Research on Post-Reading Writing in the Teaching of Senior High School English Based on Core Literacy

Xu Wang*

Changchun Boshuo School, Changchun 130103, Jilin Province, China

Corresponding author: Xu Wang, w.x.a.jyj@163.com

Abstract: In today's education field, high school English teaching no longer involves just the imparting of language knowledge, but is also related to the cultivation and promotion of students' core quality. Among them, as an important teaching activity, post-reading writing has shown its unique teaching value under the framework of core literacy. This paper aims to deeply explore the teaching of post-reading writing based on core literacy in senior high school. Through theoretical overview and application, the significance of core literacy in the background, and the sharing of teaching strategies, it aims to provide a new way of thinking and methods for English educators, so as to promote the comprehensive improvement of students' language ability, cultural awareness, and thinking quality.

Keywords: Core literacy; Senior high school; English; Read and write; Teaching

1. Theoretical overview and application of English reading and writing

In English teaching, post-reading writing is not only a creative writing activity, but also an important means to cultivate students' core quality. Its core is that by reading an incomplete story or passage, students are required to exert their imagination and creativity and continue to write a logical and coherent new chapter. The theoretical basis of this teaching method comes from the cognitive laws of language learning and the principles of educational psychology. It emphasizes students' subjectivity and participation and encourages them to create and express their own works on the basis of understanding the original text [1].

In terms of theoretical overview, providing students with a bridge between language input and output promotes the internalization and application of students' language knowledge. In the process of reading, students not only absorb the vocabulary, grammar, and expression in the text but also apply this knowledge in the process of writing, thus deepening the understanding of the language rules. At the same time, reading and writing also cultivate students' critical thinking and creative ability [2]. When analyzing the plot, characters, and story direction of the original text, students need to use critical thinking to judge and reason; in the process of continuing the story, students need to develop their innovative ability to construct new plots and characters.

On the application level, the teaching strategy of reading and writing should follow the principle of gradual progress. First of all, teachers can guide students to master reading skills and writing strategies step by step by selecting text materials suitable for students' level [3]. With the improvement of students' abilities, teachers can gradually increase the difficulty and complexity of texts to challenge students' reading and writing skills. In addition, teachers can also organize reading and writing activities for students to have group discussions and cultivate their teamwork and communication skills.

2. The significance of reading and post-reading writing under the background of core literacy

In the current wave of educational reform, the cultivation of core literacy has become a hot topic in the field of education. For senior high school English, core literacy mainly includes language skills, cultural awareness, thinking quality, and learning ability. As an innovative teaching method, post-reading writing can not only effectively improve students' comprehensive English application ability, but also play an important role in cultivating students' core quality.

First of all, post-reading writing can effectively improve students' language skills. The activity requires students to first read an unfinished story or article, and then continue writing according to the story plot and context. In this process, students need to use the vocabulary, grammar, and sentence patterns they have learned on the basis of understanding the original text, so as to exercise their language understanding and expression skills. Through continuous practice, students can use English more freely to communicate and improve the accuracy and fluency of the language [4]; post-reading writing can also exercise students' thinking quality [5]. Continuous writing activities require students to make logical reasoning and creative ideas according to the plot of the original text, which requires students to have critical and innovative thinking. Through continuous reading and writing practice, students can gradually develop the ability to think independently, analyze and solve problems, and form a good quality of thinking. By constantly challenging and surpassing themselves, students can also cultivate the learning spirit of perseverance and courage to explore [6].

3. The teaching strategy of reading and post-reading writing on the basis of core literacy

3.1. Setting situations to improve students' language skills

In the teaching of English reading and writing in senior high school, how to effectively improve students' language skills and cultivate their core qualities has always been the focus of teachers' attention. Taking the childhood language learning experience of the famous American female writer Helen Keller as an example, we can deeply discuss how to set up situations in class to help students improve their language skills.

Helen Keller's story is full of challenge and tenacity, and it provides an excellent teaching material for us. As a girl born deaf, mute, and blind, she overcame many obstacles and eventually learned to speak and write, a process that in itself challenged the limits of her language skills. Through Helen Keller's story, teachers can guide students to analyze her strategies and methods in the process of language learning, so as to help students understand the nature and importance of language learning. In the teaching process, teachers can first ask students to use reading strategies to analyze the stylistic features of Helen Keller's story, sort out its structure, and analyze the clues of the development of the story. Next, teachers can guide students to integrate and summarize the learning process and psychological changes of Helen Keller. By refining the topic language, combining the structural knowledge of the language and the applied knowledge, students can fill in the blanks

in the text table, which not only improves their logical thinking and language skills but also enables them to have a deeper understanding of Helen Keller's tenacity and perseverance [7]. Subsequently, teachers can carry out post-reading activities based on the reading of the text [8]. By clarifying the grading criteria for reading and writing, students can be guided to conduct self-assessment and mutual assessment, which can not only improve their collaboration, creativity, and writing skills but also enable them to further deepen their understanding of Helen Keller's story in the writing process. This kind of teaching method can not only stimulate students' interest and motivation in learning but also enable them to experience challenges and grow in the process of language learning [9].

