

The Teaching Strategy of "Read to Write" Approach to English Writing in Junior Middle Schools in the New Era

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Abstract: *As an important part of English teaching, writing teaching in junior high school can effectively examine students' vocabulary ability, language expression ability and English logic ability. The writing training of students should not be confined to the writing level, but should be introduced into the writing teaching to comprehensively train students' writing ability. However, in the current practice of English teaching, some teachers do not dig deeply into the reading text, do not fully cultivate students' interests, and also do not make a good summary after class. Therefore, teachers must combine with the teaching practice to conduct pre-class research, implement hierarchical teaching, and strengthen after-class activities, in order to better implement the core quality of English subject, effectively improve students' comprehensive English quality, expand students' English writing materials, and effectively promote writing teaching through reading.*

Keywords: *Junior high school English teaching; Core literacy; Read to Write; The value and significance*

1. Introduction

English education is an important systematic project, which has great value and significance, and accompanies students in their whole study career. English learning in junior high schools is the primary stage of English learning, but also an important stage to lay the foundation. English writing plays a pivotal role in junior high school English curriculum. For English writing training in junior high schools, teachers should fully combine listening, vocabulary, reading with other education modules for comprehensive training. By sorting out relevant literature and summarizing teaching practice experience, many scholars and teachers generally believe that reading training can effectively promote students' writing ability and text ability, and the reading texts of textbooks contain rich writing teaching resources. If it is fully utilized, students' expression ability and vocabulary acquisition ability can be effectively improved, and the teaching mode of "Read to Write" can be formed.

2. Problems in English teaching of "Read to Write" in junior high school

By combing the relevant literature with reviewing the current teaching practice, there are many problems in English "Read to Write" teaching, such as the depth of text mining, students' learning interest and the degree of summing up after class.

2.1. The depth of text mining is shallow

At present, reading texts written in textbooks often come directly from foreign publications and are processed by textbook writers. It generally eliminates the difficult vocabulary, sentence patterns and grammar, so that the reading text is more suitable for the ability level of junior middle school students, which make students accept the text reading training more easily.^[1] However, in the process of reading training, some teachers do not make a thorough and detailed analysis of the reading text, nor do they dig deeply into the hidden writing teaching resources of the reading text. Some teachers just led the students to read the reading material several times, simply sorted out the possible test methods of the whole reading material, and led the students to do several exercises after class following the reading material. This kind of fact does not make good use of the whole reading model, ignoring the teaching and mastering of key knowledge such as vocabulary, grammar and sentence patterns. At the same time, some teachers do not deliberately cultivate students' English thinking and feeling through reading materials. This

teaching mode actually limits students' language learning.

2.2. The interest in study is insufficient

The author took Class 2, Grade 7 of a key middle school in C Province as the survey sample, and distributed a total of 45 questionnaires. After statistical analysis, the survey results are shown in Figure 1. According to the results of the questionnaire and interview, some students are not interested in learning English in junior high schools. About 32% of students think English is a boring subject, and they lack certain enthusiasm for learning, and there is a state of resistance in learning psychology. At the same time, about 36 percent of the students are not very interested in English and they think that learning English is just to cope with the high school entrance examination and the college entrance examination. They do not really realize the important role of English as a language subject in cultivating literacy and career development. However, only about 25% of the students have no attitude towards English, and only 7% of them can enjoy learning English. At the same time, due to the lack of interest in learning, some students tend to cheat the teachers in the process of daily English learning, and even eat snacks, doze off and play with mobile phones in the process of teaching. This kind of behavior will not only interfere with the normal teaching order of teachers, but also affect the teachers' own learning progress, which is not conducive to students' writing learning, and affect the improvement of academic performance.

