

Exploration of English Writing Teaching Strategies from the Perspective of Learning Science in the Context of Large-Unit Teaching

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Abstract: Writing is an important part of English teaching in senior high school. It is one of the important language skills that students need to master. Under the background of the new curriculum reform, teachers should pay attention to innovative educational ideas, use large unit teaching methods to teach writing skills, provide students with rich writing opportunities, and promote the improvement of students' writing levels. Based on this, this paper studies English writing teaching strategies from the scientific perspective of large unit teaching, analyzes the value of large unit teaching in English writing teaching, and puts forward specific implementation strategies, aiming to effectively improve students' English writing level by integrating teaching content, improving students' writing ability and understanding of the subject.

Keywords: Large unit teaching; Senior high school English; Writing instruction

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1. Introduction

Big unit teaching emphasizes the theme as the core, through the integration of relevant texts and teaching resources, to improve students' comprehensive quality and writing ability, which is in line with the concept of the new curriculum standard ^[1]. In this regard, teachers should pay attention to the design of teaching based on the concept of large units, create a variety of teaching situations, guide students to imitate writing, creation, etc., develop students' English writing level, and improve the quality of English writing teaching ^[2]. From the perspective of learning science, this paper will explore the application of a large unit teaching strategy in senior high school English writing teaching, to provide new ideas and methods for English writing teaching.

2. The value of English writing teaching in senior high school under large unit teaching

2.1. It is conducive to promoting the reform and optimization of teaching

Large unit teaching emphasizes taking the theme as guidance, integrating relevant knowledge points and skills into a large teaching unit to form a complete teaching system. Under the guidance of large unit teaching, English writing teaching is no longer limited to a single grammar and vocabulary training, but combines writing with reading, listening, speaking, and other language skills to form a comprehensive language learning process, which is conducive to improving students' language application ability and promoting teaching reform to a more scientific and reasonable direction.

2.2. It is conducive to improving students' core English literacy

Core English quality refers to the comprehensive quality of language ability, cultural awareness, thinking quality, and learning strategy formed by students in the process of English learning. The English writing teaching under the large-unit teaching not only pays attention to the improvement of students' language skills but also pays more attention to the cultivation of students' cultural accomplishment and thinking ability^[3]. Through writing, students can have a deeper understanding of the cultural background and social phenomena of English-speaking countries, and enhance their cultural awareness and intercultural communication ability^[4].

2.3. Writing is conducive to promoting students' all-round development

English writing teaching activities based on large units require students to use vocabulary, grammar, and sentence patterns to express ideas, which can exercise students' language organization ability, enhance students' sensitivity and application of the English language, and constantly improve their English level through continuous practice and reflection^[5]. This process can exercise students' logical thinking ability, stimulate students' creative inspiration, and enable students to learn how to look at problems from a unique perspective and how to express their ideas clearly with language^[6].

3. The essence analysis of quality cultivation under the scientific perspective of large unit teaching and learning

3.1. Quality cultivation pointing to the transfer of high channel

In the context of the transformation of the time, the cultivation of literacy has become a common demand in global education. Compared with simple "problem solving", literacy emphasizes more on "creative problem solving"^[7]. In the teaching of large units, English writing is not only a pile of vocabulary and grammar, but also a process in which students use what they have learned, combine personal experience and innovative thinking and express their thoughts and emotions. This teaching mode encourages students to jump out of the traditional framework and try new ways of expression, to cultivate their creative thinking and problem-solving skills.

3.2. Changes in knowledge structure

The change in knowledge structure is one of the core characteristics of large unit teaching. In the teaching of English writing, this is mainly reflected in the following aspects: First, the alternations of new and old concepts make students constantly accept new knowledge while consolidating old knowledge. Secondly, the active degree of concepts is improved, students no longer passively accept information, but actively explore and discover. Finally, the correla-

tion between concepts is strengthened, and students can integrate knowledge from different fields to form a more complete and systematic knowledge system. This change in knowledge structure helps students better understand and use complex concepts and techniques in English writing ^[8].

3.3. The change of teaching concepts

The improvement of the knowledge structure level depends on the change of teaching concept to a large extent ^[9]. In the teaching of large units, teachers need to abandon the traditional cramming teaching and adopt more flexible and diverse teaching methods to stimulate students' learning interest and initiative. Teachers need to focus on cultivating students' critical thinking and independent learning abilities and guide them to learn to think independently and solve problems. The change of teaching concepts will not only help improve students' English writing level but also promote the all-round development of their comprehensive literacy.

