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# Exploration of Teaching Strategies for High School Chinese Foreign Novels from the Perspective of Group Literature Reading

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**Abstract:** With the widespread use of digital media, students' attention and comprehension of text have gradually declined, making the development of multicultural literacy more challenging. This study aims to enhance students' cultural awareness, deepen their understanding of multiculturalism, and improve their overall literacy. The research focuses on the teaching of Group Literature Reading of novels in the high school Chinese textbook published by the Ministry of Education. First, text analysis is used to explain the pedagogical value of Group Literature Reading in high school foreign novel instruction. Next, based on relevant teaching experience, the current status of Group Literature Reading of foreign novels in high schools is examined. Drawing on text and situational analysis, four optimization strategies are proposed: (1) reconstructing the text content and learning materials, (2) integrating text learning with individual writing, (3) combining group discussions with whole-class discussions, and (4) implementing process-oriented evaluation guided by critical thinking.

**Keywords:** high school Chinese; foreign literature; group literature reading; teaching strategy

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## 1. Introduction

In today's context of globalization, cross-cultural communication is becoming increasingly frequent. Exchanges between different cultures strengthen connections among people worldwide, providing exposure to more diverse cultural experiences. Enhancing cultural awareness and understanding through language teaching has therefore become a key objective in contemporary education. Language instruction should not only improve students' linguistic abilities but also develop their multicultural literacy. However, with the rise of digital media, people increasingly prefer materials such as images and audio that require minimal cognitive effort, showing less enthusiasm for learning about multiculturalism. This shift in lifestyle has hindered deep thinking, limited the development of critical thinking, and weakened cultural awareness.

Foreign literature, as a widely recognized literary genre, contains rich cultural content from around the world. Studying foreign literature helps students acquire multicultural knowledge, strengthens cultural awareness, and broadens the depth and scope of their thinking. Nevertheless, traditional foreign literature teaching often relies on a single text, resulting in limited teaching organization and approach. Therefore, optimizing the current teaching organization is necessary in Chinese language instruction. Group Literature Reading, as an innovative approach to reading instruction, shifts the focus from single-text reading to multi-text reading. This method introduces diverse ecological contexts into the classroom and enhances reading instruction efficiency [1].

Based on this perspective, this study selects foreign novels as the focus and integrates them with Group Literature Reading. This combination aims to achieve the following

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objectives: (1) help students comprehensively understand and evaluate similarities and differences across different works; (2) encourage students to analyze and interpret texts from multiple perspectives; and (3) cultivate students' critical thinking, cross-cultural communication, and comprehension skills. Through the analysis of specific text cases, this article proposes targeted teaching optimization strategies to improve students' reading proficiency and multicultural literacy.

## **2. Application Value of Group Literature Reading in Foreign Novel Teaching in Senior High School**

### *2.1. Group Literature Reading Enriches Students' Reading Content*

The value of high school Chinese Group Literature Reading lies in enriching students' reading material and exposing them to diverse literary works of different types and styles. In classroom teaching, teachers can guide students to select literary works based on articles from the standardized Chinese language textbook, compare and analyze them with other works, and explore the ideological concepts, lifestyles, and writing characteristics of people from different cultural backgrounds. For instance, *The Bodyguard* and *David Copperfield* illustrate differences in Chinese and Western writing styles. *The Undertaker* depicts a marginalized group suffering under modern capitalist society, while *David Copperfield* portrays the struggles of the lower class in Victorian England. Both works reflect the hardships of individuals under capitalist oppression. However, *The Undertaker* emphasizes details such as working hours, environment, dietary conditions, and labor benefits, while *David Copperfield* focuses on psychological characterization. From an observer's perspective, *The Undertaker* reflects the suffering endured by individuals and their longing for freedom, whereas *David Copperfield* critiques societal hedonism from a first-person viewpoint [2]. By analyzing storylines, narrative perspectives, character development, and artistic techniques, students can better appreciate and comprehend the work, enjoy its aesthetic qualities, and accurately grasp its themes and meanings.

