Fostering Critical Thinking Skills in Senior High School English Learners: A Core Competencies-Based Instructional Model

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Abstract

In the context of deepening global educational reform focusing on cultivating students' core competencies, critical thinking, as a vital component of thinking quality, has become a key objective in high school English education. However, traditional teaching modes still face challenges in effectively enhancing high school English learners' critical thinking skills. Grounded in the core competencies framework and drawing on educational theories such as cognitive theory, constructivism, and multiple intelligence theory, this study, taking a public county high school as a case study, employs a mix of research methods including literature review, questionnaire surveys, interviews, and classroom observation. It integrates the quantifiable results of the research with in-depth qualitative insights, and then systematically

explores and constructs a set of integrated cultivation strategies for critical thinking, encompassing clear objectives, optimized teaching content, innovative teaching methods, diverse strategies and strengthened evaluation feedback. Empirical findings indicate that this strategy system demonstrates positive effects on improving students' English critical thinking skills, preliminarily verifying its feasibility and practicality in county high school English teaching. This study aims to offer evidence-based insights and practical references for high school English teaching reform, contributing to fostering high school English learners equipped for future societal demands.

Keywords: Core competencies, Critical thinking, High school English, Cultivation strategies

1. Introduction

1.1 Research Background

In the context of global informatization era, the education system is facing an unprecedented need for change. In China's ongoing educational reforms, epitomized by the recalibrated College Entrance Examination evaluation system, a strong emphasis has been placed on fostering students' holistic development. This system explicitly outlines four key evaluative domains: core values, subject competencies, key skills, and essential knowledge. Among these, subject competencies, encompassing critical thinking, have emerged as a central tenet of educational transformation. Among them, subject competencies, as the core concept in this transformation, has attracted extensive attention and in-depth discussions. Among the many components of core competencies, critical thinking is regarded as a crucial ability which not only affects an individual's thinking development and innovation ability, but also, at a deeper level, is associated with the development and progress of talents in future society.

Although the importance of critical thinking has been widely recognized, reviewing the current high school English teaching, it is not hard to find that in actual teaching, the traditional and conservative exam-oriented teaching model often focuses on the over-emphasis on rote memorization and test-taking strategies, while neglecting the development of students' thinking abilities, especially critical thinking skills. Students lack sufficient practical opportunities and thinking training, making it difficult for them to apply the knowledge they have learned to real situations, and even harder for them to develop independent thinking and judgment abilities. In the context of the information age, students are bombarded with enormous amount of information every day. Therefore, how to effectively screen, analyze and evaluate this information and form independent opinions and judgments is particularly important. This requires students to have a certain level of critical thinking skills.

1.2 Research Problem

In response to these issues, the research on how to cultivate high school students' critical thinking skills based on core competencies appears to be of particular significance and urgency. It holds great importance for enhancing the core competencies of high school students in English. These issues urgently require systematic research and exploration to seek effective solutions.

This study intends to take a county high school as an example. Through in-depth research and practical exploration, it reveals the connotation, constituent elements and main characteristics of critical thinking ability. It also adopts various methods such as literature research, questionnaire survey, interview, case analysis and empirical research to understand the current research status and development trend in this field at home and abroad. This paper analyzes the current situation and deficiencies in the development of critical thinking skills among high school English learners, and further constructs effective development strategies.

This study seeks to capture the anticipated innovation of interdisciplinary integration by incorporating local traditional cultural materials and systematically designing strategies for the cultivation of critical thinking. It is expected that this research will contribute to advancing high school English education in fostering a new generation of youth equipped with an international perspective and critical thinking skills.

Therefore, conducting research on the cultivation strategies for cultivating critical thinking skills among high school English learners under core competencies is a topic of great significance. Through in-depth research and practical exploration, the study can provide strong theoretical support and practical guidance for the reform of high school English teaching, with the aim of providing useful references for the all-round development of students' thinking.

1.3 Research Significance

High school is a crucial stage for the development of students' critical thinking in English. It directly affects the depth and breadth of their English learning, as well as their future academic and professional competitiveness. However, at present, there are still many challenges in cultivating students' critical thinking skills, such as the constraints of traditional teaching models, the lack of students' subjectivity, neglect of deep-thinking ability cultivation, leading students to remain at the "memorize-and-reproduce" level, lacking the capacity for in-depth textual analysis and evaluation, and thereby divorcing language learning from the development of critical thinking. Therefore, it is of great theoretical value and practical significance to propose this study. It has the following two aspects of significance.

1.3.1 Practical Significance

The study aims to optimize the strategies for cultivating critical thinking in high school English, enhance the effectiveness of thinking cultivation in English classrooms, and promote the all-round development of students. The study combines the cultivation of students' thinking capacity with teaching practice and provides a set of instructive and operational strategies for cultivating critical thinking based on core competencies. It aims to help teachers overcome the limitations of traditional teaching models, promote students' shift from passively accepting knowledge to actively questioning and constructing, deepen their language understanding and achieve the co-development of language ability and critical thinking. In doing so, it stimulates higher-order thinking and cultivates the capacity for autonomous learning and lifelong development.

1.3.2 Social Significance

The findings of this study aim to inform the cultivation of innovative talent suited to future social and national development. The improvement of critical thinking skills can significantly enhance students' academic and professional competitiveness, especially for those in areas with relatively scarce educational resources. In the era of artificial intelligence, critical thinking functions as a core competency, enabling students to filter information, distinguish truth from falsehood, and create innovative solutions, thereby fostering internationally minded innovators.

2. Literature Review

The goal of the literature review is to analyze both domestic and international literature, summarize existing research findings and gaps, and propose effective strategies for developing English critical thinking skills in middle school students. This review clarifies the theoretical foundation, practical approaches, and future directions of the study.

2.1 Classified Overview of Research Findings

The literature is divided into four categories: educational monographs, teaching theories, teaching practices, and comprehensive research.

(1) Educational Monographs

These works focus on English teaching methods and theories for cultivating thinking skills. Notable references include *A Course in English Language Teaching (Third Edition)* by Wang Qiang and *Cultivation of Thinking Capacity in English Language Teaching* by Li Weihao. These monographs provide authoritative theoretical analysis and practical guidance on teaching methods and critical thinking skills. They explore the development of core competencies in English teaching, forming the foundation for further research.

(2) Teaching Theories

These studies investigate the development of critical thinking through various educational theories. For example, Cai Dandan and Yao Limei (2024) discuss scaffolding theory and propose five instructional stages to enhance students' English thinking capacity. Chen Junjuan (2024) highlights the role of diversified thinking in high school English teaching and provides strategies to promote critical thinking. These references offer both theoretical and practical insights for English teaching design.

