

Original Paper

Innovative Strategies for High School English Continuation Writing Teaching Empowered by Chat Generative Pre-trained Transformer

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Abstract

With the widespread application of generative artificial intelligence in the field of education, it is particularly important to explore how to use Chat Generative Pre-trained Transformer (ChatGPT) to empower the teaching of reading and continued writing in high school English classrooms. This paper focuses on the application of ChatGPT in the teaching of reading and continued writing in high school English, and explores its innovative strategies and practical significance: selecting original text materials, integrating multimodal resources, improving reading ability, guiding writing skills, using model essays to guide writing, and implementing evaluation and feedback. Teachers should attach great importance to the innovative potential of ChatGPT, while clearly recognizing its limitations, such as students' tendency to rely on it, the impact on teachers' status, academic ethics issues, and inaccurate information. Teachers should also make supplements and adjustments when necessary to enhance teaching effectiveness. This article focuses on the application of ChatGPT in high school English continuation writing teaching, exploring its innovative strategies and practical significance.

Keywords

Continuation Writing, ChatGPT, Interactive Synergy, high school English

1. Introduction

On November 30, 2022, ChatGPT was launched. With its powerful language generation and processing capabilities, it quickly attracted widespread attention from all sectors of society and even globally. It can accurately generate code, skillfully answer various difficult questions, and create charming poems according to user instructions.

In the current context of accelerating globalization, the importance of English as an international lingua franca has become increasingly prominent. The “Ordinary High School English Curriculum Standards (2017 Edition, Revised in 2020)” (hereinafter referred to as the “Curriculum Standards”) emphasizes that students should cultivate a certain language awareness and English language sense, so as to comprehensively and freely use the existing language knowledge in daily situations. This means that students not only need to thoroughly understand the meaning conveyed by oral and written materials but also need to keenly identify the appropriate expressions therein and be able to express their own ideas smoothly through oral and written forms to achieve efficient interpersonal communication. It can be seen that English writing ability is undoubtedly a key criterion for measuring students’ overall language proficiency. English writing is not simply a mechanical training of language skills; it deeply integrates multiple dimensions such as critical thinking, cultural understanding, and emotional expression. Therefore, English writing teaching in high school has always been one of the key research directions in the field of education.

With the continuous in-depth research on language ability, especially writing teaching, the academic community has gradually realized that English writing ability actually covers multiple ability categories, such as the accuracy of vocabulary use, the proficiency of grammar structures, the rigor of logical reasoning, and the activity of innovative thinking. Based on this profound understanding, focusing on cultivating students’ English writing ability has become a crucial link in improving their overall language level. In recent years, this conceptual change has directly driven significant innovations in the teaching concept of high school English writing. The teacher group has begun to focus more on cultivating students’ practical application ability and creative thinking, abandoning the traditional old model that was limited to grammar exercises or templated composition writing. At the same time, the form of English writing tests has also undergone significant changes. For example, in 2016, Zhejiang Province introduced a new writing question type - continuation writing in the new college entrance examination reform plan. This question type requires candidates to continue writing a story based on the given article content, comprehensively testing the candidates’ comprehension ability, imagination, and expression skills. Since 2020, more and more provinces have chosen the model of “practical writing + continuation writing” as the core evaluation method in the college entrance examination English subject, which clearly indicates that the assessment method of continuation writing is steadily moving towards the mainstream forefront of English writing assessment in the basic educational stage in China.

Professor Chuming Wang first proposed the “continuation writing method” in 2012, which is an innovative teaching method that organically combines reading and writing. Specifically, in the process of continuation writing teaching, students study a text under the guidance of the teacher, and after in-depth analysis of the article structure, language features, and character characteristics, they continue writing and recreate the original text. Continuation writing belongs to comprehensive language application practice, closely related to the input and output links, which can not only effectively improve students’ reading comprehension level but also strengthen their writing expression skills. Through in-