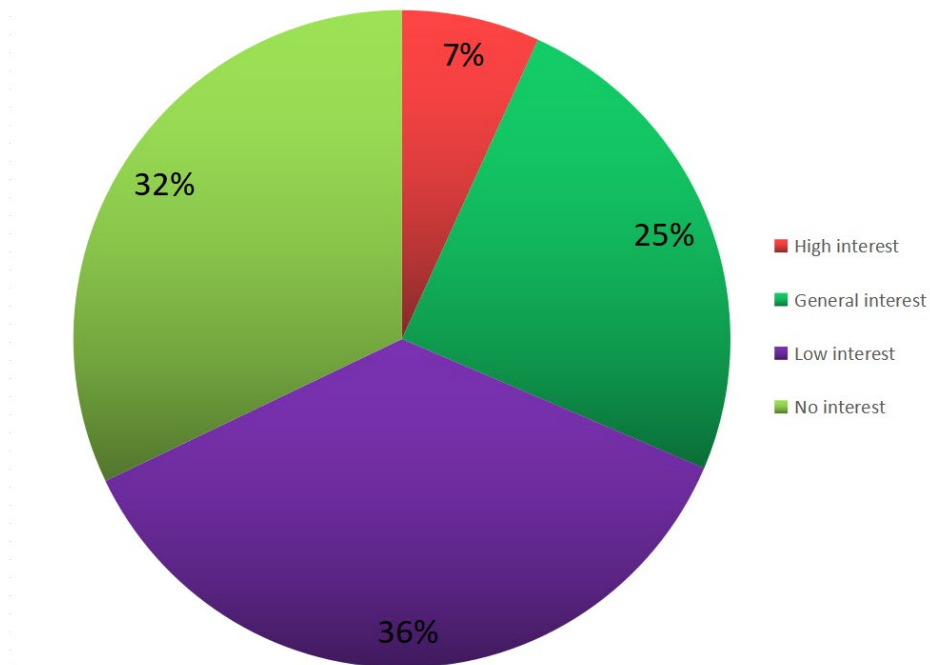


Figure 1: A survey on the students' enthusiasm in middle school English learning.

2.3. The degree of summary after class is not enough

The summary after class can make teachers and students review the teaching content efficiently. Teachers can clarify the main line of teaching further, and students can deepen the perception and understanding of English knowledge. Most importantly, it can also help teachers find problems in the teaching process and provide ideological support for improving working methods and working concepts. However, according to the interview results of the questionnaire, most students do not develop a good habit of summarizing after class. Some students think that summarizing after class is unnecessary. They think that they can learn English well only by doing well in writing training and completing the homework assigned by English teachers. In fact, this kind of cognition ignores the importance of after-class summary, which is not conducive to students' cultivation of good learning habits, and is not conducive to improving the effectiveness of teaching.

3. The feasible strategies of "Read to Write" English writing teaching in junior middle schools

Teachers can explore the feasible strategies of "Read to Write" English writing teaching from five

aspects: attaching importance to pre-class preparation, implementing stratified teaching, the use of mind maps and Read-to-retell Tasks and strengthening after-class activities.

3.1. Teachers should pay attention to the preparation before class and help students to accumulate text materials

In order to explore writing teaching resources based on reading texts, teachers must do a good job of pre-class research and lesson preparation. Teachers can combine the need of practical teaching in the process of reading text teaching with actual teaching progress and teaching level of class, to penetrate the reading material in the key sentence patterns, vocabulary and grammar knowledge, so that the students in the process of reading training to deepen the comprehension for grammar knowledge and the key sentence patterns. Teachers should also think deeply about how to combine the key sentence patterns in the reading materials, and guide students to shift their thinking from reading to learning to paying equal attention to reading and writing. In addition, teachers can fully communicate and learn from the experience of other teachers or schools in "Read to Write" through collective lesson preparation, Internet learning and other forms, and closely combine with the actual characteristics of their own teaching, so as to form a text material mining mode with their own characteristics.^[2]

