Using Multi-text Reading to Teach Chinese Reading at a Chinese Senior High School

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Abstract
Background and Aim: Reading in Chinese is recognized as an important competency in language learning. This paper aims to study the effects of multi-text reading teaching techniques on students' reading ability in a high school Chinese reading program.
Materials and Methods: Multi-text reading is an important material in Chinese reading learning. The effects of multi-text reading on high school students' reading ability in Chinese reading instruction were investigated through interviews and tests.
Results: Multi-text reading is better than single-text reading for helping high school students get better at reading. This method promotes divergent thinking and reading techniques and helps students navigate the information-rich modern world. By using multiple texts and putting an emphasis on thematic and intertextual reading, multi-text reading supports students' methodical and thorough language and reading development.
Conclusion: Reading multiple texts helps high school students become more proficient readers by encouraging a variety of reading approaches and methodical comprehension. It successfully combines intertextual and thematic learning, equipping students for the information-rich modern world.

Keywords: Multi-text reading; Reading; Chinese reading; Classroom teaching

Introduction

"Multi-text reading": the definition is a non-coherent text, is relative to the continuous text composed of sentences and paragraphs in terms of reading materials, mostly in different texts, different forms of presentation, around the same theme to the relevant reading materials together, requiring students to read and analyze, comparative study, from which to extract effective information, and to express in a concise language. And express them in concise language. "Multi-text reading" is characterized by a certain degree of relevance between reading materials. China's high school language reading curriculum standards point out that comprehensive reading questions should fully reflect the integration of reading and appreciation, expression and communication, sorting and inquiry, find a combination between the proposition material and social life, and guide students to explore in-depth and analyze and solve problems comprehensively.

"Multi-text reading was first used in China to help students improve their reading skills by reading their favorite texts. In other words, students read texts at their level and interest. When using this reading instruction technique, the teacher will act as a facilitator, allowing the students to later share with the larger group what they have read and what they have learned from reading texts about the issue or topic.

"Multi-text reading" emerges as another breakaway technique from the traditional approach of teaching intensive reading in class when only one single text is used and all the students read it together as an exercise of intensive reading directed by the teacher who points out the main message of the text, vocabulary, and grammar that students need to know and understand.

Objectives

1. To study the effects of multi-text reading on students' reading abilities in a Chinese reading course.
2. To explore the satisfaction of high school students with using multi-text reading in a Chinese reading course.

Literature review

1. Significance of reading

Reading is a kind of activity involving readers, authors, and texts. "Seeing" is the premise of this activity. "understanding" is the ultimate goal, and "understanding" includes not only the understanding of the literal meaning of the text but also the experience of the author's thoughts and feelings (UKEssays,

2018). In this way, readers will learn a lot when they make meaning out of what they have read. According to Pradani (2021), reading is a process for a reader to carry out to get messages in the words.

The higher the reading level, the more complicated skills would be expected for the students to master. This indeed indirectly reflects the requirement for students' reading ability and also reflects the expectation of teachers to achieve the teaching goals. Traditionally, the reading teacher would use one text to teach the whole class and might use the lock-step teaching technique (All students go through the texts together at the same pace). This approach to teaching reading is called "Intensive reading". Miller (n.d.) explains that usually for intensive reading, the teacher directs the process of reading in class as well as what to read when to read, and what vocabulary, grammar, text organization, or comprehension points should be discussed. This study, however, moves away from the traditional teaching approach to reading by introducing the use of a multi-text reading technique, which will be explained in the following section.

2. The concept of multi-text reading

The following section introduces multi-text reading and how it is implemented.

2.1 Definitions of Multi-text Reading

Multi-text reading is a kind of breakthrough reading teaching practice that has emerged in recent years. The reading volume of students began to increase. Although teachers are still used to teaching single texts, with the promotion of the concept of an integrated curriculum, many teachers have also begun to try the reading teaching activities of the multi-texts, with textbooks and extracurricular reading materials, and conducted multi-text reading teaching for the same topics."(Zhao, 2011)

The concept of multi-text reading, multi-text reading refers to a teaching technique that puts a reading goal at the center. In this way, more articles or texts on the same topic are read by students even in the same class. In the process of reading, teachers and students read the texts, discuss the ideas in each text, and share reading content and experience with others.

