

Implications for Teaching Reading of Writing Continuation Based on 5W1H Analysis Method in Senior High

Yuting Li

School of Foreign Languages, China West Normal University, Nanchong, 637000, China

Email: 2544086335@qq.com

How to cite this paper: Li, Y. T. (2025). Implications for Teaching Reading of Writing Continuation Based on 5W1H Analysis Method in Senior High. *Literature, Language and Cultural Studies*, 1(3), 19–24. ISSN Print: 3079-5095; ISSN Online: 3079-5109.

<https://doi.org/10.63313/LLCS.9034>

Published: 2026-06-10

Copyright © 2025 by author(s) and

Erytis Publishing Limited.

This work is licensed under the Creative Commons Attribution International License (CC BY 4.0).

<http://creativecommons.org/licenses/by/4.0/>



Abstract

The writing continuation has emerged as a new type of college entrance examination form for senior high English in recent years, characterized by its strong comprehensiveness, distinct textual features, and stringent evaluation criteria, making it a challenging issue for both teachers and students in the educational context. This article integrates the characteristics of writing continuation texts, the difficulties students face in learning, and the challenges teachers encounter in instructing these texts. Utilizing the 5W1H analytical method and the STEAL reading strategy, it aims to assist students in comprehensively understanding the themes, structures, and content of the articles, while also aiding teachers in effectively conducting writing continuation reading instruction. The goal is to cultivate students' reading and analytical skills regarding writing continuation texts and to develop their English core competencies.

Keywords

Writing continuation; Senior High English; Textual Instruction; English Core Competence

1. Introduction

According to the "General High School English Curriculum Standards (2017 Edition, Revised in 2020)" (hereinafter referred to as the "Curriculum Standards"), discourse knowledge assists language users in selecting appropriate discourse types, designing coherent discourse structures, planning the components of discourse, and maintaining the cohesion and coherence of the text based on communication needs. The primary discourse types include narrative, argumentative, expository, and practical writing, with narration texts being predominantly utilized in continuation writing tasks. Therefore, in addressing the continuation writing task, educators should guide students in understanding the stylistic characteristics and features of narrative writing, clarifying the elements and structure of their compositions, and

organizing the narrative's context and themes. This preparation is essential for enabling students to produce high-quality narrative continuations, achieving content alignment, logical coherence, emotional resonance, and linguistic consistency in their writing.

In continuation writing, reading serves as the starting point, while writing acts as an extension; the two processes complement each other, facilitating interaction and collaboration (Wei Xiaoping, 2020). Reading establishes a framework for students' continuation of the text. During the practice of continuation writing tasks, students should not limit themselves to superficial reading of the text; rather, they should engage in structured, layered, and logical reading. This approach enables students to avoid disconnection between their continuation and the original text's plot, style, and character development.

In the following discussion, the author will use the November 2017 Zhejiang examination prompt—"A Vacation with My Mother"—as an example, employing the 5W1H analysis method to explore how to teach students to conduct a comprehensive analysis of the text in continuation writing, thereby enhancing their discourse and reading skills.

2. Main body

2.1 Achieve proficiency in 5W1H and master in the fundamental structure of the text.

There is a significant correlation between different discourse genres and their specific discourse structures, as each genre possesses its own distinct structural characteristics (Zhu Xiaoyan, 2023). Educators should guide students to identify the six fundamental elements of a story, namely the 5W1H (what, when, who, where, why, how), starting from the story's context and systematically organizing the narrative according to specific sequences, such as chronological order, spatial order, and hierarchical order (Wei Xiaoping, 2020). In the context of the English language college entrance examination, the follow-up writing tasks typically involve narrative texts. The effective application of the 5W1H analytical method facilitates students' rapid comprehension of the text's plot, themes, logic, and language, thereby equipping them with essential information for the continuation of the narrative.

