

The Application of Reading-to-Write Strategy under Core Literacy in Junior High School English Writing Class

--A case study of HuaiNan MinSheng Middle school

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Abstract

The four fundamental skills for learning English are speaking, listening, reading, and writing. These four skills are interrelated, mutually reinforcing and indispensable. However, in today's junior high school English classes in China, these four skills are often taught to students in an independent form. With the deepening and development of quality education, English teaching more clearly points to the curriculum goal of cultivating and developing students' core literacy. Therefore, it is urgent to study the teaching method of reading and writing under the background of English key competence. The research on the teaching method of reading and writing in foreign countries is earlier than that in China. However, research on this approach in China didn't begin until much later and generally concentrated on the senior high school English teaching phase. Therefore, in light of the current state of writing teaching, the author explores and discusses how to help students use reading skills, master writing methods and improve their language ability, cultural awareness, thinking quality and learning ability through Reading-to-write strategy based on Krashen's input hypothesis and Swain's output hypothesis.

Keywords

Reading-to-write strategy; core literacy of English subject; junior high school English writing teaching.

1. Introduction

The comprehensive English proficiency of students has received more and more attention as the new curriculum reform has been deepened and the core literacy of the subject introduced. The "English Curriculum Standards for Compulsory Education" for the year 2022 clearly state that the overall objective is to "Develop language skills, cultivate cultural awareness, improve thinking quality, and improve learning ability." Listening, speaking, reading and writing are four basic skills in English learning, among them, students' reading and writing abilities are complementary and inseparable, which is a crucial cornerstone for their comprehensive language proficiency. Junior high school is the key stage of English education. Implementing the effective combination of reading and writing in junior high school English education, guiding students to form their writing ability in the process of reading, and generating students' academic accomplishment have become new challenges faced by middle school English teachers under the background of current new era education.

2. Literature review

2.1. Overview of Core Literacy of English

English is a common language in the world, and it is also the most used foreign language in China. English subject literacy is an important part of the study of foreign language subject literacy (Cheng Xiaotang and Zhao Siqi, 2016). With the deepening of the new curriculum reform and the introduction of core literacy, students' comprehensive English ability has been paid more and more attention. English Curriculum Standards for Compulsory Education (2022 edition) establishes the curriculum objectives aimed at cultivating and developing students' core literacy, including language ability, cultural awareness, thinking quality and learning ability. Defining the core literacy is the concentrated expression of the educational value of English courses, and it is the correct values, necessary characters and core literacy that students gradually form through learning (Mei Deming and Wang Qiang, 2022). Xia Yuxin (2022) explained the four core qualities as follows: "Language ability refers to the ability to understand and express meaning through language in social environment, thinking quality refers to people's ideological personality characteristics, which reflects the level and characteristics of thinking from the aspects of logic, criticism and creativity, cultural awareness refers to the understanding of Chinese and foreign cultures and the cognition of excellent cultures, and learning ability refers to students' active use and adjustment of English learning strategies, broadening English learning channels and striving to improve English learning." The cultivation of subject core literacy and the acquisition of subject basic skills are inseparable. Among them, students' reading and writing abilities are relatively independent and complement each other, which together constitute an important foundation for students' comprehensive language ability. Junior high school is the key stage of English teaching. How to realize the benign interaction between reading and writing in junior high school English teaching, cultivate students' interest in reading and writing, and generate students' core literacy has become a challenge that junior high school English teaching must face under the current educational background of the new era.

2.2. Theoretical Basis of Reading-to-write Strategy

Krashen's input hypothesis (1985) is a famous theory of second language acquisition. He believes that an ideal language input should have the following four characteristics: comprehensibility, interesting and relevant, not grammatically sequenced and sufficient input ($i+1$). He emphasized the relationship between learners' original language knowledge and newly acquired language knowledge. Under the guidance of teachers, students make corresponding and meaningful knowledge reserves, which provides the possibility for the development of writing. When students reserve certain knowledge, they will have the demand for "output". On the basis of Krashen's Language Input Hypothesis, Swain(1985) put forward the Language Output Hypothesis. He believes that output can attract learners' attention to language problems: hypothesis testing of the structure and semantics of the target language; It can automate the expression of the target language: it can make learners participate in syntactic cognitive processing more than just semantic cognitive processing needed for understanding. Swain(1995) summarized four functions of language output, namely, noticing function, hypothesis testing function and metalinguistic function. He also pointed out that output can promote the improvement of language fluency.

