

Reflection on Reading and Writing Teaching in Middle School English under the Background of Core Literacy

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Abstract: With the continuous reform and development of education and teaching, "core literacy" has become a hot topic discussed in the education industry. In order to achieve efficient cultivation of the core competencies of middle school students, reforms have been made from multiple aspects. English is an indispensable part of the current Chinese language education system in middle schools, and it is also a fundamental ability that every learner should possess. In this context, the reform and improvement of middle school English curriculum guided by "core competencies" is of great significance.

1. Introduction

Starting from the concept of core literacy and combining examples, this article discusses how to improve students' thinking quality in listening and speaking teaching; Cultivate students' language abilities in vocabulary and sentence structure teaching; Developing students' cultural character in reading and writing teaching is a strategy to enhance students' core English subject literacy in middle school English teaching practice.

2. Improving Students' Thinking Quality in Listening and Speaking Teaching

In the core quality education of middle school English, the cultivation of thinking ability is crucial. To successfully carry out this course, it is necessary to first make students have sufficient confidence in listening, speaking, and other aspects, thereby stimulating their enthusiasm for learning English. In traditional classroom teaching, teachers and classmates only focus on imparting Basic English knowledge and improving test scores, while neglecting the cultivation of English listening and comprehension; In terms of English and listening, the attitude of the students is not good. Most of them are dealing with it, and some students simply do not use English to speak to avoid mistakes, which has led to middle school English classes being referred to as "mute English" for a long time. If this continues, it will affect their confidence in English and slow down their grades [1-3]. However, in terms of the characteristics of English courses themselves, listening and speaking play a crucial role in course teaching and have played a certain role in cultivating students' thinking abilities. Therefore, in the classroom, teachers should stimulate students' English enthusiasm in the classroom, and on this basis, encourage them to speak up their own ideas; His

achievements have been recognized, and his confidence has also been improved. For example, when teaching English listening, we should not take out everything that is said in class. Instead, we can play a few familiar English songs for them; For example, in the English translation of 'The Lonely Warrior', having the child hum in a familiar tone before class can help the child bravely speak their English and overcome the fear of speaking English. The second is to make the teaching methods of teachers more diverse and better attract students' attention. As shown in Figure 1.



Figure 1: Diversification of teaching methods

3. Developing Students' Language Abilities in Vocabulary and Sentence Structure Teaching

Under the guidance of "core competencies", improving students' language proficiency is one of the basic goals of middle school English curriculum reform, and to achieve this goal, it is necessary to find an effective method. The most crucial language skills are listening and speaking. In order for students to express themselves correctly, they must have the ability to express themselves correctly. Therefore, most English teachers currently attach great importance to students' listening and listening training [4-6]. However, we have neglected the teaching of vocabulary and sentence patterns. In English teaching, an article is composed of sentence by sentence, and each sentence is composed of vocabulary and grammar, so it cannot be well understood and used. In this way, even if you can understand English, it is difficult to accurately express your thoughts in English. Therefore, strengthening the teaching of vocabulary and sentence patterns is an important link in improving English learning level. For example, in the classroom, we can use the method of "mind mapping" to guide students to recognize vocabulary, say phrases, and make sentences. Using the diagram, clarify the text frame as shown in the figure 2 listen and check The teacher guides students to listen, focusing on the content words (nouns and adjectives) that appear in the text, and mastering listening strategies. Then the teacher lists and summarizes the text information, presenting it in the form of diagrams, and the framework and context of the text are clear and clear. The teacher will play the recording again and ask the students to form a systematic thinking process according to the diagram. As shown in Figure 2.

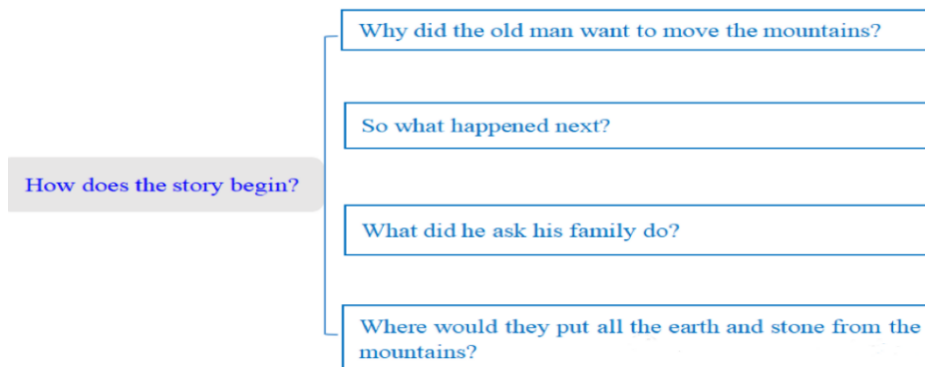


Figure 2: Text frame

4. Cultivate Students' Humanistic Literacy In The Process Of Reading and Writing

Reading and writing are the external manifestations of students' learning English. In today's high school English classroom, it is necessary to improve students' reading and writing skills. Although the new round of curriculum reform has attracted more and more attention to English reading and writing, in practice, due to significant constraints, many urgent problems have emerged. For example, when reading an article, emphasis is only placed on whether students can provide correct answers to the questions after class, while neglecting their profound grasp of the theme and meaning of the article. Excessive emphasis is placed on explaining new words, while neglecting their summary of grammar application. Therefore, teachers should change their educational philosophy, starting from the comprehensive development of students, integrate existing educational resources, and adopt scientific and effective methods to improve the level and quality of reading and writing, so as to enable them to achieve all-round development [7-9]. When writing on a topic, I always start with the events that have occurred in my own life and guide my classmates to continue writing with my own focus. As shown in Figure 3.



