

An Exploration of Teaching Strategies of English Continuation Writing Task in Senior High School Based on Subject Core Literacy

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Abstract

With the in-depth advancement of educational reform, high school English teaching is also constantly evolving and innovating. As a new type of writing task, continuation writing has attracted widespread attention. Compared with traditional English writing, continuation writing requires students to possess higher abilities in understanding the text, writing output, and the connection of the plots. Under the guidance of the core literacy, high school English teaching not only focuses on imparting language knowledge but also aims to cultivate students' language abilities, thinking qualities, and other aspects. As an important part of English teaching, continuation writing is of great significance in enhancing students' language output ability, logical thinking ability, and innovation ability. However, there are still many problems in current high school English continuation writing teaching. English teachers should actively explore teaching strategies and evaluation mechanisms that meet the requirements of core literacy.

Keywords

Core Literacy, English Continuation Writing, Teaching Strategies.

1. Introduction

Nowadays, with the emphasis on the cultivation of comprehensive talents, the cultivation of subject core literacy has become an important guide for modern high school English teaching. In recent years, the newly emerged post-reading question type in College Entrance Examination is an innovative question type that tests students' comprehensive English ability. It requires students to use their language knowledge and thinking skills on the basis of reading comprehension to effectively integrate information and creatively express. From the perspective of language expression ability, logical thinking ability and creative thinking, this paper comprehensively examines the core quality of English subjects. Therefore, based on the background of core literacy, optimizing the teaching strategy of the new college entrance examination, focusing on improving students' comprehensive language application ability, has become an important topic of current English teaching research and concern in senior high school.

2. Concepts

2.1. Core Literacy

In the teaching requirements of the new English curriculum standard, the core quality becomes the key ability that students need to cultivate. In English learning, high school students should not only master the basic knowledge of the language, but also cultivate their comprehensive application ability, especially the ability to continue writing after reading^[1]. In fact, writing ability is the core of students' English expression level, representing students' mastery of

language knowledge and an important yardstick of students' thinking level, which can reflect students' language ability and cultural character^[2]. Our teaching needs to cultivate students' writing ability, which also reflects the development of core literacy of the subject. English is a language, not a set of skills in a particular field, not a set of research results, and is fundamentally different from other disciplines. In high school English teaching, English learning includes language accumulation, skilled application, effective understanding of problems, etc., which requires students to memorize, express, communicate and so on. Students need to strengthen their language ability through continuous learning. From a comprehensive point of view, language ability includes many dimensions such as listening, speaking, reading and writing, which requires students to develop comprehensively. Therefore, in practical teaching, teachers must be aware of the importance of training students' language ability from multiple perspectives. The so-called learning ability refers to the students' self-learning consciousness, the degree of mastery of learning methods, and the learning effect, which is an overall concept. Students with good learning ability can learn independently, and even have rich reserves after class. When reading English texts or answering English questions and communicating, they can quickly adapt and acquire knowledge and information, and improve their skills quickly. The quality of thinking is very key to the learning effect. Traditional English learning mainly focuses on memory, recitation, writing and reading, which is relatively mechanized and inflexible, and has limited effect on students' listening and expression skills. As a language, English teaching must pay attention to the cultivation of thinking quality. The new curriculum standard points out that attention should be paid to cultivating students' ability to think and express themselves in English. To be specific, the quality of thinking is reflected in many aspects, such as English language habits, English logical thinking, etc. Only when students truly master these, can they use English naturally like their mother tongue. Language and culture are closely related, and English carries Western cultural customs, living habits. In the process of English learning, students should realize that the purpose of English learning is not only to master the language knowledge and skills, but also to experience and understand its culture, learn to distinguish the cultural differences between the East and the West from the surface cultural information to the deep cultural logic, and in turn guide students' English learning, so that they can really get used to the English language in the process of English reading and writing.

