

Theoretical Exploration and Application Prospects of X-argument in College English Teaching

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Abstract: X-argument, as an innovative method in college English teaching, was proposed by Chinese scholar Professor Wang Chuming in 2016. It aims to significantly enhance students' language application ability through diverse teaching activities such as continuation writing, continuation speaking, and continuation translation. This study delves into the theoretical framework, practical application, and potential and challenges of X-argument in modern language teaching. Integrating theories from linguistics, psychology, and pedagogy, X-argument emphasizes creative output following language input to improve students' practical language skills and comprehension. This study analyzes the core principles, advantages, and challenges in practical application, highlighting its unique advantages in promoting creative thinking, critical analysis skills, and cross-cultural teaching applications. It also discusses implementation difficulties in different educational settings and student backgrounds, such as high dependency on student and teacher abilities, vagueness in evaluation standards, and adaptability issues in multicultural environments. To address these challenges, this study proposes a series of innovative teaching strategies and solutions. Finally, the article anticipates the application prospects of X-argument against the backdrop of technological advancement and globalized education, emphasizing the importance of integrating modern educational technology and innovative teaching methods in enhancing language teaching quality and effectiveness.

Keywords: X-argument, College English Teaching, Creative Teaching, Language Application Ability, Interdisciplinary Theory, Teaching Strategy.

I. INTRODUCTION

In the field of foreign language teaching, X-argument, as an innovative teaching method, is increasingly gaining attention. First proposed by Chinese scholar Professor Wang Chuming in 2016, it aims to significantly enhance students' language application ability through diverse teaching activities such as continuation writing, continuation speaking, and continuation translation. The essence of X-argument lies in encouraging students to engage in creative language output after receiving language input (such as reading or listening materials), aiming to improve students' practical language application ability and comprehension. As related research continues to grow, the importance of X-argument in modern language teaching becomes increasingly evident, emerging as an effective teaching strategy.

The development of X-argument, grounded in a deep understanding of the limitations of traditional language teaching methods in cultivating students' practical language usage, is closely related to the "continuation" characteristic of language learning tasks. This method encourages active thinking and creative language use and applies newly learned vocabulary and grammatical structures in real contexts, thereby enhancing their language abilities.

However, X-argument also faces many challenges and limitations in practical application. For example, it requires a high level of language abilities from students and instructional skills from teachers. At the same time, the content's creativity and openness, evaluation standards' vagueness, cultural and contextual differences, and resource and time constraints also affect its effective implementation.

Given these challenges and limitations, This study aims to explore the core principles, theoretical framework, and application and limitations of X-argument in modern language teaching. By analyzing the advantages and challenges of X-argument and its application in teaching practice, this study seeks to provide new insights into the field of English teaching and explore the innovative prospects of X-argument.

II. CORE PRINCIPLES AND THEORETICAL FRAMEWORK

The development of X-argument is not isolated; it has gradually formed based on extensive academic exchanges and multidisciplinary research. This theory integrates theoretical achievements from linguistics, psychology, and education, forming a cross-disciplinary knowledge framework. In the field of linguistics, X-argument draws on communicative competence theory, emphasizing the practicality and situational nature of language use. Psychologically, the theory absorbs viewpoints from cognitive psychology, focusing on individual cognitive processing and information-handling mechanisms. Regarding pedagogy, X-argument aligns with constructivist educational philosophy, emphasizing students' subjectivity and creativity in the process of learning. This interdisciplinary integration provides X-argument with a profound theoretical academic foundation and demonstrates strong adaptability and effectiveness in practical application. Such a comprehensive theoretical framework enables X-argument to explain the complex phenomena in language learning more comprehensively and provides more affluent and practical educational practice guidance.

A. Core Principles of X-argument

X-argument is an innovative language teaching method, with its core principle focusing on promoting students' more profound understanding and ability to apply the language through activities like continuation writing, continuation speaking, and continuation translation. This method emphasizes active participation and creative expansion in the process of language learning, encouraging students to engage in creative language output after receiving language input (such as reading or listening materials). X-argument's practice is reflected in various forms, including continuation writing of reading materials, continuation speaking of listening content, and continuation translation of translation materials, aiming to improve students' language abilities and creativity through these activities.

