

Original Paper

Practical Exploration of GAI-Assisted English Continuation Writing Teaching in Senior High Schools

Jiaxin Bai

Henan Normal University, China

Received: January 16, 2026

Accepted: February 8, 2026

Online Published: February 12, 2026

doi:10.22158/selt.v14n1p35

URL: <http://dx.doi.org/10.22158/selt.v14n1p35>

Abstract

Continuation writing is crucial in both senior high school English teaching and the college entrance examination, which imposes comprehensive requirements on students' abilities of text interpretation, logical construction and creative expression. However, traditional continuation writing teaching is plagued by such problems as inadequate adaptation of teaching materials, lack of personalized guidance, delayed feedback in correction, and students' frequent deviation from the theme in their writing. The diverse functions of Generative Artificial Intelligence (GAI) offer a new approach to addressing the above teaching dilemmas. Supported by the multimodal teaching theory and constructivist learning theory, and using the 2025 College Entrance Examination (New Gaokao Paper I) English continuation writing as a case study, this research explores teaching approaches for GAI-assisted continuation writing in senior high school English. It focuses on three core stages: reading comprehension, continuation writing, and post-writing evaluation, aiming to provide concrete reference pathways and operational models for innovative practices in English continuation writing teaching in the digital era.

Keywords

Generative Artificial Intelligence (GAI), Senior High School English, Continuation Writing, Multimodal Teaching

1. Research Background

The English Curriculum Standards for Senior High Schools (2017 edition, 2020 revised) explicitly designates continuation writing as a core writing task, requiring students to engage in creative continuation based on their comprehension of the original text's theme, plot, and logic, thereby fostering their language competence, thinking capacity, and cultural awareness. As an important part in the college entrance examination of English, continuation writing assesses students' text interpretation abilities while emphasizing logical construction and creative expression, serving as a key medium for evaluating

students' comprehensive English literacy. However, traditional continuation writing instruction in English faces significant challenges: First, teaching materials are largely confined to past examination and practice tests, making it difficult to meet the diverse needs of students at different levels; Second, constrained by time and energy, teachers are unable to provide precise, individualized guidance to every student; Third, manual grading and feedback are often delayed and overly general, hindering the realization of assessment-driven writing improvement; Fourth, students frequently produce content that deviate from the original theme or exhibit emotional disconnection due to insufficient understanding of the text's logic and character emotions (Shen, 2025).

The rapid development of Generative Artificial Intelligence (GAI) offers new possibilities for addressing the above challenges. GAI is equipped with functions such as text summarization, multimodal content generation, personalized material provision, and intelligent evaluation feedback. These functions can assist teachers in developing teaching resources, optimizing instructional design, and achieving precise assessment, while also offering personalized learning support for students (Long, 2025; Zhang et al., 2024). Currently, some domestic and international studies have explored the application of GAI in English writing instruction. However, existing research predominantly focuses on isolated teaching stages, lacking a comprehensive investigation into the entire process of continuation writing—encompassing reading comprehension, continuation writing, and post-writing evaluation. In light of this, the study attempts to apply GAI to assist in the teaching of continuation writing in senior high school English, aiming to provide practical insights for continuation writing instruction in the digital era.

2. Theoretical Basis

This study mainly relies on two core theories: Multimodal Teaching Theory and Constructivist Learning Theory, which lay a solid theoretical foundation for the effective integration of GAI and senior high school English continuation writing teaching.

2.1 Multimodal Teaching Theory

Multimodal Teaching Theory is an important theoretical framework in modern educational research, which breaks through the limitations of traditional single-language teaching and emphasizes that human meaning construction is not completed by a single mode, but through the coordinated operation and mutual complementation of multiple semiotic modes such as language, images, audio, video, gestures and space. This theory holds that each mode has its unique advantages in meaning expression: Language is suitable for conveying abstract concepts and logical relationships, images and videos are good at presenting specific scenes and emotional details, and audio can enhance the sense of scene and emotional resonance. Therefore, teaching activities should actively integrate diverse multimodal resources, fully mobilize students' multiple senses such as vision, hearing and touch, stimulate students' learning initiative and enthusiasm, and thus improve the efficiency and quality of learning (Kress & van Leeuwen, 2001).

In the specific practice of senior high school English continuation writing teaching, Multimodal Teaching

Theory has important guiding significance, and GAI technology provides an effective way to realize multimodal teaching. As a core part of senior high school English teaching, continuation writing requires students to accurately grasp the abstract textual information of the original text, including plot context, character emotions and thematic connotation, which is often a difficult point for senior high school students due to the limitations of their English language proficiency and cognitive level. The multimodal resources generated by GAI tools, including concise text summaries, intuitive visual logic diagrams, vivid scene pictures and short animated videos, can effectively convert the abstract textual information in the original text into intuitive, concrete and perceptible teaching content. These multimodal resources complement each other, helping students deeply understand the context of the original text, accurately perceive the emotions of the characters, and lay a solid foundation for the subsequent continuation writing creation.

2.2 Constructivist Learning Theory

Constructivist Learning Theory profoundly reveals the nature of learning, emphasizing that learning is not a passive process in which students accept knowledge imparted by teachers, but an active process in which students construct knowledge independently based on their own prior experience, cognitive level and learning needs. Constructivism holds that students are the main body of learning, and teachers are the guides and helpers in the learning process. The core task of teaching is to provide students with appropriate learning support and scaffolding, guide students to complete the construction of knowledge and skills through independent inquiry, collaborative interaction and practical operation, and ultimately realize the improvement of their comprehensive literacy (Piaget, 2000).

