

Analysis of the Reading Text of Compulsory One of High School English in Foreign Language Research Press from the Perspective of Theme Context

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Abstract: This article takes the Foreign Language Research Press High School English Compulsory One textbook as the research object, referring to the theme context classification in the "General High School English Curriculum Standards (2017 Edition, 2020 Revision)" (hereinafter referred to as the "Curriculum Standards"), and conducts in-depth analysis on the overall characteristics, distribution, input order of the theme context of the reading text and its subordinate theme groups, as well as the factors that affect the input order of each theme group within each theme context. The aim is to discover its presentation rules and provide a series of suggestions and references for frontline teachers on how to effectively use and objectively evaluate the textbook.

Keywords: Thematic Context; Foreign Language Research Press High School English Compulsory Course 1; Textbook Analysis; Reading text

1. Introduction

Textbooks are at the core of the education system and are the basic tools for students to learn knowledge and practice skills, as well as the important reference for teachers' teaching. In current English teaching, thematic contextual inquiry has become a key way to promote students' comprehensive improvement of language proficiency and core literacy. The Curriculum Standard points out that the content of the English curriculum is the basis for the development of students' core literacy in the English subject, which consists of six elements: thematic contexts, discourse types, language knowledge, cultural knowledge, language skills and learning strategies. The thematic context covers people and self, people and society, and people and nature, and involves content in the

fields of humanities and social sciences and natural sciences, providing topics and contexts for disciplinary education. Students' exploration of the meaning of the topic should be the most important content of students' language learning, which directly affects the degree of students' discourse comprehension, the level of thinking development and the effectiveness of language learning [1]. The Curriculum Standard requires the English curriculum to regard the exploration of thematic meaning as the core task of teaching and learning, and to integrate the learning content in this way, leading to the integration and development of students' language proficiency, cultural awareness, thinking quality and learning ability [1]. Therefore, it is of great significance to analyze English textbooks under the perspective of thematic context.

Based on the research results of previous researchers, this study focuses on the English Compulsory I textbook of the Foreign Studies Edition, analyzes the thematic context characteristics, distribution and input order of the reading text, and aims to explore the inherent rules of the textbook in terms of teaching presentation. Through the analysis, practical teaching suggestions are provided for frontline teachers I. Introduction

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Based on the research results of previous researchers, this study focuses on the English Compulsory I textbook of the Foreign Studies Edition, analyzes the thematic context characteristics, distribution and input order of the reading text, and aims to explore the inherent rules of the textbook in terms of teaching presentation. Through the analysis, practical teaching suggestions are provided for frontline teachers to help students explore the meaning of the theme in depth, strengthen the overall concept of the theme, enhance the ability to interpret the discourse and the development of thinking, thus optimizing the effect of language learning and achieving the comprehensive development of students' English literacy.

2. Literature Review

Scholars at home and abroad have accumulated a certain amount of research on high school English teaching materials. Foreign research started earlier, and has made a series of achievements by conducting in-depth research on the methods, contents, theories and other aspects of textbook evaluation. Domestic research started later, mainly analyzing and exploring the cultural content, writing characteristics and problems of teaching materials.

With the rapid development of teaching materials construction in recent years, the number of related theoretical and empirical studies in China has been increasing. However, in the advanced search of ZhiNET, selecting the core journals and

