

**EFFECTS OF “LEARNING TO WRITE, READING
TO LEARN” PEDAGOGY ON THE NARRATIVE
WRITING SKILLS OF SENIOR HIGH SCHOOL
STUDENTS IN CHINA**

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by

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TABLE OF CONTENTS

ACKNOWLEDGEMENT	ii
TABLE OF CONTENTS	iii
LIST OF TABLES	viii
LIST OF FIGURES	xiii
LIST OF ABBREVIATIONS	xiv
LIST OF APPENDICES	xv
ABSTRAK	xvi
ABSTRACT	xviii
CHAPTER 1 INTRODUCTION	1
1.1 Background of the research	1
1.2 Statement of the problem	5
1.3 Research objectives	10
1.4 Research questions	11
1.5 Significant of the research	11
1.6 Limitation of the research	12
1.7 Summary and the definitions of key terms	13
1.8 Overview of the thesis sections	15
CHAPTER 2 LITERATURE REVIEW	17
2.1 Introduction	17
2.2 Teaching English writing in senior high school	17
2.2.1 The concept of English writing	18
2.2.2 The concept and purpose of teaching English writing	18
2.2.3 The relationship between teaching of writing and teaching of reading	21
2.2.4 The significance of teaching English writing in senior high school	23

2.2.5	Problems and limitations in English writing pedagogy	28
2.3	Reform of English test	33
2.3.1	New English Curriculum Standard reforms	35
2.3.2	Background of Continuation Task in China	40
2.3.3	Narration Genre	42
2.3.3(a)	The definition of narration	42
2.3.3(b)	The classification of narration	43
2.3.3(c)	Narrative writing in the new English National College Matriculation Examination	45
2.3.4	Previous studies about Reading to Write	48
2.4	Pedagogical approaches for EFL writing	52
2.4.1	Product Approach	52
2.4.2	Process Approach	54
2.4.3	Genre Approach	56
2.4.3(a)	Definition of genre	56
2.4.3(b)	Genre Classification	59
2.4.3(c)	Three Schools of genre approach	62
2.4.4	Comparison between the three approaches	67
2.5	The introduction of Sydney School	68
2.5.1	Theoretical framework	68
2.5.1(a)	Bernstein's ideas on the sociology of education	69
2.5.1(b)	Vygotsky 's scaffolding theory	73
2.5.1(c)	Systematic Functional Linguistics	75
2.5.1(d)	Summary of theoretical principles	77
2.5.2	The development of Sydney School's genre pedagogy	81
2.5.3	The Introduction of L2W, R 2L program	85
2.5.4	L2W, R2L program studies in China and abroad	88
2.5.5	The fit of L2W, R2L pedagogy	91

2.6	The influence of motivation on foreign language study	101
2.6.1	Definition of motivation	101
2.6.2	The development of motivation studies in SLA	103
2.6.3	Students' motivational state in writing	106
2.6.4	Genre pedagogy and motivation in writing	108
CHAPTER 3	METHODOLOGY	110
3.1	Experimental	114
3.1.1	Pre-test, Intervention and Post-test	117
3.1.2	Pedagogic practices	123
3.1.2(a)	Preparing for reading	124
3.1.2(b)	Detailed reading	137
3.1.2(c)	Sentence making	147
3.1.2(d)	Joint construction	152
3.1.3	Sample	154
3.1.4	Data analysis	160
3.1.5	Data collection procedure	162
3.2	Survey	163
3.2.1	Survey of instrument	164
3.2.2	Sample	167
3.2.3	Data analysis	168
3.2.4	Validity and Reliability	169
3.3	Interview	172
3.3.1	Content	174
3.3.2	Sample	175
3.3.3	Data analysis	178
3.3.4	Validity and Reliability	180
3.4	Ethical Issues	183

CHAPTER 4	RESULTS	185
4.1	Data analysis of the experiment	185
4.1.1	Comparison of writing performance between experimental class and control class in An Fu middle school	186
4.1.2	Comparison of writing performance experimental class and control class in North Mountain middle school	190
4.1.3	Comparison of writing performance experimental class and control class in Da Cheng middle school	193
4.2	Students' motivation in English writing	197
4.2.1	One-sample t-test of English writing motivation in pre-test	197
4.2.2	Comparative analysis of pre- and post-questionnaire data from three schools	200
4.2.2(a)	Comparative analysis of pre- and post- survey in Anfu Middle School	200
4.2.2(b)	Comparative analysis of pre- and post- survey in North Mountain Middle School	206
4.2.2(c)	Comparative analysis of pre- and post- survey in Da Cheng Middle School	211
4.3	Teachers' challenges in L2W, R2L pedagogy	219
4.3.1	North Mountain Middle School's	223
4.3.2	Da Cheng Middle School's	224
4.3.3	An Fu Middle School's	225
4.4	Summary of the findings	227
4.4.1	The impact of L2W, R2L pedagogy	230
4.4.2	Students' motivation for writing	233
4.4.3	Challenges in applying of L2W, R2L pedagogy	235
CHAPTER 5	CONCLUSION AND RECOMMENDATION	240
5.1	Conclusion	240
5.2	Recommendation	243

REFERENCES	246
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APPENDICES

LIST OF PUBLICATIONS

LIST OF TABLES

	Page
Table 2.1 Basic education level table	37
Table 2.2 Differences between the three teaching pedagogies	67
Table 3.1 Teaching schedule	115
Table 3.2 Sequence of teaching/ learning activities and language focus	119
Table 3.3 Teaching cycle of L2W, R2L pedagogy's steps	120
Table 3.4 Procedures of the process writing apology in the Control Classes ..	121
Table 3.5 Teaching differences between L2W, R2L pedagogy and traditional writing pedagogy	122
Table 3.6 Pedagogic activities, Pedagogic relations and Pedagogic modalities in Text 3.1	130
Table 3.7 Pedagogic activities, pedagogic relations and pedagogic modalities in preparing for reading (2)	133
Table 3.8 Pedagogic activities, pedagogic relations and pedagogic modalities in preparing for reading (3)	135
Table 3.9 Pedagogic activities, pedagogic relations and pedagogic modalities in detailed reading	140
Table 3.10 Pedagogic activities, pedagogic relations and pedagogic modalities in elaboration (1)	142
Table 3.11 Pedagogic activities, pedagogic relations and pedagogic modalities in elaboration (2)	144
Table 3.12 Pedagogic activities, pedagogic relations and pedagogic modalities in sentence making	151
Table 3.13 The distribution of schools	157
Table 3.14 English scores in the final exam of the first semester of Grade Two	158