depth analysis and secondary creation of the text, students can more deeply understand the essence of language structure and application and cultivate critical thinking and innovation potential. However, the current exploration path of continuation writing teaching is relatively single, and students are mostly in a passive state of receiving knowledge, with low learning enthusiasm. Therefore, the effective implementation of continuation writing in the high school English teaching system is particularly urgent. On this basis, we have to pay attention to another emerging force in the current education field - the rapid development of information technology. With the rapid development of information technology, artificial intelligence (AI) is increasingly penetrating into the field of education. In November 2022, OpenAI in the United States launched Chat Generative Pre-trained Transformer (ChatGPT), an interactive tool of generative artificial intelligence. As a cutting-edge language generation model, ChatGPT has initially shown unique advantages in the field of language learning. It can not only quickly provide language feedback according to user instructions but also customize personalized learning content as needed, such as creating poems, answering difficult questions, and generating code.

It is in this context that ChatGPT has become closely related to English continuation writing teaching. In English writing teaching, ChatGPT, with its powerful problem-solving and writing assistance capabilities, provides personalized feedback for students and continuously optimizes writing materials. The emergence of this technology has brought both new opportunities and many challenges to English continuation writing teaching. Through interaction and communication with ChatGPT, students can obtain rich and diverse writing materials and sources of inspiration, helping to improve their writing ability and confidence.

However, although artificial intelligence technologies such as ChatGPT have great potential in promoting the reform of English writing teaching, we still cannot avoid a series of severe challenges. These challenges not only come from the inherent limitations of the technology itself but also involve many aspects such as the structure of the education system, the innovation of educational concepts, and the cultivation of students' adaptability. In view of this, it is urgent to conduct in-depth research on these challenges in order to fully understand the possible impacts and far-reaching influences of artificial intelligence like ChatGPT. In this research process, we need to systematically summarize and deeply reflect on the current practical experience and carefully discuss how to skillfully integrate these emerging technologies into the practice of English continuation writing teaching. Through such reflection, we can accurately identify the difficulties and problems encountered in practical applications and then guide the direction of future education reform.

This paper intends to combine the interaction synergy theory to deeply explore how to skillfully use ChatGPT to empower English continuation writing teaching and strive to build a three-party positive interaction model of "teacher - student - ChatGPT". Such interaction can not only help students improve their continuation writing skills but also provide teachers with more rich, diverse, and creative teaching resources, comprehensively improving teaching effectiveness. The interaction synergy theory emphasizes the active communication and collaborative cooperation among all participating subjects. In

the context of English continuation writing teaching, teachers can guide students to interact with ChatGPT, encourage students to ask questions boldly, express their views actively, and give full play to their creative talents. As an intelligent assistant, ChatGPT can create scenarios for students, respond to their needs instantly, and provide professional writing suggestions and inspiration, fully stimulating students' creativity and writing enthusiasm. In addition, teachers can also use the high-quality content generated by ChatGPT to enrich their teaching material library and design more attractive classroom activities. In short, the purpose of this paper is to promote the benign application and vigorous development of generative artificial intelligence like ChatGPT in the field of education and help the strategic transformation of education steadily move forward to a new journey.

2. Literature Review

Since ChatGPT was opened to the public, most of the research on ChatGPT has mainly focused on its introduction, covering aspects such as its design principles, working mechanisms, and basic functions (Kohnke et al., 2023; Yang & Wang, 2023; Zhang & Hong, 2023). These studies have also involved the impacts of ChatGPT at different levels, corresponding policies and strategies (Gu, 2023; Li et al., 2023; Liu et al., 2023a, 2023b; Xiao et al., 2023), as well as the limitations and potential risks of ChatGPT's functions (Kohnke et al., 2023; Mohamed, 2023; Hu & Qi, 2023; Jin, 2023). These studies are usually combined with linguistic theories or language education practices.

