

Discourse Consciousness Infiltration in the Teaching Design of Junior School English Reading and Writing

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Abstract: With the focus of language learning from the laws of language to language use, in the language teaching classroom, discourse comes to the surface. Junior high school serves as a transition. If students can be guided to master discourse consciousness consciously in the process of English Teaching in junior high school, this will help them in high school or a higher level of English learning. Integrating reading and writing activities is an effective way to realize the discourse consciousness. In teaching design, if teachers can integrate reading and writing activities, students will be able to gradually form discourse consciousness.

Introduction

With the focus of language learning from language rules to language use, language teachers realize the importance of the discourse ignorantly. On CNKI, the author input discourse and foreign language teaching to search, there are about 120 articles related to the key words. There are about 20 articles related to junior middle school English teaching; Most of the studies only discuss the application of discourse teaching in reading or writing teaching and very few studies integrate reading and writing activities. This article will discuss how to integrate the activities of reading and writing which will infiltrate discourse consciousness to students to improve their language learning effect.

Discourse Infiltration of Ideas in a Reading and Writing Teaching Design

Reading is the input of language use while writing is the output. In a sense, “what the readers read is what the writers write”^[1] and “A mature author must know how to read and an efficient reader must also be familiar with the knowledge of writing.”^[1] The topic of which one is first-read or write is similar to the topic of chicken and eggs. There is no denying that we cannot cut the natural connection between reading and writing. If teachers fail to establish a connection between the activities of reading and writing in the teaching design, it will be difficult for students to transfer the writing acquisition to writing by their own understanding. If the writing and reading can be integrated consciously, students will obtain “whole in and out” learning experience. Their understanding of English is no longer limited to a single word phrase or sentence, but the lexical chunks or chunks of language are understood and applied from a holistic perspective. In fact, with the excellent teaching design, the teachers infiltrate “integration of writing and reading” to students, in other words, students will learn how teachers will teach.

The effective way to integrate reading and writing is to learn language from the perspective of discourse. Halliday, founder of Systemic Functional Linguistics (SFL), points out that “the word text is

used in linguistics to refer to any passage, spoken or written, of whatever length, that does form a unified whole”^[2] Thus, paragraphs form the unified whole discourse. The key to judge a unified whole is whether the paragraph expresses a complete meaning. The determination of semantics is based on the context in which the text is used. Context not only determines the meaning of language use, but also the use of language can become a part of the context and form the context. Thus, if teachers can put "integrity" and "context" in the overall teaching design of reading and writing, teachers can infiltrate the discourse consciousness to students easily and freely and students can form their own learning methods from the teacher's teaching methods. Specifically, teachers can design reading and writing teaching from the following basic ideas:

A. The whole in and out. Based on the whole text, the overall input of the reading and the overall output of the writing eventually form the overall cycle from reading to write, from the whole to the part, and then return to the whole.

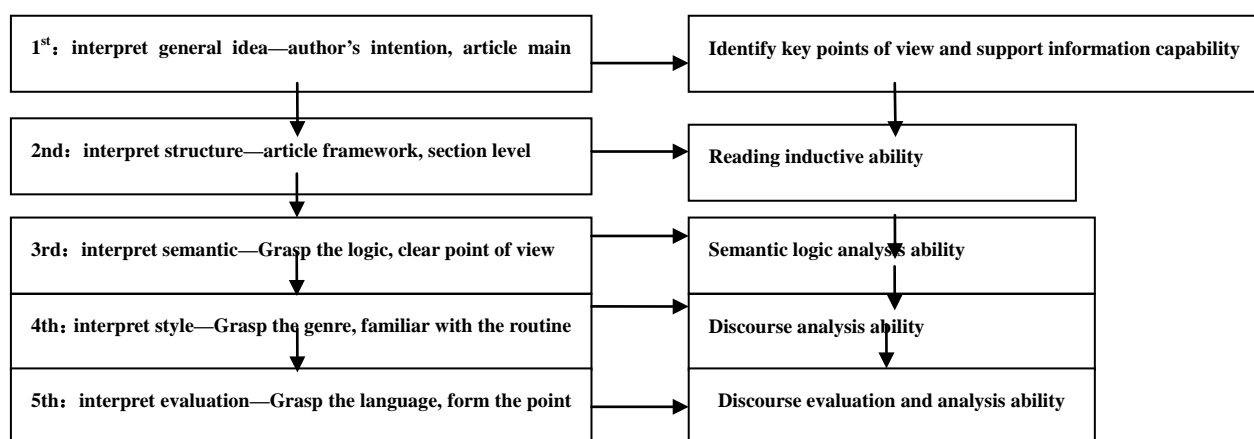
B. Semantic is more important than structure. The final purpose of the language is to communicate, so the whole understanding of the text in the actual use of the correct meaning should be prior to the analysis of its grammatical structure. By learning a language in such a way, both sides of the communication can accurately understand and express each other in a specific context.