Figure 3: Integrate existing educational resources

5. Expand Reading Exercises after Class to Enrich the Content of Students' Compositions

In the process of English teaching, a certain degree of cultural knowledge education has been provided to students. Through various forms of conversation and reading, deepen their understanding of Chinese tradition and exotic customs, in order to increase their horizons and insights; on this basis, a dialectical examination of Chinese and Western culture was conducted, and

college students were given a positive attitude towards life and established correct emotional values. In English learning, integrating reading and writing organically can help them better understand and understand Western culture, and achieve their learning goals. Teachers can help them broaden their horizons, learn more foreign etiquette and basic knowledge, and also help them accumulate experience in their spare time [10-12]. Teachers can help them improve their English proficiency through primary means such as information technology, such as searching for international news on the internet or reading famous works. In addition, middle school English courses are rich in content, which is conducive to cultivating students' logical thinking ability and enhancing their cultural literacy. Long term reading training can not only increase students' knowledge reserves and broaden their horizons, but also improve their English writing skills and logical thinking skills. English extracurricular textbooks contain a wealth of English vocabulary and grammar. On this basis, by using English textbooks, guide students to learn English text content and proficiently master basic knowledge such as English vocabulary and syntax; Master several important grammar and be able to use English to convey one's thoughts and emotions. Before reading, the teacher can first ask a few questions to further deepen students' understanding of the problem, and on this basis, further deepen their understanding of the problem; then you can get the results you need. This can help students focus and improve their own teaching quality. In high school English classes, in addition to focusing on English textbooks, it is also important to guide students to read more extracurricular books and improve their reading skills. In daily writing practice, you can apply what you have read before to your own composition, and apply what you have learned to practical training, in order to optimize your thinking and improve your language proficiency. As shown in Figure 4.

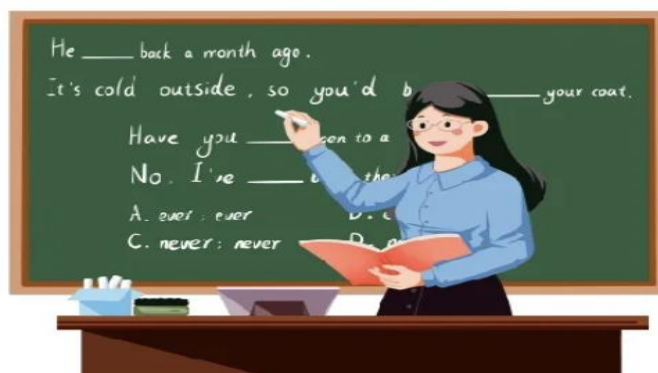


Figure 4: It is important to improve reading ability

6. After Class Reading and Writing Training to Enhance Students' Learning Abilities

The integrated teaching of reading and writing in junior high school English should not only explain and teach the content in textbooks, but also actively guide students to engage in extended learning, organically integrating classroom teaching with extracurricular practice; The purpose is to consolidate and improve students' academic performance [13-15]. In high school English classrooms, methods such as "group collaboration" and "research-based" can be used to guide students in "autonomous" learning, laying a solid theoretical and practical foundation for the development of English. For example, in the course 'I'm going to play basketball', teachers can connect it with real life, create relevant classroom videos for students, and connect them with real life; Have students log in to the online learning platform after class, watch videos for themselves, and review the content learned in class. Through "dialogue", the teacher divides the students into several groups, each with a group, and each group has a member to do homework, and evaluates the students' performance based on the homework results. In the text, in the reading experience, after

class, in the video, communicate and collaborate with classmates to create and write a "dialogue" together. At the same time, in group activities, students can also learn from each other to improve their English application skills. Subdivide each paragraph into segments to allow students to have a better understanding of the text, which is still done in multiple ways. It can be listening or answering questions. As shown in Figure 5.



Figure 5: Communicate and cooperate with classmates to create and write "Dialogue" together

7. Conclusion

In summary, the proposal of the core literacy concept poses new challenges to the traditional teaching mode of middle school English, requiring classroom teaching in the new era to not only focus on imparting English knowledge, but also attach great importance to the improvement of students' comprehensive English abilities. Therefore, teachers should transform traditional teaching concepts, start from the teaching content and student training goals, and do a good job in reforming and improving teaching practice. Only in this way can we truly improve the quality of junior high school English teaching and achieve teaching objectives.

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