2.2 Application of Multi-Text Reading into the Reading Lessons

How multi-text reading is applied to the lessons? The so-called multi-text reading refers to the process in which teachers and students read various texts on the same topics and students read and collectively construct their understanding of the topic, and finally reach a consensus on the issue"(Yu, 2015). The process is meant to focus on the reading skill practice (Yu, 2015). According to Luo (2015), multi-text reading emphasis is on students reading the same issues presented in various texts to develop their reading skills, which are the outcomes of the reading course."(Luo, 2015)

3. Reading skills to master

Reading is an essential skill for obtaining information and messages sent by others. Listening and reading are considered receptive skills while speaking and writing are production skills (Yang, 2014). Kovacs (2018) states that reading is one of the basic skills that all learners of a language must master. Li (2018) also presents in her research that reading skills are the foundation and prerequisite for developing other language skills. Reading can cultivate and enhance students' sense of language. Learning a language is very important because it determines whether the language spoken by the students is pure and authentic. Reading is the most direct and basic way to cultivate students' sense of language. According to Grabe (2009), reading is a psychological process. Reading has many definitions. Reading is when someone looks at the written text and begins to absorb the information in the written language information.

Besides, many experts give their definitions of the true meaning of reading. Reading based on reading is a fluent composition process for readers to build meaning from textual information and their background knowledge.

The activity is done by readers because they want to get information and knowledge from the text. In gaining information and knowledge, readers try to associate the written language they read with a text they already know. Understanding text is achieved by understanding the meaning of words, sentences, and even text.

3.1 The Definition of Reading Strategies

Reading is an important skill that learners should know. Learners read the text for a variety of purposes, from obtaining information to having fun. Although English learners are proficient in their language, they often have many problems understanding texts in another language, especially since most learners lack appropriate reading strategies.

3.2 The Definitions of Reading Comprehension

Reading comprehension is an important skill that promotes the development of various learning tasks for learners. It helps them parse the text and express their thoughts on the written material. Learners should develop a strong ability to understand written materials. One of the main purposes of reading comprehension is to help learners improve their reading skills. If they want to become skilled readers, they must understand the text (Gilakjani & Sabouri, 2016).

3.3 The Types of Reading Comprehension Strategies

Reading comprehension cannot be learned immediately. During the reading process, students must have certain reading strategies to achieve the purpose of reading comprehension. (Brown, 2004) The strategies used by each student are different, depending on which one is suitable for their situation. This study will adopt Brown's viewpoint about reading strategies:

(1) Skimming

Skimming refers to students quickly reading content to grasp information, such as the title, the first sentence of each paragraph, a summary of related content, etc. This is useful for students because it can help them practice the purpose of predicting text, main ideas, and event details.

(2) Scanning

Just like skimming, quick reading also includes scanning, but compared to skimming, students do not need to read the full text, they only need to read the information points they need. For example, to find a date, students only need to find the paragraph in which the number appears.

(3) Analyzing Vocabulary

This strategy helps to improve their ability to guess words. When encountering unknown words during reading, they often need to guess the meaning of the words according to the context.

(4) Identifying the Purpose of Reading

Before doing one thing, people need to know the purpose of doing it. Similarly, before reading the article, students need to know the purpose of their reading. This strategy is important in reading. It can help students understand the entire text.

4. Chinese Traditional Way of Teaching Reading

The traditional way of teaching reading has been criticized with some drawbacks as presented below.

4.1 A lack of feedback on the process of reading

In the traditional high school reading class, most homework exercises and exams are used for evaluation, and there is no special evaluation method for the process of reading.

4.2 A neglect of the majority of the students in the classroom

In the traditional way of reading teaching, some teachers still have many biases about certain students and neglect many of them while teaching. All students should be getting equal attention. Therefore, if students know how to read, if they work in small groups with their teammates, students may develop a better learning technique besides becoming independent learners (Tackett, 1996).

4.3 A single-text reading technique

Reading teaching activities do not fully help students to improve their reading skills.

The process of learning how to read is more important than the content mastery.

Teachers' reading teaching concept is outdated and their reading teaching methods are backward. The traditional single-article reading teaching is mainly teacher-centered.

5. Related studies

Over the last years, the volume of research focused on multi-text reading has increased remarkably. By reviewing the previous studies, similar findings can be found in some studies.

