critical conduit for the development of this literacy, with the type of reading instruction applied bearing significant implications on its effectiveness. Notably, task-based reading instruction, which artfully blends language knowledge with communicative skills training, has been found to be more efficacious in elevating subject literacy than traditional discourse analysis methods. The study also underscores the positive correlation between English reading proficiency and subject literacy, highlighting the imperative role of bolstering reading capabilities as a foundational step in fostering subject literacy.

Reflecting on the study's findings, a tapestry of strategies for English reading instruction and subject literacy cultivation is woven. It is envisioned that by expanding the diversity of English reading materials, a more extensive knowledge base can be nurtured. The design of reading tasks that marry communicative objectives with language knowledge training is proposed to enhance the comprehensive application of language skills. Guidance in the flexible use of reading strategies is crucial to instilling independent reading capabilities, while the integration of reading with other language skills training ensures a holistic development of linguistic competencies. Furthermore, the encouragement of English reading projects and the establishment of a shared reading environment are seen as pivotal to harnessing the full potential of reading instruction in nurturing subject literacy.

The implications of this research extend to the realm of high school English reading instruction, offering a theoretical framework and practical guidance for cultivating subject literacy. To ensure the practical application of these findings, future research endeavors could benefit from an enriched sampling process, thereby augmenting the generalizability of the conclusions drawn. Longitudinal studies that track the enduring impact of reading on subject literacy over time are suggested to provide a dynamic perspective on this relationship. Additionally, the exploration of information technology's role in English reading instruction presents an opportunity to enrich pedagogical approaches. Lastly, the development of a more systematic evaluation system for English subject literacy is recommended to accurately gauge the efficacy of teaching interventions.

Acknowledgments

The research presented in this paper was supported by a grant from the China Tao Xingzhi Research Association for the project "Research on Cultivating and Enhancing Subject Literacy in High School Students through Reading" (Project Number: 2023JS0029). This financial assistance was pivotal to the execution of our study. Our manuscript has been significantly improved by the critical feedback provided by several colleagues, whose insights have enriched our analysis and presentation of findings. We also appreciate the efforts of those who assisted with the preparation of the manuscript, ensuring its clarity and coherence. Any special agreements regarding authorship are as stated in the author note. And we thank all the editors for their dedicated efforts.

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Appendix A

Reading Habits and Subject Literacy Survey

Instructions: Please read each statement carefully and respond according to your experiences and perceptions. There are no right or wrong answers; we are interested in your honest responses.

Section A: Demographic Information

Grade: _____

Gender: Male Female

1. How would you rate your overall English proficiency? (1=Not at all proficient, 5=Highly proficient)

Section B: Reading Habits

2. On average, how many minutes per day do you spend reading in English outside of class assignments?

Less than 30 minutes:

30-60 minutes:

More than 60 minutes:

3. What types of English materials do you usually read? (Please mark all that apply)

Textbooks:

Newspapers:

Books:

Online articles:

Other (please specify): _____

4. What are the main sources of difficulty when you read in English? (Please mark all that apply)

Vocabulary:

Background knowledge:

Language complexity:

Content understanding:

Other (please specify): _____

Section C: Reading and Writing Abilities

5. How confident do you feel about your English reading comprehension skills? (1=Not confident at all, 5=Very confident)

6. How confident do you feel about your English writing skills? (1=Not confident at all, 5=Very confident)

7. Please rate the following reading strategies you use in English. (1=Never use, 5=Always use)

Using a dictionary: _____

Making inferences: _____

Summarizing content: _____

Marking or annotating text: _____

Other (please specify): _____ / _____

Section D: Impact of Reading Instruction

8. Have you participated in any task-based reading activities in English class? If yes, please describe the activity and how it influenced your reading and writing skills.

9. How has your English reading curriculum influenced your overall interest in reading and learning English?

Section E: Open-Ended Questions

10. What do you think are the benefits of reading in English for your language learning?

11. Are there any specific changes you would like to see in the way English reading is taught at your school? If so, please explain.

Section F: Consent and Completion

By completing this survey, you consent to participate in this study. Your responses will be kept confidential and used for research purposes only.

I agree to participate in this study.

Date of completion: _____

Appendix B

Standardized Reading Test Description

1. Introduction

The standardized reading test was developed as part of a comprehensive study on English reading teaching and subject literacy cultivation strategies in high schools. This test is designed to assess various components of reading competence among high school students, providing a reliable measure of their language skills and abilities.

2. Purpose of the Test

The primary objectives of the standardized reading test are to:

- (1) Evaluate students' reading speed and comprehension.
- (2) Assess their vocabulary knowledge and application.
- (3) Measure their ability to apply effective reading strategies.
- (4) Correlate reading competence with overall English subject literacy.

3. Test Components

The test consists of the following components, each designed to measure a specific aspect of reading competence:

- (1) **Reading Speed:** This section assesses how quickly students can read and understand a given text. Students are given a timed passage to read and answer questions based on the content.
- (2) **Comprehension:** This part evaluates students' ability to understand and interpret the content of a text. It includes questions that test their grasp of main ideas, details, and inferences.
- (3) **Vocabulary Knowledge:** This section tests students' English vocabulary by presenting them with words in context and asking them to choose the correct meaning or to use the words correctly in sentences.
- (4) **Application of Reading Strategies:** This component assesses how well students can apply various reading strategies, such as prediction, summarization, and critical analysis, to enhance their understanding of the text.

4. Test Administration

The test is administered in a controlled environment, ensuring that all students have the same conditions for taking the test. The test is timed to ensure consistency in the assessment of reading speed.

5. Scoring System

Each component of the test is scored individually, and the scores are then combined to provide an overall reading competence score. The scoring system is designed to be objective and consistent, with clear guidelines for evaluating each type of question.

6. Reliability and Validity

The test has been piloted and refined to ensure its reliability and validity. Reliability refers to the consistency of the test results, while validity refers to the test's ability to accurately measure what it is intended to measure.

7. Correlation with Subject Literacy

The results of the standardized reading test are correlated with the students' outcomes in the final English examinations to explore the relationship between reading competence and English subject literacy. This correlation analysis uses statistical methods, such as Pearson correlation coefficients, to quantify the degree of association between the two variables.

8. Conclusion

The standardized reading test serves as a critical tool in the study, providing empirical data that supports the research findings. It offers insights into the effectiveness of task-based approaches in enhancing students' English reading abilities and their impact on overall subject literacy.

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