4. Large unit teaching: An exploration of English writing teaching strategies from the perspective of learning science

4.1. Analyze the teaching theme of large units and design the writing objectives

From the perspective of learning science, large unit teaching provides a brand new perspective and method for English writing teaching. Teachers should deeply understand the content of textbooks, integrate scattered knowledge points of units, combine key information of units, extract corresponding teaching themes, design clear writing teaching objectives based on the teaching requirements of large units and English curriculum standards, and effectively improve students' writing ability. Cultivate students' critical thinking and innovation ability ^[10]. Take the optional compulsory Volume 3 "Unit 3 Environmental Protection" as an example. The unit's topic context is "environmental protection" and aims to guide students to think deeply about the relationship between humans and the environment, and how students can rationally optimize the environment (**Table 1**). According to the unit teaching content, teachers can list the following teaching objectives: Knowledge objectives: Students should be able to accurately grasp the English vocabulary, phrases, and sentence patterns related to "environmental protection", such as "environmental protection", "sustainable development", "take measures to do something", etc., and use them correctly in writing ^[11]. At the same time, students will be familiar with the structural and linguistic characteristics of different genres (such as argumentative essays, expository essays, proposals, etc.). For example, an argumentative essay needs to have clear arguments and an argumentation process. Skill objective: Through the analysis of reading materials in the unit, learn to extract key information and summarize it, to accumulate writing materials. Be able to use appropriate logical connectives and transitions to organize articles according to different writing task requirements, so that the writing content is clear and hierarchical. For example, when discussing environmental protection measures, one can reasonably use "firstly, secondly, finally" and other connectives. In addition, students should have the ability to revise and polish the language and be able to check and correct grammatical errors and spelling mistakes in the articles to improve the overall quality of the articles. Objective: To have a deep understanding of the importance of environmental protection and enhance students' awareness of environmental protection and social responsibility ^[12]. Encourage students to actively express their views and attitudes on environmental protection in writing, stimulate students' enthusiasm for spreading environmental protection concepts through English writing, and cultivate students' awareness of cross-cultural communication of environmental protection information in English.

Table 1. Unit 3 environmental protection teaching content

Teaching objectives	Ability development
Knowledge objectives	Be able to master relevant English vocabulary, phrases, and sentence patterns accurately and use them correctly in writing; Be familiar with the structural and linguistic features of different genres (such as argumentative essays, expository essays, proposals, etc.)
Skill goals	Learn to extract and summarize key information to build material for your writing
Affective attitude goal	Deeply understand the importance of environmental protection, and enhance students' environmental awareness and social responsibility.

4.2. Summarize the text content of large units and accumulate writing materials

Writing is an important and difficult part of English teaching in senior high school, and there are many learning difficulties for students^[13]. Teachers should help students overcome

problems using large unit teaching, promote students' in-depth understanding and summary of the text content, accumulate writing materials constantly, and improve students' English writing levels. In terms of teachers, teachers should recognize the important value of large unit text content to students' writing activities, and pay attention to guiding students to carry out writing exercises around the textbook text content, to realize the continuous expansion of thinking (**Figure 1**)^[14]. Teachers should deeply study the English textbooks, lead students to read the textbooks and feel the emotions and meanings expressed in the English texts, to consolidate the students' English foundation, master the relevant grammar and sentence patterns of the texts, and apply them in writing, to promote the effective combination of the textbook content and writing. Take high school English "Unit 3 Sports and Fitness" as an example. This unit focuses on sports and health as well as athletic spirit, which can make students feel the charm of sports and deeply appreciate the value contained in athletic spirit. The teacher first guides the students to read the unit fluently to ensure that the students can accurately understand the text information^[15]. In the reading, teachers can set some guiding questions to help students grasp the main idea and details of the passage. For example, for the reading material of Steph Curry and the Chinese Women's Volleyball team, they can ask "What sports spirit did Steph Curry and the Chinese Women's Volleyball team demonstrate respectively?" Such questions can stimulate students' thinking and promote their in-depth understanding of the text content. After establishing a preliminary understanding of the text content, the teacher guided the students to sum up the athletic spirit of Steph Curry and the Chinese Women's Volleyball team. The students were asked to have a group discussion and extract keywords such as "perseverance",