searching with "high school English teaching materials" as the keyword, we found that there are only 12 pieces of literature related to the analysis and evaluation of teaching materials from 2011 to 2024. Among them, Tang Frost analyzes the cultural content of the old and new high school textbooks of the same publisher, the Humanistic Teaching Edition, in a comparative manner [2]. Some scholars analyze the writing and revision features, problems and countermeasures of a certain high school English textbook, for example, Wang Qiang and Wang Qi analyze the revision basis, main changes and features of the 2019 edition of the general high school English (Beijiang Normal University Edition) textbook [3]; Wang Shouren and He Feng analyze the body and writing features of the 2019 edition of the general high school English (Translation Edition) textbook [4]; and Wu Chi et al. analyze the the problems and countermeasures of writing English textbooks for general high schools in the context of the new curriculum standard [5]. Some scholars, such as Chen Bohua and Wu Yuewen, analyzed the textbooks from an interdisciplinary perspective [6], while others, such as Zheng Yan and Chen Xuefen, analyzed the textbooks from an intercultural communication perspective [7]. Some scholars compare and analyze the text topics of textbooks from different publishers in the same period, for example, Guo Jianrong compares and analyzes the texts of high school English textbooks from the Renjiao edition and the Foreign Research Service edition [8]. After the promulgation of the new curriculum standard, cultural awareness and cultural content in textbooks have received widespread attention, and there are more and more studies related to culture in high school English textbooks, He Lifen analyzes the current situation of integrating Chinese culture in high school English textbooks [9]; Yang Luna researches on the strategy of high school English textbooks to tell a good story about China [10]; Zhang Hong and Li Xiaonan put forward the framework for analyzing the cultural presentation of foreign language textbooks, and based on this framework to quantitative statistics and qualitative analysis of cultural presentation in a set of high school English textbooks published in 2019 [11]. In addition, the study of illustrations in textbooks has also been a hot topic in recent years. Chen Bohua and Tao Huizheng conducted a study on gender stereotypes of illustrations in the compulsory high school English textbook of the Renjiao edition

[12]. Other scholars have studied high school English textbooks in other aspects, for example, Guo Baoxian explored and analyzed learner-centered English textbooks: characteristics, performance and implications [13]. A simple combing of the results of literature search reveals that there are not many papers in China that take high school English teaching materials as the object of research, and research that analyzes teaching materials from the perspective of thematic contexts is even rarer.

After broadening the scope of literature search to general journals, studies focusing on thematic contexts show a two-track trend. On the one hand, the research focuses on the overall layout of the textual thematic context and the rationality assessment of the presentation order. For example, based on Byram's evaluation framework, Ding Cheng deeply analyzed the distribution of cultural thematic content in the compulsory high school English textbooks of the Foreign Studies Edition, the BeiNiDa Edition, and the RenJiao Edition, and explored its reasonableness [14]; while Gao Mingmei used Cunningsworth's checklist theory as a tool to compare the thematic contexts of the five compulsory reading materials of the RenJiao Edition with the classification criteria in the Curriculum Standard, and similarly carried out a meticulous analysis of reasonableness. The same rationality was carefully analyzed [15]. On the other hand, the research also tends to analyze the teaching materials in multiple dimensions and at a deeper level. These analyses are not only limited to the distribution of thematic contexts, but also cover multiple aspects of the content of the textbooks, examining the effectiveness and inadequacy of the textbooks in the construction of thematic contexts through diversified perspectives. This multi-faceted research approach helps to understand more comprehensively the actual application and potential value of the textbooks in teaching thematic contexts. For example, Guo Jianrong unfolded the secondary dimensions of the Foreign Studies Edition and the Humanities Edition of the high school English textbooks according to culture, general knowledge, anecdotes, reasoning, announcements, popular science, literature, and environmental protection to make a multilevel comparison [8].

An in-depth analysis of the existing literature reveals that current research tends to adopt two main paths: one is a comparative study of different versions of textbooks, such as Ding Cheng and Guo Jianrong [8][14], and the other is

a detailed analysis of specific textbooks, such as Gao Mingmei [15]. It is worth noting that among the studies of a single textbook, the HNT version of the textbook occupies a prominent position, while the SFS version of the textbook has received relatively less attention. In view of this, this study specifically selected the compulsory English I textbook of the Foreign Studies Edition for high school as the object of study, aiming to fill this research gap. In order to ensure the rationality and scientificity of judging the writing of its thematic contexts, it is crucial to establish a set of clear criteria. In this context, whether Cheng Xiaotang meets the requirements of the curriculum standards is an important reference for the external evaluation of the textbook [16].