### *2.2. Group Literature Reading Cultivates Students' Critical Thinking*

Group Literature Reading can develop students' deep thinking and critical analysis abilities. For example, after establishing the theme of "The Art of Sorrow" in a group article, students can further examine the selected text by dividing it into dimensions such as "the weight of sorrow," "the length of sorrow," "the form of sorrow," "the breadth of sorrow," and "the movement of sorrow." Teachers guide students to explore each dimension thoroughly. During this process, students read, discuss, and reflect on the works, analyzing and evaluating them from multiple perspectives. In exploring "the weight of sorrow," students might observe that literary techniques like exaggerated metaphors transform abstract sorrow into tangible, oppressive imagery. By comparing with other works, students can identify differences in authors' expression of sorrow and interpret underlying meanings, thereby strengthening critical thinking skills.

### *2.3. Group Literature Reading Promotes Students' Cognitive Development*

As an advanced teaching method, Group Literature Reading considers students' cognitive development and interests. Firstly, it emphasizes the constructiveness of learning, allowing teachers and students to collaboratively build a holistic understanding. Selected texts should revolve around a clear theme and form a systematic framework to help students grasp core content and connect various elements for comprehensive understanding. Secondly, Group Literature Reading emphasizes exploratory learning. Students are encouraged to independently gather background information related to the texts before class, such as the author's biography or the historical context, enabling them to engage in informed group discussions and text analyses [3]. This preparation enhances their understanding and analytical skills. Finally, Group Literature Reading fosters

creative thinking. Compared to individual reading, this method provides broader textual information and interpretive space, allowing students to identify connections across texts and develop unique insights. Overall, Group Literature Reading integrates structural, exploratory, and creative teaching strategies, stimulating students' interest and initiative, cultivating critical thinking, problem-solving abilities, and creative expression, while aligning with their cognitive development needs.

### **3. The Teaching Status of Group Literature Reading of Foreign Fiction Texts in High School**

#### *3.1. Inappropriate Organization of Reading Materials*

There are notable issues in the teaching methods currently applied in Group Literature Reading of foreign novels. Firstly, teaching still relies heavily on textbook lectures and teacher interpretations, with insufficient emphasis on students' independent exploration of the text. As a result, students passively accept the teacher's explanations without developing in-depth thinking or personal insights, limiting the growth of independent thinking and innovative abilities. Secondly, the cultivation of students' literary literacy and aesthetic sensibilities is often neglected. Current teaching emphasizes knowledge transmission and test-taking skills, while insufficient attention is given to students' emotional experiences and aesthetic awareness. Teachers should guide students to appreciate the emotions, values, and aesthetic significance in literary works through Group Literature Reading, fostering their ability to evaluate, appreciate, and create literature. Lastly, teaching content tends to be narrow and traditional, focusing excessively on the text itself and lacking integration with interdisciplinary knowledge and modern technological applications [4].

#### *3.2. The Application of Teaching Methods Needs Improvement*

In the current teaching of Group Literature Reading of foreign novel texts by frontline teachers, there are some issues that cannot be ignored and need to be improved. Firstly, the teaching methods adopted by teachers still rely mainly on textbook lectures and teacher interpretations, without emphasizing students' independent exploration of the text. Students only passively accept the teacher's viewpoints and explanations, lacking in-depth thinking and independent insights into the text. This limits the development of students' independent thinking and innovation abilities. Secondly, in the teaching of Group Literature Reading, teachers have neglected the cultivation of students' literary literacy and aesthetic ability. The current education focuses on imparting knowledge and training test taking skills, while neglecting the cultivation of students' emotional experience and aesthetic awareness [5]. Teachers should guide students to feel the emotions, values, and aesthetic significance contained in literary works through Group Literature Reading, and cultivate their ability to appreciate, evaluate, and create literary works. Finally, the teaching content is single and the teaching methods are traditional. The current Group Literature Reading teaching focuses too much on the text itself, lacking the integration of interdisciplinary knowledge and the application of modern technology.