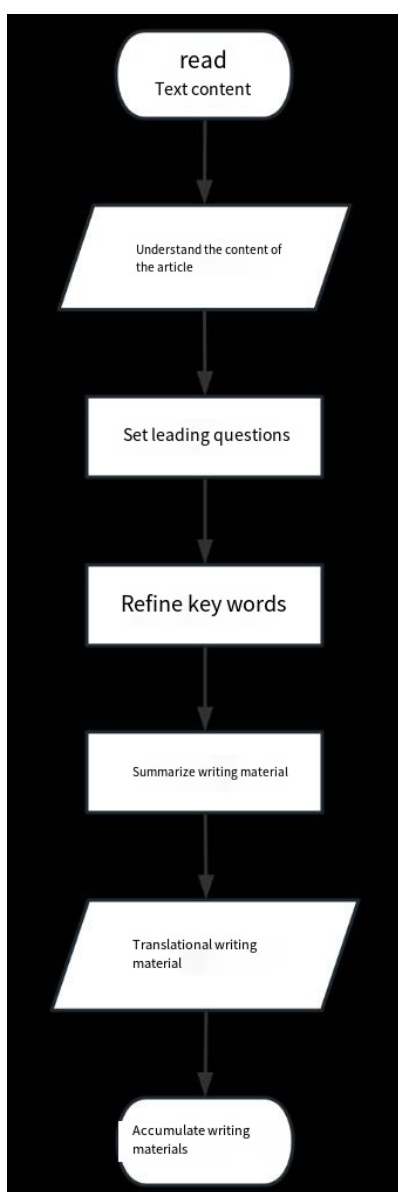


Figure 1. Large unit teaching in English teaching

“courage to challenge” and “teamwork”. Combined with the keywords, the teacher guided the students to transform the essence of the text into writing materials. Such as “In this way, practicing day in and day out helped his skills” and “Sweat your way to good health” which encouraged students to use them in their subsequent writing.

4.3. Read the content of large units of articles, and carry out reading to promote writing

In the implementation of large unit writing teaching, teachers should recognize the relationship between reading and writing, and let students carry out reading promoting writing activities based on reading large unit articles, to improve students' English writing ability^[16]. Through continuous writing and rewriting exercises, students can not only deepen their understanding of the text content but also exercise their imagination and creativity, to comprehensively improve their English writing ability. First, organize continuous writing activities. Continuous writing is a writing method that extends the ideas of the original text and can convey a certain idea or plot of the author. Before continuing writing, students should master the specific issues of the text, understand the main plots, accurately grasp the characteristics of the characters and the views of the text, etc., on this basis, publish a unique personal profile and continue writing according to the theme of the article^[17]. Teachers can guide students to add sentences after reading, for example, “The article is probably about _____. When we say a topic is food for thought, we mean that topic is worth _____ about.” Second, do the rewrite activity. Rewriting refers to the writing method that expresses the ideas of the article in different forms and produces the same meaning as the text, but the expression of the text is different^[18]. Rewriting can effectively exercise students' English writing ability, provide students with independent creation space, and flexibly use what they have learned to paraphrase the text content. For example, the teacher provides the sentence “What he got from the adventure is sheer joy.” “He ate and made money to enjoy life.”, Students can change it to write “The adventure brought him immense joy.” “He earned money to fund his adventures and enjoy life to the fullest.” and so on. When assigning rewriting tasks to students, teachers may ask students to use news reporting to paraphrase the content of the article, and encourage students to add their own opinions and comments appropriately to enrich the content and depth of the article^[19]. Through rewriting, students can not only exercise their language organization and expression skills but also cultivate their familiarity and sensitivity to the news reporting genre^[20].

5. Teaching Suggestions on English writing from the perspective of science

Combined with the author's teaching practice, this study gives the following suggestions for English writing teaching under the large unit: Integrate teaching resources, pay attention to a wide range of resources related to the theme of large units, such as English documentary clips, foreign official reports, etc., and integrate them into writing teaching. Let students have access to real and rich language materials, broaden their horizons, and provide more inspiration and materials for writing. Construct contextual writing tasks. It should be combined with the theme of large units to create real and close to students' life situations, such as simulated English newspaper contributions, international communication emails, etc. so that students can have something to write under the situational drive and stimulate their interest and motivation in writing. Strengthen knowledge integration and transfer. Emphasis should be placed on integrating vocabulary, grammar, discourse, and other knowledge into the theme of the large unit to guide students to use it flexibly in writing. For example, in the unit “Campus Life”, students can integrate vocabulary and sentence patterns describing campus facilities, courses, and activities. Brainstorm before writing to help students sort out their ideas and organize their opinions; Give feedback in time to correct language errors and logic problems; Organize mutual evaluation and reform after writing to promote students' common progress.

6. Conclusion

To sum up, English writing teaching in high school from the perspective of large units can promote the integration and application of curriculum knowledge, improve the integrity and comprehensiveness of teaching, cultivate students' comprehensive literacy and critical thinking ability, and lay a solid foundation for student's all-round development. In the implementation process, teachers should analyze the teaching theme of large units, summarize the text content, and carry out activities to promote writing by reading, which can effectively improve students' English writing ability and understanding of the theme. In the teaching process, new problems and situations will be encountered constantly. Teachers should actively promote and apply the large-unit teaching strategy to create a better environment and conditions for students' English writing learning and improve their English writing ability.

Disclosure statement

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