

An Analysis of Reading-to-Write Approach Applied in English Writing Teaching

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Abstract

The study of English learning has long been a hot topic in China. The scheme of the new College Entrance Examination, which has recently released, shows that the higher level of students' competence of English comprehensive communication skills is required. Among those comprehensive communication skills, writing is the most important but also the most difficult one for students. To improve students' writing skills, teachers have been making efforts to adjust, or create their own teaching methods, and doing more research on teaching of writing. And this paper takes advantage of teaching case analysis and the author reads lots of literature to provide some advantages, drawbacks and optimizing strategies of reading-to-write approach in English writing teaching. Although the study lacks of practical research, it can not only conclude some potential problems in the application of the approach, which lays a solid foundation for further teaching, but also provide more effective ways to utilize the reading-to-write approach in English writing. Finally, based on the input and output hypothesis, the paper can also provide a teaching framework for English teachers and further research on writing.

Keywords

Reading-to-write approach; writing teaching; junior high school.

1. Introduction

English writing is a crucial skill in the globalized world, enabling effective communication, academic success, and professional development. However, teaching English writing has always been a challenge. Nowadays, the writing teaching mainly exists the following problems. For students, they lack interest in writing and are not enough to read. For teachers, the writing training is mechanical. And ways of assessing writing is single and fixed, which is not beneficial for them to improve their writing creativity. To solve these problems, the reading-to-write approach has emerged as a promising instructional method. This approach points that reading can serve as a rich source of language input, writing models, and inspiration for writing. By closely examining the relationship between reading and writing, educators can better understand how to utilize reading to enhance students' writing abilities.

This paper mainly discusses the following parts. The first part is about previous researches on reading-to-write method. The second part analyzes a teaching case of reading-to-write approach. The third part talks about the advantages and some drawbacks about the reading-to-write method. On this basis, the paper shows some effective strategies for applying the method into English writing teaching. The next part further puts forwards some writing learning and teaching methods from teachers, students and other perspectives. And the final part draws some conclusions.

2. Literature Review

2.1. Definitions of Reading-to-Write Approach

The reading-to-write approach is intended to develop students' writing skills and encourage them to combine reading and writing. The notion of the reading-to-write approach was introduced by Widdowson. According to him, language learners can acquire reading skills through writing, and similarly, they can also develop their writing skills in reading [4]. Subsequently, this concept was widely discussed and applied. According to different researchers from different perspectives, there are various definitions of the reading-to-write approach. From the reading perspective, the reading-to-write approach involves either reading to learn (Carver 1997; Kintsch 1998) or reading to integrate information (Grabe & Stoller 2002). When writers read with the purpose of writing, they will extract the structure and context of reading passages, select and integrate the information that will help them write, and apply it to their own writing (Kintsch 1998). From the view of writing, the cognitive-affective model of writing proposed by Hayes (1996) illustrates the role of reading in writing. In this model, reading comprehension is the core feature, which integrates reading and writing in teaching.

In a word, it can be concluded the reading-to-write approach is a teaching method of placing as much importance on language input as on output and combining reading and writing in the classroom. This writing task requires students to read a variety of topics and thematic articles so that they can make full use of authentic expressions. (Ruiz-funes 1999; Kern and Schultz 1992).

2.2. Theoretical Basis

The essence of reading-to-write approach is to combine language input and output, which is based on Krashen's language input hypothesis and Swain's language output hypothesis. This study will combine the current teaching situation, fully explore the content of the two hypotheses, play its guiding role, and build an optimized "reading-to-write" writing teaching model.

2.2.1. Input Hypothesis

American language educator Krashen (1981) put forward the "comprehensible input hypothesis" to explain the process of second language acquisition in the study of second language acquisition [1]. His second language acquisition theory consists of five hypotheses, namely, the acquisition and learning hypothesis, the natural order hypothesis, the monitoring hypothesis, the input hypothesis and the affective filter hypothesis. The input hypothesis is the core of his theory.