#### *3.3. Classroom Discussion Methods Need to Be Optimized*

Group discussions in current Group Literature Reading classes are often limited to simple question-and-answer formats, lacking in-depth exchange of ideas. As a result, students do not fully engage in discussions, which diminishes the stimulation of critical thinking and creativity. Without effective interactive modes, students' development in text comprehension, emotional expression, and other skills is constrained. This not only affects the overall enhancement of students' literacy but also limits the development of deep thinking and critical analysis. To address this, teachers should respect students' active role in the classroom, design meaningful discussion questions, guide independent thought and expression, and foster a positive, interactive learning environment [6].

### 3.4. Unreasonable Course Evaluation Method

Current evaluation methods in Group Literature Reading classes require improvement. Firstly, evaluation overly relies on exam scores and standardized answers, failing to accurately reflect students' comprehension and analytical skills. This approach encourages students to focus on achieving evaluation benchmarks rather than truly understanding and internalizing text content. Secondly, the current evaluation system overlooks individual differences and personalized learning needs. Variations in students' reading abilities and interests require more flexible evaluation criteria, with a greater emphasis on process-based evaluation and a reduced focus on outcome-based assessment. This approach would better support students' independent learning, critical thinking, and personalized growth [7].

## 4. Teaching Strategies for Group Literature Reading of High School Fiction Texts

### 4.1. Refactoring Text Content and Learning Content

Group Literature Reading is an important teaching method in high school Chinese that helps students broaden their horizons, enhance reading skills, and develop literary literacy. Teachers should carefully plan the organization and teaching of reading content. Specifically, in the Group Literature Reading process, teachers first determine the analytical perspective and then organize the selected reading materials accordingly. For example, a group text could include four works: David Copperfield, Resurrection, The Old Man and the Sea, and One Hundred Years of Solitude. From the perspective of character depiction, major characters such as David, Nekhlyudov, Santiago, and Ursula can be analyzed to examine character description techniques. The corresponding teaching content can be presented using charts and tables. As shown in Table 1.

**Table 1.** Analysis of Character Description Techniques.

character image	Description method	Specific examples
David Copperfield	Action description	I still have two or three shillings in my pocket, quickly take them out and sincerely ask Mrs. Micawber to accept them.
Nekhlyudov	psychological description, Action description	He grabbed the iron fence with his fingers, unable to continue speaking, trying to control his emotions to prevent him from crying.
Santiago	Action description	He exerted all his strength and used his blood stained hands to firmly pierce the fishing fork knot into it.
Ursula	detailed description, Action description	After Ursula found out, she added a whip to the medication treatment.

Additionally, teaching should connect with students' real-life experiences, tailoring Group Literature Reading to their interests and circumstances. For instance, studying David Copperfield allows students to understand the impact of poverty and inequality on personal growth and consider strategies for overcoming challenges. Resurrection helps students reflect on values such as morality, responsibility, repentance, and redemption. The Old Man and the Sea illustrates perseverance and courage in the face of difficulties, prompting students to consider coping strategies in life. One Hundred Years of Solitude

encourages reflection on human resilience and optimism in confronting challenges. Teachers can further enhance learning by incorporating classroom discussions, group collaboration, and role-playing, guiding students to analyze themes and values deeply and develop appreciation and understanding of foreign literary works.

#### 4.2. *Combining Text Learning with Individual Writing*

Combining text learning with individual writing

When conducting Group Literature Reading of foreign literary works in high school Chinese, in order to improve students' reading and thinking abilities, teachers need to creatively use appropriate teaching methods for Group Literature Reading teaching, combining text learning with writing. For example, here we select two texts, "Metamorphoses" and "The Necklace," for Group Literature Reading, with the topic of "Capitalism's Alienation of Human Beings. Teachers can design relevant learning tasks.

