

A Study on the English Writing Teaching of Reading-to-Write from the Perspective of The Integrity Unit Teaching

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Abstract: This paper addresses the problems that exist in the combination of reading for writing teaching in junior high school English, and proposes a strategy for reading for writing teaching in junior high school English under the integrity unit teaching, i.e., study the textbook discourse, refine the theme of the unit, and focus on the inquisitiveness of the reading and writing teaching; focus on the theme of the unit and determine the goal of reading and writing class time to ensure the wholeness of the goal of reading and writing; consolidate the content of the unit and plan the tasks of the reading and writing class time to pay attention to the content of the reading and writing. The unit content is unified to schedule the reading and writing tasks, focusing on the profoundness of reading and writing content; the reading and writing scaffolding is built, and the sequence of activities is designed to highlight the relevance of reading and writing activities; and the learning evaluation standard is constructed to ensure the effectiveness of the learning of reading and writing.

Keywords: Reading-to-Write; Unit Integrity Teaching; Junior High School English.

1. Introduction

Writing is the process of conveying news, expressing thoughts and feelings, and reproducing life experiences in written language (Cheng Xiaotang, 2022). Reading and writing are mutually reinforcing relationships, and more and more front-line teachers have enhanced their awareness of reading for writing teaching and tried to design reading and writing-related activities in teaching. In the process of reading for writing teaching practice in junior high school English, the following three problems mainly exist: first, the lack of holistic teaching objectives, teachers establish writing objectives based on the content of a single lesson, and the correlation with the other lessons in the unit is not strong; second, the content of reading and writing lacks profundity, the lack of thematic significance of the unity of the learning activities, and fragmentation of the content of the activities, which results in the students' assignments being vague in content, and the language is pale and ineffective. The third is the lack of relevance of reading and writing activities, reading teaching knowledge to complete the tasks related to reading, writing teaching only to complete the tasks related to writing, the lack of integration of reading and writing activities. Unit holistic teaching provides a new path for junior high school English writing teaching, and only by constructing the relevant knowledge of the unit theme from multiple perspectives can students form a complete cognition, value judgement and behavioural orientation of the meaning of the unit theme (Ding Xiaojun, 2022), and then express meaningful ideas in writing in connection with the reality of their own lives.

2. The Meaning and Significance of Reading-to-Write Based on the Integrity Unit Teaching

The English Language Curriculum Standards for Compulsory Education (2022 Edition) (hereafter referred to

as the Standards) require teachers to promote the implementation of integral unit teaching in the pedagogical recommendations for curriculum implementation (Ministry of Education, 2022). Integral unit teaching means that teachers focus on the theme of the unit, conduct in-depth reading and analysis of the teaching resources within the unit, integrate and reorganize the teaching content, fully consider the intrinsic relevance of the teaching content of the unit, and form a structured system of knowledge of the unit, based on which they formulate the teaching objectives of the unit as a whole, design the learning activities, and carry out the evaluation of the unit.

The teaching of reading for writing in the perspective of unit integrity teaching means that after reading, analyzing, integrating and reorganizing the content of the unit, teachers construct a logical link between reading and writing within the unit content, and build up a complete teaching unit led by the theme of the unit, with the content of reading and writing and the reading and writing tasks being interrelated. In the teaching design of reading-to-write, teachers need to help students learn reading skills, make sense of the structure of the text, gradually accumulate reading experience, internalize what they have learnt, and accurately express their feelings and ideas through writing, to deepen their understanding and improve their reading and writing skills. This form of teaching can be seen as emphasizing the stimulation of writing through reading, so that students can interact with the text and write freely and smoothly. The students can express their thoughts and feelings freely and smoothly (Fu Na, 2023).

The significance of teaching reading for writing in the context of an integral unit of study.