Some studies have also begun to focus on the research of ChatGPT in second language teaching. ChatGPT promotes students' personalized learning and explores the promoting role of generative artificial intelligence in personalized learning. For example, some studies have discussed the overall situation, opportunities, and benefits of ChatGPT's application in higher education. It can improve college students' participation, collaboration, and accessibility, create a richer learning experience for students, and promote the development of personalized and complex learning. At the same time, it can also reduce teachers' teaching workload, enabling teachers to devote more energy to teaching innovation and student guidance, thereby improving the efficiency of key processes and tasks and promoting the optimization and development of education and teaching. Some scholars directly used the SWOT analysis framework to summarize the advantages and disadvantages of ChatGPT and discussed the opportunities and threats it brings to education. Its advantages include using complex natural language models to generate credible answers, self-improvement ability, and providing personalized real-time responses. Its weaknesses are the lack of in-depth understanding, difficulty in evaluating the quality of responses, the risk of bias and discrimination, and the lack of high-order thinking ability. The threats to education include the lack of understanding of the context, the threat to academic integrity, the continuation of educational discrimination, the democratization of plagiarism, and the decline of high-order cognitive skills.

Research on the practical application of ChatGPT in second language writing and reading teaching. Researchers generally believe that ChatGPT can assist students in better learning and help teachers better

complete teaching work. It can become a tool and partner for students, providing students with a language learning environment close to the real situation and creating conditions for students' autonomous learning; ChatGPT can also serve as an intelligent assistant for teachers, assisting teachers in teaching and research activities and lesson preparation, providing real-time teaching evaluation, and replacing teachers in simple and repetitive work (Hu & Qi, 2023; Hu, 2023; Qin, 2023). For example, Xu Xiaoyi and others explored the application path of ChatGPT in writing teaching through specific teaching cases. ChatGPT can generate multimodal corpora, develop writing topics, create authentic model essays, and provide personalized feedback. In reading teaching, ChatGPT can play the roles of an intelligent assistant, a mobile learning companion, and a creative engine, promoting the expansion of time and space and reducing the burden and increasing the efficiency of reading teaching. Ren Wei and others compared and analyzed the similarities and differences in the attitudes and expressions of feedback on students' English compositions by ChatGPT and English teachers. The results showed that the number of positive feedbacks given by ChatGPT was higher than that of English teachers. However, while paying attention to the advantages of ChatGPT in teaching, we should also pay attention to some threats to teaching. On the one hand, if students overly rely on ChatGPT's answers without discrimination, it may mislead students' knowledge acquisition. At the same time, ChatGPT sometimes generates false information. Since junior students have immature mental development, it may affect the construction of students' real knowledge system. On the other hand, teaching is not only about knowledge transfer. The teaching process involves emotional interaction and humanistic communication between teachers and students and between students and texts. As an artificial intelligence tool, although ChatGPT can conduct language interaction, it cannot provide students with emotional support, encouragement, and personalized humanistic care like human teachers.

Some scholars have also studied the transformation of teachers' roles and relationships in the context of ChatGPT. In the context of the vigorous development of ChatGPT technology, the role positioning of teachers is undergoing profound changes, facing both unprecedented opportunities and many severe challenges. The wide application of ChatGPT technology has brought significant changes to the field of education. It makes knowledge production more efficient, knowledge forms softer, and the communication environment more flexible, which prompts teachers' roles to change from the traditional focus on one-way knowledge transfer to two-way autonomous knowledge construction, from emphasizing linear thinking in "teaching" to relational thinking in "learning", and from following the beaten track to embracing innovation. Moreover, the emergence of ChatGPT has brought profound changes to the definition of student development, the pattern of teacher-student relationships, the connotation of teachers' work, and professional development. In this case, teachers should actively transform into innovators and reformers in education and teaching, constantly update educational concepts, innovate teaching practices, and promote the improvement of the educational theory system. Teachers should also become value discoverers and creators, transforming from knowledge transmitters to knowledge producers and planners and guides for students' learning, and establishing a new

authoritative image. Although ChatGPT has certain knowledge teaching functions, creative teaching abilities, and professional norm compliance awareness, the role value of teachers is uniquely irreplaceable. Teachers' creativity stems from the genuine understanding of teaching situations, enabling them to break through conventions and reconstruct teaching norms to meet diverse teaching needs. In ethical decision-making, teachers have clear good goals and autonomous judgment abilities, which can guide students to make correct choices in complex moral situations, which is beyond the reach of ChatGPT.