At the beginning of the class, the teacher arouses students' interest in group writing topics by presenting a picture related to the theme or playing a video related to the plot of the novel. Then the teacher raises guiding questions, such as: "Why do the protagonists of the two articles have unfortunate life experiences?" for students to think and answer. Under the guidance of the topic, the teacher then guides students to analyze the character images in the text, deeply explore the author's writing skills and expression methods, select some key sentences for interpretation, and encourage students to express their own opinions. In addition, teachers can guide students to shift from a reader's perspective to an author's perspective. Many authors often use the technique of "leaving blank space" in their writing process, which does not provide a clear ending but leaves readers with ample room for imagination. This situation is particularly common in foreign novels. The teacher first guides students to identify the specific parts of "Metamorphoses" and "The Necklace" that use the technique of blank space writing, so that students can understand how the blank space technique is applied. Then, based on the commonly used blank space writing technique in these Group Literature Reading materials, the teacher proposed a writing task: "Try to write a micro novel with an unexpected ending. The teacher provides some tips, such as paying attention to logical coherence and following common sense. Students complete writing tasks within the designated time and exchange works for mutual evaluation. Finally, the teacher asked the students to showcase their continuation works, briefly introducing their ideas and reasons for creating the ending. The teacher organized the students to participate in the selection process, encouraging them to share their excellent works and summarize the learning content of this lesson.

Through the above teaching methods, teachers have guided students to improve their reading and thinking abilities in the Group Literature Reading of foreign novels in high school Chinese language. Specifically, teachers stimulate students' imagination and creativity through activities such as introduction, text analysis, and writing practice, giving them the opportunity to independently continue writing novel endings. This not only enhances students' understanding of complex texts but also encourages them to develop unique personalized writing styles. At the same time, by interacting and exchanging with foreign cultures and values, students can broaden their horizons and increase their understanding and cognition of multiculturalism [8].

#### 4.3. *Combining Group Discussions with Overall Discussions*

Group Literature Reading has the potential to significantly enhance students' reading skills, expand their intellectual and cultural perspectives, and cultivate their aesthetic sensitivity. This is achieved by encouraging students to engage with literary works in a collaborative setting, where reading is paired with discussion, reflection, and critical analysis. To maximize the pedagogical effectiveness of this approach, discussion methods should be structured to incorporate both small group interactions and class-wide

exchanges, thereby ensuring that insights generated at the group level can be shared, challenged, and refined through broader classroom dialogue [9].

For instance, when using texts such as *David Copperfield* and *The Old Man and the Sea*, a theme-based discussion, such as "Attitude Towards Life," can be implemented. The teacher initiates the process by posing open-ended questions designed to stimulate critical thinking, such as examining the similarities and differences in how each work addresses life's challenges, personal growth, and resilience. Students first engage in independent reading, during which they take notes on their understanding of central themes, narrative techniques, character development, and stylistic elements. This independent analysis serves as a foundation for more meaningful group discussions.

Within small groups, students share their interpretations and evaluations, guided by targeted discussion prompts such as "In what ways do the protagonists' experiences shape their perspectives on life?" or "How do the authors convey their attitudes toward personal struggle and societal expectations?" These prompts encourage students to analyze not only the characters' journeys and personal growth but also the authors' narrative strategies and underlying philosophical perspectives. Following group discussions, representatives present their collective insights to the entire class, allowing for cross-group comparison, synthesis of ideas, and deeper engagement with differing viewpoints. Through this structured interplay of independent study, collaborative dialogue, and class-wide discussion, students develop critical thinking skills, refine their analytical abilities, and achieve a more comprehensive and nuanced understanding of the texts [10].

This integrated approach transforms literature reading from a passive activity into an active, reflective process, fostering intellectual curiosity, interpretive skills, and the capacity to appreciate complex literary and cultural dimensions. By emphasizing both individual comprehension and collaborative analysis, students are guided to construct knowledge collectively while also developing independent evaluative skills, making Group Literature Reading an effective tool for holistic literary education.