(3) Teaching Practice References

a. Reading

Reading is a key skill related to developing critical thinking in English learners. Several studies (e.g., Wang Xiaoming (2025), Wei Xinhang (2023)) focus on deep reading comprehension and logical thinking. These works advocate for innovative teaching methods that go beyond superficial information, encouraging students to develop critical thinking skills through problem-solving. Their findings emphasize the importance of optimizing

reading instruction to foster critical thinking.

b. Writing

Three articles written by Luo Yonghua (2020), Wang Chuanfeng (2024), Guo Min (2025) explore the significance of critical thinking in English writing. These references examine current challenges and propose strategies to foster critical thinking through writing instruction. They offer useful models for developing critical thinking skills in high school English writing courses.

c. Modern Teaching Methods

Recent studies (e.g., Merta et al.(2023), Liu Yizhen (2024), Zhang Yuling (2022)) highlight the integration of modern technologies, such as smart classrooms and the internet, in cultivating critical thinking skills. These methods involve interdisciplinary approaches that promote comprehensive analysis and problem-solving, encouraging deeper thinking in students and fostering critical thinking skills.

(4) Comprehensive Research

This category includes studies that examine critical thinking development in English from multiple perspectives, such as those by Liang Wenjun (Tim) & Fung Dennis (2021) and Zhang Min (2024) etc. These works explore various teaching strategies and cases for enhancing students' critical thinking skills, emphasizing independent reflection and thought. They provide practical guidance for improving English critical thinking skills in middle school students.

2.2 General Overview of Current Research

(1) Diverse Development Modes

Scholars have proposed a variety of teaching strategies to enhance students' English critical thinking skills. These strategies are based on different activities and tasks aimed at improving students' thinking abilities.

(2) Theory and Practice Integration

Some studies combine theory with practical teaching, showing that certain models have significantly improved students' critical thinking skills through empirical research.

(3) Educational Technology Integration

With the advancement of technology, studies have explored how to use modern educational tools to enhance students' English critical thinking. This suggests a need for further integration of educational resources and innovative models to boost students' thinking capacity.

2.3 Limitations of Existing Research

While existing studies have explored various approaches to cultivating critical thinking in high school English, a notable gap remains in large-scale empirical investigations,

particularly within the specific context of county-level high schools in China. Moreover, research on integrating local cultural factors with critical thinking development in English education is scarce, limiting our understanding of how students from diverse cultural backgrounds can critically analyze information while enhancing their cultural identity."

2.4 Implications for the Study

This literature review clarifies the connotations and strategies for cultivating critical thinking in high school English education. Key findings include:

(1) Importance of the Theme

The literature points out that critical thinking is a core competency in English education. Developing these skills helps students apply their knowledge effectively, enhancing learning outcomes. This highlights the importance of focusing on this research.

(2) Innovative Insights

The analysis reveals various methods for fostering critical thinking among high school English learners. By examining previous successful case studies, the study can gain useful insights for its further research. Future investigations should emphasize cross-cultural awareness and integrate intercultural elements and local culture into English teaching to enhance students' critical thinking skills. This approach provides new perspectives on developing effective strategies for senior high school English education.

3. Research Process

3.1 Research Subjects

The participants in this study were English teachers, students from a county high school. The school is a public middle school with high educational level in the local area. The English faculty possess solid professional expertise and extensive teaching experience, and the students demonstrate high motivation and engagement in learning.

The study used a combination of stratified sampling and purposive sampling to select the subjects. First, students were drawn from the first and second grades of high school: 40 students aged 15–17, 20 male and 20 female, with varying levels of English proficiency. In addition, 20 English teachers in the two grades all took part in the research. Secondly, questionnaires and interviews were conducted before and after the research. Two distinct versions of the questionnaire were developed both for teachers and students. A total of 112 questionnaires were collected in this study, of which 110 were valid and 2 were invalid, yielding a response rate of 98.21%.

3.2 Research Methods

This study mainly adopts the case study method, aiming to reveal strategies for developing critical thinking skills among high school learners in English learning through detailed description and analysis of the research phenomena. The case study method is an empirical research approach that involves in-depth and detailed description and analysis of phenomena

in specific contexts to reveal their inherent laws and characteristics. In this study, a county-level high school was selected as the research case. The study obtained research information on strategies for cultivating critical thinking ability by using methods such as questionnaire survey, interview, classroom observation and document analysis to achieve the expected results.

3.3 Data Analysis Techniques

In the study, a combination of quantitative and qualitative data analysis methods was utilized to conduct a comprehensive investigation into the strategies for cultivating critical thinking skills among high school English learners.

For the quantitative research part, data collected through the questionnaire survey were processed using statistical analysis software. Initially, the validity of the questionnaires was assessed to ensure that the returned responses met the research criteria. Subsequently, descriptive statistical analyses such as frequency counts and percentages were conducted on various survey indicators to present an overview of high school English learners' critical thinking abilities, along with the distribution of influencing factors and the effectiveness of implemented cultivation strategies.

In terms of qualitative research, in-depth analysis was performed on data obtained from interviews. The interview content was transcribed verbatim, followed by content analysis to categorize themes within the transcripts. Through text categorization and topic distillation, deeper underlying factors affecting the development of critical thinking in high school English learners were identified—such as teachers' teaching philosophy, classroom interaction patterns, and students' learning motivations.

By integrating the quantifiable results of the research with in-depth qualitative insights, the conclusions are more comprehensive and relatively accurate, providing more targeted strategies and recommendations for the cultivation of critical thinking competency in English teaching at the county high school.

4. Research Results and Analysis

Based on the above-mentioned research methods and data analysis techniques, through statistical analysis of questionnaire data and interview records, the study can objectively evaluate the actual effect and influence of cultivation mode.

4.1 Analysis of Investigations Before the Research Practice

(1) High school English teachers

According to the questionnaire survey, it covers basic information of teachers, critical thinking cognition and practice, challenges and needs, as well as strategies and suggestions. The analysis is as follows.

a. Cognition aspect

Figure 1 shows the investigation of teachers' cognition on the cultivation of critical thinking. The chart reflects that the teachers at this school generally believe in the significance of critical thinking in English teaching.
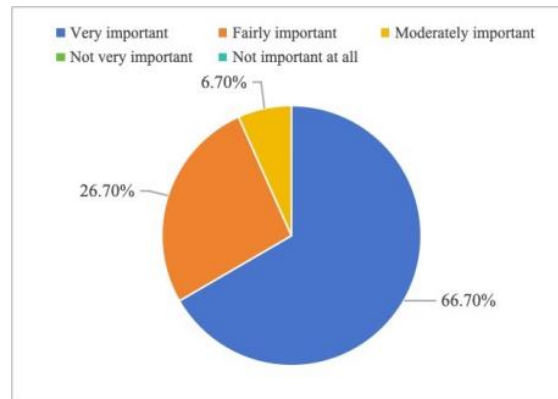

Figure 1. Teachers' cognition of cultivating students' critical thinking in English teaching

b. Challenges aspect

Table 1 shows that teachers have encountered many challenges in the cultivation process. Among them, "students lack interest or motivation" was the biggest challenge. This was related to students' unawareness of critical thinking. Secondly, "difficulty in integrating course content with critical thinking development" indicates that teachers faced some difficulties in integrating critical thinking into the curriculum and need to optimize and integrate such curriculum content. Another 10.00% of the teachers mentioned other challenges, such as weak student foundations and large class sizes, which could also have an impact on teaching effectiveness. Therefore, cultivation strategies should be proposed in response to these difficulties.

