

A Study of Teaching Strategies for English Reading in Junior Middle School Based on Core Literacy

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Abstract: *Under the background of strengthening the implementation of quality education, the new curriculum standard of 2017 puts forward the Core Literacy of English subject and takes it as the specific goal of the middle school English curriculum. The Core Literacy of English subject concisely generalizes the correct values, essential qualities, and critical abilities that students gradually form through learning English knowledge. The main task of this paper is to study which reading teaching strategies can better cultivate the English Core Literacy of middle school students. Based on this task, this paper first elaborated on the specific connotation and significance of the four aspects of Core Literacy of English subject. It used the documentary method and questionnaire method to describe the current situation of English reading teaching in junior middle schools, from which to know the achievement of the Core Literacy goal. Case analysis and other educational research methods describe typical cases, and the reading teaching strategies and their teaching effects are compared and analyzed. Based on the theory of constructivism, this paper summarizes the reading teaching strategies that are beneficial to cultivating the Core Literacy of English subject of junior high school students by integrating various cases and putting forward feasible teaching plans for reference and implementation.*

Keywords: *English teaching, Core Literacy, reading teaching strategies*

1. Introduction

For the good implementation of quality education, the new curriculum standard sets the Core Literacy of English as the specific goal of the middle school English curriculum. The Core Literacy of English subject consists of four aspects, namely language ability, learning ability, thinking ability and cultural awareness^[1]. These are the concentrated expressions of the value of education of the subject and the correct value concepts, essential characters, and critical abilities gradually formed by students through learning. The teaching of English reading plays a vital role in improving students' Core Literacy. Based on the Core Literacy, the analysis of the current junior middle school English teaching cases and the observation of the effect of the reading strategies' implementation are beneficial to the induction of effective teaching strategies for English reading to improve students' language ability, thinking ability, learning ability, and cross-cultural awareness.

The main content of this study is to solve the following three questions: (1) What is the present status of the Core Literacy of English subject in the teaching design and actual implementation of Junior high School English reading? (2) What problems do teachers face when they design reading teaching based on English subject Core Literacy and when they apply reading teaching strategies in actual English teaching? (3) Based on the above two points, what kind of reading teaching strategy is more conducive to cultivating students' Core Literacy of English subjects? Based on specific teaching cases and practical implementation effects, this paper is an attempt to analyze and evaluate current English teaching strategies in junior middle schools with constructivism as the primary theoretical basis and case analysis as the main research method to summarize reading strategies conducive to cultivating students' subject Core Literacy.

2. Definition of Key Concepts

2.1 Definitions of Core Literacy

In March 2014, Core Literacy was put forward for the first time in China. The Ministry of Education issued "The Suggestions about the Comprehensively Deepening of the Curriculum Reform,

and the Implementation of the Fundamental Task of Fostering Character and Civic Virtue"^[2]. This public document put forward the Core Literacy system in each school section and defines the necessary character and critical ability that students should possess to meet the needs of lifelong development and social development. It is also required to refer to the construction of the students' Core Literacy system as the vital link to promoting curriculum reform.

On the morning of September 13, 2016, the research results conference on "The development of Core Literacy of Chinese students" was held, and a program was advanced that the core of the development of Core Literacy of Chinese students is to cultivate "all-round development of people," The program consists of three aspects: cultural foundation, independent development, and social participation^[3]. It is comprehensively manifested in six qualities such as humanistic background, scientific spirit, learning to study, healthy life, responsibility, practice, and innovation, and divided explicitly into 18 essential points such as national identity. All components are interrelated, complement and promote one another, playing an overall role in combination in different situations^[4].

