

# Research on the Reading and Writing Integrated Teaching Model of College English

## Based on Critical Thinking

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**Abstract**—Based on the supplementary and complementary relationship between language input and output, this paper conducts a research on the reading and writing integrated teaching of College English based on the cultivation of critical thinking ability. Through in-depth analysis of reading materials (regarded as input) that produces promoting effect on effective writing (regarded as output), and then, under the reactive force of writing, it can further promotes effective reading to achieve a virtuous circle of reading and writing.

**Keywords**—college English; integrated reading and writing teaching; critical thinking ability

### I. INTRODUCTION

To cultivate and develop students' critical thinking ability is not only an unshakable responsibility of educators, but also an important task for the country to pursue long-term development. However, there are some problems of shortage of critical thinking ability such as students' ability of analysis, reasoning, evaluation, synthesis and analysis for a long time in China. Huang Yuanshen (1998, 2010) called it "absence of critical thinking". As an important part of higher education, college English pays insufficient attention to students' critical thinking ability that is one of the reasons for the absence of critical thinking. College English course is not only a basic language course, but also a quality education course that can broaden students' knowledge and help them understand the world culture, with both instrumentality and humanism. Therefore, in addition to the increase of paying more attention to the training of students' language skills such as listening, speaking, reading, writing and translation, college English teaching should also strengthen the cultivation of students' comprehensive cultural literacy and improve their ability to express their views by using the language knowledge and forms they have learned.

In fact, language input and output are two important links that cannot be separated for college English teaching. Input is the premise and basis of output, which provides students with abundant language resources. A large number of comprehensible language input can activate the language acquisition mechanism; output promotes input, which improves students' selective attention and activates their cognitive process, at the same time, negotiation aimed at

overcoming communication barriers can improve comprehensibility of language input. Based on the relationship between the two, this paper regards reading as input and writing as output to research the integrated teaching of reading and writing in college English based on critical thinking.

### II. CRITICAL THINKING ABILITY AND INTEGRATED TEACHING OF READING AND WRITING

#### A. Critical Thinking Ability

Critical thinking ability is the ability to think and analyze. Thinking is the conceptual work of scientific analysis, inference and judgment of objective things. Analysis is the ability to identify and analyze the situation, category and internal logical relationship of things. At present, scholars generally classify critical thinking ability into two types: humanistic critical thinking ability and mathematical critical thinking ability. College English majors' critical thinking ability belongs to the category of humanistic critical thinking ability. Question thinking cannot reach a universally recognized and only correct answer, the conclusion of thinking and students' personal opinions will generally be controversial and defensive interpretation and persuasive argument is the main way of reasoning to maintain their own views. In addition, when students are thinking about a certain problem, their ultimate goal is not to prove or confirm a scientific theorem, but to identify and select the best value concept or action criteria.

#### B. Integrated Teaching Model of Reading and Writing

The theoretical basis of the integration of reading and writing is the dualistic theory of language learning, which combines with the current college English syllabus and the actual teaching situation, selectively uses the traditional English teaching methods for reference, and at the same time explores new teaching modes. As two important components of English teaching, the relationship between reading and writing needs to acquire correct analysis and scientific treatment, which is of great significance to the improvement of students' English critical thinking ability. Teaching theory thinks that reading and writing are both independent and

interdependent. Reading teaching in college English teaching requires students to master such basic knowledge as word analysis, grammar, context, to analyze the structure of the article according to its overall expression and clearly grasp the author's ideas and views; writing teaching emphasizes students' accurate expression of their own views and lays out the article structure through corresponding vocabulary and sentence patterns. Therefore, the integrated teaching model of reading and writing is consistent with the characteristics of English courses and the rules of students' learning language courses.

