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Research on the Teaching Action of High School English "Reading to Promote Writing" from the Perspective of Discourse Analysis

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Abstract

The increasing trend of economic globalization has made English increasingly important in economic development. High school English teaching plays a crucial role in enhancing students' overall abilities. Reading and writing are the core components of English teaching and are essential for students to excel in the language. From a discourse analysis perspective, high school English teaching adopts the approach of "reading to promote writing" to enhance students' reading and writing skills, thereby elevating their English writing proficiency. From the perspective of discourse analysis, the development of high school English teaching needs to focus on enhancing students' reading and writing abilities. At present, high school English teachers do not pay enough attention to the English reading and writing module. As a result, students lack a correct understanding of reading and writing, which significantly diminishes their enthusiasm for learning English subjects. In response to this situation, high school English teachers should strengthen their teaching of reading and writing. They should adopt the teaching mode of "reading to promote writing" and innovate English education methods. Additionally, they should encourage students to read in English, gradually build up their foundational knowledge, and establish a solid foundation for English writing.

Keywords

Discourse analysis, high school English, reading to promote writing

1. Introduction

Reading and writing are two important parts of English learning, especially in high school English teaching, choosing the right teaching method can achieve twice the results with half the effort and provide conditions for students' English proficiency. In the process of English teaching, teachers can encourage students to learn English through the way of "reading to promote writing", improve students' reading ability by reading a large number of English articles, and write on the basis of certain reading ability, which can effectively improve students' writing level, conduct discourse analysis, and improve the quality of English teaching.

2. Analysis of the effectiveness of "reading to promote writing" teaching

2.1 Improve students' English writing ability

In the new era, high school English teaching needs to choose an appropriate teaching mode according to students'

learning situation, promote students' enthusiasm for English learning, and lay a foundation for students' English reading and writing ability. As an important part of the high school teaching system, English teaching should strengthen the emphasis on English teaching, teachers encourage students to read in English, increase their understanding of the content in the process of reading articles, and at the same time promote the accumulation of students' vocabulary to lay the foundation for English writing (Wu Juhong, 2023).

2.2 Develop good reading and writing habits

For a long time, high school students have not been highly motivated to learn English, and teachers have not found suitable teaching methods, resulting in students' low enthusiasm for English learning (Qiu Yu, 2023). The teaching mode of "reading to promote writing" is the key to cultivating students' interest in learning English, through the way of reading and writing, students can cultivate good English reading and writing habits, strengthen their understanding of the content when reading English articles, accumulate rich vocabulary and grammar knowledge, and make full use of the knowledge learned in reading in the process of writing, and gradually improve students' English learning literacy.

2.3 Promote the improvement of the quality of English teaching

Currently, there is a need to improve the quality of high school English teaching, and a key issue in enhancing the quality of English instruction is the lack of enthusiasm among students for learning the subject. Using the "reading to promote writing" teaching model, which is based on reading English texts. To deepen students' understanding of English articles and enhance their enthusiasm for learning the subject, it is crucial to lay a solid foundation for improving the quality of English teaching in high schools (Jin Yanxiang, 2023). Additionally, teachers actively guide students to read in English, thereby enhancing students' vocabulary acquisition. They also encourage students to write, aiming to improve their writing skills and create favorable conditions for enhancing the quality of high school English teaching.

3. The analysis of the current situation of high school English teaching

3.1 Traditional concepts are deeply rooted

With the update and iteration of the times and the continuous development of society, the current education and teaching system also needs to be updated and upgraded, and the choice of educational methods and teaching models that conform to the times creates conditions for cultivating high-quality talents. At present, the focus of high school English teaching is on vocabulary and grammar, in the explanation of vocabulary and grammar, English teachers do not choose the appropriate teaching methods and require students to memorize the knowledge they have learned, in the long run, students' enthusiasm for English subjects has decreased. In addition, in the process of explaining the exercises, there are few detailed answers to the types of reading questions, the article for simple reading is reading teaching. This teaching method is not called reading teaching. At the same time, most English teachers rarely carry out writing activities. Teachers lack attention to reading and writing, this traditional English teaching view leads to students' understanding of English courses is not comprehensive. Lack of understanding of English as a subject, affects students' learning of English (Shi Haiyong, 2023).

3.2 The basic knowledge is not firmly mastered

Students need to master certain basic knowledge of English writing, be able to fluently memorize the spelling of English words, master English grammar, apply words and grammar correctly to English writing, and truly master the key to English writing. At the current high school level, many students will have a headache when they mention English writing, the root cause is that students lack the accumulation of vocabulary, and at the same time they are not proficient in grammar knowledge, and the basic knowledge of English is not deep enough, which affects students' learning in English writing. In the process of English writing, some students can sort out their own thinking, master a certain vocabulary and grammar knowledge, and be able to write simply, but because the basic knowledge is not solid, there will be word spelling and grammar errors in the process of writing. Some students, lacking the basic knowledge of English words and grammar, are completely unable to use the knowledge they have learned in the writing process, and even write in English in Chinese expressions. In the long run, students lose interest in learning English (Shi Puying, 2023).

