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Teaching Strategies of Senior High English Reading Assisted by AI

Qianhui Zhang
China West Normal University, Nanchong, Sichuan, China

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Abstract

The rapid development of generative artificial intelligence has offered a brand-new approach to the transformation of senior high school English reading classes. Taking My First Day at Senior High, the reading text of Unit 1, Compulsory Volume 1 published by Foreign Language Teaching and Research Press as a teaching case and Doubao as an intelligent teaching tool, this paper explores the application paths and practical advantages of Generative AI in the whole process of senior high school English narrative reading teaching, covering pre-class, in-class and post-class stages. Combined with the prominent difficulties in teaching this text, this study demonstrates practical operation methods of AI in in-depth discourse interpretation, differentiated classroom activity design, dynamic supply of classroom resources, intelligent learning diagnosis and generation of extended reading materials, aiming to provide operable teaching schemes for frontline senior high English teachers to implement intelligent and stratified reading teaching.

Keywords

Generative Artificial Intelligence; Senior High School English; Reading Teaching; Narrative Text

1. Introduction

Reading constitutes a core component of senior high school English teaching. Narrative diary texts are closely related to students' campus life, serving as an important carrier to cultivate students' four core competencies, namely linguistic competence, cultural awareness, thinking quality and learning ability. At present, "promoting thinking through reading" has become the mainstream concept of reading teaching. Nevertheless, frontline teachers still confront multiple practical difficulties when teaching campus narrative texts: there is a shortage of extended reading materials matching the theme of freshmen's adaptation to senior high school; classroom teaching mostly centers on vocabulary and sentence pattern explanations while ignoring in-depth exploration of characters' inner feelings,

narrative emotions and the educational connotation of texts; unified reading tasks fail to meet the differentiated learning demands of students with weak English foundations and high-level learners; students often get stuck in oral expression in class and cannot receive instant targeted guidance for their personalized reading questions.

Relying on powerful natural language processing capabilities, Generative AI can independently disassemble discourse structures, analyze characters' emotions, generate visual mind maps, design stratified exercises, provide real-time Q&A and error correction, and conduct data-based learning analysis, which effectively makes up for the deficiencies of traditional reading classes. Taking the diary-style narrative text My First Day at Senior High from Unit 1, Compulsory Volume 1 published by Foreign Language Teaching and Research Press as a teaching case and Doubao as the intelligent teaching tool, this paper systematically sorts out the complete implementation strategies of AI-enabled reading teaching from three stages: pre-class preparation, in-class teaching and post-class consolidation, so as to offer practical references for the intelligent teaching of life-oriented narrative texts in senior high school English.

2. Pre-class Preparation: Multi-dimensional Discourse Analysis by AI to Create Immersive Pre-class Warm-up Activities

2.1. Multi-dimensional Analysis of Diary Texts to Explore Surface Plots and In-depth Educational Connotations

Comprehensive discourse interpretation is the prerequisite for teaching design. My First Day at Senior High is a narrative diary text with two main threads: surface campus events and in-depth psychological growth. Teachers can import the original text into Doubao AI and input analytical instructions to systematically decompose the text from three dimensions: what (basic story elements), why (characters' psychological changes and textual themes), and how (narrative techniques and emotional expression of diaries. The analytical results generated by AI fall into three parts. First, the basic narrative framework, including the time (Monday, September 4), characters (the protagonist Meng Hao, his English teacher Mr Meng who shares the same given name, and a female classmate), and the complete plot line: arriving at school with great anticipation, encountering a white-haired elderly man on campus, feeling extremely nervous and embarrassed during self-introduction in class, and gaining insights into growth in senior high school after the teacher's enlightenment. Second, the exploration of implicit emotions and narrative clues, covering Meng Hao's full psychological shift from anticipation, anxiety and embarrassment to relief and reflection, rhetorical devices for psychological description such as "butterflies in my stomach" and "the engine just wouldn't start", as well as the growth theme echoed at the beginning and end of the passage. Third, the corresponding teaching points for the four core competencies of English subject:

linguistic competence (vocabulary about campus life, sentence patterns for psychological description and diary writing formats), cultural awareness (cultural differences in freshmen's adaptation to senior high school between China and foreign countries), thinking quality (the growth mindset of viewing challenges dialectically and facing pressure head-on), and learning ability (summary of reading strategies for diary-style narrative texts). Based on the above outputs, teachers screen, cut and optimize the content in light of students' learning conditions, eliminating complicated theories beyond students' cognitive level and retaining plot lines, emotional clues and core linguistic knowledge points that are practical for classroom teaching.

2.2. Design Short Warm-up Activities with AI to Activate Students' Cognition of Campus Life

Based on AI's thorough interpretation of the text, teachers can issue instructions to design a 3–5 minute pre-class lead-in activity to arouse students' personal experiences of the new semester and lay the groundwork for core vocabulary and emotional tone of the passage. The activity is named "Picture Quiz: Memories of the First School Day" and lasts four minutes. Its objectives are to activate students' real experiences as new senior high students, help them master core campus vocabulary such as campus, introduce, pressure and challenge, and prepare students for the what and why dimensions of the text. For activity preparation, teachers use AI to generate six sets of English pictures depicting campus scenes, including the school noticeboard, freshmen introducing themselves, nervous students, teachers and students communicating with smiles, new timetables and walking around the campus, together with three tiered quiz questions. The whole activity consists of two steps: the first step is a one-minute quick picture viewing session, in which the teacher presents the campus pictures one by one and guides students to describe the scenes orally combined with their own experiences; the second step is a three-minute quiz challenge, where students who give correct answers will be awarded "Freshman Growth Cards" as classroom incentives. The three questions are Q1 What new things can you see on your first senior high day? matching the campus scenes in the text, Q2 How do you feel when you need to introduce yourself in front of the whole class? related to Meng Hao's nervousness, and Q3 What challenges will you meet in senior high school? foreshadowing the growth theme of the text. After the activity, the teacher uses the transition sentence "Everyone has special feelings on the first day of senior high. Today we will read Meng Hao's diary and find out his special story and feelings." to naturally lead students into the study of this passage.

