

Case Study on the Design of High School English Writing Instruction Based on Subject Core Literacy

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Abstract: Since the emergence of core literacy, different disciplines have been actively exploring disciplinary core literacy. The real implementation of disciplinary core literacy needs to be deeply involved in each lesson, and different lesson types have different teaching and learning methods. This study explores how to design writing lessons based on disciplinary core literacy, mainly analyzing the teaching objectives and teaching process, forming a complete case study of writing teaching, and providing ideas and paths for the majority of high school English educators.

Keywords: Subject core literacy, High school English, Writing teaching.

1. Introduction

There are numerous studies on teaching writing in a second language at home and abroad, but the research on teaching writing based on disciplinary core literacy is only a small branch. Compared to studies on reading instruction, the number of studies on writing instruction in China is relatively small. The current situation of writing teaching needs to be changed urgently, both to change the process of writing teaching and to ensure the output of writing results. Therefore, this study takes one of the units of Writing in Compulsory 2 of the Renminbi version of high school English as an example to develop a study on the design of writing teaching based on subject core literacy.

2. Subject Core Literacy

Core literacy emerged in the OECD (Organization for Economic Cooperation and Development) project back in the 1990s. The concept of core literacy is defined differently in different countries according to their national realities. In China, core literacy was formally introduced in the revision of the General High School English Curriculum Standards in 2014, and its core is to cultivate "a well-rounded person. [1] The revised version of the curriculum in 2017 pointed out that we should cultivate a new generation with Chinese sentiment, international vision and cross-cultural communication skills. The core literacy of the subject is the centralized embodiment of the nurturing value of the subject, which is the correct values, necessary character and key abilities that students can gradually form through the subject learning. English subject core literacy mainly includes language ability, cultural awareness, thinking quality and learning ability. [2]

2.1. Language skills

According to the Standard, language ability is the ability to understand and express meaning in social situations by "listening, speaking, reading, writing and reading", and it also includes the understanding of language knowledge and knowledge of language usage, which is the basic element of the core literacy of the subject. [3] English writing ability is an important part of English subject core literacy, and the examination of writing ability accounts for a high proportion

of the weight of the whole paper, so high school English learning should pay great attention to the cultivation of writing ability or written expression ability, through a variety of writing training forms can improve students' subject core competence. Different forms of discourse provide stylistic samples for writing, and at the same time provide an overall improvement of students' language skills.

2.2. Cultural awareness

Cultural awareness reflects the value of core literacy in English. The teaching materials of the New Humanities Edition of high school English are designed under the major three themes of man and society, man and nature, and man and self. The writing topics include rich knowledge of language and culture and socio-cultural background knowledge, such as travel, environment, art, and history. The textbook provides materials and models for writing, teachers adapt to local conditions, and teaching and research groups conduct discussions to provide school-based materials to guide students to explore humanistic values, recognize the differences between Chinese and Western cultures, feel the beauty of Chinese and Western civilizations, learn the excellent Chinese and Western cultures, strengthen cultural self-confidence, build distinctive cultural character, learn to behave and become quality social beings.

2.3. Quality of thinking

The quality of thinking reflects the mental characteristics of the core literacy of the English subject. The development of thinking quality helps enhance students' ability to analyze and solve problems, enables them to observe and understand the world from a cross-cultural perspective, and helps them make correct value judgments about things. Writing is the process of expressing the author's thoughts and ideas, and is the result of visualizing thinking. Combining the requirements of the new curriculum and the English writing ability of the college entrance examination, the English writing ability of high school students can be summarized as the ability to write all kinds of practical texts, such as letters, reports, notices, etc., with appropriate, coherent and logically correct language and expressions. [4]

2.4. Learning ability

Learning ability constitutes a condition for the development of core literacy in English. The development of learning ability helps students do a good job of self-managing their English learning, develop good study habits, obtain learning resources through multiple channels, and carry out learning independently and efficiently. Writing classes account for a relatively small proportion of English class time in high school, and most of them are once a week. In the case of a tight schedule and heavy tasks, students' independent learning ability is very important. For example, before the writing class, they take the initiative to collect language materials related to writing. After writing, they check and correct errors on their own. The habit of study preparation and study reflection can help students check and correct their own glitches in the writing process, so that they can find the right way to study and make continuous breakthroughs and progress.