3.3 Lack of emphasis on writing

Nowadays, English teaching in high school is mainly based on words and grammar. Most of the time in the classroom

teaching process is the explanation of grammar, most of the time in the classroom is used to learn words, grammar knowledge, and the explanation of exercises. Teachers rarely have time to tutor students' writing. In the long run, students' interest in English writing is reduced, resulting in students' English writing level is not high. This traditional English teaching method is no longer suitable for the current era, and may even cause students to lose interest in learning English subjects. Affecting students' subsequent learning of English subjects. At present, students do not read the writing requirements carefully when writing in English. Resulting in the writing content does not meet the requirements, affecting the final grade. In addition, teachers are in the process of reading and writing tutoring. More attention is paid to reading the words and grammar in the text. The explanation of words and grammar is too long, resulting in boring English classrooms, and affecting students' enthusiasm for learning English subjects. At the same time, due to the lack of tutoring for English writing. It is also difficult for students to master English writing skills by themselves. Resulting in the delay in improving students' English writing ability, which affects students' academic performance (Zhang Xiumei, 2022).

3.4 Single writing teaching method

At present, the English teaching system at the high school level is not perfect, and the imperfection of educational methods and teaching models makes the results of English teaching impossible to reflect. Nowadays, high school English teaching is mainly reflected in the explanation of English words, grammar knowledge, and other basic knowledge, and most of the classroom time is used to learn grammar knowledge, which affects the normal development of English writing teaching. Moreover, due to the lack of English writing teaching. It is difficult for students to identify the key steps of English writing by themselves, there is little time to respond to problems in the writing process, and students cannot improve their English writing level, which affects subsequent English learning. Besides, because most of the classroom time is used to learn grammar and basic knowledge, resulting in the continuous reduction of writing teaching time. Teachers can only briefly explain the skills of writing, due to insufficient classroom time. Lack of innovation in writing teaching methods, can not fully explain English writing methods for students. Students in this case will also reduce their enthusiasm for learning English writing, which will have a negative impact on students' English performance.

4. The implementation strategy of high school English teaching action of "reading to promote writing" from the perspective of discourse analysis

4.1 Strengthen the awareness of "reading to promote writing" and improve the teaching model

In the process of English teaching, teachers should first have a good awareness, only in this way can students develop good learning habits and let students establish a correct awareness. In the process of English teaching, teachers should always adhere to the awareness of "reading to promote writing", carry out comprehensive English teaching, and innovate teaching methods and methods on the basis of traditional English teaching, so that the role of English teaching can be fully played, so that students can fully feel the fun of English subjects, on this basis, cultivate students' awareness of "reading to promote writing" can make the results more significant. In the process of teaching English, teachers should carry out comprehensive teaching of listening, speaking, reading, and writing, so that students can have a comprehensive understanding of multiple aspects of English subjects and deepen their interest in learning English subjects. In the process of English reading teaching, teachers guide students to read and understand English articles, and let students think independently, about the main idea and content of the article, in this process, teachers should pay attention to students' reading of the article, in the students encounter problems in time to answer, students through independent reading to deepen the understanding of the content of the article, on this basis, teachers encourage students to accumulate good English words and sentences, in the process of writing will accumulate good words and sentences to fully use, cultivate "to read to promote writing." "Awareness and good study habits. At the same time, teachers should accelerate the innovation of English teaching models, which will greatly reduce students' enthusiasm for learning English subjects. Improve the current English teaching mode, focus on the actual situation of students, adopt targeted teaching methods, and carry out the teaching mode of "reading and writing" according to students' learning of English subjects, so as to enhance students' interest in learning English subjects.

4.2 Accumulate writing materials based on teaching materials

The content of textbooks in high school can provide materials for students' writing, so teachers should lead students to return to textbooks, strengthen the learning of textbook content, dig deep into the writing themes in textbooks, and create favorable conditions for the accumulation of students' writing materials. In the process of daily high school English teaching, teachers deepen the explanation of the content of the article based on the content of the textbook, so that students can

strengthen their understanding of the content of the article, accumulate writing materials in the process of learning, and lay the foundation for the improvement of students' writing ability. At the same time, teachers understand the current level of writing of students by carrying out writing activities. Therefore, targeted teaching methods are adopted in the subsequent teaching process to provide conditions for the enhancement of students' writing ability. During the activity, the teacher can observe the students' writing at any time. When writing problems are identified, students can receive timely feedback to prevent the reoccurrence of such issues. In order to promote the improvement of students' English writing skills. Before engaging in writing activities, teachers should emphasize the significance of reading articles and guide students in understanding the connection between articles and writing. By using textbook articles as the foundation material, students can enhance their comprehension of the textbook content, establish a strong groundwork for gathering writing materials, and effectively enhance their English writing skills. After the writing activity, the teacher actively guides the students in summarizing and understanding their own writing shortcomings. The teacher also helps students strengthen their learning of these shortcomings in future writing processes. Additionally, the teacher encourages students to understand and support each other, share their achievements from the activity, and showcase excellent writing works in class. These efforts aim to enhance students' enthusiasm for English writing.

