The Application of Production-oriented Approach to English Reading-writing Integration Teaching in Senior High School

Xuehong An[1], Shuaiying Pan*

School of Foreign Languages, Kashi University, Xinjiang Kashgar 844000

Abstract: Both the Reading for Writing section in new textbooks of PEP and continuation task in NEMT integrate reading and writing closely to cultivate and test students' comprehensive language skills. In fact, reading and writing are discrete in traditional English teaching. Production-oriented Approach is aimed to break the drawback of "separation of learning and using" in foreign language teaching in China, enables students to "use" in "learning" and "learn" in "using", which fully embodies its advantages in promoting English teaching. Based on Wen Qiufang's theory system of production-oriented approach, high school English teachers can design English writing courses in three stages: motivating,enabling and assessing, based on three practical teaching principles of production-oriented approach: real and effective motivating tasks, facilitating activities of teachers' intermediary and evaluation methods of teachers and students. It provides a new solution to the phenomenon of "separation of learning and application" in current English teaching, so as to help students use appropriate language forms to effectively acquire and transfer information, help students improve their writing proficiency, and provide some suggestions on the implementation of reading-writing integration teaching for senior high school English teachers.

Keywords: production-oriented approach, senior high school English, reading-writing integration

Introduction

With the promotion of quality education and the deepening of the understanding of the relationship between reading and writing, more and more attention has been paid to the reading-writing integration in English teaching, aiming to effectively improve students' language skills, develop new cognitive abilities, enhance thinking qualities and enrich cultural cultivation and comprehensive humanistic literacy through the reading-writing integration writing practice activities[1] .

The newly revised *National English Curriculum Standard for Senior High School* proposes that "the key competence objectives consist of language proficiency, cultural awareness, thinking qualities and learning ability", among which, language proficiency makes a fundamental element.[2] Enhancing students' language proficiency is linked to improving their cultural awareness, thinking quality and learning ability. Comprehension skills and expression skills complement and reinforce each other in the language learning process. Therefore, teachers take the responsibility to combine the specific training and comprehensive training to not only train students' single skills, but also focus on the comprehensive use of skills. However, in the traditional English writing class, teachers generally rely too much on textbooks, focus on the analysis and translation of words, phrases and sentences, ignoring the creative output of language. Besides, the evaluation

of students' writing ability only depends on the teacher's comments on their works after class[3].

Based on the current situation of foreign language teaching in China, Wen Qiufang led the panel of Production-orientated Approach scholars to propose a new teaching theory. Production-orientated Approach (POA) draws on the essence of foreign language teaching theories and practices in western countries, aiming to solve the confusing problems of "emphasizing learning over using" or "emphasizing using over learning" in foreign language teaching in China[4][5][6]. Up to now, it has been a complete theoretical system which puts great emphasis on "learning by using, learning while using"[7]. POA advocates the teaching ideology of "Learning-using Integration" and combines input with output in the teaching process. Input and output are indispensable in the teaching process of reading-writing integration. Therefore, the present study makes an attempt to apply POA to the reading-writing integration teaching in the hope that this innovative approach can improve senior high school students' reading-writing integration writing competence and attitudes towards reading-writing integration learning.

2. Theoretical foundations

Production-oriented approach is developed by Wen Qiufang and her colleagues in China as a brand-new approach to guide foreign language teaching. It is based on the input hypothesis, output-hypothesis, interaction hypothesis and out-driven Hypothesis and aims at reforming the English professional skills courses. It was practiced to teach English as a foreign language at the tertiary level in China in 2013 and then developed into output-driven and input-enabled hypothesis in 2014[8-12].

