

A Discourse Analysis Based Applied Research on "Reading to Write" in Junior English Writing

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Abstract: Based on discourse analysis, combined with the current situation of junior high school English writing teaching, this study adopts the teaching model of "reading to write", and uses discourse analysis to assist in the structure, content, and syntax of writing, aiming to cultivate students to acquire the required discourse knowledge and use it to improve the quality of writing. Based on discourse, reading to write, combine reading and writing in English teaching, and strengthen the exercise of students' language expression ability and writing thinking.

Keywords: Discourse analysis; Reading to write; Junior high school English writing.

1. Introduction

Liu Chendan (1999) A discourse is defined as a language unit that is meaningful, conveys a complete message, logically coherent, language cohesive, and has a certain communicative purpose and function. The English Curriculum Standards for Ordinary High Schools point out that the content of the English curriculum is the foundation for developing students' core competencies in the English subject, including six elements: thematic context, discourse types, language knowledge, cultural knowledge, language skills, and learning strategies (Ministry of Education, 2020). The organization of content is guided by the theme and relies on different types of discourse. Reading and writing abilities are important parts of students' English learning ability. Reading is the input stage, according to discourse analysis, students master the content, theme, structure, writing skills, etc. of the article in their minds, transform them into their own knowledge reserves, expand writing materials, and grasp writing methods; And writing is the output stage, expressing the knowledge stored in the brain through writing, which is also an innovative activity of knowledge transfer. Combining reading and writing, input and output, and reading to write, help students grasp and conceive the overall article, and helps students understand the discourse of the article.

The current situation of reading and writing abilities among junior high school students: 1) Insufficient vocabulary, resulting in students not knowing what to write when writing; 2) When teachers explain reading, they focus on vocabulary explanation, basic knowledge and grammar analysis, ignoring the analysis of reading skills, article structure and discourse analysis; 3) Reading and writing are separated, and teachers blindly deal with exam-oriented education and "cramming" teaching. Students rarely have the opportunity to practice writing in the classroom. Only when the exam is approaching, students may temporarily hold a few sample essays, but their writing ability has not improved, which should be taken seriously by teachers 4) The logic is chaotic and the expression is unclear. Students mainly use short sentences to answer questions in class, and their expression ability is poor. In writing, they mainly use long paragraphs, which shows that students lack mastery of long and difficult sentences.

2. Theoretical Basis

"Reading to write" is a teaching method that combines reading and writing based on reading texts. It requires students to pay attention to the thematic context, promote writing in reading, consolidate reading in writing, and engage in authentic and effective language expression. This teaching method utilizes articles of different genres within the same theme background to guide students in reading and exploring the meaning of the theme. Based on the discourse analysis method of "reading to write", teachers guide students to focus on discourse structure, discourse content, language expression and logical reasoning, and let students learn, imitate and reconstruct, and use the language, content and structure of the reading text in their English exercises. In the teaching mode of combining reading and writing, reading is the foundation of writing, and writing is the core of reading. Teachers must clarify the relationship between the two and integrate them organically, so as to teach students to skillfully use what they have learned in reading in writing to accurately express the thematic meaning.

3. Teaching Content and Objectives

The teaching content of this lesson is People's Education Press "English (Complete Volume 1)" for Grade 9 of Junior High School Unit 13 "We are trying to save the earth. The central task is to focus on environmental pollution and measures to solve pollution, involving the description of environmental problems, such as pollution problems and their causes. After analytic language, let students write independently, transfer and innovate. Based on the central task, the author designed a three-dimensional teaching objective for this lesson.

Knowledge objectives:

1) Through preview, one can translate, memorize, and use phrases and sentences such as environment, pollution, I think that... We should/could... I suggest.

2) Students can master the structure of argumentative papers and grasp the structure of articles.

Ability objectives:

1) Students can obtain the main information in the reading materials through scanning and skimming.

2) By imitating the sentence patterns and expressing learned

in the target text, students can consciously use passive voice, present continuous tense, used to structure, etc. to discuss environmental pollution issues. At the same time, it also inspires students and improves their writing skills.

Emotional objective:

1) Through the exercises in this lesson, students can comprehensively apply the language knowledge learned in this unit, help them pay attention to the serious hazards of environmental pollution; enhance environmental awareness, actively consider solutions, complete written writing, and enhance learning ability.