Cui (2022) conducted a mixed-method study entitled "The Study on the Teaching of Novels Chinese Group Reading in Senior High School ——Taking the Ministry Compiled High School Textbook as an Example". This research tries to narrow the research perspective of group text reading teaching from the perspective of high school novel reading teaching and innovate the teaching strategy of novel reading in senior high school. Combined with the current teaching of high school, there will inevitably be some problems in the process of combining group text reading teaching with novel teaching, to make the novel group article reading class in high school to carry out better, this paper studies the teaching of reading group novels in senior high school from the aspects of a theoretical system, teaching status, teaching suggestions, and teaching strategies, hoping to provide reference for front-line teaching.

Chen (2016) conducted a mixed methods study entitled "A Case Study of Multi-texts Reading/Writing Integration in the Chinese Course in Primary Schools." In this research, based on Teacher Li Zu-wen's research of the integration of multi-text reading and writing and his works, the work in this dissertation mainly adopted the Case Study Method to explore and study the systematic operation of it with other supplementary methods, like interviews, observation, and real analysis. Thereby, some general patterns were discovered and established. The study primarily consisted of two parts: the selection of teaching contents and the operation of the teaching process.

Research framework
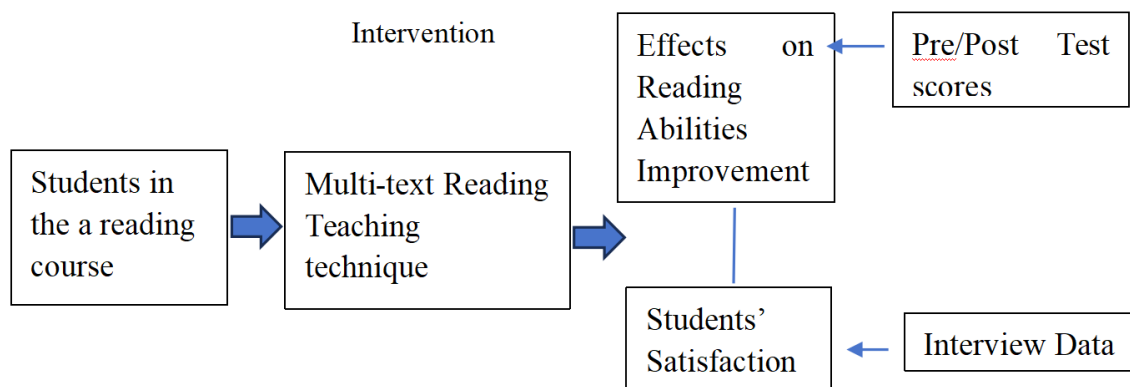
Figure 1 Conceptual Framework
Note: Constructed by the researcher

Methodology

Steps for teaching multi-text reading:

The multi-text reading teaching model is a very effective teaching method to help students better understand and master knowledge. The following are the specific steps of multi-text reading teaching mode:

1. Determine the theme: First of all, teachers need to determine the theme of the teaching, such as "environmental protection", "healthy eating" and so on.

2. Collecting texts: Teachers need to collect texts from different sources related to the theme. The focus of multi-text reading is on the selection of articles, so teachers should not only make sure that the selected articles are consistent with the teaching objectives, but also need to combine the special characteristics of each student to make a targeted selection of materials and ensure that each group of articles should be consistent with the theme of the theme of the topic, the relevance of the theme, there can be no unrelated breaks, to fit the theme of the teaching. Unrelated breaks, to suit the intellectual development level and receptive ability of this group of secondary school students, but also conducive to the development of their logical thinking ability in the reading process. For example, newspaper articles,

magazine reports, academic papers, etc. These texts should come from different perspectives and positions so that students can acquire diversified knowledge and viewpoints.

3. List division: The collected texts are divided into lists according to themes or relevance so that students can understand and summarize them better.

4. close reading of texts: students need to read each text carefully and make notes and excerpts for later organization.

5. Reflective questions: Teachers can provide some reflective questions for students to think about while reading the text, such as "What is the importance of environmental protection?", "What is a healthy diet?", "What is a healthy diet?", "What is a healthy diet?", "What is a healthy diet?". What kind of diet is healthy?" etc.

6. Consolidate information: Students need to summarize, summarize, and compare the texts they have read to gain more in-depth and comprehensive knowledge.

7. Discussing and sharing: Teachers can organize students to have a group (Each group has 4 students, with a total of 5 groups) discussion, and share everyone's reading and understanding. Through discussion, students can collide more sparks of ideas and deepen their understanding and mastery of knowledge.

Through the multi-text reading teaching mode, students can not only get more knowledge, but also improve their reading and thinking ability, and cultivate diversified thinking mode and innovation ability.