The concept of Constructivist Learning Theory is highly consistent with the core demands of GAI-assisted senior high school English continuation writing teaching, and the integration of GAI technology provides a powerful technical support for the practice of this theory. In continuation writing teaching, there are obvious differences in students' English language proficiency, logical thinking ability and creative expression ability, which requires teaching activities to fully respect the individual differences of students and implement teaching in accordance with their aptitude. GAI-assisted teaching just meets this demand by generating hierarchical writing scaffolds and providing personalized evaluation feedback, which provides students with targeted learning support within their "zone of proximal development".

3. Types of GAI Tools Suitable for English Continuation Writing Teaching

With the rapid development and penetration of GAI technology in the field of education, various intelligent tools specially adapted to different teaching scenarios have continued to emerge and be upgraded, gradually forming a diversified tool ecosystem that covers multiple functional dimensions such as intelligent text generation, professional visual drawing, high-quality audio-video generation, and intelligent error diagnosis. These GAI tools have broken the inherent limitations of traditional senior high school English continuation writing teaching, which is often restricted by insufficient teaching resources and single teaching methods, providing comprehensive, efficient and diverse technical support for the

innovative practice of continuation writing teaching. In addition to the well-known and widely used GAI tools such as ChatGPT, DeepSeek, Doubao, and KIMI that can be directly applied to continuation writing teaching, there are also some representative GAI tools with distinctive functional characteristics and strong teaching pertinence, which can better meet the specific needs of senior high school English continuation writing teaching, as shown in Table 1.

Table 1. List of GAI Tools Applicable to English Continuation Writing Teaching

Category	Tools	Core Functions	Features
Text Generation	ChatGPT	Natural language dialogue, multi-scenario text creation, knowledge Q&A, model essay generation	High interaction fluency, rich corpus, strong general adaptability, supporting multi-turn dialogue to optimize content
Text Generation	DeepSeek	Discourse feature analysis, character image and storyboard design, composition scoring and feedback, logical reasoning	Outstanding logical analysis ability, strong adaptability to educational scenarios, focusing on text interpretation and writing guidance
Text Generation	Doubao	Original text summarization, multimodal image generation, material generation, intelligent correction and personalized feedback	Comprehensive function integration, both text and multimodal capabilities, low operation threshold
Text Generation	ERNIE Bot	Chinese context text generation, discourse logic interpretation, teaching material creation, knowledge Q&A	Accurate Chinese understanding and expression, consistent with domestic teaching language habits, and strong logicity in text interpretation
Visual Drawing	Canva	Various image drawing, mind map design, teaching courseware illustration production, visual resource generation	Simplified operation, professional design, rich templates, quickly meeting the needs of teaching visualization
Audio Generation	DeepMusic	Teaching theme background music generation, scene sound effect creation, audio atmosphere adaptation	Diverse audio styles, adapting to the needs of teaching scenarios, and enhancing teaching immersion
Video Generation	Make-A-Video	Text-to-short video conversion, visual presentation of story scenes, dynamic display of plot development	Intuitive modal conversion, high scene restoration, helping students understand the text content concretely

Among the numerous GAI tools enumerated above, this study selects Doubao as the core GAI tool. Featuring a low operation threshold, Doubao is equipped with functions such as multilingual dialogue, voice interaction, role-playing, code generation, and data analysis, which makes it suitable for teachers and students to use in classroom interaction.

4. Exploration of Practical Paths for GAI-Assisted English Continuation Writing Teaching in Senior High Schools

Taking the English continuation writing text in the 2025 College Entrance Examination (New Gaokao Paper I) as the practical carrier (Figure 1), this study explores the practical path of GAI-assisted senior high school English continuation writing teaching. The original text revolves around the conflict between brothers at a family gathering, with the core plot as follows: “I” and my wife held a family gathering, and required my brother’s beloved dog Toby to stay in the backyard for fear that it might rush at the children; suddenly it rained, “I” refused to let Toby enter the house, and the brother had no choice but to leave with the wet dog; Afterwards, “I” invited the brother to gather again but was refused, and it was not until two months later that “I” realized that the brother was facing the problems of his wife’s death and poor health, and Toby was his spiritual pillar. The continuation requirements focus on two segments: “My remedial actions” and “the restoration of the brotherly relationship”.

My wife and I wanted to share our new home with family and friends by hosting a small gathering in the early summer. She had prepared lots of snacks, while my job was to have the backyard in order.

There was plenty of space for the kids to run and play. There was just one thing I hadn't counted on: My brother chose to bring his dog Toby, a 50-pound ball of fire. Though friendly, he could easily knock over my niece's small boys and my six-month-old granddaughter. So, when my brother showed up, I asked him to watch Toby and keep him outside.

My plan was working out just fine. Toby was using up his energy by running back and forth in the backyard and giving the kids plenty of room. Unexpectedly, after supper, the weather changed. It started to rain and everyone went indoors.

It was an awkward moment. I didn't want Toby to be running around in the house, and my brother wasn't happy with driving home with a wet dog. Eventually, my brother decided to leave rather than force the issue.