3. In-class Teaching: Dynamic Supply of Teaching Resources by AI to Solve Reading Difficulties in Real Time

The formal classroom session is a key stage to test the effect of pre-class preparation.

When students study the diary text, they tend to encounter obstacles such as difficulties in understanding complex sentences, superficial comprehension of psychological descriptions, silence in group discussions and grammatical mistakes in oral output. Generative AI can produce differentiated reading scaffolds, dialogue templates and error-correcting content in real time, flexibly responding to various unexpected teaching demands and realizing differentiated classroom guidance.

3.1. Dynamic Generation of Tiered Reading Scaffolds to Adapt to Students' Cognitive Levels

When explaining the core paragraphs of the text, students of different proficiency levels show distinct reading difficulties. Students with weak foundations struggle to comprehend figurative psychological descriptions and complex compound sentences; intermediate learners can sort out plots but fail to summarize characters' emotions accurately; advanced students need in-depth critical thinking tasks to expand their minds. Teachers can inform AI of the class's learning conditions instantly to generate differentiated learning materials. For underachievers, AI produces simplified paragraph explanations, breaks down complex sentences and annotates key phrases including butterflies in my stomach and make a good impression to lower reading barriers. For intermediate students, AI designs plot-filling tasks to sort out Meng Hao's daily experiences and corresponding moods, consolidating the narrative logic of diaries. For advanced students, AI assigns the discussion topic What lessons can we learn from Mr Meng's words? and provides extended expressions such as calm down, face challenges, personal growth to support their in-depth oral expression. If group discussions stall, AI can instantly generate dialogue frames such as I feel nervous when… / Meng Hao's problem is… / I think we should… to help students organize ideas and avoid awkward silence.

3.2. Real-time Language Error Correction and Expression Optimization to Improve Classroom Output Accuracy

In oral retelling and brief character psychological description activities, AI can immediately identify students' grammatical, lexical and structural errors and provide revised versions combined with the text context. For instance, if a student says orally "Meng Hao very nervous, he introduce himself to class", AI will adjust the sentence to the past tense, polish the sentence structure and offer the reference sentence from the text: Meng Hao felt extremely nervous when he had to introduce himself to the whole class. It also supplies synonymous expressions to enrich students' psychological descriptions and deepen their mastery of emotional sentence patterns in the text. During short diary imitation writing in class, AI can offer personalized revisions for different students' drafts to polish language and improve writing quality. With real-time AI assistance, teachers can efficiently tackle all kinds of unexpected questions in class and maintain a compact and smooth

teaching rhythm.

4. Post-class Extension: Intelligent Learning Diagnosis by AI and Diversified Extended Reading Materials

Post-class activities form a closed loop for consolidating diary reading strategies and deepening understanding of the growth theme, consisting of two modules: learning diagnosis and extended reading. Generative AI enables data-driven learning assessment and personalized material recommendation, linking in-class and post-class teaching seamlessly.

4.1. Intelligent Exercise Marking by GAI to Accurately Identify Class and Individual Learning Conditions

After students finish supporting reading exercises, AI automatically marks objective questions, counts frequently wrong questions and individual weak knowledge points, and generates visual learning reports with bar charts. Teachers can identify common weaknesses of the whole class from the reports, such as students' inability to analyze character psychological changes accurately and poor command of campus vocabulary, and focus on these difficulties in the next class. Meanwhile, AI divides students into three groups (underachievers, intermediate learners and advanced learners) according to their scores and answering time, marking typical problems of each level. Teachers assign tiered consolidation tasks: underachievers complete vocabulary matching exercises about campus life; intermediate learners draw mind maps of the diary's narrative structure; advanced learners compare Chinese and foreign freshmen's diaries and write short English comments, ensuring post-class exercises match students' different proficiency levels.

4.2. Generation of Thematic Extended Materials by AI to Build a Campus-themed Group Reading System

Teachers often face troubles of scarce thematic materials and time-consuming text adaptation when designing post-class extension tasks. They can instruct AI to write 200–300-word English diary passages matching the difficulty level of Grade One senior high students around themes of "new senior high life, freshman challenges and teacher-student communication", with clear links to the text My First Day at Senior High. Introducing multiple extended diaries centered on campus growth constructs a group reading system, helping students summarize general reading strategies for diary narratives and continuously improve their ability of text interpretation, emotional analysis and logical thinking.

5. Conclusion

Overall, generative artificial intelligence runs through the whole teaching process of campus narrative reading in senior high school English, including pre-class, in-class

and post-class stages. It effectively solves prominent problems in traditional classes, such as insufficient extended materials, superficial text interpretation, hard-to-implement differentiated teaching and delayed learning feedback. Nevertheless, AI merely serves as an auxiliary teaching tool; teachers still play a leading role in exploring the emotional value of texts, guiding students' thinking and fostering sound personalities. Frontline teachers should screen and adjust various AI-generated teaching resources based on their students' real learning conditions, optimize diary narrative reading classes with intelligent technology, gradually improve students' text interpretation ability and achieve the cultivation goals of the four core competencies of English subject.

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