### III. THOUGHTS ON THE INTEGRATED TEACHING OF READING AND WRITING IN COLLEGE ENGLISH UNDER THE GUIDANCE OF CRITICAL THINKING

Some scholars pointed out that when teachers carry out college English teaching based on the purpose of cultivating

students' critical thinking ability, they should refine the overall task, and then transform these refined tasks into specific critical thinking ability training activities. And at the same time, teachers should integrate these activities into the specific teaching process in order to achieve the common goal of instrumentality and humanism of college English. Therefore, these scholars have classified the tasks of college English teaching from five aspects, including understanding, evaluation, expansion, application and reflection. On the basis of improving such students' language skills as listening, speaking, reading and writing, they have been trained and have strengthened their critical thinking ability. Based on this, this paper follows the idea of cultivating the relevant skills of critical thinking ability through the main links of English teaching, and carries out the construction of integrated teaching model of college English reading and writing based on critical thinking ability. The main points of the overall teaching are shown in "Fig.1".

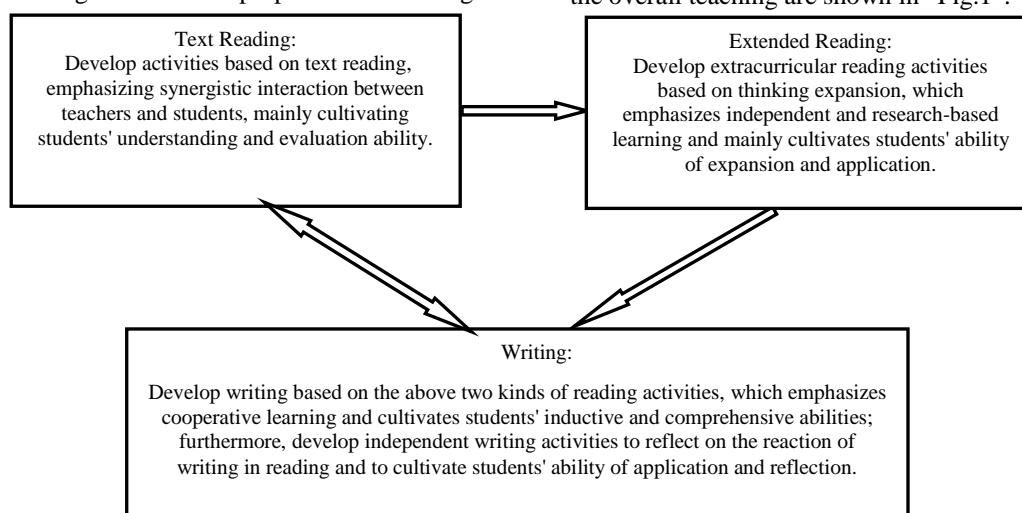


Fig. 1. Key points of integrated teaching of reading and writing based on critical thinking ability.

The key of the integrated teaching mode of reading and writing is the close combination of reading and writing, classroom writing learning and extra-curricular autonomous learning. It strengthens the reaction of critical thinking collaboration to reading and makes every link of the integrated teaching of reading and writing step into a virtuous circle based on the traditional idea of promoting learning by writing. In the process of using the content of teaching materials to implement teaching, we should reverse the situation of teachers is the leading force and students are passive acceptance, improve the importance of communication and exchange between teachers and students and between students and students and synergistic learning, and boost students' ability to carry out the understanding of the external language forms of texts and the evaluation of the inherent attributes and views of texts. Then, teachers recommend relevant subject terms to students to let students can independently read the expanded materials related to the content of the text based on the students' full understanding of the text content, which can cultivate students' ability of autonomous learning and research-oriented learning and enhance their application literacy. Further, teachers should

let students conclude and summarize writing knowledge in the process of teacher-student interaction and group cooperative learning and make full preparations for writing to carry out independent writing and writing evaluation activities on the basis of this. At the same time, teachers should guide the reaction of their reflective writing in reading, raise the importance of the cultivation of students' application and reflection ability, and discuss and evaluate the situation of the critical thinking of the whole learning process to strengthen their critical thinking ability.

