



A Study of English Writing Test in Senior High School Entrance Examination on English Writing Teaching

FAN Wenrong^{[a],*}

^[a]China West Normal University, Nanchong, Sichuan Province, China.

* Corresponding author.

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Abstract

Writing plays a more and more important role in the English test of senior high school entrance examination, and teachers pay more and more attention to the teaching of writing. This paper attempts to start with the backwash effect of English writing test on English writing teaching, and further think about its enlightenment to English writing teaching, so as to give full play to the positive backwash effect of English writing test and minimize the negative backwash effect. Theoretical Significance: It provides a feasible teaching model and implementable design process for the current English writing teaching that pursues high scores. The integration of reading and writing based on the development of thinking quality is an important way to realize the cultivation goals mentioned in the English subject key competence, and it is a key direction to implement and deepen the concept of instrumental and humanistic courses. Through this teaching mode, students will be given a learning atmosphere of overall learning and positive thinking, and at the same time, the educational goal of developing quality education will continue to advance. Practical significance: It provides a new connection point for junior high school English teachers to teach in the reading-to-write method, and also provides a certain reference for the teaching design involved in each link part of teaching process. Through the research methods such as questionnaires, interviews and tests, we can compare the students' classroom feedback and performance before and after, analyze and demonstrate their effectiveness in improving students' writing ability and writing attitude. Then hope to provide a practical paths and teaching references for the future teaching.

Key words: English writing test; backwash effect; Teaching enlightenment

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INTRODUCTION

“English Curriculum Standards for Compulsory Education (2011 edition)” clearly pointed out that the English teaching for the compulsory Education Stage has the dual nature of instrumentality and humanity. English courses are responsible for training students’ basic English competency and developing students’ thinking ability. In addition, in the New English Curriculum Standards (2017), thinking quality is listed as the key elements of the English subjects as well as the language ability, learning ability, and cultural awareness. All these show that the cultivation of thinking will no longer be a high standard for an excellent student, but the universal requirements for all students. Therefore, teachers should pay more attention to continuously optimize their teaching design and the choice of the teaching activities, so as to improve students’ thinking ability in the process of analyze problems and solve problems.

With the development of language test backwash abroad, the research on backwash in China is also increasing. Many studies show that testing and teaching are interactive and inseparable. A good test has a certain positive backwash effect on teaching. As we all know, writing teaching is not only the focus of junior middle school English teaching, but also the difficulty of teaching; Writing test is also an important means to test students’ comprehensive language use ability. At present, English

writing test in middle school entrance examination has both positive and negative backwash effect on junior middle school English teaching. Therefore, it is of great significance to grasp the backwash effect of English writing test on English Writing Teaching in junior middle school, and timely adjust our writing teaching activities according to the performance of writing test backwash. This paper intends to explore its enlightenment to English Writing Teaching in junior middle school from the backwash effect of English writing test in senior high school entrance examination on English writing teaching.

BACKWASH EFFECT

The research on backwash Effect began in the early 19th century. After that, the research on the backwash Effect of language testing developed rapidly abroad. In the 1990s, the research on the backwash effect was more in-depth and systematic. Similarly, there were a lot of research on the backwash Effect of language testing in China. The definition of backwash effect mainly includes narrow and broad definitions. In a narrow sense, backwash effect refers to the impact of testing on teachers and students, mainly including the impact of testing on Teachers' teaching and students' learning, which is embodied in teaching purpose, teaching method, teaching form, teaching evaluation, learning purpose, learning method, learning attitude, etc., as well as other aspects related to teaching and learning. In a broad sense, backwash effect refers to the impact of testing on school curriculum, curriculum development, policies implemented in education and the development of education system (Alderson, 2001). Moreover, the backwash effect includes two aspects: positive backwash effect and negative backwash effect. What promotes the development of teaching activities is called positive backwash effect, and what hinders teaching is called negative backwash effect.

BACKWASH EFFECT OF ENGLISH WRITING TEST ON TEACHING

In recent years, many domestic scholars have studied the backwash effect of English test in senior high school entrance examination from different angles and levels. Among them, the research on writing test accounts for a large proportion in the whole research, and any test has both positive backwash effect and negative backwash effect. At present, the research on the backwash effect of English writing test in senior high school entrance examination mainly has the following findings.

