Strategies for Teaching English Writing in Senior High School Based on Subject Core Literacy: A Case Study of Follow-up Writing after Reading

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Abstract: English writing class is a means of evaluation to cultivate students’ English core literacy. In view of the disconnection between reading and writing in English teaching caused by the new college entrance examination question type – reading and writing after reading, this paper analyzes the problems and causes of students’ reading and writing after reading, and puts forward corresponding teaching strategies based on the teaching practice and examination papers of grade one senior high school in L City.

Keywords: Senior high school English, Discipline core literacy, Continue after reading.

1. Background and Connotation of Subject Core Literacy

The 21st century is a new era of globalization, information and intelligence. In the face of unprecedented challenges and opportunities, new requirements of economic and technological development, and increasingly fierce international talent competition, the Organization for Economic Cooperation and Development (OCDE) put forward the concept of “core literacy” in 1997. Therefore, scholars in the field of education research at home and abroad have established the model of student core literacy, deepened the curriculum reform, optimized the teaching evaluation model, and raised the professional level of teachers. Under the comprehensive action of these domestic and foreign factors, the Ministry of Education of China put forward the concept of a “Core literacy System” in 2014, which includes three aspects, six qualities and 18 basis points. Core literacy must be teachable, learned, deposited, transferred and evaluated, but how to teach, learn and evaluate should be realized through specific subject education and teaching. Each subject undertakes the important task of cultivating students’ core accomplishment, and the teaching of each subject should take promoting the development of it as the core. Based on this requirement, each discipline in China has gradually derived its unique concept of core literacy, which is put forward in The “English Subject Core literacy” in the General High School English Curriculum Standards (2017 Edition), that is, the core literacy structure integrating language ability, thinking quality, cultural awareness and learning ability.

The core quality of English subjects is the concentrated embodiment of the educational value of those, and it is the essential character and key ability that students gradually form and improve through English course learning to meet the needs of the information age, knowledge society and the globalization era and personal lifelong development needs. The necessary character includes cultural consciousness and thinking qualities. Key competence includes language competence and learning competence. The core literacy of English subject mainly includes four elements, namely language ability, cultural consciousness, thinking quality and learning ability. These four elements integrate and permeate each other to promote the overall development of students. The core quality of English subjects is the concentrated embodiment of the educational value of those, and it is the essential character and key ability that students gradually form and improve through English course learning to meet the needs of the information age, knowledge society and the globalization era and personal lifelong development needs. The necessary character includes cultural consciousness and thinking qualities. Key competence includes language competence and learning competence. The core literacy of English subject mainly includes four elements, namely language ability, cultural consciousness, thinking quality and learning ability. These four elements integrate and permeate each other to promote the overall development of students.

2. The Relationship Between English Writing and English Core Literacy

The status of writing: Discourse is the language unit of expressing meaning, and English composition is a common way for students to use language. Expressing in English is one of the language skills that senior high school students must master, and also an important part of students’ core literacy of English. The newly revised English Curriculum Standards for Senior High Schools in 2017 put forward the following basic
requirements for the core literacy of English for senior high school students: effective use of written language to express meaning and interpersonal communication, certain ability of cross-cultural communication and dissemination of Chinese culture, and creative expression of their views. It can be seen that with the increasingly prominent communicative function of English in daily life and work, writing as an important means of communication, its role is self-evident. In recent years, the requirements of the new curriculum reform and the new college entrance examination on the English writing ability of senior high school students have also gradually improved, so how to cultivate students’ English subject core quality in writing teaching is a problem that every English teacher must seriously consider. In the process of improving students’ language ability, teachers can not only enhance students’ cultural awareness, but also cultivate their thinking qualities, and ultimately improve students’ learning ability. According to the elements and connotation of core literacy of English subject, the main task of writing after reading in senior high school is to train students’ learning ability to correctly clarify the relationship between reading and writing through teaching, improve students’ cultural awareness and thinking ability of reading and writing in learning, so as to promote the improvement of students’ language ability.

3. Problems and Reasons Encountered in the Teaching of Follow-up Writing after Reading in Senior High School

From the perspective of students to analyze the problems existing in the continuation of reading.

