

A Study of English Continuation Writing Teaching in Senior High Schools from the Perspective of Educational Ecology

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ABSTRACT. *With the reform of the national college entrance examination in China, the post reading continuation is a new type of English college entrance examination developed by the examination center of the Ministry of education. Based on the perspective of educational ecology, this paper analyzes the current difficulties and causes of English reading and writing teaching in senior high school. It finds that there are problems such as imbalance of ecological subject status, unclear teaching and testing, inappropriate limiting factors, unavoidable flowerpot effect, mismatching of ecological links, and difficult to achieve all-round development. Then three strategies are puts forward to optimize English reading and writing teaching in senior high schools. First, learn to establish the concept of ecological education and strengthen the role consciousness of teachers and students. Second, try to provide a harmonious classroom environment and create a real teaching environment. Third, learn to enrich reading and writing teaching activities and establish an ecological evaluation mechanism.*

KEYWORDS: *Senior high school english, Continuation writing, Educational ecology, Teaching strategy*

1. Introduction

As a new question type of writing in the reform of college entrance examination, English continuation writing has attracted the attention of English teachers. According to Introduction to English subject examination of national unified examination for enrollment of general colleges and universities (trial use in provinces with comprehensive reform of national college entrance examination) (the first edition) (hereinafter referred to as "Introduction to examination"), clear requirements are put forward for for the question type- English continuation writing : to provide a language material of less than 350 words, candidates are required to continue writing (about 150 words) according to the content of the material, the opening words of the given paragraph and the marked keywords, and develop it into a short article with logical connection, plot and complete structure with the given material [1].

1.1 Function of English Continuation Writing

Continuation writing can not only effectively test students' comprehensive reading and writing ability, but also promote foreign language teaching and learning to closely combine understanding and output with the help of the backwash effect of the examination, and organically combine content creation and language imitation, so as to improve the efficiency of foreign language teaching [2]. Besides the general writing in 2019, Zhejiang college entrance examination English test has adopted continuation five times (see Table 1). Moreover, because sequels have the interaction between reading comprehension and writing output, continuation writing is more comprehensive for students to investigate, and more able to examine students' real language ability.

Table 1 2016-2020 Continuation Writing of Zhejiang English College Entrance Examination

time	topic
2016.10	Lost after quarreling
2017.6	Meet wolf on the way
2017.11	Funny thing of forgetful mom
2018.6	Lost when holiday horseback riding
2020.1	Soothe the dog's heart

1.2 Connection between Alignment Effects and Educational Ecology

The main theoretical basis of post reading continuation is alignment effects. Wang Chuming proposed an effective way of foreign language learning based on the interactive alignment model: interaction→understanding→collaboration→output→acquisition[3]. He stressed that learners' language understanding and output level are different, and their understanding ability is always stronger than their output ability. This asymmetry will lead to the flattening effect, which is the potential driving force of language acquisition, that is, language is learned in the process of understanding and output. Strong interaction means strong coordination, weak interaction means weak coordination.

Educational ecology is a science that uses the principles and methods of ecology to study educational phenomena. Ecological classroom focuses on integrity, dynamics and openness, which is an ecosystem of generation, dialogue, interaction, experience, creation, exploration and cooperation [4]. According to the interactive alignment model, collaboration comes from interaction. When collaboration increases, language skills can also be improved accordingly. This means that increasing interaction opportunities can promote language ability. Therefore, educational ecology provides a new and feasible perspective for the analysis of continuation writing classroom teaching, and puts forward suggestions to optimize it

in senior high school, aiming to promote the sustainable development of reading and writing classroom.system based on wireless sensor network.

2. Current Situation of English Continuation Writing Teaching in Senior High School from the Perspective of Educational Ecology

2.1 Imbalance of Ecological Subject Status and Unclear Teaching and Testing

Niche is an important term in ecology. Greenler first used the term niche to describe the spatial unit of environment and the position of a species in the environment [5]. Niche has its specific function, maintaining the stability and vitality of ecosystem. Students should be the most basic and active individuals in the classroom. However, in senior high school English classroom, teachers are always the main body and center of the whole teaching activity and all teaching links. Students accept the input of knowledge indiscriminately and passively in the classroom. The consciousness of students as the main body is still difficult to implement, and the ecological position of teachers and students is still in a state of imbalance.

Due to the nature and characteristics of the examination itself, the questions used in the examination may not serve the teaching task well. When teaching, the teacher has limited the content and length of writing to make score easily. Students must continue to write according to the two first sentences given, and the number of writing words is also limited when using the line words. Such requirements greatly restrict the imagination of the students, which deviates from the original intention of the continuation writing. Because of the strong backwash effect of high interest test, teachers train students completely according to the testing type, so that the effect of promoting learning is greatly reduced, and students form a thinking pattern.

2.2 Inappropriate Limiting Factors and Unavoidable Flowerpot Effect

According to the most appropriate principle, the individual, group and system of educational ecology have their own upper and lower limits of adaptation range for various ecological factors of the surrounding ecological environment at a certain stage of their own development, within which the main body can develop well, otherwise it will go to the opposite side [5]. Classroom environment is the sum of all kinds of physical, social and psychological factors that affect the development, quality and effect of teaching activities. The teaching content, the amount of homework, multimedia equipment and so on are all ecological factors in English classroom, which can have a certain impact on the classroom environment. Many teachers try to improve students' reading and writing ability directly through a large number of exercises. The single repetition training increases the amount of homework, and it also frustrates the students' self-confidence in reading and writing. Therefore, teachers and students spend time and effort, but have little effect.