2.1.1 Formulate specific inquiries to guide students in their responses.

Teachers can utilize the 5H1W analytical method to formulate questions that enable students to prioritize their reading and efficiently organize the text within a short timeframe. The curriculum standards(2020) emphasize that "teachers should be adept at posing layered questions that guide students' thinking from comprehension to application, and from analysis to evaluation, facilitating a steady progression from lower-order to higher-order thinking." The introduction of 5H1W questions serves as a foundational tool for fostering students' development of higher-order

thinking skills. When guiding students through the reading of "A Vacation with My Mother," educators might consider the following inquiries:

Q1: What does the material mainly talk about?

Q2: What did the characters do?

Q3: How many events did author mention ?

Q4: How did these events happen?

Q5: Why did author write these events?

Q6: When did the events in text happen?

Q7: Where did the events in text happen?

Q8: Who are the text's characters?

The aforementioned text can assist learners in gaining a general understanding of the content, allowing them to construct a mental framework in preparation for subsequent detailed reading. Additionally, it serves to alleviate learners' anxiety regarding unfamiliar texts, thereby reducing cognitive load.

2.1.2 Utilize mind map to manage information with efficiency.

Wang Qiang (2024) states, "Information presented in a straightforward textual format does not enhance information retention. When textual information is converted into another format (for instance, a visual format), it can be processed and retained more effectively. The method of converting information from one format to another is referred to as a transition device."

The framework diagram for basic information visually and succinctly presents the structure of the text, utilizing a graphical format. The keywords within the chart simplify the writing content, enhancing the efficiency of information transmission during the students' reading process and establishing a multidimensional four-dimensional space (Jiang Qingyan, 2022). The Curriculum Standards(2020) indicate in the cognitive strategies for learning English in general high schools that students should develop the ability to collect and organize information using notes, charts, and mind maps.

Based on the aforementioned inquiry, the teacher can present the following mind map:

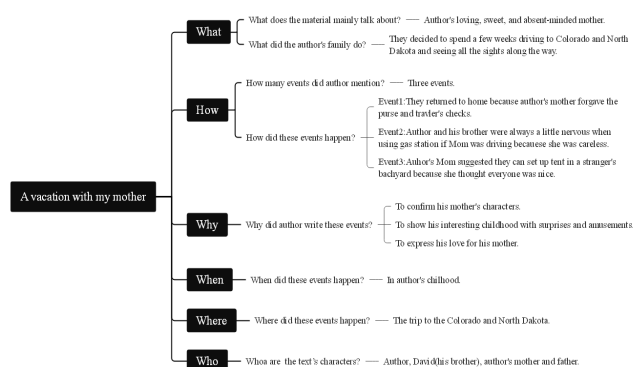


Figure 1: A Conceptual Mind Map

Figure 1 clearly delineates the questions posed by the instructor, enabling students to more accurately comprehend and acquire the information they need from the text based on the keywords in the inquiries.

2.1.3 Refine the 5W1H questions to cultivate cognitive quality.

Ma Xu(2021) pointed out that narrative texts are commonly selected for continuation writing due to their topics being closely related to everyday life, strong coherence in context, and manageable language difficulty. Consequently, elements such as the setting, character development, plot progression, authorial intent, and thematic significance are interrelated and permeate the entire text. The purpose of interpreting narrative texts is to analyze these connections through a detailed examination of the language used, and to utilize these relationships to construct a continuation that aligns with the original text. Narrative texts are frequently found in the domain of English continuation writing selections, primarily because their topics often draw from daily experiences, easily resonate with readers; the contextual flow is seamless, exhibiting excellent coherence; and the language difficulty is well-regulated, making it accessible and comprehensible. Therefore, the story's background, character portrayals, plot trajectory, creative intent, and thematic significance within narrative texts are interconnected and mutually influential. The key objective in interpreting narrative texts lies in the meticulous analysis of the language to accurately discern the relationships among various elements, thereby crafting a continuation that is highly congruent in style and logic with the original work.

