Practice and Thinking on Integrated Teaching of English Reading and Writing Units in Senior High School under the Background of "Double New" -- Take Unit 3, Compulsory 2 of Senior High School English of New Version of PEP as an Example

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Abstract

The "Double New" refers to new curriculum and new teaching materials for general high school. The "Double New" has put forward higher requirements for high school English teaching. The traditional high school English reading teaching is mostly pure reading teaching, which is difficult to combine reading and writing and realize the migration from reading to writing. It is difficult to combine reading and writing to achieve the transfer from reading to writing. The integration of reading and writing units can effectively solve this situation. This paper takes Unit 3 of Compulsory 2 of senior high school English of new version of PEP as an example to explain how teachers can realize the integration of reading and writing units in high school English in the context of the "Double New", and explores how to make high school English reading integrated around the six elements and develop the core English literacy through the analysis of unit texts, interpretation of teaching objectives and design of teaching activities. In this paper, we explore how to make high school English reading closely integrated with the six elements, develop the core English literacy, explore the connotation of the text, implement moral education, and realize the education of the subject.

Keywords— high school English teaching; integration of reading and writing; whole unit teaching

I. INTRODUCTION

In the "Double New" context, teaching the unit as a whole is consistent with the idea of an activity-based view of English language learning and can more efficiently implement language learning and output patterns into the classroom. Previous reading and writing lessons may have focused only on the connections between reading text and writing output, while ignoring the unit topics and thematic contexts. Unit-integrated literacy lessons can more effectively facilitate the teaching of the whole unit in a thematic sense, from a focus on a single text to a unit topic, from a focus on a single text to a focus on multi modal discourse. This paper will discuss how to carry out integrated teaching design of reading and writing units from the perspective of reading and writing unit integration, combine with specific cases to develop students' core literacy in English, and realize the landing of core literacy from concept to practice in English classes.

II. THE CURRENT SITUATION OF HIGH SCHOOL ENGLISH READING TEACHING

The author's analysis of the English lessons reveals that the classroom organized by English teachers has certain shortcomings in terms of the environment and the presentation of knowledge. During the lessons, the teachers were more concerned with the students' performance and learning outcomes than with their ability to learn and the overall performance of the learning process. At the same time, there are also significant constraints in the teaching methods. In the process of lesson preparation, teachers fail to recognize the necessity of integrating modules, splitting the two modules of reading and writing and teaching them independently on this basis, resulting in the limitation of students' thinking logic and subject competence. Under the "Double New" background, English teachers need to make positive changes in their ideology, fully implement the teaching mode of integrating reading and writing, let students recognize the articulation between the two, grasp more detailed and comprehensive writing thinking in the process of reading, and deepen their understanding and perception of reading basics in the process of writing, so as to realize reading for writing, reading for thinking, and writing for reading.

III. READING-WRITING INTEGRATION AND READING-WRITING UNIT INTEGRATION

3.1 Theoretical Basis of Reading-writing Integration and Reading-writing Unit Integration

Reading lessons provide topics and new information that integrate knowledge and interest, activate students' thinking, allow students to fully interact with the text, and enhance student engagement, making them a more effective form of language learning. However, in students may have difficulty expressing themselves and presenting in their own language after learning a reading lesson, the learning does not meet expectations and it is difficult to apply the learning.

"Both reading and writing are communicatively purposeful acts and are inseparable." (Tsai, 2006) disapproves of teaching the two skills of reading and writing separately because this approach is a barrier to effective learning of reading and writing in a foreign language.

(Krashen, 1984) states that comprehensible input is the key to language acquisition and that in an integrated skills teaching approach, students can comprehend and decode information and learn to apply it to the output of writing. (Smith, 1983) commented that knowledge can be easily transferred if there is a thematic connection between reading and writing . The combination of reading and writing achieves the concept of reading for writing and writing for reading, which can make reading lessons more efficient and create contexts where students have opportunities and platforms to practice the expression of the language knowledge and thinking they have learned, while also testing reading instruction and guiding students' writing. For example, reading texts provide very high-quality models for writing, and students can draw on the structure, content, and language of the reading texts. In order to write better, students may pay more attention to the interpretation of the text during the reading process, while in the process of writing, students will also rethink the reading text, thus achieving the migration from reading to writing.

