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Thoughts on Writing Teaching Based on the Core Quality of English Subject

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Abstract: The teaching quality of writing class will affect the cultivation and promotion of students 'core literacy , the implementation and completion of the writing task is students' comprehensive embodiment of reading comprehension ability, logical thinking ability and communication expression ability, but there are many problems in the current English writing class: the writing purpose is not clear, lack of teacher's guidance on students' writing process and the evaluation criteria is single, these cause students are short of strong writing intention and enough language support to write a coherent and logic, fluent and beautiful article. This paper aims to analyze the above problems, think about the construction of English writing teaching mode in junior high school, and put forward some relatively superficial suggestions for writing teaching.

Keywords: English in junior high school; Core literacy; Writing teaching; Task design.

1. The Core Literacy of the English discipline

"Core literacy is the embodiment of literacy in the field of education. It refers to the skills and qualities that students develop during learning to adapt to society and lifelong development."(Li Nan, 2021). The core quality of English subject mainly includes four aspects: language ability, cultural consciousness, thinking quality and learning ability. Specifically, language ability means students 'ability to fully understand others and express themselves in English; cultural awareness refers to students' understanding of the culture of English-speaking society and the identity and confidence of national culture; thinking quality emphasizes the logic and innovation of students' thinking; and learning ability mainly refers to the application of learning strategies and the formation of learning habits. English teachers should design their teaching objectives according to the four interrelated dimensions to jointly promote the formation of students' core literacy of English subjects. That is to say, students in addition to train their listening, speaking, reading, writing and viewing, the five basic abilities, also should pay more attention develop their extract and organize information ability, logical thinking ability, communication expression ability and self-reflection and evaluation ability, which are key characters of students to adapt to the future social development and self-development.

2. The significance of promoting the cultivation of English subject core literacy by writing

Writing skill is one of the five necessary skills for students. " Writing has not only the characteristics of knowledge form, but also the characteristics of learning methods, which plays a unique role in the development of students' thinking ability and expression ability."(Guan Shimin, 2008). A complete writing class includes the analysis of writing topics before writing, the processing of relevant reading materials, brainstorming among the teacher and students, viewpoint sharing, the organization of the framework of writing content, editing, modification and correction after writing. "In this process, English teachers should pay attention to the cultivation of students' emotions, thinking and habits, and think about how to implement effective teaching to realize the training requirements of the core literacy of English subjects."(Huang Huilian, 2021). The reading activities before writing not only provide students with standard and accurate text information, the corpus accumulation for the language output, but also exercise the students' information processing ability; the interaction and communication among students creates a scientific and efficient educational environment; through the generalization and classification of different opinions, students can be able to produce coherent and logic articles, more importantly, these skills can be transferred and applied in their daily life to plan their learning.

3. The requirements of English writing teaching under the core literacy

3.1. Teaching based on the whole unit

Aiming to the cultivation of core qualities, the Curriculum Standard puts forward many teaching suggestions, such as "taking the theme as the main line, designing learning activities on the whole". The overall unit teaching newly proposed refers to the holistic teaching process that " takes the theme as the main line and the core quality as the training goal, highlights the theme significance, integrates the teaching content, sets the relevant topics, presets the learning results, determines the evaluation basis, organizes the teaching activities, and forms the result."(Ma Xiaoyan 2022). Unit overall teaching requires teachers to have the overall grasp of each unit, the related but scattered knowledge in different parts of the unit can be linked under the guidance of the unit theme, the teacher needs to design and organize various language activities, guide students to listen, speak, read and write, help students to gradually understand the theme of the unit.

Under the leading of the Curriculum Standard, the main subject of English classroom gradually changed from "teacher-centered" to "student-centered" and then to today's "teacher-student cooperation mode". Teachers and researchers have explored many mature and diversified paths and strategies in English teaching whether it's a reading class or a writing class, they also have begun to focus on the content

and meaning of the language, and preliminary attempt to implement teaching by means of exploring the theme. However, the following common problems in English teaching are exposed: teachers prefer to single-course teaching because of its simplicity, neglect the integration of content from the perspective of unit teaching, resulting in serious teaching fragmentation and the lack of theme meaning; In single-course teaching, they overemphasize the content and significance of language, take the exploration of theme meaning as a matter of form, thus weakening the most basic function of language teaching —— the learning of language knowledge--leading to the problem that students have learned but cannot apply the knowledge, and the learning effect is not obvious (Zhang Ying 2022).