Table 1. The main challenges teachers encounter in cultivating students' critical thinking skills

Question	Options	Percentage
What are the main challenges you encounter in the process of cultivating students' critical thinking ability? (Multiple choices)	Students lack interest or motivation	60.00%
	Difficulty in integrating course content with critical thinking development	50.00%
	Limited teaching resources	40.00%
	Lack of effective assessment methods	46.70%
	Tight time schedule	33.30%
	Other (please specify)	10.00%

c. Interview analysis

Before the research, some teachers were selected for interviews. Teachers generally believe that critical thinking skills is one of the core competencies in English learning. However, there are still confusions and challenges on how to effectively cultivate this ability in teaching practice.

Teachers also proposed some teaching strategies that were particularly helpful for improving students' critical thinking skills. Firstly, group discussions were the most frequently mentioned strategies, corresponding to the teaching method mentioned earlier, proved its effectiveness. Secondly, teachers focused on the teaching of "text interpretation." They selected texts that are profound and multifaceted, and then guide students to interpret these texts from different perspectives. Through this approach, students can learn how to analyze texts and extract their own insights.

In addition, teachers expressed their hope to receive more support and training in various aspects, such as teaching tools or resources for critical thinking, teaching case sharing and communication platforms, etc., to obtain more practical guidance and further enhance their teaching abilities to adapt to the constantly changing needs and challenges of students.

In conclusion, through the investigation, it was found that some English teachers in this school do not have a deep understanding of the connotation of critical thinking skills and its cultivation methods. This leads to their difficulty in effectively applying relevant strategies and methods in daily teaching to enhance students' critical thinking ability. To change this situation, it is particularly significant to actively explore and practice effective cultivation strategies.

(2) High school English learners

To gain a deeper understanding of the current situation and needs of high school English students in developing critical thinking skills, the study designed and carried out a questionnaire survey for students. By analyzing the survey results, targeted suggestions were provided for subsequent research to better develop students' critical thinking skills.

a. Awareness of critical thinking

According to Figure 2, the survey results show that there are differentiations in students' awareness of critical thinking, indicating that while most students have certain understanding of critical thinking, there are still some students who have insufficient awareness.
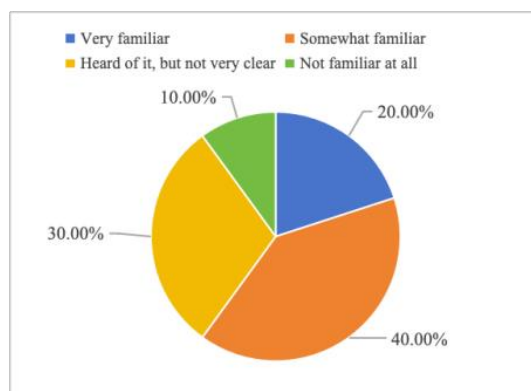
Figure 2. Students' understanding of critical thinking

b. Classroom learning and critical thinking

The surveys show that students have participated in certain classroom activities, but they are not diverse enough. (see Table 2). In the subsequent research, more diverse strategies should be utilized to cultivate students.

Table 2. The activities students have ever participated in English classes

Question	Options	Percentage
Which of the following activities have you participated in in your English class? (Multiple choices)	Group discussions	50.00%
	Speeches and debates	23.00%
	Text analysis and interpretation	60.00%
	Critical writing exercises	35.00%
	Using multimedia resources to stimulate thinking	20.00%
	Other (please specify)	5.00%

c. Challenges and demands in learning

Students faced many challenges in the process of developing critical thinking skills. Among them, "lack of effective learning methods or tools" accounted for 50.00%, "lack of interest or motivation" accounted for 30.00%, and "lack of effective assessment methods" accounted for 30.00%, "tight schedules" accounted for 20.00%. According to the needs of students, teachers need to select content and methods that can stimulate students' interest.

d. Self-evaluation and expectations

In terms of self-evaluation, 5.00% of the students thought their critical thinking skills were "very strong", 15.00% thought they were "fairly strong", 50.00% thought they were "moderately strong", 25.00% thought they were "weak", 5.00% thought they were "very weak". The results showed that more than half of the students thought that they need enhancement of such skills, indicating the urgency and significance of developing students' critical thinking skills.

Among them, 70.00% of the students wanted to "be able to use critical thinking in writing and reading", 60.00% wanted to "be able to think independently and put forward their own opinions", and 50.00% wanted to "be able to analyze and compare different viewpoints". The investigation indicates that writing and reading can be used as entry points to cultivate students' critical thinking.

e. Interview analysis

Before the research, some students were selected for interviews. It was learned that most students consider critical thinking skills very important, but they lack relevant training and guidance in the actual learning process. Students raised some ideas regarding the development of critical thinking.

Some students hope teachers could regularly organize thematic discussion activities where they can delve deeply into a particular subject. Some students proposed that teachers could provide more training materials for critical thinking or recommend some book or website links for them to search and read on their own. Subsequently, teachers can assign some reading or writing assignments, allowing students to reflect on and express their thoughts about these materials. These ideas reflect the students' demand for diverse teaching strategies and provide references for subsequent research.

It was found that the critical thinking skills of high school students in this school is generally at an average level. Students can conduct certain analysis and evaluations when facing problems but show obvious deficiencies in in-depth reasoning and critical thinking, which is related to the traditional exam-oriented teaching mode. Some students may rely too much on teachers and textbooks, lacking the ability to explore actively and think independently. In response to these situations, teachers need to guide students to adjust their learning attitudes, cultivate the habit of autonomous learning, and have the courage to question the knowledge they have learned and conduct in-depth thinking, creating an educational environment for students to think independently and innovatively.

4.2 Analysis of Investigations After the Research Practice

This survey aims to gain a comprehensive understanding of the experimental effects of this study. Through questionnaires and interviews with high school English teachers and students, data on five training strategies, namely clarifying cultivating objectives, optimizing teaching content, innovating teaching methods, diversifying teaching strategies and strengthening assessment and feedback, were collected, as well as evaluations and suggestions on teaching

and cultivating strategies. The following is the specific analysis of the survey results.

(1) High school English teachers

a. Clarification the cultivating objectives

The survey results showed that 70.00% of teachers have relatively clear understanding of the goals for developing critical thinking skills and can clearly define the target location of critical thinking in teaching. In addition, 50.00% of teachers were able to "always integrate and have a clear teaching plan", and 33.00% said they "often integrated but the plan was not detailed enough". For students with varying proficiency, tiered goals should be established to enhance critical-thinking development.

b. Optimization of the teaching content

In terms of teaching content, 87.00% of teachers thought the teaching content was relatively rich, but a small number of teachers feel that it needs to be further optimized. In the future research, more contents related to local life can be explored to enable students to better apply and develop their critical thinking skills.

