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Research on Teaching Strategies and Implementation Paths of "Promoting Writing through Reading" in College English

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Abstract: This study, grounded in the practical context of college English teaching and illustrated with teaching examples, proposes targeted "reading-to-writing" instructional strategies and actionable implementation pathways to help students enhance their English writing proficiency through reading input. Focusing on practical details throughout the teaching process, it deconstructs methods for integrating reading and writing via concrete teaching cases, clarifies key guidance points for instructors and practical tasks for students, and ensures the strategies are operational and targeted. The study provides practical references for resolving the disconnection between reading and writing in frontline college English teaching, thereby promoting the synergistic development of students' English reading and writing abilities.

Keywords: College English; Reading to Promote Writing; Teaching Strategies; Implementation Approaches

Introduction

A prevalent issue in current college English teaching is the disconnection between reading and writing instruction. Reading instruction tends to focus on text comprehension and vocabulary accumulation, while writing instruction emphasizes format standardization and error correction. This disconnect makes it difficult for students to transfer the linguistic materials and textual structures acquired through reading into their own writing abilities, resulting in empty content and rigid expression. Based on practical cases from college English teaching, this paper proposes specific "using reading to promote writing" teaching strategies and implementation

pathways, offering directly applicable teaching solutions for frontline educators to enhance the quality of college English instruction.

1 Teaching Strategies for "Promoting Writing through Reading" Based on Text Input

1.1 Language Accumulation Strategies for Text Corpus Deconstruction

Reading texts serves as the primary vehicle for students to accumulate language materials for writing. Teachers must guide students to precisely deconstruct high-quality language samples from texts, transforming vocabulary and sentence patterns encountered in



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reading into expressions applicable to writing, thereby preventing a disconnect between language accumulation and writing application. Taking "The Internet's Impact on Our Lives" as an example, the text contains numerous transferable sentence patterns and fixed collocations, such as "With the rapid development of the Internet, people's daily lives have been greatly changed" and "It is undeniable that the Internet provides us with convenient access to information." Teachers can guide students to analyze the structural features and applicable contexts of these sentence patterns line by line, highlighting fixed collocations like "with the rapid development of" and "provide sb. with sth." They can then conduct immediate application exercises aligned with writing themes, such as having students attempt to use these patterns to describe "the impact of artificial intelligence on daily life," directly converting language materials accumulated through reading into writing expressions ^[1]. This teaching approach avoids mere vocabulary memorization while clarifying the application scenarios of language materials, effectively bridging reading materials with writing expression, and gradually enhancing the linguistic accuracy and richness of students' writing.

1.2 Framework Migration Strategy for Text Structure Analysis

University English writing places high demands on the logical structure of discourse. Students often produce disorganized content due to a lack of a clear structural framework. Teachers need to guide students in analyzing the discourse structure of reading texts, extracting transferable writing frameworks, and helping them establish clear writing logic. Taking "The Power of Nature" as an example, this expository text adopts a "general-specific-general" structure: it begins with an overview of the wonder and power of natural forces, continues with detailed discussions of characteristics and impacts of natural phenomena such as volcanic eruptions and earthquakes, and concludes by summarizing the need for humans to respect nature and coexist harmoniously with it. Teachers can guide students to analyze the text structure paragraph by paragraph, annotate the core content and transitional techniques of each section, and extract a universal writing framework of "stating the main idea—elaborating points—concluding with elevation."

By integrating the writing theme "Environmental Protection," students can imitate this framework to outline their writing: beginning with an overview of the importance of environmental protection, discussing the current state and hazards of pollution in the middle, and concluding with specific suggestions and prospects for environmental protection. This approach enables students to transfer the structural framework from reading texts to their own writing, ^[2] clarify the logical flow of their writing, avoid disorganized content, and enhance the logic and completeness of their discourse structure.

1.3 Mining Textual Sentiment Expression Strategies for Reference

Excellent English reading texts often contain rich emotional expressions. Students frequently struggle with stiff and unengaging emotional expression in their writing. Teachers need to guide students to explore the emotional expression techniques in reading texts and borrow these methods to enrich the emotional depth of their own writing. Taking "A Test of True Love" as an example, this narrative text conveys the sincere love between the protagonists through detailed descriptions and psychological portrayals, such as: "Every day, he would wait for her at the bus stop, holding a bunch of fresh roses, his eyes full of expectation." Teachers can guide students to analyze the emotional expression techniques in the text, clarify the role of detailed and psychological descriptions in conveying emotions, and ask students to draw from their own experiences to imitate the text's expressive methods by writing a short essay titled "My Most Precious Friendship." The task requires conveying the value of friendship through specific details and psychological descriptions. Through this process of learning from others, students can not only master emotional expression techniques but also make their writing more sincere and engaging, avoiding empty and stiff emotional expression ^[3].

2 Teaching Strategy of "Promoting Writing Through Reading" Focused on Writing Output

2.1 Gradient Design Strategy for Imitation Writing Training

Imitation writing serves as a crucial bridge connecting reading and writing. Teachers should design tiered

imitation exercises tailored to students' proficiency levels, progressing from sentence and paragraph imitation to full-text imitation. This allows students to gradually master writing techniques through imitation, facilitating the transformation of reading competence into writing skills. Taking "The Humanities: Our Cultural Heritage" as an example, for students with weaker foundations, teachers can design sentence-level imitation tasks by selecting classic sentence patterns from the text, such as "The humanities help us understand who we are, where we come from, and where we are going," and have students replace core vocabulary to create imitations like "The arts help us express our emotions, convey our ideas, and enrich our spiritual life." For intermediate-level students, paragraph imitation tasks can be designed by selecting paragraphs from the text that discuss the importance of the humanities, asking students to imitate the structure and expressions to write a paragraph on the importance of the arts. For advanced students, full-text imitation tasks can be designed, requiring them to emulate the "general-specific-general" structure of the text and compose a complete short essay on "The Importance of Music." This tiered approach to imitation writing addresses the needs of students at different levels, enabling each student to improve through imitation, gradually master the writing techniques embedded in the reading texts, and enhance their writing abilities.