Text selection for the teaching of multi-text reading

Language multi-text reading is designed to allow students to explore the laws of reading through different texts, explore the laws of reading in the same, and compare and contrast to understand the characteristics of different topics and genres. The ultimate goal is to improve students' reading ability and mastery of the basic methods in the practice of multi-text reading so that students can have more direct contact with stylistic materials, experience a large number of reading practices, master the rules of using language, and then improve language literacy.

Multi-text reading text selection and combination is a key link in multi-text reading teaching, text selection and combination of good and bad directly affect the students' reading effect.

8. The choice of text should be closely related to the teaching material

The textbook is the carrier to realize the objectives of the curriculum, is the language reading teaching this in the multi-text grouping, the textbook should be the first title, to save time and efficiently complete the teaching objectives. Several poems by Du Fu and Li Bai are selected from the secondary language textbook. We combine Du Fu's works of different periods to understand the changes in the author's creative style and thoughts. They are "Gazing at Mount Tai", "Spring View", and "On the Height". Through the reading of Du Fu's poems from different periods and the discussion of the topics, students gained a systematic understanding of Du Fu's poetic style and changes in thought.

Li Bai and Du Fu are both great poets of the Tang Dynasty, so how do their poetic styles differ? We put Du Fu's My Thatched Hut Wrecked by the Autumn Wind and Li Bai's Invitation to Wine together for students to explore through comparison. Through reading the two poems, students have a clear understanding of the poetic styles of Li Bai and Du Fu. Li Bai's poetry is grand, rich in imagination, passionate, and romantic. Li Bai's poetry is grand, imaginative, passionate, and romantic, while Du Fu's poetry is introverted, somber, and full of realism.

This is how we choose the text, with the textbook as the main subject, to the class with the extracurricular. This does not delay the teaching progress, but also a good multi-text reading training.

9. The combination of text selection should be conducive for students to explore from multiple perspectives. The combination of text selection should be both relevant and explorable and must be conducive to students exploring multiple perspectives, to effectively improve students' reading ability. Articles with the theme of parental love are frequently encountered by students. Such as writing parental love articles, in the high school language textbook, there are several articles, that express the general theme in the same direction, but in the writing method, the emotional expression focus is very different, such

articles together, so that the students through a multi-angle reading exploration, to improve the reading ability of students of such articles is very helpful.

10. the topic is the center of selecting and combining the text

In the multi-text reading, the topic is the line through the text, the combination of text selection must be centered on the topic, otherwise, it is a formality. Symbolism many students master poorly, for the meaning of the symbols of the body does not penetrate the deep understanding of the symbols of the understanding of the topic, to prepare a set of multi-text reading materials, so that students can read to explore. Students have a better grasp of symbolism through understanding the background of writing, analyzing the characteristics of symbolism, and exploring the ideas and emotions expressed by the author.

11. the selection of multi-text reading is in line with the level of students

Mythological stories are also found in high school language textbooks, but students' understanding of such texts floats on the level of storylines, with insufficient depth of understanding of characterization, and inadequate understanding of the themes that the stories are meant to express. Taking the topic of how to understand the characters in mythological stories and what kind of wishes and thoughts of the ancients can be seen from the myths, we combined three articles, Kua Fu Chases the Sun, Gong Gong Hits Mount Buzhou angrily, and Yugong moves mountains, into a group of articles to be Reading, set the following specific discussion questions:

(1) What are the similarities between Kua Fu and Yugong in terms of image?

(2) What is the starting point of Gong Gong's "touching the mountains of Buzhou in anger" and Yugong's moving the mountains of Taihang and Wangwu?

(3) What kind of wishes and thoughts of the ancients can be seen in the three myths? Through the exploration of the topic, students have a deeper understanding of the mythological characters and thematic ideas.

There are many other paths and strategies to determine the selection and combination of multiple texts, I "...the determination of the combination of multiple text selection must be the direction of the new standard, close to the textbook, close to the reading knowledge. In the combination of multi-text selection, the topic should be the line, students through the exploration and discussion of the topic, master reading (method, improve reading ability, enhance reading interest, and ultimately enhance students' language literacy.

Results

1. The Pre/Post Test

1.1 Analysis of the Pre/Post Test

The results of the test score analysis by paired sample statistics were positive, as shown in Table 1 below.

