

Research on The Teaching Strategies of Combined Reading and Writing in Senior High School Under the Guidance of Core Literacy

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Abstract

With the continuous deepening of the new curriculum reform, English teaching should focus on promoting the comprehensive development of students' core English literacy. Through carefully designed comprehensive reading and writing activities, teachers lead the new classroom fashion and help students to steadily improve their comprehensive English ability. Therefore, the author based on the theoretical basis of reading and writing teaching mode, on the basis of understanding the current situation of high school English reading teaching, respectively from the students the perspective of basic knowledge teaching, group cooperation and writing activities to explore the combined with the implementation of the teaching path, aims to stimulate students' learning potential, improve students' language logic thinking, flexible for students to master English reading and writing skills to lay a solid foundation, in order to be able to further promote the comprehensive development of students' English core literacy, meet the needs of the new era for talent training.

Keywords

Core Literacy; High School English; The Combination of Reading and Writing; Teaching Strategy.

1. Introduction

In recent years, the new college entrance examination national English paper gradually integrated "read follow-up writing" and other questions, focusing on students' reading comprehension and creative expression ability. Therefore, the major publishing houses also gradually increase the length of reading and writing content when publishing textbooks, For example, the People's Education Press has carefully set up <Reading for Writing> sections in its series of 《English (Compulsory) (2019 edition)》, this section aims to continuously inspire students to think, improve students' reading ability, writing ability and knowledge application ability, and promote the realization of deep learning through the deep integration of reading teaching and writing training.

Besides, 《English Curriculum Standards for Regular High School (2017 Revision 2020)》 is also clearly stated that teachers should establish the concept of practical English learning activities, and further design English learning activities with comprehensive, related and practical characteristics, so as to enhance students' English communication ability [1]. This deeply highlights the importance of reading and writing ability cultivation, and brings new challenges to high school English teaching. In this context, the combination of reading and writing teaching has become an effective way to promote the innovation and reform of high school English education.

However, the current implementation of combining reading and writing with teaching still faces many challenges, one of which is that some teachers are difficult to accurately grasp the balance between reading and writing teaching in teaching practice, and often ignore one and lose the other, failing to truly realize the organic integration of the two. Therefore, on the basis of combining the definition, theoretical basis and teaching status of reading and writing, this paper discusses the strategy of combining English reading and writing in senior high school under the guidance of core literacy.

2. Literature Review

The author explores the interpretation and application of the core concept of combining reading and writing to get a more comprehensive understanding of the developments and trends in the current research field.

2.1. The meaning of the combined reading and writing system

Back in the 1970s, research on the combination of reading and writing has emerged. In this academic context, the theory of "reading-writing connection" advocated by the famous American linguist Stephen Krashen is particularly remarkable, which deeply expounds the dynamic relationship of complementary and mutual reinforcing between reading and writing. At first, this theory was mainly applied to the Chinese subject teaching. For example, 《The Encyclopedia of Chinese Primary School Chinese Teaching》 (1993 edition) points out that the combination of reading and writing, as an efficient teaching strategy, is increasingly favored by the educational circle. Its core is the close combination of reading and writing activities, reading to drive writing, and writing to promote reading. However, in English teaching, the concept definition of the combination of reading and writing is still vague and lack of unified cognition. The American scholar Yuly Asención Delaney has tried to define this concept. He believes that the combination of reading and writing refers to the process of extracting information from reading text and applying it to one's own article writing [2].

In recent years, the domestic academic circle has carried out extensive and in-depth discussions on the connotation, implementation strategy and effectiveness of the combination of reading and writing, which provides rich theoretical basis and practical guidance for educational practice. For example, Ran Zhao, guided by the concept of practice, launched the "Click for a Friend?" As the theme of reading and writing combined teaching experiment [3]; and Wanyan Wang relies on the output-oriented method, through empirical research points out that the combination of reading and writing teaching under this mode is more consistent with the development of high school English reading and writing teaching under the new curriculum standard [4].

Comprehensive research results and long-term domestic and foreign teaching practice experience, the author tries to read and write teaching to make the following definition: in a class or a teaching module, contains the teaching content of reading and writing, through effective methods combine reading teaching and writing teaching, focus on students 'reading writing, guide students from reading new knowledge, new ideas, and applied to writing practice, so as to improve students' reading ability, writing ability.

