

A Study on the Ways and Methods to Improve the New Question Type "Continuing Writing after Reading" in the Context of the New College Entrance Examination

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Abstract: In the continuous promotion of the new college entrance examination reform, English test paper propositions pay more attention to the examination of students' English comprehension ability, knowledge application ability, and knowledge system construction ability, and tend to cultivate students' comprehensive abilities in the thematic context. The design of question types that combine reading and writing requires high school English teachers to accurately control the content of the new textbook, pave the way for "reading and writing", find the right direction for "writing", help students through English learning activities such as learning comprehension, application practice, and transfer innovation, guide students to deeply think and explore the text, cultivate students' creative thinking, and improve their comprehensive English application ability. This article adopts action research methods, including pilot research and two rounds of action research, and collects data through field research, experiments, and questionnaire surveys. Through two rounds of action research, focusing on the content and structure of continuation, as well as the influencing factors of continuation language, in order to improve students' reading and writing abilities.

Keywords: New question type for the college entrance examination "Continuation after reading"; Writing ability; Action research; Combination of reading and writing

1. Introduction

The New Beijing Normal University High School English Textbook (hereinafter referred to as the "New Textbook") is based on the 2017 edition of the "General High School English Curriculum Standards" (hereinafter referred to as the "Curriculum Standards") and was approved by the Expert Committee of the National Textbook Committee in 2019. In September 2021, high school English teaching in Gansu Province began to use new textbooks to connect with the new college entrance examination. The new question type of "continue writing after reading" made frontline teachers and students feel confused and struggling. The reminder of continuing to write after reading meets the specific requirements of English core literacy in the Curriculum Standards, which can exercise students' language ability, thinking quality, cultural awareness, and learning ability. However, in reality, due to the insufficient experience of teaching teachers, the research on "new textbooks" is not in-depth enough. Continuing to write after reading poses new challenges to students' reading, writing level, analytical ability, knowledge transfer, and creative thinking. So how to effectively carry out this question type in high school classrooms requires in-depth thinking and research [1-4].

2. Characteristics of post reading continuation question types

Continuing writing after reading is a method that closely combines language output with input, aiming to improve students' language proficiency (Wang Chuming, 2013). Continuing writing after reading is a new type of college entrance examination that combines reading and writing, examining students' reading comprehension, logical thinking, innovation, and writing abilities. The "Explanation of the English Subject Examination for the National Unified Entrance Examination of Ordinary Higher Education Institutions (Trial in Provinces of the Comprehensive Reform of the National College Entrance Examination)" proposes the requirement for a continuation question type after reading: this question type includes a reading material of no more than 350 words, and candidates need to continue writing a paragraph of about 150 words based on the material content, given paragraph opening words, and

keywords, and logically match the given material. A short article that is closely connected in both plot and structure (Examination Center of the Ministry of English Education, 2015). The design of question types that combine reading and writing requires students to guide deep thinking and exploration of the text through English learning activities such as learning comprehension, application practice, and transfer innovation, and cultivate students' creative thinking.

3. Problems in continuing writing after high school English reading

In September 2021, our province began to use high school English textbooks from Beijing Normal University (2019 version), and the types of English college entrance examination questions have also changed. The new type of post reading continuation questions is a great challenge for frontline teachers and high school students. The main problems we face are: (1) students' vocabulary is not sufficient, resulting in students not being able to correctly read and understand the original text, and continuation writing is even more difficult to start with; (2) Students cannot grasp the central idea of the original text, and the continuation of paragraphs often goes too far from the theme context; (3) Students are unable to identify the logical lines inherent in the raw materials, such as time, space, and the psychological activities of the characters. Students are unable to continue writing stories based on the inherent logical development of the materials, resulting in paragraphs that are always out of context. Based on this, students' fear and resistance towards continuing to write after reading seriously affect the improvement of their grades in continuing to write after reading [5-9].

