

Research on the Teaching of High School English Reading and Writing from the Perspective of the Principle of Cooperation

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[**Abstract**] This paper focuses on the teaching of high school English reading and writing from the perspective of the principle of cooperation. Through the above research, we found that: 1) the principle of pragmatics cooperation has great inspiration for the teaching of reading and writing; 2) Chinese scholars have discussed the impact of reading and writing on the teaching of high school English reading and writing from different perspectives, and the results have been fruitful. 3) Reading and Writing: The teaching of high school English reading and writing is ultimately based on the principle of pragmatics cooperation between “teaching” and “learning”. In addition, we also analyze the teaching case of the reading and writing questions in the final exam of the first semester of the third year of high school in 2023, in order to verify the impact of the cooperation principle on the teaching of high school English reading and writing.

[**Key words**] high school English; pragmatics cooperation principle; read and write

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Reading and writing was first proposed by Wang Chuming (2012). In 2016, for the first time, the type of reading and writing questions appeared in Zhejiang. Starting in 2020, it has been widely used in national volumes. We searched CNKI database with the keyword “read and write”. The results showed that a total of 102 papers were published in the core journals of Peking University and CSSCI source journals (as of December 31, 2023). Chinese researchers have explored the role of reading and writing on the teaching of high school English reading and writing from different perspectives (e.g., Ling Yong, 2016; Deng Shaomei, 2016; Chen Kang, 2019; Li Fuqing, 2021), which also verified its role in promoting learning (e.g., Jiang Lin & Chen Jin, 2015; Wang Qi & Wang Fenglan, 2016; Zhang Xiuqin & Zhang Qian, 2017; Sun Qinmei & Wang Yu, 2018). With the deep integration of information technology and education and teaching, English teaching can no longer be separated from the use of multimodal resources (Lei Xi & Zhang Delu, 2018; Hu Jiehui & Hu Jiasheng, 2020). Different modal resources play an important role in the effectiveness of English learning. Wang Chuming (2022) emphasized in the latest research that the reading and writing in English in the college entrance examination need to be separated from teaching and examination, focusing on promoting learning. Therefore, we aim to discover the inspiration, influence and practice of pragmatics cooperation on the study of reading and writing by combing through the relevant academic history.

1 Inspiration of the principle of pragmatics cooperation for the teaching of reading and writing

Around the 1930s, the American philosophers C. W. Morris and R. Carnap first proposed the idea of pragmatics. In 1960, British scholars J. L. Austin and J. Searle each expounded the idea of “speech acts”. Grice,

on the other hand, put forward the concept of “norms for dialogue and cooperation”. They propose that these theories provide support for the establishment of the pragmatics cooperation principle. At the same time, for understanding the principle of pragmatics cooperation, we can focus on two core concepts of pragmatics and cooperation.

Reading and writing play a crucial role in shaping a person’s language skills. To be sure, language is an educational tool. It is undeniable that reading and writing are crucial steps in developing language skills. Focusing on cultivating students’ language skills in the four areas of listening, speaking, reading and writing is the core of the English classroom. Reading and writing are two of the most basic methods of information acquisition and output. Reading and writing, which reveal students’ language abilities, are the primary means of information intake and output. Reading and writing are interconnected. The primary focus of educators should be to help students improve their language skills in three main areas: listening, speaking, and reading. This ensures that students are able to understand and use English appropriately in the context. In this way, they will believe that their English language skills have been developed and demonstrated through the use of language in a given context. As a result, students are able to demonstrate their ability to understand and apply knowledge of the English language by using their English knowledge in specific situations. Language use involves several stages, each of which requires at least two language exporters and language recipients, or communicative partners, for language use to occur. The concept of cooperation criterion in the pragmatics of English is important. Collaboration is the cornerstone of pragmatism, and the application of reading and writing in an English context is crucial.

Reading and writing is a new question type of the English subject in the college entrance examination, and it is necessary for students to have an in-depth understanding of the composition and problem-solving skills of this question type. The teacher-student interaction, the student-context interaction in the paper, and the student-examiner can all be considered as both sides of the communication in reading and writing. Both reading and writing have communicative purposes, so the most basic aspect of reading and writing is that they are both used to communicate ideas and information. This is the first step in learning to read and write. In this regard, the principle of cooperation in pragmatics for effective reading and writing is both revealed by the concept of shared language understanding. The principle of cooperation in pragmatics reveals that both effective reading and writing are based on a common understanding of language.