Research on the impacts of ChatGPT on learning performance, attitudes, and emotions in language acquisition. Some scholars believe that "learning performance is the most widely concerned variable in the research on ChatGPT's empowerment of foreign language learning. ChatGPT can provide learning materials and suggestions according to students' interests and needs, helping students better learn independently, thereby improving learning motivation and learning effects. Some studies have also pointed out that the emergence of ChatGPT has also changed students' learning attitudes and values. Some students may become dependent on this new technology, thus reducing the cultivation of autonomous learning and critical thinking. Some studies have also shown that the public has a positive attitude towards ChatGPT, believing that it can help them complete learning tasks more efficiently.

After the emergence of ChatGPT, in addition to discussing the opportunities and challenges it brings to the field of education, some scholars have also begun to pay attention to the ethical issues arising from ChatGPT. Xiaoxiong Ling and others deeply explored the cold thinking of ChatGPT in terms of technological ethics and academic ethics, pointing out that the technical "blind spots" of ChatGPT and the ethical dilemmas it causes are worthy of attention. They emphasized that although the "humanized" characteristics and powerful language ability of ChatGPT have great potential in fields such as education, medical care, and law, they may also lead to problems such as academic misconduct, intellectual property infringement, and the generation of false information. Yuhuan Feng also mentioned in his research that while ChatGPT improves the creativity and cognitive initiative of educational practice, it also faces subject ethical issues such as the loss of thinking ability, relationship ethical issues such as the alienation of teacher-student interaction, algorithm ethical issues such as knowledge blind spots and information cocoons, and resource ethical issues such as educational injustice and unclear rights and responsibilities. These issues involve multiple levels such as data privacy, academic integrity, and intellectual property rights, posing challenges to the existing education system and academic norms. Scholars generally believe that comprehensive considerations and governance are needed at the policy, regulatory, and technological application levels to ensure the reasonable, compliant, and ethical application of artificial intelligence technologies such as ChatGPT in the field of education.

In summary, the research on ChatGPT in foreign language teaching mainly focuses on theory, impact, suggestions, and relationship exploration. Although there are studies on how to apply ChatGPT in English reading and writing teaching, there is almost no integration of reading and writing for discussion, and most of them are relatively general, lacking operability, specific strategies, and methods. This paper

reviews the literature on ChatGPT's empowerment of high school English continuation writing teaching from the perspective of interaction synergy theory, hoping to provide a reference for relevant research. Therefore, this paper will explore how to use ChatGPT to carry out high school English continuation writing teaching based on the interaction synergy theory, so as to improve students' reading and writing abilities.

3. Methodology

This paper employed an exploratory methodology to understand the potential benefit of ChatGPT in Education. The interaction synergy theory originated in the 1980s and was proposed by Pickering and Garrod. They believed that synergy is the key to promoting the continuous progress of interpersonal dialogue. In the process of interpersonal interaction, the parties in the dialogue will coordinate and adapt to each other at the language and content levels, thereby promoting mutual understanding and ultimately achieving cognitive agreement (Pickering & Garrod, 2004). This theory is also applicable to the field of education, emphasizing the interaction and synergy among teachers, students, teaching environments, and teaching media. As an artificial intelligence-based language model, ChatGPT acts as an intermediary in the interaction and synergy of high school English continuation writing teaching and assists teaching, providing new possibilities for improving students' English writing abilities.

From the perspective of interaction theory, a new ternary collaborative relationship of "teacher - student - machine" is constructed. In the continuation writing classroom under the ternary collaboration, people are the main body of teaching, and the machine is only an auxiliary tool and can never replace human reading and emotional value communication. ChatGPT can improve teaching efficiency, but its ultimate service object is still the human being as the main body, which is the value rationality that the ternary collaborative classroom should always adhere to.

ChatGPT acts as an intermediary in the whole process. On the one hand, it can help students understand and analyze the framework structure, language characteristics, and character features of the original text before writing. On the other hand, it can also provide the vocabulary, sentence patterns, and structures that may be needed in the continuation writing. At the same time, ChatGPT can also provide some creative suggestions, stimulate students' imagination and creativity, and help them conceive more rich and interesting plots. Through the interaction and synergy among teachers and students, students and students, and students and ChatGPT, a knowledge system is jointly constructed, and teaching effectiveness is improved.