The core of X-argument lies in its concept of synergistic effect. Through activities like continuation writing, students are encouraged to use and expand the language structures and vocabulary they encounter in the original materials. This method promotes a deeper understanding of the language among students, helping them reduce language errors and use language more naturally and fluently in practical usage. This synergistic effect enhances students' language skills and increases their interest and motivation in language learning (Sun, 2021).

Moreover, X-argument also pays attention to learners' cognitive and affective development. Research shows that continuation writing activities positively impact language levels and learners' cognitive abilities, critical thinking, writing motivation, and autonomy. By linking continuation writing with students' personal experiences and emotions, X-argument activities prompt students to develop more profound levels of thinking and reflection in the language learning process.

B. Theoretical Basis

X-argument, an innovative foreign language teaching method, originated from the concepts proposed by Chinese scholar Professor Wang Chuming. In his famous paper "Promoting Learning through 'Continuation'" in 2016, Professor Wang Chuming first introduced the concept of "X-argument" (Wang Chuming, 2017). The X-argument contends that through Xu or CEC (completion, extension, and creation), language learning is achieved with high efficiency. This argument offers a new perspective for probing the language learning process and its underlying mechanism, and for enhancing efficiency (Wang Chuming, 2017). Over time, "X-argument" achieved theoretical integration with language teaching and gained recognition from scholars at home and abroad, widely applied in teaching practice (Zhang Sumin, 2021, p. 8). This theory initially aimed to significantly enhance students' language application ability through diverse teaching forms such as continuation writing, continuation speaking, and continuation translation, based on a profound understanding of the limitations of traditional language teaching methods in cultivating practical language use among students. However, it is noteworthy that some aspects of X-argument, especially post-reading continuation writing, appeared in the field of foreign language teaching in China as early as the late 1990s (Wang, 2012). At that time, writing long articles in foreign language teaching often adopted post-reading continuation writing to motivate students, which to some extent prefigured the embryonic form of X-argument. The profound development and popularization of X-argument are closely related to this

principle. The introduction of this principle has led to a broader recognition of the theoretical significance of post-reading continuation writing and rediscovered and emphasized its application value in language teaching. The core of X-argument lies in encouraging students to engage in creative language output after receiving language input (such as reading or listening materials), deepening students' understanding of the language and enhancing their application abilities. As related research gradually increases, the importance of X-argument in modern language teaching has become increasingly prominent, becoming an effective teaching strategy with its unique way of promoting deep learning and practical application of foreign languages.

The theoretical roots of X-argument are deeply embedded in cognitive psychology and language acquisition theory, providing a solid scientific foundation. Cognitive psychology, especially studies on language processing and memory, reveals how humans receive, store, recall, and use language information. These cognitive processes play a key role in X-argument activities, as students need to understand the language input and creatively generate new language output based on them. X-argument promotes cognitive activities, helping students deepen their understanding of language structures and meanings.

Language acquisition theory provides another theoretical support for X-argument. Especially the Input Hypothesis (Krashen, 1982) and the Output Hypothesis (Swain, 1985) in second language acquisition theory emphasize the importance of language input (reception) and output (use) in the language learning process. X-argument draws on these theories, emphasizing that through activities like continuation writing, students not only passively receive language input but also actively practice and apply in language output, thereby promoting the internalization and acquisition of the language.

X-argument also resonates with constructivist learning theory. Constructivist learning theory posits that knowledge is constructed through individuals' interactions with the real world (Gogus, 2012). X-argument activities require students to creatively create new language content after receiving information, combining their experiences and understanding. This activity not only promotes the development of language abilities but also encourages students to construct personal meanings in the learning process, enhancing the depth and permanence of learning.