Over the past decade, Production-oriented Approach has gone through five stages including warm-up stage, embryonic stage, formative stage, revised stage, and re-revised stage and has developed into a complete theoretical system, consisting of three main components, namely, Teaching Principles, Teaching Hypotheses and Teaching Process[5][7]. The following figure illustrates the components of POA.
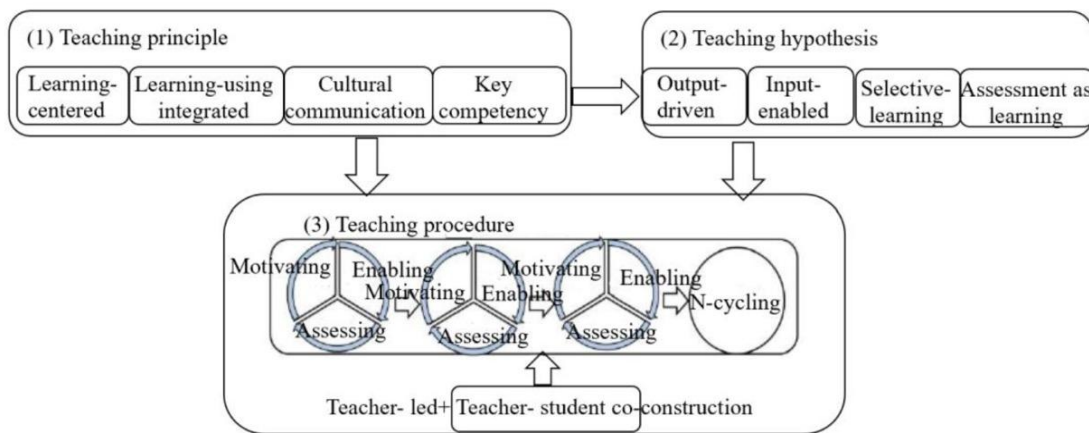

Figure 1. Revised Theoretical System of POA[7]

Of the three components, the "Teaching Principles" is the guiding principle of the "Teaching Hypotheses" and the "Teaching Process", the "Teaching Hypotheses" is the theoretical underpinning of the "Teaching Process", and the three-stage "Teaching Process" that elaborates the principles and clarifies the hypotheses can be considered a model of teaching practice[5].

The teaching procedure is composed of three stages: motivating, enabling, and assessing. Moreover, the roles of the teacher and students are defined more clearly in the teaching procedures. Specifically, it emphasizes teacher-student cooperation under the guidance of the teacher and the functions of teacher-mediation (guide, design, scaffolding). The teaching procedure can be carried out repeatedly so as to achieve the completion of the ultimate productive task.

To sum up, the teaching process of POA is complete and thorough, conforms to the psychology of young students, and combines the needs of students and teaching objectives. In foreign language teaching, teachers can teach more

efficiently and students can learn more effectively.

3. The current situation of reading-writing integration teaching

Reading is one of the important input ways for students to learn English, while writing is an indispensable way of language output which can test the effects of students' internalization. Reading and writing are significant language skills, and literacy is an essential component of language proficiency. For this reason, reading and writing have always been considered the main focus of language teaching. They are relatively independent and interrelated, which can be taught "separately" or "integrated". However, there are some problems in reading for writing. The problems are as follows.

3.1 Students' deficiency of language ability

In order to write a high-quality English composition, students should have a solid foundation. This means that students not only have to reach a certain level of vocabulary reserve, but also need to have a good understanding of English grammar and sentence patterns. However, most current high school students are far from meeting these requirements.

Firstly, the ability of discourse analysis is weak. Before writing, students should understand the basic content, structure, language of the given essay. In actual teaching, although students can clearly sort out the basic information such as time, place and character, they still face great challenges and difficulties in interpreting the deep information such as grammar and emotion of the article, which is often manifested as inability to understand and read through.

Secondly, the language expression ability is weak. When writing, students need to accurately and appropriately use rich vocabulary and certain grammatical structures to express their ideas about the topic. However, due to the weak foundation students' language expression in reading and writing, there are some problems such as inaccurate spelling, chaotic sentence structure and frequent grammatical errors. Or due to limited reserves, there is a problem of monotonous writing content. Maybe because of the blind pursuit of language gorgeousness, there is a mechanical application of unfamiliar words and grammatical structures.

3.2 Students' deficiency of thinking ability

The whole reading and writing process is actually a thinking activity. In the process of reading and writing, whether it is to clarify the causes and consequences of the development of the story or to interpret the value orientation of the story, students need to have strong thinking ability. However, in the actual writing, the articles written by the students are uniform and have no new ideas, which indicates that they have not really stimulated imagination and released creativity, and lack of innovative thinking ability.

