

English Writing Instruction Based on Core Literacy

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Keywords: Core literacy, educational value, writing method, language application, theoretical knowledge

Abstract: How to improve students' writing skills comprehensively and systematically? How to consolidate the foundation of unit writing? How to improve student's writing ability effectively? How to read questions quickly, make ideas accurately and express them appropriately? Many years of teaching experience have made me understand the importance of comprehensively and systematically consolidating students' writing skills. After years of exploration and continuous improvement, I gradually formed today's "model essay by students' writing guidance based on core literacy.

1. Introduction

From the high school entrance examination to the college entrance examination, from Chinese to English, whenever we get the paper, both teachers and students will always pay attention to writing first. Every year in the season of college entrance examination and high school entrance examination, writing is always a hot topic online and offline. For junior high school teachers and students, writing is a test of English writing ability, but also the grand finale of the English high school entrance examination. Every year, the writing part of the senior high school exam, is the topic of our hot discussion. However, after the heated discussion, what is left for English teachers is to think: How to consolidate the foundation of unit writing? How to effectively improve students' written expression ability? How to quickly review the questions; make accurate ideas and appropriate expressions. How to write an article that can get exam markers' favor?

Years of teaching experience have made me understand the importance of comprehensively and systematically consolidating students' writing skills. After years of long exploration and continuous improvement, I gradually formed today's writing guidance-model essay by students based on core literacy.

2. Research Basis

2.1. Writing Guidance Should Base on Curriculum Standards

English Curriculum Standards is the first guidebook for our teachers in compulsory education. It is the result of the majority of English experts, scholars, teaching and research staff, and front-line teachers. The curriculum objectives and grading standards in the curriculum standards give a detailed explanation of how to develop students' core qualities and provide precise guidance for our daily

writing teaching. Therefore, in daily teaching, we should always bear the guidance of the "English Curriculum Standards" and implement its requirements into daily writing guidance.

Case Study:

English course in compulsory education is presented in three levels, grade 7-9 are required to learn the third level, grammar knowledge content requirements three levels of requirements: 1. to form the awareness that grammar knowledge in language use is the unity of "form--meaning -- use". It is clear that the purpose of learning grammar is to understand and express meaning by using grammar knowledge in context; 2. To understand the features of sentence structure, such as types, components, word order, and subject-verb agreement; 3. To understand and experience the forms and ideographic functions of learned grammar in spoken and written texts; 4. Use the learned grammar to describe, narrate and explain in the context. Therefore, teachers should think: what are the connectives that students are required to master in compulsory education? Which units do they appear in? How to effectively guide students to use it flexibly? With this kind of thinking consciousness, I began to look for the traces of these connectives in the textbook and guide the students to use them in the unit writing[1]:

In addition, teachers should memorize the objectives of the course and school phase in the curriculum standard, and repeatedly read the interpretation of the writing topic in the Teacher's Teaching Book and related guidebooks before class.

2.2. Writing Guidance Should Base on Core Literacy

Core quality is the concentrated embodiment of the value of curriculum education, and it is the correct value, essential character, and key ability that students gradually form through curriculum learning to meet the needs of personal lifelong development and social development. The core qualities to be cultivated in English courses include language ability, cultural awareness, thinking quality, and learning ability. Language ability is the basic element of core literacy, cultural awareness reflects the value orientation of core literacy, thinking quality shows its mental characteristics, and learning ability is the key element of its development of it. The general goal of the English curriculum in compulsory education tells us that English learning in this period should enable students to form a preliminary comprehensive language application ability, promote mental development and improve comprehensive humanistic literacy. Any meaningful instruction should be based on the core quality. The teaching of core literacy is people-oriented, which takes students as a unique living entity and pays attention to their growth, the improvement of thinking mode, the enrichment of emotional attitude and values, and the formation of outlook on life and world outlook in the process of learning knowledge. [2]

In February 2021, the Shandong Provincial Department of Education drafted the "Fifteen Regulations on Standardizing the Running of Schools in Ordinary Primary and Secondary Schools in Shandong Province", which publicly solicited opinions from the whole society. It is mentioned in the 15 regulations that we should strengthen the leadership of the Party, adhere to moral education first, improve the level of intellectual education, enhance the influence of aesthetic education, optimize teaching methods, and strengthen operation management. These rules require teachers to fulfill the fundamental task of cultivating morality and cultivating talents and developing students' core qualities.

Case Study:

There are two topics in Unit 6 in the first of the two-volume English book for 8th grade in Renjiao edition: Your long-term planning and short-term goals. When describing long-term plans, I encourage students to choose the career they are interested in freely according to their characteristics and preferences. Then, I guided students to understand how to achieve their dream careers through three

efforts: studying hard, taking specialized courses, and practicing every day. No goal can be achieved overnight and requires sustained efforts to achieve. Secondly, it makes students feel that moving to big cities and working in hometowns can both be dream places. By moving to big cities, students can experience the beauty and challenges of different cities, and by working in their hometowns, they can accompany their parents and make contributions to their hometowns. Our life is not only measured by achievements but also by how we live our life wonderfully. We need to guide students to put home and country in their hearts, study hard, and achieve a prospective future. [3]

Writing about New Year's resolutions is a way of describing recent life goals and ways to achieve them. Before writing, we should carefully prepare writing materials to provide students with broad thinking space and independent development space. In this topic, I provide students with multi-dimensional materials from the aspects of physical health, self-improvement, better planning, and improving relationships and studies, to leave more room for multiple possibilities of writing content, so that students' expression could reflect their thinking, helping students to think dialectically.