Core Literacy can promote the development of students. It is both the foundation and the pillar for student development, supporting the future development of students. The cultivation of students' Core Literacy and promotion of students' ability has a guiding effect on students' life and future. The Core Literacy injects new vitality into the new curriculum reform, enriches its connotation, and further highlights the core concept of people-oriented and student development. There is a direct and deep connection between Core Literacy and curriculum reform^[5]. This direct and deep connection is mainly reflected in defining the direction and purpose of curriculum reform. In addition, it is also the core goal of curriculum reform and the fundamental basis of textbook compilation, education and teaching, examination evaluation, and system management.

2.2 Definitions of English subject Core Literacy

"Subject Core Literacy" refers to the correct values, essential qualities, and key abilities gradually formed by students through discipline learning. As for the relationship between Core Literacy and subject Core Literacy, Ge Jianhua (2017) pointed out that "only when the superior Core Literacy and subject Core Literacy are combined and really run through the whole teaching process, can the Core Literacy be put into practice, enter into the Literacy structure of students, and become students' own Literacy^[6]". The English Curriculum Standards for General Senior High Schools (2017 Edition) divides the Core Literacy of English into four main dimensions: language ability, cultural awareness, thinking quality, and learning ability^[7], which are explained as follows:

(1) Language ability

Language ability refers to the ability to use language to understand others and express oneself in social situations, including language skills such as listening, speaking, reading, writing, and meaning expression skills, as well as language awareness and language sense. It also means students' understanding of language itself and recognition of their communicative identity.

Cultural awareness

Cultural awareness means the perception, identification, attitude, and behavior orientation of different cultures in the context of globalization. Awareness refers to the ability of students to understand and explain the cultural background of different ethnic groups in the process of learning English, respect the cultural customs and habits of different regions, and develop specific intercultural communication skills. At the same time, cultural awareness also attaches importance to the formation of correct cultural attitudes and viewpoints after learning and the ability to identify and absorb excellent culture at home and abroad.

(3) Thinking quality

The quality of thinking involves the individual characteristics of thinking, logical thinking, critical thinking, and creative thinking. It is not only to train students to identify and analyze problems accurately, and to rationally express their views through reasoning and judgment, but also to train students to form English thinking ability and treat problems with the thinking way of Native English speakers.

(4) Learning ability

Learning ability is about the active use and adjustment of English learning strategies by students in the learning process according to their characteristics, and learning needs to broaden English learning

channels, improve the awareness and ability of English learning efficiency, and create favorable conditions for independent learning, cooperation, learning and inquiry learning.

The curriculum standard requires that curriculum content and teaching methods be consistent with the new teaching objectives, which should be constructed based on the ability of comprehensive language use and English Core Literacy. In order to implement the core quality of English subject to students, the curriculum system, evaluation system and teaching model must be reformed following the new curriculum standard.

2.3 Definitions of teaching strategies for English reading

The core problem to be solved by teaching strategies is how to teach. It is a series of teaching behaviors and methods adopted by teachers to achieve specific teaching goals. A teaching strategy is an implementation plan based on teaching theory and aimed at achieving specific teaching goals, involving the selection of teaching methods and teaching materials, and is the teaching method used by teachers according to teaching tasks^[8]. All in all, most of the definitions of teaching strategies express that teaching strategy is a combination of teaching principles, teaching methods, and teaching skills and is an implementation plan. These views are reasonable to a certain extent, but it is unreasonable to regard teaching strategies only as the accumulation of teaching methods and skills. If a person has a variety of teaching skills and methods, or has a ready-made plan, he absolutely has a teaching strategy, from this perspective, this view is biased.

Research shows that reading in English is very important to English learning. Some senior teachers pointed out that teachers should consider students' life experience, age characteristics, and previous knowledge when teaching English reading. Teachers should combine the theories of cognitive psychology and educational psychology to sort out the mistakes that students often make in the process of reading, and carry out individualized teaching according to the individual differences of students.

Based on the comprehensible input hypothesis, scholars discussed the effective reading mode in English reading teaching through the analysis of the purpose of reading, expounded the significance of improving English efficiency, and put forward suggestions of it^[9].