Table 3.15	Samples distribution of the students	159
Table 3.16	The system of the English narrative writing motivation survey	166
Table 3.17	Samples distribution of the respondents	167
Table 3.18	Questionnaire dimensionality table	170
Table 3.19	Table of reliability coefficients of questionnaire	170
Table 3.20	Questionnaire KMO and Bartlett's test	171
Table 3.21	Component matrix after rotationas	171
Table 3.22	Representation of three teachers' information	177
Table 4.1	Experimental class, control class pre-test score description statistics	186
Table 4.2	One-sample t-test of writing performance in pre-test	187
Table 4.3	Paired sample statistics	187
Table 4.4	Correlation coefficient of paired samples	188
Table 4.5	Paired sample test	188
Table 4.6	Group statistics	189
Table 4.7	Independent sample test	189
Table 4.8	Experimental class, control class pre-test score description statistics	190
Table 4.9	One-sample t-test of writing performance in pre-test	190
Table 4.10	Paired sample statistics	191
Table 4.11	Correlation coefficient of paired samples	191
Table 4.12	Paired sample test	192
Table 4.13	Group statistics	192
Table 4.14	Independent sample test	193
Table 4.15	Experimental class, Control class pre-test score description statistics	193
Table 4.16	One-sample t-test of writing performance in pre-test	194

Table 4.17	Paired sample statistics	195
Table 4.18	Correlation coefficient of paired samples	195
Table 4.19	Paired sample test	196
Table 4.20	Group statistics	196
Table 4.21	Independent sample test	196
Table 4.22	Comparison of the scores of the experimental class and the control class in the pre-questionnaire test of An Fu Middle School	198
Table 4.23	Comparison of the scores of the experimental class and the control class in the pre-questionnaire test of North Mountain Middle School	198
Table 4.24	Comparison of the scores of the experimental class and the control class in the pre-questionnaire test of Da Cheng Middle School	199
Table 4.25	Descriptive Statistics of Pre-Survey Surface Motivation in the Experimental Class of An Fu Middle School	200
Table 4.26	Descriptive Statistics of Post-Survey Surface Motivation in the Experimental Class of An Fu Middle School	201
Table 4.27	Paired samples t-test for the mean of descriptive statistics of surface motivation in the experimental class of An Fu Middle School	202
Table 4.28	Descriptive Statistics of Pre-survey Deep Motivation in the Experimental Class of An Fu Middle School	202
Table 4.29	Descriptive Statistics of Post-survey Deep Motivation in the Experimental Class of An Fu Middle School	203
Table 4.30	Paired samples t-test for the mean of descriptive statistics of deep motivation in the experimental class of An Fu Middle School	204
Table 4.31	Descriptive Statistics of Pre-survey Achievement Motivation in the Experimental Class of An Fu Middle School	204

Table 4.32	Descriptive Statistics of Post-Survey Achievement Motivation in the Experimental Class of An Fu Middle School.....	205
Table 4.33	Paired samples t-test for the mean of descriptive statistics of achievement motivation in the experimental class of An Fu Middle School.....	205
Table 4.34	Descriptive Statistics of Pre-survey Surface Motivation in the Experimental Class of North Mountain Middle School.....	206
Table 4.35	Descriptive Statistics of Post-survey Surface Motivation in the Experimental Class of North Mountain Middle School.....	207
Table 4.36	Paired samples t-test for the mean of descriptive statistics of surface motivation in the experimental class of North Mountain Middle School.....	207
Table 4.37	Descriptive Statistics of Pre-survey Deep Motivation in the Experimental Class of North Mountain Middle School.....	208
Table 4.38	Descriptive Statistics of Post-survey Deep Motivation in the Experimental Class of North Mountain Middle School.....	208
Table 4.39	Paired samples t-test for the mean of descriptive statistics of deep motivation in the experimental class of North Mountain Middle School.....	209
Table 4.40	Descriptive Statistics of Pre-survey Achievement Motivation in the Experimental Class of North Mountain Middle School.....	210
Table 4.41	Descriptive Statistics of Post-survey Achievement Motivation in the Experimental Class of North Mountain Middle School.....	210
Table 4.42	Paired samples t-test for the mean of descriptive statistics of achievement motivation in the experimental class of North Mountain Middle School.....	211
Table 4.43	Descriptive Statistics of Pre-survey Surface Motivation in the Experimental Class of Da Cheng Middle School.....	212
Table 4.44	Descriptive Statistics of Post-survey Surface Motivation in the Experimental Class of Da Cheng Middle School.....	212

Table 4.45	Paired samples t-test for the mean of descriptive statistics of surface motivation in the experimental class of Da Cheng Middle School	213
Table 4.46	Descriptive Statistics of Pre-survey Deep Motivation in the Experimental Class of Da Cheng Middle School	214
Table 4.47	Descriptive Statistics of Post-survey Deep Motivation in the Experimental Class of Da Cheng Middle School	214
Table 4.48	Paired samples t-test for the mean of descriptive statistics of deep motivation in the experimental class of Da Cheng Middle School .	215
Table 4.49	Descriptive Statistics of Pre-survey Achievement Motivation in the Experimental Class of Da Cheng Middle School	216
Table 4.50	Descriptive Statistics of Post-survey Achievement Motivation in the Experimental Class of Da Cheng Middle School	216
Table 4.51	Paired samples t-test for the mean of descriptive statistics of achievement motivation in the experimental class of Da Cheng Middle School	217
Table 4.52	Descriptive Statistics of An Fu Middle School	218
Table 4.53	Descriptive Statistics for North Mountain Middle School	218
Table 4.54	Descriptive Statistics of Da Cheng Middle School	218
Table 4.55	Process of Grounded Theory	220
Table 4.56	Coding Structure Table	222

LIST OF FIGURES

	Page
Figure 2.1 Genre classification system (Rose & Martin 2012, P.128)	60
Figure 2.2 Teaching-learning Cycle (Rothery,1994)	66
Figure 2.3 Optional phases of pedagogy activity	71
Figure 2.4 Topological diagram constructed by the Sydney School borrowing from Bernstein's theory	71
Figure 2.5 Scaffolding interaction cycle	74
Figure 2.6 Genre, register and language	76
Figure 2.7 Strata of language in context	79
Figure 2.8 Theoretical framework	81
Figure 2.9 Nine sets of strategies in three levels of support for reading and writing	86
Figure 2.10 Learning flow for advanced learners	86
Figure 2.11 Learning flow for medium learners	87
Figure 2.12 Learning flow for beginners	88