Domestically, You Qida (1997) pointed out that "the input and output of language are closely related, interdependent and mutually reinforcing. The richer the input language materials and language knowledge, the more accurate, fluent and diversified the output will be. On the premise of overall consideration, the teaching of output should be gradually paid more attention and strengthened." Wen Qiufang (2014) put forward the "output-driven, input-

enabled hypothesis". In the hypothesis, output is regarded as both the motive force and the goal of language acquisition; input is a means to accomplish the current output task, rather than simply serving to cultivate understanding ability, increase receptive knowledge and lay the foundation for future language output.

2.3. Research status Abroad and in China

2.3.1. Studies on Reading-to-write Strategy Abroad

In the early 1980s, foreign countries began to study the relationship between reading and writing. Foreign studies on Reading-to-write strategy or the combination of reading and writing in second language acquisition began with the study of English as the mother tongue (Carson, 1993). These studies also laid a foundation for the study of "Reading-to-write strategy" in second language acquisition. Widdowson(1978) holds that the cognitive basis of reading and writing is close, and communication is the core of both. For example, the process of reading and writing is the process of learners constructing the meaning of a text; Reading is input, writing is output; The procedure and processing mode of readers and authors in constructing discourse meaning are basically the same. Stotsky(1983) also mentioned that a good author is a good reader. Good readers are more logical when writing. Tsang(1990) analyzed the relationship between reading and writing very vividly, and found that the relationship between reading and writing is particularly close. He found that the teaching of reading and writing is not isolated, and there is a great correlation between them. Reading is the rehearsal of writing and discourse is the medium of reading and writing. Fitzgerald and Shanahan(2000) define "Reading-to-write strategy" from two levels: the teaching level refers to the specific writing process of combining reading and writing in teaching. The theoretical level refers to the potential ability shown in completing the above writing tasks.

2.3.2. Studies on Reading-to-write Strategy in China

In 1990s, China began to pay attention to the teaching method of "Reading-to-write strategy". Xie Weina (1994) conducted a study on the relationship between reading and writing, and found that reading and writing are closely related and can promote each other. Wang Chuming (2012) emphasized that the greatest advantage of the method of writing after reading lies in the organic combination of language imitation and content innovation, which is to release users' imagination and improve their ability to use foreign languages accurately. Deng Jiani (2012) found through research that the teaching method of "Reading-to-write strategy" can reduce the expression of Chinese sentences in students' compositions and make students write articles that are more in line with English discourse patterns, which shows that this teaching method can reduce students' dependence on Chinese in English writing. Liu Xiaoyun (2015) believes that the teaching method of "Reading-to-write strategy" based on deep reading can improve the English writing level of senior high school students. Students' articles gradually have traces of imitating English discourse, and use the content language understood in in-depth reading in their own articles. Yang Jing (2020) pointed out that learning sentences, dialogues, and chapters, and writing output on the basis of understanding the input, can give students evidence to follow, improve their ability by touching the scaffolding, reduce their psychological pressure, and gradually improve their English writing ability. Yan Feifei (2022) found in the interview that students' familiarity with reading texts made them reduce the frequency of copying reading texts directly and integrate more into their own thoughts. Secondly, after two rounds of action research, students realize the importance of language accumulation, and are willing to extract accumulation to enrich their expression, which improves their enthusiasm and initiative in learning.

3. Research Design

3.1. Research Question

The purpose of this paper is to explore the application of Reading-to-write Approach in junior high school English writing teaching, and to solve the following three problems after the experiment:

How to apply Reading-to-write strategy based on core literacy of English to junior high school writing class?

What is the effect of Reading-to-write strategy on junior high school students' English writing competence?

What is the effect of Reading-to-write strategy on junior high school students' English writing attitude?

3.2. Research Subjects

The subjects of this study are 45 students from Class 9, Grade 8 in Huainan Minsheng Middle School, and the ratio of male to female is close. The class has a good learning atmosphere, and students have a certain ability to accept new things. In view of the fact that English composition in junior middle school is usually only used as an assignment or an examination item, and this study focuses on the practical application of the strategy of promoting writing by reading, in order to exclude other interference factors, no control class is arranged. After the experimental teaching, six students will be selected for interviews to further understand the learning situation of the class.

3.3. Research Instruments

3.3.1. Questionnaire

90 questionnaires designed by the author were distributed before and after the experimental teaching to investigate students' habits, interests of English writing learning in four aspects: language ability, cultural awareness, thinking quality and learning ability. It is designed in Chinese. The answer consists of five parts: totally agree, basically agree, uncertain, basically disagree and totally disagree.