First, it is beneficial for teachers to plan literacy learning objectives as a whole. A learning unit consists of literacy objectives, lesson time, context, tasks, knowledge points, etc., and a unit is the organization of these elements into a structured whole according to certain needs and norms (Yoon Kuo Choi, 2019). After the teacher integrates and reorganizes the learning content within the unit, the learning content of

each lesson is related to each other and progressive, which guides students to deeply understand the content of reading and writing, and gradually builds a deep knowledge of the unit's theme.

Secondly, it helps students to apply their knowledge flexibly and develop logical thinking. Through reading different types and styles of texts, students can come into contact with a variety of language structures, expressions, and writing techniques. Such diversity can help students to broaden their horizons, enrich their linguistic knowledge, build up a flexible way of thinking, and better apply borrowed writing paradigms and forms of expression to their writing practice. In addition, in the overall teaching of the unit, reading a lot of text content, they can learn different points of view and forms of description, etc., to cultivate their ability to discern and summarize. In the process of writing, students not only need to express their own opinions but also organize and develop their arguments rationally in the context of the text and their knowledge to ensure that the structure of the text is clear and logical. Reading for writing helps to develop students' logical thinking ability, enabling them to accurately analyze problems, reason and argue, and use coherent language to express their views and emotions.

3. Reading-to-Write Teaching Practices in Junior High School from the Perspective of the Integrity Unit Teaching

In this paper, we will take Unit 5 “Fun Clubs!” in the first book of the seventh grade of the New Humanistic Version (English) as an example to explore how to carry out the teaching of reading-to-write in junior middle school English from the perspective of unit teaching as a whole.

3.1. Study the textbook discourse, refine the theme of the unit, and focus on the research aspect of teaching reading for writing.

Before implementing the unit as a whole, teachers should fully explore the nurturing values behind the specific discourse and the unit as a whole, and establish the nurturing goals and teaching lines of the unit (Ministry of Education, 2022). The topic of the unit is “Fun Clubs”, which spans the themes of “People and Self” and “People and Society”. Its scope includes the thematic clusters of “Life and Learning” and “Social Services and Interpersonal Communication”, with sub-themes on “Colorful, Safe and Meaningful School Life”, “Self-understanding, Self-management and Self-improvement”, and “Self-awareness, Self-management and Self-improvement”. Self-understanding, Self-management, Self-improvement, and “Communication and Co-operation, Team Spirit”. Through the study of this unit, students can learn about different clubs and activities, recognize the meaning and value of participating in these activities, enrich their school life, improve their overall quality, and enhance their love for school life. This unit consists of three different types of discourse: four dialogues, one narrative, and one advertisement. The three types of discourse involve different discourse knowledge: the first type of discourse talks about a club that one would like to join and what one can do in the form of a dialogue; the second type of discourse describes what one's friend Linda can do in the form of a narrative; the third type of discourse presents the club's recruitment in the form of an advertisement, which presents the requirements of club members, the activities, the time of the activities, the place of the activities, and the contact information. The unit structure is shown below (see Figure 1).