LIST OF ABBREVIATIONS

CME	College Matriculation Examination
ESP	English for Special Purposes
SFL	Systemic Functional Linguistics
NR	New Rhetoric
L2W, R2L	Learning to Write, Reading to Learn
CC	Control Class
EC	Experimental Class

LIST OF APPENDICES

Appendix A	Pre-test (1)
Appendix B	Post-test (2)
Appendix C	The Intervention Text
Appendix D	Cohen's Analytic Rating Scale
Appendix E	Scoring Criteria of English Composition in the College Entrance Examination
Appendix F	Survey on the motivation of high school English writing (I)
Appendix G	Survey on the motivation of high school English writing (II)
Appendix H	Research Permission
Appendix I	The comparison of students' graded essays (pre-test and post-test) from three schools

**KESAN PEDAGOGI “BELAJAR MENULIS, MEMBACA UNTUK
BELAJAR” DALAM KEMAHIRAN PENULISAN NARATIF DALAM
KALANGAN PELAJAR SEKOLAH MENENGAH ATAS DI CHINA**

ABSTRAK

Pengajaran penulisan bahasa Inggeris merupakan komponen penting dalam pengajaran bahasa Inggeris di Sekolah Menengah Atas di China. Berbanding dengan kemahiran mendengar, bertutur dan membaca dalam bahasa Inggeris, proses penulisan bahasa Inggeris mempunyai mekanisme psikologi, linguistik dan budaya yang lebih kompleks, justeru pengajaran bahasa Inggeris sentiasa menjadi masalah bagi guru bahasa Inggeris di sekolah menengah atas di China. Dengan pembaharuan Standard Kurikulum Bahasa Inggeris Kebangsaan (Edisi 2017) dan Peperiksaan Matrikulasi Kolej Kebangsaan, terdapat masalah dalam pengajaran penulisan bahasa Inggeris seperti menghafal teks model untuk peperiksaan, terlalu bergantung pada kaedah penulisan tradisional, atau pelajar kurang meminati aktiviti menulis dalam bahasa Inggeris. Penyelidikan ini menerapkan pedagogi "L2W, R2L" untuk mengubah pergantungan yang berlebihan pada kaedah penulisan bahasa Inggeris tradisional dan meningkatkan minat pelajar dalam penulisan bahasa Inggeris, yang telah menjadi isu penting dalam pengajaran penulisan bahasa Inggeris. Tujuan penyelidikan adalah untuk memperkenalkan aplikasi pedagogi "L2W, R2L" dalam genre naratif penulisan Bahasa Inggeris untuk pelajar sekolah menengah atas Gred Dua di China. Pengaplikasian pedagogi Sydney School “L2W, R2L” di sekolah menengah atas bukan sahaja untuk mengetahui sama ada pedagogi ini dapat meningkatkan kemahiran menulis dalam kalangan pelajar bahkan juga untuk melihat motivasi pelajar dalam menguasai kemahiran menulis Bahasa Inggeris serta

mendapatkan gambaran tentang cabaran yang dihadapi oleh guru apabila menggunakan pedagogi “L2W, R2L” di dalam bilik darjah. Penyelidikan ini menggunakan gabungan kaedah kuantitatif dan kualitatif untuk mengumpul dan menganalisis data. Tiga kaedah pengumpulan data iaitu eksperimental, soal selidik dan temu bual telah digunakan untuk menjawab soalan kajian. Tiga buah sekolah menengah atas telah dipilih, dan dua buah kelas telah dipilih dari setiap sekolah menengah atas tersebut. Seramai 328 orang pelajar sekolah menengah atas terlibat dalam eksperimen dan soal selidik. Dalam pada itu, tiga orang guru yang terlibat dalam aktiviti pengajaran telah mengambil bahagian dalam temu bual untuk mengenal pasti cabaran yang dihadapi oleh guru ketika melaksanakan pedagogi L2W, R2L. Hasil kajian menunjukkan bahawa pedagogi L2W, R2L dapat meningkatkan kemahiran menulis bahasa Inggeris pelajar dalam genre naratif dan memberikan kesan positif terhadap sikap pelajar dalam penulisan bahasa Inggeris. Temu bual yang telah dikendalikan juga menunjukkan bahawa guru menghadapi cabaran dari segi pengetahuan dan kebiasaan dengan pedagogi L2W, R2L, masa pengajaran yang terhad dan keperluan pembelajaran pelajar yang pelbagai. Kajian masa depan mengenai aplikasi pedagogi L2W, R2L dalam latihan guru di China perlu dijalankan untuk mengemaskinikan asas pengetahuan guru dan konsep pengajaran dengan sumber yang pelbagai.

**EFFECTS OF “LEARNING TO WRITE, READING TO LEARN”
PEDAGOGY ON THE NARRATIVE WRITING SKILLS OF SENIOR HIGH
SCHOOL STUDENTS IN CHINA**

ABSTRACT

Teaching English writing is an important part of English language teaching in Senior High School in China. Compared with English listening, speaking and reading skills, the process of English writing has more complex psychological, linguistic and cultural mechanisms, thus English teaching has always been a problem for English teachers in senior high schools in China. With the reform of National English Curriculum Standards (2017 Edition) and National College Matriculation Examination, there are problems in teaching English writing, such as quick memorization of model texts for exams, over-reliance on traditional writing methods, or students' lack of interest in English writing. The research applies "L2W, R2L" pedagogy to find out the over-reliance on traditional English writing methods' limitations and enhance students' interest in English writing, which has become an important research issue in English writing teaching. The purpose of the research is to introduce the application of "L2W, R2L" pedagogy to the narrative genre of English writing for senior high school students of Grade Two in China. As the attempt to apply Sydney School “L2W, R2L” pedagogy in senior high school to explore the effectiveness, this research not only finds out whether the pedagogy can improve students' writing, the performance of Continuation Task, the students' motivation towards genre English writing but also aims to gain insight into the challenges faced by teachers when applying “L2W, R2L” pedagogy in the classrooms. The research used a combination of quantitative and qualitative methods to collect and analyze the

data. To answer the research questions, three methods of data collection were used; experiment, survey, and interview. Three senior high schools were selected and two classes were chosen from each senior high school. A total of 328 senior high school students participated in the experimental and the research. In addition, the three teachers involved in the teaching activities participated in an interview to identify the challenges teachers face in implementing the L2W, R2L pedagogy. The outcomes of the research showed that L2W, R2L pedagogy could greatly improve students' English writing skills in the narrative genre after applying L2W, R2L pedagogy and positively affects motivation toward English writing. We know from the interviews that the challenges faced by teachers are the knowledge and familiarity with the L2W, R2L pedagogy, limited teaching time, the various learning needs of students. Further research should be conducted on how to enable teachers to effectively master L2W, R2L pedagogy and integrate L2W, R2L pedagogy into various teaching environments. Future research on the application of L2W, R2L pedagogy in teachers' training in China should be conducted to update teachers' knowledge base and teaching concepts with diverse resources.