Scholars at home and abroad have conducted in-depth research on pragmatics cooperation, such as Yao Xiaodong and Qin Shaoxun, 2018. Research shows that to achieve truly effective reading and writing, language importers and exporters must set clear communicative goals. If students deviate from this goal (in fact, from the original context) during reading and writing, there will be poor communication of information. Therefore, when reading and writing, students need to be aware that the language should meet the requirements of the exam and revolve around the points. They need to read and understand the material given carefully, think deeply and expand on the plot. In addition, students are expected to have a comprehensive understanding of the content of English teaching and a clear understanding of the requirements of the exam questions. The goal of teaching reading and writing should be to teach students that they must adhere to the principle of cooperation in order to ensure that their context is used appropriately. As a result, students will be aware of the need to make sure that the language they are using is appropriate for the questions and points of the exam. This requires not only careful reading and interpretation of the language provided, but also in-depth associations and extensions of the given plot. This requires not only a thorough understanding of the English teacher’s language, but also an intuitive understanding of the objectives of the English test questions. If a test taker wants to do well on the Read-and-Write question type, they must not deviate too far from the given text or the point of view of the question.

2 “Teaching” and “learning” based on the principle of pragmatics cooperation

Some scholars have emphasized the principle of collaboration in pragmatics that the two parties involved in the initial dialogue often share a predetermined communication goal in any linguistic interaction. In order to do this, it is necessary for both parties to work together for a common goal and communicate effectively using certain strategies. By working together, more useful data or information may be gathered, leading to better communication. This is the understanding of the principle of cooperation. Applying the concept of the pragmatics cooperation principle to reading and writing must also adhere to the Quantity Maxim, Quality Maxim, Relevance Maxim, and Manner Maxim. The original intention of the Read-and-Write question is to stimulate students' writing potential, promote writing through reading, and improve their contextual skills. In the teaching of English reading and writing in the college entrance examination, Ge Qiaoxia (2021) emphasized that reading and writing need to adhere to a variety of evaluations. Combining reading and writing, the integrated questions of reading and writing are beneficial for assessing students' reading comprehension, writing proficiency, critical thinking, and written and language skills. From the point of view of the characteristics of the question type, reading and writing usually presents a narrative or discourse that is arranged in the form of a narrative. The background information of these texts often carries significant authenticity, ensuring coherence and resonance of understanding on both sides. In order to maintain this coherence, questions often provide an opening sentence for the next paragraph, which guides students in the direction of the text. Of course, strategy is crucial when it comes to actually putting pen to paper. The core challenge of reading and writing is to understand the core of the story, reveal its theme, and clarify the plot development, which can be summarized as “what”, “why” and “how”, respectively. In light of the guidelines mentioned above, in teaching practice, we can guide students to focus primarily on the original text and the given opening sentence, which often provide key clues to grasp the whole story.

Below, we take the Read-and-Write question of the first semester of the senior grade of high school in a certain place in 2023 as a case study:

On a recent Saturday evening, my wife, my son Jack and I were having dinner when we heard the sounds of a group of kids talking in the street, outside our home.

Then out of the blue came two loud thuds above our bedroom window, followed by the noise of laughter and little kids running away down our street.

I turned on the external lights and rushed outside, unsure of what had caused the two thuds or what damage I could expect to see. The silence of the night was broken by the distant laughter of the neighborhood kids. At that moment I wanted to run after them. However, running barefoot on the road in the dark wasn't a wise thing.

The light above our garage helped me to identify just what had happened. Our home had been the victim of “an egg bombing”! Faced with the need to clean up this sticky mess, I was annoyed with the kids' bad tricks. I decided to remove the mess the next morning.

The next morning, I walked out to check the stains left by the two eggs, followed by little Jack with a book in his hand. “Where are the egg stains?”, he asked. I soon found them and pointed to them. Two patches of yellowish egg stains were on the wall above a large and wide metal awning. Right below the awning was our front bedroom window. Our metal awning had a strong ability to protect this window from rain and other heavy things that could possibly fall down.

After I pointed to the egg stains, Jack angrily said, “Bad kids.” Then, as usual, he walked to the bench below the front bedroom window and sat down to read his storybook. Jack liked reading there each morning. While Jack was reading, I carried a mop and placed a ladder on the front wall beside the bedroom window. I was ready to wash off the dry egg stains. I knew the task was challenging. My annoyance with the bad kids reached the level of the night

before. Angrily, I climbed the ladder. Minutes later, I cleaned up the first egg stain.

Paragraph 1: Just then, I was surprised to find one piece of glass in the window just below the awning badly cracked.

Paragraph 2: Feeling a sense of luck instead of anger, I began handling the cracked glass.