Synergy is comprehensive, including not only the language level but also factors such as emotion, belief, and context (Wang, 2011). Since the texts selected for continuation writing are often story-based articles, teachers should guide students to have a deep understanding of the continuation writing text from the perspectives of theme, plot, and language. Effective continuation writing should achieve synergy in three aspects: emotional theme, plot content, and situational language.

3.1 Synergy of Emotional Theme

The synergy of the emotional theme focuses on how the continuation part remains consistent with the original text at the emotional level. The emotional changes of the characters are the manifestation of the central idea of the work, and the theme can be deepened through the sublimation of emotions. Before reading, teachers can utilize ChatGPT to generate multimodal teaching materials, create a thematic context, and stimulate students' emotions. During reading, with the assistance of ChatGPT, students explore the theme of the text by experiencing the emotional changes of the characters. In the process of continuation writing, students should dig out the thematic meaning of the text based on their understanding of the story and utilize the emotional changes of the characters to highlight this theme, thus continuing the author's thoughts.

3.2 Synergy of Plot Content

The synergy of plot content pertains to the specific content of the continuation writing, including logical rationality, content richness, structural compactness, close connection, and clear organization. On the basis of a deep understanding of the story, students should make full use of the first sentences of the paragraphs and the clues provided in the original text to design the content of the continuation writing, ensuring that the continuation part can naturally connect with the previous text. ChatGPT can offer content references for students and inspire their content innovation, enabling students to creatively extend the story based on their understanding of the plot development of the original text, making it both conform to the logic of the original text and novel.

3.3 Synergy of Situational Language

The synergy of situational language focuses on how to maintain consistency with the original text in terms of language style. The choice of language will vary according to specific contexts and situations and is manifested through specific words, phrases, and grammatical structures. ChatGPT can assist teachers in guiding students to read the original text repeatedly, deeply understand the story, and analyze its language characteristics and situational categories. At the same time, it can also provide students with vocabulary, sentence patterns, etc. that are compatible with the original text. Students can find imitable expressions from them and creatively apply the original text materials in combination with their own experiences to improve the accuracy and harmony of the language in the continuation writing. In this way, the continuation part can echo the writing scene of the original text and achieve the synergy of situational language.

Through the synergy in these three aspects of emotional theme, plot content, and situational language, students' continuation writing can not only maintain consistency with the original text in form but also form an organic unity with the original text in content and spirit, thus enhancing the overall quality of the continuation writing.

4. ChatGPT in the Teaching Practice of English Continuation Writing in High School

4.1 *Selecting Original Texts to Aid in Material Collection*

In English continuation writing teaching, the selection of the original text is of crucial importance. It not only sets the tone for students' continuation writing content but also has a profound impact on their ability improvement in multiple aspects such as thinking expansion, language expression, and creative development. Therefore, how to select original texts scientifically and efficiently has always been a topic that educators have been constantly exploring. In recent years, ChatGPT, as an advanced artificial intelligence technology, by virtue of its powerful natural language processing capabilities, has provided an innovative solution to this difficult problem, greatly enriching teaching resources and enhancing teaching efficiency. The reason why ChatGPT can play such an important role in English continuation writing teaching lies in its huge corpus and advanced algorithms. This intelligent system can quickly screen out reading materials that meet specific requirements from a vast amount of text resources. Whether it is in terms of theme, difficulty, language style, or emotional color and plot development, it can highly match the teaching objectives set by teachers. For example, when a teacher needs a narrative text with the theme of "courage and growth" as the original text material for continuation writing, ChatGPT can quickly select texts that not only meet the theme requirements but also can arouse students' resonance from various sources such as classic literary works, modern short stories, and news reports.