3.3.2. Writing test

Since the purpose of this study is to explore the effect of the strategy of Reading-to-Write on writing teaching, this study adopts writing test. Take the writing assignment in Unit 1 as the pre-test and the writing assignment in Unit 6 as the post-test. The full score of writing is 15, and the scoring standard is based on the English composition scoring standard of the national senior high school entrance examination.

3.3.3. Interview

The interview questions in this study are all designed by the author for the research needs. The interview will be conducted after the post-test of experimental teaching. The interview mainly explores the role of Reading-to-write strategy from the subjective point of view of students. The interview outline includes students' attitude towards the strategy of Reading-to-write, changes in writing ability and possible suggestions.

3.4. Research Procedures

This study intends to conduct a pre-test questionnaire in the class to understand the basic situation of students' writing level, taking the first unit composition task as a pre-test, after a period of teaching mode of Reading-to-write, taking the sixth unit composition task as a post-test, comparing the two performance data, and then conducting a post-test questionnaire to understand the changes of students' language ability, cultural awareness, thinking quality and

learning ability, and selecting typical students as representatives to participate in the interview, recording students' attitude and possible suggestions from multiple angles.

4. Data Analysis and discussion

4.1. Questionnaire analysis

The questionnaire was used to investigate students' views and opinions on writing. Before and after the experiment, the author sent out 45 questionnaires respectively, and finally received 90 valid questionnaires in total. The questionnaire sets questions from four aspects of English key competence. The following is the data about the pre-questionnaire and the post-questionnaire.

Table 1 Pre-questionnaire (Language ability)

Language ability	Totally agree	Basically agree	Not sure	Basically disagree	Totally disagree
Q1	10 (22.2%)	15 (33.3%)	10 (22.2%)	10 (22.2%)	0 (0.0%)
Q2	8 (17.7%)	16 (35.5%)	8 (17.7%)	10 (22.2%)	3 (6.6%)
Q3	8 (17.7%)	14 (31.1%)	12 (26.6%)	6 (13.3%)	5 (11.1%)

Table 2 Post-questionnaire (Language ability)

Language ability	Totally agree	Basically agree	Not sure	Basically disagree	Totally disagree
Q1	15 (33.3%)	20 (44.4%)	5 (11.1%)	5 (11.1%)	0 (0.0%)
Q2	12 (26.6%)	20 (44.4%)	8 (17.7%)	4 (8.8%)	1 (2.2%)
Q3	14 (31.1%)	18 (40.0%)	8 (17.7%)	2 (4.4%)	3 (6.6%)

Judging from questions 1-3, the language ability of the students in the experimental class is at the lower-middle level before using the strategy of Reading-to-write. Although 55.5% of the students think they can understand the main idea of the article more accurately when reading, 44.4% of the students are still not confident in grasping the main idea of the article. In addition, 46.5% of the students can't use the learned language knowledge well in writing, and more than 50% of the students make many grammatical mistakes in their compositions. However, in the post-test questionnaire, the proportion of students who think they can accurately understand the main idea of the article and make good use of the vocabulary and sentence patterns they have learned is 33.3%, 26.6% and 31.1% respectively, and the proportion of students who choose to disagree completely is also reduced, which means that the strategy of Reading-to-write has effectively improved students' understanding and application of language knowledge in reading and writing.

Table 3 Pre-questionnaire (Cultural awareness)

Cultural awareness	Totally agree	Basically agree	Not sure	Basically disagree	Totally disagree
Q4	6 (13.3%)	11 (24.4%)	5 (11.1%)	14 (31.1%)	9 (20.0%)
Q5	5 (11.1%)	12 (26.6%)	5 (11.1%)	9 (20.0%)	14 (31.1%)
Q6	11 (24.4%)	10 (22.2%)	9 (20.0%)	10 (22.2%)	5 (11.1%)

Table 4 Post-questionnaire (Cultural awareness)

Cultural awareness	Totally agree	Basically agree	Not sure	Basically disagree	Totally disagree
Q4	10 (22.2%)	20 (44.4%)	3 (6.6%)	8 (17.7%)	4 (8.8%)
Q5	12 (26.6%)	20 (44.4%)	3 (6.6%)	8 (17.7%)	2 (4.4%)
Q6	14 (31.1%)	18 (40.0%)	7 (15.5%)	3 (6.6%)	3 (6.6%)