Therefore, under the framework and guidance of the 5W1H analytical method, educators should refine questions related to the text and frequently pose higher-order questions to encourage students to delve into more details. This approach can provide students with opportunities to explore the deeper meanings of the text, integrating their personal life experiences, cognitive levels, and thought processes to develop a unique understanding of the material.

By employing the 5W1H analytical framework, the author can pose further inquiries regarding the fundamental text of a vacation with my mother, focusing on the following aspects:

What: The text focuses on the thematic context of the self and personal identity, centering on individual and familial experiences, and is presented in a narrative format. It recounts amusing anecdotes from my childhood through a first-person perspective, highlighting my loving yet somewhat careless mother. Her minor flaw has introduced elements of surprise and joy into my life. The author elaborates on the incidents that occurred during our family's journey to Colorado and North Dakota, which were a result of my mother's absent-mindedness, ultimately illustrating her character as "loving, sweet, yet forgetful."

How: The article focuses on discourse patterns, text structure, and plot development. This narrative can be organized according to the five essential elements of "intro-

duction, development, climax, turning point, and conclusion" based on the provided text segments and the continuation. Introduction: The narrator reflects on having an interesting childhood, which is attributed to their mother. Development: The family travels to Colorado and North Dakota, encountering various incidents due to the mother's absent-minded and forgetful nature. Climax: The continuation indicates that the family realizes they have lost the tent they brought along (The next day we remembered the brand-new tent we had brought with us), suggesting they may retrace their steps to find it. Turning point: The second sentence of the continuation (We drove through several states and saw lots of great sights along the way) reveals a shift in circumstances; despite the initial distress over the lost tent, the family finds joy in the beautiful sights encountered during their search. Conclusion: The trajectory of the first four sections suggests a "happy ending," echoing the introduction's statement, "I had an interesting childhood."

Why: According to Cao Qifeng (2023), reading follow-up writing texts can clarify the roles of narrative entities and character relationships based on Greimas's narrative model. This means that students can comprehend the narrative entities within a story and identify their corresponding roles as "mentor, protagonist, object, helper, and antagonist." It is important to note that a single narrative entity may fulfill multiple roles, and a story may not necessarily encompass all character roles.

3. Conclusion

Shuai Ying and Tian Duo Shuai (2024) emphasize that "Continuation writing should utilize discourse as a medium to guide students in exploring thematic significance, thereby enhancing language quality through daily accumulation. Comprehension serves as the foundation, with the sequel stemming from understanding and writing being integrated into daily practice." Understanding is a prerequisite for effective sequel writing. Consequently, fostering students' discourse competence is an essential component of proficient continuation writing. Reading transcends mere decoding; it necessitates the application of strategic approaches. Educators must cultivate an awareness of imparting various reading strategies to accommodate diverse learning styles and meet students' educational needs. Among these strategies, the 5W1H analytical method serves as a fundamental reading analysis tool. In instructional settings, teachers should consistently guide students in employing the 5W1H framework, enabling them to identify key content within texts and leverage their prior experiences to construct their understanding, thereby establishing a scaffold for continuation writing.

References

- [1] Wei, X. P. (2020). A study on the "Three-Read" strategy in reading instruction for continuation writing. *English Teaching & Research in Primary and Secondary Schools* (01), 41-44+49.
- [2] Jiang, Q. Y. (2022). The application of thinking visualization tools in continuation writing

in senior high school English. *Journal of The Chinese Society of Education* (01), 106.

- [3] Cao, Q. F. (2023). Exploring character-building strategies in continuation writing from a narratological perspective. *English Teaching & Research in Primary and Secondary Schools* (10), 61-65.
- [4] Ministry of Education of the People's Republic of China. (2020). *English Curriculum Standards for General High Schools (2017 Edition, 2020 Revision)* [M]. People's Education Press.
- [5] Wang, Q. (2006). *A Course in English Language Teaching* (2nd ed.). Higher Education Press.