The resulting significant value (p) was 0.000. The minimum value was 4.000,20.000 with a mean of 11.500, standard deviation of 4.840, and median of 11.000. For the post-test, the minimum value was 10.000, the maximum value was 27.000, the mean value was 19.050, the standard deviation of 5.125, and the median of 19.500. The mean difference between the pre-test and post-test was 7.55, indicating a significant increase in the post-test mean, with a larger difference in the mean. As shown in Table 2 below, the significance value was 0.00, lower than 0.05 ($P < 0.05$), indicating that the post-test scores of the sample group showed statistically significant increases compared with the pre-test scores. The comparison of pre- and post-test means is illustrated.

Table 1 Basic Indicators of the Pre/Post-Test

| Basic indicators					
Name	Sample Size	Minimum	Maximum	Average Value	Standard Deviation
Pre-test Score (Full Score=30)	20	4.00	20.00	11.50	4.84
Post-test Scores (Full Score=30)	20	10.00	27.00	19.05	5.12

Table 2 Results of Paired t-test Analysis

Paired t-test for the analysis						
Name	Sum	Average value	Standard deviation	Mean difference	T	P
1	Pre-test Scores (Full Score=30)	11.50	4.84	-7.55	-9.291	0.000**
	Post-test Scores (Full Score=30)	19.05	5.12			

Figure 2 below represents the scores of individual participants in the Pre-test and Post-tests. As shown in the line graph, the blue line indicates the pretest score and the line represents the Post-test score. Thus, it was clear that all participants 'scores improved in the Post-test, which affirms that the use of multi-text reading contributed to improving students learners ' reading ability.
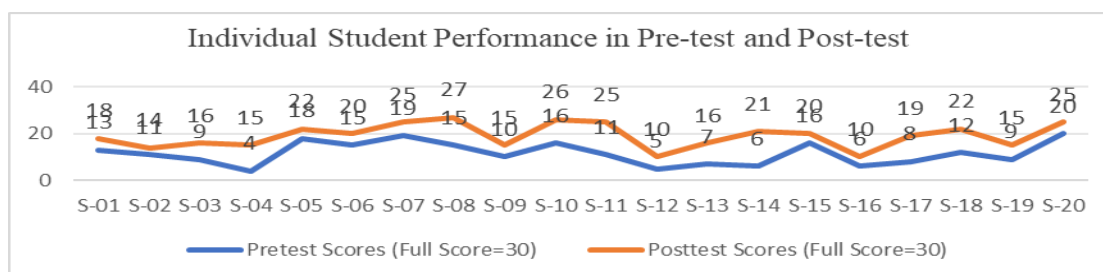
Figure 2 Representative, individual participants' scores in the Pre-test and Post-test
Note: Constructed by the researcher
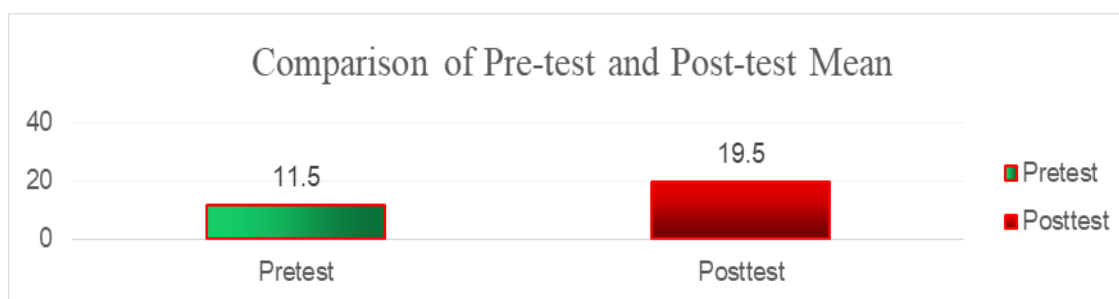
Figure 3 shows the mean scores of the pre-test and post-tests
Note: Constructed by the researcher

