Education and Social Work
ISSN Print: 3079-515X
ISSN Online: 3079-5168
https://doi.org/10.63313/ESW.9144

Research on Teaching Strategies of Pre-writing Reading Stage in AI-assisted English Continuation Writing

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How to cite this paper: Zhang, Q. (2026). Research on teaching strategies of pre-writing reading stage in AI-assisted English continuation writing. Education and Social Work, 4(3), 75–80. ISSN Print: 3079-515X, ISSN Online: 3079-5168.
https://doi.org/10.63313/ESW.9144
Published: 2026-06-25

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Abstract

The General High School English Curriculum Standards (2017 Edition, Revised in 2020) sets core literacy as the orientation of English education, taking linguistic competence, cultural awareness, thinking quality and learning ability as key training objectives. As a reading-writing integrated test task for the college entrance examination, continuation writing fits the demand of core literacy cultivation, and pre-writing reading serves as the decisive link of teaching effectiveness. This link currently faces two prominent problems: students only extract fragmented surface information and fail to sort out plot logic, emotional changes and textual foreshadowing; the teacher-centered sentence-by-sentence analysis breaks the integrity of discourse and prevents students from constructing complete narrative logic. The curriculum standards encourage the integration of information technology into English classrooms, offering policy support for AI-empowered teaching. With natural language processing technology, AI can deeply analyze source texts of continuation writing, visualize narrative clues and design differentiated reading tasks to address the drawbacks of traditional teaching. This model helps students achieve holistic text comprehension to improve their continuation writing, and supplies teachers with data-based learning diagnosis for targeted instruction. It bears practical significance for boosting students' reading and writing competence and realizing the cultivation goals of disciplinary core literacy.

Keywords

AI empowerment; continuation writing; pre-writing reading teaching strategies

1. Existing Problems in Pre-writing Reading Teaching of Senior High English Continuation Writing

1.1. From the Perspective of Students: Superficial and Fragmented Text Interpretation with Insufficient In-depth Thinking

In traditional pre-writing reading activities, most students only extract superficial information such as characters, time and events, without digging deep into the

overall text structure, narrative logic, shifts of characters' emotions and foreshadowing arranged by authors. When confronted with narrative texts filled with complex sentences and implicit logic, students struggle to build complete plot frameworks and character relationship diagrams, holding one-sided understandings of causal chains and emotional tones of stories. Such superficial and fragmented reading easily leads to disjointed plots, logical conflicts, inconsistent emotions and shallow themes in students' continuation writing, greatly lowering the quality of their compositions. In addition, senior high school students generally lack systematic strategies for in-depth reading, making it hard to guarantee the efficiency and quality of their independent text analysis.

1.2. From the Perspective of Teachers: Rigid Teaching Modes and Lack of Targeted Teaching Tools

Most current pre-writing reading classes for senior high school English continuation writing still adopt rigid traditional teaching methods. Teachers mainly rely on sentence-by-sentence translation and word-by-word analysis, overemphasizing micro knowledge points such as vocabulary and grammar while neglecting holistic discourse study and logical sorting. This fragmented teaching approach breaks the integrity of texts, preventing students from grasping the full narrative thread and emotional evolution logic, and thus they fail to form systematic cognition of texts. Besides, traditional teaching lacks accurate tools for learning status diagnosis. Teachers can hardly identify each student's specific weaknesses in reading and carry out differentiated, targeted reading guidance. Instead, they have to adopt a one-size-fits-all teaching mode that fails to meet the learning demands of students at different proficiency levels. Consequently, the efficiency of pre-writing reading teaching remains low and barely helps students improve their continuation writing ability.