CHAPTER 1

INTRODUCTION

1.1 Background of the research

Over the past few decades, both domestic and international scholars have explored and practiced different methods to improve students' writing skills. The teaching of writing has gone through the traditional "product-text" oriented writing pedagogy; the "process-result" oriented writing pedagogy since the 1970s; and the genre-based writing pedagogy advocated since the 1980s and 1990s (Rong, 2010, P.25-28). Based on behaviorism learning theory, the product approach, which emphasizes the "stimulus-response" connection (Nunan 2001; Silva, 1990; Zamel, 1976), focuses on the end results of writing activities and believes that "discourse is composed of sentences" and it is a "bottom-up" teaching process (Nunan, 2001). This approach is always teacher and model centered, focusing on the form of the writing, not the content, and on the outcome, not the process, represented by Eming 1971; Faigley & Witte 1981; Flower & Hayes 1981; Pearl 1979; Raimes 1985; Zamel 1983. In the 1970s and 1980s, writing research and pedagogy shifted from a focus on writing product to a focus on the writing process, which was seen as a complex, iterative, creative, and problem-solving process. Wallace Douglas, the originator of process writing and professor of Northwestern University in the United States, clearly pointed out: "writing is a process, and what should be taught in writing class is the step-by-step operation method that constitutes the writing process" (Judy, 1981). This approach values the student writing process, promotes student-centered, and encourages collaboration and interaction between teachers and students. Linguists and scholars in the United States from the early 1980s to the early 1990s successively demonstrated the theoretical and practical significance of "process

writing approach", represented by Flower, Hayes (1981), Berlin (1982), Hamp-Lyons (1986), Horowitz (1986), Keh (1990), Liebman-Kleine (1986), Miller (1992), Reid (1984), Silva (1990), etc. Clearly, there are significant differences between these two teaching methods, as well as their own strengths and weaknesses. However, any approach to teaching writing is eager to combine these two aspects because there is no product without a process, and there is no product that does not emerge from a process.

The National College Matriculation System is one of the most significant systems to choose excellent students in China. English, as a compulsory subject in National College Matriculation Examination, is an important indicator to evaluate students' linguistic ability, teachers' competence in teaching, classroom effects and the quality of English education (Zhang, 2015). Students' language skills are tested through their ability to listen, speak, read, and write. Of these four skills, written expression can test the accuracy, fluency and appropriateness of language and have a high validity (Li, 2001). Therefore, writing is one of the listening, speaking, reading and writing types of questions that must be tested in the English subject of National College Matriculation Examination. The English paper of NCME has reformed since 2014 according to *the Implementation Opinions on Deepening the Reform of the Examination and Admission System* released by the Chinese State Council. The Writing Part of English paper of NCME has increased from one to two questions since 2021. One is Application Writing and the other is Continuation Task Writing, and the score of the writing section has increased from 25 to 40 points in NCME (National Test Paper). Increasing the weighting of the writing score not only prevents the objective multiple-choice questions from having the element of luck to succeed

in masking the questions, but also tests the ability of comprehensive language skills (Chen, 2014).

The content of writing section in NCME is closely aligned with the content of National English Curriculum Standards (2017 Edition). The English course content involves thematic contexts and discourse types in order to develop students' core literacy in English. The thematic contexts cover man and self, man and society, and man and nature; the types of discourse involve different forms of written texts, such as narrative, argumentative, expository, and other continuous texts (Shi, 2021). In recent years, the requirements of these genres and topics have been reflected in the examination contents of listening, reading and writing in China's NCME. The written expression section of NCME of national unified test paper is application writing over the ten years, and its genres can be divided into invitation letter, notification letter, apology letter, application letter, etc. (Han, 2019; Shi, 2021). The main contents of NCME are highly consistent with the curriculum elements in New Curriculum Standards. In the evaluation and analysis of NCME in 2021, National Education Examinations Authority of China (2021) pointed out that it will strengthen the inspection of Application Writing and the ability of language expression, especially writing composition in different genres, which reflect the examination requirements of application and innovation. Therefore, starting in 2021, the newly added Continuation Task is now primarily narrative-based in National Test Papers of NCME. The above statement makes it abundantly clear that the test of English reading ability and writing ability driven by genres will be the main part of NCME for a long time in the future (Yang, 2020, p.6). Therefore, it is significant and requisite to study and pay attention to the genres of writing. The study of genre, also known as text type, began with literature and rhetoric and was later integrated into

linguistics (Derewianka, 2003). The genre-based instruction teaching method began in Australia over 30 years ago, integrating reading and writing techniques into the learning process. This strategy analyses various writing styles and teaches students how to use them before evolving into reading and writing techniques (Richards et al., 2005).

English language learning in China is defined as foreign language learning rather than second language learning. This is because the main characteristic of English as a second language is that learners learn English in an English-speaking country or region, with the aim of "sealing their native language and culture and building a second language and culture" and eventually integrating into that society in their daily lives. In contrast, when learning English as a foreign language, the learner learns the foreign language in a region far from the target language and does not have a social environment to learn and use the second language, and its purpose "is to complement the functions of the mother tongue and its culture (Zhang, 2007, P.78-83). Therefore, English teaching in China is foreign language teaching, and writing teaching should also be positioned as foreign language writing teaching. English learners as a second language have the advantage of language learning because they are in the language environment of the target language and their ultimate goal is to integrate into the social life and culture of the target language, so their writing will sooner or later approach or reach the writing level of native students. For those who learn English as a foreign language, first of all, the vast majority of students are studying for English exams at various stages of their schooling, and some are preparing for their future employment. Secondly, their opportunities to write in a non-target language environment are mostly limited to English classes, and they rarely have a real need to write in English (He & Mu, 2006).

Writing is an important aspect of language acquisition, particularly in English language education (Seltzer, 2019). However, teaching writing can be challenging, particularly in senior high school, when students are transitioning to a more independent and critical learning style (Gunawardena & Wilson, 2021). Under these circumstances, it is essential to consider innovative teaching pedagogy that can engage and motivate students to improve their writing skills (Ali, 2019). The genre writing teaching mode emphasizes the significance of understanding and implementing different types of writing in a given context (Pham & Bui, 2022). Sydney School of genre pedagogy has gone through several stages: genre studies of elementary school writing in the 1980s; genre studies of secondary school curricula in the 1990s; and the emergence of Learning to Write, Reading to Learn pedagogy since the late 20th century (Zhang, 2013).