A few days passed, and I hadn't heard anything from my brother. I texted him and expressed wishes for him to come out again. His reply came as a surprise—a shock, actually: “Not a chance.” Clearly, he was unhappy over the way we had parted. After all, I had left him little choice. Well, he'll get over it, I reasoned.

Two months passed. My wife suggested I get in touch with my brother, but I resisted, thinking he should call first. However, my conscience (良心) kept bothering me. I tried to put myself in my brother's shoes. He was facing health issues and his wife of thirty-five years had passed away a few months earlier. Toby was his constant companion, the one who kept him going.

Figure 1. The Continuation Writing Text of the 2025 College Entrance Examination (New Gaokao Paper I)

4.1 Reading Comprehension Stage

The core goal of this stage is to help students accurately interpret the theme, plot, character relationships and logical clues of the original text, and lay a solid and reliable foundation for the subsequent continuation writing with consistent logic and coherent emotions. It mainly includes two core dimensions: Multimodal discourse decoding and discourse logic visualization, both of which rely on the resource generation and logical analysis capabilities of GAI tools to break the limitations of traditional single-text reading comprehension and help students form a three-dimensional and in-depth understanding of the original text.

4.1.1 Multimodal Discourse Decoding

Teachers can make full use of GAI tools to generate diversified multimodal resources integrating text, images or short videos, guiding students to comprehensively interpret and understand the original text from three interrelated dimensions: Language expression, contextual scene and emotional connotation. This multimodal decoding method conforms to the cognitive characteristics of senior high school students, effectively reduces the difficulty of English discourse comprehension, and enables students to grasp the core connotation of the text more intuitively.

(1) Extraction of Text Main Body

The accurate extraction of the text main body is the primary step of reading comprehension for continuation writing, which is directly related to whether students can grasp the core of the original text and avoid deviated continuation. Teachers can input a carefully designed Prompt 1 in Doubao's taskbar to accurately summarize the original text and extract key core information including plot, characters and conflicts. This targeted information extraction helps students quickly sort out the main line of the text content, grasp the text main body efficiently, and form a clear cognitive framework of the original text.

Prompt 1: "Please accurately summarize the following text—the English continuation writing text of the 2025 College Entrance Examination (New Gaokao Paper I), retain the complete core plot, clear character relationships and key contradictions in the original text, ensure the accuracy and conciseness of the summary, and control the summary length to about 150 words."

The human-AI collaborative mode is adopted in the whole process of text summary generation: Doubao first generates a preliminary summary draft based on the prompt word requirements, and then the teacher conducts a strict review and revision of the draft—polishing the inappropriate vocabulary, adjusting the illogical sentence expression, and refining the redundant content to ensure the summary is consistent with the original text and meets the teaching needs of senior high school English continuation writing. After the above optimization, the following final version is produced:

My wife and I held a family gathering in early summer, with relatives and children gathering together. My brother brought his 50-pound dog Toby to the gathering, and I was worried that Toby might knock over the kids, so I had to ask my brother to keep Toby outside the house. After supper, it rained suddenly, and everyone went indoors. I still insisted on not letting Toby come in, so my brother took the dog away. Days later, I invited him to gather again, but was refused. Two months passed, my wife kept urging me

to reach out to my brother and mend the relationship. I resisted the suggestion at first, but later I realized that my brother was not only facing physical health issues, but also had lost his wife a few months ago—Toby, as his loyal companion, was actually his most important spiritual sustenance in life.

(2) Visualization of Context

Context visualization is an important supplement to text-based reading comprehension, which can transform the abstract textual description in the original text into concrete and vivid visual images. Teachers can use Doubao's text-to-image function, input the carefully designed Prompt 2, and generate vivid pictures (Figure 2, Figure 3 and Figure 4) that highly match the key plots, character images and emotional expressions of the original text. The transformation from the traditional single textual discourse to the diversified multimodal discourse greatly enriches the presentation form of the original text discourse, makes the abstract contextual scene and character emotion concrete and visual, and helps students more directly and in-depth understand the conception conveyed behind the words and the subtle emotional expressions of the characters in the text.

Prompt 2: “You are a professional and experienced film and television director with rich experience in storyboard design. Based on the key plot points and character emotions of the following English text about brotherly relationship, accurately identify the important characters in the article, and design several coherent storyboard shots with a consistent realistic warm style according to the logical development of the storyline. The shot details should be specific and delicate, and the character's expressions and movements should be closely aligned with the scenes and emotions in the original text.”



Figure 2. Toby Running in the Backyard, with the Children Playing beside Him



Figure 3. Brother and Toby are in the Rain, with Helplessness and Dissatisfaction on Their Faces

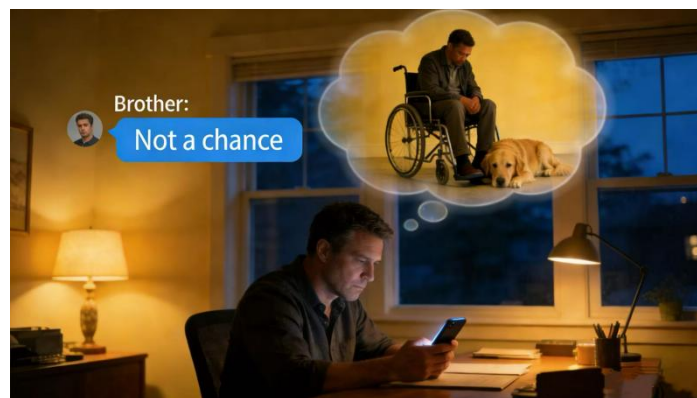


Figure 4. Seeing the Brother's Reply "Not a Chance", with Guilt on My Face

4.1.2 Discourse Logic Visualization

On the basis of multimodal discourse decoding, teachers can further use GAI tools to construct a clear and systematic discourse logic model for the original text, helping students sort out and clarify the complete plot development context of the original text and the potential reasonable continuation directions, so as to ensure that the subsequent writing is consistent with the original text's logic. This part mainly includes two key links: Plot structure construction and emotional trajectory sorting, which respectively focus on the external plot development and internal emotional changes of the original text.