A thorough studying of the various definitions of English reading teaching and teaching strategies, a synthesized definition may be safely drawn as the following: English reading teaching strategies are a set of teaching plans that can be operated step by step, which can help English teachers complete teaching goals through the completion of reading tasks^[10]. At the same time, the operation of teaching strategies requires teachers to combine their own practical experience and adopt different teaching methods according to different situations. In the actual teaching process, the content and purpose of teaching, the learning style of students, the teaching style of teachers and so on, these factors affect the teaching effect. Therefore, in order to achieve teaching goals, teachers are supposed to consider comprehensively various factors and choose the most suitable and effective teaching strategies.

3. Introduction to Theoretical Basis

Constructivism theory is a further development from behaviorism to cognitivism, and its ideas are mainly derived from cognitive processing, theories and the thoughts of Vygotsky, Piaget and Bruner. Constructivism appeared in the field of psychology in the 1990s^[11]. As a new kind of constructivism of learning theory, it gives new meaning to learning.

First of all, in the view of knowledge, constructivism holds that knowledge has relativity and uncertainty, and it changes with the constant changes of society. Knowledge is situational, and learning requires reorganization, even the creation of knowledge corresponding to specific situations to solve problems better. The knowledge learning has subject constructivism which means that learning is to construct the existing experience meaningfully.

From the perspective of students, constructivism believes that "students do not enter the classroom with empty head"^[12]. Students have already formed rich experience in daily life. Therefore, teachers need to connect students' already formed experience to learn new knowledge and help students acquire new knowledge from the original experience.

In terms of teaching view, constructivism advocates that teachers should structure knowledge meaningfully in real situations through operation, dialogue and collaboration based on existing knowledge experience.

Constructivism is widely used today. Experts and teachers have also studied many learnings and teaching methods based on constructivism, such as situational teaching, scaffolding teaching, anchored teaching, cooperative learning and so on.

Because of its novelty and comprehensiveness, constructivism is often regarded as the basic principle of teaching strategies in modern teaching^[13]. Therefore, based on the basic viewpoint of constructivism, this paper will also explore how teachers conduct reading teaching to cultivate students' subject Core Literacy.

4. Specific Research

4.1 Current situation of the implementation of Core Literacy

In academic research, the documentary method is usually used to investigate the current situation because of its efficiency^[14]. Documentary method, also known as a historical documentary method, is a comprehensive and correct method to study a certain problem by reading, analyzing and sorting out relevant documents. The documentary method is flexible. From the perspective of operation, the document method is not limited by time and space, and has quite strong flexibility.

The main steps of the document method are as follows : (1) Compile outline catalogue; (2) Collect and identify relevant literature, (3) Read relevant literature in detail and extract; (4) Organize and write the paper report according to the materials extracted from the outline^[15].

The outline of the search by a documentary method is research on the current situation of English reading teaching strategies in junior middle school from the perspective of Core Literacy. Through the documentary method, a large number of relevant online academic papers, journals, magazines, meeting minutes, and other texts can be queried so as to comprehensively understand the strategies of current frontline teachers in junior middle school English reading teaching.

By collecting and reading 192 articles related to outline in HowNet, and extracting, the author of this paper has found that the cultivation of English subject Core Literacy in junior middle school English teaching in China is still in the exploratory stage. Although some middle schools have taken some valuable methods in English reading and have made outstanding achievements, most of the junior middle school English reading still has many problems in teaching practice, which restrict the cultivation of students' Core Literacy.

Academic performance is an important standard of school education level^[16]. Therefore, although teachers are well aware of the importance of Core Literacy for the growth of students, in order to improve the visual level of education, teachers still obviously focus on explaining learning knowledge and test-taking skills and seldom carry out teaching work around Core Literacy in class. In the long run, although the students' English learning ability has been improved, their other subject, Core Literacy, has not been improved. Teachers mostly adopt the method of indoctrination teaching, so as to promote the work of teaching of English reading knowledge. The result is the interaction with students in English reading learning is scant. In the face of an extended foreign language reading, it is difficult for students to keep their attention focused therefore they gradually lost interest in learning English. What remains is their passive listening, with their thinking ability scarcely effectively exercised.

