

The Application Research of Reading-to-Write Mode Based on Thematic Context To English Writing Teaching in High Schools

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Abstract: The application research of reading-to-write mode based on thematic context to English writing teaching in high schools is a topic of wide concern in the field of education in recent years. This teaching method aims to guide students to form their own opinions in the process of understanding and analyzing these materials by selecting reading materials related to the course topic and encourage students to express these views through writing. This teaching mode can not only help to improve students' reading comprehension ability, but also effectively promote students' writing ability. The thematic context refers to the linguistic environment and background that is constructed around a central theme or concept in a specific communication or text. It includes vocabulary, phrases, sentences, and the overall meaning and emotions conveyed by the context. Thematic context is not limited to literal content but also includes implicit, associative, and cultural connections that collectively provide a comprehensive and in-depth understanding of the theme. In different contexts, the same theme may have different expressions and interpretations, so understanding thematic context is crucial for accurately conveying and receiving information.

Keywords: Reading-to-write; Thematic context; English writing

1. Introduction

1.1 Concept of thematic context

The thematic context refers to the linguistic environment and background that is constructed around a central theme or concept in a specific communication or text. It includes vocabulary, phrases, sentences, and the overall meaning and emotions conveyed by the context. Thematic context is not limited to literal content but also includes implicit, associative, and cultural connections that collectively provide a comprehensive and in-depth understanding of the theme. In different contexts, the same theme may have different expressions and interpretations, so understanding thematic context is crucial for accurately conveying and receiving information.

1.2 Concept of reading-to-write

Reading-to-write is a teaching method or learning strategy that emphasizes using reading to stimulate and enhance students' writing skills. This approach believes that reading is not only a means of acquiring information and knowledge, but also an important way to learn how to express ideas, structure articles and apply linguistic techniques. By analyzing reading materials in depth, students can learn how authors organize their thoughts, use vocabulary and sentence structures and convey emotions and opinions through words. Specifically, in the process of reading-to-write, students first encounter various types of texts, such as stories, essays, and explanatory texts. While reading, students will pay attention to the author's writing style, language use, and paragraph structure, among other features. Teachers can guide students in discussion and exchange, sharing their understanding and feelings about the reading material, thus further deepening their understanding of the material. After sufficient reading and reflection, students can begin to try applying the writing techniques and expression styles they have learned to their own writing. Students can use the inspiration from the reading material to brainstorm their article topics and structures, and try using the vocabulary, sentence structures, and expression styles they have learned to complete their own works and thinking development.

2. Research background

Reading and writing are two crucial skills. However, traditional English teaching often separates the two, making it difficult for students to establish an effective connection between reading and writing. The teaching mode of promoting reading and writing based on the thematic

context is just put forward to solve this problem. This topic emphasizes establishing a close connection between reading and writing, so that students can accumulate knowledge and form ideas in the process of reading, and express these ideas through writing.

3. Purpose of research

The purpose of this study is to explore the application effect of the teaching mode based on thematic context in English teaching in junior middle school. Specifically this study hopes to answer the following questions:

- (1) Can this teaching mode effectively improve students' reading comprehension ability?
- (2) Can this teaching mode effectively improve students' writing ability?
- (3) Are students' learning interest and motivation improve under this teaching mode?

4. Research technique

In this study, the experimental research method was adopted to select two junior high schools in a city as the experimental objects and set up experimental group and control group respectively. The experimental group adopted the teaching mode of promoting reading and writing based on the theme context, and the control group adopted the traditional teaching mode. The experiment period was one semester. After the end of the experiment, the effect of the teaching mode was evaluated by comparing the changes in their reading comprehension scores, writing scores, and learning interest and motivation.

5. Research contents

5.1 Selection and utilization of reading materials

The course topic and students' interests should be fully considered when choosing reading materials. The reading materials should be representative, enlightening and interesting, which can arouse students' thinking and stimulate their interest in reading. At the same time, teachers should also pay attention to the diversity of reading materials, including different genres, different difficulty and different sources of materials. In the process of reading, teachers should guide students to pay attention to the theme, structure and linguistic characteristics of the material, help them to understand the meaning of the material and accumulate relevant language knowledge.

5.2 Design and implementation of writing tasks

In the design of writing tasks, teachers should closely combine the content of reading materials with the actual level of students. Writing tasks should be targeted, hierarchical and challenging, and can stimulate students' interest and creativity in writing. At the same time, teachers should also pay attention to the diversity of writing tasks, including different genres, different difficulties and different forms of writing tasks. During the writing process, teachers should pay attention to the students' writing process and provide timely guidance and feedback to help them find problems and improve their own writing.

6. Specific operation steps

(1) Select topics: First, teachers need to select a topic according to students' interests and English level. The theme should be interesting, relevant and extended in order to stimulate students' interest and enthusiasm in learning.

