

Exploration of the Teaching Path of Multi-text Reading in Senior High School English from the Perspective of the SOLO Taxonomy Theory

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Abstract

At present, senior high school English reading is faced with situations such as step-by-step teaching, insufficient input from students, lack of innovation in the classroom, and inadequate cultivation of students' creative thinking. In order to solve these problems in English reading teaching, multi-text reading, as a reading teaching mode, can effectively empower English classrooms. The SOLO taxonomy theory is a cognitive theory. Based on the SOLO taxonomy theory, classrooms can be designed and teaching effectiveness can be evaluated from the perspectives of students' cognitive thinking levels and the target cognitive levels to be achieved in the classroom, so as to realize the integration of teaching, learning and assessment. This paper will design a specific senior high school teaching case based on the SOLO taxonomy theory, hoping to provide references for other English teachers.

Keywords

SOLO taxonomy theory; senior high school English; multi-text reading teaching

1. Introduction

The SOLO taxonomy theory, proposed by Biggs and Collis, posits that learning is a cognitive process that progresses from the surface to the depth. Students gradually ascend from the memorization of specific facts and information to a more profound understanding and application. The SOLO taxonomy theory emphasizes deep learning, that is, learners' comprehension and application, and it is a theory oriented towards the cognitive development of learners. The "General High School English Curriculum Standards (2017 Edition, Revised in 2020)" (hereinafter referred to as the "Curriculum Standards") emphasizes the significance of using themes as a guide and relying on texts to cultivate students' core disciplinary competencies. Reading, as a crucial teaching method for presenting texts, serves as an input skill. English reading teaching plays a vital role in providing theme contexts and cultivating students' core competencies.

However, in actual senior high school English reading teaching, there exist problems such as the disconnection between teaching and practice, overemphasis on examinations,

fragmented and insufficiently hierarchical activity designs, and the sole focus on textbook materials while neglecting extracurricular reading. These problems result in students' insufficient awareness of autonomous learning, single knowledge points, and low reading literacy. As a reading teaching mode, multi-text reading can be implemented not only in the classroom but also outside of it. It is an excellent reading teaching mode that can break through the barriers of traditional reading teaching.

Regrettably, due to the current lack of scientific and effective text grouping methods and clear and definite evaluation criteria, numerous multi-text reading classes are merely superficial. They either have complex content but lack focus or have shallow connotations and are merely formal. Therefore, a scientific theoretical guidance method is of great practical significance for the application and practice of multi-text reading in actual English teaching. As a learning guidance theory that focuses on deep-level cognition, the SOLO taxonomy theory can effectively guide multi-text reading teaching and improve the actual reading literacy of current senior high school students. Thus, this paper will propose specific practical paths for senior high school English multi-text reading based on the SOLO taxonomy theory, hoping to provide some specific references for actual teaching.

2. The SOLO Taxonomy Theory and the Multi-text Reading

2.1. The SOLO Taxonomy Theory

The SOLO Classification Theory, a cognitive development theory put forward by Biggs and Collis, posits that learning is a cognitive process that progresses from the superficial to the profound. Students gradually ascend from the memorization of specific facts and information to a more in-depth understanding and application. According to the SOLO Classification Theory, learners' learning outcomes can be categorized into five types: the prestructural level, the unistructural level, the multistructural level, the relational level, and the extended abstract level.

At the prestructural level, students fail to comprehend and apply relevant concepts. They can only offer isolated pieces of information and are incapable of making connections or organizing them. The unistructural level refers to the stage where students can understand and apply a single concept, yet they are merely limited to simple descriptions and lack a thorough understanding. The multistructural level indicates that students at this stage are not only able to understand and apply multiple related concepts but also capable of describing the relationships and connections among them. The relational level means that students at this level can understand and apply knowledge and achieve a deeper comprehension of it. The extended abstract level implies that students at this level can carry out extensions and applications, deeply understand the knowledge, and creatively utilize the learned knowledge to solve problems, thereby facilitating further development of their thinking. In actual teaching, the proficiency of most students is generally at the multistructural level or above. There are relatively few students at the unistructural level, and even fewer at the prestructural level.