2. Adaptability and Application Advantages of AI-assisted Pre-writing Reading Teaching

2.1. Policy Adaptability: Aligned with the Orientation of Information-based Teaching Reform

The new curriculum standards clearly state that English teaching should attach importance to the application of modern information technology, actively develop intelligent curriculum resources, explore new online-offline integrated teaching modes, and promote the in-depth integration of information technology and English classroom teaching. As a core carrier of intelligent teaching, artificial intelligence applied in pre-writing reading teaching for continuation writing fully conforms to the requirements of teaching reform stipulated in the standards. It can effectively break the time and space constraints and institutional shackles of traditional teaching, diversify classroom teaching forms, and provide policy support and

practical approaches for the innovation of reading and writing teaching in senior high school English.

2.2. Technical Adaptability: Perfectly Matching the Needs of Pre-writing Reading Teaching

The core objectives of pre-writing reading teaching for continuation writing cover holistic text interpretation, logical sorting, in-depth textual exploration and consolidation of learning outcomes. Equipped with powerful functions including natural language understanding, discourse analysis, visual content generation, intelligent diagnosis and personalized exercise recommendation, AI is highly compatible with the demands of pre-writing reading instruction. AI can rapidly decompose the structure of narrative texts, sort out logical relations, analyze emotional shifts and dig out hidden foreshadowing, turning abstract discourse knowledge into visualized and concrete content. Furthermore, it can design personalized reading exercises based on text content to accurately detect students' reading deficiencies, making up for the technical deficiencies of traditional teaching and offering technical support for in-depth, targeted pre-writing reading classes.

2.3. Advantages of Teaching Application

From the perspective of students, AI-assisted teaching breaks the limitations of superficial reading. It enables students to quickly construct a complete cognitive framework of the text, deeply grasp implicit textual information, cultivate logical thinking and in-depth interpretation competence, and thereby lay a solid foundation for continuation writing. Meanwhile, personalized learning recommendations adapt to individual learning paces, helping students make targeted improvements according to their own weaknesses. From the perspective of teachers, AI serves as an efficient teaching assistant that replaces repetitive work such as text sorting, exercise design and learning data statistics, which effectively reduces teachers' teaching burden. Supported by data-based learning feedback, teachers can accurately identify students' learning problems, realize targeted teaching and promote learning through assessment, so as to comprehensively improve the overall quality of pre-writing reading instruction.

3. Implementation Strategies of AI-assisted Pre-writing Reading Teaching for English Continuation Writing

Combining the existing drawbacks of traditional pre-writing reading teaching and the educational advantages of AI technology, this study constructs practical and operable AI-assisted pre-writing reading teaching strategies from four dimensions including discourse analysis, in-depth text study, stratified training and learning situation diagnosis based on the actual teaching situation of senior high English classrooms, so as to comprehensively optimize students' pre-writing reading

performance.

3.1. AI-assisted Holistic Discourse Analysis

To address students' fragmented text interpretation and their difficulty in grasping the integral narrative framework, teachers can leverage AI technology to conduct systematic holistic discourse analysis and help students form a global understanding of texts. At the initial stage of pre-writing reading, teachers can import the source text of continuation writing into an intelligent AI discourse analysis tool. With natural language processing functions, the tool can rapidly break down the narrative structure, sort out key plot threads including the beginning, development and climax of the story, and extract the central theme and main storyline of the text. Meanwhile, AI can automatically generate visualized mind maps, plot structure diagrams and character relationship charts, converting abstract textual logic into intuitive graphic frameworks that clearly display character identities, interpersonal relationships, causal links between events and the evolution of the story. During classroom teaching, teachers guide students to read through the text against these AI-generated visual materials and sort out core plots and logical connections step by step, so as to abandon the fragmented reading mode of word-by-word parsing and sentence-by-sentence translation. This strategy enables students to quickly form an overall perception of the text and accurately grasp narrative logic, fundamentally eliminating disjointed plots and logical confusion in continuation writing and laying a structural foundation for reasonable follow-up creation.

