

Original Paper

An Exploration of Post-Reading Continuation Writing Strategies from the Perspective of Cognitive Linguistics

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Abstract

This study explores post-reading continuation writing from the perspective of cognitive linguistics, emphasizing the close interplay between language and cognition. Grounded in key concepts such as cognitive schemas, conceptual integration, and frame semantics, the research highlights how activating learners' existing cognitive structures can enhance their ability to comprehend texts and creatively extend narratives. Given that continuation writing demands not only accurate understanding but also imaginative and coherent expression, traditional teaching methods often fall short by focusing on surface imitation without fostering deeper cognitive engagement. This paper addresses these challenges by proposing strategies that align with cognitive linguistic principles to stimulate students' autonomous creativity and improve writing coherence. The findings offer valuable theoretical insights and practical guidance for language educators, contributing to more effective integration of reading and writing instruction and advancing the overall development of learners' language proficiency.

Keywords

Cognitive Linguistics, Post-Reading Continuation Writing, Writing Strategies

1. Introduction

Cognitive linguistics, as a vital branch of linguistics, emphasizes the close interaction between language and human cognitive processes, focusing on how language reflects and constructs human experience and patterns of thought (Lakoff, 1987). In recent years, cognitive linguistic theories have gained increasing attention in language teaching, offering new theoretical perspectives and practical guidance for language comprehension and expression. Especially in integrated reading and writing instruction, cognitive linguistics enhances learners' overall language abilities by activating their existing cognitive schemas and facilitating conceptual integration. This emerging trend injects vitality into language teaching reform and presents a fresh theoretical opportunity for post-reading continuation

writing.

As an essential component of language learning in China, post-reading continuation writing requires students not only to accurately comprehend the original text but also to exercise imagination and creativity to produce coherent and logical extensions that respect the original context. This process tests both reading comprehension and language organization and expression skills. However, current practices in teaching continuation writing often suffer from insufficient strategic guidance, resulting in students' writings being repetitive and lacking innovation, which hinders improvements in teaching effectiveness. Traditional approaches tend to focus on surface-level imitation without adequately addressing or guiding students' cognitive processes, making it difficult to stimulate deeper understanding and autonomous creativity. In light of this, the present study aims to explore the cognitive mechanisms involved in post-reading continuation writing from the perspective of cognitive linguistics, identifying and optimizing effective writing strategies. By integrating core cognitive linguistic concepts such as cognitive schemas, conceptual integration, and frame semantics, this research strives to provide both theoretical support and practical approaches to continuation writing instruction, thereby promoting greater creativity and coherence in students' language expression.

2. Theoretical Framework

Schema theory is a key concept in understanding the cognitive processes underlying language. A schema refers to a knowledge structure or cognitive framework formed through long-term experience, which helps organize and interpret new information (Rumelhart, 1980). For example, when we read a passage describing "dining at a restaurant", the related "restaurant schema" is activated, encompassing expected events such as ordering food, serving dishes, and paying the bill. This cognitive structure enables us to quickly comprehend and anticipate the content of the text (Van Dijk & Kintsch, 1983).

Conceptual integration theory, proposed by Fauconnier and Turner (2002), emphasizes that human thinking creates new meanings by blending different conceptual spaces. Specifically, when understanding and producing language, individuals combine multiple relevant concepts to generate novel cognitive structures and innovative expressions. For instance, in story continuation tasks, students not only grasp the original information but also integrate personal knowledge, emotions, and imagination into the new text, resulting in unique extensions.

Frame semantics, introduced by Fillmore (1982), is an important theory for studying word meaning and semantic understanding. A frame refers to the cognitive structure associated with a particular situation or event; the meaning of language depends on the activation of relevant frames. For example, the word "buy" involves elements such as buyer, seller, goods, and price, all of which comprise the "transaction frame". The meaning of these words can only be fully understood within this frame. Frame semantics helps language learners grasp context and accurately express content appropriate to real-life situations.