The theoretical foundation of X-argument combines core views from cognitive psychology, language acquisition theory, and constructivist learning theory. This interdisciplinary theoretical combination provides X-argument with a rich academic background and indicates its theoretical basis for application in foreign language teaching. Through this theoretical support, X-argument can effectively promote students' language learning, helping them improve language abilities in real and diverse contexts.

C. Advantages of X-arguments

The first notable advantage of X-argument is its comprehensive enhancement of students' language abilities. Compared to traditional language teaching methods, X-argument emphasizes the reception of language knowledge and focuses on improving students' abilities in practical use. Through activities like continuation writing, continuation speaking, and continuation translation, students are motivated to use the structures and vocabulary encountered in language input, thereby deepening their understanding and application of these language elements. This method helps students internalize newly learned language knowledge more effectively and strengthen their practical application skills, particularly in complex grammatical structures and advanced vocabulary usage (Zhang, 2018).

Secondly, X-argument has a unique advantage in promoting students' creative thinking and expressive abilities (Gong, 2020). Traditional language teaching often focuses on memorizing grammar rules and standardized answers, while X-argument encourages students to freely create new content based on their understanding of the original material, which enhances students' interest in language learning and cultivates their innovative thinking and independent expressive abilities. In this teaching model, students are encouraged to try new ways of expression in a safe, supportive environment, increasing their language confidence and creativity.

X-argument also strengthens students' critical thinking and analytical abilities. Through analyzing original materials and creatively continuing them, students need to understand the content and structure of the texts and think about how to expand on these contents effectively. This process requires students to engage in in-depth analysis and reflection, improving their critical thinking abilities. This method is beneficial for language learning and helps students develop essential thinking skills in other subjects and daily life (Pan, 2020).

Finally, another advantage of X-argument is its cross-cultural applicability. Since X-argument activities allow students to incorporate their cultural background and personal experiences into their creations, this method can be effectively applied in different cultural and linguistic contexts. Students can explore and express their cultural perspectives during the learning process, which increases the learning material's relevance and promotes cross-cultural understanding and respect. Thus, X-argument is particularly suitable for language teaching in the process of globalization, meeting the needs of students from different cultural backgrounds.

D. Comparison with Other Teaching Theories

Comparing X-argument with Communicative Language Teaching (CLT) reveals their similarities and differences. CLT advocates teaching language through actual usage scenarios, emphasizing the communicative function of language (Sato & Kleinsasser, 1999). X-argument and CLT emphasize the importance of actual language use, but X-argument focuses more on creative and expansive writing or speaking practices. In contrast, CLT emphasizes language practice in everyday communication situations. Although both aim to improve students' practical language application abilities, X-argument is more significant in promoting students' creativity and critical thinking.

In comparison with Task-Based Language Teaching (TBLT), similarities and differences in teaching strategies can be seen. TBLT emphasizes learning language through completing specific tasks, typically actual, purposeful language use activities (Wu, 2023). X-argument and TBLT promote students' participation in actual language use, but X-argument emphasizes students' extension and creative recreation of existing texts. X-argument has a unique advantage in enhancing students' creative writing and expression abilities, while TBLT focuses more on the practical language skills needed to complete specific tasks.

The X argument can also be compared with the traditional grammar-translation methods. Traditional methods mainly focus on learning grammar rules and direct translation of texts, with less emphasis on actual language use (Kabilovna, 2023). X-argument breaks this pattern by encouraging students to transform theoretical knowledge into practical application through continuation writing, speaking, or translation. This method allows students to use the language in authentic contexts, thereby gaining a more comprehensive understanding and mastery of the target language.