Writing tasks can be used to improve and evaluate students' actual use of language, so as to achieve the integration of learning and application. Generally speaking, a unit includes four discourse types: listening, speaking, reading and writing, therefore, students can have the chance to feel language with their different senses. Teachers should deeply analyze the teaching materials, explore the correlation points between each discourse, and determine the teaching logic of reading and writing according to the actual situation. That is to say, teachers can't treat each activity in isolation, writing activity is often used by students to apply what they have learned in this unit and evaluate their learning results. The listening, reading activities before writing provide students with materials for their language output. Teachers should not only analyze the writing example provides students with what language support, emotional support, but also need to analyze how the other discourses in the unit associate with the writing task in vocabulary, grammar and sentence pattern. Different texts have different values to students 'writing, so teachers should pay attention to the importance of each activity to students' transfer and creation.

3.2. Providing real writing situations

The more authentic the writing situation provided by the teacher, the stronger the students' desire to write. The so-called real writing means that the writing task fits the actual life scene of students, it is what students really likely to do in their daily life. “Real writing situations mainly include real writing purposes, putative readers, and putative authors."(Qi Luxia, 2006). That is to say, the teacher should make the students understand why to write, who are their specific readers and why they have to write in English rather than Chinese, these conditions need to explain clearly in the writing topic, for instance, teachers can ask students to write a letter to Tom, a incoming British exchange student, to introduce a Chinese junior high school student’s day life, so as to help Tom adapt new environment as early as possible, this is more authentic than simply let students describe their day life because it provides communicative purpose. If the topic does not conform to students' life, it will make students feel nothing to say and do not know how to start their writing; If the topic is in the absence of real purpose, students’ writing will become utilitarian, which means they purely pursuit the “done” of the writing task, as long as meet the requirement of words and list the key points gained from the given material, even some students will mechanically use some “exquisite sentences” that they have recited and accumulated before without considering whether they are suitable for the current task. These articles although do not have too many grammatical mistakes, but they can give readers a impression of unnatural and incoherent. Teachers should give students a necessary reason to write, not just train sentence patterns like in the traditional writing classes. Teachers can design writing scenarios for students based on the characteristics of our time. For example, in the context of the epidemic, teachers can design writing tasks on the topics such as "home quarantine and prevention" and "online learning", so that students can create an article with personal characteristics according to their own personal experience. Real writing scenes will stimulate students 'creative desire, put themselves in the shoes to imagine, so as to enrich students' imagination and innovation ability.

3.3. Paying attention to the combination of reading and writing

As we all know, reading focuses on understanding, and writing focuses on expression. In English learning, reading and writing cannot be separated, which are complementary to each other and promote each other. However, in practical teaching, teachers often emphasize reading over writing or separate reading and writing, leading to the isolation of students' reading ability and writing ability.

Now there have been a combined plate of reading and writing in the textbook, for example, the Task section in the textbook of Junior English follows the principle of "combination of reading and writing, promoting writing by reading" to carry out writing teaching. Although each unit in this section will provides a model essay according to he theme context of this unit for students to appreciate, but the teachers have to remember, the teaching of this section should focus on the writing part, in other words, reading comprehension here is different from the regular reading class, teachers don't need to lead students to dig into the text information, instead, teachers need to pay selective and targeted attention to the thematic meaning, content, text structure and language characteristics of the reading text according to the writing needs, in order to facilitate students to sort out their ideas, organize their language, then they can finish their works. But teachers often spend too much time and energy on the model appreciation, pay few attentions to subsequent writing tasks, they often omit it or let the students think about it by themselves.