(1) Plot Structure Construction

In the teaching of English continuation writing, reading comprehension is the fundamental foundation, and it is an indispensable prerequisite for students to complete a successful and logical writing. Narrative texts, as the main type for senior high school English continuation writing, have the characteristics of tortuous plot development and implicit logical clues, which often bring great difficulties to students' reading and understanding. In the actual continuation writing teaching practice, many students fail to accurately grasp the core theme and logical development of the original text due to the lack of discourse analysis ability, which directly results in the subsequent continuation content deviating from the author's

original intention and the logical connection with the original text being disconnected (Long, 2025). Therefore, aiming at this problem, teachers can input the targeted Prompt 3 into GAI tools such as Doubao to obtain scientific and clear discourse analysis results of the original text (Table 2). For students with weaker English discourse awareness and poor plot sorting ability, teachers can also use Doubao's mind map drawing function to generate an intuitive and clear story mountain model (Figure 5) based on the plot analysis results, which visually presents the development of the original text's plot, helping students quickly and clearly clarify the complete discourse structure of the text.

In the English continuation writing of the 2025 College Entrance Examination (New Gaokao Paper I), combined with the story mountain model for analysis, most students can easily understand and grasp the climax part of the story: The protagonist refuses to let his brother's dog Toby enter the house from the rain due to the safety of the children, which ultimately leads to the brother leaving the family gathering angrily and the two brothers parting unhappily, forming a sharp conflict between the two sides. However, when facing the content of the falling action after the story's climax—that is, the implicit clues and foreshadowing about how the protagonist faces up to his own mistakes, takes the initiative to carry out remedial actions and repairs the broken brotherly relationship—many students lack the ability to dig deep into the text, and it is difficult to accurately extract effective information from the original text. They even ignore the key foreshadowing information in the original text that the brother has just lost his wife, is suffering from physical illness, and the dog Toby is his only spiritual sustenance. This kind of incomplete grasp of the original text plot often leads to the students' subsequent continuation content being seriously disconnected from the original text's context, only focusing on the superficial conflict of “refusing the dog to enter the house” and ignoring the deep emotional core of brotherly love and understanding, resulting in the continuation content having rigid logic, superficial theme expression or even misaligned values.

Prompt 3: “You are an experienced senior high school English teacher who is proficient in the teaching of English continuation writing. Please outline the complete main plot points of this continuation writing text in strict accordance with the classic story mountain narrative model (including five parts: Opening, Build-up, Climax, Resolution, Ending), and ensure that the plot points are consistent with the original text and meet the teaching analysis needs of senior high school English continuation writing.”

Table 2. Discourse Analysis Results

Story Mountain Structure	Core Function	Original Text Summary
Opening	Setting the background and introduce the story	In early summer, My wife and I held a family gathering and got everything ready.

Build-up	Pushing forward the development of the plot.	My brother took the dog to a date, and I asked the dog to stay outdoors. A sudden downpour led to a deadlock.
Climax	The biggest problem/ conflict in the story.	My brother left in anger, and the brothers parted on bad terms.
Resolution	The way the conflict is settled and resolved.	I realized it was me who was at fault...(Continue the first paragraph.)
Ending	The ending of the story and the result of solving the conflict.	With the biscuits my wife had made, I arrived at my brother's door...(Continue the second paragraph.)