In the specific implementation process, teachers should first clarify the learning situation background of students, the unit teaching objectives, and the specific teaching purposes of this lesson. Taking high school English teaching as an example, considering that the writing questions of English continuation writing in the college entrance examination generally adopt narrative texts as the text materials and require students to continue writing based on the original text, teachers need to conduct in-depth research on the various requirements of narrative writing, including the language style, narrative structure, and character shaping characteristics of the text. After determining the teaching objectives and text requirements, teachers can utilize the powerful functions of ChatGPT and customize the original text materials that meet the requirements by inputting precise instructions. Taking the continuation writing question of the 2024 New Curriculum Standard Volume I as an example, the teacher can send the following instructions to ChatGPT: "Please first study the English continuation writing question of the 2024 Chinese College Entrance Examination, including the text and the question, and combine the cultivation objectives of Chinese high school English core competencies to make an innovative adaptation and generate a continuation writing question."

4.2 *Integrating Multimodal Resources to Optimize Teaching Methods*

The "English Curriculum Standards for Compulsory Education" (2022 Edition) adds the skill of "viewing" on the basis of the four basic skills of listening, speaking, reading, and writing. That is, the skill of understanding meaning by using various image resources in multimodal texts, and at the same time requires students to be able to make written expressions according to the given image prompts (Ministry of Education, 2022). In the development of multimodal resources for English teaching, ChatGPT

undoubtedly shows unprecedented potential and wide application advantages. As a natural language processing tool based on artificial intelligence technology, ChatGPT can not only efficiently generate high-quality text resources, such as texts, dialogues, stories, exercise questions, etc., which greatly enriches the material library of English teaching, but also can combine various media forms such as images and videos to generate multimodal corpora closely related to the course content, making the learning process more intuitive and vivid. The generated multimodal corpora to assist in continuation writing teaching is an innovation in classroom teaching under the background of the new curriculum standard. ChatGPT can help teachers generate the multimodal materials needed in the classroom.

It is particularly worth mentioning that the application of ChatGPT in assisting continuation writing teaching has become a highlight under the background of the new curriculum standard. Teachers can use ChatGPT to generate the text for continuation writing and instruct it to further generate pictures or videos that match the plot development of the text. Through the combination of dynamic and static, the scenes in the continuation writing are vividly reproduced, creating an immersive learning atmosphere for students. This immersive experience greatly stimulates students' interest in learning English, enabling them to enjoy the fun of learning while also exercising their language comprehension and expression abilities. It can also skillfully integrate multimedia elements such as images and videos to create multimodal corpora that are closely related to the course content and rich in forms. These corpora are not only illustrated with pictures and texts and combined with audio and video but also can be personalized according to the cognitive characteristics and teaching needs of students, making the English learning process more intuitive, vivid, and attractive. In such a learning process, students can more easily understand and master knowledge, and at the same time, they can also enjoy the fun and sense of achievement brought by learning. This innovative teaching method not only breaks through the limitations of traditional English teaching but also opens up a new path for classroom teaching under the new curriculum standard. It also provides students with a more colorful learning experience and a broader development space. It makes English teaching no longer limited to single text reading or listening training but integrates various media forms such as images and videos to form a multi-dimensional and all-round learning environment. In such an environment, students can perceive and understand language more comprehensively and use language more flexibly for communication and expression, thus truly realizing the comprehensive development and improvement of English learning.

4.3 Improve Reading Ability and Assist in Comprehension and Absorption

ChatGPT is good at collecting and reading textual information on a large scale, and it can efficiently extract, process and organize the information. Firstly, ChatGPT has a powerful context understanding ability, which is the foundation for text analysis. It can accurately grasp every detail in the text and interpret it within the overall context, thus ensuring the accuracy and coherence of the analysis. This ability not only helps to capture the surface information of the text, such as the plot of a story, character relationships, etc., but also enables a deeper exploration of the deep meaning of the text and the potential intentions of the author. Through the analysis by ChatGPT, students can understand the content of the

text more comprehensively, avoid one-sided or misinterpreted readings, and thus deepen their cognitive depth of the text.

Secondly, ChatGPT has an efficient information extraction and processing ability, which is the key to analyzing reading texts. When faced with a large amount of textual information, ChatGPT can quickly identify and extract the important information in it, such as the theme, structure, and language features, and present it in a clear and organized manner. This ability greatly improves the efficiency of text analysis, enabling teachers to complete in-depth interpretations of more texts within a limited time. Meanwhile, ChatGPT can also process and organize the extracted information to form a logical and systematic analysis framework, providing students with a clearer and more intuitive learning path.