4.3 Strengthen reading teaching and standardize writing steps

In the current high school English teaching system, there is a lack of attention to reading teaching, and teachers do not pay much attention to reading teaching, resulting in insufficient reading of students' English articles, affecting the accumulation of English vocabulary and grammar knowledge, and negatively affecting the improvement of writing ability. Today's "reading to promote writing" teaching method has been further developed, but the English teaching mode at the high school level is still dominated by the traditional teaching mode, underestimating the importance of reading teaching to students learning English, therefore, in the subsequent English teaching process, teachers should establish a correct understanding of reading teaching, strengthen the proportion of reading teaching in the English teaching system, and actively guide students to read English articles. In the English teaching classroom, students are encouraged to read the text aloud, enhance students' self-confidence in learning English, promote the improvement of student's enthusiasm for learning English courses, and carry out reading teaching in the classroom, which can improve the effectiveness of English teaching, students can accumulate word and grammar knowledge in the process of reading, strengthen the mastery of basic English knowledge, and apply the basic knowledge accumulated in the reading process in the process of writing to improve students' English writing level. In addition, English teachers should strengthen the explanation of writing steps, clearly standardize English writing steps, let students memorize them, and follow the standard steps when writing to ensure the correct progress of English writing. The reason for this phenomenon is that teachers do not standardize the writing steps and do not clarify the writing ideas, resulting in students having no way to start after encountering writing topics. Therefore, when teaching English, teachers should provide students with correct and standardized writing steps, so that students can write on a basis, which can lay a foundation for the improvement of students' writing ability.

4.4 Strengthen the teaching of basic knowledge

From the perspective of discourse analysis, high school English teaching needs to further strengthen the teaching of basic knowledge, accumulate rich vocabulary and grammar knowledge in the process of reading, and lay a solid foundation for subsequent English reading and writing. Cultivation of English literacy by high school students needs to accumulate basic knowledge, and the basic knowledge of English subjects is relatively scattered, therefore, in English teaching courses, teachers should strengthen the teaching of basic knowledge, and further consolidate the basic knowledge when encountering basic knowledge in exercises, reading, and texts. At present, in the process of teaching the basic knowledge of English in high school, English teachers often ignore the explanation of the basic knowledge, thinking that the basic knowledge is already mastered by the students, and there is no need to spend time explaining the basic knowledge. But in fact, for students with weak basic knowledge, teachers are more needed to teach basic knowledge in order to provide effective help for students with weak foundation to learn English. First of all, the most important thing in basic knowledge is words and words, in the whole process of learning English, the accumulation of words is the key to determining the subsequent English scores, and plays an important role in all modules of English subject learning, therefore, the first step for teachers to teach basic knowledge is to enrich students' word accumulation, let students learn more words, and lay the foundation for subsequent English learning. Secondly, teachers can organize a variety of learning activities, such as scenario teaching, brainstorming, and other forms of basic knowledge learning, innovate basic knowledge teaching modes, and improve students' enthusiasm for English subjects. Finally, teachers should actively encourage students to read in English, accumulate basic knowledge in reading, increase word reserve and grammar knowledge, and create favorable

conditions for the improvement of English writing ability.

5. Conclusion

English teaching at the high school level is a crucial component of the overall English teaching system and serves as the most significant stage for students to acquire English language skills. Therefore, high school English teachers must develop a proper teaching mindset and deliver comprehensive English teaching materials to their students. In the context of discourse analysis, it is important for high school English to focus on the teaching approach of "reading to enhance writing". Teachers should actively guide students to read a wide range of English articles in order to expand their vocabulary and build their knowledge of English. This process of reading helps improve students' English proficiency and prepares them to write in English. Once students have acquired a certain level of basic knowledge, teachers should provide them with ample opportunities to practice writing and offer timely assistance when they encounter difficulties. This will create favorable conditions for students to effectively address writing challenges and facilitate their subsequent writing tasks. In the process of teaching English, educators need to continuously innovate educational methods and teaching models to enhance students' interest in the subject. Building upon this foundation, they can effectively improve students' reading and writing skills in English and promote overall English proficiency.

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