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# Exploration of Synergistic Improvement Path for Primary School English Writing Competence Based on Input Theory

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## Abstract

Primary school English writing competence serves as the core manifestation of students' comprehensive language application proficiency and constitutes a key instructional objective emphasized in the English Curriculum Standards for Compulsory Education. These issues often stem from the insufficiency of language input and the inefficient mechanism for transforming input into output. Grounded in Krashen's Input Hypothesis, this study focuses on the three-stage path of " extensive reading—extraction and memorization of lexical chunks and model sentences—sentence imitation " . It systematically analyzes the enhancement mechanism of each stage and reveals the inherent logic of mutual promotion and collaborative symbiosis among the three components. The research aims to provide theoretical underpinnings and practical guidance for front-line teaching, facilitating primary school students' transformative leap from language input to effective output.

## Keywords

Primary School English Writing Competence; Input Hypothesis; Extensive Reading; Sentence Imitation; Synergistic Enhancement

## 1. Introduction

Writing, as a fundamental form of language output, plays a pivotal role in reflecting students' comprehensive language proficiency, making it an indispensable part of primary school English teaching. This part elaborates on the research background and significance, laying a foundation for the subsequent theoretical exploration and practical analysis.

### 1.1. Research Background

From the perspective of primary school English teaching practice, writing stands as

both a core focus and a prominent challenge. Primary school students are in the initial stage of English acquisition, characterized by limited vocabulary reserves, underdeveloped grammatical systems, and a lack of authentic language application contexts. These factors collectively result in writing outputs often marked by repetitive vocabulary, rigid sentence patterns, and superficial content. A majority of students encounter dilemmas such as " having nothing to write " or " struggling to articulate ideas ", and some even develop learning anxiety due to repeated setbacks, which severely impedes the development of their writing competence.

From the perspective of curriculum standards, the English Curriculum Standards for Compulsory Education explicitly stipulates that English teaching in primary schools should cultivate students' ability to utilize acquired language knowledge and skills to complete simple written tasks. It emphasizes that writing instruction must balance linguistic accuracy, expressive fluency, and content rationality. Furthermore, the standards highlight the teaching philosophy of " input-driven output" , emphasizing the need for abundant language input to underpin the development of students' writing competence.

However, in current teaching practice, there often is a lack of systematic design of input content and systematic planning of the transformation path from input to output, leading to a gap between teaching outcomes and the expectations of the new curriculum standards. Against this backdrop, constructing a writing competence enhancement path tailored to primary school students based on Krashen's Input Hypothesis holds significant practical necessity.

## 1.2. Significance of the Research

The significance of this research is perceptible in both theoretical and practical dimensions, as it seeks to address existing research gaps and provide actionable insights for teaching practice.

### 1.2.1. Theoretical Significance

The theoretical contribution of this study is twofold: Firstly, it enriches the empirical application research of Krashen's Input Hypothesis in the specific context of primary school English writing instruction. Existing studies often focus on macro discussions of input theory in the broader field of second language acquisition, while empirical research on writing competence cultivation for young learners remains relatively scarce. By constructing a three-stage path of " input-connection-transformation " , this study refines the practical logic of input theory in primary education, offering a novel perspective for the localization and age-appropriate application of the theory.

Secondly, it supplements the theoretical system of primary school English writing instruction. This study dissects the synergistic mechanism among extensive reading, memorization of lexical chunks and model sentences, and sentence imitation, revealing the intrinsic connection between input and output and providing

theoretical support for the deepening of writing instruction theory.

### 1.2.2. Practical Significance

At the practical level, this study holds practical value for front-line primary school English teachers by providing an operable instructional framework. The three-stage path proposed in this paper features relatively clear procedural steps and coherent logic, aligning with the cognitive development characteristics and language acquisition rules of primary school students. Teachers can draw on this path to optimize instructional design, addressing practical issues such as insufficient input and inefficient transformation in writing teaching.

Additionally, this path emphasizes the cultivation of students' learning interest and independent learning abilities, which can effectively alleviate writing anxiety, help students build confidence in writing, and achieve the dual improvement of writing competence and learning literacy. Ultimately, it relatively promotes the overall optimization of primary school English writing teaching quality.