Furthermore, ChatGPT's in-depth analysis and critical thinking abilities are another important advantage in its analysis of reading texts. It can not only help students understand the complex relationships in the text, such as the connection between the theme and the narrative structure, but also guide students to think critically about the text and analyze the author's viewpoints, emotions and attitudes. Guided by ChatGPT, students can learn to examine the text from multiple perspectives and cultivate their independent thinking ability and the habit of critical thinking. This ability not only helps to improve students' reading comprehension ability, but also cultivates their comprehensive quality and innovation ability.

In addition, ChatGPT can also use diverse analysis angles and methods when analyzing reading texts. Whether it is language analysis, literary analysis or rhetorical analysis, ChatGPT can provide rich analysis results and in-depth interpretations. Such diverse analysis methods make text analysis more comprehensive and meticulous, helping students better understand the connotation and denotation of the text. Meanwhile, ChatGPT can also be customized and optimized according to teaching needs to adapt to different types of texts and analysis tasks, providing more flexible and personalized support for teaching.

ChatGPT can automatically assist students with multiple tasks. "When chatting with ChatGPT, it will remember the content of your replies, and if you don't like its replies, you can expand or refine the content of the replies, or even ask it to reply in different voices and ways." (Alshater, 2022)

4.4 Guide Writing Skills and Inspire Creative Inspiration

One of the purposes of the continuation writing class is to cultivate students' ability to skillfully use the knowledge they have learned and understood for written expression based on the text, and to use the target language to achieve communication. ChatGPT can inspire students' writing ideas and expand their writing thinking. For example, if teachers describe the writing theme, such as "environmental protection", to ChatGPT, ChatGPT will generate a series of related viewpoints, examples and angles, such as "the current situation of environmental pollution", "the importance of environmental protection", "environmental protection measures that individuals can take", etc., helping students to broaden their minds and find the entry points for writing. Meanwhile, ChatGPT can also provide inspiration for students to construct outlines and frameworks, and give brief prompts on the main content of each part.

Students can compare it with the frameworks they have written themselves, which can stimulate students' innovative thinking and make students clear about the logical framework of writing.

4.5 Guided Writing with Model Essays to Enhance the Connotation of Articles

The purpose of teaching model essays in reading classes is to enable students to learn writing ideas and master the writing methods of such articles.

ChatGPT, with its ability to generate diverse and high-quality writing model essays, provides a unique opportunity for students to perceive different cultures and language styles around the world. The text generation technology of this tool is based on large-scale language data. It can not only quickly generate a large number of fluent writing templates but also accurately capture the language and cultural details from all over the world. Teachers can use this tool to build a new writing material library. The specific operation steps are as follows: 1) Select appropriate writing styles (such as narrative, expository, argumentative or descriptive) and tones (such as formal, informal, academic or creative). For example, an argumentative essay may require a clear structure of arguments and evidence, while a narrative essay pays more attention to the story and character development. 2) Set corresponding writing parameters, specifically including but not limited to word count limits, language usage (formal or informal), sentence structures (simple or complex), narrative perspectives (first person or third person), etc. These parameters help ChatGPT make specific language choices in specific situations. ChatGPT's huge corpus and database, as well as its rapid search and synthesis capabilities, enable it to optimize students' article expressions and enliven the materials. When students lack ideas in writing, ChatGPT can quickly search the corpus, provide references or inspiration of viewpoints, help students create vivid and figurative expressions, and enhance the expressiveness and appeal of writing materials.

The improvement of writing ability is inseparable from the study of model essays. The compositions generated by ChatGPT can serve as personalized "exclusive model essays" for students to learn writing. By reading these "exclusive model essays", students can better understand the grammar, vocabulary and expressions of the Chinese language, pay attention to the expressions and sentence structures in them, and also understand the structures and writing techniques of different types of compositions. In addition, students can also try to imitate and apply these language techniques and expressions to improve their writing ability and Chinese proficiency. Practicing writing and comparing the differences between their own compositions and the model essays can also help students continuously improve their writing techniques and expressive abilities.