### IV. INTEGRATED TEACHING DESIGN OF READING AND WRITING IN COLLEGE ENGLISH UNDER THE GUIDANCE OF CRITICAL THINKING

According to the teaching ideas, the integrated teaching mode of reading and writing based on critical thinking advocates cooperative learning and autonomous learning. In the initial stage of the new semester, all the students combine several fixed study groups according to their own wishes. Teachers should not be preconceived to let students analyze a specific reading material, but should let students design

two or three Article Explore Worksheet with different contents in the pre-class learning stage, assign them to different study groups, and consciously guide students to make them preliminarily analyze and grasp such contents as theme, connotation, argumentation method and rhetoric device and language skills of the article and even the author's emotional attitude. Otherwise, teachers give different authors' different explanations on the same topic to inspire students to make them the use and development of various emotional and cognitive strategies of critical thinking. For example, they can openly absorb different viewpoints, develop independent evaluation criteria, summarize authoritative viewpoints, raise questions or challenges, and compare different viewpoints and so on. On this basis, we can realize the expansion of students' thinking range: strengthen their cognitive flexibility and profundity, thus forming the goals of curious and open critical thinking personality traits.

Specifically, we should emphasize the equal and cooperative relationship between teachers and various students' groups in classroom teaching link and discuss the above open questions by means of classroom presentation, group defense, collective discussion and teacher's explaining. At the same time, we should integrate thinking and analysis that is the two critical skills of critical thinking into

classroom teaching process, and further develop critical thinking to make corresponding reflection and evaluation. The research group should regularly carry out teaching workshops, draw on the wisdom of the masses and dig out the contents of each reading material that can provide reference for the improvement of students' reading and writing skills, and make corresponding analysis and explanation in the subsequent classroom teaching to enable students to train appropriately. As far as reading and writing skills are concerned, the connection between them is very close and complement each other, so the research group should integrate them as much as possible in the course design. For example, in terms of vocabulary, students should combine contextual word recognition skill and word recognition skill of word-formation in reading and word-selection techniques in writing; at the sentence structure level, students should integrate the skills of the recognition and comprehension of central ideas in reading and creative skills of topic sentences in writing; at the paragraph level, students should integrate the skills of identifying supporting details in reading and paragraph development skills in writing. In addition, teachers also need to provide students with extended reading materials, involving the civil rights movement, traditional festivals, gun culture and other Western cultural backgrounds. "Fig. 2" shows the specific teaching process.