It is clearly stated in the Standard that the breadth and depth of thematic contexts should be progressive in the implementation process. Breadth refers to the coverage of the content of the thematic context of the textbook, and depth refers to the level of connotation of the thematic context and the required level of thinking, which requires that the thematic context of the textbook be organized in the order from small to large in scope and from low to high in level [1]. In this study, the distribution characteristics and input order of thematic contexts are regarded as the main dimensions of textbook analysis to examine whether the arrangement of the compulsory textbook of the Foreign Studies Edition is in line with the requirements of the Classroom Standard, aiming to provide targeted suggestions for English teachers to use the textbook.

3. Research Design

3.1 Research Questions

In view of the research objectives of this study, the following three questions are designed to investigate the presentation pattern of thematic contexts in the compulsory first textbook of English in senior high school of the Foreign Studies Edition:

- (1) What are the general characteristics of the thematic contexts of the textbook?
- (2) How are the thematic contexts and thematic clusters of the textbook distributed?
- (3) What is the order of input of thematic contexts in the textbook? What are the influencing factors?

3.2 Object of the Study

The Curriculum Standard mentions that compulsory courses are required for all students and are a common basis for building core literacy

in English subjects [1]. Compared with selective compulsory and elective textbooks, compulsory textbooks have a wider and more representative audience. Due to the time constraints of the study, analyzing the compulsory three volumes is a large amount of work, and under comprehensive consideration, therefore, the compulsory one textbook is selected as the object of this study. There are six units in this textbook, each unit has one reading text for Understanding ideas and one for Developing ideas, totaling twelve parts of speech.

3.3 Research Methodology

This study is carried out by methods of literature review, text analysis and data statistics. The specific implementation is divided into three steps: firstly, the reading texts in Compulsory I of the Foreign Studies Edition of the high school English textbook are compared with the thematic contexts in the Class Standard to summarize the thematic contexts and thematic clusters of all the reading texts in the textbook; secondly, the frequency of occurrence of these thematic contexts and thematic clusters as well as the order of inputs and distribution of the various types of thematic clusters are calculated and statistically calculated; and lastly, the data are statistically analyzed to form the corresponding charts.

It is pointed out in the Standard that among the three major thematic contexts, namely, people and self, people and society, and people and nature, people and self involves nine sub-themes under the two thematic clusters of “life and learning”, “being and doing”, etc.; people and society involves Social Service and Interpersonal Communication”, ‘Literature, Arts and Sports’, ‘History, Society and Culture’, ‘Science and Technology’ and so on. Human and nature involves 16 sub-themes under four thematic clusters such as “natural ecology”, “environmental protection”, “disaster prevention”, “cosmic exploration”, “environmental protection”, “disaster prevention”, “disaster prevention”, “disaster prevention”, “disaster prevention”, “disaster prevention” and “disaster prevention”. Man and nature involves seven sub-themes under four thematic clusters, such as “natural ecology”, “environmental protection”, “disaster prevention” and “exploration of the universe”. All thematic contexts should include the scope of Chinese and foreign cultures [1].

Based on the thematic assessment framework

(checklist) in Cunningsworth's *How to Select Textbooks*, this study systematically analyzes the characteristics and patterns of the configuration of reading modal texts in the compulsory first textbook of English for senior high school in the Foreign Studies Edition, taking into account the hierarchical division of thematic contexts in the Classroom Standard. [17]

4. Research Findings and Discussion

4.1 Overall Distribution Characteristics of Thematic Contexts

According to the classification of thematic contexts, thematic clusters and the corresponding content requirements of the New Curriculum for Senior Secondary Schools, the distribution of thematic contexts and thematic clusters corresponding to the reading texts of the compulsory first reading textbook of the Senior Secondary English of the Foreign Studies Edition is shown in Figure 1.

