Design and Application of Reading & Writing Integration Teaching Mode in College English Majors

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Abstract—**It has the extremely vital significance to change the teaching idea, use the new teaching mode in the university English Teaching Reform under the new situation. In the classroom teaching activities, establish "integration" teaching mode of reading and writing, and cultivate students' comprehensive ability of using the language so that they can't only analysis, understanding, but also can imitate. Create more effective use of English to express their ideas and solve practical problems. The integration of reading and writing teaching mode in College English professional design, and application of situation analysis, analytical reading and writing integration teaching mode, improve students' English reading and writing ability, expand their humanistic qualities and cultivating their independent thinking ability.**

Keywords—integration of reading and writing; cooperative learning; inquiry learning; critical thinking; general education

I. CURRENT SITUATION OF COLLEGE ENGLISH TEACHING IN CHINA AND THE RESEARCH STATUS OF TEACHING MODE

A. The general situation of foreign language teaching design

1) The definition and significance of foreign language teaching design

Design of the foreign language teaching is a systematic engineering to plan, implement, and evaluation as the three main components of the design, system to solve the problem of the teaching object, teaching objectives, teaching content, teaching methods, and teaching effect and so on. From this definition, foreign language teaching should be aimed at different teaching objects, set up the change of teaching content, adopt flexible teaching methods, and obtain the teaching effect of social identity[1]. The newly revised "College English Curriculum Requirements (Trial)" has been fully reflected: on one hand, the abolition of the name of the original teaching outline this uniform, is more important, in guiding ideology and content requirements according to the curriculum requirements ", according to the actual situation of the school, to formulate a scientific, systematic and individualized College English teaching syllabus. Therefore, under the new situation of the reform of English teaching, the design of foreign language teaching has a very important significance in guiding college English teaching.

2) Foreign language teaching design methods and models

In China's decades of activities of foreign language teaching, there are many kinds of language teaching methods and models, from the initial grammar translation teaching mode to the communicative teaching model, task teaching mode, and subject pattern of teaching. In fact, language teaching is a comprehensive art, it is impossible to use a teaching model to cover. Therefore, the comprehensive language teaching model (that is, the advantages of several teaching modes, according to the specific situation to be used) is the most reasonable way.

B. The present situation of the research on the teaching mode of English Teaching in China

1) The old teaching model

To test for the syntax of the target translation teaching method is the stage of language teaching in primary and middle schools, static extension: just in terms of the depth and the breadth of vocabulary has been strengthened; with parsing long sentences, difficult sentences, it inevitably falls into a cycle of core grammar, word omnipotent; and treat translation as the ultimate goal, trying to use Chinese understanding to solve all the problems in foreign language teaching, this model seriously hindered the development of college foreign language teaching.

2) Effective language input, language output

College English teaching is a comprehensive project, it is not only the comprehensive reading, writing and translation of five kinds of basic language skills, but also a comprehensive way of thinking and expression of habit training[2]. Depending only on the vocabulary and grammar explanations violates normal language thinking mode and is time-consuming and laborious, and lack effective language input; accordingly, it will inevitably leads to the neglect of "effective" language output, which the written and oral expression of the test form in the exam account for small proportion and lower scores can be verified.

3) The new change of auxiliary teaching means little

New teaching methods failed to fundamentally change the traditional teaching concept, only changing the form of teaching mode. Foreign language teachers change from a piece of chalk, a blackboard, a Senate variable in the past to a computer, a screen, but still follow the traditional teaching

ideas. The new "curriculum requirements" puts forward clearly: "mode of teaching is not only the change of teaching activities or teaching methods, but also the transformation of the teaching idea." New teaching methods should be combined with new teaching ideas, so as to play a multiple effect.

C. Translation teaching of College in non-English majors as the research object

English Teaching in China for a long time does not pay enough attention to the translation. The CET-4 & CET-6 start since 1987 to 1995, the questions were not set to translate the topic, and the composition is left the only subjective questions. So, a few students training in translation, translation leads to poor ability. Weak translation skills or practical ability can be attributed to the following several reasons:

A considerable part of the school in the English Teaching in the cultivation of the guiding ideology of translation skills has not paid enough attention to this remarkable phenomenon from the College English teaching and College English textbooks In College English Teaching in China, it has been read as the most important basic skills, teaching departments at all levels have put it as one of the most important aspects of teaching [3]. The result is listening, speaking and writing, "translation" is relatively neglected. In addition, the foreign language college English textbooks are not used, a systematic introduction to the independent unit of translation knowledge and translation techniques. But there are some sentences in Chinese English translation practice or sporadic interspersed with English after class exercises. Gratifying is that in 1999, the Ministry of Education issued the College English teaching outline for the first time, the "translation" is included in the College English syllabus, emphasizing the aim of College English teaching is to cultivate the students to have the stronger reading ability, some listening, speaking, writing and translating abilities.

The lack of understanding of the field often reflected in many aspects in practice, such as curriculum design and classroom design, rarely having independent or system translation practice course. Realistically speaking, the construction of "reading and writing integration teaching mode (link) need" translation "to link, that, at least for the majority of the English as a foreign language to look at Chinese students have practical significance (feasibility).

