

Thoughts on the Teaching of English Reading and Continuation Writing in Senior High Schools Under Digital Empowerment

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Abstract: In recent years, the development of digital technologies such as virtual reality and artificial intelligence has provided strong technical support for English reading and continuation writing in senior high schools, offering new ideas and directions for teaching reform and innovation. This paper first briefly expounds the application advantages of digital technologies in this teaching field; then, based on the current situation of English reading and continuation writing in senior high schools, proposes teaching strategies under digital empowerment. It aims to provide a reference paradigm for the in-depth integration of digital technologies with the teaching of English reading and continuation writing, comprehensively improve students' writing ability, and offer new ideas for building intelligent English classrooms.

Keywords: Digital empowerment; Senior high school English; Reading and continuation writing; Teaching reflections

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Introduction

The “General High School English Curriculum Standards (2017 Edition Revised in 2020)” (hereinafter referred to as the “New Curriculum Standards”) clearly emphasizes that students' language learning should not merely focus on memorizing words and sentence patterns, but should organically combine receptive skills with productive skills, which is of great benefit to improving students' pragmatic competence. Traditional teaching methods for reading and continuation writing are relatively single and classroom teaching is boring, making it difficult to fully arouse students' participation interest and thus reducing teaching effectiveness. The flexible application of digital technologies can inject new vitality into English reading and continuation writing classes in senior high schools, playing a positive role in cultivating students' creative and innovative thinking.

2. Application advantages of digital technologies in the teaching of English reading and continuation writing in senior high schools

2.1. Situational immersion: Stimulating creative motivation and emotional resonance

Previous teaching of English reading and continuation writing in senior high schools basically adopted the traditional model of text presentation or teacher's oral narration, which not only made it difficult to create an immersive reading and writing atmosphere for students, but also might reduce their learning interest and lead to low learning efficiency. With the help of diversified digital technologies, teachers can build a multi-dimensional and dynamic "story world" for students according to teaching content, fully stimulating their writing enthusiasm. For example, teachers can flexibly use short videos, animations, virtual reality technologies, etc., to vividly present reading texts to students. In addition to setting the atmosphere, these technologies can also simulate characters' emotions, bringing students an immersive experience, fully stimulating their desire to continue writing, strengthening their emotional resonance, and truly enabling them to write with substance and reason ^[1,2].

2.2. Resource linkage: Building dynamic and precise writing scaffolds

Reading and continuation writing place higher requirements on students' language reserve and text organization ability. If teachers adopt a one-size-fits-all writing scaffold, it will not only be difficult to meet students' personalized needs but also may invisibly weaken the learning enthusiasm of some students. With the strong support of digital technologies, in addition to traditional static resources, teachers can also provide students with real-time and intelligent writing support. On the one hand, teachers can use software such as mind mapping and plot development flow chart (e.g., XMind) to help students clearly sort out the original plot, character relationships, and emotional changes; on the other hand, they can establish a multimedia material library covering pictures, vocabulary, sentence patterns, etc., related to the theme. Students can flexibly call digital resources according to their individual needs, making the writing content more abundant ^[3]. More importantly, digital resources are not static but dynamically updated. Both teachers and students have permission to supplement materials, enabling writing scaffolds to achieve precise adaptation and greatly improve resource utilization efficiency.

2.3. Process interaction: Realizing real-time feedback and collaborative optimization

On the one hand, teachers can use online collaborative documents such as Tencent Docs and Google Docs to guide students to carry out online creation. Students can check each other's ideas and writing content, express their opinions and put forward suggestions, optimize expressions through intense ideological collisions, and provide new perspectives for future writing; on the other hand, teachers can monitor the entire writing process of students online, insert comments at problematic points at any time, put forward guiding questions at key points and give rewards. In this way, the previous one-size-fits-all evaluation can gradually shift towards personalized evaluation, achieving the teaching goal of teaching students in accordance with their aptitude ^[4,5].

