

An Exploration of Strategies for Continuation Writing Teaching in High School

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Abstract

With the deepening reform of education and the proposition of key competence, many disciplines have carried out reforms to improve students' key competence. In order to improve students' reading ability, thinking ability, writing ability and many other qualities, senior high school English has added a new form in the English exam, continuation writing, so that students can complete the subsequent writing practice on the basis of reading. Writing, as an important and foundational language competency, has always been a very important part of the training at every stage of English learning. Reading is the foundation of writing, and continuation writing is an effective way to train students. Continuation writing is a comprehensive examination of students' English literacy. In traditional writing, there are many problems such as teachers' insufficient attention and students' weak motivation, which make students fail to achieve good results in the process of writing. Based on the problems faced in the teaching of writing and the actual English teaching classroom, this paper puts forward some strategies to help teachers improve the teaching effect of continuation writing.

Keywords

Reading and Writing; Continuation Writing; Key Competence; Comprehensive Ability.

1. Introduction

According to National English curriculum standards for general high school, teachers should cultivate students' key competence which includes cultural awareness, thinking quality, language ability and learning ability. Writing is very important in studying and teaching, as it is a good way to develop students' key competence. But students and teachers have encountered many problems in the process of writing. In traditional writing teaching, it did not combine reading and writing, resulting in their disconnection, thus affecting the effect of writing teaching. Students were also asked to write an essay according to what they have learned and writing in classroom is often seen as a means to consolidate language. Besides that, students were given a topic which lack authenticity and they make up things to write about because their personal experiences can not contribute to the given topic. The students' writing is evaluated based on the accuracy of the final product. The process which students go through while doing the writing task is virtually ignored. Continuation writing is a new form in the college entrance examination in the past two years, requiring students to continue writing articles within a limited time according to the materials provided. Continuation writing is a very important way to test students' language ability. It requires students to create on the basis of understanding the connotation of the material. At the same time, students must imitate the expression and writing skills of the original text and the content of the continuation must have a certain degree of coherence. In addition, the content of the continuation should also reflect innovation and reasonable imagination, so as to improve students' comprehensive English level.

2. Definition

Continuation writing is a foreign language teaching and learning method proposed by Wang Chuming based on interactive alignment model theory. The continuation writing is a new type in college entrance examination English writing that has emerged in recent years. And it is a new form of writing which integrate reading with writing. In fact, the continuation writing has already existed. In the late 1990s, the Length Approach began to encourage learners to write long articles by using the method of continuation writing. In 2009, Wang Chuming put forward the principle of "learn together, use together". The previous article promotes "learn together", which not only provides an appropriate context for understanding and learning the words mentioned above, but also paves the way for the correct use of the following language, which can be described as "use together". In 2012, Wang Chuming proposed the concept of the continuation writing, which was the first time he officially put forward this concept in English writing teaching. Since then, the continuation writing has become a hot topic in the field of foreign language teaching.

Now in the continuation writings on the college entrance examination, a story is given with the last two paragraphs missing. The two paragraphs that are removed will give the first sentence. The continuation writing asks the students to complete the incomplete articles by writing. In the process of the continuation writing, on the one hand, students need to use their imagination to create content. On the other hand, they must pay attention to the form of language, which can appropriately imitate the previous part. Only the students fully understand the content of the previous part, can they complete the writing. In addition, the continuation writing closely combines language input with output and focuses on testing students' ability to use language at the discourse level. Therefore, this approach can better measure students' language ability.

3. Teaching Strategies of Continuation Writing

With more attention paid to continuation writing, teachers should help students improve their continuation writing ability. Here are some strategies to help teachers teach continuation writing better.

3.1. Increase Motivation and Choose Appropriate Material

Learning English is painful for many students. Some of them said that they do not want to learn it, and feel it very boring. The reason is that most students see English learning as a difficult learning task and have little interest. Continuation writing is a form which can improve students' interest in reading. First of all, different reading stories can increase students' knowledge, so that students feel they can acquire some information in reading. Secondly, students can choose their own writing angle. Students have different growth backgrounds and personality characteristics, and they will have different perceptions of the same story. Students can choose their own angle to write, as long as it is reasonable. Therefore, reading and writing can enhance students' motivation to read, increasing students' interest in learning English. Through long-term reading and writing training, students can develop good English reading habits, and improve English language ability and learning ability.

Most students love playing games. When games and classroom instruction are combined, it is easier for students to understand and accept the content. For example, games such as role-playing, so that students can master the content of it in a relaxed and pleasant environment. In addition, for the teaching of writing, teachers can not only focus on writing skills, but also pay attention to the cultivation of students' independent learning ability and thinking ability.