## 2. Literature Review

To contextualize the current state of research and identify the positioning of this study, this part reviews domestic and foreign research related to English writing competence enhancement.

### 2.1. Previous Research on English Writing Competence Enhancement at Home

Domestic research on English writing competence enhancement has yielded rich outcomes, which can be categorized into two main strands based on research focus and methodology.

The first strand encompasses enhancement strategies classified by teaching methods and tools. These studies concentrate on specific teaching approaches, technological tools, or instructional models, exploring their direct impacts on students' English writing competence across different educational stages. Qiu Zhihong (2025) pointed out that mind mapping can stimulate writing interest and promote the advancement of comprehensive English literacy. Zhai Yamin (2025) indicated that "video creator-style" teaching practices effectively improve students' writing performance. Deng Xiaorong (2024) proposed that designing authentic tasks can stimulate students' interest and creative thinking, thereby enhancing their writing competence. Zhang Tianjiao (2024) suggested that higher vocational colleges can address students' English writing problems. Du Xiaoyue (2020) highlighted the positive effect of integrating Wen Qiufang's Production-Oriented Approach (POA) into teaching on junior high school students' English writing competence.

Li Jiaping (2025) argued that clarifying the characteristics of technology is

conducive to leveraging technological advantages to improve students' English writing competence. Tang Jianfu and Deng Can (2024) advocated the use of digital platforms and intelligent auxiliary tools to enhance the quality and efficiency of students' English writing. Lan Xichun (2025) adopted hierarchical teaching and face-to-face essay review methods to explore effective paths for improving students' English writing competence.

The second strand consists of impact studies classified by specific research objects and perspectives. These studies often focus on specific student groups, unique educational contexts, or specialized research perspectives, investigating the influencing factors, enhancement paths, or practical significance of English writing competence. Cen Miner (2019) proposed targeted countermeasures to improve English writing competence and promote the efficiency of primary school English teaching. Lu Shun (2025) explored the role of continuation writing in enhancing junior high school students' writing competence. Cui Lianmei (2024) constructed an English writing competence enhancement path centered on "in-class learning supplemented by after-class practice" . Wang Rong (2013) advocated that English teaching in suburban areas should adapt to local conditions to improve junior high school students' writing competence.

Cao Xia (2021) proposed countermeasures to address the English writing problems of senior high school students in ethnic minority areas and enhance their writing competence. Hou Yingying (2024) noted that English writing reflects students' language proficiency and advocated that senior high school English teaching should break through traditional models to improve writing competence. Zhang Tianjiao (2024) reaffirmed that higher vocational colleges can solve students' English writing problems and enhance their competence by optimizing corpora and enriching language input. Zhao Yu (2016) analyzed the restrictive factors of English writing for vocational college students and explored enhancement strategies from multiple dimensions.

## 2.2. Previous Research on English Writing Competence Enhancement Abroad

In addition to domestic research, foreign scholars have also conducted explorations in the field of English writing competence enhancement, with research outcomes primarily falling into two categories.

The first category is teaching and strategy-driven research. These studies focus on directly improving writing competence by optimizing teaching methods, designing instructional activities, or constructing curriculum syllabuses. Altay (2010) developed a syllabus for advanced writing courses in English Education Departments and compiled supporting textbooks based on questionnaire surveys. Lmez and Aran (2025) conducted an experimental study to explore the impact of the digital storytelling method and found that it significantly improves senior high

school students' English writing competence. Teng (2021) investigated the effectiveness of integrating metacognitive prompts into collaborative writing on the academic writing competence of college English learners. Vekarić and Jelić (2013) proposed a discipline-adapted and discourse-oriented teaching method to improve college students' English writing competence. Koross et al. (2015) explored the correlation between teacher factors and middle school students' practical writing competence, suggesting that teacher promotion based on performance can effectively improve students' writing ability.