2.2. English Continuation Writing

The question type of continuing writing requires students to write after reading the original text, sort out the basic plot of the story in the original text, grasp the development line of the story plot of the original text and explore the thoughts and emotions of the main characters in the story, so as to ensure that the content of the continued text is consistent with the theme of the original text^[3]. At the same time, it can convey positive energy through the twists and turns of the story plot. At present, continuous writing, a form of comprehensive writing training, plays an important role in improving students' core quality of English subjects. This is because, in the process of continuing to write, students need to effectively expand the original text and conduct divergent thinking in combination with their own life experience, so that they can continue to read and write around the theme of the original text. This process can effectively promote the improvement of students' analytical thinking, creative thinking, logical thinking and divergent thinking. In addition, continuous writing training is also of great significance for improving students' basic language ability and group cooperative learning ability. Therefore, at present, teachers can guide the teaching practice of post-reading writing according to the development requirements of the core quality of English subjects, which can not only effectively improve the teaching efficiency of post-reading writing, but also help students master important rules of post-reading writing and improve their comprehensive language expression ability. As a new type of question, continuous writing integrates reading and writing together, with the following characteristics. First, from the perspective of genre, continuation writing is basically narrative

writing, and students should pay attention to the six major elements of narrative writing in the process of continuation writing, especially the coherence and integrity of expression. Second, in terms of paragraph structure, there is no fixed article structure reference, requiring more flexibility. Thirdly, from the perspective of writing thinking, continuing writing puts forward higher requirements for students' thinking ability. Students need to give play to their imagination and creativity reasonably and improve the story plot based on the given materials. At the same time, in the continuation of writing, students should also pay attention to the continuation of writing and the logic of the original text, the expression of the original text, the connection of the original content and so on. Fourth, from the perspective of language expression, the continuous writing puts forward higher requirements for the accuracy and expressiveness of students' language use. Students need to present the theme ideas and emotions of the article by means of vivid expression.

3. Analysis of Current Situation

3.1. Different Abilities of Students' Continuation Writing

There are great differences in students' ability to continue writing in the process of post-reading English teaching in senior high school. Some students have weak language foundation, insufficient vocabulary, incomplete understanding of the original text of the textbook, empty content of the continuation and awkward language expression. Although some students have a good language foundation, they lack a reasonable idea of continuing to write, so the content of continuing to write lacks logic and coherence. Students also generally have a variety of problems, such as continuing to write thinking patterns, and being accustomed to imitating original texts to express innovation consciousness. Faced with the task of writing, many students lack self-confidence and initiative. The uneven writing ability of students has a great impact on the teaching effect, so it is necessary for English teachers to teach students according to their aptitude and improve their language application and innovation ability in a targeted way.

3.2. Single and Mechanical Teaching Method

At present, the teaching method of reading and writing after reading in high school English is relatively simple, which is mainly based on teachers' teaching and supplemented by students' passive acceptance of knowledge. English teachers pay too much attention to imparts language knowledge and writing skills in the process of continuing writing teaching, and lack of training for students' thinking ability and creative sense. The interaction of teaching and learning in class is insufficient, the communication between teachers and students and students is limited, and the participation of students is low. High school English teachers lack systematic and targeted guidance for students to continue writing, so they can not fully stimulate students' interest and motivation to continue writing. Due to the insufficient use of teaching resources, English teachers cannot fully integrate multimedia resources to create real context and rich writing materials for students. The single mechanical teaching method is difficult to meet the individual learning needs of students, which is not conducive to the improvement of students' language application ability and comprehensive quality^[4].

3.3. Imperfect Evaluation System

At present, the continuous evaluation is mainly based on the subjective rating of teachers, resulting in a single evaluation dimension, emphasizing the result and neglecting the process. As the evaluation feedback is not timely and comprehensive, students can not timely understand their own writing performance and shortcomings. The continuous evaluation lacks diversification and can not comprehensively examine the core qualities of students' language use, thinking quality and cultural awareness. High school English teachers are not personalized

enough to guide students in writing, and can not give targeted feedback and guidance according to students' writing characteristics and weak links^[4]. The single evaluation subject and the lack of diversified evaluation methods such as students' self-evaluation and mutual evaluation are not conducive to the cultivation of students' autonomous learning ability and evaluation consciousness. The evaluation system needs to be further improved to better guide the development of students' core literacy.

