



# Teaching Strategies of Senior High School English Writing Based on Promoting Writing with Reading

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**Abstract:** With the continuous advancement of the new curriculum standard reform of senior high school English, English teaching based on the core quality of English teaching has become one of the important goals of senior high school English teaching. Based on the current situation and practice of senior high school English writing teaching, this paper analyzes a series of problems existing in senior high school English teaching and their causes, and holds that the teaching method of reading and writing is an effective means to improve the English writing ability of senior high school students. One can read and write with the help of combination of expansion of high school students in the English language knowledge, which can cultivate English thinking ability. Through the reading of English discourse structure or paragraph mode, it can effectively improve students in English sentence structure and word collocation organization ability and writing ability.

**Keywords:** promoting writing with reading, teaching strategy, effectiveness, teaching practice

## Introduction

In the new English curriculum standard, cultivating students' core literacy is an important teaching goal. In teaching, it is not only necessary to advocate that students have the ability to adapt to the needs of lifelong development and social development, but also to cultivate students' good character and practical application ability. It is advocated that in the process of cultivating core literacy, the implementation of morality and cultivating people should be taken as the fundamental task, and the ability to meet the needs of world education reform and development and social development should be cultivated. For the teaching of ordinary English, it is necessary to closely focus on the requirements of the new curriculum reform of high school English, and combine the core literacy of the English subject, and strive to apply the relevant requirements of the core literacy throughout all aspects of English teaching. Efforts should be made to improve students' language ability and cultural awareness, thinking quality and learning ability as the top priority of high school English teaching. The reading and writing ability of high school students in English is an important means to improve the above core literacy. However, in actual English teaching, due to the constraints of thinking habits and language environment, English writing teaching has always been an important factor that plagues the majority of English teachers to implement teaching. Some teachers even view the relationship between reading and writing in isolation, ignoring the cultivation of students' core literacy in English teaching, and artificially separate English reading and writing training, so that students can only mechanically imitate in English, and even fall into imitation. Dilemma, unable to flexibly write in English. [1] In fact, English writing materials are everywhere. As long as teachers carefully organize students to dig out relevant English content, English writing problems can be easily solved, which is of great benefit to students' English communication skills, English critical thinking skills, and good morals.

## 1. The overall situation of the current high school English writing teaching

### 1.1 Students' English writing ability is generally weak

Students' good writing ability is one of the important requirements for the core quality of English teaching in high school. At present, the weakest part of English learning for high school students in our country is the writing part, especially the majority of rural students are often helpless when faced with English writing. [2] The specific performance is that students lack rich writing vocabulary when writing, which is very boring in the expression of the article, and even lacks literary grace. Students cannot distinguish synonyms or parts of speech, and there is serious unreasonable collocation of words and sentences. Especially in the choice of tense, they appear at a loss, the logic is confused, and the use of grammar is not uncommon. Due to the influence of the usual Chinese habits, Chinglish is flooded. [3] And there is often a lack of logic or coherence in the expression between sentences and paragraphs, and the overall structure and layout of the written English articles appear unbalanced.

## **1.2 Teachers do not pay enough attention to English writing teaching and their methods are outdated**

The backwardness of teaching methods is obviously not conducive to the cultivation of students' core literacy. At present, the use of traditional English teaching mode has become a relatively prominent problem in current high school English teaching, especially in relatively remote areas, because high school English teachers are affected by their own conditions or Influenced by the entire teaching environment, teachers are accustomed to adopting "cramming" teaching methods, or are accustomed to adopting teaching methods of mechanical imitation. When teaching students to write, teachers are accustomed to following the method that teachers assign topics to students to complete the writing, and then the teachers make corrections and simple comments after class. Or in order to facilitate teaching, teachers usually select some so-called classic articles, let students memorize them by rote, and then imitate them. And this teaching mode has always become the normal state of high school English writing teaching. [4] This kind of teaching and training mode often makes most students passively write and complete tasks mechanically. Students face tedious imitation all day long, which makes them gradually lose interest in writing, and even have a fear of English writing, which not only hinders the enhancement of students' written communication skills, but also artificially causes students to fail between English reading and writing training. Effective connection, resulting in a serious disconnect between reading and composition training.