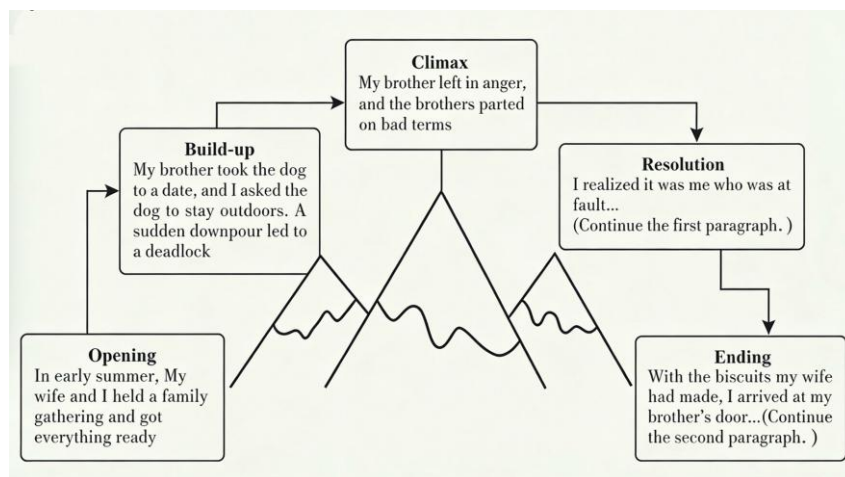


Figure 5. The Story Mountain Model Drawn by Doubao

(2) Analysis of Emotional Trajectories

The coherence of character emotions is an important criterion for evaluating the quality of English continuation writing, and the continuation content that is divorced from the original text's character emotional trajectory will appear abrupt and unconvincing. Therefore, tracing the emotional trajectories of the main characters in the original text is an essential link in the reading comprehension stage. Teachers can input Prompt 4 into GAI tools such as Doubao to accurately map out the complete emotional change trajectory of the main characters in the original text, and generate a clear and hierarchical emotional development mind map (Figure 6) with marked emotional nodes. This intuitive mind map helps students clearly grasp the emotional changes of each character in the original text, and further clarify the reasonable emotional development direction of the characters in the subsequent continuation writing. After leading students to analyze and interpret the character emotional trajectory map in detail, teachers need to make it clear to students the core emotional development orientation in the continuation writing: Combined with the original text's foreshadowing and logical clues, the emotion of the narrator "I" should gradually turn from hesitation and guilt to active communication and sincere reconciliation, and the emotion of the brother should transition from anger and disappointment to gradual softening and ultimate

forgiveness, so as to ensure that the emotional expression of the continuation content is consistent with the original text and the emotional development is natural and coherent.

Prompt 4: “You are an experienced senior high school English teacher proficient in senior high school English continuation writing teaching. Please sort out the emotional change trajectories of the two core characters (“I” and “my brother”) in the following English continuation writing text. Please list the emotional states of the two characters at key nodes in chronological order, and generate a clear and hierarchical emotional development mind map that is suitable for senior high school students to understand and reference, so as to guide students to clarify the reasonable direction of character emotions in subsequent continuation writing.”

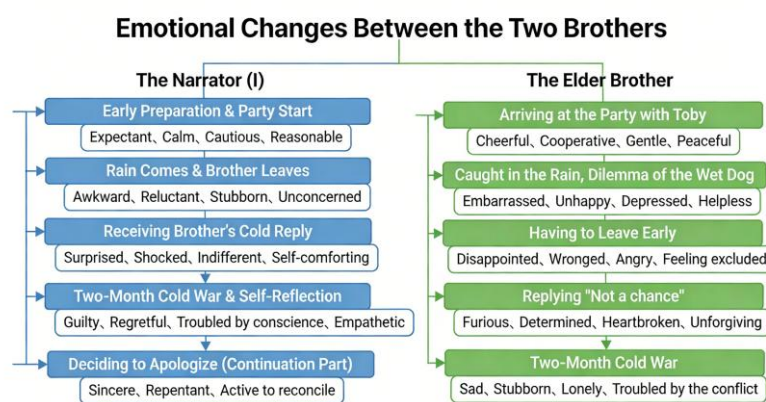


Figure 6. Emotional Development Mind Map

4.2 Continuation Writing Stage

The core goal of this stage is to support students in conducting personalized and creative continuation writing, effectively solving the common dilemmas in senior high school English continuation writing teaching, such as students' inability to start writing, rigid expression, and lack of ideas. This stage mainly includes two closely linked core dimensions: Hierarchical scaffold construction and model text generation, both of which give full play to the advantages of GAI tools in personalized adaptation and resource generation, and realize the teaching concept of “teaching students in accordance with their aptitude” in continuation writing teaching, so as to help students of different levels improve their continuation writing ability in a targeted manner.

4.2.1 Hierarchical Scaffold Construction

In senior high school English continuation writing teaching, writing scaffolds are an indispensable and important teaching tool, and they are also the key to improving students' language output ability and reducing their writing anxiety. The core function of writing scaffolds lies in generating appropriate example sentences, phrases or expression templates according to the specific writing theme, plot context and genre requirements of continuation writing. While helping students expand their language expression ideas and enrich their expression forms, they also deepen students' understanding of the original text's

content, structure and emotional connotation, ensuring that the continuation writing is closely connected with the original text in logic and style.

In actual teaching, there are obvious differences in students' English language proficiency, thinking capacity and creative expression ability. If a unified writing scaffold is adopted for all students, it will either make students with weak foundations unable to keep up (the scaffold is too difficult) or make students with high proficiency unable to give full play to their strengths (the scaffold is too simple), which will affect the teaching effect of continuation writing. Based on this, using GAI tools to build hierarchical writing scaffolds according to students' level can effectively solve this problem and truly realize teaching students in accordance with their aptitude (Table 3). Specifically, the hierarchical design is carried out for three types of students with different proficiency levels:

For students with a basic proficiency level, the focus is on helping them achieve accurate expression, overcome writing anxiety and lower the writing threshold. GAI generates descriptive materials mainly composed of basic vocabulary and simple sentence patterns, which are easy to understand and imitate, ensuring that students can quickly use these basic expressions to convey the core plot of the continuation and ensure that the continuation content is consistent with the original text's logic without obvious deviations. For students with intermediate proficiency level, the focus is on enhancing the logical coherence of their writing and optimizing their language expression. GAI generates phrases and sentences containing common compound sentences and common rhetoric, and supplements expression materials related to logical connection, helping students break through the bottleneck of monotonous expression, enrich the level of language expression, and improve the coherence of the text and the vividness of details. For advanced proficiency level students, the focus is on guiding them to realize precise, vivid and personalized expression. GAI generates sentences with advanced vocabulary and complex sentence patterns, and provides phrase materials with rhetorical devices and symbolic meanings, encouraging students to integrate their own thinking and emotions into the writing, highlight their personalized language style, deepen the thematic connotation of the continuation through advanced expressions and rhetorical devices, and further improve the literariness and ideological depth of the continuation.