In addition, teachers who carry out English teaching in class do not provide sufficient learning opportunities for students to read more materials. Due to the limited time in class, students can not get rich reading knowledge from the class, and their English vocabulary and knowledge can not be expanded.

Furthermore, no close relationship between English reading teaching and English Core Literacy is established, which in turn negatively affects the development of students' Core Literacy.

It can be seen that the current situation of English reading teaching in junior middle schools is not optimistic. Therefore, teachers need to take reasonable measures to improve students' English reading and cultivate students' Core Literacy.

4.2 The problems and dilemmas in the implementation

Questionnaire survey is a method for researchers to obtain relevant information and data through pre-designed questions. The researcher gave a series of questions related to the research purpose in

written form and asked the respondents to answer them. Through the collection and analysis of the answers to the questions, the relevant information was obtained.

The questionnaire method is used for this paper in order to collect the main problems that front-line teachers face in cultivating students' English Core Literacy.

In this paper, a questionnaire survey about the main problems that front-line teachers face in cultivating students' English Core Literacy was conducted among 100 middle school English teachers from No. 4 Middle School, No. 6 Middle School and No. 8 Middle School in Zoucheng, Jining city, Shandong Province. The questions in the questionnaire mainly focus on the problems teachers encounter in cultivating students' English Core Literacy in English reading teaching, and what are the possible causes of these problems according to the involved teachers. 89 valid questionnaires were finally got after repeated distribution and recycling of questionnaires.

In the valid questionnaire, 89.3% of the teachers think that the reading materials in schools are relatively simple and lack sufficient materials for students to broaden their horizons; 81% of the teachers believed that students' interest in reading was maintained for a short time; 79.5% of teachers think, especially in cultivating students' subject Core Literacy culture consciousness-related aspects, using new teaching methods such as role-play can improve the students' interest, but at the same time, a lot of students only pay attention to the novel style of teaching, rather than focusing on knowledge and ability, which makes the classroom efficiency lower.

After the amount of statistics and inductive analysis, the main problems teachers faced and the reasons behind them are concluded as follows:

4.2.1 Scant reading materials in schools

Table 1: The questionnaire about the reading materials

Item	contents	A	B	C	D
1	Where do the text materials for reading teaching come from?	77%	0%	19%	4%
2	What are the subjects of reading teaching mostly about?	20%	6%	51%	23%

From the table 1, specific information can be obtained as follows. For the item1, 77% of the teachers chose A: material from textbooks; 0% of the teachers chose B: students choose independently; 19% of teachers chose C: from previous exams; 4% of teachers chose D: from the newspapers in the library.

For the item2, 20% of the teachers chose A: About students' study life; 6% of the teachers chose B: about Chinese and Western culture; 51% of the teachers chose C: fitting the textbook unit theme; 23% of the teachers chose D: selecting topics commonly used in exams.

At present, there is a lack of high-quality English reading materials in junior middle schools. In public schools, students are often only exposed to the texts without anything else. Some reading materials only serve as the carrier of knowledge points, and students have no access to authentic Western culture^[17]. Without suitable materials which contain cultural values, reading teaching is difficult to be carried out inside and outside the classroom, and there is no suitable discourse material to support the cultivation of reading strategies, reading comprehension, and cultural awareness.

4.2.2 Monotonous and dull teaching methods

Table 2: The questionnaire about the teaching methods

Item	contents	A	B	C	D
3	What is your usual teaching method?	7%	12%	70%	11%
4	What type of homework do you usually assign to students?	62%	26%	4%	8%

From the table 2, specific information about teaching methods can be obtained as follows. For the item3, 7% of the teachers chose A: students explain, teachers listen; 12% of the teachers chose B, group discussion; 70% of the teachers chose C: PPT presentation was played most of the time in class; 11% of teachers chose D: flexible changes according to different teaching contexts.

