

A Study on the Impact of Reading-to-write Pedagogy in Chinese Senior High School English Education

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[**Abstract**] In the context of globalization and internationalization, the importance of English education is increasingly prominent, especially in county-level senior high schools in China, where students face multiple challenges of new curriculum standards, new college entrance examinations, and new textbooks. This paper explores the application and effect of reading-writing integration strategies in English narrative continuation teaching in senior high schools, aiming to solve the current problems in continuation teaching, such as students' insufficient comprehension and inadequate language application skills. By analyzing the current situation of English narrative continuation teaching in county-level senior high schools, this paper proposes a "from reading to writing" teaching model, emphasizing the use of reading to enhance students' writing interest and abilities. The research shows that the reading-writing integration strategy can effectively stimulate students' writing motivation, improve their narrative continuation ability, and provide practical reference for English teaching in county-level senior high schools.

[**Key words**] reading-writing integration; narrative continuation teaching; county-level senior high school; English teaching reform

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1 Introduction

In today's increasingly globalized world, the importance of English is self-evident. Despite the continuous improvement in the prevalence of English education in China, with English courses now common even in primary schools, English teaching in most high schools still faces numerous challenges. These challenges are mainly reflected in weak teaching staff, low student quality, relatively underdeveloped infrastructure, and limited parental education levels. Furthermore, under the backdrop of the New Curriculum Standards, New College Entrance Examinations, and New Textbooks, students in county-level high schools face more complex learning difficulties, requiring frontline teachers to adopt effective teaching measures and invest more time and energy to help them adapt to the new educational situation.

For a long time, there has been a disconnect between reading and writing in English teaching practice. However, academic circles began to pay attention to the integrated research of reading and writing skills as early as the 1970s. Krashen's "Input Hypothesis" and Swain's "Output Hypothesis" provide important theoretical support for the combination of reading and writing. Krashen believes that learners need to be exposed to sufficient comprehensible input, which should be interesting and relevant to facilitate meaning comprehension. Swain, on the other hand, believes that language output can prompt learners to pay more attention to language form, thereby using more accurate, appropriate, and coherent language to express their thoughts. Wang Qiang's (2006) research further points out that reading is the foundation of writing, and the New College Entrance Examination emphasizes students' comprehensive language application ability even more. Therefore, how to break through the traditional teaching model, guide students to cultivate critical thinking and literacy in the process of reading and writing, and

then improve their comprehensive language ability has become the key to high school English teaching, especially continuation writing teaching.

However, there are still many problems in the current continuation writing teaching practice. Firstly, students' understanding of the text content may not be deep enough, and their grasp of character emotions and plot may be biased, which reduces reading interest and increases the difficulty of continuation writing. Secondly, students' language application ability needs to be improved. Affected by exam-oriented education, students overly rely on exquisite sentence patterns and templates, which inhibits innovative thinking and creativity, resulting in articles lacking novelty and mediocre content. Thirdly, teaching methods need further improvement. Students lack the ability to analyze materials and are prone to deviate from the central idea. These problems directly affect the effectiveness of continuation writing teaching, requiring us to conduct in-depth thinking and research.

Based on the above analysis, this research believes that teachers should fully consider the actual situation of students, pay attention to the cultivation of reading and writing thinking, choose appropriate reading materials, stimulate students' reading interest, guide students to immerse themselves in text reading, and encourage independent and creative writing. By using the "from reading to writing" strategy, teachers can effectively guide students to conduct innovative writing based on the understanding of the original text, thereby mastering writing skills, accumulating a large number of thematic vocabulary and sentence patterns, improving writing expression, and effectively enhancing text analysis skills. Therefore, this research will focus on the application of the "from reading to writing" strategy in high school English continuation writing teaching, aiming to provide certain theoretical reference and practical guidance for English teaching in Chinese high schools.

2 Relevant international research

Research on integrated reading and writing instruction abroad has a long history and exhibits a continuous trend of development and deepening. Since the 1970s, scholars have conducted in-depth discussions on the relationship between reading and writing, proposing various teaching methods and theories that provide important reference and guidance for the field of language education.

Initially, reading instruction and writing instruction were regarded as two relatively independent areas. However, as research deepened, scholars gradually recognized the close relationship between the two. In the 1970s, researchers began to focus on the interactive relationship between reading and writing and attempted to integrate them into teaching. This shift marked the beginning of research on integrated reading and writing instruction.

The 1980s were a period of vigorous development in research on integrated reading and writing instruction. During this stage, researchers began to explore the application of analytical reading and writing teaching methods, aiming to improve writing skills through reading. Analytical reading pedagogy emphasizes in-depth understanding and critical thinking of texts. By analyzing the structure, content, and language of texts, it helps students master writing techniques and strategies. This teaching method closely integrates reading and writing, allowing students to learn writing in the process of reading and consolidate reading in the process of writing.