4. Teaching Activity Design and Teaching Process

Step 1 Lead-in

At the beginning of the class, show a short video "The Wonder of Nature" to the students. After watching, ask the students what they see in the video.

Show some pictures of nature with comparison. (pre-pollution vs post pollution) (Design intention: Before class, use a video about the beautiful Earth to guide students to experience the beauty of ecological harmony and nature, laying a comparative foundation for the severe pollution problems faced by the Earth to be discussed next, triggering students to think about environmental issues, and thus stimulating students' strong environmental awareness.)

Step 2 Reading

Show the students some pictures of some kinds of pollution, and ask them to describe the pollution, find out the reasons, and give possible ways to cut down the pollution according to what they have learned in Unit 13. (mind-map)

What is the problem?

What is causing the problem?

What should we do to cut down the pollution?

Let students discuss the function of each paragraph.

Let students appreciate sentences in the passage. (Amazing sentences)

(Design intention: This section uses visual images to help students distinguish different types of pollution, and uses three clear levels of questions to guide students in systematically addressing different types of pollution: describing the current situation, identifying the reasons, and providing suggestions. This step lays the language foundation for the next step of writing. Meanwhile, the various pollution situations involved in this section have been studied by students in Section A of Unit 13, which is actually a process from language input to language output. In addition, teachers can use mind map to help students understand, sort out and analyze the text from content, theme, structure, writing skills, and form a discourse framework, thus laying the foundation for independent writing. Enable students to appreciate beautiful sentences, expand their knowledge reserves, apply what they have learned to related essays, learn writing skills from reading, and then apply them to writing to improve the quality of students' writing.)

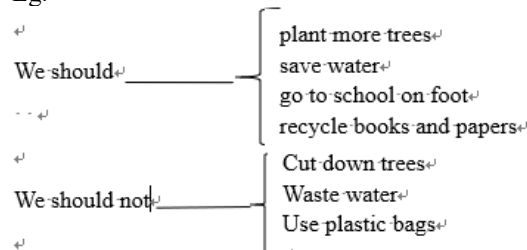
Step 3 Writing

After talking about the pollution on the earth, ask the students to talk about "How to live a low-carbon life". Show a video about low carbon. (Brainstorming)

Choose two or three pairs to show the results of the discussion. While the students show their discussion, the teacher can write down some key words or phrases on the blackboard in order to help the students to finish today's

composition later.

Eg.



(Design intention: Provide the essay requirement of "How to live a low carbon life" and let students watch relevant videos to understand what a low-carbon life is; Teachers use mind map to help students clarify their writing framework and structure. Depending on the learning situation, if the overall level of the class is not good, teachers should provide some support for students: example sentences at the beginning and end, advanced vocabulary, etc., so that students can find joy and interest in writing.)

Step 4 Post writing

After all students finish writing, students evaluate their reports on the blackboard item by item according to the checklist. (Self-evaluation)

Then ask students to check their partners' reports according to the above evaluation scales. (Mutual evaluation)

Then, the teacher corrects the wrong places in red chalk with all students. Finally, give grades.

Checklist	Standards for evaluation	Score
Structure	Does the writer organize the article in a good order with clear structure?	1-5
Content	Does the article include writing techniques?	1-7
Language	Does the writer use proper expressions, tense and linking words?	1-8
Handwriting	Is the handwriting clear, beautiful and easy to read?	1-5

(Design intention: The scoring criteria are based on four perspectives: discourse structure, content, language use, and writing. Through self-evaluation, mutual evaluation, and teacher evaluation, students can recognize their writing strengths and weaknesses in order to improve their writing ability and quality. Teachers can evaluate whether students' writing ability has been improved from multiple perspectives (vocabulary, syntax, structure).)