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<thead>
<tr>
<th>The problem dimension</th>
<th>The problem characteristics</th>
<th>Reason</th>
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<tbody>
<tr>
<td>These interpretation</td>
<td>The six elements of the previous story, including the main characters, practices and locations, were not understood, and the plot and emotion lines of the theme and story development were not grasped, and the main line of the story was not clear.</td>
<td>Low text reading ability and level, unable to quickly read materials within a limited time, access to information, reading skills need to be improved.</td>
</tr>
<tr>
<td>The plot logic</td>
<td>The plot of the sequel deviates from the trend of the original story, the content of the sequel is not harmonious with the first sentence of the paragraph, and new characters are added abruptly, or the protagonist mysteriously disappears. The plot does not conform to common sense and normal logic. The connection between the preceding and following sentences is far-fetched or incongruous.</td>
<td>Without an accurate interpretation of the preceding text, the author is not sure of the direction of the plot that promotes the development of the story, fails to find the theme of the original text, and deviates from the direction of the plot line.</td>
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<tr>
<td>Emotion</td>
<td>The emotional line of the task of the continuation paragraph is not in harmony with the tone of the text.</td>
<td>Not paying attention to the emotional changes of the protagonist.</td>
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<td>Language foundation</td>
<td>The language style of the continuation paragraph is inconsistent with that of the previous paragraph. Most continuation paragraphs exist in the form of dialogue, with many grammatical errors, and some advanced words and sentence patterns are copied artificially, lacking cohesion words.</td>
<td>The key words and phrases that reflect the language style of the article are not found correctly, and the language foundation is weak, routine, serious formalization, and lacks text cohesion consciousness.</td>
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Conclusion: It can be seen that the problems existing in students’ follow-up writing after reading mainly lie in the fact that students do not clear the plot lines and emotional lines of the story around the theme in the usual writing training, leading to the inharmonious logic of the content of the follow-up or the low degree of harmony. Ignoring the characteristics of text language makes students’ exercises unable to reflect the consistency of language style.

From the teacher does point of view to analyzing the problems exist in the continuation of reading.

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<td>Awareness of writing</td>
<td>teaching process</td>
<td>The effect of writing class is not good, and the process of cultivating students’ writing ability is slow.</td>
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<td>is not good, and the process of cultivating students’ writing ability is slow.</td>
<td>The whole process of writing</td>
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</table>
| teaching consciousness | Students do not understand the classification and structure of English sentences, and cannot write complex sentences and compound sentences. The article lacks layers and focus. | Students do not understand the classification and structure of English sentences, and cannot write complex sentences and compound sentences. The
Conclusion: Teachers lack the process consciousness and the whole process consciousness of writing teaching, resulting in poor writing effect of students, slow process of writing ability cultivation, unable to use subject-subordinate compound sentences, let alone higher sentence structure, such as: Some teachers do not pay attention to the cultivation of students’ good writing habits, and fail to actively explore effective methods and approaches in writing teaching.

4. Optimize Teaching Strategies to Promote the Formation of Students’ Subject Core Literacy

4.1 Promote the Integration of Disciplines, so that Your English Writing out of the Embarrassment of Closed Doors

As a language, English teaching content is bound to carry the knowledge of various disciplines. The Humanities Edition of high school English textbooks involves literature, history, science and biology, among which culture and history are the most important subjects. Writing, as a method of output, must have enough background knowledge accumulation, so we should break the disciplinary boundaries in writing teaching, interdisciplinary comprehensive teaching and learning. Taking “Cultural Heritage”, unit four, Compulsory 2 of High School English, as an example, and based on the new curriculum standards, this paper aims to cultivate high school students’ reading and writing abilities through multiple explorations of text, discipline, ability and culture.

The whole teaching process is divided into three stages. First, before class, the teacher will follow the topic of the unit. Assign English reading tasks to paper texts (such as historical literature books and periodicals) and non-traditional texts (such as Internet electronic literature materials), and let students work in groups. Search and record information about world-famous buildings, such as Stonehenge in England and the Great Wall of China. Ask students to explain the time, historical scale, and purpose of construction of famous buildings, while guiding students to obtain interdisciplinary historical references based on different types of texts. After that, by thinking and evaluating the contribution of Chinese and Western classical architecture to human civilization, students are required to integrate the most valuable information to create an English text for expressing the views of each group. Students use different forms of expression (description, comparison, discussion, etc.) and different multimedia forms to convey information. Communicative English courses are guided by the effective use of language communication.

