



Research on English Writing Teaching for the Transition from Primary to Junior High School in the light of Tao Xingzhi's *Integration of Teaching, Learning, and Doing*

Xie Chenchen^{1#}, Deng Miao², Wang Juan^{3#} 

^{1,2,3}School of Foreign Language, Yangtze University, Jingzhou, Hubei, P. R. China

#corresponding author

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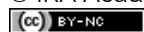
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Wang Juan  [/0000-0002-8885-3299](https://orcid.org/0000-0002-8885-3299)

ABSTRACT

To enhance the quality of English writing teaching in junior high school, it is essential to ensure an effective transition in English writing from primary to junior high school. Only in this way can students overcome their fear of English writing. In teaching, teachers can draw on Tao Xingzhi's "Integration of Teaching, Learning, and Doing" concept and focus on three aspects: English expression features, learning method transfer, and knowledge system construction. This approach aims to achieve a seamless transition in English writing teaching during the primary - junior high school transition and improve students' writing skills.

Keywords: Integration of Teaching, Learning, and Doing; English writing; effective transition

Tao Xingzhi's "Integration of Teaching, Learning, and Doing" concept serves as a guiding principle for teachers' teaching practices. Teachers should encourage students to identify interrelated problems in their learning process, stimulate their thinking, and guide them to solve these problems. Writing plays a crucial role in English teaching. Among the four basic English skills of "listening, speaking, reading, and writing", writing is the most challenging. The sixth and seventh grades mark a critical period for the effective transition of English writing teaching. A solid foundation in these grades can prepare students well for writing, facilitating their ability to handle more complex English compositions after entering junior high school. To achieve this effective transition, teachers should integrate Tao Xingzhi's theory into primary school English writing teaching to enhance teaching effectiveness.

Grasp the Characteristics of English Expression for a Smooth Transition in English Writing

If primary school students aim to master English writing, they need to understand the characteristics of English expression within the context of their own learning environment. One effective way is to compare the differences between English and Chinese expressions, which helps students better comprehend and utilize English expressions. This understanding can significantly improve their English writing skills.

Take the teaching of "Unit 1 The King's New Clothes" in the sixth - grade primary school English textbook as an example. Teachers can guide students to analyze sentences like "He liked new clothes...". Under the teacher's guidance, students can think about how people express preferences in Chinese and English. In Chinese, we often use sentences like "我喜欢....." with different vocabulary but similar sentence structures. In English, expressions such as "like doing/to do" and "love doing/to do" are used. Although they seem similar, there are differences in the degree of liking. "Like" indicates a general preference and can be used in specific situations, for example, asking about one's preference for a dish during lunch. "Love", on the other hand, implies a stronger liking and often refers to a hobby. For instance, if someone likes a certain sport, they will like it regardless of the situation. Through such learning, students can understand that when expressing "I like..." in English, the sentence structure is "Subject + like + something".

Understanding this fixed structure and how changes in sentence structure and vocabulary affect meaning is crucial. Once students develop an awareness of using English structures in their writing, they will be more proactive in learning new sentence structures to enrich their language when they enter junior high school.

Acquire Transfer Learning Methods for a Seamless Writing Transition

Based The "Integration of Teaching, Learning, and Doing" concept has two implications: it refers to both a teaching - learning method and an approach to life. Therefore, teachers should create a learning environment that is closely related to students' lives, encouraging them to learn by connecting with their real - life experiences. In the learning process, students can draw on their past experiences and transfer relevant learning methods. Knowledge can be expanded, and learning methods are often transferable.

Taking the teaching of "Unit 2 What a day!" in the sixth - grade primary school English textbook as an example, teachers can guide students to conduct transfer learning from three aspects. First, in terms of sentence - pattern transfer, from the sentence "Sunday, 20th September", students can learn the expression pattern for "day of the month", enabling them to express time flexibly. Second, in framework transfer, by reading the text, students can master the time - based narrative method. They can use phrases like "...in the morning.", "It was time...", and "In the afternoon." as time clues to organize their narratives logically. Third, in key - point transfer of the text, since this text describes a "bad day", students need to learn how to convey the idea of a bad day. They can learn to use transition words like "Then,..." and expressions such as "We could not ..." to describe unfortunate situations. Once students master these transfer learning methods, they will be better equipped to handle longer texts in junior high school English learning.

In teaching, it is important for teachers to help students discover learning rules and methods. This way, students can apply their previous writing - related learning methods to new writing tasks, achieving the transfer of learning methods and fulfilling the teaching goal of "teaching students how to fish".

Improve the English Writing Knowledge System for an Effective Transition

Tao Xingzhi proposed that the "teaching - learning - doing" process has three forms: a process centered around work or problems, a process centered on the historical development of things, and a process of learning and research in various disciplines and systems. Based on this theory, teachers can plan the writing transition process as follows: guide students to classify knowledge through task - based learning and make connections based on these classifications; tailor the teaching to students' physical and mental development laws; and help students establish and improve their English knowledge system, which serves as a solid foundation for writing transitions.

Take the teaching of "Unit 3 Holiday fun" in the sixth - grade primary school English textbook as an example. Teachers can guide students to build a writing system. First, for framework elements, when writing about their holiday experiences, students can use a framework like "How was your holiday? Where did you go for the holiday? What did you do for the holiday? Did you ..." to meet the primary - school - level writing requirements. Some students can further classify information when answering "Where did you go for the holiday?". In junior high school, students only need to master the cause - and - effect - based framework to describe "What did you do for the holiday?". Second, for sentence - type elements, in primary school, students are required to learn simple sentences and compound sentences, such as "We went to The Bund and visited the Shanghai Museum", which is a combination of "simple sentence + coordinating conjunction + simple sentence". In junior high school, students will learn subordinate clauses. The structure of subordinate clauses is "main clause + subordinating conjunction + subordinate clause", and students can build on their knowledge of simple and compound sentences to master subordinate clauses. Third, for vocabulary elements, in this lesson, students mainly learn place - related vocabulary like The Bund, Great Wall, Palace Museum, Shanghai Museum, Summer Palace, and Tian'anmen Square. In junior high school, by expanding their vocabulary related to places, students can enrich their writing content. Therefore, a solid learning foundation in primary school is essential for junior - high - school - level learning.

Learning is a progressive process. Each stage has its own set of learning tasks. Only after completing the tasks of one stage can students move on to the next. Students should experience and complete their learning tasks in practice, which lays the groundwork and accumulates experience for future learning. The "Integration of Teaching, Learning, and Doing" concept inspires teachers to assist students in building a writing framework. This enables students to solidify their learning foundation in primary school and further refine their writing system in junior high school.

Conclusion

Tao Xingzhi's "Integration of Teaching, Learning, and Doing" educational theory should be regarded as an important theoretical basis for primary - junior - high - school writing teaching. Teachers should guide students to practice in primary school, familiarize themselves with English culture, master learning methods, and form a writing framework, thus laying a solid foundation for their English writing training in junior high school.

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