1.2 Statement of the problem

According to Haryanti and Sari (2019), writing is considered the most difficult language skills learned by students and taught by teachers. On the other hand, there are some problems in writing that are often faced by students. Students consider writing as one of the most challenging skills in learning a second language. In China, senior high schools require students to learn genre-writing, including narrative, procedure, recount, exposition, description, and report. Since English is not their first language, students may find writing a genre text a daunting task. For English as a Foreign Language (EFL) learners, writing is considered a difficult process since the students need to transfer their ideas from the first language (L1) into the target language (L2) (Widodo 2006). A search of the literature review in recent years shows that the main problems in English writing in senior high schools

in China are as follows. Students are not interested in writing English texts. The content of English writing is poorly structured and filled with lots of simple sentence patterns, with insufficient genre awareness in students' English writing (Shu, 2004; Deng & Xiao, 2020). In genre writing, especially, the students are expected to compose a constructed text that can serve a special social purpose. Since there are many variations in writing skills at different levels, the students often find it difficult to compose a text without proper guidance (Pérez-Llantada, 2015). Students lack confidence in writing English text and are motivated to write English text to cope with exams rather than to gain a sense of achievement through English writing, with little interest and low motivation to writing (Chen, 2019; Chen & Yu, 2019; Williams & Beam, 2019; Nejad, Izadpanah, Namaziandost & Rahbar, 2022). English writing is taught by the traditional writing method, which mainly involves students memorizing model texts. The challenges are that the teachers lack theoretical guidance for effective English writing instruction. (Xu, 2012; Zheng, 2013; Y. Huang & Jun Zhang, 2020; Mastura, Arsyad, & Koto, 2020).

Motivation is considered to be significant in second language acquisition (Dörnyei, 2005; Guilloteaux and Dörnyei, 2008). It is defined as a driving force in any situation to accomplish something (Gardner, 2001). According to Dirgeyasa (2016), the genre-based approach to teaching and learning writing seems to be effective and applicable to students with low ability and low motivation to learn. It guides students to work with their classmates and write from very simple steps until they are able to write more complex ideas independently. Therefore, it can be concluded that the steps of this approach invite students to be able to learn how to write gradually so their confidence also grows till they are motivated and confident to write individually. Genre-based activities support the participants to boost their

confidence and have a positive attitude towards writing. It emphasizes the importance of conversational interactions to provide scaffolding. Understanding writing as a process and the importance of using examples and explicit instruction to facilitate writing (Bejarano & Chapeton, 2013). In EFL writing, students who possess a positive motivation toward writing are considered to have better performance than students with a negative motivation (Hashemian and Heidari 2013). Motivation to write has a big impact on students' performance. The more motivations they are in writing, the better their grades will be.

In the past three decades, genre theory has attracted a lot of attentions in many disciplines and fields. Specifically in the field of applied linguistics, according to Hyon's (1996) view, there are three major schools of genre studies: New Rhetoric, English for Specific Purposes and Sydney School. In this research, it adopts Sydney School genre-based pedagogy, which was first proposed by Halliday (1978), later developed by Derewianka (1990), Foley (2011), Rothery (1989, 1994), Rose and Acevedo (2006), Rose and Martin (2012). It is found the most appropriate and persuasive theory in analyzing lexico-grammatical features of genre writing from systemic functional linguistics (Christie & Martin, 1997). The project was conducted within Bernstein's (1975) framework of deconstructions of traditional progressive pedagogy and detailing the pedagogy and the theory of Vygotsky's Zone of Proximal Development (ZPD) (Vygotsky, 1978) which states that students need guidance of an adult or peers to solve the problem before they can solve the problem individually (Kozulin et al., 2003). Thus, learning occurs when the teacher not only adapts the assistance to the novice's state of knowledge, but also encourages the novice to actively participate in the learning activity. Previous studies have revealed that such assistance, commonly referred to as scaffolding (Wood, Bruner, & Ross, 1976), can

also occur among learners in pairs or in groups (Donato, 1994; Storch, 2002). In particular classroom teaching, the genre-based approach is widely applied through “curriculum cycle”. It emphasizes explicit instruction in generic structural patterns and lexico-grammatical features of specific genres, as well as collaborative writing (Christie & Martin, 1997). In the traditional approach, the teacher applies traditional grammar to analyze the text and provides relatively little scaffolding. The principle of the genre approach is that teachers can allow students to receive guidance from teachers or peers in the EFL writing process. Thus, students can overcome obstacles with the assistance of their surroundings.

English is taught as a foreign language in China and the current condition is that there is an exigent call for some efficient approaches to improve senior high school students' English writing ability (Chen, 2020b). How to improve students' English writing skills is imminent, and it is a headache for Chinese teachers and students. To solve the problem of senior high school students' English writing and teachers' teaching, we need to draw on excellent writing pedagogy (Ali, 2019). Numerous pedagogical reforms have proven that genre-based pedagogy is significantly more effective in the language classroom, especially in increasing students' reading and writing by two to four times more than expected. (Martin, 2000; McRae et al, 2000; Culican, 2006; Rose, Rose, Farrington & Page, 2008; Rose & Martin, 2013;). A review of the literature indicates that genre instruction has a significant positive impact on students' attitudes toward writing and engagement in writing activities (Chen, 2020; Brisk, Tian & Ballard, 2021; Shi, 2021; Rahimi & Zhang, 2022). In specific classroom teaching, genre-based pedagogy takes different forms. One of the most well-known approaches to writing is the curriculum cycle, which scaffolds the process of developing different genres. In order to facilitate and

conceptualize literacy learning in schools, many researchers (Cheng, 2005; Hyland, 2003) emphasized the importance of curriculum cycle, which included deconstruction, joint construction and independent construction as initiated by Rothery (1994). “Learning to Write, Reading to Learn,” pedagogy is based on the extension of the principles of curriculum cycle found in genre-based pedagogy and is grounded in research on language and writing pedagogy (Rose & Martin, 2012).