It can be seen from Figure 1 that, first of all, the textbook of English Compulsory in Senior High School of the Foreign Studies Edition embodies breadth and richness in the selection and distribution of thematic contexts. In the three major categories of Man and Nature, Man and Society, and Man and Self, all categories are involved, and under different categories, there are several subcategories, making the thematic contexts of the textbook richer and more diverse. Among the three thematic contexts, the frequency of man and self is 5, accounting for the highest proportion, reaching 50%. Man and nature comes next, with a frequency of 4, accounting for 33.33%; man and society appears with a frequency of 2, accounting for the lowest proportion of 16.66%. It can be seen that Compulsory Study I favors the presentation of the theme of people and self; secondly, divided into specific thematic groups, from the scope of involvement, the foreign research version of the compulsory high school English textbook covers half of the thematic groups in the Standard, in which all the two thematic groups under the theme of people and self are involved, but does not involve the theme of people and society under the theme of “Literature, Arts and Sports” and “History and Society”. But not “literature, art and sports” and “history, society and culture” in the context of the theme of man and society, and “natural ecology”, “disaster prevention” and “exploration of the universe” in the context of the

theme of man and nature. Finally, in terms of the overall distribution balance, the distribution of theme groups is not quite balanced, with “life and learning” accounting for the highest proportion of 41.67%, followed by “environmental protection”, both accounting for 41.67%, “environmental protection” and “history, society and culture”, both accounting for 41.67%. The highest proportion is “Life and Learning”, at 41.67%; followed by “Environmental Protection”, at 33.33%; and then “Being and Doing”, “Social Service and Interpersonal Communication” and “Science and Technology”, at 8.33%. The percentage is 8.33%. It can also be seen that out of the consideration of the life stage of the first year students, the theme of the reading texts of the textbook focuses more on “life and learning”.

4.2 Specific Distribution of Thematic Clusters

Table 1 shows that “life and learning” has a larger proportion in the person and self thematic context section, and topics closer to students' lives such as high school life, English, family, and food constitute this thematic cluster. For example, “Like father, like son” in U3 tells the story of a father and son who disagree over their future career plans, which are eventually reconciled by their grandfather. In terms of “Being and Doing”, the Brownlee brothers' performance in the Ironman Triathlon in U3's “Just a brother” demonstrates their excellent character.

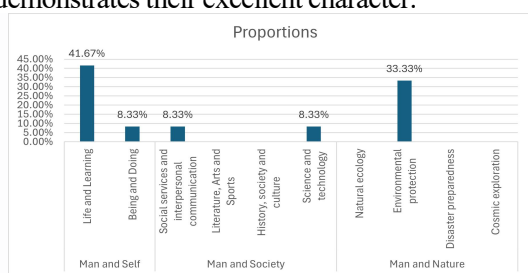


Figure 1. Frequency and Percentage of Distribution of Thematic Contexts and Thematic Clusters

Table 1. Distribution of Person and self Thematic Contexts

Thematic Group	Read the title of the text	Distribution
Life and Learning	My First day at senior high High	U1
	School hints	U1
	Neither pine nor apple in pineapple	U2
	(Mis)adventures in English	U2
	Like father, like son	U3
Being and Doing	Just a brother	U3

Table 2. Distribution of Thematic Contexts of People and Society

Thematic group	Read the title of the text	Distribution
Social Services and Interpersonal Communication	After twenty years (excerpts)	U4
Literature, Arts & Sports	None	None
History, Society & Culture		
Science and Technology	Click for a friend?	U4

Table 2 shows that in the thematic contexts of people and society in the Compulsory Subject 1 textbook, the focus is on the thematic clusters of “social services and interpersonal communication” and “science and technology”. In the theme group of “social service and interpersonal communication”, the discourse “After twenty years (excerpts)” in U4 presents a scene in which the protagonist waits for a reunion at an agreed time and place, which guides students to understand the meaning and significance of friendship in depth and dialectically. It guides students to deeply and dialectically understand the meaning and significance of friendship. It is worth mentioning that the discourse of U4 is adapted from the original book, the language is original, and the difficulty is suitable for the level of high school students, so that students can come into contact with real, authentic and decent English, familiarize themselves with various language styles, and improve their aesthetic interest and appreciation ability [4]; in the theme group of “Science and Technology”, through the discourse of U5 “Click for a friend? “Click for a friend?”, the discourse discusses the changes in the way of making friends compared with the past and the advantages and disadvantages of online dating through a variety of argumentative techniques, which inspires the readers to think about the possible disadvantages of social media as a fast dating tool, so as to use the Internet to make friends correctly, and hope that the readers will cherish the friendships between friends. Friendship. Therefore, we find that in the context of Man and Society in Compulsory I, more attention is paid to students' interpersonal and social interactions, while Science and Technology is also in line with the characteristics of the times.