Concerning the use of extension materials (see Figure 3), the survey shows that some teachers actively use materials other than textbooks in teaching, but the overall coverage is limited. It is suggested that schools expand the resources of teaching materials and strongly support teachers in making more attempts to utilize local cultural resources to enrich teaching content.
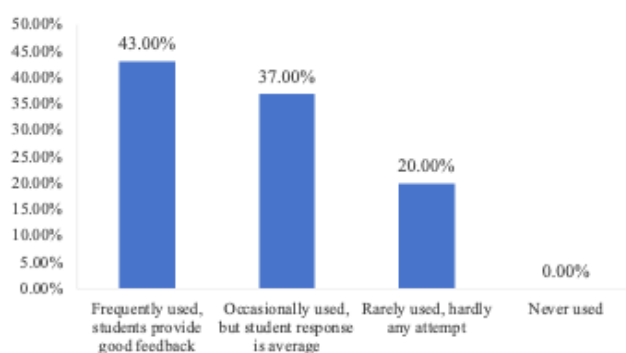

Figure 3. The usage of extended content related to critical thinking

c. Innovate teaching methods

Table 3 shows the situation regarding the selection of innovative teaching methods in teaching. Compared to the pre-study survey, the frequency was significantly higher. For example, the use of methods such as speeches and debates, flipped classroom, and project-based learning has increased significantly. Research has shown that these diverse teaching strategies can be effectively applied to the cultivation of critical thinking. It is suggested that schools should conduct relevant seminars to help teachers better apply these methods to achieve developmental goals.

Table 3. A before-after comparison of the frequency of teachers' usage of innovative teaching methods

Teaching Methods or Activities	Before Research	After Research
Group discussions	86.30%	90.00%
Speeches or debates	13.00%	70.00%
Text analysis and interpretation	53.00%	80.00%
Critical writing exercises	45.00%	62.00%
Project-based learning	11.00%	53.00%
Flipped classroom	5.00%	25.00%
Utilizing multimedia resources to stimulate thinking	15.00%	35.00%
Other (please specify)	10.00%	10.00%

d. Diversified teaching strategies

In terms of the application of diverse teaching strategies by teachers (see Figure 4.), it indicates that some teachers were able to incorporate the diverse teaching strategies like reading logical reasoning questions and open-ended writing tasks, but others used them less frequently. Teachers are not yet able to apply the diverse strategies freely in their teaching. It is suggested that schools should strengthen the training of teachers and frequently carry out observation and discussion activities to further help teachers master and apply these strategies better.
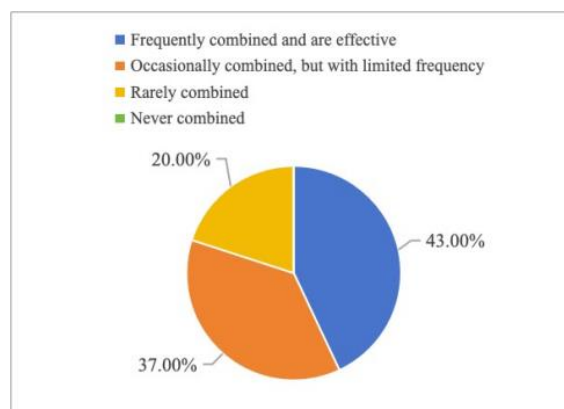

Figure 4. Whether diverse teaching strategies have been combined in the teaching

Among the diversified teaching strategies attempted, most teachers opted for cooperative

learning, heuristic questioning, and situated instruction, whereas only 10 % selected "personalized teaching." This suggests that teachers encounter difficulties in understanding and implementing personalized strategies, indicating the need for further research in this area.

Regarding the evaluation of the improvement effect, 80.00% of teachers believed that diverse teaching strategies have a certain effect on improving students' critical thinking skills. It is suggested that in future research on diverse teaching strategies, more practice should be used to prove the effectiveness of the strategies.

e. Strengthen evaluation feedback

In terms of evaluating students, most teachers can evaluate students in a diverse way, and through the research, the evaluation ability of teachers has been improved.

Concerning the timeliness and effectiveness of assessment feedback, the survey found that 77.00% of teachers can provide feedback in a timely manner, offering improvement directions for the later development of students' critical thinking. But a small number of teachers' feedback was not very effective, it is suggested that schools provide relevant training and discussion activities to help teachers better master the skills of effective feedback.

f. Interview analysis

After the research, some teachers were selected for interviews. The teachers generally agreed that critical thinking is very important for students and have been striving to integrate such cultivation into English teaching. However, they indeed encountered some difficulties in the implementation process.

Firstly, there was the limitation of the curriculum content. Although the English textbooks are rich in content, they sometimes do not directly involve the training of critical thinking. This necessitates additional time to search for and integrate relevant teaching resources, which to some extent increased the burden on teachers. Teachers proposed that the school develop localized English courses based on indigenous culture to enhance students' cultural identity while learning the language.

Secondly, there was the issue of students' acceptance. Some students were accustomed to traditional teaching methods, and a small number of students may feel uncomfortable with learning methods that require active thinking and questioning. It is hoped that there will be more training programs for teachers to actively motivate students' critical thinking.

In addition, the current college entrance examination evaluation system does not directly assess critical thinking, which makes it difficult to find a suitable evaluation standard to measure students' progress in critical thinking. It is hoped that the future evaluation system can add more comprehensive and scientifical assessment on students' critical thinking. In this way, it will be more convenient for teachers to evaluate students' level.

(2) High school English learners

To understand the actual effect after this research, a questionnaire was designed after the

experiment. The survey was designed to understand students' changes and their perception regarding critical thinking skills.

a. Self-perception of critical thinking skills

The survey results shown in Figure demonstrates that compared with the pre-study survey, most of the students believed that their critical thinking skills have been improved after a period. This indicates that the implementation of the critical thinking development strategies is effective and can effectively improve students' critical thinking skills.
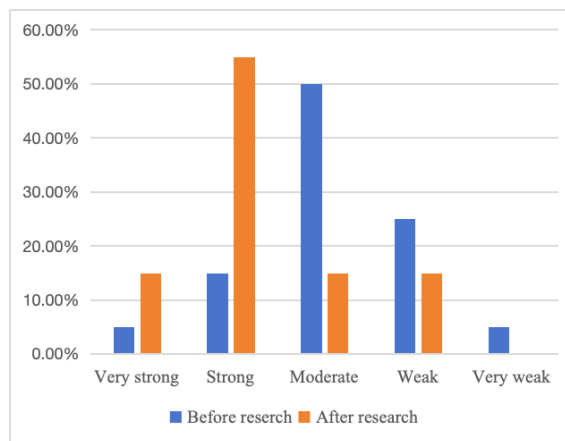