The Pre-test is green and the Post-test is red with a score of 11.5 and 19.5, respectively. The Post-test mean score of the sample group was higher than that of the Pre-test average score. The Post-test score indicated in red confirms a slight increase of 8 points over the Pre-test score indicated in green. Therefore, it can be concluded that everyone showed some improvement in achieving higher scores in the Post-test.
1.2 Comparison of pre-test group and post-test scores
The pre-test and post-test scores of the sample groups are shown in the table below. With 10 boys, and 10 girls, student female set as number 1 and student male set to 2. Chinese learning years 5-10 is the number 1,10-15 is the number 2, age 14-15 is set to the number 1, and age 15-16 is set to the number 2. Among them, because the research object is the first grade of senior high school students, the Chinese level has a certain foundation, and the level is between five and seven, so level 5 is the number 1, level 6 is the number 2, and level 7 is the number.
Pretest scores ranged from 20 out of 4, with one participant scoring only 04 out of 30. Post-test scores increased significantly, with one participant scoring the highest 27 points out of 30 and 10 out of 30 and the lowest of 20 students compared to pre-test scores. All 30 students showed significant or marginal

improvement in the post-test, with a score difference of 4 to 15, respectively. Table 3 below shows the gender, years of Chinese study, age, Chinese grade, pre-test and post-test scores, score increase, and percentage difference of the study participants.

Table 3 Test data for the study subjects

Student ID	Pretest Scores (Full Score=30)	Posttest Scores (Full Score=30)	Increase in test Scores
S-01	13	18	5
S-02	11	14	3
S-03	9	16	7
S-04	4	15	11
S-05	18	22	4
S-06	15	20	5
S-07	19	25	6
S-08	15	27	12
S-09	10	15	5
S-10	16	26	10
S-11	11	25	14
S-12	5	10	5
S-13	7	16	7
S-14	6	21	15
S-15	16	20	4
S-16	6	10	4
S-17	8	19	11
S-18	12	22	10
S-19	9	15	6
S-20	20	25	5

When comparing raw scores between pre-test and post-tests, it results showed that all 20 study participants compared to the pretest.

2. The Structured Interview

This section reports the views of the 6 students who volunteered to participate in structured interviews. The obtained data were analyzed using thematic analysis techniques. Table 4 below shows how many categories and concepts were found in each interview and Figure 3 presents how the data were analyzed.

Table 4 The Interviewees, Number of Categories, and Number of Concepts

Interviewee	Number of Categories	Number of Concepts
S1	2	1
S2	3	2
S3	4	2
S4	4	2
S5	3	2
S6	4	2
Total	**20**	**11**

Table 5 Open coding conceptualization and categorization

Students	Interview	Concept	Categories	Open Coding
S1	I think we can broaden the scope of knowledge, expand our cognition, learn new knowledge, new skills, etc. I've been improving my reading grades. I like reading interesting novels. Expand my vocabulary, understand and use the language better and faster, and love reading. Before, I read very slowly and didn't know what was written in the article after reading. After learning, I learned to draw keywords in the process of reading, which was conducive to my understanding of the article. A little improved, medium level, reading speed faster, vocabulary increased, I feel like reading more and more. Reading, I know that the score is not the most important, happiness every day, health, family, and friends eating together, sleep, and chatting are the most important, so, I think students' pressure is too big, only know learning every day, do not know to relax.	1. Reading is beneficial 2. like reading	1. Language 2. knowledge	Open -c-01
S2	1. I think reading has many benefits. It can improve our reading ability and writing level, and at the same time, improve our reading speed. Wrong, less reading disorder. 2. Medium level T: How do you think your reading scores will change through multi-text reading and learning? 3. Yes, it's fun to read in multiple texts. 5. I didn't like reading before. I thought I read too much. I had a reading class. Now, due to the improvement in my grades, I have developed an interest in reading. Enhanced my love for the motherland, for example, compared with the animals of other countries, I prefer my own country's giant panda, very lovely, black ears. If I want to summarize, I'm interested. I wanted to read more about the animals.	1. Read the comparison 2. Improve the reading ability, writing level, and reading speed 3. Multi-text reading is interesting	1. Decoding ability 2. Culture Consciousness	Open -c-02
S3	1. I found that reading is not only a kind of enjoyment but also a kind of enlightenment, which can arouse the thinking and resonance in my heart. 2. I do very well in reading, and I can get excellent grades every time. 3. Medium to high level, my highest pre-test score, 20 4. I found that books are the product of human wisdom. Every book is a door. I like many reading classes. And other students' discussion and communication are interesting, for example, in the study color that class, some students think red is dangerous, I think red is very lovely, represents vitality, if we go skiing and mountaineering, of course, the best choose red, one thousand, in difficulty, rescuers can find us for the first time, I hope the teacher can choose difficult articles. 5. I am a member of our team. I am the "coordinator" of the team, responsible for organizing our ideas and tasks, ensuring that everyone does their best, and providing support and help when needed. In addition, I also share	1. Evaluation 2. Like reading class 3. I read very well 4. Multivariate thinking	1. Reading experience 2. reading comprehension	Open -c-03

