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Research on the Use of Gen AI in Teaching Continuation Tasks in Senior High School

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Abstract: The continuation writing task, as a new assessment form for implementing English core competencies, has been gradually adopted in the National College Entrance Examination across China. However, its teaching in central and western provinces is still in the exploratory stage, facing practical dilemmas such as superficial reading comprehension, disordered plot construction, and monotonous evaluation feedback. The rapid development of Gen AI offers new pathways to address these challenges. Grounded in alignment theory and the input-output hypothesis, and set against the backdrop of the new Gaokao reform in Sichuan Province, this study takes the text "The Smell of Garlic and Onion" as a case example to systematically illustrate the application of Gen AI in three stages of continuation writing instruction: pre-class cultural context awakening and emotional groundwork, in-class human-machine collaborative text interpretation and plot idea, and post-class personalized consolidation and sustained feedback. The findings indicate that Gen AI can function as an "emotional awakener," a "thinking scaffold," and an "evaluation reference" throughout the teaching process. It helps bridge students' experiential gaps, expand their thinking dimensions, and extend the boundaries of feedback, thereby facilitating the transformation of continuation writing teaching from mere language skill training to core competency cultivation. This study provides a practical paradigm for the reform of high school English reading-to-write instruction in the intelligent era.

Keywords: GenAI, Continuation Task, Senior High English, Human-Machine Collaboration.

1. Background

The English Curriculum Standards for Senior High Schools (2017 Edition, Revised in 2020) establishes language ability, cultural awareness, thinking quality, and learning ability as the four-dimensional objectives of English subject core competencies, emphasizing the integrated development of these competencies through comprehensive language practice activities. The continuation task, as a new assessment form implementing this concept, is theoretically grounded in the "Xu-argument" proposed by Wang Chuming. Through the cognitive process of "comprehension-alignment-production," it deeply integrates reading comprehension with writing expression, inherently carrying the dual functions of language imitation and content innovation, as well as reasoning and emotional resonance. This aligns closely with the integrated learning advocated by core competencies.

Meanwhile, since Zhejiang Province first included the continuation task in the National College Entrance Examination English test in 2016, this task type has gradually been adopted in major eastern provinces. In 2022, Sichuan Province officially launched the comprehensive new Gaokao reform, confirming the inclusion of the continuation task in its English examination. For central and western provinces such as Sichuan, teaching the continuation task is still in its initial exploratory stage, and frontline teachers have not yet formed a systematic understanding of its evaluation dimensions and instructional strategies. Concurrently, teaching practice faces multiple practical difficulties: superficial reading comprehension, disordered plot conception, inauthentic language expression, and monotonous evaluation feedback. These issues collectively hinder the effective implementation of core competencies in reading and writing instruction. However, the rapid development of generative artificial intelligence in recent years offers a new pathway to address these challenges. Unlike traditional scoring systems primarily focused on grading and error correction, Gen AI can play an active role in content generation, idea inspiration, and personalized guidance. It can provide students with diverse plot development references to overcome conceptual bottlenecks, offer immediate diagnostic feedback on deeper dimensions such as content logic and emotional coherence, and effectively compensate for structural deficiencies in current teaching, such as insufficient guidance on thinking and homogenized feedback. Based on this, this study focuses on the practical difficulties of teaching the continuation task in central and western provinces[25]. Taking core competencies as the theoretical perspective, it explores practical pathways for empowering continuation task instruction with generative artificial intelligence, aiming to provide references for reading and writing instruction in the context of the new Gaokao.

2. Core Concepts

2.1. Generative Artificial Intelligence (Gen AI)

Currently, artificial intelligence tools applied to English writing instruction both domestically and internationally, particularly in the field of continuation tasks, primarily consist of intelligent scoring systems and online writing platforms. Abroad, most of these are based on natural language processing technologies, capable of providing immediate scores for student compositions and offering detailed feedback across multiple dimensions such as grammar, vocabulary, content logic, and textual structure. Initially, these systems were mainly used to assist teachers in reducing grading burdens while helping students receive immediate writing guidance.

Although research in China started somewhat later, it has

developed rapidly in recent years, resulting in a number of relatively mature localized platforms. For instance, Juku Correcting Network (Pigai.org), relying on corpus technology, can quickly generate scores and comments and supports students in making multiple online revisions based on feedback, thereby enhancing the accuracy of language expression through repeated modification. The iWrite system, developed with the participation of Professor Liang Maocheng's team, is more closely aligned with teaching realities. It not only evaluates compositions from aspects such as language, content, and textual structure but also features a dedicated "continuation task" module[19]. Drawing on a rich database of continuation resources, it guides students to complete aligned output through the interaction of reading and writing, providing relatively comprehensive support for teaching this task type.