When conducting classroom teaching, we guide students to focus on the first sentence of the paragraph, and find that the general meaning of the article is: the article mainly tells the story of a Saturday night when the author was having dinner at home with his family, heard a muffled noise from the bedroom window, ran outside to check and found that it was a prank by a group of children, and planned to clean it up the next morning. On the next morning, the author found that it was a stain left by two eggs on the awning of the bedroom window, under which the author's son happened to be reading. The author built a ladder and cleaned up the first stain.

Whether students' initial interpretation is accurate or not, the teacher should be patient and not rush to correct them, but encourage them to continue reading the following passages and test their opinions by comparing their understanding. In this way, students will be able to find the right direction in their subsequent creations. On this basis, supplemented by regular writing skills training, their writing will not only maintain thematic coherence, but also show unique narrative skills and linguistic charm.

3 Reflections and outlooks of the principle of pragmatics cooperation on the teaching of high school English reading and writing

From the above example, we can see that the key to guiding students to read and write based on the principle of pragmatics cooperation is to stimulate their awareness of in-depth analysis of the original text, so as to accurately understand the author's intention. The above-mentioned thinking of the proposer is also an indispensable part. The ability to summarize reading and writing texts is meaningful for both high school English teachers and students. However, this is not always the case due to the uneven quality of teachers and students. The principle of cooperation in pragmatics can be an effective way for teachers to teach test-taking skills for reading and writing questions. The principle of pragmatics collaboration can be used to guide efforts to improve the educational experience. This principle can be used to guide students in reading and writing, and provide a framework. It has been proven that only by starting from the characteristics of the question type and using the pragmatics cooperation principle can students answer the questions in a way that is relevant to the topic, and then achieve excellent results, which help to improve their core English literacy.

Applying the knowledge, cultivating the virtue, and spreading Chinese culture are the biggest value themes of the English discipline. However, in today's English teaching, the phenomenon of "dumb English" in high school English classes is still widespread. In recent years, it is undeniable that since the promulgation of the English Curriculum Standards for Senior Secondary Schools (2017) and the English Curriculum Standards for Compulsory Education (2022) and the diversification of English teaching methods and learning methods, English teaching has become more prominent in applied learning, especially in English literacy. Teaching English at the high school level is crucial because it can have an impact on students' growth in reading, writing, and speaking. Within the framework of the high school English curriculum standards and English textbooks, the high school English curriculum attaches importance to the development of students' linguistic and pragmatic abilities, and takes them as the first priority (the other three competencies are cultural awareness, thinking quality and learning ability). "Applying the knowledge" is the most natural attribute of the English subject.

At present, English teaching in Chinese high schools has always been targeting at the college entrance examination, and it is necessary for English teachers to balance the accurate presentation of English reading and

writing materials without hindering students' test-taking skills. We believe that English is an important part of the high school curriculum, and English teachers need to accurately promote students' use of English language, and develop students' pragmatic skills, without negatively affecting them in the process of reading and writing practice. High school English teachers should pay attention to students' reading and writing skills, so as to promote students' reading speed in reading questions and written expression tests, and lay a solid foundation for students' subsequent reading of books and English-related exams. As these skills are highly valued by colleges and universities, they are also tested in university entrance exams. According to the needs of English textbooks and the college entrance examination, as well as the hot topics of current high school English textbooks, teachers can fully form teaching concepts, and then implement the teaching of reading and writing through literary works and celebrity biographies in English textbooks. At present, the teaching of English reading and writing is guided by a sufficiently mature theoretical framework. There is sufficient progress in the teaching ideas of teachers and the pragmatic theories used to guide the teaching of reading and writing, and the development of students' language skills and test-taking skills can be guaranteed.

4 Conclusion

The purpose of the Read-and-Write question of the English subject in the college entrance examination is to help students improve their skills in written expression and reading comprehension. The design of the Read-and-Write question is conducive to assessing students' ability to think critically, understand new material and express themselves in writing. In order to meet the requirements of the college entrance examination, English teachers should have a complete teaching system framework to guide the teaching of reading and writing accordingly. Teachers should have a solid theoretical foundation in pragmatics to guide the teaching of reading and writing, so as to ensure the progress of students' language ability and test-taking ability, develop students' core literacy in English, and achieve the purpose of cultivating morality. The use of pragmatic learning cooperation guidelines to guide the teaching of reading and writing in high school English is conducive to cultivating students' core English literacy and applying what they have learned. Considering that the current reading and writing has not been fully implemented in English teaching in Chinese high schools, and our research is not specific and in-depth, this study will further propose to investigate the general impact of the pragmatics cooperation principle on the teaching of reading and writing, in order to improve the interest and ability of Chinese high school students in English language learning.

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