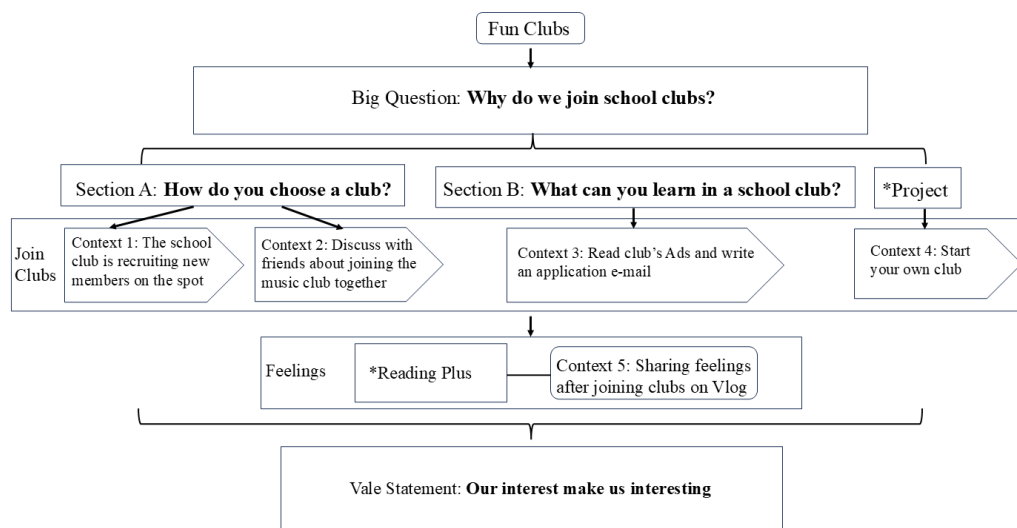


Figure 1. Learning Content Structure Diagram of This Unit

3.2. Determine Literacy Lesson Objectives Around Unit Themes to Ensure Integral Literacy Objectives

The theme is the core of the unit. After clarifying the theme, teachers should take the meaning of the theme as a guide, integrate the content with intrinsic connection together, expand moderately, and at the same time split, reorganize, add and delete the phrases in the unit, to make the knowledge more completed and structured, which is more conducive to

students' participation in learning, systematic learning knowledge and constructing a knowledge framework. After analyzing and integrating the phrases in the unit “Fun Clubs”, the teacher extracts the overall reading and writing objectives of the unit according to the connection between the phrases: the core of reading is to understand the value and importance of each subject and the significance and value of participating in clubs to enrich one's school life; the core of writing is to relate personal information and elaborate one's own strengths; the core of writing is to relate personal information and

elaborate one's own strengths.