3.2. Teachers should implement stratified teaching to improve students' interest in learning

To solve the problem of students' lack of interest, teachers can implement hierarchical teaching to make students fully participate in the process of junior high school English learning. On the one hand, according to different examination results and the learning interest of students, teachers can divide students in the class into different levels, and point to different problems and content of the assignments' It can make the students' ability to adapt themselves to the daily training, and can also ensure that students will not lose interest in learning . On the other hand, teachers can make students of different learning levels pair up with each other to realize "help and help" teaching. The mutual help and support among students can not only help students to find problems that teachers cannot find at ordinary times and solve them, but also train students to use English language thinking ability, expression ability and vocabulary ability, so as to achieve the purpose of improving students' writing ability.^[3]

3.3. Teachers should strengthen after-class activities to improve students' writing ability

After-class activities can fully improve students' interest in English learning and cultivate students' English thinking and English ability. Teachers can combine reading teaching with writing teaching in various ways after class, and promote the double-level training of students' reading and writing ability through the teaching method of "Read to Write". On the one hand, teachers can choose appropriate English classics, novels and other classic reading materials based on students' actual abilities, and attract students' interest through reading activities and movie watching. In after-class activities, teachers should pay attention to the curriculum summary and review the teaching content through classic texts to achieve the educational role of "reviewing the old and learning the new". On the other hand, making full use of after-class activities can effectively broaden students' cognition and vision. Teachers should selectively guide students to independently learn English knowledge and grammar vocabulary, and educate them to learn the language expression of classic writers, so as to improve the language expression ability of students in the process of writing.

3.4. Mind Maps

Although mind map was first applied in educational field, it can also play an important role in EFL context. In the ELT context, a variety of empirical studies examined the effects of mind maps on L2 learning and used mind maps to improve student's language competence. Most studies focused on the effects of mind maps on L2 reading, L2 writing, L2 vocabulary learning.

In the L2 writing area, mind maps can also play an important role to enhance student's writing performance mind maps can help the teacher to know what students had or had not been understood, and improve learners' understanding of texts and components of genre knowledge. Collaborative mind map can effectively improve students' writing conception level, so as to improve their writing performance.

First, use mind maps skillfully to activate students' material library. To write a good English composition, students need to reach a certain vocabulary. Teachers should guide students to think diversely with mind map according to the theme of writing, and activate the vocabulary material library

in students' minds. In this way, students can open up the thinking of writing, without fear of writing, and enhance their confidence in writing.

Second, construct a mind map to determine the direction of writing. When writing, the first thing to do is to determine the direction of writing, and then we need to start to draw a mind map. In the writing class, at first, teachers must do a good job of classroom introduction, play the role of mind map to promote writing teaching, and fully mobilize students' enthusiasm and enthusiasm in writing. It can effectively meet the requirements of students' divergent thinking and improve the quality of writing teaching.

Third, according to the mind map, arrange the article structure. Drawing a reasonable mind map can not only help students to clear the direction of writing, but also help students to arrange the structure of the article. When writing, we need to have a writing outline, according to the outline of the genre, tense, person, and so on.

3.5. Read-to-retell Tasks

As an effective tool to develop EFL learner's literacy and orality, read-to-retell-tasks are applied in English class.

According to Wang (2016), the Xu-argument is a view of language acquisition, which believes that language can be learned through "continuation".^[4] This theory states that efficient language learning requires language learners to fully use incomplete language segments in the process of dialogue. While learners understand such incomplete language segments, they need to be creative to complement and expand these language segments so as to improve their language proficiency in the process of experiencing language use. "Continuation" can establish a connection between understanding and output. Language learners need to understand other's expressions, then they need to create to complement language segments based on their understanding, which is called "continuation". There is a gap between the language in understanding and the language in continuation, which can lead to a leveling effect. Student's language ability is developed in the process of continuous leveling of output and understanding. The content of the reading material in the continuation task is incomplete, and students are required to complete it. It can lift up learner's willingness to express, stimulate imagination, and release creativity so as to accelerate the improvement of foreign language expression in the creation process. Second, it stresses the importance of the context. The language learner interacts with the material and the author while reading, and interacts with the reading comprehension during the continuation task, which promotes the synergy between the composition and the reading so as to produce a leveling effect. Narrative retells can not only have positive effect on learner's language, literacy, but also on overall academic skills. Moreover, retelling tasks can also arouse student's reading motivation, interest and make good preparations for English writing.

