

# The Present Situation and Coping Strategies of "Reading-Writing Interaction"

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## ABSTRACT

Chinese teaching has always focused on reading and writing and people has always promoted the teaching strategy of "Combing reading with writing, promoting writing with reading". However, there exist quite a few problems in real teaching activities. By employing the methodologies of literature survey and comparative analysis, this paper has made a comparison between the concepts of "Reading-Writing Interaction" and "Reading-Writing Combination" and pointed out that comparing with the latter, and the concept of "Reading-Writing Interaction" can better satisfy the students-oriented teaching requirements of new curriculum standard. This paper focused on the problems in writing teaching which can be explained in two ways: on the one hand, with the lack of writing interests and abilities, the students are writing with exact purposes and they cannot develop a good writing habits; on the other hand, the writing practices arrangements by teachers are quite arbitrary as there are some limitations of the teacher's teaching approach and teachers may neglect the emotional experiences of students. As a result, this paper has proposed targeted solutions to the above problems. First, the students themselves should accumulate their readings; second, their reading approaches shall shift to interest-oriented approach; third, they should also focus on the acquisition of right accumulating ways for reading. As for the teacher's side, they should change their traditional thinking about teaching to select the practice materials more carefully with the focus on the relations of materials every time they select materials. Secondly, they should conduct various training activities with the students with diversified thinking. In the end, it can be concluded that this paper meant to demonstrate that from the perspective of the concept of "Reading-Writing Interaction", the goal of efficient writing teaching approach is to improve student's reading and writing abilities and nurture a good habit of that, with the final purpose of realizing the improvement of the student's Chinese abilities and teacher's teaching capabilities.

**Keywords:** *Reading-Writing Interaction, Reading-Writing Combination, strategies analysis*

## I. INTRODUCTION

Writing teaching plays an important role in Chinese teaching, which is determined by the nature of Chinese subject. As far as instrumentality is concerned, Chinese is first of all a language, an important communication tool and an important thinking tool. In the four aspects of the core literacy of Chinese subject, "Language Construction and Application" is in the basic position, and as one of the four language skills, "writing" can best reflect the degree of learners' mastery of the language. Therefore, to master a language skillfully, writing has become an indispensable content, and writing teaching has risen to a very important position.

## II. THE DIFFERENT CONCEPTS BETWEEN "READING-WRITING COMBINATION" AND "READING-WRITING INTERACTION"

As for the relationship between reading and writing, predecessors have accumulated valuable experience of "Reading-Writing Combination", "Combination of reading and writing, Promote writing by reading". "Reading-Writing Interaction" is a writing teaching concept promoted based on the "Reading-Writing Combination". There are three abilities mentioned in the training objectives of the curriculum program in the *Chinese Curriculum Standard for Senior High School (2017 Edition)*: Lifelong Learning Ability, Self-development Ability and Communication and Cooperation Ability. It also has a clear task to promote the overall development of high school students.

From the perspective of subject, the concept of "Reading-Writing Interaction" emphasizes the subject of learning, and its core element lies in students. Through the application and development of "Reading-Writing Interaction", students' learning habits can be effectively changed, so as to promote students' progress in writing. "Reading-Writing Interaction" occurs in the process of students' learning, which needs to be realized through communication and training, and in the process of application, it should be combined with specific text to achieve.

From the perspective of experience, "Reading-Writing Interaction" also requires the experience of students together with teachers, not only for students experiencing on learning content and text, but also for communicating in the whole learning process, which will promote the reading changing to writing, especially focusing on the learning and application of text writing skills during this process.

From the perspective of achievements, "Reading-Writing Interaction" focuses on the construction and circulation of the whole writing process, and to a certain extent, it can activate students' reading and writing experience, which enhances students' emotional experience and help them enter the writing atmosphere. This way of interaction can be carried out many times, and only in such an atmosphere can the learners' reading ability and writing ability be effectively improved. In most cases of "Reading-Writing Combination", it is a one-to-one development mode, which is more flexible and convenient compared with the traditional reading and writing activities.