Table 3 shows that the theme group of

“environmental protection” in the textbook of Compulsory Study 1 accounts for the largest proportion, and the “The monarch's journey” in U5 describes and cautions people to be reverent to animals and nature through the introduction of the migratory habits of monarch butterflies and various natural encounters. U5 “The monarch's journey” describes and cautions people to have respect for animals and nature through the introduction of the migratory habits of monarch butterflies and various natural encounters; U6's two discourses on the Longji Terraces and the introduction of English horticulture illustrate the phenomenon of harmonious coexistence of man and nature. Helps to improve students' environmental awareness and quality of thinking.

Table 3. Distribution of Thematic Contexts of Man and Nature

Thematic group	Read the title of the text	Distribution
Natural Ecology	None	None
Environmental Protection	The monarch's journey An encounter with nature	U5
	Longji Rice Terraces A love of gardening	U6
Disaster Prevention	None	None
Cosmic Exploration		

4.3 Input Order of Thematic Contexts and Theme Groups

This section analyzes in detail the input order and distribution of thematic contexts and thematic clusters of the reading texts in the compulsory English I textbook of the FE version of senior secondary school, as shown in Table 4.

As can be seen from Table 4, in the required reading texts, there are 6 articles on the theme of man and self, 2 articles on the theme of man and society, and 4 articles on the theme of man and nature. It can be seen that Compulsory Study I favors the presentation of human and self-themed content.

From a general point of view, presenting the first people and self-themed context, then people and society-themed context, and finally people and nature-themed context of the order. The topic of people and self is closer to students' lives, easier for students to understand and connect; and people and society compared to people and nature

is more closely linked to students, placed in the middle of the textbook; people and nature is the furthest away from the students' lives, and the understanding of a certain degree of difficulty, the need for a certain accumulation of linguistic knowledge and background knowledge and the level of thinking to improve, and therefore placed in the end of the textbook. Such an arrangement follows the principle of going from easy to difficult and from shallow to deep, which is in line with the requirements of the Standard. In the first half of the textbook, it mainly focuses on some basic thematic contexts, while in the second half of the textbook, some more complex and deeper thematic contexts are gradually introduced. This sequence of input is conducive to students' gradual mastery of basic knowledge and further improvement of their comprehensive application and cross-cultural communication skills.

Table 4. Distribution of Thematic Contexts and Thematic Groups of Reading Texts in the Compulsory English I Textbook of Senior Secondary Schools of Foreign Studies Edition

Thematic Context	Thematic group	U1	U2	U3	U4	U5	U6
Man and Self	Life and Learning	2	2	1			
	Being and Doing			1			
Man and Society	Social Service and Interpersonal Communication				1		
	Literature, Arts and Sports						
	History, Society & Culture						
	Science and Technology				1		
Man and Nature	Nature and Ecology						
	Environmental Protection					2	2
	Disaster Prevention						
	Cosmic Exploration						

From the viewpoint of thematic contexts, in the part of the theme of person and self, the theme group of “life and learning” occupies the largest proportion in Compulsory Study 1 and is input earlier than the theme group of “being and doing”. This sequence arrangement pays attention to the connection between junior and senior high school, takes into account the operability of the teaching materials, and is conducive to students' smooth transition from junior high school to senior high school [4]. In addition, the Curriculum Standard advocates that the compulsory textbooks should

be close to students' daily life in the distribution of topics. To this end, the theme group of "Life and Learning" covers personal, family, school life and self-knowledge, learning and improvement; the theme group of "Being and Doing" mainly covers the contents of human attitude, value of life, career planning, etc. [1]. Students gain knowledge, summarize experience and self-improvement from the contents of daily life, and ultimately form correct attitudes and values, and discover the meaning and value of life. Thus, the sequential arrangement from the concrete theme group of "life and learning" to the abstract theme group of "being and doing" reflects the improvement and progress of students' thinking level, which is in line with the law of students' cognitive development, and is also conducive to teachers guiding students to participate independently in the class based on their existing life experiences, in combination with what they have learned in the class. It also facilitates teachers to guide students based on their existing life experience to participate in the activities of exploring the meaning of various themes independently, and to improve their ability to solve practical problems.