In class, the author first guides the students to the literature and film materials of Chinese and western classical architecture, and guides the students to understand the language knowledge in the reading materials of the textbook, such as key words, phrases, sentence patterns and grammar, discover the regularity of language, and analyze the influence of the rise and fall of Chinese and Western classical architecture on world civilization reflected in the text. Then, according to the English text created before, each group can explain the influence of Chinese and Western classical architecture on world civilization by using the language points in the text and oral English presentation in the form of PPT presentation, group debate, theme video presentation and so on. Oral presentation in English. The students actively use the language knowledge they have learned to have a deeper understanding of the interlacing relationship between Chinese and Western classical architecture and the culture, politics and economy of ancient society, so as to learn to appreciate the multi-culture, and then train the logic and thinking ability of students to enhance the awareness of cross-cultural communication.

After class, teachers and students jointly evaluate the texts and oral presentations produced by each group. The evaluation includes teacher’s score (30%) and group peer interaction score (70%). The teacher’s evaluation mainly examines whether students’ English language structure, logic and expression are appropriate in their text creation and oral report. Group peer evaluation mainly examines whether the cross-cultural related topics in the creation of the text are prominent, the accuracy of the speaker’s language in oral presentation, and the fluency of the speaker and the peer evaluation.

4.2 “Read to Write”, Improves Written Expression Ability in Reading and Writing

4.2.1 Teachers should carefully select targeted reading materials or adapt reading texts suitable for writing training after reading

Writing after reading is to put students’ reading and writing in the same environment. Students’ English reading is the basis, and English writing is the effective output of students’ in-depth understanding of the reading content. After reading the college entrance examination examination in Hubei province, Zhejiang Province, Shandong Province, the continuation of the question type is an article of about 350 words. The continuation of the original text is generally a narrative with a rich plot. It is found that most reading texts in the Senior High School English textbooks are suitable for students to continue writing exercises. Teachers can modify or select the reading texts in the textbooks according to the students’ learning conditions, such as interests, hobbies and physical and mental development rules, which of great help to improve students’ reading comprehension ability and promote the harmonious development of students’ reading and writing ability.
As a result, students can write follow-up paragraphs with a relatively high degree of harmony. In addition, according to the senior English bouncy new curriculum, the basic requirement of the new college entrance examination reform, teachers of English can also be calendar year the university entrance exam questions from the provinces, the simulation topic, extracurricular interest in the reading material, such as targeted for students to choose a few try to fit their daily life and learning of English reading material, in order to improve the students’ interest in English reading, Strengthen students’ potential and discourse in English reading comprehension, to ensure that students the ductility of the plot written and interesting, help to stimulate students’ imagination, broaden the students’ imagination, divergent thinking in English reading and writing thinking students, stimulate students’ English learning potential, lets the student in the process of English reading, initiative in English writing, Gradually improve students’ written expression ability.

4.2.2 Train students’ ability to grasp plots and key words in reading.

Find the key words in the first sentence of the two continuation paragraphs, especially the key words in the second paragraph. Read each paragraph and write two or three plot points, especially the verb chain that drives the plot. In your follow-up, focus on key words in the second paragraph, especially new words that did not appear in the previous paragraph or the first sentence of the first paragraph. These words establish a reasonable plot for the end of the first paragraph so that it does not stray. Secondly, pay attention to the subject in the first sentence of both paragraphs. Follow the principle of subject agreement in the continuation, except for the question and answer sentences. Jimmy looked for a job. He was looking for a job.

Para1: Then the interviewer turned the chair and, to Jimmy’s surprise.

Para2: Seeing this, the manager said.