Judging from questions 4-6, the students’ cultural awareness in the experimental class did not reach the corresponding level before using the strategy of Reading-to-write, and 20% of the students thought that the teacher did not involve the popularization of cross-cultural awareness in the classroom at all. This problem may be due to the students’ study habits on the one hand and the teachers’ teaching methods on the other. Teaching only the language knowledge, words and grammar in the textbook text will lead to students’ lack of interest in caring about the cultural consciousness reflected behind the text, so 62.2% students will not actively read English news books and periodicals to enrich their horizons. As a result, more than 50% of the students seldom communicate and discuss with their classmates about the cultural theme of the topic or chapter when writing. However, after using the strategy of Reading-to-write, the proportion of students who have a positive attitude towards these three issues has increased by 28.9%, 33.3% and 24.5% respectively, because teachers will popularize more relevant reading materials and dig deep into the cultural awareness behind the textbooks. This means that the strategy of Reading-to-write can effectively help students broaden their cultural horizons and pay more attention to the cultural themes contained in the text.

Table 5 Pre-questionnaire (Thinking quality)

Thinking quality	Totally agree	Basically agree	Not sure	Basically disagree	Totally disagree
Q7	10 (22.2%)	10 (22.2%)	15 (33.3%)	10 (22.2%)	0 (0.0%)
Q8	9 (20.0%)	11 (24.4%)	16 (35.5%)	5 (11.1%)	4 (8.8%)
Q9	8 (17.7%)	12 (26.6%)	16 (35.5%)	4 (8.8%)	5 (11.1%)

Table 6 Post-questionnaire (Thinking quality)

Thinking quality	Totally agree	Basically agree	Not sure	Basically disagree	Totally disagree
Q7	20 (44.4%)	10 (22.2%)	10 (22.2%)	10 (22.2%)	0 (0.0%)
Q8	18 (40.0%)	14 (31.1%)	8 (17.7%)	3 (6.6%)	2 (4.4%)
Q9	17 (37.7%)	11 (24.4%)	10 (22.2%)	4 (8.8%)	3 (6.6%)

Judging from questions 7-9, the pre-test questionnaire reflects that the students in the experimental class lack systematic and effective logical thinking in the writing process, and only 22.2% of them can accurately express their ideas in writing, while only 20% and 17.7% of them can meet the requirements of sticking to the theme and spreading ideas from multiple angles. Moreover, the proportion of students who choose the option of uncertainty for these three questions reaches 33.3%, 35.3% and 35.5% respectively, which means that a considerable number of students are in a state of confusion about their own writing process, and it is very likely that they are only in the stage of simply piling up words according to requirements. Through the post-test questionnaire, it can be seen that students’ thinking quality has been greatly improved after using the strategy of Reading-to-write. More than 60% students have

reasonable writing ideas and understand that writing should be relevant to the topic and elaborated from different angles. This shows that the strategy of Reading-to-write strengthens students' logical thinking and ability to process information systematically in the process of writing.

Table 7 Pre-questionnaire (Learning ability)

Learning ability	Totally agree	Basically agree	Not sure	Basically disagree	Totally disagree
Q10	11 (24.4%)	12 (26.6%)	10 (22.2%)	7 (15.5%)	5 (11.1%)
Q11	5 (11.1%)	9 (20.0%)	6 (13.3%)	10 (22.2%)	15 (33.3%)
Q12	7 (15.5%)	11 (24.4%)	10 (22.2%)	8 (17.7%)	9 (20.0%)

Table 8 Post-questionnaire (Learning ability)

Learning ability	Totally agree	Basically agree	Not sure	Basically disagree	Totally disagree
Q10	20 (44.4%)	18 (40.0%)	4 (8.8%)	3 (6.6%)	0 (0.0%)
Q11	13 (28.8%)	14 (31.1%)	8 (17.7%)	6 (13.3%)	4 (8.8%)
Q12	17 (37.7%)	21 (46.6%)	4 (8.8%)	3 (6.6%)	0 (0.0%)

Judging from questions 10-12, the learning ability of students in the experimental class has improved obviously after using the strategy of Reading-to-write. First of all, 48.8% of the students in the pre-test questionnaire did not have the habit of preparing an outline before writing to help them sort out their thoughts. In the post-test questionnaire, 84.4% of the students developed the habit of preparing an outline before writing. With a clearer understanding of the purpose and method of writing, more than 50% students choose to use English to record their study and life. In addition, before using the strategy of Reading-to-write, writing was more often just a homework or exam task, and the use of peer review and excellent work display advocated by the strategy of Reading-to-write made the proportion of students consciously review and revise their compositions reach 84.3%, which means that writing has become a means for students to check their English output ability and test their learning results to some extent.