For item 4, 62% of the teachers chose A: do exercises on textbook; 26% of teachers chose B; write a follow-up article; 4% of teachers chose C: to find more knowledge online; 8% of the teachers chose D, understand the words, long and short sentences of the passage.

At present, some junior middle school reading courses can not be called fundamental reading teaching, teachers lack professional guidance in English reading teaching, and some teachers still focus on teaching vocabulary and grammar knowledge, and do not rely on reading materials well to explore the deep meaning of the text to convey to students. Some teachers use strategy for strategy's sake and teach for teaching's sake, and ignore the attention to students' thinking in textual content, judgment, and analysis, ignoring the article structure and the internal logic relations of content, as a result, students are unable, through the overall grasp of the structure of the text and the analysis of language characteristics, to understand the author's attitude and thoughts which he or she wants to convey to readers.

4.2.3 Weakened interest in reading

Table 3: The questionnaire about the learning interest

Item	contents	A	B	C	D
5	During the course of your class, do the students' interests decline and their attention is not focused?	66%	20%	10%	4%
6	What do you think are the reasons for these phenomena?	34%	18%	6%	32%

From the table 3, details about the students' learning interests can be obtained as follows. For item 5, 66% of the teachers chose A: more frequently; 20% of teachers chose B: sometimes; 10% of teachers chose C: occasionally; 4% of classrooms chose D: never.

For the item6, 34% of teachers chose A: Students have fear of English and deliberately avoid knowledge they don't understand; 18% of teachers chose B: Students do not understand the meaning of learning English; 6% of the teachers choose C: students do not like traditional teaching methods; 32% of the teachers chose D: Because the content of the teaching articles could not arouse students' interest. In addition, 10 % of teachers added some other ideas.

Affected by traditional examination-oriented education, junior middle school English teachers in the teaching process is systematically teach students the basic knowledge of English and then through repeated topics to solve the problem. To achieve the teaching goal, although such teaching method can rapidly enhance the students' English achievements, it inhibits the cultivation of the students' reading interest, leading to a dull class. The monotonous method, lack of teaching content and the large gap between text content and real-life directly lead to many students' inability to concentrate on English reading and even suffering from reading materials.

4.3 Case analysis

The above describes the current situation of the cultivation of Core Literacy in junior middle school English reading teaching, as well as the problems faced by teachers and the reasons behind them. After understanding the current situation and problems, the next step of this paper will focus on which reading teaching strategies can solve the above problems and change the dire situation.

To analyze the advantages and disadvantages of different teaching strategies in different reading cases, this paper mainly adopts the case analysis method. Case analysis method, also known as the typical analysis method, is a scientific analysis method that conducts in-depth and thorough research on representative things or phenomena, so as to obtain an overall understanding.

The specific steps are as follows: (1) Select representative events as analysis objects; (2) Collect information about candidates, including direct information or indirect information, mainly collect first-hand information, including academic reports, works and papers written by the pilot participants; (3) Systematically organize the collected data and classify them according to the project and content of the analysis and research; (4) Finally, a comprehensive analysis of the analysis results is conducted to explore the understanding of the overall regularity. This research method is usually used in combination with other research methods in education research^[8].

By searching classic reading teaching cases, the teaching strategies are extracted and compared so as to find out which teaching strategies are more conducive to cultivating students' subject Core Literacy. For example:

Case 1: In the unit of reading teaching "What were you doing when the rain came?", in order to further promote the development of students' language thinking, the two teachers organized two groups of students(from the same class) to carry out a "script performance" activity. Teacher A divided the students into six to eight groups and adapted the English script according to the theme of the reading article in this lesson. Secondly, she let students assign roles in groups to perform, deepen the content

and meaning of the lines to further strengthen the coherence and artistic character of the script, and ensure that every student can experience the artistic communication in the role; Finally, she let the students finish the formal performance in the classroom. Other groups should record their comments while watching the performance in the student performance. After watching the performance, they should comment on their favorite group performance. Students should comment on subjective points, objective points, language style, artistic color, characterization, and other aspects. As a control group, teacher B adopted a more traditional teaching method, the expository method.