2.3. The Writing Guidance Should Be Based on the Senior High School Entrance Examination Requirements

In recent years, the English papers of junior high school academic level examinations in Linyi City are more and more inclined to "process and method", emphasizing students' comprehensive language application ability. This paper makes an in-depth analysis of the topic of writing in the middle school exam over the years, focuses on interpreting the trend of proposition and studying the trend characteristics, and can make clear guidance for the direction of preparing for the exam. Only by combing the test points from the macro and making detailed comments from the micro can we calmly cope with the middle school entrance examination, strengthen students' writing experience and enrich their writing methods.

Case Study:

2020 Linyi City High School Entrance Exam written expression title:

In the three years of junior high school, everyone more or less will have some Unhappy Experience, please take "An Unhappy Experience" as the title, according to the following requirements and tips, write a short article in English, describing an unhappy event that makes you unpleasant, sharing your experience and sentiment.

Tips:

- 1) Tell a story about one of your unhappy experiences.
- 2) What did you learn from the experience?

How to quickly review the question, make an accurate idea, give appropriate expression, and write an article that can get the exam markers' favor? However, Rome wasn't built in a day.

Renjiao Edition seventh grade volume 2 of 2, Unit 11 How was your school trip? Has a writing topic of "a school trip", requiring a record of a happy or unhappy school trip in the form of a diary. Volume 1, Grade 8. Unit 1 Where did you go on vacation? Also has a writing topic required to record the happy or unhappy experiences of vacation life in the form of a diary. Grade 9 Unit 11 Sad movies make me cry, whose writing topic is aimed to narrate the impact and gains of past experiences. In Unit 12 Life is Full of the Unexpected, the writing topic is My Lucky/Unlucky Day in the form of a story.

If teachers can establish a macro grasp based on the perspective of the senior high school entrance examination and trace the origin of the unit writing, then the idea of solving the problem will naturally come into being. If teachers are equipped with core literacy, they will not only guide students to write happy or lucky experiences. Instead, they will leave students free space to try to describe unhappy and unlucky stories based on their own actual experiences. If teachers can lay a solid and effective

foundation for unit writing, students will be able to calmly cope with the written expression in the high school entrance examination.

3. Specific Methods

In the teaching process, the teacher should set aside a writing class in each unit. Before class, teachers should study the teaching materials, accurately grasp the topic of unit writing, and fully prepare the writing materials. In class, it is necessary to analyze the style from multiple person and perspectives, conceive the distribution of article paragraphs, list the topic-related vocabulary and sentence patterns, and guide students' writing ideas. After class, teachers should carefully correct each student's work, check the language disorders and errors, standardize writing, and put forward reasonable suggestions for improvement. Through the accumulation of the three-year junior high school, students can have a comprehensive and systematic foundation.

3.1. Change and Improvement Should Start with the Teacher Themselves

3.1.1. Nothing Can Be Accomplished Without Norms or Standards

New standards and teaching materials are norms and standards. Carefully study the new curriculum standards and teaching materials, write reading notes, experience, and constantly accumulate theoretical knowledge, to enrich the theory of their teaching, so that writing teaching is reasonable. Instead of losing targets in classroom teaching, teachers should be clear about the requirements of the new curriculum standards for writing teaching.

3.1.2. Change the Concept of Writing Teaching

We should not dilute or even give up the training of writing just because writing takes up a long time in class, the low efficiency, poor students writing ability, or failure in reaching expected goals. Every little progress is inseparable from the good guidance of teachers. The improvement of writing ability is not achieved overnight. A journey of a thousand miles begins with one step.

3.1.3. Writing Starts with Ourselves

If the teacher wants to give students a glass of water, the teacher should have a bucket of water first. Write your essay each week. It can be a unit topic essay or a topic that the students are familiar with. Then share it with the whole class, learn beautiful words and phrases together, and learn how to write a story. Laying a foundation of writing for students in the future with a sincere heart.

3.2. Improving Classroom Teaching and Striving to Create an Efficient Classroom[4]

3.2.1. Step by Step, Do a Good Job in Vocabulary to Lay a Good Foundation for Writing

According to the cognitive laws of language learning, writing should start from words to sentences to paragraphs and discourse. So, vocabulary is the basis of writing in the general teaching process. Therefore, in class, teachers should explain the usage of words and phrases clearly, and effectively avoid students from misusing vocabulary, which may lead to inaccurate writing. After class, groups can be set up in the class, so that the leader can check the learned words and phrases and ask questions to ensure a firm grasp of vocabulary.