4. Teaching Strategies

4.1. Emphasize Students' Main Position and Stimulate Their Interest in Continuation Writing

Interest is the internal driving force for students to carry out continuation writing. In high school English learning, the difficulty coefficient of continuation writing is relatively high. Most students have a certain degree of fear of difficulty. In view of this, when teachers conduct continuation writing teaching, they must respect the students' dominant position, pay attention to factors such as the age stage, thinking characteristics, and psychological features of high school students^[5]. And make full use of modern teaching methods to create a good continuation writing atmosphere for students, so that they can actively and voluntarily participate in the continuation writing training. For example, in the teaching of "Unit 2 Travelling around Reading for Writing" in the People's Education Edition of Compulsory One, the reading material is an email, mainly presenting information about the Terracotta Army of Emperor Qinshihuang. To maximize the stimulation of students' interest in continuation writing, when conducting classroom teaching, the teacher used multimedia technology to present a group of famous domestic scenic spots for students, including the Forbidden City in Beijing and Sun Yat-sen Mausoleum in Nanjing. In this teaching process, the teacher respected the students' dominant position, met the students' learning needs to a large extent, and awakened their internal motivation to a great extent, enabling them to participate in continuation writing in a more active and voluntary state.

4.2. Drawing Mind Maps to Clarify the Direction of Continuation

Mind maps are a visual thinking tool that presents the hierarchical relationship between various themes through a combination of text and images. Integrating them into continuation teaching can help students clarify the direction of continuation with the assistance of mind maps. Therefore, when conducting continuation teaching, teachers can guide students to use mind maps as a tool to independently read the text, analyze the content of the text, and present the key points in the article. At the same time, with the help of mind maps, students can clarify the content of the text and the development trend of the plot, helping them to clarify the direction of continuation. For example, in the continuation teaching activity of "Unit 1 Cultural Heritage" in the People's Education Edition of Grade 11, in order to help students clarify the thinking of continuation reading, the teacher guided the students to draw mind maps while reading. Then, based on the students' reading and learning, the teacher found the key words of each paragraph and divided them into three parts, guiding the students to summarize and generalize the key points of each part and supplement them on the mind map. Finally, to lead the students to better carry out continuation writing, the teacher focused on the content of the text, enabling the students to re-read the text under the guidance of questions, and clarify the theme of the reading text "How to protect cultural heritage" in the process of thinking and understanding, so that the students could better participate in continuation writing.

4.3. Attach Importance to Evaluation and Build an Evaluation System that Fits the Reading and Writing Teaching

High school English teachers should attach importance to the diagnostic, corrective and motivational functions of evaluation and conduct evaluation in line with the characteristics of writing continuation. Teachers should not only pay attention to the factors such as word count, grammar and sentence structure application in the continuation writing, but also focus on the quality of the overall conception and coherence of the entire article, which is closely related to students' daily learning accumulation and performance^[6]. Therefore, when conducting evaluation, teachers should not only refer to the evaluation standards of the college entrance examination marking, but also combine the requirements of the new curriculum standards, and strive to build an evaluation system that is in line with students' sustainable development. First of all, teachers should pay attention to students' performance in the learning process, such as learning attitude, participation degree, classroom performance, and homework completion, and conduct comprehensive evaluation based on this and the quality of students' writing. Secondly, pay attention to the exertion of students' subject role. Students should be both the subject of learning and the subject of evaluation. When conducting evaluation, teachers should combine teacher evaluation with student evaluation, encourage students to actively conduct self-evaluation and mutual evaluation, and guide students to summarize and reflect in the evaluation. On this basis, summarize experience, regulate personal learning, and strive to achieve the good effect of promoting learning through evaluation.