Entering the 1990s, the research focus gradually shifted to the design and teaching experiments of writing tasks based on reading materials. Researchers began to design various writing tasks based on reading materials, such as continuation writing, rewriting, commenting, summarizing, etc., and verified the teaching effect of combining reading and writing through specific teaching practices. These teaching experiments aimed to explore the impact of different reading materials and writing tasks on students' reading and writing abilities, and how to effectively combine the two for teaching. Through these practical studies, researchers accumulated rich experience, providing strong support for integrated reading and writing instruction.

The theoretical cornerstones of reading and writing instruction are the Input Hypothesis and the Output Hypothesis. These theories suggest that to effectively promote language acquisition, learners must be exposed to input materials that are both challenging (slightly above their own level) and interesting and relevant to

themselves. The Input Hypothesis emphasizes the importance of selecting reading materials, believing that materials that can stimulate students' interest and provide sufficient linguistic information should be chosen. In addition, the Input Hypothesis also emphasizes the comprehensibility of reading, believing that students can only learn and absorb linguistic knowledge from reading materials if they understand them, thereby improving their writing skills.

Swain (1993), in her research on Canadian immersion language teaching, proposed the Output Hypothesis, which emphasizes the importance of language output. Compared to language input that focuses on comprehension, language output forces learners to pay more attention to language form and actively attempt to use accurate, appropriate, and coherent language to express their thoughts. The Output Hypothesis believes that writing, as a form of language output, can prompt students to actively use the learned linguistic knowledge and constantly try and improve their language expression. Through writing, students can discover their linguistic shortcomings and consciously make up for them, thereby improving their language skills.

The inherent connection between reading and writing abilities has always been an important issue in educational research. As early as 1963, Loban's research on 338 children from different socioeconomic backgrounds revealed that reading and writing abilities show a significant positive correlation in academic performance. Specifically, students with strong writing skills usually also have high reading levels, and vice versa. Furthermore, the study also found that this correlation becomes more evident with age. This research provides important empirical evidence for integrated reading and writing instruction, proving that there is a mutually promoting relationship between reading and writing.

Inspired by the research of predecessors, more and more scholars have begun to advocate integrated reading and writing instruction. As Widdowson (1978) believed, reading and writing should be taught as a whole, with the two promoting each other; reading can improve writing skills, and writing can in turn deepen understanding of reading. This view emphasizes the interdependence of reading and writing, believing that the two should be organically combined to form a complete teaching system. Through integrated teaching, the advantages of reading and writing can be better utilized, promoting the comprehensive development of students.

Flood and Lapp (1987), through extensive research, further confirmed the inseparable relationship between reading and writing. They found that people with outstanding writing skills usually have higher reading levels and read more widely. At the same time, their writing also exhibits higher quality in terms of vocabulary and syntax. This research further emphasizes the important role of reading in the development of writing skills, believing that reading is the foundation of writing, and only through extensive reading can rich language knowledge and writing skills be accumulated.

Under the influence of these studies, integrated reading and writing instruction has become increasingly important. Widdowson (1978) emphasized that reading and writing should be regarded as an interconnected whole, with the two promoting and complementing each other. Reading can improve writing skills, and writing can deepen understanding of reading materials. Therefore, in the teaching process, reading and writing should be organically combined, using reading to stimulate students' interest in writing and using writing to consolidate students' reading comprehension.

Later, driven by the nationwide language movement, the teaching philosophy of combining reading and writing became increasingly valued. Educators began to explain the connotation of reading and writing instruction from different perspectives. In summary, international research on the integration of reading and writing is relatively mature, showing a diversified, in-depth, and refined trend in research subjects, research content, and research methods. These studies provide us with rich theoretical knowledge and practical experience, which can provide important reference and guidance for us to better conduct integrated reading and writing instruction.

Research on integrated reading and writing instruction abroad has evolved from separation to integration, and from theoretical exploration to practical validation. Researchers have, through extensive empirical studies and theoretical analysis, revealed the close connection between reading and writing and proposed various effective

teaching methods and strategies. These research findings provide important references and guidance for us to better understand the relationship between reading and writing and how to effectively combine them in teaching. Therefore, in future language education research, we should continue to delve into integrated reading and writing instruction and, combined with China's specific circumstances, explore teaching methods that are more suitable for Chinese students, thereby improving their language proficiency.

3 Domestic research

Currently, English language teaching in China faces multiple challenges brought about by the New Curriculum Standards, New Textbooks, and reforms in the National College Entrance Examination. Classroom teaching, as the primary battlefield of school education and teaching, is an important place for students to acquire key knowledge, master essential skills, improve comprehensive abilities, and develop core competencies. High school English reading instruction is a major course type in high school English classroom teaching and a core component of high school English teaching. Students' English writing ability directly reflects their comprehensive application ability level. From Chomsky's linguistic theory perspective, spoken English is considered a natural learning ability inherent in humans, while written communication skills require long-term systematic learning and training to acquire. Therefore, it is particularly important to incorporate writing instruction into the classroom system and achieve effective connection between teaching and examination.