He believes that in second language acquisition, if the input content is less than or equal to the learner's existing knowledge, then the learner cannot further acquire, but if the input content is much more than the learner's existing knowledge, the learner is completely unable to understand, then the learner is also unable to acquire new knowledge. Therefore, learners should be allowed to input language items higher than their existing language ability, and these language items need to be comprehensible. That's to say, to achieve language acquisition, it is very important to grasp the content of input. "understandable input" requires not only the existing knowledge of learners, but also new knowledge. However, new knowledge should enable learners to guess and finally achieve understanding by using context, situation and other ways. Only in this way can they naturally achieve the ability of language output. Krashen (1981) used " $i + 1$ " to express this process, that is, i is the learner's existing language level, and 1 is the knowledge beyond the current learner's language level. To enable learners to acquire a language, it is necessary to enable learners to input comprehensible " $i + 1$ " language items, so as to achieve the language level that learners are expected to achieve. It can be seen that

Krashen's language input hypothesis plays a guiding role in reading what, how to read and how much to read in the reading-to-write writing teaching method.

2.2.2. Output Hypothesis

The language output hypothesis proposed by Canadian linguist Swain is derived from his and his team's long-term research on the development of bilingual competence in Canada. By analyzing the survey results of French immersion classes, Swain proposed this theory in 1985. In his study, Swain (1985) compared the language ability of sixth-grade students who are native speakers of English but are immersed in French classroom teaching with the language ability of French-speaking students in the same grade, and found that the listening and reading abilities of the two are equivalent [2]. However, in terms of dialogue and writing, non-French-speaking students are significantly worse than French-speaking students, that is, students' language output ability varies greatly. According to Krashen's theory, children who study in immersive French classrooms should be able to acquire naturally in the face of a large amount of continuous input of French as a second language, and there should be no such a big gap. Therefore, Swain also compared the French language ability of children in higher grades of French immersion classes with that of French-speaking students in grade 6, and found that the French language ability of these non-French-speaking children in higher grades is still inferior to that of French-speaking children, and the vocabulary and syntax used in dialogue and writing are still not authentic enough. Therefore, Swain (1985) concluded that comprehensible input is necessary but not enough for learners, and comprehensible output is also needed. Let the students think about the language they want to output in the case of being forced, so that the learners shift from semantic-based cognitive processing to syntactic-based cognitive processing. Output has the function of internalization and testing, which can make learners master the target language more effectively. That is to say, Swain believes that in order to master a foreign language successfully, learners need both comprehensible input and comprehensible output. Learners need to be given the opportunity to use the language correctly. Such an output process can in turn enhance the effect of the input process and help learners use the language more fluently and accurately. Swain's theory plays a guiding role in the writing-in-writing and writing-after-writing links in the "Reading-to-write" writing teaching method.

2.3. Previous Study of Reading-to-write Approach at Home and Abroad

2.3.1. Relevant Researches Abroad

In foreign countries, in the 1970s, the British linguist Widdowson (1978) pointed out when talking about the skills of reading and writing that reading teaching should not only learn vocabulary and sentence patterns, but also analyze the thoughts and emotions of the text. Then in the teaching of writing, teachers can use the text of reading chapters to guide students to write. In the study of the relationship between reading and writing, Stotsky (1983) said that in the past, researchers were more likely to associate the four skills of listening, speaking, reading and writing according to the two groups of listening, reading and speaking. However, in recent years, research on the relationship between reading and writing has gradually emerged. In this paper, Stotsky found that learners who are good at writing tend to have higher reading ability and read a lot by analyzing the published reading and writing studies at that time. Therefore, the combination of reading and writing teaching is necessary, and the improvement of reading and writing skills can be mutually beneficial. Smith (1985) found that text materials given to learners can activate learners' knowledge background and schema related to writing topics [3]. In addition, he is also concerned that some studies have shown that by showing learners multiple short articles related to the topic of writing, learners can be provided with more ideas for constructing text, which is more effective than only providing a long text. Carson and Leki and Hirvela also acknowledge the importance of reading in developing learners' writing ability.