The four components of academic core literacy are often complementary and mutually reinforcing. Developing language proficiency is the foundation, and through language proficiency students improve their cultural awareness and develop thinking qualities and learning abilities. At the same time, when cultural awareness, thinking quality, and learning ability are developed, language proficiency can also be improved.

3. Humanistic Theory

Humanistic education theory emerged in the United States in the 1950s and 1960s, emphasizing human-centeredness, represented by the American psychologists Garogis, Maslow and Rogers. Humanists believe that teachers should fully trust and respect students, and that teaching should be student-centered, bringing into play students' potential abilities and promoting human self-actualization. Rogers believed that "learning by doing, learning by experience" "is meaningful learning, so that students can educate themselves, learn to learn, and eventually acquire the ability to "learn for life" and prepare for the future. [5]

4. A Case of Writing Instructional Design Based on Disciplinary Core Literacy

Take Unit 1 of the NSS English Compulsory 2 as an example, and design a writing lesson to promote students' core literacy development. The theme of this unit is the sub-theme of "History, Society and Culture" under "People and Society". The previous sections of Listening and Reading provide texts on heritage restoration and conservation. Students already have a certain amount of language knowledge. In the Reading for Writing section, a news report on the restoration of the Mogao Caves using electronic technology is provided to provide a structure and writing method for the subsequent writing, i.e., the structure of the news report is "headline-lead sentence-body-ending", The writing method uses both paraphrases and direct quotations. The purpose of teaching is to let students learn to listen to news reports and write news reports, to make them realize that modern technology and human persistence for decades can maximize the protection of historical and cultural heritage; to realize that research has no borders, and to cooperate with researchers and scientists all over the world to protect the

world's treasures; to let students learn to give full play to human initiative and cherish the world's remaining treasures, and to arouse admiration for cavekeepers. The students will learn to use their initiative and cherish the world's treasures, and to admire the people who keep the caves, thus establishing the correct values of love for what they do.

4.1. Teaching Objectives

Based on the above analysis, the teaching objectives of this lesson are as follows:

Language skills. It can improve students' overall listening, speaking, reading, writing, and viewing skills. The ability to listen, watch and read can be improved by watching videos to obtain information, which include images, voiceovers and letters; identifying the structure of news reports and the writing techniques of news reports by reading the discourse provided in the textbook; reading before writing can help students prepare the writing corpus and prepare for enriching the writing content; in the classroom, teacher-student interaction can improve students' listening and speaking skills.

Cultural Awareness. By looking at pictures and videos, we felt the majesty and magnificence of the Mogao Caves and learned that the cave art and clay sculpture skills of the Mogao Caves are a major reflection of the change in place that occurred when Buddhism was introduced to China. As time went by, they are subject to natural damage and therefore require the perseverance of heritage conservationists, and which deserve to be joined in the work of heritage conservation by outstanding researchers and scientists from around the country. The writing task is a news report on Fan Jinshi, the cave keeper, providing ample input on writing content, writing language and writing structure before writing, learning by doing, and making students aware of the importance of cherishing and protecting the world's cultural heritage.

Quality of Thinking. Improving students' logical, critical and creative thinking. Reading questions to guide students to grasp the structure of writing a news report and the reasons for the existence of each part is a process to exercise the logic of students' thinking. A news report on Fan Jinshi, which includes an evaluation of the character, helps develop students' critical thinking. This process of going from not knowing to knowing, with the teacher's guidance slowly diminishing and more content produced by the students themselves, is a process of student innovation.

Study skills. Before writing, outlining in a table is helpful to enhance students' writing strategies. In the writing evaluation session, self-assessment and other assessments can develop students' habits of self-monitoring and improve their reflective skills.

4.2. Pre-writing

A picture of the Mogao Grottoes was used as an introduction to get students' attention. Considering that some students do not know much about the Mogao Caves, a video is prepared for the introduction session. The video provides a wealth of information and makes the writing more authentic. The text information is marked by different colored fonts and contains information about the geographical location, basic overview, and historical role.