On the other hand, students lack the real language environment and the opportunity to use English, which often leads to “flowerpot effect”. Mechanical teaching makes students rely too much on teachers. They can only deal with examinations instead of learning and using them flexibly, which goes against the original intention of “people-oriented” in ecological teaching. Teachers and students should constantly explore the most appropriate state of these factors to create a good ecological environment for teaching and learning.

2.3 Mismatching of Ecological Links and Difficult to Achieve All-Round Development

Although many reading and writing teaching nowadays follow the order of reading first and then writing, the reading content is lack of reference for students’ writing. In the improper order and lack of level teaching, there is a low coordination phenomenon in the content and language between the students’ continuous writing part and the given passage, which mainly shows that the plot conception is inconsistent with the given text, the continuous writing paragraphs are inconsistent with the plot, and the language expression is not in coordination with the given text.

In addition, the function of evaluation is only for selection and screening, the content of evaluation ignores practice and emotion, and the way of evaluation is only examination. The imbalance between teaching and learning ignores the cultivation of students’ emotion, culture, self-awareness and other qualities. Valuing results and neglecting process neglects students’ all-round development in a general way, which to a large extent strikes students’ enthusiasm for learning and hinders their sustainable development.

3. Strategies to Optimize the Classroom Teaching of English Continuation Writing in Senior High Schools

3.1 Learn to Establish the Concept of Ecological Education and Strengthen the Role Consciousness of Teachers and Students

English learning is a long-term accumulation process. In the process of English teaching, both teachers and students should establish the concept of ecological education, gradually break the traditional concept of exam oriented education, adhere to the integration of English education and actual needs, and focus on the cultivation of students' English learning ability and communication ability.

On the one hand, teachers should strengthen self-examination and change their roles reasonably. Teachers should strengthen their theoretical study, thoroughly understand the internal requirements of ecological classroom, integrate the ecological concept into the teaching, examine each teaching factor from the perspective of educational ecology, and examine it as an integral part of the system. On the other hand, students should emancipate their mind and realize independent learning. Students can independently open the equal dialogue mechanism of

communication with teachers, convey their individual learning needs and expectations to teachers, carry out free academic debate, and strive for learning opportunities for themselves.

3.2 Try to Provide a Harmonious Classroom Environment and Create a Real Teaching Environment

The environment of ecological classroom should facilitate the communication between teachers and students, students and cultivate a free and flexible classroom atmosphere [4]. Abundant material support is conducive to optimizing the classroom ecological environment. The effective supply of teaching materials, various forms of courseware, fast and convenient network and other resources can greatly improve the quality of teaching and learning; adequate lighting, appropriate temperature, quiet environment, scientific classroom layout and other physical environment can improve the attention of teachers and students, so that they can concentrate on teaching and learning. Teachers can also appropriately improve seating arrangements and increase communication between subjects.

Ecological classroom advocates teaching in context. English classroom teaching needs to create situations, let students learn in the real language environment, and improve the ability of thinking and expression in English. Teachers should combine students' interests and teaching practice to design problems and situations that are in line with students' recent development zone to carry out teaching activities. At the same time, teachers should encourage students to think independently and practice bravely, guide students to find problems and raise questions independently, and form a positive classroom atmosphere of active exploration. In the design of activity forms, real language materials are used to carry out corresponding teaching activities, creating a situation that conforms to the identity of the characters and the topic they are talking about, and taking the real texts in life as teaching examples to increase the vitality of the classroom.

3.3 Learn to Enrich Reading and Writing Teaching Activities and Establish an Ecological Evaluation Mechanism

Teachers should follow the rhythm of education, design reasonable reading and writing teaching activities, pay attention to the reform and innovation of teaching content and teaching methods, combine various ways with teaching methods, and pursue rich teaching activities in content and form. Teachers can combine current events, link teaching materials with real life, carry out reasonable continuation in ordinary practice, and promote normalization of continuation. Based on the characteristics of "focusing on reading, emphasizing output and emphasizing thinking", English reading and writing teaching should also be adjusted to integrate thinking, content and language organically, so as to improve students' reading and writing ability and reading and writing level [6].

What's more, continuation writing is a kind of transfer and application activity, which belongs to the creative level. Teachers should guide students to combine language imitation and content innovation organically, adopt the diversified evaluation method of combining self-evaluation and mutual evaluation, promote cooperation and exploration, develop students' reading and writing ability, and positively cultivate students' subjective consciousness and habit of active speech and evaluation.

4. Conclusion

As a new testing type, continuation writing has attracted wide attention, aiming at the organic integration of language learning and practical application, focusing on the interactive experience of language learning, advocating students to use in learning and use in middle school, which is conducive to improving the learning effect. From the perspective of educational ecology, the classroom teaching of continuation writing needs to be regarded as an ecosystem of interaction of multiple factors. The abnormality of each factor will affect the efficiency and quality of classroom teaching. Therefore, teachers need to pay close attention to each change factor in teaching practice, establish the main position of student factors, actively realize the harmony and stability between factors, and give more vitality and vitality to the classroom, so as to optimize the ecological factors of English teaching and smooth the transformation channels of ecological factors, continue to explore ways to improve students' learning effect and promote students' growth.

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