Figure 5. A before-after comparison of students' cognition of their own critical thinking skills

b. Evaluation of the development strategy

Students were asked to rate the improvement of their critical thinking ability based on different teaching methods (out of 5). The results (see Figure 6) showed that students generally believed that "group discussions and debates" was the most helpful for improving critical thinking skills, followed by "critical reading and writing exercises" and "text analysis and interpretation". The study showed that these nurturing strategies, by having teachers provide practice to help students think from different perspectives, stimulated their ability to question and express opinions. In addition, "utilizing multimedia resources" and "other methods" (such as project-based learning, role-playing, etc.) need to be further optimized and adjusted in actual teaching.
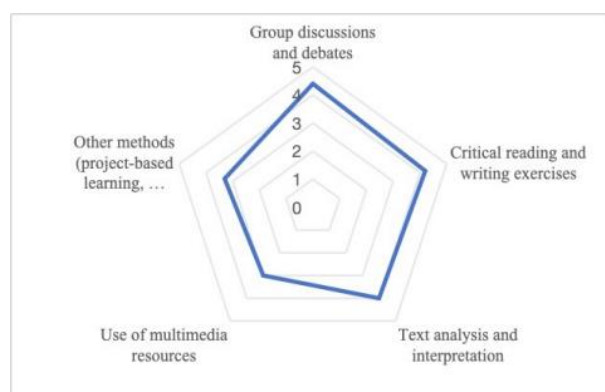
Figure 6. The extent to which teaching methods promote the improvement of critical thinking skills

c. Challenges and demands in learning

The research results show that although students have improved their critical thinking ability, they still face some challenges and difficulties. Further improvement and adjustment are still needed in the aspects of teaching design and assessment feedback in future research.

Students hoped that teachers will continue to adopt the following strategies in subsequent teaching (see Table 4), these can further enhance their English critical thinking, which provides a reference for subsequent research.

Table 4. The methods or strategies students hope teachers continue to adopt to enhance critical thinking skills

Question	Options	Percentage
What methods or strategies do you hope the teacher will continue to adopt to enhance critical thinking skills? (Multiple choices)	Provide more opportunities for group discussions and debates	60.00%
	Design more open-ended questions	60.00%
	Provide more multimedia resources	55.00%
	Provide more reading and writing exercises	50.00%
	Interdisciplinary integration	50.00%

d. Interview analysis

After the study, most students reported that their participation in group discussions and debates had increased because of the training. Some students noted a significant improvement in their ability to analyze problems. Previously, they had passively accepted information, but now they actively consider the sources, authenticity, and credibility of information and

attempt to analyze issues from different perspectives. Other students felt that their independent thinking skills had been strengthened. They no longer rely solely on answers provided by teachers or textbooks, but instead try to pose questions, seek answers, and challenge existing viewpoints in their writing and reading.

Furthermore, students expressed their desires for the school to offer more courses and activities related to critical thinking, to increase classroom interaction, and to provide more learning resources. Meanwhile, students suggested that future teaching should place greater emphasis on personalized instruction. By tailoring critical thinking cultivation programs to the unique thinking styles and habits of each student, their overall English proficiency can be enhanced more effectively.

In conclusion, after a period of strategic intervention for cultivating critical thinking skills, the survey results show that most students believe their critical thinking ability has improved, especially in writing and reading comprehension. The cultivating strategies indeed demonstrate its unique advantages and remarkable effectiveness, and students are also able to form their own ideas and goals for subsequent cultivation.

5. Cultivation Strategies

Considering the findings and analysis, it is imperative to formulate a set of cultivation strategies within the framework of the scaffolding teaching model, as outlined in the renowned constructivist teaching theory. These strategies should encompass explicit cultivation objectives, optimized teaching content, innovative teaching methods, diversified teaching strategies, and enhanced evaluation and feedback mechanisms. The implementation of these strategies is crucial to facilitate the comprehensive cultivation of senior high school English learners' critical thinking skills in English. The subsequent discourse will explore these strategies in detail from five key dimensions.

5.1 Cultivation Objectives and Foundations for Thinking

Defining English training objectives is the first step in laying the foundation for middle school students' thinking. By setting specific, measurable goals, students can be provided with a clear path for growth, thus laying a solid foundation for thinking. It is not only the starting point of teaching activities, but also the criterion for evaluating teaching effectiveness.

The first step in clarifying the development objectives is to integrate critical thinking into the high school English curriculum objectives system. This requires teachers to focus not only on the improvement of language skills but also on the development of critical thinking as one of the core goals when formulating teaching plans. However, many teachers have not delved deeply into the characteristics of the new curriculum standards and still focus on the teaching of language knowledge when using the new teaching materials. (Cao Hongjuan, 2022: 27)

Therefore, teachers first need to be clear about what critical thinking is, which includes abilities such as analysis, evaluation, reasoning and judgment. On this basis, the development of critical thinking should be combined with goals such as language skills, cultural

knowledge, and learning strategies, and specific development goals should be set to form a comprehensive curriculum goal system.

To concretize the cultivation goals of critical thinking, teachers need to develop a series of specific and measurable teaching goals based on students' learning levels and needs. These goals should be adapted to the actual level and needs of the students and be actionable and evaluable. These goals should cover all dimensions of critical thinking skills. Teachers can set the objectives that students can understand and analyze the information, viewpoints and argument structures in English texts, and identify the logical relationships and implied meanings therein. To develop students' ability of assessment and judgment through the goal of students being able to evaluate the authenticity and reliability of information, judge the reasonableness of opinions and the sufficiency of evidence, and form their own independent opinions. To develop reasoning and innovation skills, the goal is to enable students to make logical reasoning based on existing information, propose new viewpoints or solutions, and demonstrate innovative thinking and critical thinking skills. Setting clear and specific learning goals can provide students with a clear path to development, thereby laying a solid foundation for critical thinking.

5.2 Teaching Content Adjustment

Traditional English teaching often focuses too much on the imparting of grammar and vocabulary and neglects the development of critical thinking skills. Teaching content should not be limited to textbooks but should focus on a variety of teaching materials. Therefore, teachers should break away from the traditional framework of knowledge imparting, actively explore materials that can trigger students' active thinking.

5.2.1 Selection of Reading Materials

Chen Zhongping (2017: 77) pointed out that critical reading includes methods such as prediction, analysis, questioning, inference, summary and evaluation to achieve a profound understanding of the reading materials. The selection of reading materials is an important vehicle for developing students' critical thinking. It not only provides students with rich language input, but also guides them to think deeply, challenge conventional ideas and form their own insights (Ma Ruishan, 204: 115). Teachers should carefully select and design reading materials to ensure that they have depth, breadth and challenge.

For example, by leveraging language intelligence, teachers select texts with profound content that can prompt students to think deeply and encourage students to conduct in-depth reading and discussion. Teachers can also choose some articles on topics such as current news, AI intelligence, environmental protection, educational equity, integration of multiculturalism, etc. These topics can stimulate students' enthusiasm for discussion. By discussing hot issues, students are guided to form their viewpoints, evidence and logical structure in these materials, and thus their information processing is enhanced.