II. "READING AND WRITING INTEGRATION" TEACHING MODE DESIGN PRINCIPLES

A. The conditions for the design of teaching mode

Reasonable teaching mode is of great guiding significance for the realization of teaching objectives and the "curriculum requirements". Therefore, the design principles of the "integration of reading and writing" teaching model meet the requirements of the new college English curriculum teaching, in line with the rules of language teaching, in line with the needs of students and the community for learning English. "Reading and writing integration" teaching model of English learning in the language input, output solution as a whole, emphasizing the effective language under the guidance of teachers at the same time, highlighting the ability of language

expression[4]. The curriculum requirements clearly put forward the goal of College English teaching is to cultivate students' comprehensive ability of using English to read and write. One of the teaching modes can help the students to read, imitate, express and meet the curriculum requirements in teaching guiding ideology. Secondly, foreign language teaching is not only a way of language input, what's more important is the construction of cultivating sense of language system, the effective use of language materials to express smooth language. One is to read and write teachers' targeted guidance, to explain and guide students to build a language system.

The teaching mode is combining, in accordance with the laws of foreign language teaching. Finally, reading and writing integration teaching mode helps to arouse students' learning initiative learn to get useful information from the authentic language materials. The training of self-learning ability, communication in the future continue to improve their English level, and enhance their ability of autonomous learning

B. Teaching mode and teaching method of Reading and writing

Teaching mode of" the integration of curriculum requirements "as the key link to teaching for language learning vector, abandoning the traditional mode of teachers explaining in the classroom, will divide a unit into three aspects: before class preparation, in-class interaction and after class task completion. Specific activity of preview before class is not only to get familiar with the vocabulary, the teacher should be abstract, such as the theme of the introduction to the unit, analysis the content background knowledge, language difficulties, given the "guide map" of the unit, so that students can have a definite object to preview the text. Classroom instruction emphasizes the interaction, the teachers guiding students' reading and students expressing effectively, so as to combine reading and writing skills training of students. The class arrangement relates to text and sentence patterns related tasks to consolidate the classroom lecture.

III. "READING AND WRITING INTEGRATION" TEACHING MODE OF THE MAIN CONTENT.

A. Discourse level analysis

Discourse level analysis involves a wide range, and many people also have a lot of useful exploration in this area. For example, through the theme discussion, sum up the different themes of the genre model used in teaching. Also, for example, through the analysis of the structure of the text, create the appropriate mode of reading and writing. This paper mainly discusses the possibility of the establishment of the "reading and writing mode" in the "integration of reading and writing". The analysis of structure and language in the segment is a very important link in the teaching of "reading and writing". In the teaching process, the comparison between the analysis and the text analysis is easier to understand and grasp the input of the information. The author believes that the analysis within the paragraph, the sentence analysis and the use of words can basically constitute the "integration of reading and writing" teaching. No matter from the text to the words, or the reverse

process, the analysis of the section is the intermediate point of the teaching process. Construction of a long or short text based on the author's ability to write a complete, reasonable section, "reading and writing" is the process of "learning and practice" process. The new edition of "College English" does the effective echo the exercises and reads the text information[5]. Therefore, in the process of teaching breakthrough to the text, after training exercises of the traditional teaching mode, make full use of resources of books information and initiative of students.

B. Sentence analysis

The logical structure of the sentence or the grammatical structure mainly consists of two aspects, namely, the structural analysis of the sentence pattern and the construction of the sentence structure. Parsing is the process of "reading", which is the process of "writing" in person. Sentence analysis and lexical analysis are mentioned below "to form a sentence can't be ignored in the small link"". Recall the Chinese (or "reading, writing and one way is to make sentences, sentences in logical or syntactical diversity not only stay in" reading "in the process. The re-construction of sentences can realize the logic and grammar, and also achieve the word use problems in "real" context.

C. Lexical analysis

Sentence not only can let us achieve the re-construction of logic and grammar, but also the use of words in the "real" context. The topic of word analysis involves many aspects and fields[6]. In this paper, we only talk about reading in a certain context, which can be converted to the similar or different context. The new edition of "College English" writing in this area has done a lot of work, to solve the problem of the use of the word reading information in the context of after class exercises and the use of effective conversion. The words themselves have no merits, but their use is a world of difference. So equipped with a good variety of practical

exercises can be successful, and make the teaching process to show the integrity of an important part of a textbook.

IV. Conclusion

Reading & Writing mode from the Integrated Teaching English is to improve students' reading and writing skills, expand their humanistic qualities and cultivates their independent thinking ability and other aspects. Through a series of instructional design, student runs through cooperative learning, reading and writing assessment of teacher-student interaction in the process of change, to develop critical thinking skills to target depth in reading and speaking through highly integrated literacy skills training, classroom lectures and cultural extracurricular extended reading, independent network learning experience.

In order to stimulate learners' interest in learning, foster their language level of progress and preliminary show the general education function of university course.

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