The second category is technology and tool-empowered research. These studies mainly explore the use of digital technology, intelligent devices, or mobile applications to assist and enhance writing competence. Tarawneh (2021) conducted an experimental study to examine the impact of smart whiteboards on the English writing competence of ninth-grade girls. Elkot and Ali (2020) investigated the effect of strengthening self-regulated learning strategies through handheld devices and found that this approach can improve students' English writing competence and learning motivation. Haerazi et al. (2020) adopted a mixed research method to explore the impact of mobile-assisted language learning on pre-service teachers'writing teaching, concluding that this model is more effective in enhancing writing competence.

### 2.3. Summary of Research Status

In summary, existing research on English writing competence enhancement has covered various dimensions, providing valuable insights for theoretical development and teaching practice.

However, three gaps remain: Firstly, there is a relative scarcity of research specifically focusing on improving primary school students' English writing competence, with most studies concentrating on middle school, high school, or vocational college students. Secondly, many proposed enhancement strategies lack targeted theoretical guidance, leading to a disconnect between practice and theory. Thirdly, extensive reading and sentence imitation are often treated as isolated components in existing research, overlooking their inherent interconnection and mutual promotion.

In response to these gaps, this paper, based on Input Theory, proposes that sentence imitation and extensive reading should be synergistically integrated with the extraction and memorization of sentence patterns as a bridge to enhance primary school students' English writing competence.

## 3. Related Concepts and Theoretical Foundation

The definition of core concepts and a grasp of theoretical foundations are essential for the validity and depth of this research. This part clarifies the connotations of key concepts and elaborates on Krashen's Input Hypothesis as the theoretical

framework supporting the study.

## 3.1. Related Concepts

This part clarifies the connotations of key concepts of extensive reading, sentence imitation, and English writing competence.

### 3.1.1. Extensive Reading

Shen Dewang (2022) pointed out that students can rapidly master language skills through systematic reading training. Extensive reading refers to learning activities in which students, under the scientific guidance of teachers, independently select English reading materials (such as graded readers, English picture books, simple stories, and short English newspaper articles) that match their language proficiency ( i.e. , the " i " level in Krashen's Input Hypothesis) and personal interests, and engage in sustained and immersive reading. Its core characteristics include the comprehensibility of input materials, the interest of content, the diversity of forms, and the autonomy of the reading process. The primary goal is to accumulate vocabulary, perceive sentence patterns, familiarize oneself with discourse structures, and cultivate English language sense through sufficient language input, thereby laying a solid foundation for language output.

### 3.1.2. Sentence Imitation

Imitation writing is a purposeful writing method that imitates the theme, material selection, structure, language, and techniques of model essays ( Chen Yusong, 2025 ) . Sentence imitation, in particular, refers to a writing training activity in which students, based on a deep understanding of the structure, semantics, and pragmatic context of model sentences or high-quality sentences accumulated through reading, replace vocabulary, adjust modifying elements, or expand sentence structures in combination with their own expressive needs to conduct creative imitative expression. It is not mechanical copying but a transitional training between rote memorization and independent creation. Its core value lies in helping students internalize language rules, master the application of sentence patterns, enhance the flexibility of language use, and realize the transformation from language input to preliminary output.

### 3.1.3. English Writing Competence

Lee Odell (1981) defined writing competence as the ability to identify what one intends to communicate and convey information using language, grammar, and content appropriate to the target audience and communicative purposes. Foreign language writing competence refers to the ability of writers to create contextually appropriate texts and use metacognitive techniques to regulate the writing process based on an accurate assessment of communicative goals and audience

characteristics. Chen Han (2019) argued that the entire writing process is accomplished by integrating multiple language competence components, including foreign language knowledge, discourse knowledge, sociolinguistic knowledge, and thematic knowledge. Liu Runqing (1999) emphasized that only writing proficiency can truly reflect a person's language literacy, defining writing competence as the personal psychological characteristics that writers must possess to successfully complete writing activities.

## 3.2. Theoretical Foundation

In the early 1980s, the American linguist Stephen Krashen proposed the Input Hypothesis, a core component of his Monitor Model, which has exerted a profound impact on second language acquisition research and teaching practice ( Krashen & He Yong, 1984). The hypothesis posits that language input plays a decisive role in language acquisition—without sufficient and comprehensible language input, correct and appropriate language output cannot be generated. The core tenets of the Input Hypothesis include: Firstly, the difficulty of language input should be slightly higher than the learner's current language proficiency (expressed as "i+1", where " i " represents the learner's existing level and "+1" denotes moderately expanded difficulty).