In the Human and Social Themes section, the theme clusters of "Social Service and Interpersonal Communication" and "Science and Technology" are found in Compulsory I, which are mainly related to the topics of friendship, online dating and other interpersonal relationships. These contents are close to students' lives and are easy to accept and use [18]. Based on daily experience, students can improve their thinking ability and perception level by exploring the meaning of the discourse topics. The theme groups of "Literature, Art and Sports" and "History, Society and Culture" do not appear in Compulsory I because students' linguistic knowledge and thinking ability are still insufficient to receive in-depth input of cultural knowledge. This arrangement of content is in line with the law of development of students' thinking, and has a certain degree of scientific nature.

In the part of man and nature theme, it can be seen from Table 4 that the theme group of "environmental protection" is set in Compulsory Study 1, while the theme group of "disaster prevention" and "exploration of the universe" is not set. The content of the theme group of "Environmental Protection" is set in Compulsory Study 1. The theme group "Environmental Protection" is close to students' lives, while the content of "Disaster Prevention" and "Cosmic

Exploration" is more novel, but this kind of content is more abstract, and students seldom have first-hand experience, coupled with a lack of background knowledge, students learn and absorb the content. Lack of background knowledge makes the process of learning, absorption and internalization relatively slow and requires high thinking skills. Therefore, it is reasonable to arrange the contents of "Environmental Protection" but not "Disaster Prevention" and "Exploration of the Universe" as a theme group in the textbook of the Compulsory Subject 1, which is in line with the requirements of the Curriculum for the progressive level of thinking. The requirements of the Standard for the progressive level of thinking.

4.4 Factors Affecting the Order of Input of Thematic Clusters within Thematic Contexts

There are two main factors affecting the input order of topic clusters within the thematic context of textbooks: first, the cognitive level and developmental needs of students, and second, the teaching objectives and writing concepts of textbooks. In terms of students' cognitive level and developmental needs, textbooks need to be organized according to students' age, gender, cultural background and other factors, and select topics suitable for students' cognitive level and interests. In terms of teaching objectives and writing concepts, the textbooks need to follow the provisions of the English Curriculum Standards for General Senior Secondary Schools, focus on cultivating students' comprehensive language use ability and cross-cultural awareness, and at the same time reflect the contemporary and forward-looking nature of the textbooks.

5. Conclusion

To summarize, the textbook of the compulsory first module of English in senior high school of the Foreign Studies Edition is broad and rich in the selection of thematic contexts; the thematic clusters involve only the thematic clusters of living and learning and doing and doing things of the thematic context of people and self, the thematic clusters of social service and interpersonal communication and science and technology of the thematic context of people and society and the thematic clusters of environmental protection of the thematic context of people and nature and the distribution of thematic clusters is not balanced; and in the thematic contexts and the input order of theme clusters, it embodies the

principle of from easy to difficult and from shallow to deep, which is scientific and reasonable.

Based on the results of the above analysis of the teaching materials, the author puts forward the following suggestions on how to use the teaching materials creatively:

5.1 Enhancing the Supplementation, Expansion and Extension of Teaching Materials

Teachers should provide students with a variety of multimodal materials according to their language level, mental development and receptive ability to supplement the missing topics in the Compulsory Subject 1 textbook. To realize the “interdisciplinarity” of the topics and contents of the teaching materials, to promote the effective connection between English and other subjects, and to enhance the diversity and richness of the language contents. It also lays the foundation for the learning of this theme group in the subsequent textbooks and makes it go on more smoothly. As Chen Bohua and Wu Yuewen pointed out, when the content of the textbook cannot meet the content requirements of the New Curriculum for Senior Secondary Schools as well as the students' emotional needs and knowledge requirements, teachers need to appropriately expand, delete, and replace the content of the textbook in order to realize the creative use of the textbook [6].