5. Teaching practice of reading to write based on discourse analysis

5.1. Improve discourse analysis ability and promote writing ability

To achieve the integrated development of students' reading and writing skills, reading should serve the completion of writing tasks. When teaching the reading content part, teachers should teach students discourse analysis: how the author constructs the structure of the article, what writing skills the author uses, how the author conceives the content, and so on. If students have mastered the skills of analyzing discourse, they can easily pick up any article. The real reason why middle school students nowadays dare not write, do not want to write, and are unwilling to write is due to a lack of writing skills and confidence in writing. Teachers should change their ideas. For an article, they should not pay too

much attention to the vocabulary and grammar of reading. Teachers should combine writing with reading to promote writing. In class, students should be taught discourse analysis and discourse organization ability, and students should dig into the writing skills, structure, rhetoric, etc. By reading, expanding writing materials, expanding reading content, enriching reading articles, and helping students accumulate writing materials, students' writing ability can achieve a qualitative leap. The higher the ability of discourse analysis, the higher the writing skills. Based on the discourse, using reading to write, students express their opinions clearly in appropriate language forms.

5.2. The reading and writing materials should have relevance and authenticity

There are many types of reading and writing: narrative, expository, argumentative, practical, etc. The types of reading and writing should be consistent. If the former is narrative, and the latter is expository, this cannot reflect the transfer of innovation, apply what you have learned, and cannot detect whether students have mastered discourse analysis. In addition, it will also lead to poor information for students, making them feel confused and more unwilling to write, lost love and interest in writing. If the reading and writing types are consistent, it is also the most direct and simple consolidation and testing of the knowledge learned through reading and writing. Teachers should choose reading and writing materials that are relevant to students' lives, create teaching situations that are close to real-life situations, and provide students with something to say when writing. In this process, analyzing discourse activity is used to help students pay attention to the use of language and expression, the coherence of text and the organization of discourse in writing. In the classroom, teachers provide relevant structures, vocabulary, and techniques based on the article to assist in the logical writing.

5.3. Guiding students to transform from readers to authors

In reading teaching, teachers guide students to obtain and sort out the discourse structure and main content selection methods of an article, laying the foundation for students to use what they have learned to complete their writing outline, select and organize content. Teachers can use mind maps to assist students in writing frameworks. On this basis, the teacher further guides students to pay attention to and discover the language expression and cohesive means of reading articles, making the writing articles more colorful. When students are conducting discourse analysis, their brains should think about how the author of the article is constructed, internalize writing skills into their minds, and students should have a sense of substitution. If you were the author, how would you write? At this time, students are the starting point of "readers" to see and understand the author's ideas. Through extensive reading, savoring articles, accumulating writing materials and experience, and enriching knowledge reserves. The ability of discourse analysis is a skill for students to capture and obtain the information they need in the learning process. Through discourse analysis, students can express their views and ideas, and develop their thinking ability and creativity. However, as an "author", it is necessary to extract relevant knowledge learned: discourse structure layout, content, writing skills, good words and sentences, key sentences, rhetorical devices, etc. This is the output process,

where students process and integrate the knowledge learned in their minds, and ultimately express their opinions through writing.

5.4. Highlight the student-centered writing teaching principle

Traditional teaching is mainly based on teachers' lectures, supplemented by students' listening. In writing teaching, few teachers have much time to students' writing, which is also the reason why students are now lazy about writing. In the process of students completing writing tasks, teachers always serve as providers of classroom resources and guides students' learning. Through carefully designed classroom activities, teachers guide students to solve problems through experiences, participation, self-discovery, and other means. Teachers should give more time back to students to make them feel the joy of reading and writing. After completing writing, teachers should have a set of writing grading standards: self-evaluation, mutual evaluation, and teacher evaluation. In the stage of mutual evaluation, students exchange their works and learn from each other. When they ponder others' compositions, students will also think about their own compositions. This is also a reflection of discourse analysis ability, which not only cultivates students' critical ability, but also cultivates students' communication ability.

6. Summary

It is of great significance for teachers to thoroughly study the discourse, grasp the thematic significance, excavate cultural value, analyze stylistic and linguistic characteristics, and their correlation with the thematic significance. It is an important prerequisite for creating reasonable learning activities for teachers to make good teaching design. Based on discourse, reading to write, and combining reading and writing, it is helpful for students to grasp the overall framework layout. Based on the theory of discourse analysis, teachers can take articles of different genres, different language functions, and discourse characteristics as carriers to guide students to learn to understand articles, obtain and sort out the structure and information of articles, explore the thematic meaning of articles, creatively express their views, and achieve innovation in writing transfer. Based on discourse analysis, promoting reading to writing enables students to understand the layout or writing skills of the original article. On this basis, students can also analyze whether the text they have created is complete, so as to improve students' writing ability and quality.

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