Secondly, when learners are exposed to sufficient comprehensible input, their internal language acquisition mechanism is activated, and language rules are naturally internalized, thereby facilitating the transformation from input to output. Thirdly, language input should be interesting and relevant to reduce learners' affective filter (e.g., anxiety, boredom) and improve the efficiency of input absorption.

As shown in Figure 1， the practical application of the Input Hypothesis requires attention to three key principles:

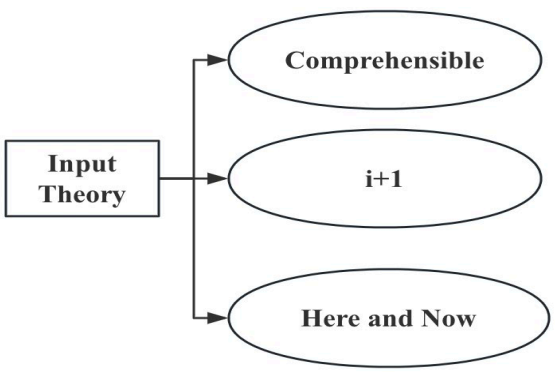



**Figure 1.** Key principles s of Input Hypothesis

Comprehensible language input is a prerequisite for language acquisition. Language learners must not only receive sufficient input but also understand the input information to acquire the language effectively.

The “i+1” principle: Overly simple input fails to stimulate learners’ interest, while excessively difficult input discourages them. Input materials should be slightly beyond the learners’ current knowledge level, aligning with Vygotsky’s concept of the “ Zone of Proximal Development” .

The “ Here and Now ” principle: Input language materials must be authentic and natural, reflecting real-life communication scenarios to enhance the practicality and transferability of language learning (Yang Wantong, 2022) .

## 4. Synergistic Path

Building on the theoretical foundation and core concepts outlined above, this part constructs and elaborates on the three-stage practical path for enhancing primary school students’ English writing competence.

### 4.1. Extensive Reading

As the core channel of language input, extensive reading serves as the fundamental cornerstone for enhancing primary school students’ English writing competence, and its operational mechanism aligns with the core requirements of Krashen’s Input Hypothesis.

Firstly, extensive reading provides students with sufficient comprehensible input, enabling them to accumulate rich expressive resources. According to Krashen’s Input Hypothesis, sufficient “ i+1 ” level input is a prerequisite for language acquisition. By continuously reading graded readers, picture books, and other appropriate materials, primary school students can naturally accumulate vocabulary, fixed collocations, and diverse sentence patterns in contextualized settings, breaking through the bottlenecks of insufficient vocabulary and monotonous sentence structures in writing.

Secondly, extensive reading helps students familiarize themselves with English writing styles and discourse logic. English writing is characterized by sentence structures, cohesive devices, and narrative logic, which differ significantly from Chinese writing. Through immersive reading, primary school students can implicitly perceive the features of English discourse, understand the usage rules of cohesive words, and grasp the developmental patterns of paragraphs. This process helps them gradually overcome the negative transfer of Chinese writing thinking, making their writing expressions more consistent with English pragmatic norms—a key manifestation of the transformation of comprehensible input into pragmatic competence.

Thirdly, extensive reading cultivates students’ writing thinking and innovative awareness. The rich themes (e.g., campus life, natural phenomena, fairy tales) , diverse perspectives, and vivid plots in reading materials provide students with a broad thinking space, helping them address the issue of “ having nothing to write” . Meanwhile, interesting reading content reduces students’ affective filter, stimulates

their learning interest and expressive desire, and transforms them from “passive writers” to “ active communicators” —a state that aligns with the requirement of “ interesting input ” in Krashen’s Input Hypothesis.