In summary, schema theory highlights that language comprehension is based on existing knowledge structures; conceptual integration theory reveals the cognitive generation of innovative meaning; and

frame semantics points out that vocabulary and semantics rely on specific cognitive frames. Together, these three theories form the core pillars of cognitive linguistics for understanding language and cognition, providing a profound cognitive foundation for language comprehension and expression.

3. Cognitive Mechanisms of Post-Reading Continuation Writing

Cognition refers to the process by which humans gradually grasp objective reality and acquire relevant knowledge and skills, encompassing thinking, intuition, memory, and more. Post-reading continuation writing is a language activity that integrates reading and writing, requiring learners to create new content consistent with the text's context based on their understanding of the original material. This process involves multiple levels of cognitive activities, including comprehension, integration, creativity, and expression.

First, post-reading continuation writing begins with reading comprehension. Learners activate existing schemas in their minds through reading the original text. For example, when reading a passage describing school life, readers automatically draw on their knowledge and experiences related to school to understand the story's setting and event logic. Next, during the continuation writing stage, learners engage in conceptual integration. This process is akin to blending multiple cognitive "spaces" to create a new, enriched conceptual space, thereby expanding the content of their continuation. For instance, students may imagine the future actions and emotional development of characters based on clues from the story, producing a unique extension of the narrative. At the same time, writing also involves the application of frame semantics. When continuing the story, learners need to select language that fits the story's context, activating semantic frames relevant to the theme to ensure that the continuation is semantically coherent and stylistically consistent with the original. For example, when describing a competition in their continuation, they would naturally use vocabulary and expressions related to frames such as competition, fairness, and victory. Finally, the cognitive activities in post-reading continuation writing rely heavily on metacognitive monitoring. Learners check whether their continuation aligns logically with the story, whether the language is accurate and fluent, and make revisions as needed. This self-regulation significantly enhances the quality of their writing.

In summary, the cognitive mechanisms of post-reading continuation writing include: deepening text comprehension through schema activation; generating innovative meaning via conceptual integration; ensuring linguistic appropriateness through frame semantics; and maintaining effective regulation of the writing process through metacognitive monitoring. Understanding these mechanisms can help teachers design instructional strategies scientifically and improve students' integrated reading and writing abilities.

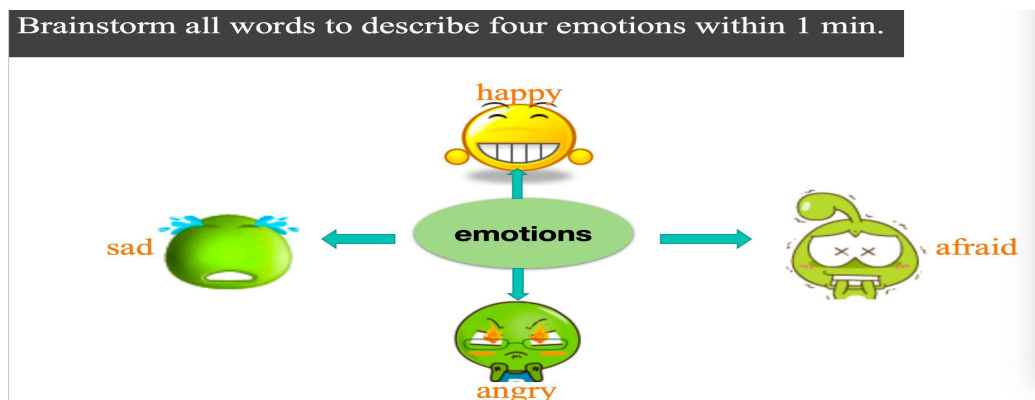
4. Strategies for Post-Reading Continuation Writing from the Perspective of Cognitive Linguistics

As an integrated language skill combining reading comprehension and written expression, effective

post-reading continuation writing relies heavily on a deep understanding of underlying cognitive mechanisms. Cognitive linguistics emphasizes the intrinsic connection between language and cognition, offering various theoretical perspectives that provide a solid foundation for teaching post-reading continuation writing. This paper elaborates, through teaching cases, on how to apply cognitive linguistic theories—namely schema activation, conceptual integration, metaphor and frame mapping, and metacognitive monitoring—to optimize continuation writing strategies and enhance students' overall language proficiency.