3.2. Daily accumulation to cultivate students' cultural awareness

In the daily English teaching process, it is critical to cultivate students' cultural awareness. This not only helps improve students' language skills but also helps them develop an understanding and respect for diverse cultures. Taking the text "Wildlife Protection" as an example, we can integrate the cultivation of cultural awareness into the practice of reading and writing through a series of well-designed teaching activities.

First of all, in the learning process of the text, teachers can guide students to understand Daisy's dreams and her conversations with various animals in depth. By analyzing these conversations, students can learn about the living habits of different animals and the threats they face, thus enhancing their understanding of wildlife protection. At the same time, teachers can also use tools such as mind maps to help students sort out storylines and key information, and prepare them for subsequent reading and writing activities. Then, teachers can organize group discussions, through which students can inspire each other, broaden their ideas, and provide more inspiration for subsequent writing activities. This session can not only help students review the vocabulary and expressions in the text but also improve their speaking and writing skills. After reading and writing, teachers can ask students to combine their own views and discussion results, carry out reasonable imagination and reasoning, and continue writing about Daisy's dream and her actions in reality. Through this activity, students can apply the language knowledge and skills they have learned to practical writing and improve their comprehensive language application skills. At the same time, by continuing to write stories, students can further deepen their understanding of the topic of wildlife protection and form their own cultural awareness and values [10].

3.3. Guiding students' thinking and training their thinking quality

In the teaching of English after reading and writing in senior high school, it is essential to cultivate students' thinking qualities. It is not only related to the learning effect of students' English subject but also the key ability necessary for their lifelong development. Therefore, in the teaching process, teachers should carefully design teaching activities to guide students to think deeply and train their thinking quality [11].

Taking the course "Listening and Talking" as an example, we can adopt the following strategies to guide students to think and train their thinking quality. First of all, in the selection of listening materials, teachers should make sure that the content has depth of thought and discussion value. For example, teachers can choose a dialogue about environmental protection and ask students to think about the relationship between human beings and nature, the importance of environmental protection, and the actions they can take. Such a topic can stimulate students' interest in thinking and encourage them to take the initiative to participate in the discussion [12]. Secondly, teachers can adopt the method of step-by-step guidance in the presentation of listening materials. Firstly, students listen to the dialogue to get a general idea of the content; then, questions are asked to help them think deeply. For example, teachers might ask the student, "Do you think the environmental issues mentioned in this conversation are serious? Why?" or "Do you agree with the solution proposed in the conversation? Why?" Such

questions lead students to analyze problems from multiple perspectives and train their critical thinking skills. When guiding students to make oral expressions, teachers should also pay attention to developing their thinking quality. Students are encouraged to express their own opinions in discussions while listening to others' points of view and learning to respect and understand different opinions [13].

3.4. Strengthening cultural influence and increasing writing proficiency

In the teaching of post-reading writing in high school, it is important to strengthen cultural influence, which can not only help students more skillfully use English to express themselves, but also deepen their understanding of the text, so as to write a logical and authentic story continuation. In order to achieve this goal, teachers need to guide students to accumulate and apply culture from multiple levels [14].