In China, scholars Qin Xiubai (2000), Fang Yan(1998) took the lead in the introduction of genre teaching method to China systematically in the 1990s, which has attracted widespread attention in foreign language circle. Some studies have been conducted to investigate the importance of the genre-based approach in teaching EFL writing in China (Cheng, 2008; Chen & Su, 2012; Wang, 2013; 2017; Huang, 2014; Li, 2014; Cai, 2016; Jeong, 2017; Han & Hiver, 2018). Domestic non-empirical status of genre research is far more than empirical research up to now, and mainly focuses on college students and graduate students (Gao & Li, 2018). Scholars in colleges and universities have generally acknowledged the applicability of genre-based approaches to teaching Chinese students’ English writing under the broad theoretical framework of systematic functional linguistics (e.g. Li et al. 2011; Sun & Wang, 2015; Chen, 2016; Liu & Zhang, 2016; Ma, 2017; Zhou, 2017; Liu & Deng, 2020). In recent years, some scholars in China Hong Kong have also adopted Sydney School “L2W,R2L” pedagogy to improve Chinese writing among ethnic minority students in Hong Kong (Mark et al.2016; Huang et al.2019). Since the current foreign language teaching system in China is basically difficult to get rid of the shackles of "exam-oriented education", the teachers have focused on test-taking strategies for senior high school students' English writing. For example, copying templates and rigidly applying them; favoring form and neglecting content (Xie,

2017; Wang, 2020), resulting in a series of problems that make it difficult for new teaching methods to enter the writing classroom (Yang & Dong, 2010).

To sum up, the previous studies experimented on different genres and reported the teaching effects of genre pedagogy in improving students' genre writing ability from different perspectives. In summary, the pedagogical effectiveness of genre-based pedagogy has been well explored in both theoretical and empirical fields. There is not much the empirical studies of Sydney School "L2W, R2L" pedagogy in senior high school classroom in China still limited up to now. Besides, few studies investigated students' motivation and perceptions towards the pedagogy while this investigation is actually essential to explore the motivation change after applying L2W, R2L pedagogy from the whole perspective. This is also the research gap of this research. The present research will firstly present the instruction model and its implementation process to find out whether the pedagogy improves students' writing proficiency, their performance on the Continuation Task and whether there is a change in motivation for writing in English, but also to gain insights into the challenges that teachers face when applying Learning to Write, Reading to Learn pedagogy in the classroom.

1.3 Research objectives

This research adopts Sydney School "L2W,R2L" pedagogy to scaffold senior high school students of Grade Two to learn one genre: Narrative which play a vital role in NCME of national unified test paper as well as the language features characteristic of them.

As the attempt to apply Sydney School "L2W, R2L" pedagogy in senior high school to explore the effectiveness, this research not only finds out whether the

pedagogy can improve students' writing, the performance of Continuation Task, the motivation of writing, but also aims to gain insight into the challenges faced by teachers when applying "L2W, R2L" pedagogy in the classrooms. Thus, the research objectives can be specified as below:

1. To assess the effectiveness of "L2W, R2L" pedagogy on Grade Two students' genre English writing skills
2. To investigate the Grade Two students' motivation towards genre English narrative writing after applying of "L2W, R2L" pedagogy
3. To explore the challenges faced by senior high school Grade Two English teachers on the implementation of "L2W, R2L" pedagogy

1.4 Research questions

1. Does the "L2W, R2L" pedagogy improve the genre of English narrative writing skill among senior high school Grade Two students?
2. What is the level of motivation attained by the Grade Two students towards genre English writing after applying of "L2W, R2L" pedagogy?
3. What are the challenges faced by senior high school Grade Two English teachers on the implementation of "L2W,R2L" pedagogy?

1.5 Significant of the research

This research is significant because it fills a void in senior high school writing instruction literature. While numerous studies have examined the effect of various writing strategies on student, relatively little research has focused on the use of genre writing as a teaching mode in senior high school English classrooms (Cheng & Zhang, 2022; Koltovskaia, 2020; Yu, Gao, & Wang, 2021). Empirically, by investigating the effectiveness of genre writing as a teaching method for student in

the context of Chongqing Province, China, the intervention program contributes to closing this divide. The results show that this pedagogy is effectively able to help the students to improve their writing skills. So it is clear that genre-based approach is not only focuses on student's product, but it also focuses on the process approaches. It is as what argued by Prakoso, Seriardana, Adnyani (2021) that a genre-based approach is a writing learning methodology strategy that combines process and outcome.

Previous research has demonstrated a positive relationship between student and learning motivation (Olivier, Archambault, De Clercq, & Galand, 2019). However, there is a paucity of research whether genre writing instruction can change students' writing motivation in senior high school (Panjaitan & Hasibuan, 2022). In addition, writing skills are essential for academic success, and it has been suggested that students must understand the purpose and conventions of different genres (Yundayani & Ardiasih, 2021).

Theoretically, the research offers insights and practices that localize the theories of high generality, such as Vygotsky's (1981) view of learning as a social process, Halliday's (1993) language as embedded in a social context, and Bernstein's (1999) concept of pedagogic discourse into the Chinese context of senior high school education.

1.6 Limitation of the research

The application of genre approach in English writing teaching in senior high school has achieved some results, but there are still some limitations.

This research was limited to the narrative genre. As such, the data provided evidence of students' proficiency in narrative writing in a relatively short period of time, but it did not provide evidence of how much students' genre knowledge

develops over time in other writing situations. Students in this research should be observed longitudinally to explore how they used what they learned in L2W,R2L pedagogy when they subsequently encountered different genres, and whether previously learned genres became a prerequisite for further learning and practice in related genres.

The sustainability of the writing effect is to be studied. The interval between the instructional instruction and the testing of students' writing performance is relatively short for L2W, R2L pedagogy and students may be influenced to improve their writing only by the recent Continuation Task at the end of the semester, and it is not clear whether the effect of the reading and writing instruction will be sustained if the interval between the instructional time and the writing testing time is long. Therefore, the researcher should conduct a dynamic follow-up survey of the study participants in future studies to test how persistent the effect of Continuation Task is on high school students' writing.

Finally, only senior high school students were selected for the teaching experimental in this research, which has not been spread out on a larger scale and more experimental data could not be obtained. It is hoped that the scope of the experiment can be further expanded in the future, such as middle school students, in order to make the teaching pedagogy more perfect.

1.7 Summary and the definitions of key terms

This chapter describes the introduction of the research, which consists research background, research problem statements, research objectives, research questions, research significance, research limitations, and definition of key terms. The research background encompasses some general information or overview of the

methods of teaching English writing. The problem statement provides a statement of the results of the previous research and the practical problems in English writing, especially in the teaching of English writing in senior high school. Research questions present to lead the resolution of the central concern, and there are three questions. Research objectives are the target or the goal of three research questions. Research significance refers to the research implications of the researcher's stated problems. Research limitations are conditions beyond the control of the researcher that may place limitations on research findings and their application in other contexts. Regarding this research, the researcher provides some previous research related to genre writing on teaching English writing text. At the end of the chapter, the researcher also defines key terms as a vital part of explaining some essential critical phrases in this chapter.