Question 1: Where is it?(Mogao Caves)

Question 2: What do you know about Mogao Caves?(Provide video and text)

4.3. While-writing

Writing can seem boring to some students. But, on the contrary, writing is a cognitive process that requires gathering information, making judgments and logical sorting. Teachers need to guide students to identify problems, to dare to question, and thus to clarify and organize their thinking. Therefore, providing material with pictures and discourse can greatly engage students' interest and keep their attention focused. [6] Guiding students with a series of questions and using tables to clarify their thinking.

First reading

Question 1: What are researchers and scientists doing?

Question 2: What is the function of these two sentences?

Question 3: Why did scientists and researchers do such work in the Mogao Caves?

Question 4: Why did scientists and researchers share so many digital photos?

Second reading

Question 1: What kind of type is this passage?

Question 2: How many parts can you find out?

(Headline-Place or Time-The lead sentence-Body-Ending)

Question 3: Do you notice the last sentence? What's the function of it?

Afterwards, a similar news story is presented, and students identify the structure of the article and the usage of quotes on their own.

Finally, assign the writing task. Have students write a news story about Fan Jinshi, who won the Top Ten People Who Moved China in 2019. Provide students with an introduction to Fan Jinshi, using three questions and a table to help them scaffold the story. [7]

On September 17, 2019, Fan Jinshi was awarded an honorable title for her outstanding work in protecting cultural heritage. Write a news report based on this incident.

Who is she?

Why was she awarded?

What did she do to protect cultural heritage?

Figure 1. Screenshot of the teaching clip

Table 1. Writing Framework

Headline	Write a title to get the readers' attention	Fan Jinshi: "Daughter of Dunhuang"
The Lead	Tell the readers who, what, where, and why	Fan Jinshi, president of the Dunhuang Academy, was awarded an honorable title for her life-time preservation.
Body	Explain what Fan Jinshi does Explain why Fan Jinshi does this Use relative clauses Use quote	After graduating... With the efforts of Fan Jinshi and her team... Moreover, she cooperated with scientists worldwide...
Ending	End with a short summary to help the readers remember the main idea	Ji Xianlin commented... Just like Fan said... She was awarded as "Daughter of Dunhuang"

4.4. Post-writing session

After students write their first drafts, the teacher suggests writing standards in terms of content, structure and writing, and students check and correct them once by themselves, and then group members exchange corrections. Finally, the teacher will take the students together to review two essays, one with a high level of writing and the other with writing that

still needs to be improved, and we will all learn together in class. After the class, the teacher should provide one-on-one corrections for the students, thus understanding how different students write as well as providing different suggestions for each student, thus promoting the development of each student's writing level. [8] It can also help students learn to learn cooperatively and grow together by complementing each other's strengths and weaknesses in learning. [9]

- ✓ Is there a title?
- ✓ Does the lead sentence tell the reader about the situation?
- ✓ Has the writer included details and explanations?
- ✓ Are there quotes and paraphrases?
- ✓ Does the writer use relative clauses to identify people, places, things, times, etc.?
- ✓ Does the writer end with a short summary?
- ✓ Are there any grammar or spelling mistakes?

Figure 1. Screenshot of assessment

4.5. Homework

Try to polish your work to newspaper.

The assignments are designed to increase the authenticity of writing instruction and to enhance the connection between the school's writing simulations and the needs of society outside of school. It draws a successful conclusion to the writing, fully reflecting the topicality, popularity and novelty of the writing topic, as well as the practicality and education of writing teaching.

5. Conclusion

Writing teaching has always been stereotyped, and opening up new paths of writing teaching can break the patterned of writing teaching. The design of writing instruction based on disciplinary core literacy, starting from the source, requires teachers to change their views and attitudes about writing instruction, believing that writing class is not only a writing class, but also can improve students' disciplinary core literacy and cultivate a well-rounded person. Secondly, each teaching goal should be implemented into the teaching process to achieve the integration of "teaching-learning-assessment" so that the discipline core literacy will not become a pavilion in the air.

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