A Study on the Application of "Reading-to-Writing" in Junior High School English Writing Teaching under the Perspective of Unit Integrity Teaching

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Abstract: At the present stage, reading and writing are separated in English teaching in junior high school, and "reading" and "writing" are fragmented and divided. The two skills of reading and writing are inseparable, so adopt the teaching method of "reading-to-writing" to increase students' input and lay the foundation for writing output. Based on the current situation of writing in junior high school, this paper explores the relationship between reading and writing in junior high school English based on the theory of "reading-to-writing", so as to provide a theoretical basis for subsequent teacher teaching and student learning.

Keyword: Unit Integrity Teaching ;Reading-to-Write ;English Writing

1. Introduction

The English Curriculum Standards for Compulsory Education (2022) clearly proposes to cultivate students' core literacy, including four aspects: language proficiency, cultural awareness, thinking quality, and learning ability (Ministry of Education of the People's Republic of China, 2022). At present, middle school English teaching gradually emphasizes cultural awareness, thinking quality, and learning ability on the basis of language proficiency. However, from the perspective of junior high school English writing teaching at this stage alone, junior high school English writing presents fragmented characteristics. In this case, the "reading-to-writing" teaching mode is carried out through the unit theme task, which can effectively teach English writing. A large amount of reading encourages students to accumulate writing materials and thus improve their writing ability, which really makes reading and writing complement each other.

2. The Theoretical Basis of "Reading-to-Writing"

2.1 Input Hypothesis

According to Krashen's (1985)language input hypothesis, in the process of second language teaching, teachers can regard reading materials as the input of writing materials and writing as the output after reading. The reading material itself is a learning resource, and the teacher, as a disseminator of language learning for students, should simplify the more difficult stuff, reduce it to the i+1 level, and use this as the output proficiency requirement. Teachers focus on the input of reading content and set writing tasks for output in the language teaching process, linking input and output closely.

2.2 Output Hypothesis

Swain (1985) proposed the output hypothesis to address the shortcomings of the input hypothesis, arguing that language proficiency is not due to insufficient language input, but rather to limited language output activities. Swain (1995) summarized three major functions of comprehensible output, namely, attentional function, hypothesis testing function, and meta-linguistic reflection function. The "reading-to-writing" model of writing teaching is centered on reading input and writing output, combining input and output effectively, focusing on the learning ability of language learners, combining the context of reading content and writing output tasks effectively, increasing the interest and motivation of language learners, and thus effectively promoting the learning ability of language learners.

2.3 Scaffolding Theory

Based on Vygotsky's (1978) "zone of most recent development" theory and constructivist teaching model,teachers rely on scaffolding theory to build reasonable scaffolding for students' learning during their reading input, set output tasks that are slightly above students' ability levels, guide students into situations, explore and solve problems, and evaluate their self-learning levels. Throughout the teaching process, it is centered on understanding students' levels, helping them learn, encouraging their reading input and writing output, and effectively promoting the development of their abilities.

3. Current Problems in Teaching English Writing in Junior High School

3.1 Insufficient input of writing materials

In traditional English writing teaching, teachers only focus on the knowledge points in the textbook and separate reading from writing. This prevents students from getting enough language input to express their opinions and ideas in their writing output. The process of writing is from input to output, but teachers do not integrate reading and writing in the teaching process, making input and output incoherent, which not only makes students lose confidence in English writing, but also makes it difficult to improve their writing skills. While in-class teaching materials are important, in-class resources alone are not enough to produce tightly framed, exciting English compositions, which still need to be supplemented by extra-curricular materials. It is important to expand students' input of writing materials, broaden their knowledge of writing, and save them from the phenomenon of "poor words" in writing.

3.2 Neglect the Guidance of Students' Writing Ideas

At present, teachers in general still teach English to the test, especially in the teaching of writing, teachers pay more attention to the correctness of vocabulary spelling, fixed collocation, grammatical sentence pattern use, while the overall writing framework and writing ideas are neglected. Teachers' writing instruction is more focused on how to improve students' writing performance, which is the result of test-based education. Writing ideas play an important role in writing. Without writing ideas, there is no way to start an essay. Therefore, teachers should effectively guide students' writing ideas to form a complete writing framework according to their characteristics, so that students' English writing can be clear and richly framed, thus improving their writing skills.

3.3 Teaching Writing in a Single Way

The traditional English writing teaching in China is mostly a result teaching method, and the whole writing teaching process basically revolves around the teaching mode of "teacher assigns questions - students imitate writing - teacher corrects" to as a result, students lose their interest in learning English（Li Guangchao,2012）. The teacher gives the topic and requirements before writing, and does not give the students a scaffolding for writing, so the students write directly. In the process of writing, students are confused and have difficulties in writing. Moreover, the teacher's evaluation of the writing results after writing is single, with only the teacher's evaluation, and only focuses on the accuracy of the words and phrases used in writing, lacking diversified evaluation such as self-evaluation and peer evaluation. This makes it difficult to improve students' writing ability and interest in writing.