In fact, the purpose of the combination of reading and writing is to help students achieve the transformation and sublimation of the input language and output language, students so as to form a "reading and writing connection”. When leading students appreciate the model essay, the basic task is to find out the topic sentence of each paragraph and conclude the main idea of the whole text. Then the teacher should also be good at finding the communication function between paragraphs, which is how one paragraph join and transit the next paragraph, the necessary transition markers need to be noticed. At the same time, the teacher should guide students to underline and extract the words, phrases, sentence patterns and rhetoric methods, such as metaphor, exaggeration, ask and so on, which can serve related topics. After reading, teachers should spend more energy to think about how to use this model to design a reasonable writing task, give students opportunity to apply what they have learned. In the design of writing tasks, the first rule is that the writing topic must conform to the students' real life, and then the writing theme should be consistent with the reading theme, and at the same time to ensure that the students use the language knowledge of the original text. For junior high

school students, imitation writing, abbreviation, expansion and reading feelings are relatively easy to operate.

3.4. Taking the process genre teaching method as the basic teaching method

Because of its complexity and particularity, writing teaching occupies less time and receives less attention in English teaching than reading teaching and listening and speaking teaching. In addition, the tendency to teach writing for the sake of exams also causes students to pay too much attention to writing products, ignore the writing process, students often mechanically copy templates and models, so they are unable to really develop thinking ability and language use ability, and they will feel difficult to form excellent and effective writing habits. In the face of these challenges of writing teaching, teachers need to re-examine their own cognition of writing and their views of writing teaching, and improve students' language use ability by improving their classroom writing teaching methods.

Process writing teaching method is mainly to solve the problems that the teachers teach writing for examinations, students write for practicing the grammatical knowledge. It pays attention to the guidance of the teacher and peers' help, while the process genre teaching method goes further, it perfectly combines the advantages of genre teaching method and process writing teaching, emphasizing writing is a whole process, including the generation of ideas, mapping, outline, first draft and other steps, until the students obtain their ideal products, and meanwhile putting the social environment into consideration. It states that writing needs to reflect the communicative purpose and choose appropriate genre type to express under the specific circumstance.

The process genre teaching method can be divided into six steps: preparation, demonstration and consolidation, conception, group writing, independent writing and modification. In the preparation phase, the teacher should introduce a certain social situation to the students, students need to be clear about the purpose of the writing; In the demonstration and consolidation phase, teachers should provide students with multiple essay models, lead the students to analyze the text, understand the genre characteristics of the article, and its language structure; At the conception stage, students can creatively output their ideas through activities such as group discussions and brainstorming; During the collective collaboration phase, the teacher should list and present the students' ideas on the blackboard, including writing an outline, drawing a mind map, in order to further sorting and screening; Independent writing stage requires teachers to leave students some time to create by themselves; The subject of the modification stage can be diversified, including the self-modification, peer-evaluation and teacher-evaluation.

The process genre teaching method emphasizes that students should write under specific situations, and clarify the discourse scope, discourse tone and discourse mode to achieve the purpose of communication. For example, a cover letter determines that the scope of discourse is about the job hunter's basic study and work experience, the tone of discourse is for the personnel supervisor of a certain department, and the way of discourse is formal written language. "The process genre method allows students to constantly think about the writing purpose and form of specific genre articles in the process of conception, drafting, revising and editing, so as to deep students' understanding of different style types and writing process."(Yan,2005). Therefore, " teachers' understanding of different genres of writing should not only stay at the level of formal imitation, but also need to understand the writing purpose, specific audience and social situation behind the genre."(Whitney,2017).

3.5. Taking extracurricular reading materials as the main supplement

Extracurricular reading materials, especially in the original English works, have more authentic expression, more accurate vocabulary, more extensive materials and more diversified ideas than the content of the teaching materials, which can become a part of students' daily accumulation. The biggest problem that current students encounter when writing is nothing to write, the second is the inappropriate use of words, the third is their articles are not smooth, but extensive reading can solve these problems. For some students, even without teacher's teach in writing, they can write coherent and logic, fluent and beautiful articles, this is the language sense they have cultivated through reading. People who read more may not write well, but those who write well must read more. The number and types of texts provided to students by teaching resources are limited. Therefore, to effectively improve students' writing skills, they must be supplemented by rich and appropriate extracurricular reading materials.