Table 1. Arrangement for Each Class and The Whole Objects for The Unit

Text and Class ^①	Objects for Each Class ^②	Reading and Writing Objects for The Whole Unit ^③
Section A 1a- Pronunciation 2 (class 1) ^④	1. Students can listen to the clubs they want to join and why they want to join, as well as the time and place of club activities, and supplement the details according to the content they listen to and the information provided by the textbook.^⑤ 2. Be able to use the sentence patterns in the conversation to ask and answer the basic information of the club you want to join and the ability quiz. Able to role-play with each other politely and appropriately in a group, and use language appropriately and correctly. Conduct a survey of the clubs that the class students want to join, complete a report, and present it to the class.^⑥ 3. Be able to correctly identify and pronounce consonant phonemes (/b/ /d/ /g/ /v/ /p/ /t/ /k/ /f/), correctly read common monophonic words containing the above consonant phonemes, and identify and correctly pronounce the lost blast of words in the sentence according to the given symbol of loss blast, so as to draw inferences from one another.^⑦	Use the target language to ask and answer what you can do and what club you want to join, create a conversation about the club you want to join in the target language, give examples of why you joined the club, and recognize that each subject has its own value and importance.^⑧ Listen and accurately read /b/ /d/ /g/ /v/ /p/ /t/ /k/ /f/ consonant phonetic transcription and monosyllabic vocabulary with these phonemes to build phonemic awareness; Listen and accurately confirm the loss of the word in the sentence blast; In oral expression, the pronunciation of words is clear and accurate, and sentences are read fluently; Lose the blast symbol in the recognition sentence.^⑨
Section A 2a-2e (class 2) ^④	1. Be able to get information about Takeoff, Peter and Emma about choosing a school and what they can do through listening and reading conversations; Be able to recognize the sentence structure of asking and answering what can be done in a conversation, and role-play using relevant language.^⑩ 2. Be able to use the target language to describe what you can do and the school club you want to join, interview the club and why your classmates want to join, and complete the role play in the class, recognize your own interests and strengths, and enhance your awareness of being willing to take the initiative to participate in various activities.^⑪ 3. Use relevant language expressions, connect with your own actual situation, investigate the clubs that students want to join and why, and complete the report in the class.^⑫	Use the target language to ask and answer what you can do and what club you want to join, create a conversation about the club you want to join in the target language, give examples of why you joined the club, and recognize that each subject has its own value and importance.^⑬
Grammar focus (class 3) ^④	1. By observing example sentences, students can sort out and summarize the expressions of questions and answers about the ability to do things, and master the use of modal verb sentence patterns.^⑭ 2. Understand the ideographic function of sentences containing modal verb can to express ability, preliminarily establish the awareness of using modal verb can to describe personal ability, and gradually apply sentence patterns in practice.^⑮ 3. Be able to use the modal verb can correctly according to their own reality, complete a brief report on what the class can or cannot do, and share it with the class.^⑯	understand the ideographic function of the modal verb <i>can</i> and be able to use the structure correctly to express what they can do; Be able to sort out and summarize the usage of affirmative sentences, negative sentences, interrogative sentences and answers of modal verbs; Complete a brief report on what classmates can or cannot do and report back to the class.^⑰
Section B 1a-1d (class 4) ^④	1. Obtain the basic information about the cooking club, reading club, and nature club in the short text, sort out and summarize the activities, time, place, contact information and other contents of the club, and present structured knowledge with the help of visual graphics.^⑱ 2. Based on structured knowledge and key language knowledge, use the target language to retell the content of the article from a third-person perspective;^⑲ 3. Explain how you chose these three school clubs based on your actual situation, explain the reasons, complete a report, and present it in front of the class.^⑳	By observing the form of the discourse, we can understand the application of advertising and understand the factual information of the three advertising clubs. Sort out and summarize the theme map and structure diagram, and verbally complete the advertising broadcast according to the structured graphics; Write a letter of application for club membership by linking your personal information and explaining the advantages of joining the club and recognizing the meaning and value of participating in these activities, so as to enrich your school life.^㉑
Section B 2a-2d (class 5) ^④	1. Be able to effectively prepare for writing under the guidance of teachers based on the purpose and requirements of writing, sort out the text structure of the members of the applicant club, and list the school clubs they want to join and the reasons;^㉒ 2. Be able to apply the vocabulary, target structure, sentence structure and various functional expressions learned in this unit to their own writing;^㉓ 3. Through self-evaluation and mutual evaluation, continuously improve their own work, make it perfect, and improve the structure, content and language of the first draft.^㉔	explaining the advantages of joining the club and recognizing the meaning and value of participating in these activities, so as to enrich your school life.^㉕
Project Start your own club (class 6) ^④	1. Create your own club, be able to use the language learned in this unit to introduce the reason for the establishment in posters, share it with the class, and participate in the "Most Popular Club" selection;^㉖ 2. Be able to actively participate in the activities organized by teachers, be willing to share and enjoy the happiness of exchanges, and devote themselves to the activities of recruiting new members of the club;^㉗ 3. By creating their own clubs, students can use their English language skills in practice, while exercising their innovative thinking, organizational skills and teamwork spirit.^㉘	Design a "Start Your Own Club" poster describing a club you want to hold at school, make a poster to recruit new members, interview classmates, find new members for the club, and participate in the "Most Popular Club" selection for the class. And the evaluation rubric standardizes the production of the weekly curriculum.^㉙

The core of writing is to relate personal information, to describe one's strengths and wishes, and to complete an email application to join the club. Teachers constructed a system of reading and writing teaching objectives based on the unit theme of correctly recognizing the value of subjects and the significance of club activities and actively joining clubs (see Table 1), which was in-depth, interlinked, and holistic.