### 4.2. Extraction and Memorization of Lexical Chunks and Sentences

If extensive reading represents the process of massive language input, then the extraction and memorization of lexical chunks and model sentences serve as the screening and internalization of input content, acting as a critical bridge between input and output. Its operational logic is rooted in the core essence of Krashen’s Input Hypothesis.

From the perspective of input screening, the lexical chunks and model sentences extracted by students during extensive reading are essentially the refinement and focus of “ i+1” level comprehensible input. These linguistic elements are independently evaluated by students as being both compatible with their current language level and certain developmental value, making them high-quality input materials. Through extraction, students integrate scattered high-quality input from various reading materials into a personalized “ language resource library ” , providing direct support for subsequent imitation and creative writing.

From the perspective of internalization mechanisms, the process of memorizing lexical chunks and model sentences is not mere rote recitation but contextualized understanding-based memory. According to Krashen’s Input Hypothesis, only understood input can be effectively internalized. When extracting linguistic elements, students review their contextual meanings and usages in the original texts, and strengthen the storage and retrieval of language knowledge through repeated memory. This memory method helps students establish connections between “ vocabulary —context—usage ” , avoiding the problem of recognizing but not being able to use caused by isolated memory and laying a solid foundation for the transformation from input to output.

Additionally, the extraction and memorization of lexical chunks and model sentences can relatively promote extensive reading. During the extraction process, students gradually develop the awareness of actively seeking high-quality input , enabling them to focus more targeted on useful linguistic expressions in subsequent reading. This enhances the concentration and effectiveness of reading, forming a positive cycle of “ reading—extraction—memorization—rereading ” and further expanding the accumulation of comprehensible input.

### 4.3. Sentence Imitation Based on Reading Materials

Sentence imitation constitutes the key link in transforming language knowledge accumulated through reading into writing competence, embodying the natural output after input internalization advocated in Krashen’s Input Hypothesis. Its functional mechanism transcends simple sentence pattern imitation, encompassing

multiple dimensions of language ability development.

On one hand, imitation writing strengthens the understanding and application of language rules. When engaging in imitation writing, students first deconstruct the sentence structures, grammatical rules, and pragmatic contexts of accumulated lexical chunks and model sentences, then replace and expand them according to their own expressive needs. This process deepens students' understanding of the functions and usages of sentence patterns, transforming passively memorized language knowledge into actively applicable language competence. For example, if students accumulate the sentence pattern " I am interested in... because... " through reading, they can master its usage by imitating it as " I am interested in drawing because it makes me happy " , achieving an ability upgrade from " i " to " i+1 " —a process that aligns with the logic of input promoting ability advancement in Krashen's Input Hypothesis.

On the other hand, imitation writing integrates the writing literacy cultivated through extensive reading. Beyond providing linguistic materials, extensive reading implicitly fosters students' writing techniques, expressive habits, and discourse logic. In the process of imitation writing, students not only apply accumulated linguistic resources but also draw on narrative methods and descriptive techniques from reading materials, achieving dual improvements in linguistic form and writing connotation.

Meanwhile, the sense of achievement from successful imitation reduces students' writing anxiety, enhances their writing confidence, and further stimulates their enthusiasm for extensive reading and continuous imitation—forming a positive cycle of " input—internalization—output—reinput " .

Furthermore, imitation writing cultivates students' awareness of independent creation. As their imitation ability improves, students gradually transition from basic imitation (e.g., replacing vocabulary) to advanced imitation (e.g., adjusting structures and expanding content), gradually breaking free from reliance on templates and developing personalized expressive styles.

### 4.4. The Synergistic Mechanism

As shown in Figure 2，the synergistic mechanism of the three-stage path of extensive reading, extraction and memorization of lexical chunks and model sentences, and sentence imitation do not operate in isolation but form a dynamic system characterized by mutual understanding, mutual promotion, and collaborative symbiosis—collectively driving the systematic enhancement of primary school students' English writing competence.