POSITIVE BACKWASH EFFECT OF ENGLISH WRITING TEST ON WRITING TEACHING IN SENIOR HIGH SCHOOL ENTRANCE EXAMINATION

The English writing test of the senior high school entrance examination can make the English writing teaching have more clear teaching objectives. Teachers will pay more attention to the learning of students' basic knowledge in teaching, so that students can more firmly grasp relevant words, sentence patterns and grammar and carry out certain exercises (Dai and Jiang, 2020). According to the content of the English writing test of the middle school entrance examination, teachers can have a more accurate teaching orientation and treat each link seriously from the aspects of lesson preparation, class and after-school guidance. At the same time, the teaching sequence and process shall be adjusted timely and appropriately in the teaching process, so as to explain the key and difficult points of teaching according to the test content.

English writing test is a kind of test, which is not only suitable for students, but also for teachers. Teachers can get feedback from the test, so as to reflect on their teaching situation and constantly improve their teaching ability. As Li Xiufang (2018) pointed out, there are some problems in junior middle school students' English writing, such as single syntax and writing in their mother tongue. She believes that combining reading, listening and speaking with writing teaching can alleviate this situation.

The English writing test of the senior high school entrance examination can provide students with more clear learning objectives and learning directions and students can find out their own shortcomings in time (Yang, 2013). According to the requirements of the writing test questions of the middle school entrance examination, students need to correctly call the appropriate sentence patterns and grammar knowledge to complete the corresponding writing. Through the comparison of a large number of questions, students can find the key points and difficulties of the test, so as to make targeted learning supplements. It can be seen that the English writing test of senior high school entrance examination can promote students to study actively without any oppression.

THE NEGATIVE BACKWASH EFFECT OF ENGLISH WRITING TEST ON WRITING TEACHING

The English writing test in the middle school entrance examination will directly lead to teachers' "replacing teaching with examination". In order to enable students to get high scores, teachers' teaching content will closely focus on the examination. In this way, the scope of

teaching content is narrowed. For the content not involved in the test, teachers will selectively reduce teaching (Wu, 2016). Moreover, the selection of teaching materials, the use of teaching modes and methods will also be limited. Teachers will only choose materials and methods that are more suitable for the test. This is not only inconsistent with the educational concept of the curriculum standard, but also makes students lose their enthusiasm for English writing.

Under the exam oriented education that blindly pursues high scores and good grades, teachers and students will teach and learn for the test. Students can't make it clear that their purpose of learning is to improve their comprehensive language ability. On the contrary, they think that learning English is to get good grades and enter a better high school. Under such a background, students' learning content will be disconnected from real life, and their listening and speaking ability and language application ability are also poor. They can only take the exam without communication, and become "dumb English". Similarly, long-term rote learning limits the development of students' creative thinking (Zhang, 2016). For the teaching of English writing in junior middle school, many teachers will choose to set aside more time for students in the third year of junior middle school, which will lead to the situation of blindly pursuing the teaching progress. It may be that they are practicing English writing test for the whole half a year or even a year. This will make students have been boring training, can not feel the fun of English learning, resulting in a tired period. Although his grades have been improved, his English level can not really meet the requirements of the course.

THE ENLIGHTENMENT OF ENGLISH WRITING TEST IN SENIOR HIGH SCHOOL

A. One of the negative backwash effects of writing test mentioned above is that the teaching content is narrow and the teaching is too exam oriented, so it is difficult to stimulate students' interest in writing. This shows that teachers need to take other teaching forms to increase students' enthusiasm and interest in learning. Teachers can adopt the teaching form of combining reading, writing and translation. Specifically, teachers can effectively integrate writing training into the teaching of other modules of the textbook, so that students can imperceptibly acquire writing ability on the basis of consolidating language knowledge. Only by changing the situation that classroom teaching is divorced from teaching materials to exam oriented education, fully mobilizing students' enthusiasm in writing and stimulating students' internal drive in learning, can their comprehensive language application ability be improved.

For example, taking the reading part of famous people in unit 2 great people in the second volume of junior middle school English grade 9 of Yilin Oxford Edition as an example, in order to stimulate students' interest in writing, teachers organize teaching through the combination of reading and writing, speaking and writing, writing and translation. This article is mainly an introduction to the first astronaut who landed on the moon. A large number of present tense and present continuous tense are used in the article. Teachers can infiltrate students into how to correctly express the tense and when to use it in writing through the refinement of classical sentence patterns. Secondly, in the speaking and writing link, enhance students' classroom participation, select topics close to students' reality according to the contents of each unit arranged in the textbook, let students exercise the logic of writing thinking through oral expression, and let them write an article after discussion and communication, which greatly improves students' initiative in writing. Finally, in the process of writing and translating, teachers use one sentence and multiple translations to train students to express the richness of sentence patterns, so as to make the article more vivid and energetic.

