

A New Model of English Writing Teaching Based on Subject Core Literacy

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Abstract: With the deepening of quality education in the teaching field, it has become a consensus to cultivate students' subject core literacy. English reading teaching can improve students' language ability, cultivate students' cultural character and improve students' awareness of cross-cultural communication. It plays a vital role in cultivating students' core literacy. The application of the concept of English subject core literacy can stimulate students' deeper thinking, ensure students' dominant position in the classroom, and help students learn to solve problems from many aspects. However, many students feel that they have nothing to write in English writing, and the phenomenon of language expression patterning is serious. Due to the influence of test-taking environment and pressure, teachers' teaching in listening, speaking, reading and writing modules is characterized by dispersion and fragmentation, and the lack of effective combination is not conducive to cultivating students' comprehensive English ability. This paper discusses the new teaching mode of English writing based on the core literacy of subject.

1. Introduction

The phenomenon of high school students' partial subjects is very common, especially those with weak English subjects. Under the influence of traditional teaching ideas for a long time, there are still many problems in English grammar classroom teaching in senior high schools in China, such as imperfect teaching design, low students' enthusiasm and weak comprehensive application ability [1]. As a result, the traditional educational ideas and teaching methods can not fully meet the current needs of senior high school English teaching. English, as a foreign language, has a serious situation of "acclimatization" in localization teaching. English writing is a comprehensive thinking activity, which is not only a process of comprehensive application of language knowledge, but also a process of learning and development of language skills, and one of the important indicators for evaluating learning effect. Therefore, it is imperative to cultivate the core literacy of English subject [2]. English teachers should be more exposed to and learn new teaching ideas, and strive to integrate them into practical teaching. Through carefully designing English writing teaching, students' language ability, thinking quality, cultural awareness and learning ability can be fully developed in the process of English writing teaching. Improving students' English writing ability can also expand students' vision, promote students to understand the differences between Chinese and Western cultures, and effectively cultivate their critical consciousness; At the same time, it is also conducive to the cultivation and improvement of students' own literacy and ability, which not only meets the

development needs of students, but also meets the objectives of modern high school English Education [3].

The talents needed by the future society may experience greater internationalization and cross-cultural communication, which requires literacy such as cross-cultural communication skills, global awareness, international understanding and information technology knowledge, and the formation of these literacy is also closely related to foreign languages [4]. Now more and more teachers insist on student-oriented, pay attention to students' learning experience and teachers' guiding role, and encourage students to explore learning independently. In English reading teaching, teachers can not only cultivate students' language expression ability, but also guide students to study deeply, so that students can constantly improve their cultural awareness and train their thinking quality on the basis of understanding the text and improving their language ability [5]. With the increasing exchanges and contacts between countries, there are cross-border exchanges in education, trade, tourism and other industries. People can only speak, listen and read English, which can no longer meet the needs of society. Therefore, English writing teaching should be paid attention to. Only when people master this skill can they develop better and adapt to society better [6].

2. An Overview of English Core Literacy and the Urgency of Combining with English Writing

2.1 An Overview of the Core Literacy of English Writing

The meaning of English subject core quality specifically refers to four aspects: language ability, cultural character, thinking quality and learning ability. It is the literacy that everyone needs to have in order to realize and develop himself, adapt to social development and have a better life. For example, the language literacy that can communicate in his mother tongue and foreign language; Basic scientific and technological literacy; Know how to learn effectively; Have cultural literacy; Have basic civic literacy [7]. Language competence refers to the ability to express meaning by listening, speaking, reading, watching and writing in social situations. Culture refers to the understanding of Chinese and foreign cultures and the recognition of excellent cultures. Thinking quality refers to the ability and level of thinking in logic, criticism and innovation. Learning ability refers to the awareness and ability of students to actively use and actively adapt English learning strategies, broaden English learning channels and strive to improve English learning efficiency [8].