Teachers should fully consider students 'interests and needs when choosing extracurricular reading materials for students, and choose the books that can resonate with students according to students' actual life. Take A Christmas Carol as an example, a work of Dickens, with fluent writing and flexible sentences, if slightly changed, it is very suitable for students to read. Teachers can choose reading materials with similar theme and structure of the readings in textbook. The repeated touch of similar language knowledge can not only promote students' language acquisition, but also make them familiar with and master the writing characteristics of the same genre. English writing in junior high school is mainly based on narrative and practical writing, and the genre structure of applied writing is different. Therefore, teachers should first help students understand the situational context of practical text, such as language field, purport and language style. Teachers can also choose the discourses that consistent with the theme meaning of unit teaching as an extended supplement to the classroom reading teaching, which can trigger students to think about the same theme from different angles and cultivate students' innovative thinking. Taking unit 7of Grade 7, titled Shopping, which contains three articles about going to shopping in physical stores. However, with the development of technology, people's ideas and ways of shopping have changed. Based on the time background, students need to understand online shopping and other information. Therefore, teachers can choose two extracurricular reading articles, Online Shopping and Shopping Smarts, to guide students from sensibility to rationality, compare the difference between online shopping and offline shopping, summarize and sort out their advantages and disadvantages, and allow students to explore the change of consumption mode and the importance of rational consumption from multiple perspectives.

"Women cannot make bricks without straw", extracurricular reading to some extent solves the" sorrow " and brings a spring of water to junior high school students' compositions. While enjoying the beauty of reading, students

will also foster their own literacy, which will be naturally displayed in their writing. It can be seen that extracurricular reading provides the necessary construction materials for the writing "mansion”.” (Zhang Wujin 2019).

3.6. Taking multi-layer interactive evaluation as the main evaluation method

Junior high school students have strong self-esteem and desire. They want to make greater performance and do better than others in tasks, they care about what they are like in the eyes of the teachers, so the teachers 'evaluation will affect the students' interest and confidence in writing. In reality teaching, we often find that some teachers only focus on students 'final writing, pay attention to the accuracy of language, such as tense that students’ have used, whether the senior sentence patterns and vocabulary have been used , their evaluation is just a sentence, you did well or you did bad, or even only a score or a grade, this kind of feedback is not helpful for students' writing ability, even makes students feel the teacher doesn't care how I write, and therefore they also begin to have a "just write" attitude.

In my opinion, process evaluation plays an important role in writing teaching. That is to say, teachers should provide timely and appropriate feedback to students at different stages of writing activities, so as to ensure that students are clearer about the theme and the content of writing, making their articles are more reasonable and integrated. In feedback, teachers need to focus on the expression of theme meaning, language fluency and accuracy, and the coherence of the article, rather than only care about students’ grammar errors or mistakes. In the correction of grammar errors, teachers also need to remember the “catch big and ignore small mistakes" principle, which means correcting serious grammar errors, but those small errors, such as the use of function words, can be passed on the premise of not affecting the understanding of article. On the other hand, teachers should keep their eyes open on their own evaluation terms, it suggested that teachers should offer encouraged advice, rather than striking and critical, sometimes teachers can share their opinions about the event that students mentioned in their work, if the teacher can carefully point out the advantages, shortcomings and suggestions of students' compositions, then I believe that the student will feel the teacher is taking his or her article seriously, so they will work harder; but if the teacher is very strict about students’ grammar mistakes , the students will only use their familiar words or sentences to ensure no mistakes, and dare not try to use other expressions.

What’s more, in addition to teacher evaluation, we can also organize peer mutual evaluation and self-evaluation activities. Peer evaluation can allow students to learn from each other, but because of the limited English level, they may not be sure of some expressions, so teachers should provide guidance and arrange appropriate groups; Self-evaluation is an important way to cultivate students' self-learning and self-reflection ability, on the basis of peer evaluation and teacher-evaluation, students can have a clearer understanding of themselves, know their advantages and disadvantages, so as to further improve themselves.

4. Conclusion

Writing teaching as an important aspect of English teaching and learning, is of great significance to the cultivation of students’ core literacy,it not only help students learn the basic knowledge of English subject, but also make students feel different national cultural differences, establish cultural confidence, help them better observe, construct, criticize and summarize the cultural phenomenon around the world, teachers need to think deeply about how to solve the existing problems, improve the quality of writing teaching.

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