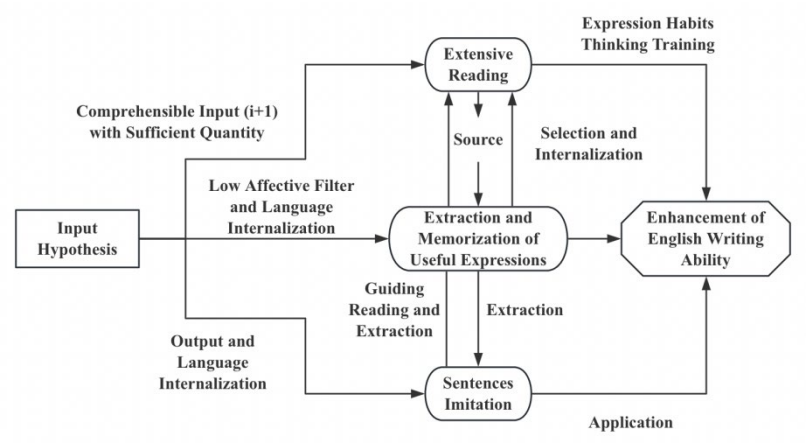



**Figure 2.** The synergistic mechanism of the three-stage path

Extensive reading provides the foundational support for the entire path. It serves not only as the source of lexical chunks and model sentences but also as the breeding ground for writing thinking, pragmatic habits, and learning interest, satisfying the core requirement of " sufficient comprehensible input " in Input Hypothesis.

The extraction and memorization of lexical chunks and model sentences involve the precise screening and in-depth processing of extensive reading input, addressing the problem of insufficient internalization due to excessive input , providing high-quality materials for imitation, and realizing the effective connection between input and output.

Sentence imitation represents the active application and ability transformation of input materials; it strengthens the effect of language internalization through practice and inversely promotes more targeted reading and extraction, enhancing the quality and efficiency of input.

Together, these three stages form a complete closed loop of input (extensive reading)—internalization (extraction and memorization)—output (sentence imitation) . Each stage is supported by Krashen's Input Hypothesis, performing its unique functions while mutually reinforcing one another. Ultimately, this synergy achieves the comprehensive enhancement of students' writing competence from basic accumulation to flexible application.

## 5. Conclusion and Prospects

This part summarizes the main findings, clarifies the theoretical and practical contributions of the study, and reflects on its limitations. It also puts forward prospects for future research to provide directions for further exploration in related fields.

### 5.1. Conclusion

Grounded in Krashen's Input Hypothesis, this study constructs a three-stage path for enhancing primary school students' English writing competence: extensive reading—extraction and memorization of lexical chunks and sentences—sentence imitation. Through analysis, the study reveals the functional mechanism and synergistic relationship of each stage. Extensive reading serves as the foundation for improving writing competence, providing students with sufficient comprehensible input; the extraction and memorization of lexical chunks and model sentences act as the bridge connecting input and output, realizing the internalization of high-quality input; sentence imitation constitutes the core of language transformation, promoting the effective conversion of internalized knowledge into writing competence.

These three stages mutually promote and coexist synergistically, forming a writing enhancement framework that aligns with the cognitive characteristics and language acquisition rules of primary school students. This path not only provides an operable practical possible solution to address the current issues of " insufficient input and inefficient transformation" in primary school English writing teaching but also enriches the application research of Krashen's Input Hypothesis in writing teaching for young English learners.

### 5.2. Limitations and Prospects

Despite its contributions, this study has certain limitations that warrant attention. Firstly, it does not quantify the application effect of the proposed path through empirical experiments, lacking quantitative data support for its effectiveness. Secondly, the discussion on practical intervention strategies for low affective filter is not sufficiently specific, and no detailed operational plans tailored to primary school students have been formulated.

Future research can address these limitations in the following ways: Firstly, conduct long-term teaching experiments, selecting primary school students from different regions and backgrounds as research subjects, and verifying the effectiveness of the path through quantitative indicators such as writing scores, vocabulary application accuracy, and discourse coherence. Secondly, refine the implementation details of each stage of the path, such as developing graded reading lists suitable for different grades, designing standardized extraction and memorization templates, and creating progressive imitation writing tasks. Thirdly, integrate digital tools (e.g., intelligent reading platforms, writing assistance software) to optimize the processes of material screening, extraction, and imitation training, further enhancing the adaptability and promotion value of the path.

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