

Practical Reflections on the Integration of Reading and Writing in Secondary School English Classrooms

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Abstract: The integration of reading and writing in secondary school English classrooms carries significant pedagogical value. This paper first outlines the foundational aspects of practice, including student learning conditions, textbook analysis, and the principles of holism, progression, and practicality, along with the preparation required from both teachers and students as well as the teaching environment. It then introduces the practical pathways of "reading to promote writing" and "writing to enhance reading." Through case analyses, the paper discusses teaching models such as "reading for writing," "writing-driven reading," and "interactive promotion of reading and writing," as well as technology-empowered instruction. The aim is to improve students' English reading and writing abilities and foster their overall literacy.

Keywords: Secondary school English; classroom integration of reading and writing; practical reflections

Introduction

In secondary school English teaching, reading and writing skills are key components of core literacy. However, traditional teaching often separates reading from writing, resulting in imbalanced development of students' abilities. Integrated reading and writing instruction effectively overcomes this limitation, allowing reading and writing to complement and reinforce each other. This paper explores the practical foundations, pathways, and case studies of reading-writing integration in secondary school English classrooms, in order to provide pedagogical insights and promote students' comprehensive language proficiency.

1. Practical Foundations of Integrated Reading and Writing in Secondary School English Classrooms

1.1 Analysis of Student Learning and Textbook Exploration

In secondary school English teaching, analyzing students' learning conditions is a crucial prerequisite for implementing integrated reading and writing instruction. Students of different grades and classes show significant differences in English proficiency, learning interest, and study habits. Textbooks serve as the essential foundation for teaching, and in-depth exploration of reading and writing resources within textbooks is key to achieving reading-writing integration. Current secondary school



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English textbooks are rich and diverse, covering various themes and text types, including narrative, expository, and argumentative texts. These materials not only provide students with language input but also contain abundant writing materials and techniques^[1]. Meanwhile, writing exercises in textbooks are closely related to reading materials, offering students opportunities to apply the knowledge gained from reading to writing tasks.

1.2 Teaching Principles of Reading-Writing Integration

Integrated reading-writing instruction emphasizes the organic combination of reading and writing, treating them as a holistic process. In teaching, reading and writing should not be separated; instead, the intrinsic connections between them must be highlighted. Secondary school English integrated instruction should follow the principle of gradual progression, considering students' age characteristics and English proficiency. Instruction should start with simple reading materials and writing tasks, gradually increasing in difficulty and complexity. English is a highly practical subject, so integrated reading-writing teaching should emphasize hands-on practice. Teachers need to provide ample opportunities for reading and writing so that students can improve their skills through practice. For example, teachers can organize extracurricular reading activities, recommending age- and proficiency-appropriate English books and magazines; simultaneously, students should be encouraged to participate in writing contests, English corners, and other activities to develop their writing skills and oral expression abilities.

1.3 Classroom Preparation for Integrated Reading-Writing Instruction

Teachers act as organizers and facilitators in integrated reading-writing instruction, and their professional competence directly impacts teaching effectiveness. Before implementing integrated instruction, teachers should thoroughly study textbooks and teaching syllabi, clarify teaching objectives and key points, and collect relevant instructional resources such as reading materials, writing examples, and lesson slides to prepare for classroom teaching. Teachers should also continuously improve their own reading and writing skills and master advanced teaching methods and techniques to guide students effectively in reading and writing practice. Students, as the main

participants in learning, should also make adequate preparations before integrated instruction. First, they should develop good study habits, such as previewing, reviewing, and note-taking. Second, they should accumulate a sufficient vocabulary and grammar knowledge to provide a solid foundation for reading and writing. Finally, they should cultivate reading interest and writing enthusiasm, actively engaging in classroom activities. A positive teaching environment can stimulate students' motivation and enhance instructional effectiveness^[2]. During integrated reading-writing instruction, teachers should create a relaxed, harmonious, and democratic classroom atmosphere that allows students to experience the joy of learning.

2. Practical Paths for Integrated Reading and Writing in Secondary School English Classrooms

2.1 Practice Model Based on “Reading to Promote Writing”

The “reading to promote writing” model is a commonly used approach in integrated reading-writing instruction. It emphasizes providing students with language input and writing exemplars through reading, guiding them to apply the knowledge and skills acquired from reading to their own writing. In practice, teachers can first have students read a text related to the writing topic, then guide them to analyze the text's structure, linguistic features, and writing techniques, and finally ask students to complete writing exercises based on what they have learned from reading. For example, when teaching the writing topic “My Hometown”, teachers can first have students read an English article about a hometown. Students are guided to analyze how the article begins, how it describes the scenery, and how it expresses love for the hometown. Then, students imitate the structure and writing techniques of the text and write an English essay about their own hometown. This approach not only improves students' writing skills but also deepens their understanding and retention of the reading material.

2.2 Practice Model Based on “Writing to Promote Reading”

The “writing to promote reading” model is a reverse-thinking instructional approach. It stimulates students' reading interest and needs through writing tasks, guiding them to actively seek relevant reading materials,

acquire necessary information, and improve reading skills and information-processing abilities. In practice, teachers can first assign a writing task, specifying the topic and requirements. Students are then guided to search for related reading materials to support their writing. For example, when teaching the writing topic “How to Protect the Environment”, teachers can first ask students to consider the viewpoints and content they wish to express in their essay. Then, students are guided to read English articles, news reports, and other materials related to environmental protection to collect relevant information and data. During reading, students selectively focus on content that supports their writing, recording important information for later use. This method not only enhances students’ reading abilities but also strengthens the relevance and practicality of their writing^[3].