3.3 The single and patterned writing teaching method

Influenced by factors such as classroom time and writing topic, most scholars still adopt traditional teaching methods in senior high school English writing teaching, in which the result-based teaching method and grammar-translation method occupy the main position. In classroom teaching, most teachers only assign writing to students as an assignment or task, without giving students a systematic explanation. After the composition is completed, they only correct the scores, and students do not experience the fun of writing in this process. Teachers' teaching methods are too old-fashioned and have not been effectively adjusted according to the changes of The Times, which is not conducive to the improvement of students' writing ability.

3.4 Insufficient emphasis on English writing

The teaching of writing has been neglected by teachers and students for a long time. As many teachers regard writing as a task for the purpose of taking the test, the training of writing ability is simplified to the process of "practicing more", and standardized test questions are still the main training in daily teaching. Teachers usually give it to students as an after-class exercise or as an assignment. Some teachers think that writing teaching does not need to invest too much time and energy, as long as the template can be memorized before the exam, the score can be improved in a short time. Moreover, in actual teaching, teachers set writing time far less than reading time, or directly omit writing exercises, so that

students' writing ability has not been effectively trained and improved in class. This practice breaks the close relationship between reading and writing teaching, leading to the separation of learning and application.

3.5 Single subject and form of teaching evaluation

At present, the evaluation and feedback methods of senior high school English writing teaching are very simple, and teacher evaluation occupies the most important part. Although the teacher's evaluation is more authoritative, the emphasis is generally placed on the correctness of students' word spelling and grammar use, which leads to teaching bias. Such an evaluation method is a waste of time and energy, and the effect is minimal. As teachers in the new era, teachers' educational concepts should keep pace with The Times, teaching methods, evaluation methods need to be adjusted accordingly, so as to help cultivate new people in the era.

Evaluation is an important part of writing teaching. Evaluation with multiple subjects and various forms can effectively play a motivating and promoting role in English teaching, form a positive counterweight to English teaching, and promote the continuous development and improvement of the curriculum. However, in actual teaching, most teachers still focus on teacher evaluation, and the common methods are quantitative scoring, marking language errors, and written comments. The multiple evaluation methods advocated by the curriculum standard, such as student self-evaluation, peer evaluation and teacher-student co-evaluation, have not been widely adopted. In this evaluation mode, teachers play an absolutely leading role, and students are in the position of being evaluated for a long time, and do not really participate in the evaluation. Moreover, evaluation activities are mainly one-way output of teachers, focusing on results, lacking interaction and communication between teachers and students and students, and the subject and form of evaluation are relatively simple.

4. The application of production-oriented approach to reading-writing teaching in senior high school

The writing topic of this paper is selected from unit4 History and Traditions of the second compulsory course in the Senior English Teaching Edition. The theme is "Describe a place that you like". The theme of this unit is close to students' daily life and will help students understand the history and cultural traditions of different countries, which is of great significance for introducing and disseminating the culture of the motherland and correctly understanding the culture of other countries.

4.1 Output-driven to stimulate students' interest

Stimulating students' motivation and interest drive is the first step of the production-oriented approach, which includes three steps: presenting communicative scenes, trying to produce and proposing productive tasks. In this part, students should clarify three questions: first, the output task or teaching goal requirements of this class; Second, students now have the ability level of teaching objectives. Third, make up for their own level and target level gap design of practice ways. Compared with traditional classes, allowing students to try to produce tasks before class can stimulate students' thirst for knowledge and realize their shortcomings.

Teaching Guidance:

According to the requirements of the lesson standard of Unit 4 History and Traditions, teachers should lead students to clear learning goals. It depicts the beauty and customs of the Irish countryside from a traveler's point of view. The Irish countryside is famous for its beautiful and fresh scenery and broken historical and cultural characteristics. This description is in line with the previous introduction to the historical and cultural attractions of London and other cities in the UK, and more completely depicts the European cultural characteristics that integrate history and modernity, city and country in a harmonious way. In the subsequent writing activities, students will reflect on and explore the historical and cultural value of the country, especially the scenic spots around them, by describing familiar, interesting, exciting or surprising places, dig and understand their related historical and cultural traditions, and express their own feelings and emotions.