5.2.2 Challenging Writing Tasks

Writing is one of the important means in English teaching to develop students' critical

thinking. By designing challenging writing tasks, teachers can guide students to engage in deep reflection, express their own opinions, and help students transform critical thinking into concrete language expression, thereby training students' abilities of deep reflection and independent thinking.

At present, there exist problems in high school English writing courses such as overly skill-based goals, overly dull writing content, and overly rigid and uninteresting teaching processes (Luo Yonghua, 2020: 46). For example, teachers can ask students to write a diary of an interesting school story from their own perspective. Through light-hearted and humorous writing, students can understand the diversity of school life from different perspectives, resonate with and be interested. Such a design prompts students to break away from conventional thinking. Through active participation and in-depth communication, teachers encourage students to think independently and analyze problems, they can eventually form their own unique and well-reasoned viewpoints. (Wang Chuanfeng, p124)

5.2.3 Interdisciplinary Integration

Interdisciplinary integration is one of the effective ways to develop students' critical thinking skills. Integrating with different disciplines, such as mathematics, science, history, geography, etc., it can broaden students' knowledge base and promotes the development of interdisciplinary critical thinking. For example, teacher can select a reading article about geographical phenomena, ask students to design an English poster about environmental protection, and make introduce the work in English. Besides, Teachers can apply logical-mathematical intelligence to integrate mathematical logic game exercises into English teaching, combining mathematical operations with logical reasoning to help students develop logical thinking. Students enhance their comprehensive thinking ability by applying critical thinking to analyze interdisciplinary problems and solving them with multidisciplinary knowledge.

5.2.4 Integration of Local Culture

Integrating local cultural resources in high school English teaching can not only enhance students' sense of identity with local culture, but also cultivate students' critical thinking. However, Li Weihao (2024: 146) who conducted research in a certain county, pointed out that the lack of input of local culture in current high school English teaching has led to cultural imbalance in high school English teaching, resulting in obstacles for students in cross-cultural communication.

This research was carried out in a county. Therefore, teachers can introduce local traditional customs, festival activities, historical figures, folk tales and other contents, and design English reading, writing materials and discussion topics related to local culture, providing rich materials for the teaching of critical thinking. By analyzing, evaluating and discussing local cultural phenomena, students can exercise their critical thinking skills, such as logical reasoning, problem analysis, viewpoint differentiation and analysis. Meanwhile, the diversity in local culture also requires students to examine and evaluate different cultural elements with a critical perspective, compare and analyze the similarities and differences between local

culture and other cultures, and guide students to train their critical thinking.

Multimedia materials such as videos, auditions and pictures can also be utilized to showcase the local cultural heritage and natural scenery. Alternatively, students can be organized to visit local museums, historical sites or participate in local cultural activities, allowing them to experience and learn about local culture firsthand. Teachers can design project-based learning tasks in combination with field investigations, for example, centering on the topic "What positive values do you think are there in local traditional festival activities?", conducting an English keynote speech requires students to comprehensively apply the knowledge they have learned, engage in independent thinking and teamwork, which is conducive to cultivating students with profound cultural background and critical thinking skills.

5.2.5 Emphasis on Cross-Cultural Education

Intercultural education has become an indispensable part of high school education. Yang Yanxia & Ren Jingsheng (2016: 54) points out that the current integration of critical thinking and English courses in our country is mostly oriented towards basic skills courses, while there are relatively few studies on the development of critical thinking that combine knowledge courses such as British and American literature and cultural background suitable for the training of critical thinking ability. By introducing cultural elements like literary works, customs from different countries and regions, and by comparing the similarities and differences in different cultural backgrounds, students can learn to examine problems from different perspectives, use critical thinking to evaluate the strengths and weaknesses of different cultures and possess a more open and inclusive thinking attitude. For example, in oral English teaching, teachers can set up some situations and tasks related to cross-cultural communication, allowing students to learn how to communicate effectively through role-playing and interactive discussions in a simulated cross-cultural communication scenario, and develop their cross-cultural communication skills and critical thinking skills.

5.3 Teaching Methods Innovation

Innovative teaching methods are the key to stimulating thinking, which means that teachers adopt novel, diverse and creative teaching methods and tools in the teaching process. Therefore, it is also essential to enrich English teaching methods.

5.3.1 Diverse Learning Method

Constructivism theory advocates encouraging active exploration and discovery learning. Adopting various teaching methods such as project-based learning, inquiry-based learning, flipped classrooms, role-playing, and debate competitions to cultivate students' autonomous learning and problem-solving abilities is an effective way to innovate teaching means.

Project-based learning is a student-centered teaching method that guides students to conduct in-depth research around a specific topic or problem and complete projects through teamwork. It emphasizes that students apply what they have learned to solve practical problems in real situations and has significant advantages in the development of critical thinking. For example, teacher can design a project on global climate change and ask students to write a research

report in English, analyzing the causes, impacts and responses of global climate change. In this process, students need to use critical thinking to analyze relevant data and viewpoints and form their own insights.

Flipped classroom is a teaching method that subverts the traditional classroom teaching model. It emphasizes that students learn knowledge independently before class, communicate and discuss, practice and solve problems in class. The flipped classroom has a unique role in the development of critical thinking. This autonomous, cooperative and inquiry-based learning approach can guide students to use critical thinking to analyze others' viewpoints and arguments, evaluate their rationality and reliability, and thereby develop their critical thinking skills.

Debate competitions, as a highly challenging and practical educational activity, offer high school students an excellent platform to develop critical thinking skills. By leveraging the language intelligence in multiple intelligence, teachers can select some controversial and challenging debate topics that involve social hotspots. In the process of debate, students not only need to dig deep into their own viewpoints, but also conduct a detailed exploration of the opponent's viewpoints, learn to analyze the loopholes and contradictions in the opponent's arguments, and put forward targeted counter-opinions. This bilateral collision of ideas can help students develop their critical thinking skills. (Wang Dongyan, 204: 20)

5.3.2 Modern Information Technology

With the advancement of technology, multimedia technology has a wide range of applications in the development of critical thinking. Merta, L. W. S., Ratminingsih, N. M., & Budasi, I. G. (2023: 336) believed that information technology can be modified as a learning method that provides a unique opportunity in exploring students' abilities that influence their critical thinking skills. It can present information in various forms such as images, audio and video, stimulate students' interest in learning and improve their learning outcomes.

Liu Yizhen & Wei Lifang suggested that teachers can encourage students to use the various tools promoted by "Internet Plus" for creative and critical learning and writing. Students can also utilize AI tools for reading text analysis, information screening, opinion generation, etc., instead of mechanically completing traditional assignments. In addition, teachers can use English applications to invite students to participate in fun English online speeches and debates. Through these ways, both the potential of these information technologies can be fully exploited, and high school students can be involved in critical thinking training. Therefore, modern information technology can provide a diverse source of knowledge for English education.