This research involves operationally several terms defined, as follows:

1. Learning to write, Reading to learn

L2W, R2L was originally designed by Rose for students in Indigenous schools in remote communities in central Australia (1999, Rose 2005a, 2005b, 2006a). This pedagogy marks the third stage of the Sydney School's research on genre-based pedagogy, with the focus of the research extending from the field of writing to the field of reading and the scope of application of the pedagogy further expanding.

2. Motivation

Motivation is considered to be significant in second language acquisition (Dörnyei 2005; Guilloteaux and Dörnyei 2008). It is defined as a driving force in any situation to accomplish something (Gardner 2001).

3. Sydney School

Sydney School is based on a large theory of systemic functional linguistics, developed by Halliday who founded the University of Sydney's linguistics department in 1975 and genre-based approach is well-known as clear articulated approach both in theory and pedagogy (Halliday, 1994). Halliday's students, most notably Jim Martin, have developed theories of genre within a systemic functional framework and defined genre as staged, goal-oriented social process (Martin, Christie, & Rothery, 1987).

4. Narrative genre

A narrative text is a type of text that contains a specific schematic structure, and its main feature is an account of how the main character deals with the twists and turns of events (Martin & Rose, 2014, P.67). According to the New Curriculum Standards, two types of narratives are summarized in middle school English, and they are biographical narratives and story narratives. The clues of narrative are usually divided into the following types: clues of time, clues of events, clues of characters, clues of places, and clues of emotions.

1.8 Overview of the thesis sections

This dissertation is divided into five chapters, each following a similar framework, starting with an introduction and ending with a chapter summary.

Chapter 1 is an overview of the research containing the background of the research, research problem statements, research objectives, research questions, research significance, research limitations, and the definition of key terms and organization of the dissertation.

Chapter 2 is about the literature review. It describes teaching English writing in senior high school, reform of English tests, pedagogical approaches for EFL writing and the introduction of Sydney School.

Chapter 3 describes the methodology of the research including methods and approaches to collect and analysis data, such as participants, sources of data, data collection, data analysis, and ethical considerations.

Chapter 4 presents data analysis which includes data analysis of the experimental with the comparison of writing performance between experiment classes and control classes in three senior high schools in China, students' feedback of motivation of English writing in comparative analysis of pre-survey and post-survey and the interview of the teachers' challenge face after applying of "Learning to Write, Reading to Learn" method.

Chapter 5 is the conclusion part. It presents the major findings of the research of "Learning to write, Reading to learn" method. It includes major findings of the research, the pedagogical implications, the limitations of the research, the suggestions for further research, and the concluding remarks.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter is a review of the literature related to the research questions. First, the significance and limitations of teaching English writing in senior high school are introduced and the New National Matriculation English Test, especially the test of writing part. Next, three approaches to teach English writing are described to clarify that genre-based pedagogy is less commonly used in senior high school. This is followed by a detailed description of the development of the Sydney School and the details of the genre-based L2W, R2L pedagogy. The aim is to relate theoretically powerful pedagogical concepts to intervention for teaching English writing. The last part is an overview of the motivation studies in the field of second language acquisition. By reviewing the literature, this chapter examines Sydney School and the correlation between L2W, R2L pedagogy, contrasts and analyzes the L2W, R2L pedagogy with the traditional writing method, and refers to the limitations of the traditional writing method, justifying the need to conduct recent research.

2.2 Teaching English writing in senior high school

English writing in senior schools has a rich content and shape. Writing instruction is an important content and component of English language teaching, and an important way for learners to acquire writing skills and improve their writing abilities. Defining writing and the concept of English writing and elaborating its connotations will help further understand the nature and purpose of teaching English writing in senior high schools.

2.2.1 The concept of English writing

Writing is an important communication form in everyday life. Writing is one of the important skills in English language skills as a foreign language. Writing is an activity to create ideas and then think about how to express it, and statements and paragraphs that will be read and understood by others (Hidayah, Mulyati, & Suprijadi, 2019). In addition, according to Wijaya, Harmayanthi, & Yuliwati (2020) writing is a two-step process. The first process is to find out the meaning and the second process is to input the meaning into the language. Writing is the author's way of representing what he thinks. Writing is a complex language skill that students must learn to improve. Writing also involves other language skills such as reading to consolidate knowledge and increase vocabulary before writing. The more students read, the better they can write. Writing is also a skill that requires a lot of concentration. This is consistent with Lail's (2022) view that students must also be aware of structure, vocabulary, spelling, and grammar when writing. In addition, Sakkir (2020) states writing requires knowledge of grammar, spelling, vocabulary, punctuation, and capitalization.

2.2.2 The concept and purpose of teaching English writing

Writing is an important of language acquisition, particularly in English language education(Seltzer, 2019). According to Yu (2020), students with poor language and writing comprehension skills may be marginalized in second language writing classes. What is the purpose of writing English in senior high schools? This is the logical starting point for teaching English writing. The purpose, content, strategies and methods of teaching writing vary greatly with different views of writing instruction. There is a fundamental difference between writing instruction that is based on improving students' test-taking skills and writing instruction that promotes

students' self-expression and communicative skills with others. Although they share similarities, they generally belong to two different views of writing instruction. Teaching writing for the purpose of test-taking written expression and composition often regards students' written expression training and composition as training in grammar, sentence pattern, chapter and rhetoric, but tends to ignore the real purpose and function of writing. Teaching writing for test-taking purposes often focuses too much on the finished product and form that students complete, neglecting the process of writing and the authenticity of writing. Writing rules, excellent models, common sentence patterns and universal templates can indeed enable students to quickly master test writing skills and improve their scores in a short period of time, but the rigid form and stereotyped content of students' writing, which does not aim at normal expression and communication, will inevitably deviate from the essence of writing teaching.

Teaching writing can be challenging, especially at the senior high schools. This is because at this time students are shifting to a more independent and critical learning style (Gunawardena & Wilson, 2021). Writing is essentially an activity that uses written language to express meaning and communicate. The main goal of writing instruction is to enable students to express their ideas freely through written language and to acquire the skills needed to cope with written communication in society, life, and learning. Writing is an important way for students to talk and communicate with the world, with others, and with themselves. Writing should not be limited to article writing in response to exams, but should be real writing in real contexts and as needed for realistic study, life and work. English writing teaching in China has traditionally been accustomed to writing for the sake of writing, while neglecting the function of expression and communication in authentic contexts and real needs. The deviation from the understanding of the nature of writing teaching and the goals of writing

teaching has, to some extent, made writing somehow a painful affair. Writing should be writing in real life and context, a writing task and process with different functions and purposes in real contexts. Writing should be writing in authentic contexts with strong motivation, thought processes, and desire for expression. Writing should be an expression of self-emotion and meaning, a way for students to communicate with the world, others and themselves, a communication and dialogue with a distinctive charm. Writing teaching is to create an authentic writing context for students, to stimulate their interest and motivation in writing, to give full play to their imagination and creativity, so that they can feel the real state and interest of written communication, and the written results have real expression and communication functions.