## **1.3 Reading and writing are separated from each other**

In the process of cultivating high school students' core literacy, it is advocated that students can combine reading and writing, because reading and writing are like a pair of twin sisters to a certain extent, and they should be closely related to each other, and they are inseparable. In the practice of teaching English in high school, without the support of reading, writing will inevitably become empty, just like water without a source, which will eventually dry up. Reading is difficult to deepen without the strengthening of writing. [5] Reading will also be like a ship that has lost its beacon, and can only sail at a loss in the sea. However, in the actual high school English teaching, there are often many teachers who deliberately separate English reading and English writing. When they train students, they also adopt the method of special training, resulting in the low level of English teaching. Due to the predicament of effectiveness, they will not take reading to promote writing or combining reading and writing to improve students' comprehensive English ability. Reading teaching in English will not effectively infiltrate the relevant writing knowledge, nor will it improve students' writing interest by means of reading, and gradually cultivate students' writing ability.

## **2. Adopting strategies to enhance high school students' English writing ability by promoting reading and writing**

### **2.1 Combining reading and writing to improve the standardization of English reading and writing**

In English teaching in high school, the improvement of reading and writing ability is an important purpose of cultivating students' core literacy in the process of high school English teaching. Efforts to combine classroom reading teaching with students' composition can effectively solve many difficulties in high school English teaching. . Teachers should strive to seek the combination of the two, effectively integrate reading and writing into specific teaching practices, organically combine reading and writing inside and outside the classroom, take the road of integrated reading and writing training, and effectively improve students' reading. and writing level. [6] It is necessary to be familiar with the requirements of the syllabus under the organization of the teacher, and gradually enhance the standardization of students' reading and writing training. As an English teacher, you must be familiar with the different requirements for reading and writing in each grade of high school in the syllabus and the college entrance examination syllabus and textbooks, and you must know these English teachers well. Recognizing that language skills are an important part of language application ability, writing short essays or reports based on information provided in words and diagrams is an essential ability for high school English writing. Able to write coherent and well-structured short essays, making the description of things or expressing opinions more clear, and able to achieve stylistic norms and smooth sentences in writing. Through the high degree of unification of reading and writing, on the one hand, it can greatly improve students' English reading volume, and on the other hand, it can also make students achieve appropriate style and accurate word use in the process of English writing. Strong students can achieve smoothness and correct format with the help of reading and writing reinforcement. [7] In the teaching practice of English reading and writing ability in high school, teachers can divide the unit teaching form into several training points to form a teaching system combining reading knowledge, writing knowledge and reading ability training. Improve students' writing skills.

## **2.2 Strengthen the reading of the text language of the textbooks, and promote the flexibility of students' language writing and expression**

There are inextricable links between reading teaching and writing teaching in high school English teaching. To a certain extent, reading helps to understand and absorb the content of the article, and writing helps to understand the content understood in the process of reading. Expression, effectively absorb the more classic content in reading, which helps to enhance the expressive ability of writing. In order to improve the core literacy of students in the field of reading and writing, teachers should pay attention to the guidance of reading and writing methods in classroom teaching. In the teaching design, they can design more reading and writing content in combination with the text language of the textbook, so that students can learn the relevant content of the text language by learning the text language. Gained both the reading method and the writing experience. [8] Therefore, English classes should aim to train students in reading in combination with the text language of the textbook. It should not only focus on cultivating students' reading ability, so that students can improve their appreciation level from reading, but also guide students to repeatedly taste the text in the textbook. Highlight key passages or excellent passages, and apply the highlights from reading to writing. Therefore, teachers should be good at finding bright spots in the text language of textbooks, pay attention to accumulating the materials of writing language, fully perceive the charm of language through reading the text language, let students complete the task of internalizing the language, and consciously use it in English writing. For example, in the reading of "Lesson 3: Your Life Is What You Make It", a compulsory textbook for senior high school English of Beijing Normal University, after the students have fully read and understood the text, under the guidance of teachers, students gradually learn to understand the text from the perspective of writing. Further interpretation of the relevant content, and then to ponder and familiarize with the characteristics and formats of different styles of writing, thus strengthening the training of students' writing ability.