Carson and Leki (1993) argue that in the academic field, reading can be regarded as the basis of writing. Hirvela (2004) agrees with Krashen that reading, by giving learners meaningful input, supports the development of learners' writing ability, and the construction of reading and writing ability is common in many aspects, such as reading and writing [6]. Both need to study rhetorical structures and observe language features and stylistic features. These commonalities can also be confirmed in Tierney and Shanahan's (1991) study. Their research shows that the construction process of reading and writing ability has 25 % to 50 % overlap. These studies can illustrate the feasibility and importance of the combination of reading and writing in cultivating learners' reading and writing ability. Jouhar and William (2021) analyzed a large number of studies published from 1970 to 2019 on the impact of reading on writing, pointing out that reading can improve the overall quality of narrative and descriptive writing, and enhance learners' ability in output, mechanism, spelling accuracy, content, grammatical accuracy and text organization [5]. These studies show the necessity of the combination of reading and writing, and also show that a large amount of input is helpful to writing.

2.3.2. Relevant Researches at Home

In China, English is taught as a second foreign language and is an important item in academic examinations at all levels. Among them, writing teaching has always been a difficult point and also the focus of research. After Krashen's Input Hypothesis was introduced into China in the 1980s, foreign language education scholars who suffered from the lack of theory found theoretical support. Many scholars have carried out research on this hypothesis in theory and practice. Based on the current situation of high school English writing, Wang Nan (2019) combines high school English writing with Krashen's Input Hypothesis. It is emphasized that teachers should select appropriate materials according to the existing level and practical ability of learners, and stimulate students' interest while ensuring certain difficulty. Under the guidance of this hypothesis, Hao Zeqi and Cheng Ping (2020) also conducted a survey of junior high school English extracurricular reading, focusing on the construction of extracurricular reading courses integrating reading materials, strategic guidance, reading-aid activities and supervision and follow-up. The Swain output theory, which was introduced into China in the latter step, has gradually attracted the attention of scholars. Wei Naixing and Zhou Ying (1994) first mentioned Swain's comprehensible output theory. When talking about English reading and writing, Wang Yuxiang (1997) has proposed that reading and writing are complementary and mutually reinforcing. After 2000, more scholars began to pay attention to this theory and test it in practice. Feng Jiyuan and Huang Jiao (2004) observed in the experiment that the learners in the experimental group who carried out the two language output activities of guided writing and essay reconstruction did promote language acquisition compared with the control group, and the effect lasted for a long time. In the future, focusing on the revision of the English curriculum standards for compulsory education in the past ten years, we can see the improvement of the requirements for output, that is, oral and writing. The 2011 edition of the curriculum standard (2012) emphasizes the need to continuously carry out practical activities based on effective output based on understanding while comprehensible language input. Under the guidance of the curriculum standard, some teachers began to explore the application of discourse learning in writing. The experimental research of Xu Hao and Gao Caifeng (2007) proves that the combination of reading and writing has a significant effect on the improvement of students' writing ability. These effects can be reflected in the development of students' language fluency and grammatical complexity, as well as the improvement of abstract thinking. Ge Chunsheng (2013) also proposed that language output should be based on language input in order to achieve the effect. This also shows that the input and output of language are inseparable. Therefore, there are also many researchers, in order to make the language output activity-writing achieve better results, began to study how to carry out effective language input.

Huang Li, Hu Rongyan and Wu Kejia (2017) believe that students' language application ability, especially writing ability, can be improved by strengthening discourse knowledge.

Ou Yilu (2020) also pointed out that the reading-to-write writing teaching mode should pay attention to the analysis of discourse knowledge, and enhance students' language expression ability through sentence analysis and article form exploration. Lin Wenfang (2020) emphasized that based on the text of the text, the extracurricular materials of related topics are supplemented, so that students can have something to write through accumulation. Zhou Yanmei (2017) emphasized that listening to books and reading and writing are always unified, and writing is infiltrated into various lesson types to serve writing. In addition, in the context of the widespread recognition of reading-to-write method in recent years, many researchers or front-line teachers have studied its effective teaching model. Gao Xinhui (2018), when talking about how to better promote reading-to-write mode in the classroom, proposed to increase the sense of language through reading, make the writing theme interesting and vivid, and also adopt the activity of imitating reading text, so that students can understand writing more intuitively and stimulate students' desire for language expression. Hong (2020) proposed that the reading-to-write writing teaching mode should follow the enlightening principle and the principle of gradual progress.