If reading to writing is a leap, then integrating reading and writing to reading and writing units is another major advance. In the past, the teaching process of a lesson, due to the limited class time, a lesson to take into account both reading and writing, often lose sight of each other, while reading and writing unit integration can effectively solve this situation, especially in the current double new context, reading and writing unit integration teaching can be more efficient in the implementation of language learning and output mode in the classroom, in the implementation of teaching not only focus on the connection between reading and writing can focus on the unit topic, the theme context, and thus more effectively promote the overall teaching of the unit under the theme meaning. In this way, we can more effectively promote the teaching of the whole unit in a thematic sense, realize the interlocking of listening, reading, reading and writing, and promote the cultivation of core literacy in English and the implementation of core literacy in English classes from concept to practice.

3.2 Teaching Practice of Integrating Reading and Writing Units--Take Unit 3, Compulsory 2 of Senior High School English of New Version of PEP as an Example

3.2.1 Unit and Text Analysis

The thematic context of this unit is "people and society"; the thematic cluster belongs to "science and technology"; the content of the thematic context requires technological development and information technology innovation, scientific spirit, and information security. Unit sub-topics include: "Internet activities and online hobbies", "Stronger Together: How we have been changed by the Internet. Internet has brought great changes to Wuzhen", "Choose the best app" , "Online Safety.Internet has brought great changes to modern life", " Compare English Learning websites/apps", "Social media and teen health".

This unit starts with students' own Internet activities and habits, and introduces the unit topic of "Internet". Further discussions on the changes brought by the Internet to our lives and society, the choice and comparison of software, Internet safety issues, and youth problems caused by the Internet, help students understand the context of the topic and penetrate the value of "proper and reasonable Internet access".

The unit was analyzed according to the six elements of English curriculum content (thematic context, types of discourse, language knowledge, cultural knowledge, language skills, and learning strategies) of the general high school English curriculum standards (Ministry of Education of the People's Republic of China, 2018).

Table 1 :Text Analysis of Each Panel of the Unit

Board	Main content	Display format
Listening and Speaking	Internet habits, learn to ask others about their Internet habits; activate students' existing knowledge and introduce the topic	Pictures, survey reports
Reading and Thinking	Initial understanding of the good changes brought to our lives by the Internet	Texts (Explanatory texts)
Discovering Useful Structures	Grammar exploration; learning the active and passive voice of the present perfect tense	Exercise questions, poetry composition
Listening and Talking	Discuss how to choose a suitable software, learn to judge further by describing the functions of the software, and deepen the understanding of the topic	Advertisement
Reading for Writing	Through the theme of Internet safety, students are guided to create their own blogs, and deepen their understanding of the theme through self-revision, peer-revision, and class presentation; from the perspective of the hidden dangers brought about by the Internet, students are guided to look at the problem dialectically and exercise their thinking skills.	Blog
Assessing Your Progress	Integrate vocabulary, grammar exercises, and projects into the context of the topic to check students' understanding of the topic; create projects about the Internet or software use to exercise students' learning and thinking skills	Interviews
Video Time	Reflection and evaluation, reflecting on their own online behavior and making suggestions, sublimating the theme "proper use of the Internet"	Videos, discussions

3.2.2 Interpretation of Teaching Objectives
3.2.2.1 Unit Teaching Objectives

①　Acquire and express information through written and oral exercises to understand and apply knowledge of vocabulary, including vocabulary about the Internet.

②　Extracting the thematic gist and detailed information of a text from a multimodal text, summarizing the various aspects of change that the Internet has brought to us, as well as the potential dangers, to help students form a correct perception of the Internet.

③　Understand and use the active and passive tenses of the past perfect in discourse, and be able to use them to

discuss the advantages and disadvantages of the Internet and thus to reflect on their own online behaviour.

④ Work as a group to complete a blog about software or the Internet.

3.2.2.2 Reading for Writing Lesson Objectives

After learning this lesson, students will be able to:

① Read to find the topic sentence, grasp the main idea of the article, and summarize the title of the article.

② To obtain and sort out details about "golden rules" and "online troublemakers", and to appreciate the characteristics of blog writing.

③ Understand and refine the structure and language features of blog posts by reading the articles and grasp the characteristics of blog posts.

④ Create a blog on the topic of cyber security based on the blog writing
tips summarized in class.

⑤ Discuss bad Internet phenomena and give advice on

how to surf safely, and think about how to surf the Internet healthily in relation to oneself.

3.2.2.3 Teaching Focus

①Students are able to understand and distill the structure and linguistic features of blogs.