Currently, the SOLO Classification Theory is mainly applied in the development and evaluation of curricula as well as the development and evaluation of examination questions in the field of teaching. The proposal and development of the SOLO Theory have already spanned a long period. The SOLO Classification Theory holds great significance for teaching research.

2.2. The Multi-text Reading

Multi-text Reading originated in Chinese language teaching. It refers to the teaching process of multi-text reading in which teachers and students, centered around one or more topics, select a group of structured texts and reach a consensus through collective construction within a unit of time (Yu Zeyuan, Wang Yanling, Huang Limei, 2013). In recent years, it has also been widely applied in foreign language teaching and research. It is an effective model for implementing unit teaching, exploring the thematic meaning, cultivating thinking qualities, and enhancing reading qualities.

Multi-text Reading is a scientific foreign language teaching model, which is based on rich foreign language teaching theories as its theoretical guidance. Constructivism and schema theory serve as the psychological foundation of Multi-text Reading. Schema theory is a core concept in cognitive psychology. It refers to the existing knowledge structure or cognitive framework in people's minds, which is a generalized representation of past experiences. These schemas help people understand and interpret new information, connect the new information with the existing knowledge system, and thus better carry out psychological activities such as cognition, memory, and reasoning. Constructivism is a theory about knowledge and learning, which emphasizes the active construction role of learners. It holds that knowledge is not obtained through teacher instruction, but rather acquired by learners through the process of meaning construction in a certain context, that is, the social and cultural background, with the help of other people (including teachers and learning partners) and by using necessary learning materials. Based on schema theory and constructivism, it is suggested that the teaching of Multi-text Reading should be based on students' existing experiences, attach importance to their subjective initiative, and be good at creating situations, building scaffolds, and encouraging students to learn cooperatively and make progress together in actual teaching. Intertextuality theory and narrow reading theory are the reading foundations of Multi-text Reading. Intertextuality theory holds that texts are interconnected, while narrow reading theory refers to a strategy in which learners read multiple works of the same style, on the same theme, or by a certain writer to improve their reading ability. These two theories suggest that the texts selected for Multi-text Reading teaching should be interconnected, either having similar connections or different differences, and sufficient input is very important in the teaching of Multi-text Reading.

Multi-text Reading is a scientific reading teaching model. During the implementation process, educators should consider the following principles. First, the topic is a crucial part of Multi-text Reading. The determination of the topic should be open and debatable. There is no fixed answer to the topic, and as long as each student's answer is reasonable,

it is acceptable. Based on this, Multi-text Reading can be used to explore the thematic meaning. Second, the texts in Multi-text Reading should be both intertextual and different. When selecting texts, factors such as the actual level of students, the difficulty and content of the teaching materials, and whether there are debatable connection points among the texts should be considered. It is worth noting that the selection of texts is not limited to written texts only. Non-written texts, such as videos, audios, and pictures, are also important sources for text selection in Multi-text Reading, which can endow the teaching of Multi-text Reading with a multi-modal and interesting color. Third, Multi-text Reading emphasizes group construction, is student-centered, and attaches importance to students' subjectivity. Group construction is the core of Multi-text Reading. During the construction process, teachers should act as guides rather than controllers, and students should play a central role throughout the teaching process. Finally, the teaching of Multi-text Reading should pay attention to the structural nature and interestingness of classroom design. In the classroom of Multi-text Reading, time is tight and tasks are heavy. It is necessary to complete multiple readings and explore the thematic meaning within a unit of time. It is very important to set up an English classroom with a structured layout and ensure its interestingness. Only in this way can Multi-text Reading achieve good classroom results and realize the empowerment of English reading teaching.