Table 3. Writing Scaffolds for Students of Different Levels (Excerpt)

Proficiency Levels	Core Objectives	GAI-Generated Scaffold Content	Purpose
Basic Proficiency	Achieve accurate expression and lower writing thresholds.	1. Basic vocabulary: apologize (v.), regret (v.), care for (phr.), softly (adv.); 2. Simple sentence: I felt sorry for my mistake. / My brother looked at me quietly.	Help students quickly use basic expressions to convey core plots, overcome writing anxiety, and ensure the continuation is consistent with the original logic.

Intermediate Proficiency	Enhance logical coherence and optimize language expression.	1. Common complex sentence: Since I realized Toby was my brother's spiritual companion, I prepared a gift. / With a guilty heart, I knocked on my brother's door.; 2. Common rhetorical phrases: a faint smile, eyes softening, voice trembling; 3. Logical connectors: as soon as, therefore, furthermore.	Strengthen logical connections between plots, enrich language expression levels, improve text coherence and detail vividness, and help students break through the bottleneck of monotonous expression.
	Realize precise, vivid, and personalized in-depth expression.	1. Advanced vocabulary: remorseful (adj.), reconciliation (n.), muster (v.); 2. Complex sentence: Never had I felt such deep remorse for my thoughtless decision. / Having reflected on my mistake for two months, I finally visited my brother.; 3. Rhetorical/symbolic phrases: a ray of light (symbolizing hope for reconciliation), melt away (symbolizing the resolution of conflicts), pour out one's heart.	Stimulate students' creative expression, highlight personalized language styles, deepen thematic connotations through advanced expressions and rhetorical devices, and improve the literariness and ideological depth of the continuation.

In the actual teaching process, teachers take the hierarchical writing scaffolds generated by GAI as standard expression examples, and guide students to imitate the sentence structures, vocabulary collocations in the scaffolds according to their own proficiency levels. Combined with the plot of the 2025 College Entrance Examination (New Gaokao Paper I) English continuation writing, students are guided to try to write sentences that fit the remedial actions of the narrator ("I") and the restoration process of the brotherly relationship. On the basis of imitation writing, students can further combine their own personal creative ideas to construct complete continuation segments, consciously use the expression materials in the scaffolds, and flexibly adjust and innovate according to their own understanding of the characters and plots. This not only ensures that the continuation content is consistent with the logic and style of the original text, but also reflects the personalized language style and creative thinking of each student, effectively improving the effectiveness of continuation writing teaching.

4.2.2 Model Text Generation

High-quality continuation writing model texts play an irreplaceable guiding and demonstrating role in senior high school English continuation writing teaching, and have a significant promoting effect on improving students' writing ability. They not only provide students with standardized and authentic language examples for resolving plot conflicts, shaping characters and deepening thematic connotations, but also help students broaden their writing ideas, learn different expression methods, and further foster their creative thinking and divergent thinking (Yuan & Shao, 2025).

In the actual teaching of continuation writing, teachers often expect to guide students to produce diverse and innovative continuation works based on the original text's plot and logic, fully embodying the teaching principle of "one story, multiple endings; one context, multiple developments" (Ling, 2016). However, in traditional teaching practice, teachers usually only provide a single standardized model text based on the reference answer of the examination. This kind of model text has two obvious shortcomings: First, its language expression difficulty and style may not be consistent with the actual language proficiency level of the students in the class, making it difficult for students of different levels to learn and imitate; Second, the only reference model text will restrict students' divergent thinking and creative imagination, making students fall into the misunderstanding of "copying the model text" and lack personalized expression.

To solve the above problems, teachers can make full use of the resource generation ability of GAI tools to generate model texts with different endings, different styles and different difficulty levels according to the cognitive level, learning needs and language proficiency of students in the class (Table 4). These diversified model texts can better adapt to the learning needs of students of different levels, make the model texts truly play a demonstration, guiding and inspiring role, and avoid the teaching limitation of only letting students read and memorize one or two model texts. At the same time, through the comparison and analysis of model texts with different styles, students can further understand the differences in expression, learn from the advantages of each model text, and gradually form their own personalized writing style.

Table 4. Continuation Writing Model Texts with Different Endings and Styles

Style	Type of Ending	Sample Text	Description
Plain and Straightforward Type	Concise	I realized it was me who was at fault. I had been too selfish and ignored my brother's loneliness...	The language is concise and the sentence patterns are simple, suitable for students with basic proficiency. It can be used as an introductory demonstration to help students grasp the basic plot logic of "apology—reconciliation".
	Reconciliation Ending	With a guilty heart, I took the biscuits my wife made and went to his house. I apologized sincerely, and my brother smiled and forgave me. Toby wagged his tail happily beside us. We chatted for a long time, and the misunderstanding between us was gone completely...	
Warm and Delicate Type	Detail Healing Ending	I realized it was me who was at fault. Having lost his wife and struggled with poor health, my brother had only Toby to accompany him, yet I hurt him deeply...	It focuses on detail and emotional description with diverse sentence patterns, suitable for