4.2. Comparison of pre-test and post-test

The composition of the pre-test paper adopts the theme of Unit 1 "Where did you go on holiday", with a full score of 15 points, and the composition of the post-test paper adopts the theme of Unit 6, with a full score of 15 points, according to the English composition scoring standard of the national senior high school entrance examination.

Table 9 Pre-test score

	N	15-13	12-10	9-7	6-4	3-0	Maximum	Minimum	Mean
Pre-test	45	2	12	17	9	5	13	2	7.8

Table 10 Post-test score

	N	15-13	12-10	9-7	6-4	3-0	Maximum	Minimum	Mean
Post-test	45	6	20	13	6	0	15	5	9.9

As can be seen from the table, the results of the two writing tests of the experimental class have changed obviously, and the post-test results are significantly higher than the pre-test results.

In the pre-test, only two students got the highest score of 13, and the lowest score is 2. There are 12 students who can write most of the main points smoothly and make fewer mistakes. Most of the students are in the third grade, but five students basically did not write the main points of the content, and there were many grammar, vocabulary and spelling mistakes. In the post-test, the number of students who can reach the first grade rose by 4, and there was a perfect score of 15. Most students were in the second grade, and they were able to write most of the main points with fewer mistakes. In addition, compared with the pre-test, no students are in the fifth grade, which means that through the strategy of Reading-to-write, students can at least have a basic thinking framework and write a few main points in writing, but they still need to accumulate and practice for a long time in language content and grammar.

4.3. Interview Records

In order to further understand in what ways reading can improve students' writing level, after the experimental teaching, six students were selected for two interviews. The whole class selects 6 students from three levels: high, middle and low. In which every two students are at the same level. The teacher asked each student three questions. The students' answers are shown in the following table.

Table 11 Interview records

Interview questions	Interviewee	Interview data
1. Can you accept the Reading-to-write strategy? Will it make you more interested in writing?	High level student1	Yes, I think Reading-to-write strategy has improved my interest in writing. Writing is no longer a simple homework. It has become a means to examine my language output ability, which can help me better check my learning achievements.
	High level student2	Yes, I will look forward to the writing class more than before, hoping to learn more interesting knowledge in the writing class.
	Middle level student1	I can accept the Reading-to-write strategy, because it makes me more concentrate in class. I can also learn a lot when I evaluate my composition with my classmates.
	Middle level student2	I think I can better exercise my learning ability from the combination of reading and writing.
	Low level student1	At least the writing class is no longer so boring, and the teacher will add more knowledge.
	Low level student2	The content in the class is richer, which will make me more active.
2. Do you think the Reading-to-write strategy can effectively	High level student1	Yes, it helps me, especially in content and language. A lot of reading can broaden my horizons. When I write a similar topic as reading, I have more to write than before.

improve your writing ability?	High level student2	Yes, reading has improved my writing. When I read many articles, I will have more ideas when I write. More importantly, I have accumulated many words, phrases and sentence patterns.
	Middle level student1	Yes, I think Reading-to-write strategy has improved my structure and content. I now know that writing should be composed of several parts. I will also pay more attention to the coherence between paragraphs.
	Middle level student2	Yes, I feel that I have made progress in both structure and content when writing. Using mind mapping can help me plan my writing well. At the same time, I understand the importance of using conjunctions correctly.
	Low level student1	Yes, it helps me. If I really don't have an idea, I will imitate the reading material instead of copying it completely.
	Low level student2	Yes, this has improved my writing. When I write, I will make full use of what I have learned from reading.
3. What problems do you think exist in the actual teaching process with the Reading-to-write strategy?	High level student1	I think my writing can still be partly influenced by Chinese.
	High level student2	This way of teaching may take up more class hours.
	Middle level student1	Although I know more about the composition structure, there are still grammatical mistakes.
	Middle level student2	I will be more inclined to write about topics I know.
	Low level student1	I will get used to extracting sentences from reading materials.
	Low level student2	The task of learning has become more and more.

In question 1, all six students expressed a positive attitude towards the writing class using the strategy of “Reading-to-write”. They thought that the use of selected reading materials and rich classroom activities improved the interest of the writing class, and could better grasp the students’ attention. A high-level classmate mentioned that such a writing class can effectively help him to give feedback on his learning achievements in time.