In recent years, English subject core literacy has gradually become a hot spot in domestic education and teaching research. Developing students' English subject core literacy is an important measure to deepen the English curriculum reform of basic education. High school is the golden stage of students' English learning. High school English curriculum is a basic cultural curriculum to develop students' core literacy of English discipline. It can cultivate and improve students' abilities in many aspects, such as language application ability, language skills, emotional attitude, thinking ability, cognitive ability, values, etc. talents with these core skills can adapt to the development of society and integrate into society well [9].

2.2 The Urgency of Combining English Core Literacy with English Writing

English teaching focuses on cultivating students' Comprehensive English ability from many aspects, of which reading and writing are two important aspects [10]. In modern traditional education, some English teachers' teaching design is mostly limited to the shallow learning activities to cope with the examination, and focus on language explanation and question answering skills, resulting in students' mechanical memory and insufficient understanding, resulting in the weakening of teaching effect. For example, the classroom atmosphere will become boring because of its fixity, which makes it difficult to arouse students' enthusiasm and limits students' creativity;

Because of the influence of their mother tongue, students with primary English level are prone to Chinglish in writing. However, students with intermediate English level tend to make mistakes such as generalization. Writing teaching is mostly limited to the monotonous teaching form of “assigning tasks-students' writing-correcting and marking-commenting on compositions”. Although teachers have noticed the necessity of training to write compositions of various themes and genres, and teachers have basically arranged written expression tasks after learning the text, most students still do not realize the importance of English writing, and few students like writing. Moreover, students' autonomy is poor, they can read and write by themselves, and the average value of writing exercises is low, and the degree of dispersion is large, which shows that most students in the four language skills of listening, speaking, reading and writing are the least interested in writing. At present, many students' English is out of touch with the social language level, which leads to our students' serious weakness in this subject, so the writing research of core literacy is imminent. English teachers should teach students the theoretical knowledge and application skills of grammar, guide high school students to understand the connotation and charm of grammar, expand their thinking and vision, and improve their comprehensive application ability.

3. Application Practice and Countermeasures of Core Literacy Research

If we want to implement the concept of core literacy, on the one hand, teaching and learning should be integrated and symbiotic, so that real learning can occur; In terms of emotional attitude, teachers need to play a role from value clarification to value guidance to students; On the other hand, as the main body of learning, students need teachers to provide time and space for independent questioning and personality creation. In addition, the English Curriculum Standard of ordinary colleges and universities gives a detailed description of students' writing ability objectives, and puts forward clear requirements for high school students' writing ability at different stages. Compared with these teaching objectives, it is necessary to improve English writing teaching strategies and improve students' writing ability. Through autonomous learning, students can write the information they have acquired into their compositions, so that the writing vocabulary is richer and the content is more complete.

3.1 Set up a Personalized Teaching Mode.

High school is the best time to improve students' overall quality and prepare for their further development. Optimize the process of students' independent participation, and create the basic teaching process of “self-study in advance, one class, one class and later learning”, so that students can truly become the masters of the classroom. Before the traditional education mode, the self-learning mechanism of students has been relatively mature, and most students' learning ability has been formed. Each student has certain differences in language ability, cultural character, thinking quality and learning ability. It is shown that we should adjust the teaching methods according to each student's points, innovate and personalize the education, so that students can not only learn knowledge, but also feel a strong sense of life, ignite their curiosity and challenge to life, return to the life world, and shape a classroom full of vitality. It can not only stimulate students' interest in learning, but also help improve students' perception of English writing. The personalized teaching model is shown in Figure 1.