4. Application of context

In response to the problems of low coordination in content, logic, emotion, and language during the process of students' continuation writing, combined with the unit theme context, to improve the directionality, rationality, appropriateness, and readability of the continuation content. The communicative use of language usually occurs in discourse, which provides an indispensable and appropriate context for language use. Learning language knowledge in the correct context can suppress the filling of knowledge in the mother tongue context, not only making linguistics authentic, but also contributing to the subsequent use of language. Therefore, in the process of using the new textbook, by continuing the reading and writing classes after reading, effectively connecting reading and writing with teaching, establishing a macro unit thematic context view, deeply analyzing unit reading texts, and reasonably setting post reading writing tasks, students' reading and writing abilities can be greatly improved.

5. Review of research status at home and abroad

It is believed that collaboration originates from interaction, which is the key to the smooth progress of interpersonal dialogue (2004). In China, Professor Wang Chuming proposed the principle of "learning companion, using as needed" based on the "mutual assistance and collaboration model" (Wang Chuming, 2009) and explored the relationship between the theory of mutual assistance and collaboration and foreign language teaching. Subsequently, the question type of 'continue writing after reading' emerged and has appeared in college entrance examination questions in multiple provinces, and this question type has also become a hot topic of attention and research for frontline English teachers in high schools across the country. Based on existing research results, this topic revolves around the thematic context provided by discourse, carries out reading and writing practices, and leverages the collaborative learning promoting effect of reading and writing classes.

6. Research methods

Firstly, it is a pilot study. This study will mainly explore research subjects, research methods, and research tools. Firstly, the main research subjects will be high school students, who will be interviewed and observed to collect corresponding first-hand information. Secondly, the research methods will be conducted through field research, experiments, and questionnaire surveys to obtain sufficient data support. Finally, research tools will be selected and designed based on actual situations to ensure the accuracy and practicality of the data.

Next are two rounds of action research. The first round of action research will focus on the content

and structure of continuation, aiming to explore how to improve students' continuation ability through relevant strategies and methods. This study will conduct on-site research and experiments on the new question type of the college entrance examination, "Continuing Writing after Reading", collect students' continuing writing works and their understanding and thinking process of the questions, in order to compare and analyze the impact of various strategies and methods on students' ability to continue writing. The second round of action research will focus on continuing writing language, exploring how to improve students' ability to express themselves through language use and skills. This study will design corresponding training and teaching activities based on the results of the first round of research and students' performance, stimulate students' thinking and creativity, and cultivate their accuracy, fluency, and expression ability in writing language.

In summary, this study adopts the methods of pilot research and two rounds of action research, aiming to improve students' writing ability by deeply exploring the research subjects, applying a series of research tools and methods, and proposing effective approaches and methods. This research design will provide new ideas and methods for future educational research work, and further promote the development and improvement of the new question type "continuation of writing after reading" teaching in the college entrance examination[10-12].

The research tools mainly include field research, experiments, and questionnaire surveys. Firstly, field research refers to the method by which researchers personally observe and collect data in actual educational environments. Through on-site research, researchers can directly observe students' performance in the "post reading continuation" process and obtain real-time data and information. Secondly, experiments are a commonly used research method that verifies hypotheses and inferences by controlling variables. This study will design corresponding experiments to verify the impact of different factors on students' writing ability by giving them the task of "continuing writing after reading" under different conditions. Finally, questionnaire survey is a commonly used method of data collection, which involves designing questionnaires and distributing them to students to obtain their subjective feelings and opinions. This study will collect students' opinions and experiences on the task of "continuing writing after reading" through a questionnaire survey, in order to further understand their understanding and understanding of the new question type.

6.1 The first round of action research focusing on the continuation of content and structure

In the first round of action research, the focus was on the content and structure of the continuation text, aiming to explore how to improve students' writing ability by intervening in the content and structure of the continuation text. The study used methods such as field research, experiments, and questionnaire surveys to collect relevant data and opinions.

In field research, we observed students' performance in the "post reading continuation" activity in different levels of classes, and communicated and discussed with them. Through observation, we found that students have some common problems in terms of content and structure when continuing writing, such as a lack of coherence in the theme, confusion in viewpoints, and a lack of expansion. Based on these observations and findings, we have designed a series of teaching interventions to help students better grasp the content and structure of continuation writing.

