

# Prospects for Teaching and Research on Post-reading Continuation in High School English ( 2012—2023 )

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[ **Abstract** ] Using CiteSpace visualization analysis software and the literature method, this paper conducts a statistical analysis of relevant literature on post-reading continuation in high school English from the past decade (2012—2023) found in CNKI. Based on a review of the research on post-reading continuation in high school English, it deeply analyzes the current shortcomings and anticipates future development trends in this field, with the aim of promoting in-depth research in this area. The study finds that the domestic research on post-reading continuation has the following limitations: lack of diversity in corpora, single research methods, a primary focus on exam preparation, and failure to fully utilize the educational function of fostering virtue through education.

[ **Key words** ] national college entrance English examination; pragmatic cooperative principle; post-reading continuation

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## 1 Introduction

With the widespread application of post-reading continuation in the national college entrance English examination, researchers have begun to focus on its future development direction. To deeply analyze the research hotspots and development trends in this field, this paper uses CiteSpace visualization analysis software to sort and analyze relevant literature from the past decade. As an analysis tool based on scientometrics and information visualization, CiteSpace is capable of revealing co-occurrence relationships between literature, as well as research frontiers and knowledge evolution paths. Based on the analysis by CiteSpace, we can clearly see the current research hotspots and possible future development directions. This paper, based on the results of the analysis and previous research, will explore the shortcomings and basic trends of post-reading continuation teaching research in high school English, make summaries, and propose reflections.

## 2 Development trends of post-reading continuation in English

The author used CiteSpace software (version 6.1. R6) to analyze the keywords of papers related to post-reading continuation. By setting specific parameters to cluster high-frequency keywords, a keyword co-occurrence map was formed (as shown in Figure 1), showing the research hotspots.

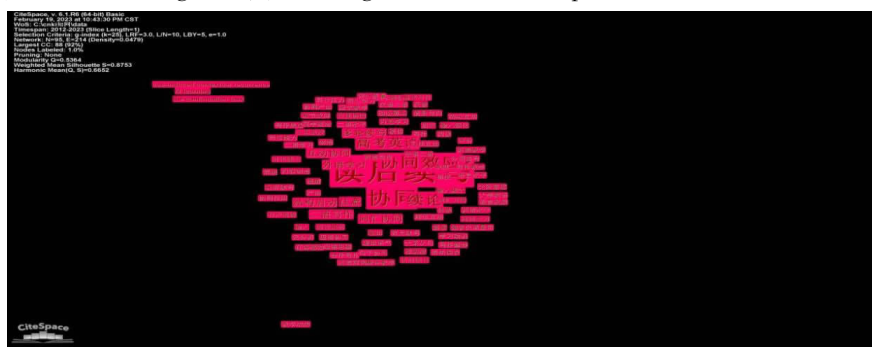


Figure 1. Keyword co-occurrence map

Based on the statistical presentation of the hotspot keywords in the map, this paper summarizes the popular topics and research characteristics of post-reading continuation research as follows.

### **2.1 Continuing the focus on synergistic effects**

According to the statistical results of the hotspot keywords, whether in the initial or in-depth research stages, the frequency of appearance of synergistic effects is relatively high. Scholars such as Wang Min, Wang Qi, and Wang Chuming have systematically explored theories and core viewpoints, and conducted research. Wang Min and Wang Chuming (2014) proposed whether there is synergy in the language use of Chinese learners in English post-reading continuation with the reading text, thus first explaining the synergistic effect of post-reading continuation. From 2014 to 2022, a series of research results were published by Wang Min, Wang Qi, Wang Chuming, and others, discussing the synergistic effects of post-reading continuation in detail. For example, Wang Qi (2016, 2019a) studied the synergistic effects of post-reading continuation in Chinese, exploring the promotive effects of post-reading continuation output (Wang Qi, 2021) and the learning-promoting role of situational orientation in post-reading continuation (Wang Qi, 2022, 2023). These studies reveal the importance of synergistic effects in post-reading continuation from different angles, promoting theoretical depth and broad application.

### **2.2 Focusing on the application research of post-reading continuation**

The application of post-reading continuation in primary and secondary English teaching mainly focuses on research related to national college entrance examination, English classrooms, and test-taking skills. Through discussing materials such as national college entrance examination questions and mock exam questions, post-reading continuation teaching is promoted. The literature mainly comes from journals like "Foreign Language Teaching in Schools". For instance, Ling Yong (2016, 2017a, 2017b) discussed teaching strategies and the use of key phrases in post-reading continuation, providing suggestions for English teaching. Chen Kang (2022) analyzed the quality evaluation standards of post-reading continuation from teacher's perspective, emphasizing the role of teaching evaluation in improving post-reading continuation quality. Additionally, Wang Chuming (2022) emphasized the importance of separating teaching and testing in post-reading continuation, pointing out the need for clear division of labor in teaching and testing to enhance students' comprehensive language abilities. Through the theoretical exploration of scholars like Wang Chuming, Wang Qi, and Jiang Lin, it can be found that current hotspots in Chinese post-reading continuation research mostly concentrate on synergistic effects, often combined with second language writing. Most studies analyze synergistic effects within a fixed framework, emphasizing their importance on second language writing.

In summary, continuing the research direction on synergistic effects, scholars have made significant progress in post-reading continuation research. Since 2016, research has gradually begun to combine post-reading continuation with national college entrance English teaching. Scholars not only focus on the teaching and research of post-reading continuation in national college entrance English examination but also explore its impact on teaching from a language teaching perspective and the ways it can feed back to teaching. These studies have enriched the theoretical connotation of post-reading continuation and provided new ideas and methods for improving the quality of national college entrance English teaching. Researchers have advanced post-reading continuation research through multi-dimensional and interdisciplinary combinations, providing a solid theoretical and practical foundation for innovation and reform in English education.