Compared with the Direct Method, both X-argument and the Direct Method emphasize the naturalness of language learning and the use of real linguistic contexts. Still, the Direct Method focuses on oral communication and listening comprehension (Erkinovna & Akramovna, 2023), while X-argument emphasizes improving writing and reading comprehension abilities. Unlike the Audio-Lingual Method (Irna et al., 2023), X-argument does not focus on pattern practice and repetition but encourages students to deepen their understanding of language structures through creative thinking and personal expression. Although X-argument and Immersion both advocate learning languages in authentic contexts, immersion focuses more on experiencing a rich language environment, whereas X-argument provides opportunities for in-depth understanding through specific continuation activities. X-argument shares the idea of combining language learning with content learning with Content-Based Instruction, but X-argument focuses more on students' recreation and expansion of existing content, while Content-Based Instruction emphasizes improving language abilities through learning specific content (Akramovna, 2023). Compared with the Language Experience Approach (Mustapha et al., 2023), X-argument also emphasizes combining personal experience with language learning, but it adds the analysis and creative expansion of original materials, rather than just expression based on personal experience. Finally, compared with the Whole Language Approach, X-argument shares the view of holistic language development, but through continuation activities, it allows students to understand and creatively use language in a comprehensive context.

X-argument has its unique advantages compared to other foreign language teaching theories. It promotes students' language application in authentic contexts and particularly emphasizes the importance of creative thinking and personal expression. Although X-argument shares some commonalities with other teaching methods, it has a distinct place in promoting deep language understanding and creative application among students. Through this comparative analysis, the position and value of X-argument in modern language teaching can be more clearly understood.

III. LIMITATIONS AND BREAKTHROUGHS OF X-ARGUMENT

The educational environment and the characteristics of the student group influence the effective implementation of any teaching theory. Although X-argument has significant advantages in language teaching, its application effectiveness may vary in different teaching environments and student backgrounds. For example, X-argument might be more easily implemented and more effective in resource-rich environments with solid student foundations. However, in environments

with limited resources or where students have weaker foundations, applying X-argument might face more challenges. In such cases, students might struggle to understand and apply the language materials in X-argument tasks effectively, and teachers might not be able to provide sufficient support and guidance due to resource limitations. Therefore, when implementing X-argument, it is necessary to consider the specific conditions of the educational environment and the characteristics of the student group to ensure the appropriateness and effectiveness of teaching strategies and methods.

A. Limitation Analysis

Applying X-argument in foreign language teaching presents significant limitations, especially its high dependency on student language abilities and teacher capabilities. This theory requires students to creatively expand upon language materials after encountering them, which demands high language comprehension and expression skills from students, particularly challenging for beginners or those with weak foundations, and a significant level of professional knowledge, creativity, and teaching skills from teachers. Teachers need to carefully design appropriate continuation writing tasks and effectively guide students in language imitation and creative expansion, posing higher professional development demands. If teachers lack the necessary training and experience, they might struggle to implement X-argument effectively, thus limiting its widespread application and effectiveness in foreign language teaching.

Professor Wang Chuming, in his paper “How Post-Reading Continuation Writing Can Effectively Promote Learning” , notes several aspects to consider in teaching practice (Wang Chuming, 2015). First, the reading material selected should appropriately match the students’ foreign language level. Ideally, the material’s difficulty should be slightly above the students’ current language ability to stimulate their interest and promote language skill improvement effectively. If the material is too difficult or too easy, it may weaken the synergistic effect, thus affecting the effectiveness of language learning. Additionally, providing materials of varying difficulties for students at different levels can help balance the differences in student abilities in the classroom and reduce the polarization phenomenon in foreign language learning. Educators also need to communicate to students that imitating language structures and expressions in continuation writing is not plagiarism but an essential means of learning and developing language skills. Students who perform well in language imitation should be positively recognized and encouraged.

Moreover, encouraging students to read the original text repeatedly and thoughtfully and continue writing closely linked to the original text's content can help them avoid frequently falling into their comfort zone, thus better understanding and applying newly learned language knowledge. Finally, to enhance the synergistic effect, more interpersonal interactions can be introduced in the post-reading continuation writing process, such as organizing students to discuss the reading material and then continue writing, or discussing after continuation writing, even trying cooperative continuation writing. Such interactions can enhance communication among students and help them progress together.