2.2 Task Design Strategy Integrating Reading and Writing

Designing targeted integrated reading and writing tasks enables students to actively apply language materials, structures, and expressions acquired through reading during task completion, achieving deep integration of reading and writing while avoiding the disconnect between the two. Taking "The Shelter" as an example, this text narrates a family's story of building a shelter amid a nuclear war crisis, conveying themes of unity and courage. Teachers can design an integrated task: after reading the text, students write a short essay titled "If There Was a Disaster," requiring the use of core vocabulary from the text (e.g., shelter, crisis, unite, brave) and sentence patterns (e.g., "In the face of disaster, we should..." "Only by working together can we..."), while also drawing on the text's narrative structure to describe their own response methods

and reflections in a disaster scenario. During task completion, students need to actively revisit the reading material, extract applicable language resources and structures, and transform reading input into writing output. This process not only reinforces reading outcomes but also enhances writing skills, achieving synergistic development of reading and writing abilities.

2.3 Precision Guidance Strategies for Writing Feedback

Precise writing feedback is crucial for enhancing the effectiveness of "using reading to promote writing." Teachers must provide targeted guidance by integrating reading texts to address issues in students' writing, such as the application of language materials, structural organization, and emotional expression. This involves directing students to compare their writing with the reading texts to correct errors and refine their expression. For instance, in students' short essays imitating "A Test of True Love," two common issues arise: first, the failure to correctly employ the detailed descriptive techniques from the text, resulting in stiff emotional expression; second, the neglect of the text's narrative structure, leading to disorganized logic. To address the first issue, teachers can guide students to revisit sentences with detailed descriptions in the reading text, encouraging them to revise their essays by adding specific details, such as characters' actions and expressions, to make emotional expression more genuine. For the second issue, teachers can help students re-examine the narrative structure of the text, guiding them to reorganize their essays according to the "cause-process-outcome" sequence to improve logical coherence^[4]. Teachers should also highlight and praise the parts where students correctly apply reading materials and structures, providing affirmation and encouragement to boost their writing confidence and guide them in gradually improving their writing skills through feedback and revision^[5].

3 Improving the Implementation Path of "Reading to Promote Writing" in the Support System

3.1 Optimization and Screening Pathway for Textbook Content

The quality of textbook texts directly impacts the

teaching effectiveness of "using reading to promote writing." It is essential to optimize the selection of appropriate textbook texts, ensuring they feature rich language corpora, clear structures, and distinct emotional tones to facilitate students' accumulation of language materials and structural transfer. During the selection process, teachers should align with writing teaching objectives and cover various genres, such as narratives, expository essays, and argumentative essays. Examples include the narrative "A Test of True Love," the expository essay "The Internet's Impact on Our Lives," and the argumentative essay "The Humanities: Our Cultural Heritage" from "New Horizon College English", ensuring students are exposed to diverse writing frameworks and expressive techniques. Additionally, texts should be selected with moderate difficulty and strong transferability, avoiding levels that are too high or too low, which could hinder teaching effectiveness, thereby ensuring the texts truly serve the "using reading to promote writing" approach.

3.2 Flexible Adaptation Paths for Teaching Methods

"Using reading to promote writing" instruction should flexibly adapt teaching methods based on students' English proficiency, learning characteristics, and content, avoiding monotonous approaches that diminish student engagement. For students with weak foundations, employ a "deconstructive reading—imitative writing—feedback revision" method, focusing on guiding students to accumulate language materials and imitate sentence patterns. For intermediate-level students, adopt a "collaborative group work—task-driven" approach, enabling them to analyze text structures and exchange techniques for applying language materials through cooperation. For advanced students, implement a "self-directed reading—creative writing—peer review and revision" strategy, encouraging independent exploration of textual meaning and creative writing. Utilize multimedia tools to present audio and video materials, aiding students in better comprehending texts and enhancing instructional effectiveness.

3.3 Diverse Pathways for Constructing an Evaluation System

A scientific evaluation system can facilitate the implementation of "reading-to-promote-writing" pedagogy. It is essential to establish a multidimensional

evaluation framework that moves beyond the singular assessment of writing outcomes to encompass students' reading performance, writing processes, and final compositions. In terms of evaluation content, attention should be given not only to the linguistic accuracy and structural coherence of the writing products but also to students' ability to accumulate language materials and organize textual structures during reading. Regarding evaluation subjects, a combination of teacher assessment, student self-evaluation, and peer review should be adopted: teachers provide precise feedback, students reflect on their shortcomings through self-assessment, and peers learn from one another via mutual evaluation. In terms of evaluation methods, both formative and summative assessments should be integrated to monitor students' daily reading and writing practices as well as their final writing outcomes, enabling timely adjustments in teaching strategies to ensure the achievement of instructional goals.

Conclusion

The core of the "reading-to-writing" approach in college English teaching lies in effectively bridging reading input with writing output, thereby addressing the challenge of disconnection between reading and writing. In practice, instructors must tailor teaching strategies to students' proficiency levels and specific classroom contexts, continuously refine instructional pathways, and guide students to leverage reading accumulation for writing improvement. This fosters the integrated development of English reading and writing skills, enhances the overall quality of college English teaching, and lays a solid foundation for students' English learning and growth.

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