In the late 1990s, researchers began to pay attention to the correlation between reading and writing, and gradually reached a consensus that the two are related to a greater extent. Xie Weina (1994) analyzed the internal connection between reading and writing from the perspective of cognitive psychology, believing that writing is based on reading and is influenced by the author's reading ability. She proposed that writing is an activated reading process, while reading is an activated writing behavior, and the two are inseparable and intertwined. Wang Qiang (2006) emphasized the role of reading in writing, pointing out that reading articles can provide students with writing examples, and only through structured reading can students cultivate clear writing ideas. Wu Peng's (2001) teaching experiment showed that the experimental class that increased reading volume and strengthened language input achieved significant improvements in reading comprehension and writing ability, highlighting the importance of reading as the foundation of writing.

Sun Yunbo (2003) emphasized the importance of organically combining reading and writing. Through reading and writing courses, he found that students have a positive attitude towards writing promoted by reading, believing that it helps them express themselves authentically, create more meaningful works, and enhance their self-confidence, prompting students to shift from passive learning to active exploration, thereby improving their writing skills. Zhou Li (2011) proposed PRIDW teaching model (Pre-reading—Reading—Information Processing Discussion—Writing) which is another attempt to combine reading and writing. Wen Qiufang's "output-driven, input-facilitated" hypothesis emphasizes clarifying writing goals and methods first, and then using this as a guide to select reading materials, integrating reading and writing practices from multiple dimensions such as analyzing text structure, training thematic language, internalizing emotions, and improving thematic ideas.

He Lianzhen and Min Shangchao (2012) found that reading input can significantly improve the quality of written texts, and integrated writing is superior to independent writing in terms of content, vocabulary, and language expression. Wang Chuming (2015) emphasized the use of sequels as an effective introductory way to combine reading and writing, believing that reading and writing are in line with language learning laws, and can promote learning by providing context, stimulating expression, and combining input and output. The research of Zhang Xinling and Zhang Siyu (2017) revealed the complexity of the constituent elements of reading and writing abilities, pointing out that the combination of the two helps to more accurately assess writing ability and improve teaching efficiency.

Current research tends to study and analyze reading and writing as a whole and incorporate them into the task design of large-scale examinations to explore the constituent elements of their concepts. Since July 2020, Hefei

City has taken the lead in implementing new curricula and new textbooks as a national demonstration area, and has been promoted to all ordinary high schools in Anhui Province in September 2021. As the main basis for students to acquire knowledge and teachers to teach, the new textbooks provide students with brand-new text resources. Mei Deming and Wang Qiang (2017) pointed out in “Interpretation of the General Senior High School English Curriculum Standards (2017 Edition)” that the articles in the new textbooks and accompanying reading materials are all carefully selected model texts by experts, which are highly coherent in language, thinking, and content, and are worthy of in-depth study.

4 Concluding remarks

This research explores the application effects of reading and writing strategies in high school English continuation writing instruction and examines their impact on students’ continuation writing abilities, addressing the current challenges and problems faced by continuation writing instruction. This research hopes to, through a review and summary of relevant studies: (1) understand the current situation; investigate and analyze the current situation of high school English continuation writing instruction, understand the current teaching models, content, and existing problems. (2) stimulate interest; explore whether reading and writing training can effectively stimulate students’ interest in English writing and enhance their writing motivation. (3) improve abilities; examine whether the application of reading and writing strategies has a positive impact on students’ continuation writing abilities. It aims to provide practical and valuable suggestions for continuation writing teaching practice and lay a theoretical foundation for future related research.

Domestic and foreign studies have confirmed that combining reading and writing is an effective teaching method and has been widely used globally. However, due to the short implementation time of the continuation writing question type in the new Gaokao English, there is a relative lack of empirical research on this question type in China, especially research with county-level high school students as the research object. With the advancement of the new Gaokao reform, the teaching model combining reading and writing has received increasing attention in the field of English language teaching and has become a research hotspot. This research is based on the specific context of county-level high schools, exploring the impact of reading-promoted-writing strategies on students’ writing interest and ability in continuation writing instruction, thereby enriching the theoretical system of continuation writing instruction.

With the continuous advancement of the new Gaokao reform and the “General Senior High School English Curriculum Standards (2017 Edition)”, more and more teachers and scholars have begun to pay attention to the reform of writing instruction. This research aims to explore whether reading and writing combination strategies can promote students’ accumulation of language knowledge, cultivate reading and writing thinking, and enhance writing confidence, thereby better serving students’ writing practice.

This research aims to explore the application of teaching strategies that combine reading and writing in high school English teaching and provide teachers with referential teaching methods and practical ideas. We hope to stimulate students’ interest in English learning, enhance their writing confidence, and ultimately improve their English writing skills and comprehensive quality by verifying the effectiveness of this teaching model.

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