②Students will be able to write a blog on the topic of cyber security while improving their writing and language skills.

The objectives are set following the three levels of learning comprehension, application practice, and migration innovation in the view of English learning activities, reflecting the integration and development of language, culture, and thinking, and having the characteristics of operability and detectability, which are conducive to teachers' implementation and evaluation in teaching activities (Wang Qiang, Zhou Mi, and Cai Mingke, 2021).

3.2.3 Design of Teaching Activities

Table 2: Design of Teaching Activities

Teaching Objectives	Activity format and steps	Activity Intent
Students are able to describe "Cyberbullying,Internet Rumors, Information Leak" these three network malpractice and think about it	Brainstorming and Sharing	Introduce the topic through the form of pictures. Activate students to the bad phenomenon of the Internet
Students can use the textbook pictures predicting the source of the article and be able to organize the style knot Features of the structure	Fast reading and answer questions. •Where is the blog post from? •What parts does the blog post include?	The questions lead students to discover blog Article Structure Features
Students will be able to discover the main idea of the article and the organization of the blog to prepare for the next writing.	Scanning: find the main idea. Segmented reading: study the organization and language features.	Through questions, mind maps, charts and diagrams to guide students to the main idea of this blog, detailed information three golden rules, online troublemakers, language features to help students understand the text.
Students are able to apply and export what they have learned in class	Writing: Choose one of the topics(Online shopping sites/Social networking apps/Online chat rooms)	Guide students through tips follow the blog structure, using linking words, imperative sentences, definition... To create blog.
Students are able to achieve self-assessment	Polish the blog post	Guiding students to embellish their blogs. Achieving self-assessment

The analysis of the discourse should be led by the theme, from the three aspects of language characteristics, content and structure. the activities of this teaching delineate the chapter structure of this paper in the Fast-reading part. the Careful-reading part refines the main idea of this paper, refines the characteristics of the language of this paper through the search of detailed information, and summarizes the writing characteristics of the blog, in which the teacher guides students to draw a mind map of the main part to promote their ability to think inductively and summarize.

A diversified evaluation system can provide a more comprehensive response to students' performance. The design of this lesson is based on the theory of diversified evaluation. After students finish blog creation, they will make self-evaluation according to the evaluation criteria given by the teacher, and make the first round of revision. Three rounds of revisions, constant polishing and evaluation can improve students' writing ability very well.

3.2.4 Emotional grooming

In this period, students love to play games and catch up with dramas, and the theme of this lesson is "Internet", which suits the age of students. During the teaching process, the teacher guided students to sort out their emotions about the Internet environment, and students expressed their own opinions and offered suggestions to improve the Internet environment.

There are six sub-topics in this unit, starting from students' own Internet habits, then discussing the changes brought by the Internet to our life and society, software selection and comparison, Internet safety issues, youth problems caused by the Internet, , etc., which help students understand the context of the topic in depth while penetrating the value of "proper and reasonable Internet access" in layers. The book is designed to help students understand the context of the topic and to penetrate the value of "correct and reasonable Internet access.

Based on the major theme of "Internet Safety", this lesson guides students to discuss undesirable Internet phenomena and give their own suggestions to raise their awareness of Internet safety and establish a healthy and green view of the Internet, not only to regulate themselves to become a qualified, civilized and responsible Internet citizen, but also to build a green and healthy social network environment. contribute their own share of power. In this way, we will carry out emotional grooming, improve students' cultural awareness, and promote the landing of core literacy in English.

IV.   CONCLUSION

By implementing the integration of reading and writing units in the context of the double new, teachers integrate the unit teaching content through unit text analysis, teaching goal interpretation, teaching activity design, and emotional combing, so that teaching moves from fragmentation to correlation and from shallow to deep, and realizes the migration from reading to writing. Students develop language skills, cultural awareness, thinking quality and learning ability in the activities, and promote core literacy in the classroom. The integration of reading and writing units is conducive to achieving the teaching goals of reading for writing, reading for thinking, and writing for reading and helps teachers cultivate students' core literacy, implement the fundamental task of establishing moral education, and highlight the nurturing value of the English subject. This paper explores the specific practice of integrated teaching of reading and writing units, which may be inadequate. We expect more research to explore the theory and practice of integrated teaching of reading and writing units in English subject in the future, and we will work together to achieve the goal of educating people in English subject.

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