3. Teaching Practice of Multi-text Reading in Senior High School English Based on the SOLO Classification Theory

3.1. Exploration of the Teaching Path of Multi-text Reading in Senior High School English Based on the SOLO Classification Theory

3.1.1. Analysis of the Learning Situation - Who to Teach?

Yang Anyu and others (2023) demonstrated the importance of analyzing the learning situation in their article. They believed that only by conducting a good analysis of the learning situation can teachers teach students in accordance with their aptitudes, improve classroom efficiency, and design assignments at different levels. The analysis of the learning situation is the foundation of teaching, which reflects the student-centered concept. As the organizers and guides of the classroom, teachers should start from reality and consider the students' situation when designing the classroom, so as to achieve better reading teaching results. The tasks of multi-text reading are substantial and the time is limited. Therefore, when selecting texts and designing activities, taking the students' situation into account can enable the teaching method of multi-text reading to achieve better effects.

3.1.2. Analysis of Teaching Materials, Text Selection and Determination of the Topic - What to Teach?

Multi-text reading often selects texts based on the same genre, the same theme, the same author, etc. In this article, text selection will be carried out based on the same theme. The multi-text reading in this article will be designed with the texts from the teaching materi-

als as the main discourses and the articles from other sources as supplementary texts, so as to achieve the goal of not being divorced from the textbooks while also providing supplements to enhance students' reading literacy. In addition to studying the main discourses intensively, the secondary discourses should also be studied carefully to grasp the connections and differences between the main and secondary discourses, helping students to explore and grasp the thematic meaning from the articles on different themes. The text interpretation is carried out from three dimensions: What (thematic content), Why (profound meaning), and How (text features, discourse structure and language characteristics), which helps teachers accurately grasp the thematic context, understand the thematic meaning of the texts, and explore the thematic values carried by the texts.

3.1.3. Designing the Teaching Process Based on Discourses - How to Teach?

Before the actual teaching begins, first of all, based on the analysis of the learning situation and discourses, the topic should be set, and then teaching activities should be carried out around the topic. Firstly, teachers should introduce the topic with interesting and multimodal videos or pictures, laying the groundwork for the introduction of the topic and its later construction. In the teaching of exploring the thematic meaning, the introduction often undertakes the task of creating a thematic context. It should not only establish a connection with students' real life but also activate the existing topic schemas in students' minds, helping them warm up and understand the thematic vocabulary, and forming a preliminary topic awareness (Cai Mayi, 2020). Familiarity with the topic is crucial in the stage of introducing the topic in multi-text reading. After introducing the topic, it is necessary to construct the topic. The topic construction stage of multi-text reading must be carried out around the selected texts, and the thematic meaning in the texts should be fully explored. Finally, based on the topic, expansion should be carried out. The expansion of the topic is to sublimate the thematic meaning, which is a process of going beyond the thematic meaning and is often the part of transfer and innovation in classroom activities. Based on the introduction of the topic, the construction of the topic, and the expansion of the topic, it can meet the teaching concepts of exploring the thematic meaning, excavating the thematic meaning, and going beyond the thematic meaning.

3.1.4. Evaluating the Teaching Effect Based on the SOLO Classification Theory-How is the Teaching?

At the end of the class, teachers can ask students to evaluate their learning in the reading class according to the SOLO Classification Theory. This not only enables students to assess their own situations, but also helps teachers to have a better understanding of the students' conditions. This is of vital importance for achieving the integration of teaching, learning and assessment.

3.2. Case Analysis - Taking "My First Day at Senior High" in Unit 1 of Compulsory Book 1 of Senior High School English published by Foreign Language Teaching and Research Press as an Example

(1) Analyzing the Learning Situation - Who to Teach?