The subject of the first paragraph of this continuation is Jimmy, so the subject at the beginning of the first paragraph is “Jimmy”, while the subject of the second paragraph is “the manager”, so the subject of the second paragraph is “Manager”. In addition, we should pay attention to the words expressing emotional attitude in the first sentences of these two paragraphs. For example, the passage “Surprise” vividly informs the author of the change in attitude, so that students can reasonably conceive the author’s emotional trend in the first and second paragraphs. Based on the interpretation of the previous text and the extraction of the key words of the first sentence of the continuation, three plot points of the first part of the continuation can be conceived: The description of the manager, who turns around and turns out to be the man on the road whose car is broken, and the further description of Jimmy’s reaction to reflect his surprise and the dialogue between Jimmy and the manager. In the second part, two plot points are designed to further describe the conversation between Jimmy and the manager in detail to show the manager’s praise and gratitude to Jimmy. Finally, the author’s inner perception of the story and sublimation of his thoughts are used to conclude the story.

Therefore, before the continuation, examinees list the effective plot points of the continuation paragraph by accurately locating the key words at the beginning of the paragraph. So, when the continuation the examinee can be like a duck in water.

4.2.3 Cultivate students’ ability to pay attention to the language features and styles of texts.first level headings: 1. Heading 1

Marcus had promised his father, “I'll try to help Mama while you're gone.” “He made it as he had promised Papa.” The sentence “I can earn enough to buy a tree and surprise Mama and Peter” in the seventh paragraph is repeated in the continuation of the first paragraph: “Marcus paid for the tree, and then they hurried home”. It can be seen that learning how to find out exactly the words and phrases that reflect the characteristics of the language style is an essential factor for students to write a composition with high harmony.

4.3 Improve the Evaluation Method for Students’ Follow-Up Writing after Reading

Writing after reading accounted for 25 points in the test. It can be seen that the score of continuation after reading plays a crucial role in students’ future learning. Teacher evaluation is only one way to evaluate students’ continued writing. The teacher assigned reading after writing exercises. Surface batch is a time-consuming project. In this way, a semester down, the number of follow-up training is not high, not to practice the effect of flowers. Therefore, English teachers can also use peer assessment, group assessment and other different ways to let students participate in the continuation of the assessment activities. This not only gives full play to the subjective initiative of students’ English writing learning, but also indirectly instructs students how to accurately and appropriately design and construct the cutting points, plot points and cohesion points of their writing after reading, which can be described as killing two birds with one stone. This requires teachers to design scoring standards before peer evaluation, and let students compare standards and write evaluation feedback. The same goes for group reviews. In addition to the steps of peer evaluation, it is also necessary to emphasize how members divide the work and evaluate each other. Teachers also need to remind students of the unified standard punctuation marks, marking marks and so on to facilitate the marking and revision of the author and correcting. For example, underline words, phrases and sentences that are misexpressed, circle past tense, past participle or third person singular verbs misspelled, and wavy lines for beautiful sentences or advanced expressions. Through a variety of reading feedback. The same goes for group reviews. In addition to the steps of peer evaluation, group evaluation should also emphasize how members divide their work. Complete the evaluation of the project carefully. Teachers also need to remind students of the unified standard punctuation marks, marking marks and so on to facilitate the marking and revision of the author and correcting. For example, underline words, phrases and sentences that are misexpressed, circle past tense, past participle or third person singular verbs misspelled, and wavy lines for beautiful sentences or advanced expressions. Through a variety of
evaluation methods of writing after reading, it improves students’ confidence in writing and their enthusiasm for writing training. At the same time, students reflect on their writing after reading. Improve the comprehensive use of English knowledge and skills, realize the common development of peers, progress together, so as to help English teachers to create an efficient English reading follow-up mode.

5. Conclusion

Core literacy is the ability literacy that high school English teachers should focus on cultivating students in class. How to establish a teaching model with students’ interests as the core and core literacy, as the guidance in high school English writing class, is a common topic of concern for all high school English teachers at present. In terms of the present stage of English writing teaching, most high school students in the learning process pay attention to the study of grammar and vocabulary, and ignore the cultivation of the overall writing ability. This leads to the students in the process of writing, basically giving priority in order to improve the thesis result, while ignoring the development of its core English literacy. Senior high school English teachers should objectively analyze the problems existing in writing teaching and seek for a new teaching model to improve students’ comprehensive ability to use English based on their core accomplishment.

References