It can be seen that the comprehensive application of the two methods of language input and language output in teaching is recognized at home and abroad, and many researchers have confirmed in the teaching practice that the implementation of the reading-to-write teaching method can significantly improve students' English writing ability.

However, through sorting out lots of literature, the author can see that in the writing teaching of reading-to-write, the following situations often occur : 1) Students' input link, because the purpose of the text is too strong, makes the students' thinking more limited, after obtaining the target language through reading, only imitation, similar to copying and pasting, lack of subjective thinking ; 2) the text input by students is not enough or the content is not authentic enough, so it is impossible for students to form a more systematic cognition. Besides, the output content is solidified, and the transfer is not understood; 3) After students' output, they lack output correction and fail to learn new knowledge or consolidate knowledge from output.

Therefore, the paper mainly analyzes teaching cases to put forward more effective ways to apply reading-to-write approach in English writing.

3. Positive Effects of Reading-to-write Approach in Writing Teaching

Through reading lots of literature and doing practical teaching, the author summarizes the method can promote students' linguistic development, writing skills, cognitive and creative development and critical thinking development.

3.1. Linguistic Development

3.1.1. Vocabulary Expansion

Reading exposes students to a wide range of words in various contexts. Nagy and Herman (1987) estimated that students can learn a significant number of words incidentally through reading. For example, in a novel set in a historical period, students may encounter archaic words or words related to specific historical events. These words, when internalized, can enrich their writing vocabulary. A study by Elley (1989) found that students who read extensively had a more diverse vocabulary and used more sophisticated words in their writing compared to those with limited reading exposure.

3.1.2. Grammar and Syntax Mastery

Well-written texts serve as models of correct grammar and syntax. By reading, students can observe how different grammatical structures are used in context. For instance, the use of

conditional sentences in a text about future predictions can help students understand the correct form and usage. Research has shown that repeated exposure to correct grammar in reading can lead to improved grammatical accuracy in writing. Ferris (2002) found that students who read more frequently made fewer grammatical errors in their writing, as they had internalized the correct patterns through reading.

3.2. Writing Skill Enhancement

3.2.1. Coherence and Cohesion

Reading helps students understand how to create a sense of coherence and cohesion in writing. Texts use various cohesive devices such as pronouns, conjunctions, and lexical repetitions to connect sentences and paragraphs. For example, in an academic article, the author may use “however” to signal a contrast, “therefore” to indicate a conclusion, and repeated key terms to maintain topic unity. Through reading, students can learn to use these devices effectively in their own writing. Halliday and Hasan (1976) have extensively studied the concept of cohesion in texts, and their work provides a theoretical basis for understanding how reading can enhance students’ ability to create cohesive written texts.

3.2.2. Genre Awareness

Different genres have distinct characteristics in terms of structure, language use, and purpose. Reading a variety of genres, such as narrative, expository, and argumentative texts, can help students develop genre awareness. For example, a narrative text typically has a story - like structure with characters, a plot, and a setting, while an argumentative text requires a clear thesis statement, supporting arguments, and a refutation of counter - arguments. Research by Swales (1990) on genre analysis has shown that students who are exposed to different genres through reading are better able to write in a genre-appropriate manner.

3.3. Cognitive and Creative Development

3.3.1. Idea Generation

Reading exposes students to a plethora of ideas from different authors. When reading a text on a particular topic, such as environmental conservation, students may encounter different solutions, causes, and effects that they may not have thought of on their own. These new ideas can serve as inspiration for their writing. For example, in a writing task about sustainable living, students can draw on the ideas from the readings, such as using renewable energy sources or reducing waste, and combine them with their own thoughts to generate a more comprehensive and original piece of writing.

3.3.2. Creativity

Reading can also stimulate students’ creativity. By exposing them to different writing styles, cultural perspectives, and fictional worlds, students can expand their creative horizons. For instance, reading science fiction novels can inspire students to think about future - oriented ideas and incorporate them into their writing. A study by Nystrand et al. (2003) found that students who were exposed to more creative and diverse reading materials showed more creativity in their writing, such as using more vivid descriptions and unique narrative structures.