In a typical university environment, the implementation of X-argument faces six limitations, one of which is the demand on student language ability. The theory requires students to extend the language creatively after reading or listening to materials, posing significant challenges to students’ language comprehension and expression abilities, especially for those with weak language foundations or beginners. Secondly, the effective implementation of X-argument largely depends on teachers' professional knowledge and creativity. Teachers need to carefully design continuation writing or speaking tasks that are challenging yet suitable for students’ language levels, demanding high professional capability and innovative thinking from teachers. The third limitation is the creativity and openness of X-argument tasks. Students need to creatively expand upon existing materials, which may be challenging for those accustomed to fixed structures and definite answers. Additionally, due to the openness and creativity of X-argument tasks, the evaluation of student work may be subjective, lacking unified and objective evaluation standards, constituting the fourth limitation. The fifth limitation is the adaptability of X-argument in different cultural and teaching contexts. The theory might be more effective in teaching environments that encourage innovation and personal expression but may be less effective in other teaching contexts. Lastly, implementing X-argument tasks may require additional teaching resources and time, especially in large-class teaching environments, providing individualized feedback and support for each student may become a significant challenge for teachers. These limitations need to be seriously considered and addressed in teaching practice.

B. Breakthroughs in Teaching with X-argument

When exploring the application strategies of X-argument in teaching, it is essential to recognize that the core goal of X-argument teaching is to enhance students’ language abilities while stimulating their creativity. A range of innovative methods and technologies need to be adopted in educational practice to ensure the effectiveness and adaptability of teaching

activities. These strategies include differentiated instruction, teacher capability enhancement, managing content creativity and openness, establishing objective evaluation standards, adapting to different cultural and teaching contexts, and effectively utilizing teaching resources and time. Each strategy targets specific aspects of X-argument teaching, aiming to foster a comprehensive, interactive, and inclusive learning environment.

Adopting a differentiated instruction strategy is crucial in enhancing students' language abilities. This approach involves grouping students based on their language levels and designing X-argument tasks with corresponding difficulty levels for each group. This method ensures students can learn within their comfort zone while gradually improving their language skills. Starting with simple sentence continuation and gradually transitioning to more complex paragraph or article continuation, this step-by-step approach helps students build confidence and enhance their language skills.

The capability of teachers plays a decisive role in X-argument teaching. Therefore, providing specialized training in X-argument teaching methods is vital for enhancing teachers' capabilities. Such training should enhance teachers' understanding of X-argument and provide them with effective teaching strategies and techniques. Additionally, establishing a resource-sharing platform that allows teachers to share successful cases and experiences in X-argument teaching will help improve overall teaching quality and promote collaboration and learning among teachers.

Managing the creativity and openness of content is another essential aspect of X-argument teaching. Providing clear guidance and examples to students is crucial to help them understand how to engage in creative expansion. Furthermore, stimulating students' creativity and imagination through discussions, brainstorming, etc., can encourage them to participate more actively in X-argument activities and exhibit greater creativity in language learning.

Establishing objective evaluation standards is crucial for the successful implementation of X-argument tasks. Detailed scoring guidelines and criteria should be developed to reduce subjectivity in evaluating student work. Peer review can be an effective method, employing student-to-student evaluations to increase the diversity and objectivity of assessments. This approach not only increases the transparency of evaluations but also promotes interaction and learning among students.

Adapting to different cultural and teaching contexts is an essential consideration for X-argument in a globalized setting. Considering different cultural backgrounds and teaching environments is crucial when designing X-argument tasks. Moreover, using materials related to students' life experiences and cultural backgrounds can enhance the relevance and appeal of learning, while promoting students' understanding and respect for different cultures.

Effectively utilizing resources and time is a critical factor in implementing X-argument tasks. To improve teaching efficiency, online platforms and artificial intelligence (AI) tools can be used to manage X-argument tasks and assist teaching. These technological means can save time while enhancing the flexibility and accessibility of teaching and learning.