C. Understanding and application in context. Context plays a decisive role in the correct understanding of the discourse and the expression of our own ideas. Halliday & Hasan points out that the context of the composition can be considered from three aspects: field, mode and tenor. Field is the scene of discourse occurrence. Mode is how the discourse occurs and tenor is the relationship between the speaker and the speaker in discourse.^[3] In other words, the students should have a clear understanding of discourse scene, mode and characters, so that students can move what they learn to a similar context.

How to infiltrate discourse consciousness in reading and writing training

The overall design concept of the reading and writing teaching should be "whole in and out": "whole in" focuses on reading activity and "whole out" focuses on writing activity. The reading activity is the foundation of the writing activity while the writing activity tests the reading activity.

In the teaching design of reading, teachers can cultivate and train the students' reading of the text from the whole point of view. In the dynamic language communication, students understand the language knowledge such as pronunciation, vocabulary, grammar, sentence patterns and so on. Based on the discourse reading teaching design, we can use the method of Schema Reading- "Five layers of interpretation correspond to five kinds of ability":



Take the example of one article in *Go for it* (Grade nine), analysis the training of the five discourse

competence:

Advertising pros and cons

In the modern world, advertising is everywhere! Some people think that ads are great. Others hate ads, saying that they make our cities and countryside look ugly. Many ads are aimed specifically at teenagers, and some young people see more than 100 advertisements a day. It's true that some ads can be very useful. For instance, they can help you to compare two different products so that you can buy the one you really need. They can also help you save money. When prices are listed, you can go to the store with the lowest price. Ads also tell you when the stores are having sales. However, some advertising can be confusing or misleading. Sometimes the words sound good but don't really tell you anything about the quality of the product. At other times, the picture in an ad looks a lot better than the real thing. So you have to be careful. At times an ad can lead you to buy something you do not need at all.

1st reading: read the title, illustrations, the first and last sentences of each section to identify the article topic;

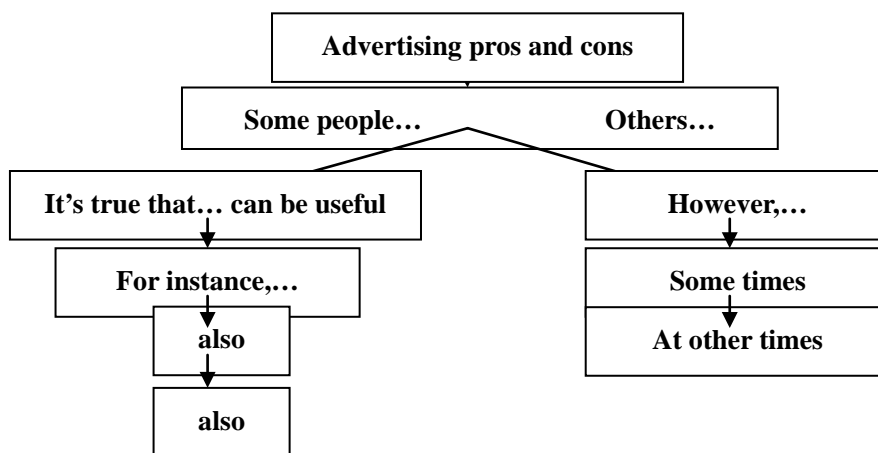
2nd reading: read key information and induce the general idea;

3rd reading: read the article's Intention, attitude, and evaluate the article.

	Classroom task	Intention
1 st reading	Please read the title, the first and last sentence within 4 minutes, and get the main idea.	Guide students to get the article theme by reading the title and the first and last sentences of paragraphs
2 nd reading	Why do some people think ads are useful? Why do other people think ads are confusing or misleading?	Guide students to locate the key information, induce the general idea.
3 rd reading	What' your opinions about ads?	Guide students to form their own evaluation to advertisement.

By this reading training, Students will naturally understand that the central thought is the core of the writing and topic sentence is an important component in the framework of English writing. This will lay a good foundation for future writing.