First of all, teachers need to make students aware of the significant differences in expression habits between English and Chinese. English tends to use inanimate subjects and static expressions, which is in sharp contrast to the human subjects and dynamic expressions commonly used in Chinese. For example, when describing "My car has a flat tire," the idiomatic English expression is "I have a flat tire," rather than the literal translation "My tire is broken." This difference requires students to accumulate relevant knowledge in their daily study and consciously use it in writing. Secondly, teachers need to guide students to understand the rich sources of idioms and allusions in English. These idioms and allusions are often loaded with rich cultural connotations and historical backgrounds, and direct translation or following the text will often lead to misunderstandings. For example, "break a leg" does not literally mean "hurt one's leg," but is a common way to wish someone good luck. Similarly, "swan song" cannot be literally translated as "swan song," but rather refers to a farewell performance or someone's last work. Understanding these cultural backgrounds can help students grasp the meaning of the text more accurately and avoid deviating from topics when they continue to write [15]. Lastly, there are many euphemisms in English, which play an important role in daily communication. For example, "pass away" is used euphemistically to express "death," and "at one's last legs" is used to describe the state in which someone is about to collapse or die. Understanding and using these euphemisms correctly can make students' English expressions more appropriate and polite. In order to strengthen students' cultural influence, teachers can also organize various forms of classroom activities. For example, foreign teachers or English experts can be invited to give lectures to introduce the cultural customs and language expression habits of English-speaking countries; they can also carry out practical activities such as role-playing and simulated dialogue, so that students can experience and apply what they have learned in a real context.

4. Conclusion

The post-reading writing in the teaching of English based on core literacy in senior high school is a challenging and forward-looking task. Through the discussion of this paper, we not only deeply understand the unique role of post-reading writing in cultivating students' language skills, cultural awareness, and thinking quality, but also clarify the important strategies and methods in teaching practice. It is hoped that the theory and practice described in this paper can provide useful references for the majority of English educators, promote the continuous improvement of English teaching quality, and cultivate more future talents with international vision and comprehensive literacy.

Disclosure statement

The author declares no conflict of interest.

References

[1] Wang L, 2023, A Study on Post-Reading English Teaching in Senior High School Based on Language Competence Training Under Core Literacy. Examination Weekly, 2023(48): 91–95.

[2] Yao L, 2023, An Exploration of Post-Reading and Post-Writing Teaching in Senior High School Based on Activity View of English Learning. English Teachers, 23(21): 77–80.

[3] Zhou H, 2023, A Study on Teaching Practice of Post-Reading English in Senior High School Based on Core Literacy, China Education Innovation (Beijing) Culture Media Co., Ltd., China Global Culture Press, 2023 Proceedings of the Second "Forum on Efficient Classroom and Effective Teaching Mode" (Topic 2). Dajing Middle School, Shangzhou District, Shangluo City, 3.

[4] Xia Z, 2023, Core Literature-Based Teaching Strategies for Senior High School English Reading and Writing. College English, 2023(22): 181–183.

[5] Chen Y, 2023, An Exploration of Post-Reading and Writing Teaching in senior High School Based on Core Literacy. College English, 2023(17): 157–159.

[6] Xie M, 2023, Construction and Practice of Senior High School English Teaching Model Based on Core Competence of English Subjects. School English, 2023(11): 7–10.

[7] Cai J, 2023, Research on Post-Reading and post-Writing Teaching of Senior High School English Under the Background of College Entrance Examination, Guangdong Teachers' Continuing Education Society, Proceedings of the 6th Teaching Seminar of Guangdong Continuing Teachers' Education Society (1). No. 1 Middle School of Jilin City, 5.

[8] Tan S, 2022, Research on Post-Reading English Teaching in High School from the Perspective of Core Literacy, Working Committee of International Academician Association of China Association for the Promotion of International Science and Technology, Proceedings of the International Academic Conference on Innovative Education Practice (4). No. 18 Middle School of Chongqing, 3.

[9] Sun Y, 2022, Research on the Teaching of Senior High School English After Reading Based on Core Literacy, New Curriculum Research Magazine. Exploration of Curriculum and Teaching Reform Under the "Double Reduction" Policy, vol. 13. Liang Feng Senior High School of Jiangsu Province, 3.

[10] Pan X, 2022, A Study on Language Enrichment Strategies for Continuing High School English Reading and Writing from the Perspective of Core Literacy. Campus English, 2022(09): 45–47.

[11] Meng Q, 2022, A Study on Post-Reading and Post-Writing Teaching in High School English from the Perspective of Core Literacy. English for Middle School Students, 2022(06): 26–27.

[12] Song X, 2021, Research on Teaching and Practice of High School English Reading and Writing Continuation Under the Guidance of Core Literacy. Campus English, 2021(49): 181–182.

[13] Jiang L, 2021, Exploration of Teaching High School English Reading and Continuing Writing Under the Background of Core Literacy. Campus English, 2021(36): 130–131.

[14] Mou Y, 2020, Exploration of High School English Reading and Continuing Writing Teaching Based on Core Literacy. Middle School English, 2020(14): 82.

[15] Hong J, 2019, Exploration of High School English Reading and Continuing Writing Teaching Based on Core Literacy. Mingshi Online, 2019(36): 4–5.