3.4. Critical Thinking Development

3.4.1. Text Analysis

The reading-to-write approach encourages students to analyze the texts they read. They need to identify the main ideas, supporting details, the author’s purpose, and the argumentation strategies. For example, when reading a persuasive article, students can evaluate how the author uses evidence, logical reasoning, and emotional appeals to convince the reader. This analytical process helps students develop critical thinking skills. These skills can then be

transferred to their own writing, enabling them to present more well-thought-out and persuasive arguments.

3.4.2. Self-evaluation

As students become familiar with the characteristics of good writing through reading, they are better able to evaluate their own writing. They can identify areas that need improvement, such as weak argumentation, unclear expression, or inappropriate use of language. For example, after reading a well-written essay with a strong thesis statement and detailed supporting evidence, students can compare their own writing and realize if their thesis is weak or if their evidence is insufficient. This self-evaluation ability is crucial for continuous improvement in writing.

4. Potential Drawbacks of Reading-to-write Approach in Writing Teaching

In this part, the paper discusses the potential problems of the method, including over-reliance on reading texts, having difficulty in transferring skills and differences in reading comprehension levels.

4.1. Over-Reliance on Read Texts

4.1.1. Lack of Originality

Some students may rely too heavily on the content and language of the texts they have read. Instead of generating their own ideas, they may simply copy or paraphrase parts of the reading materials. For example, in a writing task about a social issue, students may use the exact examples and arguments from the reading passage without adding their own insights. This lack of originality can be a significant drawback, as it does not demonstrate students' independent thinking and creativity.

4.1.2. Inhibition of Creativity

Over-dependence on read texts can also inhibit students' creativity. They may be afraid to deviate from the patterns and ideas presented in the readings, believing that the author's way is the only correct way. This can prevent them from exploring new and unique ways of expressing themselves in writing. For instance, students may stick to the traditional narrative structure they encountered in the readings and not experiment with more creative or modern narrative techniques.

4.2. Lack of Practice

Just reading texts is not enough for students to fully master the writing skills. They need sufficient opportunities to practice applying these skills in their own writing. If students do not have regular writing practice, they may forget how to use the skills effectively. For example, students may understand the concept of using transitional words from reading, but without actually writing and using these words in their own sentences and paragraphs, they may not be able to use them appropriately in their essays.

4.3. Disparity in Reading Comprehension Levels

4.3.1. Uneven Learning

Students have different levels of reading comprehension. In a classroom where the reading-to-write approach is applied, students with lower reading comprehension abilities may struggle to understand the texts fully. As a result, they may not be able to extract the necessary writing skills and knowledge from the readings. For example, students with limited vocabulary or weak reading fluency may have difficulty understanding complex academic texts, which can then affect their ability to learn writing skills from these texts. This can lead to an uneven learning outcome among students, with some students benefiting more from the approach than others.

4.3.2. Frustration and Demotivation

For students who have difficulty understanding the reading materials, the Reading for Writing approach may cause frustration. They may feel that they are unable to keep up with the class in terms of learning writing skills from reading. This frustration can lead to demotivation in both reading and writing. For example, if a student repeatedly fails to understand the texts assigned for writing practice, they may lose interest in both reading and writing tasks, which can have a negative impact on their overall language development.

5. Optimizing Strategies of Reading-to-write Approach in Writing Teaching

In this part, to solve these above-mentioned problems, the author will provide more effective strategies to make full use of the reading-to-write method in the further writing teaching.

5.1. Enhance the writing teaching model and improve students' reading and writing awareness

In English teaching in junior high school, the teacher should attach importance to attaching good environment for students to get good teaching results. Meanwhile, it is important to take advantage of suitable teaching methods so as to improve students' English level and update the teaching ideology. Besides, the teacher needs change traditional passive teaching methods and focuses on students' cultivation of writing interest. The reading for writing method is that the teacher guide students to master some writing skills systematically based on reading. It is more suitable for middle students, which is helpful for them to improve the overall development of English learning efficiency and learning quality. For example, in the lesson Welcome to Our School, the teacher can lead students to read the whole passage and pay attention to the key and difficult points of words, phrases and sentences, and then direct students to learn them fully. Besides, English teaching can create teaching scene to help students master important sentence structures in the process of reading. In the next writing process, it can help students apply the relevant sentence structures into the passage. At the end of the lesson, the teacher can also assign homework about the topic of self-introduction so as to deepen the comprehension and master of language knowledge in order to improve their writing ability.