5.3.3 Extracurricular Activities and Practice

Extracurricular activities and practical projects are an extension of innovative teaching methods. Teachers can organize students to participate in activities such as English speech or writing contests, English corners, etc., or carry out social practice projects related to English learning such as community service, cultural communication, etc. Students can improve their English expression skills in practice by expressing their opinions, supporting their arguments

and counterattacking them, and at the same time develop their critical thinking skills.

5.4 Diverse Teaching Strategies

The traditional cramming teaching method can no longer meet the needs of contemporary students. Teachers should adopt more flexible and diverse teaching strategies to stimulate students' interest and enthusiasm in learning, making them more actively involved in the learning process to identify problems, analyze problems and seek solutions, which helps to strengthen critical thinking training in high school students from different perspectives.

5.4.1 Situational Teaching

English, as a language subject, requires the creation of real communicative situations for students to achieve better teaching results. Constructivism holds that learning should occur in situations related to the real world, so that learners can better understand and apply the knowledge they have learned. Situational learning helps learners combine abstract concepts with concrete practices.

Situational teaching mode refers to the virtual creation of situations that are close to students' real life or the cultural background of English-speaking countries. The situations are usually vivid and interesting, which can stimulate students' desire for knowledge and exploration, and guide students to use English for communication and thinking in the situations. They will think and explore more actively, initiating the development of critical thinking among high school students.

In the situational teaching mode, Cai Dandan & Yao Limei said, "teachers should fully create situations to engage students' senses, create an immersive English thinking learning environment, and pay attention to creating diverse English learning situations based on the learning characteristics and background knowledge of different students." (2024: 161) For instance, in mock court debates, students need to play different roles, such as lawyers, judges, witnesses, etc., to analyze the case, present evidence and defend from their own perspectives. This multi-angle way of thinking can cultivate students' critical thinking.

5.4.2 Heuristic Teaching

Heuristic teaching strategies—taking problem-oriented teaching as an example. In traditional classroom interactions, students do not have enough time and ample opportunities to analyze and think about problems, resulting in their critical thinking not being fully exercised. However, deep thinking is a necessary condition for cultivating critical thinking skills. To stimulate students' in-depth thinking, teachers can design diversified interactive questions based on the course content to arouse students' thirst for knowledge (Sun Lingyun, 2024: 54).

The Socratic method is a pedagogical approach that involves a series of questions designed to guide the interlocutor into deeper reflection and self-discovery of the truth. This method emphasizes not providing direct answers but rather using questions to prompt students to analyze and reason step by step, ultimately leading them to draw their own conclusions. Empirical evidence has demonstrated that this teaching strategy is conducive to fostering students' comprehensive critical thinking skills.

(1) Open-ended question—stimulating the breadth and depth of thinking

Open-ended questions are those that do not have a fixed answer and require students to think deeply and explain. Such questions usually start with words like "why", "how" and encourage students to go beyond the surface and explore the essence and underlying reasons of the problem. For example, asking "What if..." or "What happens if...?", questions can encourage students to put forward hypotheses and verify them through discussion develop their critical thinking skills.

(2) Analytical question—deepening understanding and criticism

Analytical question requires students to analyze the content of the text and understand the profound meaning of the question. It requires students to have an in-depth understanding of the accuracy, relevance, and validity of the information based on analysis, and to distinguish the relationship between the information, which exercises students' analytical and judgmental abilities. (Yang Yu & Wen Nuan & Zheng Shaodan, 2025: 35) For example, by asking analytical questions like "What is the underlying meaning behind this view?" or "How was this conclusion reached?", teachers can guide students to deeply analyze the text content, dig into the essence of the problem, and provide reasons or evidence, thereby cultivating their deep critical thinking skills. (Zhang Min & Ye Jiao & Feng Wei, 2024: 30)

(3) Counter-question—reinforcing logic and analysis

Constructivism holds that learning often involves cognitive conflicts, that is, the contradictions or inconsistencies between the existing knowledge of learners and new information. This kind of conflict can stimulate learners' curiosity and thirst for knowledge, prompting them to think deeply and explore, therefore promoting the construction and deepening of knowledge.

A counter-question refers to a situation where the teacher presents an opinion or assertion and then asks the student to think about it and provide a counter-opinion or argument, creating opposing views. This way of asking questions can force students to step out of their conventional thinking framework, learn how to analyze problems, evaluate information, raise questions, and eventually form their own opinions, thereby training their critical thinking. For example, in an English debate competition or class discussion, teacher can divide the students into groups and have them discuss the rebuttal question. Teachers can help students to consider a multiplicity of views by encouraging them to express differing ideas and provide rebuttals (Liang, Wenjun (Tim) & Fung, Dennis., 2021: 24).

In summary, the teacher guides students to think deeply by posing questions that are open-ended, analytical, and rebuttal. In the teaching process, teachers should guide students to ask questions, deepen students' critical thinking through questioning.

5.4.3 Personalized Teaching

The multiple intelligence theory points out that each student has different intelligence and strengths. Personalized instruction strategies refer to focusing on individual differences among students and providing personalized learning resources and tasks by understanding the

differences in learning levels, interests, etc. For example, teachers can provide some critical thinking reading materials for students who enjoy reading. For students who enjoy writing, they can be assigned tasks of writing argumentative essays or debate papers. Through these ways, students can engage in deep learning in areas of interest, thereby enhancing their critical thinking skills.

Personalized instruction also emphasizes students' self-directed learning and reflection. Teachers can encourage students to make personal study plans, monitor their own learning progress, and engage in regular self-reflection. Through self-directed learning and reflection, students can better understand their learning needs and development directions, thereby improving their critical thinking skills in a more targeted manner.

5.4.4 Cooperative Teaching

Based on multiple interpersonal intelligence and bodily-kinesthetic intelligence, teachers organize activities such as group discussions and role-playing to promote communication and cooperation among students and help them solve problems together.

Cooperative learning strategies are one of the effective ways to strengthen thinking training. Through group cooperation or team collaboration, students can work together to solve problems, share resources and experiences, and learn from each other. This collaborative approach can stimulate students' mental collisions and promote the development of their critical thinking.

The teacher divides the class into groups to create an inquiry-based atmosphere where students can speak freely. By pooling ideas and sharing with each other around a topic, students can effectively enhance their cooperative skills and develop their critical thinking. (Cai Dandan & Yao Limei, 2024: 162) For example, on the topic "How to Use the Internet Properly", the teacher lets students discuss and research in groups and come up with their own ideas. Each group works together to prepare an English report and present it in class. In the process of cooperative learning, students need to think about the essence of the problem and come up with reasonable solutions.

5.5 Evaluation Feedback Reinforcements

Reinforcing evaluation feedback is an important part of focusing on the thought process. According to Wang Qiang (2024: 351), assessment involves the collecting of information of or evidence of a learner's learning progress and achievement over a period for the purpose of improving teaching and learning.