4.4. Cultural Penetration, Highlighting the Teaching Value

English teaching under the core quality must pay attention to the overall sustainable development of students. Cultural awareness is an integral part of English core accomplishment. It is necessary to train students' cultural awareness and behavioral value orientation and promote their understanding and identification of culture. As a new teaching model, continuous writing needs not only the penetration of new teaching methods, but also the penetration of culture. The forms of story continuation, report writing, proposition composition and summary writing are all specific ways of investigation after reading. In the process of practical operation, these forms not only need students to integrate the specific knowledge, is a test of students' reading ability, but also need to integrate creative thinking, pay attention to the input and output effects of language. When new English learners teach a Unit 5 Language Around the World, which is compulsory in high school, teachers combine unit topics and carry out continuous writing training. The topic of this unit is broad and the materials available are rich. For example, after the completion of the text reading perception and in-depth analysis, the teacher takes the unit theme as the guidance to show the training task of continuing the reading. The content of the text shows the history of the development of Chinese character writing, actively thinking about the future development and role of Chinese characters, and experiencing the feelings of family and country. With text content as the introduction, teachers continue to guide students to deeply perceive the unique charm of Chinese characters and increase students' cultural confidence. In the beginning of the training, the teacher started from the first Chinese dictionary "Shuowen Jiezi" and gave teaching guidance. "Shuowen Jiezi is the first dictionary in China and even the world. Please read the following content and continue writing according to the relevant information to form a complete short article. "The content involved in reading belongs to the category of traditional culture and has a positive impact on students. Teachers start from the overall development of students, with Chinese traditional culture as the entry point, to continue writing. English class bears the heavy responsibility of helping students develop cultural awareness and establish cultural self-confidence^[7]. Writing after reading English in senior high school is a typical practical operation, which has a positive effect on the cultivation of students' comprehensive ability. Starting from this level, teachers

integrate cultural factors to induce students to actively explore, perceive cultural connotations, compare cultural similarities and differences, form correct values and positive emotional attitudes, and highlight the charm of English teaching.

5. Literature References

Guan Jijuan believes that continuous writing is a new type of question under the background of the new college entrance examination^[5]. In this type of question, students are provided with a language material of about 350 words, and are required to continue writing it based on the main idea, context, plot development and emotional changes of the article after reading it. At the same time, in the continuous writing question type, it often gives certain prompts to point out the direction for students to continue writing, so that students can give full play to their imagination on the basis of the original text and continue writing on the basis of coordination. Liang Zhifang mentioned that the main meaning of continuing writing is that after students have fully read and understood the article, they need to carry out the next learning activities according to the content and structure of the article^[8]. This fully indicates that students need to extract and sort out the important information in the article before continuing to write, and explore the author's writing thoughts in combination with the content of the article, and then integrate their own subjective imagination and exploration to continue writing and creating the content of the article, so as to write a reasonable article. At the same time, when students continue writing, they need to review and analyze the original content of the article, and dig out important vocabulary, grammar and sentence patterns in depth, which is conducive to comprehensively improving students' learning ability and effectively improving the efficiency and quality of students' continuous writing. Zhou Di mentioned that continuous writing is a comprehensive form of reading and writing, which requires students to expand the content by using associative thinking and innovative thinking based on the story plot, structure and layout, thoughts and emotions, internal meaning and language style in the original English text^[9]. This form of writing requires students to have a certain understanding ability, logic ability, imagination, language ability and relatively rich life experience, so as to create novel content, clear order, accurate grammar of the continued text. In addition, the continuation of writing emphasizes that students should base their writing on the original English text, not imagination and creation at will, but should focus on the theme of the original text, based on the author's writing ideas, writing intentions, story connotation, language style and so on.

6. Conclusion

To sum up, it is necessary to carry out continuative teaching in senior high school English teaching to conform to the teaching and learning development of the new curriculum reform. As the new generation of teachers, English teachers in high school should change the traditional concept of teaching and learning, and take cultivating students' learning ability, language ability, thinking quality and cultural awareness as the starting point of carrying out continuous teaching. According to the students' actual learning situation and interest preference, the specific teaching plan is designed to realize the synchronous development between teaching and learning. At the same time, teachers need to adopt a variety of teaching methods and explore effective reading and writing teaching methods, so that students can master the essentials of continuous writing by understanding and memorizing in a relaxed and pleasant atmosphere, and thus improve the quality of continuous writing.

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