5.2. Create better reading and writing atmosphere and design scientific teaching plans

Before teaching, the teacher needs create conducive reading and writing atmosphere and combine the method with writing models effectively so as to improve students' writing quality and efficiency. In English classroom teaching, the teacher also attach importance to being learner-centered. Besides, teaching not only focuses on knowledge, but also develops students' awareness and habits of self-study and guide students to read and write actively. Besides, the teacher needs change their teaching modes and write teaching designs according to students' actual learning situation. On this basis, it is necessary to increase teaching difficulty and lead students to master teaching skills effectively. For example, when you teach the lesson When Is Your Birthday, you can set the teaching objectives as follows.

By the end of the lesson, the students will be able to:

- 1) Master the English names of twelve months;
- 2) Know the English expressions of ordinal numbers from 1 to 31;
- 3) Learn some words about birthday activities, like candles, balloons and cake, etc.

In the teaching process, the teacher can divide students into different groups based on teaching content, and then ask them to read the passage in a form of group work. After that, the teacher can require students to communicate with each other and complete a writing about introducing

family, friends and classmates so as to stimulate students' learning enthusiasm. Through this teaching way, it can not only improve their writing ability better, but also can help them accumulate lots of writing materials, which is beneficial for further writing practice.

5.3. Use multimedia technology and expand the range of reading and writing

With the development of modern technology, most teachers have put it into use. As an English teacher, it is important to utilize the advantages of multimedia technology, which not only broadens students' English knowledge, but it can also provide rich and interesting reading materials. Additionally, it can help students understand and master English knowledge quickly and clearly. And the technology also offers more convenience for students to write and improve the teaching efficiency of English writing.

5.4. Attach importance to students' sentence guidance and promote the accumulation of language knowledge

The essence of English writing is to allow students to construct new words and sentences that they have learned in order to internalize and apply them. In view of this, when guiding students in English reading, English teachers should pay attention to guiding students to sort out key words and sentences, so as to cultivate students' ability to obtain information in reading, and prepare them to improve their ability to grasp the focus of the article and optimize the composition structure in the future writing process to further improve the writing quality. For example, the lesson I Don't Want to Miss Geography mainly focuses on the topic of time and favorite subject. In formal teaching, teachers can consciously guide students to read in combination with some context and summarize some cohesive words in reading. In this way, students are encouraged to use it in their subsequent writing, so that the composition is more rigorous and the transition between paragraphs is more natural. It is worth mentioning that in this link, English teachers should tell students that English writing is not simply stacking sentences, but forming clear paragraphs on the basis of rich sentence patterns to make the content of the composition more natural and smooth. Teachers can also ask students to make an outline and sort out their writing ideas before writing, so as to promote the accumulation of students' language knowledge, cultivate students' structural awareness and further improve their English writing level.

5.5. Carry out diversified extended reading activities to stimulate students' desire for writing

The time for classroom teaching is limited. Therefore, the time for English teachers to lead students to read in class is also limited. In the long run, not only can it not effectively stimulate students' desire for English writing, but also is not conducive to their English reading experience. Therefore, English teachers should pay attention to the use of extended reading in the teaching process, effectively focus students' learning attention, and guide them to carry out personalized expression, so as to improve their language ability and provide inspiration for their writing. For example, the teaching goal of Good Food, Good Health is to let students have an understanding of balanced diet, which can be combined with their actual life to change their bad eating habits. Before the beginning of teaching, teachers can first put forward several questions to students to guide them to think, the questions are as follows: 1) Do you always pay attention to your balanced diet? 2) What do you think about healthy eating in your daily life? By raising questions, we try to arouse students' emotional resonance and lay the groundwork for students' subsequent reading and writing. In addition, teachers can also play some films related to teaching content for students, improve students' learning attention and interest in class, and create an atmosphere for their subsequent writing.