3. Teaching strategies for English reading and continuation writing in senior high schools under digital empowerment

3.1. Leveraging digital resources to enrich writing materials

Generally speaking, senior high school English teaching is basically organized in units, aiming to integrate discourse materials of different contents based on specific themes, promote the organic connection of fragmented

knowledge points, and help students form a systematic knowledge system. For reading and continuation writing teaching, teachers usually guide students to carry out writing exercises around unit reading texts. Undoubtedly, the quality of reading materials is closely related to students' writing quality. To effectively break through the limitations of traditional resources, teachers can use digital resources to deepen students' understanding of unit themes and provide inspirational support for their writing, so that the written content will not be too empty.

Taking the teaching of Unit 3 "The Internet" in Senior High School English Compulsory 2 (People's Education Press Edition) as an example, this unit takes "Man and Society" as the thematic context, covering basic network technologies, social impacts of the Internet, network security and privacy, etc., aiming to guide students to establish a correct view of the Internet. Although the teaching content of this unit is closely related to students' daily life, some senior high school students lack a systematic and in-depth understanding of the Internet. Therefore, teachers can rely on rich digital resources to provide students with material support for effective reading and continued writing. In the pre-class preparation stage, teachers can use professional software such as Liulishuo (English Speaking), Newsela, and BBC Learning English to collect and organize relevant texts or video materials around the theme of "the Internet", aiming to guide students to examine "the Internet" from multiple perspectives ^[6]. Then, in the formal classroom teaching, teachers can select 1-2 representative articles, guide students to think about and analyze the writing skills and text structure of the target articles, further expand their writing ideas, and help them master the skills and methods of analyzing text structure, laying a solid foundation for subsequent writing. In the after-class expansion link, teachers can push extracurricular reading articles matching the theme for students through digital libraries such as the National Public Service Platform for Educational Resources and the school's local resource library, aiming to help students continuously accumulate writing materials.

Research shows that the systematic integration of digital resources can not only greatly improve teachers' lesson preparation efficiency, but also allow teachers to spare more energy and time to focus on the teaching process of reading and continuation writing. By broadening students' reading horizons and providing them with rich writing materials, it can promote the in-depth integration and collaborative development of teaching and learning.

3.2. Skillfully using virtual technologies to stimulate writing inspiration

The generation of writing inspiration is the result of the interaction between emotional resonance and cognitive immersion. Teachers can use advanced virtual reality (VR) and augmented reality (AR) technologies to create realistic and vivid virtual scenarios around reading and continuation writing tasks. Students only need to wear VR devices to "enter" the created scenarios, so as to deepen their understanding of the text content, break through the limitations of mechanical writing, make students more interested in writing, and fully stimulate their writing motivation.

For example, when teaching Unit 1 "Festivals and Celebrations" in Senior High School English Compulsory 3 (People's Education Press Edition), teachers should understand that although students are not unfamiliar with festival culture, it is not easy for them to deeply explore the connotation and spiritual value behind festival culture. Therefore, teachers can design a continuation writing project of "Cross-Cultural Festival Diary" based on the teaching content of this unit and students' learning situation, targeting to exercise students' reading and continuation writing ability ^[7,8]. The specific operations are as follows:

First, in the preparation stage, teachers guide students to divide into learning groups and flexibly use the Internet to collect festivals not involved in the textbook, such as Mexico's Día de los Muertos, India's

Diwali, Brazil's Carnival, etc. By systematically collecting pictures, texts, videos and audio materials related to the festivals, students can have a more comprehensive understanding of the background, value implication, celebration methods, etc., of the corresponding festivals. In the formal classroom teaching link, teachers use VR panoramic images or AR interactive displays to create realistic festival scenarios for students, guiding them to "be in" the carnival, allowing students to immersively experience the dynamic details of the festival scenes, and truly imprint the sounds, colors, scenes, etc., related to the festivals in students' minds, laying the foundation for later writing^[9]. To stimulate students' emotional resonance, teachers can also carefully design a special activity of "Time and Space Mailbox": students randomly draw a festival record fragment from different historical periods and continue to write about how the protagonist in the record would experience and view the modern manifestations of the same festival if he traveled to the present.

With the strong support of virtual technologies, students can accurately grasp the content of continuation writing, obtain an immersive learning experience, and at the same time give full play to the carrier role of continuation writing in cultural inheritance and innovation, continuously stimulating students' interest and desire for writing, and injecting a steady stream of creative motivation into them.