### **III. ANALYSIS OF PROBLEMS EXISTING IN "READING-WRITING INTERACTION"**

It should be said that "Reading-Writing Interaction" is very in line with the development of the times and the needs of students' physical and mental development. So, in the current Chinese teaching, what are the problems existing in "Reading-Writing Interaction"? We try to analyze them from the aspects of students and teachers.

From the perspective of students, the first is lacking of interest and ability. Due to the utilitarian nature of writing, the composition written in the examination can be more "standardized". The "template" and "routine" of the composition in the examination are welcomed by the students. Writing is "half of the country" in Chinese subject, so as not to lagging behind the achievements, the teacher analyze and summarize several rules which students can memorize them, then the students can get high marks. When students meet a kind of writing topic, they will immediately associate with their own template and structure. This kind of writing is nothing more than the combination of articles or materials once mastered

with new composition topics, which is to express using other people's ideas. Template makes students' compositions with no true feelings. Writing under various "constraints" has deviated from expressing their emotions and expressing their own views. At this stage, most students think that reading and writing are separate, reading is the content of reading, and writing is another aspect of the content, and reading and writing are not effectively combined and understood. At present, Chinese teachers usually arrange some reading notes and excerpts which are considered as the very common item in the homework by teachers, and the teachers ignore that these ways are good combination of reading and writing. Therefore, if students do not actively internalize the knowledge taught by teachers and actively combine reading and writing which will lead to inefficient teaching activities eventually.

The second is students lacking of good writing habits. At present, the students in our country have no good writing skills. Although Chinese teachers in our country have made some achievements in cultivating students' good behavior habits, it is still difficult for students to follow their own thinking methods and requirements in the process of teaching. For example, let students circle the outline, check reference books, make excerpts, think positively, and write reading notes when reading. However, "Teachers are the assistants who are the service providers and organizers of teaching activities". Students are the main body, holding the initiative of learning. If students acquire knowledge negatively, passively, involuntarily, then the teacher's wonderful explanation can't achieve the effect of effective teaching. Due to the lack of good writing habits, in our country, most middle school students will live on their capital in the process of writing. The specific performance is that the materials are repeatedly used without creation which will make the students' composition run in the same groove, make the teacher aesthetic fatigue. Although there are a lot of materials from real life, but these materials have no novelty after being reused. For example, when writing topic is about perseverance and persistence, most students' compositions are about Edison's invention of the electric lamp for more than 1500 times of experiments, Madame Curie, after refining time and again, finally found radium, Si Maqian suffered a lot and insisted on the creation of historical records. When the composition requires writing about maternal love, most students' compositions are about mother bring me a cup of hot milk, the scene of mother sending me an umbrella in the rainy day is also often appear in the students' compositions. The old-fashioned materials make the articles lack of originality and attraction.

Although teachers have certain requirements of extracting and accumulating for students, or teachers check content regularly, but most of the students are not satisfactory. Generally speaking, when the teacher is

about to check the excerpt or accumulation book, the students will complete the task quickly in a short time which is difficult to achieve the accumulation effect. The reasons are that the students did not read carefully or resonate with the accumulated passages, they just copied mechanically. What they copied would not have a great effect on promoting students' literary heritage, thus, it is difficult for students to apply them in their own writing. In the long term, this kind of mechanical accumulation can't improve students' writing ability and expand their vision, but gradually becomes a burden for students which will let students have the psychology of resistance, hard to insist.