In the writing with the theme of "Describe a place that you like" in this unit, teachers can start from the places that students are familiar with and stimulate students' interest in writing by introducing videos, pictures, questions and other methods. For example: (1) What is your favorite place? (2) What are the scenery and traditions of it? (3) What attracts you most?

Through communication with students, teachers can understand what students are interested in, and guide students to clarify the writing goals and writing procedures of this class. This writing class is based on both the analysis of the text and the expansion of the relevant text. Through the form of students' independent reading, group communication and discussion, and cooperation between teachers and students, the structure analysis, language interpretation and content accumulation of the article are carried out. Finally, students are guided to create independently and teachers and students cooperate to evaluate the writing task of this class. The objective requirements of this class are shown in Table 1.

Table 1 Teaching objectives

Production Task	After completing the class reading task, choose a favorite place to write a composition
Text Structure Objective	Students have the method and ability of writing expository texts, and can analyze the structure of expository texts and build writing frameworks by themselves.
Language Output Objective	Students can flexibly use some advanced vocabulary sentences to describe the scenery and customs of the places they are familiar with or like in detail and vividly, and use sensory sentences to express their excitement, disappointment, surprise and other emotions.
Ability objective	To improve students' logical thinking ability and verbal expression writing ability in writing.

4.2 Three degree of input enabling to output

The enabling process is an important part in the whole process of teaching , and its implementation quality largely determines the quality of the output. Teachers should play an intermediary role in class, guide students to focus on output tasks, select appropriate input materials, and guide students to selective learning[5]. The output of students should not only meet the requirements of teaching objectives, but also combine their own practical experience and ideas. The enabling process is first based on an analysis of the text, student should reconstruct teaching objectives on the basis of understanding texts, it is necessary to focus on and selectively learn teaching materials, accurately align output goals and solve students' learning difficulties[13]. Integrate the old and new knowledge and apply the new knowledge to complete the classroom output task, and realize the teaching effect of "learning is used".

4.2.1 Structure enabling

After completing the teaching preparation of the driving part, students should first read the text, and then independently think about the overall idea and structure of the text. After that, students can discuss the text structure of this exposition and their own thinking framework when writing similar articles in groups. After students' communication and discussion, teachers can invite several students to express their views. In this process, teachers need to provide timely and effective feedback to help students interpret the text. After in-depth interpretation of the text structure, teachers should provide students with excellent examples of different types of structures.

Teaching Guidance:

After the students have read the text, the teacher should lead the students to perceive the structure of the article. When students conduct text analysis, teachers can guide students to better understand the structure of the article by asking questions: (1) Do you know what the structure of this article is? (2) Do you know any other structures of expository writing?

(3) What sentences or words in the passage provide guidance for you to define the structure of the passage? After completing the independent reading, students will have a group discussion. After the group discussion, each group will brainstorm and collect the answers from the members, and the teacher will lead students to analyze the text structure again and answer their doubts. This article mainly use the structure of deduction and summary to build the framework. In the process of promoting text structure, teachers should provide students with a variety of writing structure choices, such as progressive, parallel and other writing examples, lead students to experience the typical characteristics of different article structures, and cultivate students' sensitivity to some sentences or vocabulary in the article that define the structure of the article.

4.2.2 Language enabling

Language enabling is to guide students to pay attention to the language expression form of the original text through language practice, and review the language expression form of students' original knowledge reserve, and guide students to express the conceived content in appropriate language. In the process of expression, it is necessary to improve the accuracy of language expression and the complexity of their skills in applying language. This is also a process to guide students to use, learn and combine learning and using in learning, that is, to apply students' existing language expressions to writing, and to use the language expressions learned from reading and writing combined with text in writing, so as to combine learning and using.