The following is an overall analysis of the current students' learning situation in terms of their cognitive and comprehension levels:

Currently, almost no senior high school students are at the prestructural level in terms of their knowledge and abilities, and very few are at the unistructural level. Senior high school students are basically in the period of transitioning from the multistructural level to the relational level. At present, apart from ensuring that students' cognitive structures can smoothly transition from the multistructural level to the relational level, the task of senior high school English teachers is more importantly to cultivate students' cognitive level in the extended abstract structure. Specifically, the learning objectives listed by students cover multiple dimensions such as listening comprehension, oral communication, reading comprehension, writing skills, cultural awareness, thinking qualities, and learning abilities. This indicates that they have entered the multistructural level. More remarkably, when listing the objectives, students follow a logical order from the basic to the complex. They first mention listening and speaking, which are the cornerstones of language learning, and then gradually move on to advanced skills such as reading and writing, and finally reach the in-depth learning objectives such as cultural awareness and thinking abilities. This logically clear way of listing not only reflects students' comprehensive grasp of the content of English learning but also demonstrates their ability to integrate different learning objectives into an overall learning framework, indicating that they are moving towards the relational level.

(2) Text Analysis: What to Teach?

Table 1. The texts of teaching

Texts
Text 1: My First Day at Senior High
Text 2: Things I wish I knew as a high school freshman
Text 3: How to make a good first impression

Table 2. The analysis of teaching materials

Texts	What	Why	How
Text 1	This article is a narrative. Its thematic context falls within the categories of "human and self" and "human and society". The article mainly recounts the author's experiences on the first day of senior high school, including the exploration of the new environment, the first encounter with new teachers, the embarrassing moment of self-introduction, and the teachers' encouragement to the students.	Through the study of this article, students are able to learn some thematic vocabulary related to the new semester, which can arouse their emotional resonance and help them better adapt to the new environment. At the same time, students can gain an understanding of some common experiences and cultural backgrounds of senior high school life, and they can also learn some strategies on how to socialize in a new environment.	This narrative article is told in chronological order. First of all, the author describes his own curiosity when he first entered the school. Then, it comes to his shock at finding out that the person he met on campus was his teacher. After that, it depicts the embarrassment during the self-introduction. Finally, after receiving encouragement from the teacher, he is psychologically filled with anticipation for his future senior high school life.
Text 2	Provide suggestions for new senior high school students to adapt to the new school. Firstly, emphasize the	Guide freshmen to make the right choices in terms of academics,	It adopts a "general - specific - general" structure. At the beginning, it

	importance of academic performance. Academic performance affects the acquisition of scholarships and college admissions, so students should keep up with the requirements of classes, exams, and academic achievements. Secondly, point out that being popular is not equivalent to being successful. Students should not be distracted by the pursuit of popularity and should focus on their responsibilities. Thirdly, encourage participation in extracurricular activities, which are beneficial to social and psychological development.	social interactions, and personal growth, so as to promote their all-round development and lay a foundation for their future further education and personal growth.	clearly points out that knowing certain things can help freshmen adapt to the new school. In the middle part, it elaborates on specific suggestions in three aspects. At the end, it concludes that one should think about the things that are beneficial to oneself in the long run. The structure is clear in levels and coherent in logic..
Text 3	The thematic context of this article is "human and self" as well as "human and society", and it introduces a series of strategies on how to make a good first impression.	It aims to impart practical knowledge and skills on making a good first impression in interpersonal communication to readers, helping them improve their social skills.	It adopts a "general-specific" structure. At the beginning, it clearly states the importance of making a good first impression. Then, it elaborates on specific strategies point by point, which is clear in organization and convenient for readers to understand and remember.

The articles in this case are from "My First Day at Senior High" in Unit 1 of Compulsory Book 1 published by Foreign Language Teaching and Research Press, as well as the articles "Things I wish I knew as a high school freshman" and "How to make a good first impression" from Global Reading.

(3) Determination of the Topic - What to Teach?