According to the English syllabus of the new 2017 version of the curriculum, the objective of teaching English in schools is to develop students' competence. Through the integration of the four language skills of listening, reading, speaking and writing, students will be able to communicate in listening and writing. Writing is therefore one of the key competencies that students must possess. It is in line with the curriculum 2017 which emphasizes that students should have good writing skills. When students have good writing skills, they have the means to communicate with others indirectly. Therefore, it is very important for students to be able to write well. This coincides with the view in the English Curriculum Standards (2017 Edition) that "writing can be a tool for expressing thoughts, feelings, and opinions, as well as for communicating with others." Furthermore, Lail (2022) states that writing skills enable everyone to communicate, even if they come from different cultures and backgrounds or different countries. The teaching of writing should not be limited only on the "test". English writing in secondary schools should aim at developing students' language expression and communication skills. It is not only for students' immediate learning

and growth, but also to prepare them for their future studies, careers and real life needs. This writing ability is expressed as the ability to perform various writing tasks flexibly, comfortably, and efficiently, and to acquire mental skills such as contextual knowledge, methodological procedures, and writing strategies for expression and communication. This ability needs to be acquired in a single writing task and activity with different purposes and functions.

The 2017 curriculum standards state in the proficiency standards that students should be able to construct text, which can be spoken or written. In order to successfully achieve this goal in the classroom, the teacher should explain and show some well-written reading models that include features of specific text types (Rosnaningsih & Puspita, 2020). Teaching writing is one way of the teacher to help students to generate error-free text according to correct models. Writing in L1 and L2 is very different because students have to learn to use another language. Secondly, there are certain expressions in L2 that are different from those in L1, which students must also learn. Some structures of L1 and L2 text may have similarities, but it depends on the text.

2.2.3 The relationship between teaching of writing and teaching of reading

Reading is an important source of language input, the main way for students to acquire language knowledge and writing skills and to accumulate language materials. Writing, on the other hand, is the main way of language output and an important expression of students' ability to use language comprehensively. Reading and writing are closely related to each other, and they influence and promote each other. Therefore, English language teaching often combines reading and writing, such as combining reading and writing, reading followed by writing, and writing summaries or vignettes after reading. However, different teachers have different views on the relationship

between reading and writing, and they differ in the way they approach the two types of lessons.

The scholar Zuo Huanqi(2001) from China believes that there are two main relationships regarding reading and writing. One is the bidirectional approach and the other is the non-directional approach. The "directional relationship" means that the relationship between reading and writing is one in which one influences the other. Reading is the input of language, and writing is the output of language; without input there is no output. Therefore, the method, content and technique of reading directly affect the improvement of writing skills. In this process, writing is not simply using the input directly, but it is processed by the brain, thus achieving the transfer from reading to writing. Conversely, the view that writing influences reading holds that writing is the process by which a writer uses linguistic knowledge and cognition to create. It constructs a framework for processing written language, and reading is able to take in information because it conforms to this framework. At the same time, the process of writing involves concentrated study and reflection on vocabulary and sentence meaning, which goes beyond reading. Thus, reading skills depend heavily on writing training, and writing activities inevitably improve reading comprehension.

The other is the bidirectional approach. Scholars who hold this view believe that reading and writing influence and promote each other. They argue that the relationship between the components of reading and writing is not simply one of reciprocity or one influencing the other, but a multifaceted relationship of mutual influence and interaction. Both reading and writing have different stages of development. At each stage, the acquisition and learning content of the two differ, and their mutual influence may be beyond the stage. For example, the knowledge and content of reading in the previous stage may affect the writing in the later stage (Zuo

Huanqi, 2001). From the above analysis, it can be seen that reading and writing as both written languages have something in common with each other. They influence each other and interact with each other. Adequate reading input can create conditions for writing, and the improvement of writing level is also conducive to the improvement of reading comprehension ability.

2.2.4 The significance of teaching English writing in senior high school

Writing "consolidates listening, speaking, and reading" (Liu, 1994, P.31-33), which helps to promote the internalization of input language knowledge, enhances language use, and lays the foundation for other skills of language development. Writing instruction is therefore of great value to students' language learning and development (Dong, 2003).

1. Strengthen students' writing foundation and prepare them for lifelong development.

Teaching is an activity in which teachers guide and promote students to learn dynamically and effectively in order to achieve their overall physical and mental development. The teacher's teaching is the condition for promoting students' active and effective learning. Students' active and effective learning is the purpose of teachers' teaching. Teachers' teaching and students' learning are two relatively independent activities that coordinate, cooperate and unify with each other. Teaching and learning should be coordinated, matched and unified means that they should play their respective functions better and more effectively and adapt to each other. In particular, teachers' teaching should be adapted to students' learning, starting from students' existing knowledge base and learning needs, so as to promote students' better development (Chen Youqing, 2011).

The main purpose of the English curriculum in secondary schools is to "provide a good foundation for students to develop comprehensive language skills"(Curriculum Standards, 2011 Edition) and "to continue learning English and to develop throughout their lives"(New Curriculum, 2017 Edition). Teaching English writing at the secondary level should not only help students build a solid foundation for writing, but also focus on improving students' writing skills and abilities to prepare them for lifelong learning and development. Teaching writing for the purpose of test-taking is not conducive to the formation and development of students' writing skills if one seeks to improve writing scores quickly in a short period of time. A solid foundation in writing is a process that is developed through gradual and long-term training. Thus, writing teaching activities should be planned and purposeful throughout the students' English learning process.

In the process of teaching writing, teachers should focus on the cultivation and lifelong development of students' writing abilities, fully understand students' writing levels and needs, actively explore effective ways of teaching and learning, and select and arrange reasonable teaching methods and writing activities according to the actual situation of students' learning. Teachers' teaching should be adapted and correlated with students' writing learning, starting from students' existing knowledge base and learning needs, and writing activities should be designed in such a way that they can promote students' motivation and initiative to carry out writing, and eventually cultivate students to become independent writing subjects (Chen, 2011). In the teaching of writing, teachers' teaching is in order to guide and promote students' active and effective writing, to lay a solid foundation for their future learning and possible needs, and to prepare students for their overall development and lifelong learning.