Finally, it is found that students in group A comprehensively use language thinking to solve and deal with all the problems, while group B students have poor interest retention, and their thinking is not active. Therefore, this case proves that it is an important process to use activities to arouse students' interest and exercise their quality of thinking and let students participate in class as much as possible.

Case 2: When learning the unit "Do not eat in class", to know which method can improve students' language ability, the teacher in group A designed three steps of reading. First, students are required to complete speed reading. Students mark unknown words and phrases in the passage and annotate them in the text through dictionaries or other means. Second, students are required to complete close reading. In this reading process, students need to mark important words, phrases, sentence patterns, and grammar in different colors, then understand and apply them to complete the task of constructing sentences. At the same time, students should summarize the content of each paragraph and find the progressive and the relationship between paragraphs so as to further refine the general idea of the article. Third, students are required to finish reading. Students need to focus on the content of the text and the central idea, understand the author's writing intention, then express personalized views through their own understanding to further achieve the purpose of reading. In addition, teachers can also use the method of reading aloud in sections, reading aloud in different roles or role-plays to let students have reading or communication activities and further exercise students' language ability in the activities. The teacher in group B introduces the background and knowledge of the article step by step in the form of PPT. Then, the teacher lets students read and practice by themselves.

For the classroom effect evaluation of group A/B in the two cases, ten professional teachers were invited to conduct online classroom observations and comments. The results are shown in the table 4 (the number represents the number of people who approve).

Table 4: Observation and evaluation of classroom effect in group A/B

Proceedings	Details	Excellent (80%-100%)		Good (66%-80%)		Average (50%-65%)		Limited (26%-50%)		Insufficient (1%-25%)	
		A	B	A	B	A	B	A	B	A	B
Knowledge& skills	Attentive concentration	8	2	2	0	0	0	0	1	0	7
	Exercise	2	7	3	3	2	0	2	0	1	0
Participation in class	Intellectual curiosity	6	1	3	0	1	2	0	1	0	6
	Extracurricular books reading	4	0	3	0	2	2	0	1	1	7
Self-confidence in class	Different questions raising	8	1	1	0	1	0	0	0	0	9
	A bold attempt of personal ideas	9	0	1	0	0	2	0	3	0	5
Teamwork in class	Different views adoption	8	1	1	2	1	1	0	1	0	5
	Sincere personal mind expression	7	2	1	0	1	3	1	1	1	4
Logicity in class	Systematical views expression	5	1	1	1	1	1	1	1	2	6
	Clear problem-solving process	6	2	1	1	2	0	1	5	0	3
	Designed work	8	0	2	0	0	1	0	0	0	9
Creativity	Ability to use different methods	7	0	2	0	1	1	0	2	0	7
	Ability to Think Independently	5	0	0	2	2	3	1	0	2	5

Finally, we found that in group A, the students were more focused and efficient in the task, and after the task, their observation ability, reading speed and comprehension ability were significantly improved. However, group B students only focus on the basic knowledge and the correct rate of solving problems,

and the improvement of learning ability is slow. Teaching methods can improve students' language ability more than teaching knowledge, which is in line with the principle of constructivism.

The other two aspects of English Core Literacy, namely learning ability and cultural awareness, are also analyzed. Due to the limited space of the paper, they will not be discussed here in this paper.

4.4 Strategy induction and implementation suggestions

Based on the above case analysis, this paper will conclude strategies from four aspects of the English subject Core Literacy and provide suggestions for teachers to cultivate students' Core Literacy through English reading teaching.