From the perspective of teachers, the first is the limitations of teaching methods. The arrangement of teaching and practice is very random which reflects that many Chinese teachers pay less attention to writing teaching. There is no scientific arrangement for all aspects of teaching, which also leads to the writing practice and the next writing exercise, and the teaching of knowledge can't be follow the principle of gradual improvement, from easy to difficult. In ancient China, teachers are more attached to "Combination of reading and writing, Promote writing by reading". They don't care about the transformation from writing knowledge to writing ability, and lack of teaching and training for this transformation. They just think that reading more will make writing better, but how to transform reading knowledge into writing ability do not give much consideration.<sup>[1]</sup> Therefore, this "Combination of reading and writing, Promote writing by reading" is an experiential trial method. In constant reading, students accumulate language materials, produce a sense of literature and develop spiritual realm. In writing, students can use so-called "mysterious and general" knowledge to guide their own writing behavior, prevent mistakes in writing, so as to achieve the ideal writing goal.<sup>[2]</sup>

Secondly, students' emotional experience is ignored. Ye Shengtao also said: "when writing, naturally there will be a hope that what is written just declares what is to be announced." However, in teaching, the teacher only pays attention to "skills" and ignores "emotion", which makes students write empty talk, boasting and lying in their compositions. Writing is empty and boring with no true feelings. What students write is not what they want to "declare". Teachers fail to effectively guide students to realize their experience and wake up their experience, which leads to the students' tasteless listing of other people's examples in their compositions to "corroborate" these views that do not need "corroboration". The concern of teachers and students has turned into how to write a text so that the articles can be "different" and "stand out", which makes teachers always emphasize the learning skills and ignore students' emotional experience of students.

#### **IV. SPECIFIC STRATEGIES FOR PROMOTING "READING-WRITING INTERACTION"**

Students are the main body of learning activities, and their own attitudes and practices have a great impact on the learning effect. Writing itself is a reflection of comprehensive ability, so students themselves should pay attention to the improvement of various abilities, so as to enhance their writing ability and write good compositions.

First, it is to increase reading quantity. We should not only pay attention to the reading of the selected texts, but also supplement the extracurricular reading bibliography in a planned way. For the selected text of the textbook, we should carefully understand and experience, and learn some writing skills from the article. In addition to understanding the theme of the article, grasping the context of the article and learning the relevant basic knowledge, we should also read it again with the view of writing. To understand where the author writes well, what writing skills are used, and whether these skills can be used in their own compositions, these should be considered after reading.

Second, it is to change the way of reading. First of all, the bibliography we read should be the one we are interested in. It is not for the purpose of finishing reading, not for the task. It is that I like to read and I want to understand. Next, in the process of reading, we can't be greedy for more and faster, "Learning without thinking is useless, thinking without learning is dangerous", thus, we should constantly think in the process of reading. In the process of reading, the relationship between characters is relatively complex in many famous works and classics, which requires us to make notes helping us clarify the relationship between characters. Some books are relatively long and rich in content, which also requires us to be able to fully understand their contents and themes with the help of reading notes or reading comprehension.

Third, it is to learn to accumulate. The improvement of writing can't be achieved in a short period of time. It also needs a long accumulation process to improve writing continuously. The lack of accumulation leads to nothing to write and empty content. Therefore, in order to improve writing ability, we must pay attention to accumulation. For junior high school students, language accumulation and life accumulation are essential. Therefore, we should let students accumulate regularly and extract the sentences they like, gradually develop good habit of excerpt. Students can flexibly use these materials in their compositions to become language materials for writing which can enrich the composition content and make the language beautiful.

As the implementer and guide of curriculum, teachers have a great influence on the development of students. Therefore, teachers must change the

traditional teaching ideas and overcome the habitual and rigid teaching thinking, "With the development of the times, constantly update their own way of thinking, only in this way, the classroom implementation will produce a more ideal effect." [3] The teachers need to change the idea that "Writing can't be teaching" and should arm themselves with new ideas and new knowledge. Secondly, teachers should change the disadvantages of neglecting students' learning situation and learning psychology in teaching. Teachers should respect and inspire students and regard students as the main body of learning. To change the traditional thinking, teachers are required to improve their self-cultivation of theory, read a large number of relevant theoretical books, seriously think, in-depth analysis, internalize theoretical knowledge into a part of their own teaching philosophy, thus grasp writing teaching in practice and improve the teachability and operability of Chinese writing teaching.[4] Teachers should verify and digest the theoretical knowledge in time and apply it to the teaching practice of Chinese Reading-Writing Interaction. After the teacher's Reading-Writing Interaction system thinking mode is formed, we should make timely adjustments according to the changes of teaching content and students' learning situation, and use them flexibly to ensure the effect of implementation [5].