Reflective and Philosophical Type	Thematic Sublimation Ending	...Holding the warm biscuits, I knocked on his door nervously. When he saw me, his eyes softened. I poured out my regret, and he patted my shoulder gently. Toby nuzzled my hand, and we sat together quietly, the warmth of the moment melting all the coldness between us.	intermediate-level students. It guides students to learn to set off the reconciliation atmosphere through actions and facial expression details.
		I realized it was me who was at fault. Never had I truly understood the weight of loneliness until that moment—my brother’s world, already dimmed by loss and illness, relied entirely on Toby for light, and I almost snuffed it out... ...With sincere remorse, I apologized to him, and his forgiveness was a lesson I would never forget. This experience taught me that family love is not about being right, but about being kind, tolerant, and always willing to mend what is broken.	It utilizes advanced vocabulary and complex sentence structures, incorporating thematic reflections, suitable for high-proficiency students. It stimulates students’ divergent thinking and guides them to deepen their understanding of “family love and understanding”.

4.3 Post-Writing Evaluation Stage

Post-writing evaluation is an important link in the whole process of senior high school English continuation writing teaching, which undertakes the functions of diagnosing students’ writing problems, providing targeted feedback and promoting students’ progressive improvement. After students finish their continuation writing, GAI tools can use intelligent algorithms to conduct analysis of students’ writing works from multiple dimensions, such as language expression, logical connection, detail description, emotional expression and thematic consistency with the original text. On this basis, they can provide specific, detailed and targeted evaluation feedback, helping students accurately identify their own deficiencies in writing and improve their writing quality and language accuracy in a targeted manner. At the same time, GAI tools can also provide adaptive training tasks according to students’ specific problems and learning needs, realizing the personalized customization and expansion of teaching content.

Specifically, in the actual teaching process, teachers can input Prompt 5 into GAI tools such as Doubao to guide the tools to conduct targeted analysis of students’ continuation writing compositions. Based on the detailed text diagnosis results generated by GAI, Doubao will automatically generate a comparative presentation of the students’ original expressions, the identified problems and the corresponding optimized versions. This comparative presentation method can intuitively show students their own deficiencies in writing, such as single vocabulary, incorrect grammar and lack of details, and at the same

time provide students with customized grammar correction suggestions, language optimization suggestions and style improvement suggestions, so that students can clearly know how to modify and improve their works (Table 5). This kind of targeted evaluation feedback not only saves teachers' time and energy in correcting compositions manually, but also makes the evaluation results more objective, detailed and targeted, and the effect of helping students improve their writing ability is more obvious.

Prompt 5: “You are a senior high school English teacher who is proficient in the teaching of English continuation writing. You need to generate a “Problem - Revision” comparison table focusing on three common issues in students’ continuation writing texts: “lack of detailed description, single connecting words, and stiff emotional expression”. Each issue should include the original expression extracted from students’ writing, a detailed problem explanation, and a corresponding optimized version. The language style of the optimized version should be consistent with the original text’s context and character settings, ensuring that the optimization is targeted and practical.”

Table 5. Problem - Revision Comparison Table

Problem Type	Original Expression	Problem Explanation	Optimized Version
Lack of Detailed Description	I apologized to my brother.	Only summarizes the action, without specific language/facial expression details.	I lowered my head, holding the dog bed I prepared, and said softly: “I’m truly sorry for not allowing Toby to enter the house on a rainy day. I didn’t realize he is your only companion now.”
	With the biscuits my wife had made, I arrived at my brother’s door. And I knocked the door. But he opened it. So I said sorry to him. And he forgave me.	Piled up with simple sentences, lacking logical connection.	With the biscuits my wife had made, I arrived at my brother’s door. Taking a deep breath to calm my nervous heart, I gently knocked at the door. The moment he opened it and saw me, a look of surprise crossed his face. Before he could speak, I poured out my sincere apology, telling him how regretful I was for my thoughtless behavior that rainy night.
Single Connecting Words	He was not angry anymore. We were happy again. Toby ran to me. We became good brothers as before.	General emotional description, without action/environmental foil.	Touched by my sincerity, his stiff face softened gradually. Toby, recognizing me, wagged his tail warmly and rubbed against my leg. We sat together, chatting about the old days, and all the unpleasantness faded away in an instant. At that moment, I understood that family love requires understanding and tolerance, which is the most precious treasure in life.
Stiff Emotional Expression			

In addition to providing the above one-on-one targeted evaluation feedback for each student, teachers can also use GAI tools to sort out and summarize the common mistakes in students' continuation writing compositions. Based on these common mistakes, teachers can develop targeted collective teaching activities, guide students to collectively analyze the causes of the mistakes, discuss the methods of correcting the mistakes, and help students systematically identify and correct these common mistakes. After that, teachers can also use GAI tools to design progressive writing practice activities that match students' different language proficiency levels, so that students can consolidate the knowledge and skills they have learned through targeted practice and continuously improve their continuation writing ability. In the teaching practice of continuation writing, it is found that most students have a common and prominent problem—lack of detailed description. Specifically, when writing continuation works, students mostly describe the plot with general actions or vague emotional expressions, lacking specific and vivid supporting details such as actions, language, facial expressions, psychological activities and environmental descriptions. This makes the continuation text pale and stiff, the characters lack vitality, and the emotional expression is not in place, which seriously affects the quality of the continuation writing. Based on this common problem and combined with the theme of “repairing the conflict between brothers” in the 2025 College Entrance Examination (New Gaokao Paper I) English continuation writing, teachers can input the targeted Prompt 6 into Doubao to generate a series of targeted training and writing practice tasks, helping students improve their ability of detail description in a step-by-step manner (Table 6).