According to the themes of the three articles, they share the same thematic context, that is, both belonging to the categories of "human and self" and "human and society", and they all contain the same theme, which is the beginning of the school term. The three articles have excellent intertextuality. In terms of the theme, all three articles revolve around interpersonal communication and personal growth. "My First Day at Senior High" records the experiences on the first day of senior high school enrollment, which are all related to the start of social interactions and personal development in a new environment. "Things I wish I knew as a high school freshman" is aimed at the adaptation and growth of new senior high school students. "How to make a good first impression" focuses on the shaping of the impression during the first encounter. Moreover, the contents of the three articles are complementary. "How to make a good first impression" provides social skills that can be used by freshmen to establish relationships with classmates and teachers in "My First Day at Senior High". "Things I wish I knew as a high school freshman" emphasizes the balance between studies and social life, providing a direction for the subsequent planning of senior high school life in "My First Day at Senior High".

In addition, the three articles also have distinct differences, which can help students better experience senior high school life. Firstly, Text 1 "My First Day at Senior High" is a narrative that tells about experiences. Text 2 "Things I wish I knew as a high school freshman" is an argumentative essay that expounds on viewpoints. Text 3 "How to make a good first impression" is an expository text that introduces strategies. At the same time,

the three articles have different focuses. "How to make a good first impression" focuses on general social skills. "Things I wish I knew as a high school freshman" pays attention to the academic and personal development during the senior high school stage. "My First Day at Senior High" highlights the specific experiences and feelings on the first day of senior high school enrollment.

Therefore, based on the contents and themes of the three articles themselves, we have set the topic of the multi-text reading class as: As a new senior high school student, how can one adapt and grow, and deal with the challenges in aspects such as studies and social life?

(4) The Teaching Process of Multi-text Reading Based on the SOLO Theory - How to Teach?

Lead-in, Before-reading and the Prestructural Level: The overall design of this multi-text reading teaching case is based on the SOLO Classification Theory. The lead-in part mainly starts from the prestructural level. Although basically no students are at the pre-structural cognitive level, the design of the lead-in part is mainly to enable students to perceive the topic. Even though they haven't deeply learned the knowledge of this class yet, the lead-in part can allow students to have an overall perception of the knowledge, laying a foundation for the subsequent learning.

While-reading and the Unistructural Level, Multistructural Level as well as the Relational Level: The teaching process design of multi-text reading involves the links of single-text reading and multi-text comparative reading. In these two links, it will meet the cultivation of students' cognitive levels and abilities at the unistructural level, multistructural level and relational level. At the cognitive level of the unistructural level, students' learning and understanding of a single article enable them to understand and apply relevant knowledge. Through multi-text comparative reading, guiding students to discover the similarities and differences among the articles can promote the deepening of students' understanding of the knowledge.

After-reading and the Extended Abstract Structure. The post-reading stage belongs to the stage of cultivating students' abilities of transfer and innovation. At this stage, what the English class focuses on is not just the learning and understanding of knowledge, but the application of knowledge. The creative extended application of knowledge is the ultimate goal of the English class - that is, to enable students to have the ability to apply knowledge to real life.

①Lead-in: Play a vlog of other students going to school, and then ask the students: This is an ordinary day that the classmate in the video spends at senior high school. So, as a freshman in senior high school, what are your plans for a day of your campus life? What are your expectations for your future campus life?

② Before-reading: The teacher says: Maybe everyone has different expectations for their future campus life. Now let's study three articles together. In these three articles, you may find some of your own answers.

Student activities: Take out the textbooks and the two newly distributed articles.

Teacher activities: Please look at the titles of the three articles. From the titles of "My First Day at Senior High", "Things I wish I knew as a High School freshman" and "How to make a good first impression", can you predict the content of this class?

Student activities: Respond actively to the teacher.