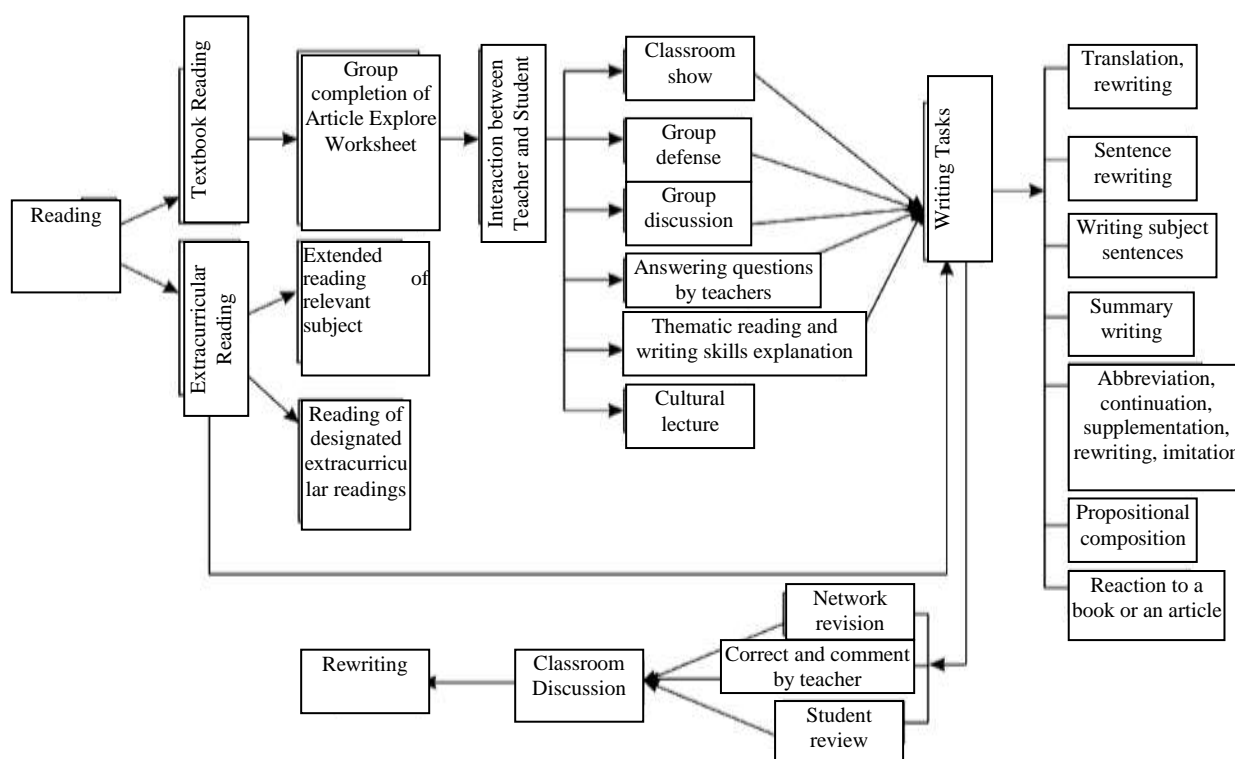


Fig. 2. Integrated teaching process of reading and writing based on critical thinking ability.

In the following writing process, teachers arrange a variety of writing tasks according to the content of reading materials (involving texts and extracurricular extended reading materials) and the actual teaching situation: first, guide students scientifically to carry out such writing training

as wording and phrasing, translation, overview, sentence rewriting, writing theme sentences and abstracts; second, let students combine reading materials or models to carry out writing practice of various forms, such as article abbreviation, continuation, imitation and transposition; third, teachers are

not limit the appropriate topics for students, so that they can randomly choose from different perspectives around a specific text or topic according to the relevant content of pre-class preview, classroom discussion or extended reading. On this basis, students carry out writing training of English articles, and in the writing process, teachers should properly encourage students to question the relevant viewpoints in the materials through critical reading and use reasonable grounds to refute them, or let students carry out debate in cooperative learning to prepare for writing an article that is relevant to the views of reading materials in and out of class, so as to improve students' critical thinking ability, enhance the profundity and flexibility of thinking. As a result, the critical thinking personality traits of and curiosity liberty are stimulated.

After completing the writing task, the students correct the basic language errors appeared in their writing process with the help of "Juku Correction Network" and others, and carry out writing mutual evaluation activities with students at the same level through online platform to reduce teachers' workload. Because the online platform cannot correct all the errors in students' writing link, so teachers need to extract 1/3 of the students' compositions for manual re-evaluation, and select some typical examples to distribute to students after re-evaluation. Teachers and students conduct collective reviews and group discussions on the problems existing in the typical examples (content and form of writing, etc.). After that, teachers adjust teaching methods and ideas according to students' digestion and absorption in all aspects and problems that are exposed in writing. Students also need to make timely reflection, which mainly include two aspects. First, students should reflect on the reaction of the writing process to the future reading activities, strengthen the linguistic phenomena, text structure and writing skills of a specific type of articles in the cognitive combination of reading and writing link, and improve their ability to quickly identify different language patterns in the reading process, so as to achieve the enhancement of reading ability; second, students should evaluate the performance of critical thinking ability in writing through online platform evaluation, peer review and group discussion and teacher guidance and evaluate such abilities as analysis, reasoning and evaluation according to the cognitive criteria of clarity, correlation, logicity, profundity and flexibility in thinking ability to improve the ability of critical thinking in the process of reflection.

## V. CONCLUSION

At present, the lack of students'critical thinking and ability has become a common problem, which should be perfected and developed in the future education development. College English, as an important part of education, cultivating critical thinking ability is the basis of language learning. Therefore, based on the interdependence of language input and output, and the integration of reading and writing teaching, this paper speculated the cultivation of critical thinking ability into different teaching links, through the design of learning group teaching methods to achieve the

benign interaction of reading and writing, in order to achieve thinking-oriented teaching purpose.

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