2.2. The theoretical basis for combining reading and writing

The theory of second language acquisition occupies a core position in the field of language learning and has important enlightenment for English teaching. The theoretical basis of the combination of reading and writing expounded in this paper is mainly the "Input Hypothesis" of Krashen and the "Comprehensible Output Hypothesis" of Swain.

2.2.1. Language Input Hypothesis

The American linguist Stephen D. Krashen has also proposed the "Language Input Hypothesis" theory when exploring the mechanism of second language acquisition (SLA). According to Krashen, the primary premise of second language acquisition is continuous and increasing language input, a process designed to stimulate the student's language potential. In addition, under the encouragement of the ministry, the acquisition structure of language will be gradually constructed in the cognitive system of learners. This theory has exerted a profound influence on language teaching and research on a global scale, and is regarded as one of the iconic theories in the field of language acquisition.

Krashen Stressed that the effectiveness of the language input is the key to its intelligibility, namely in the context of language acquisition, must ensure that learners are exposed to is enough, coherent and continuous language input material, these materials to cover dialogue, reading, listening practice mode, to ensure that the full coverage of language information and depth penetration. Among them, reading activity, as an important carrier of language input, not only promotes the absorption of language knowledge, but also plays a key role in the process of language sorting and internalization. It is an indispensable link for learners to build a language system and deepen language understanding.

2.2.2. Language Output Hypothesis

In 1985, the prominent Canadian Applied linguist M. Swain proposed the famous "Comprehensible Output Hypothesis", which is based on its deep study of "Comprehensible Input" and "Immersion Instruction". Swain observed that although an immersive learning environment can effectively improve students' listening and reading comprehension skills to a high level, students often encounter bottlenecks in oral expression and written creation and make it difficult to achieve their established learning goals. The reason for this difficult barrier is that students lack sufficient opportunities for language output, thus limiting the overall development of their language skills. According to Sin, students 'oral and written expressions can not only expand students' communicative needs, but also lead students to use their internalized knowledge to output. Through these output activities, students can creatively explore the new forms and meanings of language, and promote the deepening and innovation of language learning. The process of language output creates a richer and more changeable context for students, and greatly promotes the natural process of language acquisition.

In view of this, the input and output of language should be regarded as two major links that complement and promote each other, and the effective interaction between them can form positive feedback and provide strong impetus for two language acquisition. Promoting the combination of reading and writing in the process of English learning can not only help students to deeply understand the language elements such as vocabulary, sentence structure and grammar rules, but also guide students to integrate and apply the knowledge through writing practice, and significantly enhance the coherence and effectiveness of language learning. This process not only enriches the dimension of language learning, but also promotes the comprehensive development of students' comprehensive language ability.

3. The Current Situation of High School English Reading and Writing Combined with Teaching

The combination of English reading and writing teaching not only integrates the profound cultural heritage of English education and the unique value of language appreciation, but also clearly reflects the harmonious unity of the practicality of English curriculum tools and humanistic education. In terms of cultivating students 'core quality of English, it shows incomparable advantages in other language teaching types, which has become a key way to promote students' all-round development and deepen their comprehensive language

application ability. At present, the combination of reading and writing still has some deficiencies in respecting the status of students' subject and the combination of reading and writing.

3.1. Students' subject status in the classroom is not obvious

The student-based concept is what the current high school English teachers should follow, which can promote the realization of the training goal of students' core accomplishment. However, Yuhong Huang[5], Yanwen Zhang[6] and Xiaozhen Zheng[7] all believe that the current high school English classes are mostly dominated by teachers, explaining the text paragraph by paragraph, and students have little opportunity to think and express their views. In the long run, it will not be conducive to the development of students' reading ability and thinking. In addition, when the teacher conducts writing teaching, he only first provides the students with a writing topic, and then lets the students write according to this topic, and finally, the teacher corrects the students' writing homework. It is not difficult to find that such writing teaching does not follow the concept of student-oriented, and students simply follow the pace of the teacher and complete the writing practice step by step, which is not conducive to the cultivation of students' comprehensive ability. This also reflects the necessity of combining reading and writing teaching in high school English.