3.3. Integrate Unit Content, Plan Reading and Writing Lesson Tasks, and Focus on the Profundity of Reading and Writing

The starting point of a reading and writing lesson is to make students clear what the tasks of reading and writing are, what writing skills they focus on training, and what the criteria for evaluation are, to point out the direction for the next reading and writing teaching (Fang Luhui, 2022). The combination of

reading and writing requires learners to explore the deep connection between reading and writing, and to complete the construction of deep meaning through a series of activities such as comprehension, reasoning, and representation (Heng Hengheng, 2022). Based on the refinement of the meaning of the theme, the construction of the overall literacy objectives and the unification of the unit's learning content, the core task of reading and writing in this unit is to understand the value and importance of different disciplines through the discourse reading, and then guide the students to choose the appropriate campus clubs concerning their characteristics and think about the meaning of joining the clubs, as well as to complete an application email. After determining the series of reading and writing tasks for each lesson, the teacher builds scaffolds in each reading and writing task to help students complete the reading for writing task under the unit as a whole (see Table II).

Table 2. Reading and Writing Tasks for The Whole Unit

Text and Class	Tasks for Reading and Writing
Section A 1a-Pronunciation 2 (class 1)	In this lesson, students need to understand the content of the dialogue, clarify the relationship and intention of the characters, and respond accordingly to the questions to build a content framework for the reading and writing task. Students need to use the modal verb Can to discuss their abilities in the community and build a language framework for the literacy task.
Section A 2a-2e (class 2)	The learning of this discourse involves not only reading comprehension, thinking skills, oral expression and cultural awareness, but also vocabulary, grammar and other aspects of knowledge, and building a linguistic framework and content framework for reading and writing tasks.
Grammar focus (class 3)	In this lesson, students are presented with a narrative essay by completing the discourse task to learn how to use the modal verbs "can" and "can't" to express ability and possibility, which is part of the basic grammar of junior high school English, and build a linguistic framework for the writing task. Students read and comprehend the content of the text, extract key information, such as Linda's multiple talents and the emotional attitude of the author, and build a content framework for the writing task.
Section B 1a-1d (class 4)	The discourse is an application essay (three advertisements), which uses concise and clear sentences and vocabulary to intuitively show the scene and emotions described by the author; Two of the essays use direct narration to describe specific learning experiences and feelings, and build a linguistic framework for the writing task. The three advertisements were illustrated to recruit new members of the school club. The article introduces the requirements for club members, the content of the activity and the registration method in the form of advertisements, and builds a content framework for the writing task.
Section B 2a-2d (class 5)	Recall the rules of advertising writing (including language characteristics, text structure, word choice and writing techniques) learned in the previous class, and construct the structure, content and language of writing; The scope and theme of writing are determined according to the characteristics and value of each subject that has been learned, as well as the importance of participating in activities and the analysis of personal abilities.

3.4. Build a Reading and Writing Scaffold and Design Sequential Lesson Activities to Highlight the Relevance of Reading and Writing Activities

In English literacy teaching, the explicit role of scaffolding is to realize the transition from reading to writing in terms of teaching structure, so that reading and writing can become a whole; its implicit role is to cognitively help students to cross the zone of nearest development, and to realize the leap from the actual level of development to the potential level of development (Huang, Y. C. and Yu, N. F., 2023).

In the teaching of reading and writing integration under the perspective of unit teaching, teachers can build a scaffold for reading and writing learning by carrying out a series of sequential classroom learning activities based on the content, language and structure of the unit's discourse, instructing students to learn to accumulate language materials, process the content of writing, construct the writing structure, and migrate the writing skills in the reading of the discourse, and highlighting the importance of the reading and writing

activities through the hierarchical writing training such as imitation, rewriting, and creation of writing. Through imitation writing, rewriting, creative writing, and other hierarchical writing training, the relevance of reading and writing activities is highlighted, to realize the application of language knowledge and the enhancement of language skills.

Table 3. Reading for Basic Information

Name	Club	Ability
Teng Fei	Music	He can play the <u>drums</u> .
Peter	Music	He can play the <u>guitar</u> .
Emma	Music	She can <u>sing</u> well.
Ella	Music	She can play the <u>violin</u> .

The discourse content of lessons 2 and 4 in this unit is about personal abilities and interests and club recruitment requirements, and the lessons are linked back and forth. In the writing lesson, the teacher asked the students to complete the basic information of the discourse according to the content of

the discourse (the underlined part is what the students filled in), see Table 3.