Teacher activities: Yes, in this class, we will study the story of a freshman and learn about some coping strategies for the first days on campus, such as interpersonal relationships and so on. After this class, all of you, as freshmen in senior high school, will tell me: As a new senior high school student, how can one adapt and grow, and deal with the challenges in aspects such as studies and social life? (Introduce the topic)

③ While-reading:

Activity 1: Let students read the article "My First Day at Senior High" for the first time, and then find out the genre of this article. And answer the following questions:

Q1: What is the main idea of this passage?

Q2: When did the author arrive at school on the first day of senior high?

Q3: Who did the author meet when exploring the campus?

Q4: Why was the author nervous when introducing himself in class?

Q5: What can we infer from the teacher's words at the end of the passage?

Activity 2: Let students read the article "Things I wish I knew as a High School freshman" for the first time, pay attention to the expository structure of this article and the writing logic of "general - specific - general", and answer the following questions:

Q1: Why are grades important for high school freshmen according to the passage?

Q2: What benefits can high school students get from taking part in extracurricular activities?

Q3: Why does the author think focusing on popularity can be a distraction?

Q4: What should high school freshmen do to make the most of their time in high school according to the passage?

Activity 3:

Let students read "How to make a good first impression" for the first time, find out the expository genre of the article, and pay attention to the structure of the article with points elaborated. And answer the following questions:

Q1: Why is nonverbal language important when making a first impression?

Q2: According to the passage, what kind of body posture should you maintain to strengthen a good first impression?

Q3: What topics are mentioned as good ice - breakers for small talk?

Q4: Why is it important to choose clothing that suits the occasion when making a first impression?

Activity 4:

Let students read the three articles again and answer the following questions:

Q1: In "How to make a good first impression", paying attention to body language and words is mentioned. In the author's experience in "My First Day at Senior High", which scenes can reflect the application or absence of these key points?

Q2: "My First Day at Senior High" narrates with personal experiences, and "How to make a good first impression" mainly consists of explanations and suggestions. What are the differences in the ways of expression and the reading experiences brought to readers?

Q3: "Things I wish I knew as a high school freshman" conveys the experience of high school study and life, and "My First Day at Senior High" focuses on recording the feelings on the first day. What are the differences in the emotional tone and the emphasis of information transmission?

Activity 5:

Let students read the articles for the third time and answer the following questions.

Q1: "How to make a good first impression" mainly focuses on the impression in the first interaction, while "Things I wish I knew as a high school freshman" focuses on the overall planning of high school. What are the significant differences between them in terms of the audience and the purpose?

Q2: "My First Day at Senior High" narrates with personal experiences, and "How to make a good first impression" mainly consists of explanations and suggestions. What are the differences in the ways of expression and the reading experiences brought to readers?

Q3: "Things I wish I knew as a high school freshman" conveys the experience of high school study and life, and "My First Day at Senior High" focuses on recording the feelings on the first day. What are the differences in the emotional tone and the emphasis of information transmission?

④ After-reading:

Activity 1: Let students discuss the topic "As a new senior high school student, how can one adapt and grow, and deal with the challenges in aspects such as studies and social life?" In groups, select three groups to make presentations.

Activity 2: According to the content of the topic discussion, let students make a handbook. The group discusses and determines the sections of the handbook around the theme of "Wisdom Handbook for High School Life", such as "The Impression of Enrollment" (integrating the relevant contents of "My First Day at Senior High" and "How to make a good first impression", and talking about how to create a good image in the initial stage of senior high school), "The Chapter of Learning and Growth" (based on the importance of grades in "Things I wish I knew as a high school freshman" and combined with the actual situation to talk about the study plan), "The Chapter of Social Expansion" (synthesizing the contents of the articles to explore the social skills and participation in activities in senior high school), etc. (Select some students to share in the next class).

(5) Learning Evaluation Scale-How is the Teaching?

Let students score their own reading and comprehension situations from three aspects: "Degree of Understanding of the Basic Information of the Articles", "Content Comprehension", and "Reading Performance".