4.4.1 Language ability cultivation through English reading teaching

First of all, in English teaching, teachers themselves need to deeply understand the historical and humanistic implications behind the text to achieve a profound interpretation of the text with logic and content, to set up reading tasks to inspire the thinking of junior middle school students.

Then the teachers can use the text retelling, that is, let the students retell a text in their language; Topic debating, that is to dig out a topic worthy of debate according to the content of the article and divide the class into pros and cons for debate competition. Making up the text play by oneself, that is, let the students design the play according to the text and then play a role in groups, so that the students can feel the text personally and exercise their language ability.

Finally, teachers can also use the combination of listening and reading or reading combined with a reading method. The combination of listening and reading, that is, let the students look at the reading material with the tape or the teacher read aloud in order to correct the students' pronunciation and intonation, and then let the students read aloud, train the students' language sense. The combination of reading and speaking requires students to explain or retell materials orally in English after students read aloud, to cultivate students oral communication skills. This method can not only enhance students' sense of the English language but also enhance their oral expression ability and develop their language ability.

4.4.2 Learning ability cultivation through English reading teaching

The new curriculum standard emphasizes that English teaching should be teacher-led and student-centered^[18]. However, in actual teaching, most teachers still have the right to speak in class, and students' independent learning ability is limited.

Therefore, it is necessary to improve students' independent learning ability by making them think actively, design questions independently, and solve problems cooperatively.

For example, the whole class can be divided into two groups, A and B. Each group should read the text in advance and be ready to ask questions from the other group. Then two groups ask questions and answer questions respectively. This way of cooperation within the group and competition outside the group can stimulate students' initiative to the greatest extent, ensure higher learning efficiency, and cultivate students' independent learning ability, so that students really grasp the initiative.

4.4.3 Thinking quality cultivation through English reading teaching

When encountering a story text, teachers can use text rewriting to set an open ending, so that students can give full play to their imagination and creativity to change the story; or teachers let the students guess the antecedent of the story and predict the result after the story by writing a composition in order to combine the training of reading and writing. This can not only attract students' interest, promote language output, but also enable students to open their minds, think positively, promote the growth of thinking.

In addition, teachers can also use mind mapping to help students improve their inductive ability, and use brainstorming to cultivate students' development thinking.

4.4.4 Cultural awareness cultivation through English reading teaching

In the context of globalization, it is important for students to have cultural awareness, improve their cultural appreciation ability, the ability to identify with other cultures and their awareness of cross-cultural communication^[19].

In specific reading teaching strategies, teachers can put Chinese and foreign cultural works with the

same theme together and let students make comparative analysis;

Teachers should use multimedia and other teaching resources, tell more cultural background knowledge in the reading leading-in link as much as possible, which is beneficial to cultivate students' cultural awareness; In addition, teachers should pay attention to excavating the cultural information behind the reading materials, and let students understand the similarities and differences between Chinese and foreign cultures through these methods, so as to enhance students' cultural appreciation, shape their cultural character, and correctly guide the cultivation of their Core Literacy.

5. Conclusion

To sum up, it is necessary to strengthen the optimization of English reading teaching strategies to ensure the cultivation of students' subject Core Literacy effectively. On this basis, English teachers should fundamentally improve their English teaching level and create a relaxed, free and happy atmosphere for students. First of all, they should pay attention to the study of basic English knowledge so as to lay a solid foundation for the effective cultivation of students' subject Core Literacy. Secondly, the situational teaching method should be adopted to stimulate students' interest and enthusiasm in learning and improve their understanding of English articles. Thirdly, the use of group teaching form will better enrich students' reading emotions; Finally, to further improve students' comprehensive English application ability, it is important for teachers to emphasize English teaching material content, continuously improving the students' English knowledge capacity by increasing the students' reading level and promote the students' sustainable development of English subject Core Literacy through developing a rich, diverse, innovative teaching method according to constructivism.

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