6. Implications for Future English Writing Teaching

Writing, as one of the basic skills of language, English teachers should try various teaching methods to guide students to master writing skills and gain writing competence. According to the previous researches, several pedagogical implications can be put forward for English writing teaching.

Firstly, in teaching practice, writing can be integrated with reading in middle schools. Reading is the source, and writing is the product. However, reading in the literacy class is different from ordinary reading. For the class used the reading-to-write approach based on the thematic context, the purpose of read help students complete writing better. So teachers should make students fully understand the text's structure, context, and logical relationship between each paragraph when designing the reading task. The reason is that students can obtain kinds of language input, which is helpful for them to enrich their linguistic schema. Moreover, students are required to flexibly use the typical and authentic language expressions obtained from different articles so that they can deeply understand the connotation and theme of these articles and also deepen their understanding of writing style. Furthermore, teachers should stimulate students' prior knowledge through a lot of reading and train students to use English by increasing amounts of real language input. It is worth noting that teachers should not only focus on language points, but also pay attention to the content and structure for accumulating materials that may be used in writing

In addition, writing activities must be output activities that are highly related to reading text. Besides, the topic of writing tasks should be as realistic as possible. In this way, students have opportunities to use the knowledge gained in reading to complete the final output activity. In turn, it can also consolidate the language knowledge gained in reading. Thus, in writing class, English teachers can provide many comprehensible, relevant, and interesting reading materials. Secondly, the teacher should choose textual materials which are suitable for English writing teaching are the prerequisites for the success of English writing teaching in junior high schools. Besides, it is worth noting that English teachers should fully make use of extracurricular reading materials, such as some original English novels, journals, newspapers, and English APP. According to Krashen's input hypothesis, we know excellent reading materials should meet the following standards: the difficulty of the passages should be within the students' cognitive level; the topics should be close to students' lives, the content can arouse students' reading

Thirdly, both teachers and students should make adequate preparations before class. Teachers should be a conscientious and observant person in teaching practice so that they can accumulate and classify texts suitable for writing topics in time, and make full use of text materials in teaching. Sometimes the teacher may have to adapt the text correctly in order to fit the topic of writing. It places high demands on the teacher's lesson preparation. Meanwhile, teachers should give reading materials to students in advance and require students to read carefully before class because, in the reading-to-write class, the effect of the class is based on students' reading text and understanding of the text development.

Fourthly, when English teachers adopt the reading-to-write approach, they should pay more attention to the writing process. Students are the main participants of learning, but teachers play a vital role in guiding students. Group cooperative learning can be used as a basic form of reading and writing classes. It can not only enable students to gather group wisdom through sharing and internalize knowledge in discussions, but also enrich writing expressions and content, and cultivate students' thinking ability.

Finally, teachers should use diversified evaluation methods. At present, many writing classes often lack the assessment of writing activities. The teachers may not arrange the class time reasonably and have no time to give a brief evaluation. However, feedback is an essential part of the learning process. Effective feedback can provide learners with information on learning

performance and progress. It should be noticed that there are kinds of evaluations. Diversified evaluation means that not only the subject of evaluation should be diversified, but also the forms and methods of evaluation should be diversified. For example, the formative assessment helps students to clarify the problems existing in writing. Besides, the positive feedback helps to keep students' enthusiasm for English writing. The peer-assessment conducted in group cooperation can deepen students' impression on common mistakes and better understand grading standards. In short, teachers should use various evaluation methods to help students gradually build self-confidence in English writing, thereby they can adjust their learning attitudes and strategies and ultimately cultivate the core competence of English subject.

7. Conclusion

The reading-to-write approach has significant potential in enhancing English writing teaching. It can promote students' linguistic development, writing skill enhancement, cognitive and creative development, and critical thinking. However, it also has potential negative effects such as over-reliance on read texts, difficulty in transferring skills, and disparity in learning due to different reading comprehension levels. By implementing appropriate strategies such as creating better learning environment, using multimedia technology and developing the habit of extended reading, educators can maximize the positive effects and mitigate the negative effects of this approach. Future research can further explore the long-term effects of the reading-to-write approach, as well as develop more effective instructional models based on this approach.

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