Students	Interview	Concept	Categories	Open Coding
	the responsibility of improving team efficiency and creating a good working atmosphere. My biggest harvest is my growth and progress.			
S4	1. I think it works. By reading many articles, I have not only enriched my knowledge reserve but also stimulated my thinking and creativity. 2. I think I should get very good grades. 3. Better grades. 4. I think reading is a way to enrich yourself, it is a way to expand your horizons. Through reading activities, I am deeply aware of the pleasure and beauty of reading. I am becoming increasingly interested in reading. Reading books can help us improve our memory, let us focus more, become more focused, and let us think more, rather than just judge blindly. Now many students like to drink Coca-Cola, I think it is not good for our health, we should drink more water and drink milk so that we can grow up healthily. 5. Also, I have the habit of reading at least 10 pages a day. 6. Teacher, I read for an hour every day. 7. I like reading very much. Multi-text reading activities allowed me to expand my world vision. Through communication with different students, I have learned about new knowledge and new ideas in different fields. I like to participate in multi-text reading teaching activities, and I have gained rich experience from it, and the importance of multi-text reading activities.	1. Reading interest 2. Reading quantity 3. Improve memory 4. Help to think	1. Reading experience 2. Reading habit	Open -c-04
S5	1. I like reading very much. I want to read many more books. Reading is not only a tool to acquire knowledge, but also a kind of enjoyment, a way of dialogue with the culture. Through reading, for example, we know the cause of global warming, the cause of the earthquake, know why the apple is red, green, yellow, and purple, in this busy modern society, we often face trifles, tired of dealing with them, reading can let us temporarily get rid of trouble, find inner peace and peace. 3. Medium level 4. Better grades. 5. I find this kind of multi-teaching class very interesting. 6. For example, I believe that this reading mode can improve reading performance. Reading is also a way of entertainment and relaxation, which can not only help us to relax and relieve pressure but also can learn more knowledge and increase our knowledge. Reading can help us understand the different cultures, history, science, and the various landscapes of the world, so that we can better understand the world.	1. Cultural understanding 2. Reading interest 3. Can increase my knowledge and vision.	1. Culture Consciousness 2. Reading experience	Open -c-05
S6	1. I like it and I love it. It can improve my reading ability. I think I was looking for specific information,	1. Cultural understanding	1. Culture Consciousness	Open -c-06

Students	Interview	Concept	Categories	Open Coding
	guessing the meaning of the word, judging and reasoning, and understanding the general idea of the article much better than before. 2. I found that reading is not only a kind of enjoyment but also a kind of enlightenment, which can arouse the thinking and resonance in my heart. 3. I think my grades should be very bad. 4. Low level 5. Better grades. 6. In the process of reading, I shared my reading skills with my classmates, and I learned a lot of new ideas from them. This not only increases my understanding of the various literary works but also expands my reading field. But often feel that their knowledge reserve is not enough, cannot learn to use it. After class, I also tried to find time to read some extracurricular books. 7. My attitude is positive because my grades are not good, so I think I should read more. I value my grades very much because I can check my recent learning results through them, but my grades are very poor, very low.	2. Reading attitude 3. Attitude is positive. 4. Low level	2. Reading experience	

The data obtained from the interviews showed similar views about the multi-text reading technique. Students enjoyed working with their friends and showed their awareness of the benefits of reading.

Discussion
1. Teachers should have an awareness of core literacy and change the concept of education

Teaching multi-text reading requires teachers to have high self-quality, possess a strong ability to interpret the text, the ability to synthesize the content of the same topic and the ability to expand it, flexibly use the teaching materials, and creatively use them. The ability to synthesize and expand the content of the same topic, and the ability to flexibly apply and creatively use the teaching materials. In the new era of curriculum reform, the changes in the external environment require teachers to adapt to the changes, to learn continuously, to update the concept of education and teaching, and to improve the quality of teaching. They should continue to learn, update their concepts of education and teaching, improve their teaching quality, and consciously conduct research and teaching in the light of core literacy, not only in language but also in thinking. They should consciously conduct research and teaching in the light of the core literacy, not only in language, but also in thinking, aesthetics, and culture, and challenge the "ceiling" of their cognition. Dare to break through the familiar and normalized teaching mode and keep pace with the development of curriculum reform.