4.1 Activating Cognitive Schemas to Construct Contextual Understanding

Schema Theory holds that reading comprehension is not merely the simple decoding of the surface meaning of text. Instead, readers actively integrate incoming textual information with their existing knowledge structures and experiential frameworks by activating relevant cognitive schemas. This process aids in understanding and inferring deeper meanings within the text, enabling readers to grasp the overall significance. These knowledge structures or schemas help fill in textual gaps and interpret implied meanings. In post-reading continuation writing, activating relevant schemas is crucial for constructing the text's context and directly influences the coherence and plausibility of the continuation.



In actual teaching practice, instructors can guide students to recall their own experiences, cultural backgrounds, and related knowledge to activate schemas relevant to the text's theme. For example, in a lesson focused on emotional description in post-reading continuation writing, the teacher might start by organizing a one-minute brainstorming session where students list words related to four emotions: happiness, fear, sadness, and anger. This activity aims to activate students' mental "emotional vocabulary" schema, laying the groundwork for vivid and expressive emotional portrayal of the protagonist in the continuation. By doing so, students' emotional vocabulary schema is triggered, enabling them to diversify their emotional expressions for characters in their writing. This strategy not only facilitates logical plot development but also enhances the authenticity and emotional impact of their continuations.

4.2 Conceptual Integration for Generating Innovative Continuation Content

Conceptual Integration Theory posits that human cognition is not confined to simple processing of existing information but dynamically blends multiple cognitive spaces from different domains to form a new, integrated space that creates novel meanings and understandings. This blending process allows seemingly unrelated concepts to combine organically, producing innovative ideas and expressive forms that enrich language and thought. Post-reading continuation writing is not merely an extension of the original text but an innovative creation. While maintaining textual logic, students must fuse their own understanding and imagination to generate unique continuation content. In teaching, educators can design activities to encourage students to integrate textual information with personal experiences or other knowledge, stimulating creativity.

Skill 1 形容词做状语

情绪形容词1+情绪形容词2, sb did sth.

例句：感到紧张和害怕，钟译标勉强走上舞台，开始发表演讲。

Nervous and scared, Zhong managed to step onto the stage to give a speech.

感到开心和兴奋，肖华中在雨中舞蹈了起来。

Delighted and excited, Xiao danced in the rain.



Skill 2: 无灵主语

A wave of n (情绪)+seized/came over sb when sb did sth.

当某人做某事时，一股。。。。情绪涌入

用无灵主语造句：

当我听到这个好消息的那一刻，一种强烈的喜悦感涌上我的心头。

A wave of happiness came over me when I heard the good news.

Exercise: 根据 I 中各句进行一对一仿效写句。

1. 练鑫露注视着那个沉默的男孩，一脸惊讶。
2. 罗明抱着礼物，一股强烈的兴奋感涌上心头。

I speak and you act

Scene 1: His smile broaden from ear to ear.



Scene2: He clapped (拍手) my hands together and jumped up and down with joy.



Scene3: He glared at (怒视) the boy, waved his fist and ready to hit the boy.



body

In the second stage of teaching emotional description, the instructor employs three techniques to help students construct multiple cognitive spaces. Technique one involves using adjectives as adverbials: the teacher first presents sentence structures, then creates authentic contexts based on students' daily classroom life, accompanied by images and videos. The task requires students to fill in missing adjectives, guiding them to use the just-activated emotional vocabulary to describe their classmates' feelings. Technique two uses "subjectless" constructions, continuing the classroom life theme by developing deeper authentic scenarios involving two other classmates. Through imitation writing exercises, students incorporate their existing vocabulary to describe peers' emotions. Technique three, "show, don't tell," introduces role-playing: students work in pairs to act out emotional descriptions from the text. Although seemingly unrelated to writing, this performance requires students to unconsciously integrate previously learned action descriptions with today's emotional descriptions, culminating in a written piece that reflects this dynamic integration. This continuation exemplifies how students blend the emotional space of the text with their personal life experiences, creating new semantic spaces that are faithful to the text's spirit yet personalized. Such innovative integration not only enriches the text's content but also stimulates students' enthusiasm for writing.