3.3. Expertly teaching continuation writing skills to lay a solid foundation for writing

The cultivation of reading and continued writing ability cannot be achieved overnight. The key lies in maintaining a balance between methodological standardized guidance and personalized creative vitality. Teachers should attach importance to systematic structural training, aiming to guide students to establish a clear, creative framework. To ensure the uniqueness of works, teachers should also teach students flexible and varied continuation writing skills to help achieve the goal of personalized expression. In this process, the application of digital tools is the fundamental guarantee for improving teaching quality^[10,11].

Taking the teaching of Unit 3 "The Internet" in Senior High School English Compulsory 2 (People's Education Press Edition) again as an example, teachers can assign a continuation writing task of "Science and Technology Ethics Drama". Step 1: Teachers need to guide students to deeply analyze the dialectical views on "the Internet" in the textbook texts and encourage them to sort out the positive and negative impacts of the Internet on people's lives mentioned in the texts with the help of a "technology tree" mind map. Then, teachers use micro-videos to show classic science fiction novel fragments and guide students to compare the narrative techniques of different authors in handling human-machine relationships. In the writing practice link, teachers should carefully design a "decision-making simulation" activity: students play the role of ethics consultants of a certain technology company and need to continue writing an unfinished board report according to the given background materials. To ensure the orderly development of the activity, teachers should provide students with a material package containing many real cases themed on "data leakage" and "algorithm bias", guiding students to carry out creation in accordance with the three-act structure of "problem presentation - conflict intensification - multiple solutions"^[12]. Students can submit reports in groups. Teachers should give targeted evaluations in a timely manner. Teachers can guide students to complete peer evaluation using the "foreshadowing echo evaluation scale" and flexibly use big data to analyze students' specific performance in the entire reading and continuation writing process, providing a scientific basis for formulating personalized guidance plans and meeting students' diverse learning needs.

3.4. Empowering with diversified feedback to optimize writing effects

Diversified feedback refers to building a multi-level, multi-subject, and multi-form feedback mechanism,

giving full play to the empowering role of digital technologies. By constructing a diversified evaluation system integrating teacher comments, peer evaluation, student self-evaluation, and intelligent system feedback, comprehensive evaluations are given on students' reading and continuation writing performance from different dimensions and perspectives. This effectively breaks through the limitations of the traditional single teacher evaluation, helps teachers and students recognize the advantages and disadvantages in the teaching and learning process more timely and completely, and ultimately achieves the goal of promoting learning and writing through evaluation^[13,14].

Taking the reading and continuation writing teaching of Unit 5 "Music" in Senior High School English Compulsory 2 (People's Education Press Edition) as an example, teachers can design continuation writing tasks around music-themed narratives. After completing the writing, students first enter the structured peer evaluation link. Teachers provide an evaluation scale covering content completeness, language accuracy, emotional expressiveness, and plot rationality; students exchange compositions in groups, score them according to the scale, and write targeted comments. Then, enter the self-evaluation link. Students need to review the writing process with reference to the self-evaluation scale, focus on analyzing their advantages and disadvantages in vocabulary selection, sentence structure, plot advancement, etc., and write a written reflection report. Next, it comes to the teacher's comment link. Teachers should systematically point out the common problems of all students in the use of musical terms, sentence pattern changes, etc., and select compositions with ingenious story settings or delicate emotional expressions as examples for praise. Finally, students submit the revised compositions to the English intelligent evaluation system^[15]. The system can give targeted revision suggestions from multiple dimensions such as grammar, vocabulary, and sentence patterns and score the compositions submitted by students. In this way, students' reading and continuation writing ability will be comprehensively improved.

4. Conclusion

Reading and continuation writing are committed to closely integrating reading and writing, requiring teachers to timely guide students to continue writing content according to their own understanding and thinking after reading articles, so as to improve students' depth of understanding of the articles, actively exercise their language expression ability, and thus help them learn English scientifically and efficiently. Teachers should give full play to the empowering role of digitalization and truly integrate technology with teaching. Research shows that the application of digital technologies in the teaching of English reading and continuation writing in senior high schools has a profound impact on both teaching innovation and student development.

Disclosure statement

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