## **2.3 Draw nourishment from reading, and improve the richness of students' English writing and language expression through reading**

The enhancement of reading and writing ability is an important goal of cultivating the core literacy of English teaching in senior high school. Students' reading and writing ability does not exist in isolation from each other, but is an interconnected and mutually reinforcing whole. Rich reading can provide more sufficient writing materials for writing, so that students' English writing ability can take a qualitative leap. If teachers can reasonably set up writing links in reading teaching, then students' writing ability is bound to be well improved in reading. [9] In the limited classroom reading, students can read and quote many wonderful sentences in the text. For example, there is such a sentence in Unit 1, a compulsory textbook for senior high school English of Beijing Normal University, "I like to set goals for myself.", for this sentence is not only a common sentence, but also a sentence that high school students prefer. From the content of the sentence, I like to set goals for myself. Teachers can encourage students to boldly quote and expand on this basis., it can also be recited as a good sentence, and the sentence can be transferred and used boldly when writing in English.

## **2.4 Focus on writing logic and strive to build a complete framework**

Among the core literacy requirements of high school English teaching, high school English writing not only requires students to have the ability to organize language, accumulate rich sentence patterns and vocabulary, but also pay more attention to the logic of writing in the writing process. Generally speaking, English writing also needs a more exciting beginning and end, the overall content of the article needs to echo the beginning and the end, and the middle content is consistent with the theme of the entire article. If high school students want to be handy in English writing, they need to strengthen the structural training of English writing at ordinary times. In writing training, students are encouraged to adopt different styles to write English articles. Reading, drawing on the writing methods of relatively excellent English articles, can greatly expand students' vocabulary and sentence application ability. On the other hand, students' logical thinking ability can be improved from the reading of articles. In this way, the obstacles students face in writing will become smaller. [10] At the same time, students can find out their problems in English writing by correcting each other, so as to improve students' autonomous learning ability and autonomous writing ability. Teachers can combine students' actual situation to create more ideal English writing methods. surroundings. So that students can feel many beautiful English words in a more harmonious environment, and apply these beautiful words to the actual expression of English writing. Under the requirements of the new curriculum standards, in order to effectively test the students' comprehensive English ability, the topics covered in the English writing requirements will become more and more extensive. Students can also moderately relax the writing aspects in their usual writing training, such as , You can usually write content related to people's daily life and social phenomena that everyone cares about by means of an English diary, and you can extend these content infinitely. Of course, as long as teachers

give more guidance during students' writing practice, students will quickly develop good accumulation habits and writing habits, students' English writing ability will be quickly enhanced, and students will be able to write in a very short time. A relatively complete and beautiful English article.

## Conclusion

The ancients have accumulated rich experience in learning Chinese. For example, in order to write good poems, I imitate by reading a lot of excellent poems of predecessors, and after long-term imitation and experience, I have become natural and proficient in poetry creation. As a language, reading and writing skills are the core competencies of English teaching in high school. In the process of its cultivation, to a certain extent, it is very similar to the learning and creation of ancient poetry. It can be seen that reading and the amount of reading have a particularly large impact on writing. In the teaching of English writing in high school, students should be encouraged to read more and use reading to enhance students' writing ability. Without a lot of reading to support it, it is no doubt a dream to improve the level of composition and writing in high school English. Therefore, the cultivation and improvement of English writing ability of middle school students needs to be continuously improved in English reading practice. Accumulating a large amount of language materials through reading lays a good foundation for the effective output of students' writing. With the help of reading, students can experience the beauty of English language and structure, so that students' English writing ability can be improved subtly. Students consciously apply the thinking and knowledge of reading English to writing, so as to achieve the purpose of improving their core English literacy.

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