## **3 Reflections on research of post-reading continuation in high school English**

After more than a decade of exploration and practice, domestic research on post-reading continuation has greatly expanded and deepened in both theory and application. However, there are still areas that need to be improved and refined. The development trends summarized above are based on theoretical research on post-reading continuation in high school English. Here, relevant reflections on the specific practice of post-reading continuation in high school English are elaborated.

### **3.1 Further integration with primary and secondary English teaching is needed**

According to research statistics, post-reading continuation is closely combined with second language writing

and language teaching. However, in CSSCI core journals, only Wang Chuming (2022) emphasized the need of teaching and testing separation and moral education in national college entrance English teaching, with a few other journals involving research on national college entrance English examination. Although post-reading continuation, as an emerging teaching and testing form, has made some progress in theoretical and application research, its application in actual teaching, especially its integration with national college entrance examination, still has much room for improvement.

China's national college entrance examination, as a crucial guidepost of exam-oriented education, has a profound impact on English teaching. The design of national college entrance English examination questions not only influences students' learning directions but also directly affects teachers' teaching strategies. Therefore, how to effectively integrate the synergistic effects of post-reading continuation into the national college entrance English examination and align it with the general high school curriculum standards is a significant issue worth exploring in depth. Additionally, Wang Chuming's (2022) research emphasized the necessity of separating teaching and testing, suggesting that in national college entrance English teaching, teachers should focus on cultivating students' comprehensive language use abilities rather than just test-taking skills.

### 3.2 Lack of innovation and richness in corpora

Currently, the corpora used in post-reading continuation research and testing are mainly narrative texts, with few studies on materials related to daily life and communication. For example, Chen Kang (2019) mainly used traditional written corpora in his research on the introduction of post-reading continuation question types in the national college entrance English examination, limiting the improvement of students' language use abilities in real communicative contexts. Although Ling Yong (2016, 2017) discussed teaching strategies and the use of key phrases in his research, the focus was primarily on written corpora.

With the rapid development of the Internet and various social media platforms, such as TiK ToK, Weibo, and Bilibili, the corpora in online virtual communication also need attention. Wang Chuming (2022) emphasized the need for communicative elements in post-reading continuation, pointing out that this is a shortcoming in current research and a future research trend. Researchers can consider incorporating real corpora from these emerging platforms into their research to enhance the innovation and richness of corpora. This not only better reflects students' language use in real-life situations but also more effectively improves their communicative abilities.

### 3.3 Limited scope of research disciplines and fields

Currently, the majority of post-reading continuation research is concentrated in the field of foreign languages and literature, with relatively few studies in other disciplines. Chen Kang (2022) explored the quality evaluation standards of post-reading continuation from teacher's perspective, focusing mainly on English language teaching. The research by Jiang Lin and Chen Jin (2015) focused on the impact of post-reading continuation on the accuracy, complexity, and fluency of English writing, although in-depth, lacking interdisciplinary perspectives.

Despite the emergence of many new disciplines in recent years, the depth and breadth of post-reading continuation research still fall short compared to the field of foreign languages and literature. For example, the research by Sun Qinmei and Wang Yu (2018) mainly focused on the effects and influencing factors of post-reading continuation on the learning of English articles, with relatively few studies on other languages. Liu Qingsi and Chen Kang (2016) also mainly focused on English language teaching in their research on the design of post-reading continuation in national college entrance English examination papers.

The research content covered by post-reading continuation should not be limited to English alone but should be combined with more languages and fields. For instance, the research by Jiang Lin and Tu Mengwei (2016) showed that post-reading continuation has a significant role in second language vocabulary learning, suggesting that similar research can be conducted in the vocabulary learning of other languages. Additionally, the role of post-reading continuation in Chinese should also be emphasized to promote interdisciplinary capability progress. Wang Qi (2019) explored the impact of synergistic effects of post-reading continuation on Chinese second language learning, providing valuable reference for post-reading continuation research in Chinese.

## 4 Conclusion

Using CiteSpace visualization analysis software, this paper constructed a keyword co-occurrence knowledge map and systematically summarized the research hotspots of post-reading continuation, including the deepening of theoretical research on synergistic effects and its application in national college entrance English examination. Based on this, the paper analyzed the current research status and its deficiencies, and anticipated future development trends. The research indicates that current studies on post-reading continuation are mainly limited to written narrative corpora, employ relatively single research methods, and focus primarily on exam preparation, failing to fully utilize the educational function of fostering virtue through education. Therefore, future research should emphasize the summary, reflection, and critique of post-reading continuation, not confining itself to the current limited research fields, but actively expanding the breadth and depth of research for comprehensive, multi-level development to enhance students' reading and writing abilities.

Moreover, it is essential to further deepen the application research of post-reading continuation, especially in high school English teaching and the national college entrance examination. The potential of post-reading continuation to enhance students' comprehensive language use abilities should be fully explored, and more effective teaching methods and strategies should be sought. Additionally, academic exchange and cooperation should be strengthened, sharing research results through public classes and other means. Finally, in the context of the new era, the distinctive features of post-reading continuation in the national college entrance examination should be fully utilized to truly achieve the goal of fostering virtue through education and cultivate students' comprehensive English learning abilities throughout the process. Through these measures, the further development of post-reading continuation research will be promoted, enhancing students' comprehensive language use abilities.

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