3.2.2. The Writing Class Benefits from Three Kinds of Writing Teaching Methods

Three kinds of writing methods, namely, outcome teaching method, process teaching method, and genre analysis method are flexible and versatile. According to the characteristics and reality of the

class, teachers can adopt the combination of these three teaching methods. For example: in finishing the writing task in the Renjiao edition of the 8th grade in the volume2 of 2 unit1, you can first show an essay with a similar theme to students, and analyze the genre and style of this model essay together with students, and then let students ask each other questions then give answers, hold group discussion (Where did you go? Who did you go with? What did you do there? How was the weather? How were the people there? ...), record the results of the discussion, write the first draft by imitating the model essay, and then discuss in the group, polish, the teacher will choose the best one in the group to display in class, then correct, and write comments. Of course, this is not the best writing teaching method, there is no best, but only better method. As long as teachers follow students' cognitive rules of writing, any method that is conducive to improving the comprehensive use of language is good.

3.2.3. Following the Steps of Writing Allows You to Get Twice the Result with Half the Effort[5]

①Search

You can search the genre, and figure out what type of essay to write according to the prompts; Journal, narrative, or argumentative essay.

You can search the content, figure out which aspects to write, pay attention to the number of hints if it has, and also whether there is a need to add students' own opinions and ideas.

You can search tense and voice, whether a student could appropriately use the six kinds of basic tenses and two kinds of voice in junior high school directly affects the whole article's quality;

You can search for the person. It is particularly important to see what kind of person is required by the essay. The person determines the singular and plural forms of the predicate verb.

You can search the structure, knowing the beginning, body, and ending of the article, and determine the hierarchical structure of paragraphs.

②List

First, you can list the frame structure, second, list the sentence structure, third, list keywords.

③Connect

A sense of coherence and compactness is very important. What is shared by good essays is the effective use of links between sentences to make the whole text compact. Sentences, as the smallest unit of language to express meaning, cannot be expressed effectively if they are only randomly integrated. If students are encouraged to properly use conjunctions that function as order, effect, cause, transition, etc., they can make the article more compact and coherent.

④Beautify

Beauty is embellishment. You'd better try to use advanced vocabulary and phrases, if you only remember a few simple basic vocabulary, and blindly repeat low-level English knowledge, you are far from meeting the requirements. At the same time, it will also cause visual fatigue to the exam marker. You can use advanced words to replace simple ones, and replace simple sentences with compound ones to make the article more eye-catching.

3.3. Enhance Students' Interest in Writing through Activities

(1)Holding activities such as "English Writing Contest" and "I Write, I Show" to arouse students' enthusiasm.

(2)Regularly hold limited-time reading and writing activities, select excellent works and post them on the school bulletin board.

4. Application: Grasp the Propositions of the High School Entrance Examination from a Macro View, and Carefully Study It in Daily Life from a Micro Level

To more intuitively observe the trend of writing in the Linyi high school entrance examination, teachers should carefully sort out the writing part in the high school entrance examination in Linyi in

recent 5 years and the collection of written expression in Shandong high school entrance examination in recent 3 years. When preparing for the middle school exam, teachers should take the unit writing instruction courseware as the starting point, attach importance to reviewing the unit writing, and sort and print the model essay. When preparing for the middle school exam, we should take the unit writing instruction courseware as the starting point, pay attention to reviewing the unit writing, and organize and print the model essay. Make full use of the school model exam. After the model exam, teachers should sort out the writing angle of the students with high scores, and strive to fully grasp the writing methods and expression skills of different topics and topic-given essays and give precise guidance. In addition, the examples of the guidance will be made into PPT in time, and the whole grade will share resources and guidance together. Guide students not only to express individual understanding and thinking but also to stand in different positions and roles to experience the vision of the proposition. It can not only put forward targeted measures but also establish a correct outlook on life, world outlook, and values.[6]

5. Conclusion: "Model Essay from Students" Replaces "Model Essay from Teachers " and "Model Essay from Organizations", and the Model Essay Comes Naturally

The test of comprehensive language useability requires teachers to guide students to learn to use language in actual learning and life. On the premise of accumulating basic knowledge, students will gradually develop the ability to screen, integrate and apply the materials provided, and ask valuable questions. As for writing, it is first emphasized that students' writing should be real and natural, rather than artificial. "Model essay from students", means the model essay is written by the students. For Teachers, they should comb the plot from the macro, and carefully annotate and comment from the micro, rather than directly give students model propositions written by teachers or organizations.

Every time students finish writing, especially after the unit writing is corrected, teachers should not present the model essay written by the teacher or official organization directly to the students, but organize the students' works, show the excellent words and ways of thinking of students at different levels, and summarize the common writing mistakes. Finally, the understandable, practical, and well-polished model essay comes.

"Based on core literacy" is the starry sky we look up to; Model essay by students not teachers, is our feet on the ground. The two are inseparable, if one has no star in their heart, then a little wind and waves may make them lose their way; If there is no down-to-earth action, everything is illusory, not to mention whether you can touch the starry sky.

Crouch down and talk with students, enter their spiritual world, and let writing generate ideas. Students' growth is more important than grades. Do not forget the original intention of education, keep the mission of educating people in mind. Full of new hopes, we can make new efforts and achieve new growth.

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