In addition to technology integration, encouraging students to collaborate in groups to complete X-argument tasks is also an effective strategy. Through teamwork, students can collectively explore and address the challenges encountered in X-argument tasks, reducing the pressure on teachers to provide individual feedback. Group collaboration fosters social interaction and cooperative learning among students, contributing to a supportive and collaborative learning environment.

C. Application of X-argument in Teaching

Applying X-argument in English teaching practice involves various innovative teaching methods and curriculum design strategies. The core of these methods is encouraging students to actively participate in language learning through activities like post-reading continuation writing, post-listening continuation speaking, and post-reading continuation acting. Regarding curriculum design, teachers need to consider students' language levels and learning needs comprehensively, selecting appropriate texts and materials that are both engaging and challenging. Moreover, the designed X-argument tasks should fully consider the course objectives and how to integrate into students' language learning processes effectively.

Regarding teaching strategies, X-argument emphasizes students' activeness and creativity in language learning. Teachers should encourage students to creatively extend the language learned after reading or listening to materials. This strategy requires students to understand the original materials and express themselves in a personalized and creative way. For this purpose, teachers can employ various teaching methods, such as group discussions, role-playing, and peer assessment, to promote active student participation in X-argument tasks.

As a key component of X-argument, post-reading continuation writing holds a central place in teaching. This activity requires students to continue their thoughts and understanding after reading a text, to test their reading comprehension abilities and writing and creativity skills. Teachers can support students' learning process by providing structured writing frameworks, creative writing prompts, and timely feedback to improve the effectiveness of post-reading continuation writing.

Similarly, post-listening continuation speaking and post-reading continuation acting are key applications of X-argument in teaching practice. These activities emphasize the oral and performance aspects of language learning, requiring students to recount or perform in their own words after listening to a dialogue or speech. This approach enhances students' participation in actual language use scenarios, improving their practical language abilities, especially in oral expression and public speaking. Students can practice and develop their language skills in a safe and creative environment through these activities.

IV. CONCLUSIONS AND PROSPECTS

X-argument demonstrates significant potential and effectiveness in modern foreign language teaching, particularly in enhancing students' language skills and creative thinking. By encouraging students to engage in creative language output after language input, such as post-reading continuation writing, post-listening continuation speaking, and post-reading continuation acting, this teaching method effectively fosters a deeper understanding of language structures and stimulates innovative thinking. However, implementing X-argument also faces challenges, including high demands on student language levels, teachers' professional skills and innovative abilities, and establishing evaluation standards. Therefore, to effectively utilize this theory and overcome these challenges, teachers need to adopt targeted strategies and methods, such as designing differentiated X-argument tasks based on students' language levels, providing appropriate guidance and feedback, and using various teaching methods to enhance student participation and creativity.

In the application of X-argument, the integration of technology and the use of innovative teaching methods are crucial for improving teaching quality and student learning outcomes. For instance, teachers can more effectively manage X-argument tasks through online platforms and artificial intelligence tools, while providing students with more diverse and personalized learning resources. Moreover, using interactive teaching methods such as group collaboration and peer review enhances students' motivation to learn and promotes communication and cooperation among them. These innovative teaching strategies and technological applications can help overcome the challenges faced in implementing X-argument, such as differences in student ability levels, limitations in teaching resources, and high dependence on teacher capabilities.

X-argument is expected to play an increasingly important role in foreign language teaching. With the continuous advancement of educational technology and the development of globalized education, X-argument can provide a richer and more flexible language learning experience for students from diverse cultural backgrounds. Furthermore, future research could explore how to effectively combine X-argument with modern educational technologies and how to implement this theory in different teaching environments and cultural contexts. Combined with artificial intelligence (AI) assisted teaching tools, X-argument can achieve the design of personalized learning paths, offering customized exercises for students with different ability levels and learning styles. The integration of AI technology can assist teachers in analyzing students' learning progress and difficulties, thereby more effectively guiding and improving teaching strategies. Through these efforts, X-argument can enhance students' language abilities and cultivate their creativity and critical thinking, laying a solid foundation for their success in a globalized world.

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