Junior English discourse is analyzed by paragraph mostly. Take the example of "Go for it", the author analyzes its paragraphs and most of the paragraphs' main idea and support information include: exemplification, cause and effect, description, comparison, enumeration, etc. During teaching design, teachers can consciously guide students to classify information, identify primary and secondary information and judge the relationship of primary and secondary information. In short, based on the paragraph, the discourse analysis should be: distinguish layers-find the relationships. The process of training the reading is actually the process of building the framework of writing. Take the example of Advertising pros and cons, teachers can guide students to complete the following schema, identify the relationship between main idea and support information and reproduce the frame of the article, which will help students to better grasp the context of the article, and clear the relationship between the primary and secondary points of view.



The requirement of English curriculum 5 level standards to reading skill include: “Be able to understand the logical relationship among the sentences in the passage”. After sort out the levels among the sentences in the passage and identify their relationships, each sentence needs proper relational words to show their logic relationships. The above frame diagram not only can reproduce the framework of the article, but also can reflect the logic of the context and the use of the relational words, such as for instance, also, however and so on. During reading, these logical connective words can be directly used in the writing of the corresponding context. This “in-out” process will help students to improve their reading ability.

In English, discourse style includes descriptive composition, expositive composition, argumentative composition and narrative composition. Descriptive composition and narrative composition are a larger proportion in junior English textbooks while expositive composition and argumentative composition are a less proportion. Curriculum standard specifics the requirement that: understand the common types of reading materials.^[4] Take “Advertising pros and cons” as an example, obviously, it is an argumentative composition and the key of argumentative composition is to show positive and negative ideas. Students will form a variety of styles of writing routines by the identification of the text to and pave the way for the future English learning.

Evaluation is a higher level of human thinking activities. Though English curriculum 5 level standards have no requirements to evaluation ability, the process of learning a language should also be the process of showing our own evaluation.

Whole out

After finishing the whole-in process, the whole-out process is the consolidation and improvement of the previous process and writing is the output process of reading. Only the input and output processes are combined together, can students move the discourse consciousness formed in reading to writing training. Then they finish a virtuous circle of reading and writing training. Writing activities can be regarded as after-reading activities, and teachers can follow the following path in the design of writing activities: playback chunks-activate topic-exhibited writing

Review of chunks. Review the lexical chunks or chunks that are acquired in reading during the teaching activities. This is not only the extension of reading links, but also paves the way for the writing process, which can help students to learn the language, rather than do Chinese English translation.

Activate topic. The reading input can activate the topic, and prepare the material for the writing. When select the topics, teachers should expand the subject of the article, based on the real context, highlight the true use. Topic expansion has the following two perspectives: 1. Deeply dig a word, a sentence or a point

of view of the article and expand the deep understanding into writing activities. 2. Combine the article's topic with students' real life. Expand interpretation of the article into their own feelings, experiences, perspectives, thinking.

Build framework. Schema reading not only can help students to understand the article, but also help students to complete the writing. Based on the overall grasp of the text, the language output should first start with the overall framework. During reading, the framework concluded in the article can be used directly in writing. By repeated training of reading and writing, students can form a systematic and logic thinking.

Exhibit writing. The evaluation of students' writing is an important part of the process of writing, which can be used in many ways, such as the evaluation of students and teachers, the evaluation of students and students, and so on.

The edification of teaching design of reading and writing in junior English

The important rule in the language learning is to repeat what we have learned, but this repetition is not the simple memorization in the lowest layer of thinking, but should be in the higher level of thinking. On the basis of the students' comprehension of the reading passage, it should be naturally applied to the level of application and creation and finally form their own comment. Although it is may not possible to finish reading and writing in one hour in junior English, teachers should design teaching from the perspective of the overall unity of reading and writing, which can ask students understand reading and writing in the class and reappear what they have learned in reading and writing.

From Life, Scene Factuality

Tao Xingzhi advocates life education, that is "the life is education; the society is the school the teaching does gather one." Education itself should be derived from life and return to life; English teaching should also be the case. As the second foreign language in China, English lacks the real context and what students learn in school is classroom English. In teaching design, if teachers can put the teaching activities into the real life context, all the knowledge of the language and even the most boring grammar knowledge will be fleshed out.

Based on Students, Interesting and Beneficial

In teaching design, teachers should consider the students' existing knowledge, interest and cognitive level, which are the front structure of the whole teaching activities, and also a key point to support the teaching and learning. The main body of teaching activities is the students, and reading and writing activities is an important way to train students thinking activities. If the teaching design lacks students, teachers' teaching will be lack of pertinence and it will lose the teaching's proper focus and affect the teaching. The key of the teaching design is that the teaching activities should be interesting and beneficial. Interesting means it can activate students' learning interest and meet the students' cognitive level. Beneficial means that it can induce students to think and form their own thinking mode.

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