3.2. Reading and writing have been separated

In recent years, the college entrance examination English evaluation system, the students' reading comprehension and written expression ability investigation significantly enhanced, which makes the high school English teaching, the teacher attaches great importance to, however, in the process of actual teaching implementation, the coordinated development of reading and writing teaching challenges. Mingyue Lin[8] and Zhang Yanwen believe that in the specific teaching practice, teachers tend to separate reading and writing, implement independent teaching, failed to realize the organic integration of the two, resulting in the lack of clear goal orientation in reading English text, difficult to build a deep understanding of the text, in the writing process, students also lack the idea and framework of writing, difficult to fluent expression, unable to realize the mutual promotion of reading and writing, resulting in the teaching effect of reading and writing is not satisfactory. Therefore, this paper will put forward effective teaching strategies in view of the existing problems and deficiencies of combining high school English reading and writing with teaching, hoping to provide some ideas and inspiration for front-line English teachers.

4. An Effective Strategy of Combining English Reading and Writing in High School

In view of the shortcomings of the current teaching of combining reading and writing in respecting the subject status of students and the combination of reading and writing, the author proposes the following strategies.

4.1. Rely on group cooperation to highlight the main body position

In order to better follow the student-oriented concept, teachers can organize students to conduct group cooperative learning according to the teaching objectives of combining reading and writing, and guide the group members to complete the learning task of combining reading and writing together. The implementation of group cooperation mode can effectively promote the main role of students. In English learning groups, students enjoy full autonomy and are able to discuss their own interests, which has a very important impact on significantly improving their English language skills. In addition, through adopting the learning mode of cooperative inquiry, students realize complementary advantages and experience exchange in the process of

jointly exploring English knowledge. This process not only enriches the learning experience, but also significantly enhances their English communication ability and written expression ability, and promotes the all-round development of comprehensive literacy.

4.2. Carry out writing activities to realize the combination of reading and writing

Teachers can also actively carry out English writing activities in teaching. On the basis of students' preliminary understanding of reading stories, they can organize writing activities related to the theme and students' actual life, so as to promote the combination of reading and writing. Taking the Unit 4 History and Traditions teaching unit of PEP as an example, on the basis of students' preliminary grasp of the unit content, teachers can select topics closely related to the theme, such as planning an English writing competition. In practice, students are encouraged to use a variety of channels to collect writing materials, summary processing, independently complete English writing, or learn from the network quality model essay for creative rewriting.

During the activity, teachers should focus on improving students' English reading comprehension ability, information screening and integration ability, and effectively cultivate students' English writing ability. This way can not only effectively improve students' reading speed and oral communication ability, but also fully exercise students' summary writing ability, achieve the combination of reading and writing in a real sense, to promote the comprehensive development of students' core English literacy has profound significance.

In addition, the form of English writing practice should be not stick to one pattern, teachers can use blog creation, poster design, characteristic diversified activities such as manual compilation form, compared with the traditional after-class composition practice, these novel ways more likely to stimulate students' interest in participation and creative enthusiasm, thus in a relaxed and cheerful atmosphere to improve students' English writing level.

4.3. Pay attention to basic knowledge and enrich students' vocabulary

In order to better implement the teaching of combining reading and writing, teachers should pay attention to the teaching of students' basic knowledge. Guide students to read the relevant grammar structure repeatedly in the process of reading, and then let students consolidate the important vocabulary and grammar knowledge in the way of writing, so as to achieve the purpose of accumulating language knowledge. In addition, in order to help students accumulate important words in reading, teachers can adopt diversified ways such as single word dictation, filling in the blanks, and whole sentence dictation to consolidate students' mastery of this language knowledge. Finally, when explaining the important grammar knowledge in reading, teachers can guide students to write a grammar example sentences to understand the conventional usage of grammar knowledge. In this teaching mode of combining reading and writing, students will firmly grasp the language knowledge learned in class, and realize the good development of core literacy.

5. Conclusion

To sum up, under the background of the new college entrance examination, it is imperative to combine high school English reading and writing based on core literacy. In this context, teachers need to deeply realize the important value of combining high school English reading and writing teaching in the process of cultivating students' English core literacy. Based on this, teachers should closely combine the teaching practice, have the courage to explore and practice novel and effective teaching methods, effectively improve students' English reading comprehension ability, written expression ability and summary writing ability, further

cultivate students' core English literacy, and lay a solid foundation for building a high-quality high school English class.

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