3. Practice Paths and Case Analysis of Integrated Reading and Writing in Secondary School English Classrooms

3.1 “Reading to Promote Writing” Model: Transformation from Input to Output

In the “reading to promote writing” model, reading serves as the input stage, while writing serves as the output stage. Teachers guide students to transform the language knowledge and writing skills acquired from reading into their own writing abilities, achieving effective input-to-output transfer.

Case Analysis: Taking the People’s Education Press (PEP) Middle School English, Grade 9, Unit 5 “What are the shirts made of?” as an example, the reading material in this unit is an article about silk production in traditional Chinese culture. The article features a clear structure, vivid language, and rich descriptive vocabulary and sentence patterns. During instruction, teachers first guide students to read the article to understand its main idea and paragraph organization. Then, students analyze descriptive vocabulary and sentence patterns used in the article, such as “be made of,” “be known for,” and “not only... but also...”, followed by imitation exercises. Subsequently, teachers assign a writing task requiring students to compose an article about another traditional Chinese handicraft (e.g., ceramics or paper-cutting). During writing, students apply vocabulary, sentence patterns, and writing techniques learned from reading to describe the

materials, production process, and cultural significance of the handicraft. Finally, teachers provide feedback and targeted guidance, correcting errors and suggesting improvements. This approach allows students to apply knowledge and skills gained from reading to writing, enhancing their writing ability.

3.2 “Writing to Drive Reading” Model: Output-Driven Input

The “writing to drive reading” model emphasizes using writing tasks as a driving force to encourage students to actively read relevant materials, acquire necessary information, and improve reading and information-processing skills.

Case Analysis: Taking the PEP Middle School English, Grade 8, Volume 2, Unit 6 “An old man tried to move the mountains” as an example, the writing task requires students to write an English composition about a Chinese myth. Teachers first assign the writing task, clarifying the topic and requirements, such as including the myth’s title, main characters, plot, and moral. Students are then guided to find and read relevant materials, including Chinese myth collections or online English sources. While reading, students selectively extract and record essential information, such as key plot points and character traits. Teachers may further guide students to analyze and summarize the reading materials, extracting useful content for writing. Students then complete the writing task using the gathered information. This method encourages students to read purposefully based on writing requirements, improving reading skills and information processing, while enhancing the relevance and practicality of their writing.

3.3 “Mutual Promotion of Reading and Writing” Model: Multi-Dimensional Collaborative Enhancement

The “mutual promotion of reading and writing” model integrates reading and writing organically. Reading provides materials and exemplars for writing, while writing reinforces comprehension and memory of reading materials, achieving reciprocal and collaborative enhancement of both skills.

Case Analysis: Taking the PEP Secondary School English, Grade 9, Unit 13 “We’re trying to save the earth!” as an example, the unit focuses on environmental protection, with reading materials discussing pollution and conservation measures.

Teachers first guide students to read the article, grasp the main ideas and paragraph structure, and accumulate relevant vocabulary and sentence patterns related to environmental protection. Next, students engage in group discussions, connecting the content to their daily lives, sharing opinions and feelings about environmental issues, and considering actionable measures for protection. Subsequently, teachers assign a writing task, requiring students to compose a proposal on environmental protection. During writing, students use vocabulary, sentence structures, and techniques learned from reading, integrating group discussion outcomes to propose specific measures and suggestions. Finally, students exchange drafts for peer review, revise their compositions based on feedback, and reflect on differences between their writing and the reading material in terms of content, structure, and language, further deepening comprehension and retention of the reading materials.

3.4 Practice of Integrated Reading and Writing in Secondary English Classrooms Empowered by Information Technology

With the continuous development of information technology, modern teaching tools such as multimedia and the Internet provide richer resources and more convenient approaches for integrated reading and writing instruction in secondary school English classrooms. Teachers can utilize these technologies to create more vivid and intuitive learning environments, stimulate students' interest and engagement, and enhance teaching effectiveness.

Case Analysis: In teaching the People's Education Press (PEP) Secondary English, Grade 8, Volume 1, Unit 5 "Do you want to watch a game show?", teachers can implement integrated reading and writing instruction supported by information technology. First, multimedia can be used to play video clips of English game shows, creating a lively context. Then, students are guided to read an English article related to game shows, containing rich descriptive vocabulary and sentence structures such as "exciting," "interesting," and "be full of fun." During reading, teachers can highlight key vocabulary and sentence patterns using multimedia, and employ pictures, animations, and other visual aids to facilitate comprehension and retention^[4]. Subsequently, a writing task is assigned, requiring students to compose an English

essay about their favorite game show. To assist students in completing the task, teachers can provide online resources, including program descriptions and audience reviews, as writing materials and exemplars. Moreover, students can be guided to use online dictionaries, grammar-check tools, and other digital aids to improve writing efficiency and quality. Finally, teachers can utilize online teaching platforms to review and evaluate students' compositions, provide timely feedback, and offer targeted guidance. This approach demonstrates that information technology can strongly support integrated reading and writing instruction, enhancing both teaching effectiveness and students' learning experience.

Conclusion

The practice of integrated reading and writing in secondary English classrooms shows that the reasonable use of multiple teaching models combined with information technology can effectively improve students' reading and writing abilities. By adhering to teaching principles, making adequate preparation, and implementing different instructional paths, teachers can stimulate student interest and cultivate their comprehensive language skills. In the future, continuous exploration and innovation are needed to optimize teaching strategies, better meet students' developmental needs, and promote the quality of secondary English education.

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