4.6 Implementing Evaluation and Feedback to Promote the Improvement of Achievements

ChatGPT, a tool developed based on a vast corpus, can not only identify and correct language errors but also enhance the quality of compositions on multiple levels. It helps teachers grade compositions efficiently by improving the accuracy of grammar and vocabulary, strengthening the clarity of viewpoints, simplifying language and ensuring logical coherence. Teachers can utilize the feedback from ChatGPT to guide students in the classroom to analyze the intentions and ways of modification, so as to cultivate their awareness of quality and enhance their perception of high-quality writing.

Teaching feedback and evaluation are crucial aspects in teaching. Effective feedback can promote students' understanding and ensure learning outcomes (Chen et al., 2018). ChatGPT can achieve personalized learning guidance, develop automatic evaluation items and conduct evaluation and re-feedback. In writing teaching, ChatGPT can immediately provide targeted feedback for students and support personalized writing. It can understand students' intentions of language expression, identify and correct language errors and problems of unclear expression, and make dynamic adjustments according to students' writing levels and habits. For students at different levels, ChatGPT offers differentiated feedback, providing specific guidance for those with lower writing levels and more in-depth personalized feedback for high-level students. After ChatGPT is incorporated into writing teaching activities, teachers can guide students to review the first drafts with the help of ChatGPT. ChatGPT can point out language errors in aspects such as spelling, punctuation and grammar, find out logical problems like cohesion and coherence, paragraph structure and argument support, and also give suggestions on vocabulary selection, writing style and context.

Another advantage of ChatGPT lies in its ability to generate the revised text based on students' compositions, which is difficult to achieve with traditional grading. Students can give feedback on the text generated by ChatGPT and form the final draft through interactive negotiation. Moreover, ChatGPT's powerful text processing function also makes it a powerful tool for students to polish and revise articles. It can guess the author's intention according to the content of the whole text and provide corresponding expression suggestions.

ChatGPT can also encourage students to write in depth and improve their critical thinking. In traditional classrooms, it is often difficult for teachers to provide feedback for all students' compositions, while ChatGPT can solve this limitation and provide targeted modifications and feedback. It can even make targeted modifications based on the uploaded model essays, replacing teachers to complete repetitive work.

In daily writing teaching, students often find it difficult to form their own writing styles. However, the scientific and humanized artificial intelligence language system built into the ChatGPT model conducts conversations by learning and understanding human language, providing a platform for students' personalized writing. It can interact according to the chat context, achieve precise analysis and personalized diagnosis of students' writing, and provide targeted writing support services.

5. Conclusion

When exploring the integrated application of generative artificial intelligence in the teaching of continuation writing, teachers should not only attach importance to its innovative potential but also clearly recognize its limitations. For example, on the part of students, frequent use of it may easily lead to dependence. For instance, if students obtain high scores in English writing with its help, they will no longer be willing to think and create independently, which will seriously undermine their creativity. The role of teachers is also weakened. Excessive reliance on it will reduce the direct interaction and

communication between teachers and students, causing the humanistic care and emotional exchange in education to be replaced by algorithms, and distorting the teacher-student relationship. For example, when encountering problems, students will turn to ChatGPT instead of discussing them with teachers. The unique care that teachers can offer to students cannot be achieved by algorithms, resulting in an imbalance in the teacher-student relationship and damage to the educational function.

On the academic ethics level, its operation relies on big data, which brings the risk of privacy leakage. Moreover, it lacks a genuine emotional awareness, which may lead to the degradation of students' social skills. Meanwhile, the need to pay for its use aggravates educational inequality and also gives rise to issues of academic integrity, interfering with teaching evaluation and disrupting the educational ecosystem.

In addition, the information generated is not always accurate. Although it can quickly provide a large amount of learning materials, it often gives wrong answers. Since it is trained with big data, if the corpus is contaminated, the generated content will deviate from the correct direction and mislead students.

Therefore, teachers should be aware of these limitations and make supplements and adjustments when necessary.

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