After students' club categories and competency requirements, the teacher leads a discussion about the competencies other clubs require of new members.

In the reading block in Lesson 4, students gain insight into what different clubs require of new members and the benefits of joining through three club recruitment adverts, and learn when and how to apply. Teachers draw on their own experiences and share their application emails with students. The teacher's expression in the exchange is as follows:

Dear Nancy,

I am interested in your club. I like climbing the mountain very much! I often climb with my family, so I know some beautiful and interesting places to climb. And I'd love to share them with you. I hope I can make new friends in this club. Can I join your clubs?

Best,

Anna

Students share and discuss their preferences and choices based on what the teacher has shared with them, paving the way for subsequent independent writing.

Through the construction of language scaffolding, students' accumulation of language expression reflects a certain degree of progression, from the presentation of a single sentence to the use of logical connectives to articulate statements, and the language expression becomes more coherent and logical. At this point, the teacher should guide students to summarize the overall structure of the reading discourse and analyze the relationship between paragraphs and sentences on this basis, and then let students refer to the line structure of the reading discourse to conceive the structure of the writing discourse (Zhu Yongju, 2021). Through teacher sharing, peer discussion,

and the practice task on page 57 in the textbook, students learnt that the purpose of writing an application letter - apply to join an organization, the content of writing - describing one's interests and abilities, and expressing a vision of wanting to join the organization. The essay is mainly in the first person and general present tense, and should use appropriate connectives between statements to indicate logical relationships and smooth content.

3.5. Focusing on Reading and Writing Tasks, Constructing Learning Assessment Criteria to Ensure the Effectiveness of Reading-To-Write

Complete teaching activities need to promote the integrated design and implementation of teaching, learning and evaluation (Ministry of Education, 2022). Teaching evaluation from the perspective of the integral unit teaching should be centered on the thematic meaning of the unit, striving to detect students' cognitive structure, affective attitudes, and value judgments from multiple dimensions and perspectives, aiming to implement the cultivation goal of core literacy.

The evaluation methods of the integrity unit teaching are as follows: (1) Examining the degree of achievement of students' unit holistic learning objectives, mainly starting from four aspects, namely, language proficiency, learning ability, cultural awareness and thinking quality, and formulating evaluation dimensions; (2) Based on the unit theme and values, examining students' cognition of the unit thematic significance, affective attitudes and the formation of values in the form of *Perfect*, *Good*, *Not bad* and *Needs improvement* four grades as the criteria to develop the unit evaluation form (see Table 4).

Table 4. Self-assessment Table

Contents	Perfect	Good	Not bad	Needs improvement
1. I can express the connection between the club and individual abilities.				
2. I can choose the right club according to my ability.				
3. I can use conjunctions accurately to express my abilities and the theme of the club.				
4. I can recognize myself and explain my strengths and join the right club.				
5. I can write an application letter based on the structured knowledge of the application letter and the language I have learned				
My plan for improvement				

4. Conclusion

In English teaching, reading for writing plays an important role in unit-integrated teaching, and this teaching method requires teachers' long-term persistence to show good results. In the reading for writing teaching of junior middle school English under the perspective of unit teaching, teachers refine the theme of the unit, determine the goals of reading and writing, plan the tasks of reading and writing, design the learning activities, and construct the learning evaluation, so that the learning goal of the students goes from acceptance to application, the learning content goes from fragmentation to association, and the learning mode goes from shallow to deep,

and the core qualities of the students' language ability, cultural awareness, thinking quality and learning ability are cultivated. Students' core qualities, such as language ability, cultural awareness, thinking quality, and learning ability, are cultivated. Teachers should do their best to explore more advantages of reading for writing, to meet students' learning needs, to cultivate their good reading and writing skills and English literacy, and to realize the good effect of improving the quality and efficiency of English teaching.

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