3.2. AI-assisted Mining of Implicit Text Information to Deepen Students' In-depth Text Cognition

The creativity and rationality of continuation writing mainly depend on students' ability to interpret implicit text information, such as shifts in characters' emotions, foreshadowing arranged by the author, overall emotional tone and thematic connotation, which also constitute the weak point of traditional pre-writing reading teaching. To tackle this problem, teachers can adopt the in-depth discourse mining function of AI to carry out refined analysis of the source text for continuation writing. After importing the text into AI tools, teachers can command the system to accurately extract characters' personalities and emotional changing tracks, sort out detailed foreshadowing, suggestive clues and plot preparations, and judge the overall emotional tone of the text (positive, warm, inspiring, reflective, etc.) as well as potential story development directions. AI can visualize profound text information by marking key details, analyzing implicit logic and sorting out nodes of emotional changes. Combined with AI's analytical results, teachers organize in-depth inquiry activities and critical discussions centered on textual details, enabling students to accurately grasp characters' behavioral motives, hidden story

clues and thematic meanings. This strategy effectively avoids superficial and one-sided reading, helps students compose continuations consistent with the original text's style, emotion and theme, and improves the delicacy and rationality of their writing works.

3.3. Customized Personalized Reading Tasks by AI to Implement Differentiated and Targeted Teaching

The one-size-fits-all mode of traditional pre-writing reading teaching fails to meet the learning demands of students at different proficiency levels: students with weak foundations struggle to fully comprehend texts, while advanced learners lack room for progress. Supported by AI's big data analysis and personalized recommendation functions, differentiated and targeted pre-writing reading instruction can be realized. Teachers first arrange basic text reading for students, then utilize AI to design tiered reading tasks and exercises for the given continuation writing text covering test points including vocabulary, complex sentences, plot logic and emotional interpretation, which fall into three categories: basic memorization, intermediate comprehension and in-depth exploration. Meanwhile, based on students' answer data, AI can capture individual learning deficiencies in real time, accurately identifying whether students have obstacles in vocabulary comprehension, weak logical sorting ability or biased emotional interpretation, and automatically push targeted remedial exercises and analytical guidance. In class, teachers deliver differentiated instruction according to AI-generated learning data, helping underachievers consolidate basic textual knowledge and encouraging top students to conduct deeper critical thinking.

3.4. Intelligent Learning Diagnosis and Feedback by AI to Optimize Pre-writing Reading Evaluation System

Teaching evaluation serves as a vital guarantee for improving pre-writing reading instruction and the quality of continuation writing. Traditional teaching lacks accurate and real-time learning diagnosis mechanisms, making it hard for teachers to pinpoint students' reading weaknesses. Equipped with real-time data collection, intelligent analysis and learning diagnosis capabilities, AI can construct a whole-process, data-driven evaluation system for pre-writing reading. After students finish pre-writing reading tasks and tiered exercises, AI automatically grades their responses, counts accuracy rates, error-prone points and weak modules in real time, and generates visual learning reports that clearly display common problems of the whole class and individual deficiencies of each student. With these AI reports, teachers can grasp the class's universal weaknesses in sorting text structures, digging implicit information and grasping emotional tones, adjust classroom teaching focuses accordingly and tackle shared difficulties collectively. In addition, AI provides exclusive review materials and extended training for students'

personalized problems, achieving the goal of promoting learning and teaching through assessment. Intelligent AI diagnosis makes pre-writing reading teaching more targeted and precise, continuously enhancing students' text interpretation ability and offering comprehensive support for high-quality continuation writing.

4. Conclusion

Given the various dilemmas existing in traditional pre-writing reading instruction, AI-empowered teaching can effectively address students' problems of superficial and fragmented reading, compensate for the rigidity and inaccuracy of conventional teaching modes, and construct an in-depth, personalized and precise pre-writing reading teaching model. Under the competency-oriented guidance of the new curriculum standards, teachers should actively apply intelligent educational technology and continuously optimize AI-assisted reading and writing teaching strategies. Such practice promotes the coordinated improvement of students' text interpretation ability, logical thinking capacity and English creative writing competence, effectively fulfills the core literacy cultivation goals of English education, and facilitates the high-quality development of intelligent English teaching in senior high schools.

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