5.2 Effective Integration of the Contents of Cross-unit Teaching Materials

Teachers can refer to the contents of Tables 2, 3 and 4 summarized in this study, and re-select and integrate reading discourses belonging to the same thematic cluster from the perspective of students' actual abilities and cultural connotations, with the big idea of the theme as the leader. Teachers can determine the topics of reading and writing according to the thematic groups, and obtain arguments from the reading texts of different units. For example, under the theme group of “Environmental Protection”, the small idea of respecting nature and wild animals is firstly extracted from the introduction of U5 on the habits of wild animals and the natural environment, and then the small idea of harmonious coexistence of human beings and nature is comprehended from the introduction of U6 on the way of human-environment friendly coexistence, and then the small idea of harmonious coexistence of human beings and

nature is realized by the introduction of U6 “What's really green? “What's really green?” discourse to obtain the small idea of practical green ways. Finally, students will be guided to form a big idea of literacy teaching by the logic of “what is environmental protection - why - how to do”. This will not only inspire students to acquire arguments from different perspectives under the same thematic group across the units, enrich the content of literacy, cultivate logical thinking and critical thinking, but also help them to integrate what they have learned effectively, and create new knowledge and meanings through transfer!

5.3 Emphasizing the Diversity of Thematic Contexts

Since the textbook reflects a wide range and richness of thematic contexts, teachers should make full use of this feature in teaching to stimulate students' interest in learning through diversified thematic contexts and help them build up a comprehensive understanding of English and the ability to use it in a comprehensive way. Teachers can utilize the diversity of different themes to design cross-thematic teaching activities. For example, by comparing “Environmental Protection” (e.g. U5 The monarch's journey An encounter with nature) with “Science and Technology” (e.g. U4 Click for a friend?), students will be able to learn English in a more comprehensive way. Click for a friend?”, students are guided to explore the connection between technological advancement and environmental protection, so as to cultivate their critical thinking and interdisciplinary learning ability.

5.4 Focusing on the Guidance of the Theme of People and the Self

As the theme of people and self occupies a large part of the textbook, teachers should focus on guiding students to explore from the perspectives of personal life, learning and growth, helping them to build up correct self-perceptions and values, and at the same time improve their ability to use language and express their emotions. Teachers can guide students to reflect on their high school life, family relationships and personal growth through reading texts such as U1 My First day at senior high and U3 Like father, like son. Teachers can design discussion activities for students to share their own stories and feelings so as to improve their language use and emotional expression. Meanwhile, through texts such as U2

Neither pine nor apple in pineapple, students are helped to understand cultural differences and build up correct self-knowledge and values.

5.5 Teaching in the Context of Students' Cognitive Level

The textbook is written with students' cognitive level and developmental needs in mind. Teachers should take students' age, gender and cultural background into full consideration when teaching, and choose topics suitable for students' cognitive level and interests to organize and explain in order to improve teaching effectiveness. When teaching U4 Click for a friend?, a text on the theme of "science and technology", teachers should take students' cognitive level into full consideration. For middle school students who have just entered high school, their knowledge of online dating and social media may not be deep enough. Teachers can first understand the actual situation of students through questionnaires or discussions, and then design teaching contents and activities accordingly. For example, teachers can design role-playing activities to let students simulate the process of online dating and guide them to think about the risks and benefits involved, so as to enhance their critical thinking and risk awareness. In short, under the guidance of the new curriculum and the new view of teaching materials, in educational practice, teachers should completely abandon the traditional "biblical" view of teaching materials, as described by Guohongyan and Wang Qiang [19], and resolutely implement the concept of "teaching with teaching materials" instead of "teaching teaching materials". "Teachers should play a leading role in the classroom. Teachers should play a leading role in the classroom by skillfully creating situations closely related to life, effectively guiding students to flexibly combine subject knowledge with daily life experiences in specific thematic contexts, so as to improve their discourse comprehension, increase their pragmatic knowledge, enhance their social interaction and problem solving abilities, and ultimately promote the comprehensive development of their subject core literacy. The role of teachers is never only to impart knowledge, but also to stimulate students' potential and develop their comprehensive abilities to meet the challenges of the future society.

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