Continuation writing is the combination of reading and writing. Students' English reading is the foundation, and English writing is an effective output of students' in-depth understanding of reading content. The writing test for the college entrance examination in Zhejiang Province and

Shandong Province is an article about 350 words, and the continuation of the original text is generally a narrative with rich plots. Most of the reading texts in the High School English Textbook are suitable for students' repetition practice. Teachers can modify or select the reading texts in the textbooks according to the learning situation of the students in the class, such as hobbies and physical and mental development rules, which will help students improve their reading comprehension ability and promote the harmonious development of their reading and writing skills. As a result, students can write continuation passages with a relatively high level of rapport. In addition, according to National English Curriculum Standards for General High School and new college entrance examination, English teachers should select some English reading materials that are suitable for students as much as possible from the provincial high school examination papers, extracurricular reading and other materials, so as to effectively improve students' interest in English reading, enhance students' English reading potential and discourse comprehension ability. This helps to stimulate students' imagination, broaden students' imagination space, diverge students' English reading and writing thinking, and stimulate students' English learning potential. Let students take the initiative to write English in the process of English reading, and gradually improve students' written expression skills.

In the process of performing and displaying, students not only think about problems from the perspective of the original author, inspire thinking, but also straighten out the story lines in the reading materials in a relaxing atmosphere. They portray the characteristics of the characters through sensory details, including the characters' actions, characters' expressions, and characters' psychological activities. Creating a situation of continuation writing helps students have a clearer understanding of the reading material, and allows students to intuitively see the logical relationship of the text, feeling the emotions and attitudes of the author in the reading material. The method of creating a context for reading and writing makes the classroom more interesting, and enhanced students' interest in reading and writing in class and makes students have something to say in the continuation rather than making things up. In short, it is easier for them to learn it in real situations.

3.2. Improve Evaluation Methods

Continuation writing accounted for 25 points in the college entrance examination paper. It can be seen that reading and writing plays a crucial role in students' future learning. When evaluating students' assignments, teacher's evaluation is only one way. After the teacher assigns some exercises, it will cost a lot of time to talk to students one by one. In this way, after one semester, the number of rewriting training is less, and good results are not achieved. Therefore, English teachers can also use peer assessment, group assessment and other different methods to allow students to participate in the continuous evaluation activities.

Teachers guide students to correct each other between groups, and group cooperation is conducive to correcting wrong words in continued writing, and learning vocabulary and sentence patterns. Group work can also break through the limitations of students' thinking and expression, and identify the innovative points of other students. In the process of student communication, teachers can provide targeted guidance on students' continued writing, so that the follow-up writing class can maximize classroom efficiency, and each student can be inspired by the communication of teachers or other students. After discovering the wonderful sentences in the same group, students will enlighten their new ideas and improve their reading and writing, and then communicate with each other. The content of the continuation part will become more complete, the writing skills will be improved, and the errors such as spelling and grammar in the reading and writing will basically disappear. Finally, the group members revised and polished the article again, which changed the traditional evaluating method and changed the teacher's habit. Updated the marking and evaluation methods to make the high school English reading and writing class more efficient.

The teacher selects well-written essays for class presentation, and the demonstration of writing is a recognition and affirmation of students' performance in writing class. Some highlights in the essays can be studied and referenced by students. Some excellent essays can even be submitted and displayed in the school magazine, which will greatly stimulate students' sense of achievement and honor in writing. In this way, students' language learning ability, expression ability and thinking development have been effectively improved, as well as students' writing and reading abilities.

3.3. Cultivate Students' Thinking Ability

Now the most common problem in the teaching of continuation writing is that students have a deviation in their understanding of the text, which leads to the improper connection between the continuation content and the original content. The main reason is that students cannot accurately grasp the theme and the general idea of the text, and do not have good thinking ability. Thinking ability refers to the ability of students to get ideas and grasp the main idea through analyzing, reasoning and judging the content of the text, and to understand the implication of the text. Therefore, the cultivation of students' thinking ability can enable them to accurately grasp the theme and understanding different perspective of the text better, and provide a basis for continuation after reading.

The storyline is very important in continuation writing. After reading the text, students need to clearly read the storyline of the article, and then find out what is missing in the article, so as to use their imagination to supplement the missing parts in the continuation activity. Students can also modify the end of the article if they are not satisfied with, but the premise is to combine the content of the entire article and not deviate from the topic of the article. In addition, teachers can find some pictures and let students write around pictures, which can improve students' logical thinking and language organization skills, and facilitate their creative thinking. When reading, students should clear about the process of story, then analyze characters' trait and behaviors, and author's writing purpose, and then continue to write the article with diversified expressions. In order to improve the depth of students' thinking, teachers can recommend some English books or English movies to students for reading and watching, such as *Oliver Twist*, *Pride and Prejudice*, etc. Through this way, they can not only expand their English knowledge, but also enhance their thinking depth through thinking about the contents of novels or movies.

4. Conclusion

Continuation writing requires constant accumulation and optimization in practice and reflection. Teachers should pay attention to creating real situations to stimulate students' interest in writing, organize the continuation writing interest group to cooperate and explore, and change evaluation methods to improve the students' comprehensive writing ability. That is to say, teacher should not only pay attention to reading and writing, but also pay attention to the guidance of methods of continuation writing. In a word, teacher should constantly explore the effective methods of continuation writing, persistently explore the teaching strategies of it, and improve senior high school students' English abilities.

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