In question 2, it can be seen that the Reading-to-write strategy can effectively improve students’ writing level. Six students all mentioned that the Reading-to-write strategy can help them absorb words and phrases that can be applied to articles in reading materials and learn to use mind maps to help them sort out their thoughts. This means that the use of Reading-to-write strategy really makes students pay more attention to the language, content and structure of the composition to a certain extent, and improves their language output ability and learning ability.

In question 3, although some students mentioned the benefits of reading before, some students also pointed out that a lot of reading increased the burden of learning and may compress other class hours. In addition, the influence of mother tongue still exists.

5. Conclusion

5.1. Major Findings

Applying the teaching cases carefully designed by the author in the third chapter to the actual teaching, we can see from the comparative analysis of students' pre-test and post-test results in the fourth chapter that the average score of the experimental class has increased from 7.8 to 9.9. On the premise of a perfect score of 15, most students' pre-test scores are below 9, which is lower than the second level of the marking standard for the senior high school entrance examination. Only two students have achieved a score of 13. In the post-test, the students' writing scores in the experimental class improved by 2.1 points. A considerable number of students can reach the second level, and one of them got a perfect score of 15 points in the experimental class. It can be seen that Reading-to-write strategy can effectively improve students' English writing level. The author discovers that students' language ability, cultural awareness, thinking quality and learning ability have all been improved in their compositions through the thorough analysis of questionnaires and composition scores in the fourth chapter. In terms of language ability, students can basically state events, convey information and express their personal feelings and opinions effectively. In terms of cultural awareness, most students can describe cultural phenomena in their own words and reflect their intentions, attitudes and values. In terms of thinking quality, students form their own opinions from many angles. In terms of learning ability, students can develop good study habits, carry out autonomous learning and cooperative learning, and reflect on the learning effect.

In terms of the process of teaching samples, the author sets teaching objectives from four aspects of English core literacy. The pre-writing stage is the whole reading process. The pre-reading part mainly leads to the theme of this unit, stimulates students' interest in learning and activates previous knowledge. The middle part of reading is mainly to study the text, dig deep into the theme of the text and teach students language knowledge. The part after reading is to deepen students' understanding of the text and consolidate their understanding and impression of what they have learned. Encourage students to think more, communicate more and express more, so as to prepare for later writing. Next, in the intermediate writing stage, students draft and complete writing tasks according to the writing requirements given by teachers or individuals or groups. Finally, in the later writing stage, students are required to show their works in front of the whole class and make group comments, class comments or teacher comments. Then revise and rewrite, and finally complete a composition.

Finally, through research, it can be found that most students accept the teaching method of "Reading-to-write strategy". For example, they agree that Reading-to-write strategy helps them write in content, language and structure. They can learn from each other and see their obvious progress from peer review and teacher evaluation, and the timely feedback from peers and the teacher urges them to finish their homework more seriously and actively. Familiarity with the reading text makes them reduce the frequency of copying the reading text directly and integrate more into their own thoughts instead. Secondly, students are aware of the importance of language accumulation and are willing to extract useful information to enrich their expression. At the same time, they gradually developed the good habit of self-checking, revising and perfecting their compositions. Therefore, we can draw a conclusion that "Reading-to-write strategy" can improve the emotional attitude of most students towards English writing.

5.2. Implications and Suggestions

The core literacy of English in the new curriculum standard put forward higher requirements for teachers and students. Teachers can no longer stick to the old ideas of cramming teaching and exam-oriented teaching, but should improve students' language ability construct students' cultural awareness, cultivate students' thinking quality and exercise students' learning ability through teaching. Language ability, cultural awareness, thinking quality and learning ability cannot be developed independently, and they need to make progress together. Teachers' rational use of reading and writing teaching method plays an active and effective role in cultivating students' core literacy. Therefore, through experimental teaching, this study found the following implications.

Firstly, writing tasks should be highly correlated with reading articles. Teachers should pay attention to the rational use and development of teaching materials in reading class. When choosing reading texts, we should ensure that reading articles are similar to writing articles, so that students can understand the articles purposefully.

Secondly, teachers should strengthen the guidance of the Reading-to-write strategy. In reading teaching, teachers should strengthen the strategic guidance for students with reading difficulties, and enhance students' understanding of the article by using skills such as skimming, searching and intensive reading. Internalize the topic vocabulary and sentence patterns of the article through repeated layered retelling training.

Thirdly, teachers should improve the evaluation system, keep the training of students' combination of reading and writing, and promote the enthusiasm of reading and writing. In the teaching process, teachers can adopt the methods of mutual evaluation among team members, mutual evaluation among groups and teacher comments to achieve teacher-student interaction.

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