Language skills	Use the correct tense and sentence structure Use the sentence patterns and phrases you have learned reasonably
Cultural awareness	The format and the layout of the chapter conform to the English letter Reflect the cultural knowledge of all parties
Thinking quality	Try the connection between the sentences of the post, and the content is coherent and the point of view is clear
Learning ability	Flexible use of writing skills learned, comprehension, and comprehensive writing ability to apply knowledge

Fig.1 The Personalized Education Model is Shown in the Figure

3.2 Use Situational Teaching Methods.

In the process of learning, if any knowledge wants to have vitality, it must exist in a specific life situation, problem situation or corresponding context as a “process”, and pay attention to the return of classroom to life. Classroom teaching in China has been too prominent for a long time. Students only passively accept “cramming” education. The essence of classroom teaching is exam oriented education. The end result is that students can only “study hard” and have no practical ability at all. Situational learning is not only the best way for students with excellent academic performance to collect novel ideas and ideas, but also a process for students with poor learning ability to accumulate and absorb them. The organic integration of writing teaching and real life can effectively arouse students' desire for English learning and writing, which is the desirable way to improve students' English writing ability. The classroom discussion mode is shown in Figure 2.

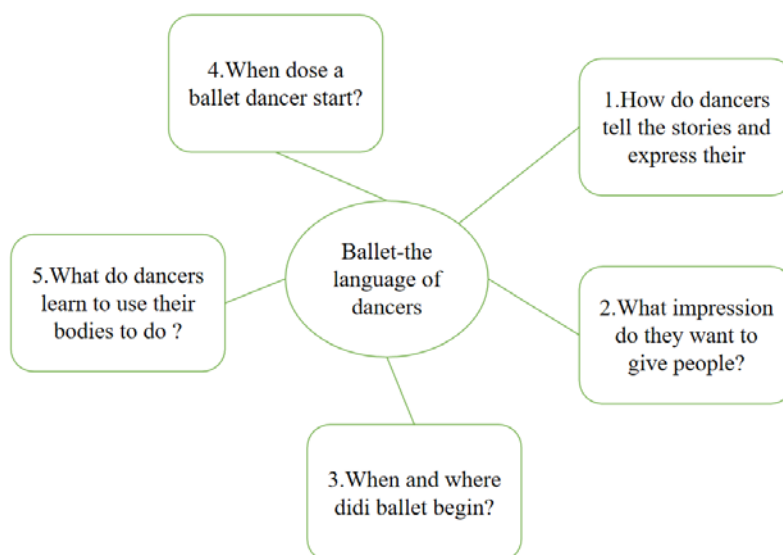


Fig.2 Scenario Discussion Mode

3.3 Optimize the Content of English Writing.

In order to strengthen students' writing awareness, English teachers need to be able to optimize the content of senior high school English classroom. If we can not improve many teaching methods that hinder the development of teaching, it will restrict the improvement of middle school students' English writing ability and promote the traditional middle school English Teaching of writing teaching. Teachers can actively expand extracurricular reading, organize rich extracurricular reading activities, and cultivate students' autonomous inquiry learning ability at multiple levels, angles and diversity. Give students more opportunities to practice with extracurricular topics. When writing speeches, interviews and press releases, students' thinking ability will be gradually improved through such writing exercises.

4. Conclusions

With the deepening of education reform, English classroom teaching in senior high schools in China is also facing new challenges. Traditional educational concepts can no longer fully meet the needs of senior high school students for grammar learning. For students, they have a certain fear of English writing, and are influenced by writing pressure, so it is difficult to arouse their interest in English learning. At the same time, students also have some obstacles in language, such as confusing English language structure and unclear correct usage of vocabulary. Cultivating and developing students' core English literacy means higher requirements for teaching. In the process of reading teaching, teachers must guide students to accumulate good words and sentences in order to enrich writing content; Guide students to analyze and deconstruct the logic of writing in order to build their own logical consciousness of writing; Pay attention to cultivating students' humanistic quality and expression ability, so as to promote the improvement of their writing ability. In the actual teaching process, it is necessary for English teachers to combine the core literacy of English subject to carry out English reading teaching in senior high schools and relevant empirical research, so as to achieve the important and arduous goal of subject education, which is the future direction of English educators. Teachers also need to continue to explore the perfect combination of English core literacy and English writing teaching, so that students can understand the thinking mode of writing and really improve their writing ability.

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