(2) Create context: In the teaching process, teachers should create appropriate context around the theme, such as pictures, charts, stories, news reports, etc., so that students can feel and understand English in the real context.

(3) Reading comprehension: Students can read the articles related to the topic, obtain information, understand the content, and cultivate their reading ability. In the process of reading, teachers can guide students to pay attention to the structure, opinions, arguments, etc., so as to improve their text analysis ability.

(4) Example analysis: Teachers can choose some excellent models or students' compositions, let students analyze the advantages and disadvantages, so as to help them master writing skills and methods.

(5) Writing exercises: On the basis of reading and analysis, teachers can design some writing tasks and let students combine the knowledge and skills they have learned to practice. Writing tasks can include written story writing, reading feelings, ideas, etc. The difficulty should be moderate to ensure students' interest and enthusiasm in writing.

(6) Peer mutual evaluation: After completing the writing task, students can conduct peer mutual evaluation. In the process of mutual evaluation, students need to pay attention to the content, structure, grammar and other aspects of the article, and put forward suggestions and opinions. This helps to improve the students' writing skills and critical thinking.

(7) Teacher feedback: Finally, teachers need to evaluate and give feedback on students' compositions, point out their advantages and disadvantages, and give them encouragement and suggestions. Teachers' evaluation should be positive and encouraging to stimulate students' confidence in writing.

(8) Summary and expansion: In the teaching process, teachers should guide students to summarize the knowledge and skills they have learned, and conduct outward bound training, so that students can improve their writing ability in continuous practice.

7. Things to note when applying teaching mode for teachers

Firstly, teachers need to carefully select reading materials that are suitable for students' age, interests, and language level. These materials should be closely related to the teaching theme, not only to arouse students' interest in learning but also to enrich their language knowledge and cultural background. Through the selection of reading materials, teachers should guide students to pay attention to the language features, paragraph structure, and theme of the text, providing them with rich materials and inspiration for writing.

Secondly, during the reading process, teachers should focus on cultivating students' reading strategies and skills. This includes guiding students on how to quickly capture text information, understand the author's intentions, and analyze the text structure. Through these trainings, students can improve their reading efficiency, deepen their understanding of the text, thus laying a solid foundation for writing.

In guiding students from reading to writing, teachers need to pay attention to the organic combination of the two. On the one hand, teachers can encourage students to apply the vocabulary, sentence structures, expressions, and paragraph structures from the reading materials to their own writing to improve the accuracy and authenticity of their writing. On the other hand, teachers can also assign writing tasks based on reading materials, allowing students to create in the context of understanding the text, cultivating their creative and critical thinking abilities.

Moreover, teachers should pay attention to individual differences and learning needs of students. In the reading-based writing instruction, teachers should develop individualized teaching plans based on students' different characteristics and levels, providing suitable learning resources and guidance for each student. At the same time, teachers should encourage cooperation and communication among students, allowing them to improve together through mutual learning and assistance.

Finally, teachers should pay attention to the importance of feedback and evaluation. In the writing instruction process, teachers should give timely feedback to students, pointing out their strengths and weaknesses in writing and providing specific suggestions for improvement. At the same time, teachers should pay attention to the diversity and comprehensiveness of evaluation, not only focusing on students' writing outcomes, but also on their writing process, thinking ability, and emotional and attitudinal development. Through effective feedback and evaluation, teachers can help students better understand their strengths and weaknesses, stimulate their writing interest and motivation, and improve their writing ability and overall quality.

8. Study results and discussion

After a semester of experiments, this study found that the teaching mode of promoting reading and writing based on thematic context has significant advantages in English teaching in junior middle school. In this regard:

(1) This teaching mode can effectively improve students' reading comprehension ability. By selecting reading materials related to the course topic and guiding students to conduct in-depth analysis and understanding, students can not only accumulate rich language knowledge but also improve their reading speed and accuracy.

(2) This teaching mode can effectively improve students' writing ability. By designing targeted writing tasks by combining the content of reading materials and focusing on students' writing process, students are able to constantly improve their writing skills and creativity in practice.

(3) Students' learning interest and motivation in this teaching mode are significantly improved. Because the choice of reading materials is interesting and enlightening, the design of writing tasks is challenging and diverse, students can more actively participate in learning and enjoy the fun and sense of achievement brought by learning.

9. Conclusions and suggestions

The teaching mode of promoting reading and writing based on the thematic context has significant advantages and effects in the junior middle school English teaching. Therefore, it is suggested that the majority of junior middle school English teachers should actively try and promote this teaching mode to better promote the development of students' reading comprehension and writing ability. At the same time, it is suggested that teachers should pay attention to the choice and use of reading materials and the design and implementation of writing tasks to ensure the maximum teaching quality and effect of the teaching mode.

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