#### 4.4. Implementing Process Evaluation Guided by Thinking

To enhance the effectiveness of Group Literature Reading, evaluation methods should undergo a fundamental shift from traditional result-oriented, grade-focused assessments toward a process-oriented evaluation model that prioritizes students' cognitive development and critical thinking abilities. In this approach, teachers play a facilitative and guiding role, encouraging students to engage in deeper textual analysis. They guide students to systematically examine narrative structures, explore plot developments, and interpret character behaviors, motivations, and growth trajectories. Students are encouraged to trace the evolution of key storylines, identify turning points in the narrative, and discern underlying thematic elements and stylistic techniques employed by the authors. In addition to analyzing the text on its own, students are prompted to explore the author's creative intentions and the broader philosophical, spiritual, or cultural significance embedded within each work, fostering a comprehensive understanding that goes beyond surface-level reading [11].

Furthermore, students are encouraged to engage in comparative literary analysis, juxtaposing the selected texts with other relevant works to uncover similarities, contrasts, and diverse approaches to narrative and thematic expression. For instance, examining classics such as *David Copperfield* and *The Old Man and the Sea* alongside more contemporary or unconventional works like *The Man in a Condom* and *Metamorphosis* allows students to reflect on differing narrative strategies, authorial perspectives, and historical or cultural contexts. Through structured group discussions, students share insights regarding emotional resonance, aesthetic experiences, moral and social implications, and the ways authors convey attitudes toward societal issues. This collaborative environment promotes critical discourse, encourages multiple interpretive

perspectives, and helps students cultivate the ability to articulate reasoned literary evaluations.

Teachers conduct procedural evaluations that focus not merely on the final conclusions reached by students, but on the cognitive processes and analytical reasoning employed throughout the reading and discussion activities. Feedback is provided in a formative manner, highlighting strengths in comprehension, interpretation, and argumentation, while offering guidance for further reflection or deeper analysis. Summaries and reflective discussions at the conclusion of each session help consolidate learning outcomes, ensuring that students not only acquire literary knowledge but also develop analytical skills, aesthetic sensitivity, and a nuanced understanding of the complex interplay between literature, society, and history. This approach transforms literature reading from a passive exercise into an interactive, reflective, and intellectually stimulating process, fostering lifelong engagement with literary texts.

## **5. Conclusion**

With the increasing frequency of cross-cultural communication in today's globalized society, enhancing students' multicultural literacy has become an essential goal of contemporary education. This study demonstrates that integrating Group Literature Reading with text analysis in high school foreign novel teaching can effectively cultivate students' understanding of literature while promoting their awareness of diverse cultural perspectives. By using specific teaching cases as carriers, the study provides a structured framework for guiding students through both independent and collaborative learning processes, thereby improving their reading engagement, analytical abilities, and appreciation for cultural diversity.

Through systematic exploration of foreign novels, students are able to compare and contrast different literary works, understand varying narrative techniques, and reflect on the social, historical, and cultural contexts behind each text. The study highlights the importance of optimizing multiple aspects of teaching: first, reconstructing the selection and organization of reading materials ensures that students encounter diverse texts that stimulate critical thinking and broaden cultural horizons; second, combining text learning with individual writing encourages students to actively interpret and creatively engage with the material, fostering both analytical and expressive skills; third, integrating group discussions with overall class discussions enhances collaborative learning, allowing students to exchange insights and develop a deeper understanding of thematic and stylistic nuances; fourth, implementing process-oriented evaluation guided by thinking shifts the focus from mere grades to the cultivation of cognitive skills, reflection, and independent judgment.

The practical application of these strategies demonstrates that Group Literature Reading not only improves students' comprehension and aesthetic appreciation of literary works, but also strengthens their critical thinking, problem-solving abilities, and creative expression. Moreover, by actively engaging with texts from multiple cultural backgrounds, students gain a more nuanced understanding of multiculturalism, fostering empathy, open-mindedness, and global awareness.

In summary, this study provides a comprehensive teaching framework that integrates literature analysis, collaborative learning, creative writing, and process evaluation, showing that such an approach can effectively enhance high school students' reading proficiency and multicultural literacy. The findings suggest that innovative, student-centered teaching methods like Group Literature Reading can play a significant role in preparing students to navigate and appreciate the complexities of a multicultural world, equipping them with the skills needed for lifelong learning and cross-cultural communication.

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