Prompt 6: “To address the common problem of students’ lack of detailed descriptions in English continuation writing, design targeted training and writing practice tasks centered on the theme of repairing the conflict between brothers. The training tasks should be progressive, from simple to complex, covering different types of detail descriptions such as actions, language, psychological activities, facial expressions and environmental descriptions, so as to help students gradually master the method of detail description and apply it flexibly in continuation writing.”

Table 6. Targeted Training and Writing Practice

Training Type	Training Content
Detailed Expansion Fill-in Exercise	1) I _____ (action) my brother’s hand and said _____ (dialogue): “I’m sorry for my mistake.”
	2) A _____ (atmosphere) surrounded us as my brother _____ (facial expression) and replied softly.
	3) Holding Toby’s favorite snacks, I _____ (psychological activity) when I knocked on the door.
General Expression Rewriting Exercise	1) Original sentence: We talked happily. Rewriting requirement: Add action + environmental details.
	2) Original sentence: My brother forgave me.

	Rewriting requirement: Add facial expression + dialogue details.
	3) Original sentence: I felt guilty.
	Rewriting requirement: Add action + psychological details
	1) Describe the scene of “apologizing to brother”, requiring three types of details:
Thematic Writing	action, language and psychology;
Practice	2) Depict the moment of “reconciliation between brothers”, using environmental description to set off the emotional atmosphere.

5. Conclusion

GAI technology provides an innovative solution for teaching continuation writing in senior high school English, offers new perspectives for teachers to design continuation writing teaching, and effectively improves students' learning efficiency and comprehensive literacy in continuation writing. From the teacher's perspective, through generating multimodal interpretation resources, building hierarchical writing scaffolds, and designing targeted evaluation and training, GAI makes up for the shortcomings of traditional teaching, such as insufficient adaptability of materials, lack of personalized guidance, and delayed correction and feedback. It enriches the design of teaching activities and enhances the accuracy and interactivity of continuation writing teaching. From the student's perspective, GAI lowers the threshold for continuation writing creation, strengthens students' ability to analyze the discourse logic and emotional development of the original text, stimulates their creativity and interest in writing, deepens their understanding of the text themes and character emotions, and provides strong support for their writing endeavors.

However, the application of GAI technology in senior high school English continuation writing teaching also brings many challenges. Due to the limitations of training data, the teaching resources generated by GAI may have problems such as English expressions not conforming to the context of senior high school teaching, and plot logic not connecting smoothly with the original text. Additionally, the language difficulty of generated model texts may not always match students' proficiency levels.. At the same time, GAI's intelligent correction function focuses more on explicit problems such as language expression and logical connection, and it is difficult to accurately evaluate the implicit dimensions of students' writing, such as emotional expression, thematic depth, and creative conception.

Therefore, teachers need to clarify the essential goal of continuation writing teaching, control the pace of classroom teaching, and optimize the way of using GAI and the design of prompts, so as to avoid neglecting the cultivation of students' language competence and thinking capacity due to over-reliance on technical tools. In addition, teachers should remind students to maintain their ability of independent thinking and independent creation. Through interactive forms such as peer evaluations, teacher-student discussions and creative sharing, students' creativity and learning motivation in writing can be maintained, and students can be prevented from over-reliance on GAI, such as directly copying generated materials, excessive imitation, or a lack of personalized expression.

In short, the application of GAI in senior high school English continuation writing teaching must always serve the goal of enhancing students' comprehensive English literacy and the realization of the core objectives of continuation writing teaching. In the future, teachers should further explore the application paths of GAI in continuation writing teaching, tap its potential in teaching evaluation and personalized learning support. By aligning GAI-assisted teaching designs with students' diverse learning needs and the developmental requirements of continuation writing skills, teachers can optimize the entire process of AI-enhanced instruction.

References

- Kress, G. R., & van Leeuwen, T. (2001). *Multimodal discourse: The modes and media of contemporary communication*. London: Arnold.
- Ling, Y. (2016). Teaching strategies for continuation writing. *Foreign Language Teaching in Schools*, 5, 31-35.
- Long, X. (2025). A practical exploration of generative AI-assisted continuation writing teaching in senior high school English. *Guangxi Education*, 29, 57-62.
- Ministry of Education of the People's Republic of China. (2020). *English curriculum standards for senior high schools* (2017 edition, 2020 revised). Beijing: People's Education Press.
- Piaget, J. (2000). *Linguistics and Second Language Acquisition*. Beijing: Foreign Language Teaching and Research Press.
- Shen, M. (2025). Exploration of generative AI-assisted English reading and writing teaching in senior high schools. *Chinese Teachers*, 7, 114-116.
- Yuan, D., & Shao, C. (2025). Generative artificial intelligence empowering the proposition practice of continuation writing in senior high school English. *English Teaching and Research in Schools*, 3, 70-75.
- Zhang, J., Zhao, J., & Wang, P. (2024). A preliminary study on generative AI-assisted English continuation writing instruction. *English Learning*, 8, 32-36.