Table 3. Learning Evaluation Scale

SOLO Classification Level	Degree of Understanding of the Basic Information of the Articles	Content Comprehension	Reading Performance
Prestructural Level (0 - 1)	They hardly know the titles	They are unable to mention	During the reading process,

point)	and authors of the three articles, and have no idea about the themes of the articles at all.	any specific examples, viewpoints or suggestions in the articles. For instance, they can't state the author's experiences in "My First Day at Senior High", nor do they know what methods there are to make a good first impression in "How to make a good first impression", and they are also unaware of the suggestions for high school freshmen in "Things I wish I knew as a high school freshman".	they are frequently distracted, unable to keep up with the reading rhythm of the teacher or the group, and rarely participate in reading activities.
Unistructural Level (2 - 3 points)	They can state the title and author of one of the articles and have a vague understanding of the theme.	They can only remember one isolated piece of information from one article. For example, they can only remember that the author was very nervous when introducing himself in "My First Day at Senior High", and have almost no impression of the content of the other articles.	They can occasionally keep up with the reading rhythm. They are able to answer some simple questions that directly point to specific information in a certain article, but it is difficult for them to participate in in-depth discussions.
Multistructural Level (4 - 5 points)	They can accurately state the titles, authors and approximate themes of the three articles.	They can respectively list multiple key points in each article. For example, in "My First Day at Senior High", they can list the author's experience of arriving at school and performance in class; in "How to make a good first impression", they can mention the key points about body language and words; in "Things I wish I knew as a high school freshman", they can list the suggestions regarding grades and extracurricular activities, etc. However, these key points are independent of each other and no connections have been established among them.	They can actively answer questions, participate in group discussions and share the information they have obtained from the articles during the reading activities. However, they seldom respond to or expand on the viewpoints of other classmates.
Relational Level (6 - 7 points)	They can not only accurately state the basic information of the three articles, but also clearly expound the connection that all of them revolve around senior high school life.	They can establish connections between the contents of different articles. For example, they can point out that the author in "My First Day at Senior High" could apply the verbal skills mentioned in "How to make a good first impression" when introducing himself/herself. Also, they can note that participating in extracurricular activities as mentioned in "Things I wish I knew as a high school freshman" can help solve the possible problem of social integration that the author in "My First Day at Senior High" might face, and	They actively speak up during group discussions, can respond to and supplement the viewpoints of other classmates, and take the initiative to participate in the exploration of the connections among multiple articles.

		so on.	
Extended Abstract Structure Level (8 - 10 points)	They can accurately grasp the basic information of the three articles and are able to compare and integrate it with the previously read articles related to the theme of senior high school.	They can go beyond the articles themselves, abstractly summarize and expand the concepts of senior high school life conveyed by these multiple articles. For example, they can conclude that in senior high school life, good self-presentation and reasonable planning are the key elements for achieving personal growth. Moreover, they can put forward innovative strategies and methods for senior high school life by combining real-life cases or their own assumptions.	They play a leading role in the reading activities. Not only can they conduct in-depth analyses of the articles and respond to others' viewpoints, but they can also inspire their groupmates to think about problems from new perspectives, propelling the entire reading discussion to develop in a more in-depth and creative direction.

4. Conclusion

Fu Liang and Zhu Wenhui (2025) believe that the design of integrated teaching-learning-evaluation based on the SOLO Taxonomy Theory, by implementing formative evaluation, highlights the characteristics of process and development, ensuring that the evaluation can objectively, truthfully and comprehensively reflect the changes in students' learning behaviors, attitudes and cognitive abilities. It can not only provide references for students' learning, but also offer teachers first-hand information about students' learning situations. As a supplementary way of English reading, the process of multiple-text reading is consistent with the essence of the SOLO Theory. Designing multiple-text reading teaching according to the SOLO Taxonomy Theory and conducting evaluation based on the classification criteria of the SOLO Theory can maximize the role of multiple-text reading in English reading teaching.

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