In the experiment, we conducted teaching intervention experiments in different classes. Through a group experiment design, we compared the differences in writing ability between students who received teaching intervention and those who did not receive teaching intervention. In the process of teaching intervention, we used various teaching methods, including teaching relevant knowledge and skills, analyzing excellent continuation texts, and conducting simulation exercises. The experimental results showed that students who received teaching intervention performed significantly better in terms of continuation content and structure than students who did not receive intervention.

In order to gain a more comprehensive understanding of students' opinions and experiences, we conducted a questionnaire survey. Through a questionnaire survey, we collected feedback and suggestions from students on teaching interventions. The results show that the majority of students believe that teaching interventions have a positive impact on their writing ability and have put forward some suggestions on classroom teaching and evaluation methods.

Through the above field research, experiments, and questionnaire surveys, we have drawn some important conclusions about improving students' writing ability. Firstly, targeted teaching interventions targeting the content and structure of the continuation are effective. Secondly, teaching intervention requires the comprehensive application of multiple methods to meet the needs and characteristics of

different students. Finally, students' feedback and suggestions on teaching interventions are crucial for further optimizing teaching methods and strategies.

6.2 Second round of action research focusing on language continuation

The second round of action research aims to explore how to further enhance students' writing ability by improving their continuation language. On the basis of the first round of action research, we found that students have problems with inaccurate language expression and inappropriate vocabulary selection during the continuation process, which directly affect the quality of the continuation work. Therefore, in the second round of action research, we will focus on optimizing and improving the continuation language.

Firstly, we have developed specific teaching strategies for optimizing the continuation language. Through teacher guidance and classroom discussions, we will guide students to learn how to use accurate and appropriate language to express their opinions and ideas. We will focus on cultivating students to use rich and diverse vocabulary in continuation writing, improving their expressive power in writing and fluency in oral expression.

Secondly, we will also use the guidance method of language models to guide students. By providing students with sample sentences and chapters, we will help them better understand and apply various language structures and expressions. At the same time, we will also organize language dialogue activities for students to cultivate their flexible and diverse language methods and expression skills in continuation writing.

In addition, we will also set language expression evaluation standards to evaluate and provide feedback on students' language expression abilities. By grading and commenting on the language expression of students' sequels, we will promptly identify any issues with their language expression and provide them with specific suggestions and guidance. Through continuous evaluation and feedback, we hope to gradually improve students' language expression skills, thereby further improving their writing skills.

Finally, we will collect data through on-site research, experiments, and questionnaire surveys, and conduct data analysis and discussion. By organizing and analyzing the data, we will summarize the different impacts of different language expressions on students' writing abilities, and draw corresponding conclusions and insights.

In summary, the second round of action research will provide us with more methods and avenues for improving continuation language. Through this research, we hope to provide students with a better language learning environment and promote their comprehensive improvement in writing ability. At the same time, we also hope to provide effective teaching strategies for teachers to guide students' language expression through this research, thereby improving teaching quality and effectiveness[13-15].

7. Summary

Through data analysis and summary, the aim is to explore the factors that affect the improvement of students' writing ability. Firstly, this study conducted a data analysis on students' performance in the "post reading continuation" question type. Through a comprehensive evaluation of the content, structure, and language of students' continued writing, it was found that the main factors affecting students' writing ability include clarity of thought, logic, and language expression ability. For high-level students, their continuation essays often have clear themes and clear logical structures, with accurate and fluent language expression. However, there are problems with confused thinking, unclear logic, and inaccurate language expression in the continued writing of low-level students.

Secondly, data on the impact of different levels of students on writing teaching were analyzed and summarized. Research has found that for high-level students, training in the "continue writing after reading" question type can further enhance their writing ability. They are able to better showcase their ideas and viewpoints in their continued writing, and express them in appropriate language. However, for low-level students, the same training cannot effectively improve their writing ability. This may be because low-level students still have problems with weak basic knowledge and lack of writing skills during the continuation process.

In summary, this paper analyzes and summarizes the data and finds that clarity of thought, logic, and language expression ability are the main factors affecting students' writing ability. High level students

demonstrate better writing skills in the "post reading continuation" training, while low level students need to strengthen their basic knowledge and writing skills. This research achievement provides important insights for improving students' writing ability and proposes new ideas and methods for teaching writing to students of different levels. However, this study also has certain shortcomings and limitations, which require further refinement and in-depth exploration in future research.

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