4.3 Metaphor and Frame Mapping to Enrich Language Expression

Metaphors help people understand abstract concepts by mapping experience from one domain onto another, while frame semantics supports precise and coherent language expression through structured semantic scenarios.

Mini-writing: Describe the picture (1or 2 sentences)

In continuation writing instruction, leveraging metaphors and frame mapping effectively deepens linguistic expression and enhances textual coherence. For example, when continuing a scene where the homeroom teacher joyfully dances, the teacher might guide students to use metaphorical language to vividly convey this happiness—such as “The teacher is like a bird soaring freely, spinning happily under the sunshine.” Here, “a bird soaring freely” serves as a metaphor for the teacher’s inner lightness and joy, representing abstract concepts like excitement and elation. Students are encouraged to employ similar metaphors to express emotions and conflicts in their continuations.

Writing: Choose one scene (50 words)

Scene1: 在三分钟内根据不同场景运用所学的技巧写50字以内的小短文

Last weekend, When I was addicted to playing the game Glory of Kings, my father came in with fury. _____



Scene2:

Last week, I bought a lottery (彩票). This morning, I got a call from the seller. He told me that I got the prize with 5 million yuan! _____



Two scenes were provided for students to choose for their continuation writing: transitioning from describing classmates’ emotions to their own feelings. By using metaphors, they vividly depict their inner emotions, fostering higher-order thinking skills. Such teaching strategies not only help students grasp deep textual meanings but also equip them with diverse expressive tools, enhancing the artistic appeal and emotional resonance of their continuations.

4.4 Metacognitive Monitoring to Enhance Continuation Quality

During post-reading continuation writing, students must continually review and adjust their comprehension and writing to ensure logical coherence and linguistic accuracy. This metacognitive

ability directly impacts the overall quality of their work.

Teachers can cultivate students' metacognitive monitoring skills through staged writing and reflective activities. For instance, after completing a draft, students participate in peer reviews and self-reflection sessions, focusing on text cohesion, character logic, and language precision. Upon self-reflection, one student realized their continuation had overly abrupt plot shifts lacking smooth transitions so they subsequently added detailed psychological descriptions and narrative links, resulting in a more complete and fluent story. Such strategies not only improve writing skills but also foster autonomous learning and continuous improvement, helping students develop healthy writing habits and long-term progress.

5. Conclusion

The cognitive linguistics perspective emphasizes the close relationship between language and cognition, viewing language not merely as a tool for communication but as a fundamental means by which humans understand the world and construct meaning. In strategies for post-reading continuation writing, cognitive linguistics provides theoretical guidance by stressing that readers should activate their existing cognitive structures and experiential schemas, integrate textual information, and engage in meaning construction and innovative expression. Specifically, during the continuation writing process, readers do more than reproduce the plot—they creatively expand the story by employing cognitive mechanisms such as conceptual integration and metaphor comprehension, thereby fostering an interactive relationship between the text and their own cognition. Under this perspective, continuation writing strategies focus on guiding students to mobilize diverse cognitive resources, stimulate imagination and creativity, and enhance the depth and richness of language expression. In practice, the cognitive linguistics lens aids teachers in designing continuation writing activities that align more closely with cognitive processes, encouraging students to move from passive reception of texts to active meaning-making. This approach effectively improves writing skills and overall language proficiency, offering significant pedagogical value and promising application prospects.

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