Students appreciate and analyze the text content, reserve the good words and sentence patterns in the text, and prepare for writing; And teacher guides the students to analyze the text content and vocabulary expressions. Each student exchanges and shares their ideas in the group, lists the main points of the description of the place, explains their writing ideas and general content. After the completion of the concept of the content, each student should choose their favorite words or sentence patterns to share and exchange some words and sentence patterns that they will use to describe the location, scenery, traditional customs, food and culture, and stimulate students' creative thinking through communication and sharing within the group. After students exchange and share, teachers should help students realize the innovative construction of the text content, realize the necessary accumulation of students' writing and creation, and provide more excellent samples for students' reference. Students can also learn from each other in the process of communication and discussion in the group or with the teacher.

Teaching Guidance:

In the process of language enabling, teachers can help students write better by asking the following three questions: (1) What's the main idea of the article? (2) What sentences or words do you think are worth learning from this article? (3) What words or sentences do you think are necessary to describe related topics? In the language enabling process, teachers should guide students to accumulate relevant writing vocabulary and sentence patterns on the basis of text content analysis, experience different language styles, change rigid writing methods, and make the language more vivid and flexible.

4.3 Teaching evaluation based on learning to improve the quality of writing

Only when students get timely evaluation and feedback in the writing process can they make continuous progress and improve themselves constantly. No matter what type of output, evaluation is better than no evaluation, and multiple forms of evaluation are better than a single form of evaluation[14]. Evaluation is also an important link in order to consolidate the previous output tasks.

In the timely evaluation, students can continue to write the text after reading the output, and then carry out the mutual correction between students and teachers. The purpose is to make students aware of their own output problems, and cultivate the ability of self-evaluation and revision under the guidance of teachers. In class, students can also be guided to unified problems.

The other part is the delayed evaluation and after-class evaluation, in which the teacher can carefully correct each student's follow-up work and point out the problems in the content, language and structure of the student. It improves the depth of students' processing after reading, improves the quality of the text after reading, and further consolidates the

quality of the output tasks. At the same time, it also provides a reference for the adjustment of the teaching plan and direction in the next step.

In the assessing process, the teacher should first introduce the topic of the article, then ask the students to read quickly to understand the story structure and plot of the article, and then ask the students to verbally output the sequel content according to the information given. In this step, students can understand their shortcomings and clarify the writing goal. The enabling process is divided into structure enabling, content enabling and language enabling. Finally, students are asked to complete a complete composition independently.

In the process of assessing, we should first conduct peer evaluation, let students evaluate each other, find out the basic vocabulary and grammar mistakes, and deepen the impression of the scoring standard and the scoring process. And the second evaluation is teacher evaluation in class, which is carried out in class. The teacher picks out a typical student sequel, analyzes and grades it from three aspects: content, language and structure, and explains typical problems commonly existing among students. Lastly, the third evaluation is after-school evaluation. Because of the limited time in class, teachers can make more detailed and personalized evaluation of each student after class. Then students can carefully modify their composition according to the teacher's suggestions, which can further improve the quality of students' compositions.

5. Conclusion

The mastery of writing skills is an important sign of the improvement of students' comprehensive language accomplishment. Production-oriented Approach advocates students' combination of learning and application, and promotes students' understanding and application of what they have learned with Production-oriented Approach, which meets the requirements of the current new curriculum reform for students' English learning. Therefore, in the teaching of English writing in senior high school, teachers should fully understand the basic concept of "Production-oriented Approach", master its teaching process and methods, and reasonably design teaching activities according to their own teaching conditions. In the three process of motivating, enabling and assessing in writing teaching, teachers' leading, supporting and facilitating roles are given full play to help students overcome output inertia and improve their output ability in English learning, so as to truly apply what they have learned and finally achieve the goal of improving teaching quality.

All in all, the Production-oriented Approach undoubtedly provides a feasible method for foreign language teaching in China. The guidance of Production-oriented Approach can not only effectively stimulate students' learning enthusiasm and improve their output ability, but also greatly improve the overall quality of students. Therefore, the author also hopes that more teachers and scholars will join the research of Production-oriented Approach and try to use it so as to enrich and perfect the theoretical research direction of POA and effectively promote the further development of foreign language teaching in our country.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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