Retelling the texts will improve the writing ability of junior middle school students. Reading is a key element in improving writing ability. By reading the article, students can acquire some relevant input language. In addition, during the subsequent retelling of the text, students can consolidate their knowledge of the input language and express it fluently and clearly. Therefore, students' understanding and memory of the structure and content of the article can be deepened, which is helpful for students to improve their vocabulary, strengthen the study of syntactic and coherent writing. It will play a very positive role in improving students' written expression ability.

4. The value and significance of promoting writing by reading in junior high schools

It is of great value to carry out "reading to promote writing" in English teaching in junior high schools which is conducive to implementing the core quality of English subject, improving students' comprehensive English quality, and expanding students' English writing materials.

4.1. It is helpful to the implementation of the core quality of English discipline

Core literacy is an important goal of current English teaching. Carrying out the teaching of "Read to Write" can effectively guarantee the balanced development of students' ability and effectively implement the educational goal of comprehensive education.^[5] The principle of "Read to Write" requires teachers to focus on reading teaching in their daily work, and the ultimate goal is to improve students' writing ability. Therefore, it is necessary for teachers to dig deeply into the content of textbooks and text materials, while students can experience the charm of English language and English culture invisibly through the study

of classic texts, improve their English literature literacy and English writing ability, and thus form a relatively excellent cultural character. At the same time, in the teaching design, teachers carry out "Read to Write" can also effectively ensure students to better apply the knowledge of vocabulary, grammar, sentence patterns and other knowledge they have learned at ordinary times, which is also helpful to strengthen the grasp of the text knowledge point and the text body to a certain extent, and form the correct learning concept and values.

4.2. It is helpful to improve students' comprehensive English quality

With the deepening of the new curriculum reform, the requirements for students' ability are more comprehensive. Whether it is high school entrance examination, college entrance examination, or daily English communication, English writing is a very important requirement. In the process of teaching practice, teachers adopt the teaching method of "Read to Write", which can not only improve students' English reading ability, but also promote the development of students' writing ability, forming a relatively comprehensive and comprehensive ability spectrum. At the same time, carrying out "Read to Write" teaching can also effectively improve students' sense of English language, so as to be more in line with the British aesthetic and cognition, which is conducive to improving students' English literacy.

4.3. It is helpful to expand students' English writing materials

By penetrating writing content and writing knowledge into the reading training of students, students' knowledge span can be effectively expanded, which not only lays the foundation of vocabulary for writing training, but also ensures that students have rich writing materials.^[6] On the one hand, in the process of composition writing, students can directly refer to the materials they read at ordinary times to enhance the quality of their composition and improve the quality of the overall composition. On the other hand, students can subtly accept and absorb sentence patterns and grammar in reading materials and directly apply them to their own compositions to avoid mistakes in writing such as grammar and sentence patterns. At the same time, the vocabulary in the reading material is generally more advanced, in line with the British grammar and communication habits. Therefore, in the process of reading materials, students will also learn these advanced vocabulary, so as to replace the usual incorrect vocabulary usage and low-level vocabulary, and improve the depth of English writing.

5. Conclusions

English teaching in junior high schools is the basic stage of students' English learning. Teachers must pay attention to the comprehensive training of students' ability. Reading ability and writing ability are important components of students' English ability spectrum, and students must achieve comprehensive development of both. Teachers can comprehensively improve students' English ability and quality through the teaching method of "reading to promote writing", expand students' English writing materials, and fully implement the core quality of English subject.

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