In the daily writing training, the teacher's general form is subjection-give compositions, explanation, writing requirements, writing, correcting and commenting, but how to choose a topic, the relationship between this topic and the next one is often ignored by teachers. Therefore, writing training is always carried out in disorder, and there is no stage. The cohesion of students' learning writing is poor, the learning knowledge and skills of writing can't be mastered and used follow the principle of gradual improvement by students. Therefore, teachers should pay attention to the stage order of writing training.

Taking the teaching of narrative writing as an example, we should first enable students to describe the story development in a concise language, thus abandoning the writing method of "daybook". Then on the basis of clear description, students are able to learn the relationship between environment description, scenery description and the events described, continue to strengthen the study of the psychology, language and details of the characters in the event. Finally, students can be combined and arranged in detail to describe the local events and highlight the theme.

In Chinese teaching process, the time of complete writing activities is less. In a semester, except for the composition written in the mid-term and final examination, there is little training in writing at ordinary times. Students' writing achievement is not ideal, and the lack of writing training is also one of the

reasons. Therefore, in order not to affect the students' learning of other subjects, not to produce a greater burden on students, writing diverse training is usually more important which can not only take up less time, prevent students from disgust, but also improve students' writing ability. Through diversified writing training, junior high school students can improve the vitality of language expressing, get rid of the monotonous language in primary school. The article is no longer shriveled and pale. Diversified writing training can also promote the language organization of junior high school students to keep up with the needs of their opinion expression. Through diversified writing training, students can observe all kinds of life experiences carefully. Students should not only rely on the book, but also increase extra-curricular reading and enrich language inventory. The sentence of "Only through reading thousands of books can one write fluently." describes the relationship between reading and writing. People have always attached great importance to this point. In addition, on the basis of more accumulation, students should practice writing diligently and language repeatedly. It is also a good way to make the writing language lively and vivid that comparing the revised articles during writing.

The training of thinking pluralism and open writing must focus on the training of thinking, which is the conclusion of modern writing study. At the same time, thinking is the basis of examination, conception, conception and expression. But at present, many junior high school students with single thinking in writing usually have high aims but low abilities, they likes to collect earth shaking events and make great achievements of "Heroes". It is difficult for them to explore the theme of truth, goodness and beauty from the petty thing in real life. In fact, nature is a nature classroom, and society is a book without words. The selection of compositions mainly comes from nature and social life. If students want to write a good composition, they must go deep into life and feel life with their hearts. Thinking training in writing learning is one of the effective training methods to cultivate students' understanding of the world and life. Therefore, only by training students' thinking, can students write well. Generally speaking, thinking training can include image thinking training, abstract thinking training and creative thinking training. Image thinking training is to train students' imagination and association ability; abstract thinking training is to train students' abilities of analysis, classification, generalization, synthesis and reasoning; creative thinking training is mainly to train students' multi-dimensional thinking ability, including divergent thinking, deformation thinking, reverse thinking, aggregation thinking and inspiration thinking. Through the above multiple training, students may think more about life and write more valuable compositions. The author believes that after scientific

training, students' thinking in composition will be liberated from the closed, one-way and rigid thinking set. Students establish an open, pluralistic and dynamic way of thinking, open up a new way. The content of the composition will be supermundane and refined. [6]

## V. CONCLUSION

The new curriculum standards require taking students as the main body of teaching methods and regard autonomous, cooperative and inquiry learning as the main learning methods. As a result, the teaching concept of "Reading-Writing Interaction" is more in line with this requirement. The ultimate goal of exploring effective writing teaching methods from the perspective of "Reading-Writing Interaction" is to improve students' reading and writing ability, cultivate students' good reading and writing habits, and finally realize the overall improvement of students' Chinese ability and literacy.

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