3.4 Neglecting the Development of Students' English Thinking

In traditional English writing teaching, teachers increase their input by making students recite the text, which will make students lack the space for free imagination, and teachers make students simply recite, not give them language scaffolding, so that writing teaching is meaningless. This method of teaching results in students writing the same content without their own "labels", which binds students' thinking. This kind of writing teaching seems to be effective, but in fact, students' writing skills are not improved.

4. The Application Strategy of "Reading-to-Writing" under the Perspective of Unit Integrity Teaching

4.1 Increase language input and combine reading material from inside and outside the class

First, teachers should guide students to read a large amount of language material that is not limited to in-class texts, but should also expand the material outside the classroom on related topics to lay the foundation for students' output writing. When reading, teachers should clarify the topic of reading to students and refine the learning objectives of the topic so that students are clear about what they are going to learn. Teachers should not only analyze the vocabulary, phrases and grammar of the reading material, but also dissect the overall framework of the material, so that students can input language knowledge as well as the framework of the text to pave the way for subsequent writing.

Second, teachers should choose appropriate reading materials outside of class. The difficulty level of this reading material should be moderate. Students in middle school are just starting out in English and are not easily exposed to overly difficult content, which can make increase students' academic pressure and also lose their confidence in learning English. Therefore, it is important to establish comprehensible input for students and select reading materials that are slightly higher than students' current English level to boost students' confidence in learning while also improving their English skills. In addition, the subject matter of the reading materials should be relevant. The theme of the extracurricular reading materials should not be separated from the overall thematic direction of the corresponding unit. The purpose of reading extracurricular materials is to better complete the composition writing on that theme and to accumulate language materials for that purpose. In this regard, teachers should consider whether the material is consistent with the theme when selecting texts.

4.2 Develop Students' Writing Ideas and Build "Scaffolding" for Writing

First, the language expression scaffolding is generated according to the overall theme of the unit. Different themes have different related vocabulary and key sentence patterns. Teachers input vocabulary and sentence patterns according to different unit themes, so that students can finish writing independently when they encounter the theme or similar themes after reading and writing, and develop their writing ideas. In this regard, teachers need to provide students with a lot of practice through the phrases in the reading materials, such as imitating sentences, filling in the blanks with words and imitating situations. Through repeated practice, students will be able to learn and use them in writing.

Second, provide a structural scaffolding for writing based on genre type. There are many genre types in middle school English writing, such as letters, argumentative essays, and narrative essays. Different genres have different ways of writing, and students need to understand the characteristics of each genre. An argumentative essay, for example, requires students to express their opinions. Teachers need to provide students with relevant materials, pictures, videos or texts to inspire students to express more of their own opinions, thus developing students' independent thinking skills and imagination. In the case of letter writing, teachers should teach students the format of English letters and letter phrases, and provide students with an overall writing framework on which they can base their language when writing.

4.3 Design diversified teaching activities based on the overall theme of the unit

First,Use mind maps to distill information about the topic. Mind mapping is an effective thinking model that visualizes the thinking process and helps organize information(Yao Haiyan,2019). Therefore, teachers explain to students the logic and framework of the unit's theme in writing instruction, and then conduct group activities to independently design a mind map of the unit's theme, which can help students understand more about the meaning of the theme so that they can build a logical framework to enrich the writing content and develop writing ideas.

Second, innovative writing forms, increase the interest of writing. The traditional English writing teaching writing style is too

monotonous, mostly in the middle of the road writing style. In order to increase students' interest in learning writing, innovative forms of English writing are used, for example: writing a humorous short story or interview according to the theme; using jigsaw writing tasks students cooperate to complete a complete composition; continuing writing based on a paragraph of theme-based material, etc. These novel ways of writing can bring freshness to students, make them enthusiastic about writing, and motivate them to express themselves better.

4.4 Create realistic contexts and active English thinking

Although the teaching of English writing is mainly to improve students' writing skills, it requires the input of listening and speaking skills as well as the development of thinking skills(Wang Xuepeng,2020). In school teaching, however, there is less integration between subjects, so the transformation of students' English thinking is slower when switching from one subject to English. Language input is inseparable from the environment, and creating a good English learning atmosphere for students can help shape English thinking. According to Yang and Dong (2010), "reading-to-writing" is different from other "combing reading and writing" models in that it focuses on the "real" experience.This should create an environment where students can easily acquire the language, i.e., an authentic English context, which will allow students to quickly integrate into the English classroom and make the classroom more efficient. Teachers should guide students to take the initiative to think, actively ask questions, and explore on their own, avoiding single "black or white" questions, and giving students space to think and carry out follow-up teaching to help them clarify the essence of the problem(Li Min,2020). Therefore, the link of "reading-to-writing" should create a realistic context for "writing" and active English thinking in order to write a wonderful composition.

5. Conclusion

In the "reading for writing" teaching model, teachers provide students with a large amount of materials from inside and outside the classroom based on the refined unit themes, increasing the amount of language input and providing scaffolding for students. This allows students to develop independent thinking, form their own opinions, and enrich their writing content. This teaching model not only enhances junior high school students' reading comprehension, but also increases students' interest in English writing and writing skills, helping them to complete the transformation from readers to writers.

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