5.5.1 Diversified Evaluation Methods

A diversified evaluation system is the basis for strengthening evaluation feedback. Traditional evaluation methods are usually relatively simple, while the Multiple Intelligences Theory, proposed by American psychologist Howard Gardner in the 1970s, advocates multiple evaluations. A variety of assessment methods such as formative assessment, summative assessment, performance assessment, peer assessment, self-evaluation are used to comprehensively evaluate students' learning outcomes. This diversified evaluation system can

more objectively and comprehensively reflect students' learning situation and progress.

For example, in writing instruction, teachers can allow students to self-evaluate their compositions, analyze their strengths and weaknesses, and offer suggestions for improvement. Students can also be asked to review each other's compositions, allowing them to enhance their critical thinking skills through self-criticism and evaluation of others.

Teachers can adopt portfolios, guiding students to conduct self-evaluations after completing tasks, allowing students to understand their learning process and learning outcomes, thereby fostering self-monitoring and autonomous learning abilities. Through peer evaluation, students can draw on the strengths and experiences of others, identify their own weaknesses and offer suggestions for improvement, and continuously enhance their critical thinking skills by evaluating others.

5.5.2 Targeted Feedback and Suggestions

Feedback is one of the core elements of the evaluation. To help students improve their critical thinking skills, teachers should provide specific and targeted feedback suggestions.

Timely and effective feedback is the key to strengthening evaluation feedback. Teachers need to give specific and timely feedback on students' specific performance during the learning process, such as what they have done well, what needs to be improved, and how to improve, point out the strengths and weaknesses in their thinking process, and offer suggestions for improvement. These suggestions may include commenting on the clarity and logic of the viewpoints presented, evaluating the validity and sufficiency of the arguments, correcting the rigor and accuracy of logical reasoning, etc. Through these specific feedback suggestions, students can identify their shortcomings in critical thinking, and thus develop improvement plans and put them into practice.

5.5.3 Encouragement of Reflection and Improvement

Reflection and improvement are the ultimate goals of evaluation and feedback. To develop students' critical thinking skills, teachers should encourage students to reflect and improve in evaluation feedback. To cultivate students' critical thinking ability, teachers should guide students to conduct self-reflection based on intrapersonal intelligence and think about their own learning methods and critical thinking processes. And encourage students to keep diaries or study logs to record their learning experiences and thinking processes, allowing them to reflect and improve through self-evaluation and feedback. For example, after marking the written assignment, the teacher may ask the student to revise and improve it based on the feedback suggestions and submit the revised assignment for re-evaluation. Through this process of reflection and improvement, students can continuously enhance their critical thinking skills.

6. Conclusions

6.1 Research Conclusions

This research, taking a county high school as the research object, has found that there are

certain deficiencies in the critical thinking skills of high school students in this school. These deficiencies mainly manifest in the lack of independent thinking ability, the difficulty in analyzing problems from multiple perspectives, and the need to improve the ability to evaluate information. Therefore, it is necessary for us to take effective measures to address these issues and make improvements and enhancements.

Based on the framework of core competencies, this research has deeply explored the cultivation strategies of critical thinking ability in high school English teaching and constructed a set of teaching strategies for cultivating critical thinking skills. Through practical verification, the following important conclusions are drawn in this study.

(1) Deep integration of critical thinking and core competencies

The study finds that the development of critical thinking skills has a close intrinsic connection with various aspects of core competencies, such as language skills, cultural awareness, and learning ability. It not only enriches the connotation of core competencies and critical thinking, but also provides new perspectives and ideas for the research in related fields.

(2) Diversification and effectiveness of cultivation strategies

The study, based on core competencies, employs theories such as constructivism, multiple intelligence, and Socratic questioning, and combines them with high school English teaching practices to construct a comprehensive critical thinking cultivation strategy system that clearly defines training objectives, optimizes teaching content, innovates teaching methods, integrates multiple strategies, and strengthens evaluation and feedback.

The study indicates that this series of diverse cultivation strategies can significantly enhance students' learning enthusiasm and participation, guide them to think actively, question and evaluate information, and enable them to think more independently, analyze comprehensively and evaluate objectively when facing problems, demonstrating a relatively high level of critical thinking. This achievement not only validates the effectiveness of the cultivation strategies proposed in this study but also provides a valuable reference and guidance for future endeavors.

(3) Integration of interdisciplinary and local cultural characteristics

Based on the framework of core competencies and considering the actual situation of county-level high schools, the study innovatively integrates interdisciplinary and local cultural elements into English teaching, and specifically designs strategies for cultivating critical thinking skills among county high school students.

By combining English teaching with other subjects such as history, geography, science, and art, and through interdisciplinary thematic learning, the study broadens students' knowledge horizons and enhances their ability to integrate and apply knowledge comprehensively. This interdisciplinary integration not only improves students' critical thinking skills but also promotes the enhancement of their overall competencies.

The study particularly emphasizes the integration of local culture. By selecting local cultural materials closely related to students' lives, it guides students to deepen their understanding and recognition of local culture while engaging in critical thinking. This integration not only boosts students' cultural confidence but also makes the cultivation of critical thinking skills more relevant to their real-life experiences, effectively enhancing the pertinence and effectiveness of teaching strategies.

(4) Transformation of the teacher's role and professional growth

Research findings indicate that teachers play a crucial role in fostering critical thinking. During the research process, teachers gradually transformed their teaching concepts, shifting from traditional knowledge disseminators to facilitators and promoters of students' learning. They began to experiment with new teaching methods and approaches, encouraging students to think independently, pose questions, and guide them to conduct in-depth analysis and reflection. This shift in teaching philosophy is pivotal in advancing high school education.

6.2 Future Prospect

Driven by ongoing educational reform and technological advancement, the cultivation of critical thinking in English language learning will become increasingly pivotal. Globalization and the rapid evolution of information technologies oblige learners to develop sophisticated critical faculties if they are to navigate complex problems, make evidence-based decisions, and contribute meaningfully to societal progress. Consequently, future English-language pedagogy must systematically embed critical thinking into quotidian instructional practice.

According to the student needs investigated after the research, firstly, contemporary educational technologies, such as virtual reality and augmented reality, should be used more to provide vivid, experiential learning environments that both stimulate learners' intrinsic motivation and scaffold the development of higher-order analytical skills. Secondly, sustained international collaboration and exchange will allow local educators to assimilate and adapt best practices from global contexts, thereby fostering students' intercultural competence and global perspectives while remaining responsive to indigenous educational realities. Finally, teachers should cultivate learners' awareness of lifelong learning and encourage them to refine their critical thinking continuously and to expand their intellectual horizons, laying the groundwork for future academic and professional success.

In conclusion, the study delves into strategies for developing critical thinking skills in English for high school learners within the framework of core competencies and has achieved initial results. However, critical thinking is not achieved overnight. It requires a long-term and subtle cultivation process (Huang Jinglei & Zhang Xinyue, 2023: 74). Future research should continue to deepen theoretical exploration and practical innovation, continuously improve and optimize this development model, and promote the continuous development and improvement of English teaching to achieve more significant results in the future. At the same time, it is hoped that the results of this study will provide useful references and lessons for other educators.

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