2. "Multi-text" teaching should not be a formality

In multi-text reading teaching, all links are interconnected, multi-text is the form, and reading is the real kernel, driven by the kernel of the form. "Kernel" in the construction and activities are two important links, "construction" requires more than one text combination together, the organic composition of a body, with some kind of connectivity, and in the process of realizing the literacy that is the achievement of the teaching objectives to play a major role. Not for the "multi-text" and "multi-text", multi-text reading teaching is not simply against the single reading teaching, not reading teaching another stove, in high school reading teaching, is a positive and useful supplement to the single reading teaching.

3. Scientific evaluation

The release of the 2017 edition of "Ordinary High School Chinese Curriculum Standards", the "learning task group" means me our Chinese teaching has embarked on a road of complete change, and it is impossible to go back to the past single teaching. It is the time to unify the world. Of course, group text-reading teaching is not omnipotent, it is only one of the many teaching methods. Seed, we advocate text reading teaching, the significance is to make up for the past shortcomings, and promote realistic reform. One. We are all exploring, and we all have a beautiful assumption that this can achieve the most beautiful effect, but, in the actual teaching process, there will certainly be such problems, which need our high school Chinese teaching. Teachers continue to strengthen their quality, especially the comprehensive development of the core quality so that our high school Chinese teaching better serves the development of the new era.

Conclusion

There are advantages and disadvantages of teaching single reading compared to teaching multi-text reading. In a single-reading class, the teacher spends one or even two class periods explaining a text, and the students have more time to savor the same text over and over again, so they have a more detailed knowledge and understanding of the text, but it is precisely this way of teaching that results in the students not being able to read as much as required by the curriculum standards. In a multi-text reading class, students are required to read about three texts in one lesson, which tends to turn students' reading into a leisurely viewing. However, precisely because of the time constraints, teachers will remind students to choose the reading method of combining detail and summary; precisely because of the combination of multiple texts, teachers will guide students to learn to compare and summarize. In the era of information explosion, faced with endless information and data, secondary school students have to master a variety of reading methods during their school years and flexibly utilize multiple methods according to different needs. At the same time, the cultivation of students' divergent thinking has become very important. Summarizing various reasons, multi-text reading teaching is more suitable for the cultivation of high school students' reading ability.

Multi-text reading is a new type of reading teaching method, to a certain extent, to make up for the shortcomings of the traditional single reading teaching, at the same time with the previous unit teaching, theme teaching and group teaching different, group reading of the directionality is more clear, "topic" becomes the first directionality of the group reading, which makes the group reading of the unit of time in a clearer teaching objective. This makes the teaching goal of group reading in a unit of time clearer, and teachers are more able to focus on a center to carry out teaching and give full play to the benefits of group reading. In addition, group reading focuses on the intertextuality of multiple texts and the wholeness of reading teaching, which makes the pace of the reading class more compact and the content more systematic. Through the guidance of multiple reading strategies, group reading can fully improve students' reading ability and language literacy.

Multi-text reading teaching combines classroom teaching and life reading scientifically, gives full play to the value of reading teaching, and promotes the development of students' reading ability. In addition, multi-text reading teaching has a great positive effect on both the individual growth of students and the development of the teacher group. In general, the research on multi-text reading teaching cannot be separated from the joint efforts of university researchers and front-line teachers, and a large number of theoretical and practical achievements have been made since the rise of group reading teaching. Although there are still many shortcomings in the practice of multi-text reading, multi-text reading as a new type of reading teaching method adapted to the development of today's education has a very great prospect for development. It is believed that through the joint efforts of researchers and front-line teachers to continuously optimize and develop multi-text reading, multi-text reading will surely become an important reading teaching method other than single-reading teaching.

Recommendation

Taking a middle school in Zaozhuang City as an example, this paper discusses the status and existence of Chinese group reading teaching in high school in detail. And also put forward some targeted suggestions for improvement. Although there are many deficiencies in group text reading, we need to change constantly, but group reading is a new reading mode to meet the needs of education development, and has a very huge development prospect, it should be widely practiced and continuously optimized in the Chinese teaching classroom.

The use of multi-text reading to improve students' language reading skills is effective (Shanahan, 1984). Therefore, the use of multiple texts should also be encouraged when teaching reading in other grades.

As a new form of reading teaching, the use of group text reading has a strong practical significance, and it can be full. Full curriculum standards for students 'reading capacity, and reading ability requirements, can enrich teachers' reading teaching forms, the most important. It can strengthen students 'reading subject status, and improve students' reading ability and thinking quality.

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