B. Reciting model articles is a good way to improve writing level. Through recitation, students can not only master a large number of English words and grammar knowledge, but also cultivate English language sense. However, students generally have a certain resistance to model text recitation, even hate it. Therefore, teachers should have the method to let students recite the model text. First of all, teachers should learn to screen articles and choose typical and representative models. Then, teachers should refine the writing structure of the model text, summarize the flash words and sentence patterns used, and infiltrate it into daily classroom teaching by dictating the classical structure, so as to consolidate the students' language foundation.

Yilin Oxford junior middle school English textbooks are composed of one topic after another. Each topic fits students' personal life, interests and emotional values, and most of the English writing questions in the middle school entrance examination are related to our textbook topics. Therefore, when learning each unit, teachers infiltrate the text organization logic in the model text into the unit learning process according to the subject categories described in the topic and the supplement of excellent model text. Finally, they assign students similar topics for rewriting, so that students can easily deal with them during the test.

C. Any test, whether it is the usual writing training or the high school entrance examination, the feedback he brings will have a great impact on teachers and students. For teachers, it can be used as the basis for their reflection on their own teaching. For students, the feedback

brought by the test directly affects the students' attitude towards the test. The reason why students hold a positive attitude towards the exam is that the test can provide meaningful feedback for students. For example, students can understand their English level and ability through the content and score of the test, know where their problems are, check and make up deficiencies in time, and formulate the next learning plan. Based on this, teachers need to establish a diversified evaluation system, organize students' mutual evaluation, let students become the main body of their own test content correction, and promote them to improve their writing ability in the process of correction and modification.

For example, teachers can take the writing test questions of the senior high school entrance examination over the years to test the students. Before the test, they can first show the criteria for writing evaluation, and then group the students, and then introduce the correction methods and principles to the students. In this process, teachers should constantly help students and put forward suggestions on students' correction. In this way, under the guidance of teachers, students use their existing knowledge level to correct and correct their compositions. In this process, students can not only accumulate more vocabulary and sentence pattern knowledge, but also absorb the excellent parts of others' writings. Similarly, the mistakes of other students can also be used as their own reminder to remind themselves not to make the same mistakes. Through the establishment of this diversified evaluation system, students also experience the feeling of being a teacher, so as to realize the fun of writing, stimulate students' enthusiasm for active writing, and weaken the teaching content and narrow the negative backwash effect.

CONCLUSION

The purpose of studying the backwash effect is to maximize its positive backwash effect and effectively inhibit the negative backwash effect. Of course, the positive and negative backwash effect exists in any exam. This paper takes the backwash effect of the English writing test of the senior high school entrance examination as the research, attempts to analyze the positive and negative backwash effects of the English writing test of the senior high school entrance examination on the English Writing Teaching in Junior middle school, and hopes that teachers can pay attention to the positive or negative backwash effect of teaching, And think about how to make the backwash effect better combined with their own teaching practice, so as to better serve their own teaching. In the integration reading and writing method, teachers can appropriately supplement relevant reading materials. The choice of reading materials is also very

important. Teachers can choose the appropriate text from the three perspectives of theme meaning, writing method and cognitive conflict. First of all, the theme meaning. Extracurricular texts can be materials that express specific topics from different angles. Second, the writing method. The choice of extracurricular texts can be to explain the same topic through different argumentation methods. Finally, cognitive conflict. The superficial meaning or implicit meaning conveyed by extracurricular texts can conflict with students' daily cognition. In general, only high-quality reading text input can have a positive impact on students' language output. At the same time, reading materials are also a prerequisite for creating cognitive conflicts and realizing literacy conversion. The practical teaching shows that the integration of reading and writing method based on thinking development is beneficial to promote the conversion process from reading to writing. Therefore, it has left a few enlightenments for the future junior high school English writing teaching.

To begin with, in order to maximize the guiding and facilitating role of reading for writing, teachers must start their class from stimulating students' internal needs, and actively mobilize students to use their existing abilities to learn. If the teacher just blindly pays attention to the explanation of language and grammatical points, students cannot fully grasp the methods and situations of their use, which will inevitably lead to ineffective learning. At the same time, if the students cannot fully absorb in the classroom activities, then the knowledge they have acquired is only superficial and cannot be truly internalized into his knowledge. Only when teachers integrate thinking factors into classroom teaching, from text preparation to transfer innovation, from mastering language knowledge to developing language skills as well as allow students to experience perceptions in specific situations, and develop effective thinking activities, can students finally form the ability of students to express themselves in language.

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