Gen AI can enhance efficiency and reduce burdens for teachers in grading, provide immediate feedback for students and support multiple rounds of revision, while accumulating a large amount of authentic language data for teaching research. However, its limitations are also evident. Current systems still struggle to make accurate judgments regarding deep understanding, emotional logic, and creative plot development. Moreover, over-reliance on such systems may lead to student inertia in thinking, weakening their autonomous conception abilities.

2.2. Continuation Task

The instructional process of the continuation task is essentially a process of "language input-language internalization-language output." Learners complete language input by reading an article without an ending, internalize the language after understanding the article's ideas and writing style, and finally complete language output by finishing the article's ending. The continuation task combines comprehension and production, imitation and creation, and learning and application, promoting learners' language acquisition through a more efficient learning approach.

This task type primarily assesses the accuracy of vocabulary and grammar in students' written continuations, the logicality of structure, the richness and completeness of content, the coherence and cohesion of the plot, as well as the expression of students' emotional attitudes, values, and communicative abilities. Wang Chuming first proposed the concept of the continuation task, defining it as writing based on reading comprehension, integrating input and output, imitation and creation[15]. This aims to change the current "disconnection between reading and writing" in English teaching, thereby developing students' language comprehension abilities and innovative and creative spirit.

The learning-promoting effects of the continuation task are manifested in various aspects. As Wang Min said several scholars have found that learners frequently reuse linguistic structures from the given passage when writing their continuations, resulting in linguistic alignment between the continuation and the original text[20]. Furthermore, compared to reading a Chinese text and continuing it in English, the method of reading an English text and continuing it in English can effectively reduce learners' grammatical errors during the continuation process.

3. Theoretical Foundations

3.1. Coordination Theory

Coordination theory originates from the Interactive Alignment Model proposed by Pickering and Garrod, emphasizing that alignment arises from interactive processes and is crucial for smooth communication.[2] This model suggests that interlocutors cooperate and dynamically adjust during conversations, leading to convergence or alignment in their mental representations[4]. This alignment is manifested not only at linguistic levels such as lexicon and syntax but also at the level of situational models, encompassing dimensions like characters, time, location, causality, and communicative intentions[23].

The design of the continuation task is based precisely on this: Wang Chuming pointed out that the efficiency of foreign language learning depends on the degree of integration between language comprehension and production [15]. Their combination generates alignment effects; the closer the integration, the stronger the alignment effect. Building on this, Wang Chuming formally proposed the continuation task, defining it as a method where the ending of an English text is removed, and students are required to read the remaining part and complete the content by writing a continuation based on their understanding[16]. Its greatest advantage lies in organically combining language imitation with content creation. Wang Chuming further proposed the core principle: "Content should be created, language should be imitated, and creation and imitation should be closely integrated."[17]. The continuation task embodies this principle, serving as an optimal path for language acquisition through the combination of imitation and creation. Empirical research by Wang Min and Wang Chuming found that learners frequently reuse linguistic structures from the given passage when writing their continuations, resulting in linguistic alignment between the continuation and the original text.

3.2. Input Hypothesis and Output Hypothesis

Krashen's Input Hypothesis emphasizes that language acquisition depends on "comprehensible input," i.e., linguistic materials slightly beyond the learner's current level.[1] Swain's Output Hypothesis, on the other hand, argues that input alone is insufficient for acquisition [3]; learners need to produce output to test their linguistic hypotheses, thereby enhancing accuracy, fluency, and appropriateness. The continuation task organically integrates input and output: reading the original text completes language input, allowing students to understand the article's ideas and writing style; the continuation part constitutes language output, enabling creative expression through imitation. Research[8]. demonstrated that the continuation task significantly promotes the development of accuracy, complexity, and fluency in English writing. In their review of empirical research on the Xu-argument and Xu Jinfen noted that the learning-promoting effects of the continuation task have been widely validated, and its alignment effect is influenced by various factors such as text difficulty, topic familiarity, and intensity of interaction.

3.3. Theories and Gen AI

From the perspective of Coordination Theory, Gen AI can intervene in the reading-writing process as an "alignment partner." Wang Chuming emphasized that the learning effect of the continuation task stems from "structural priming"—

repeating and imitating linguistic structures appearing earlier in the text during the production phase. In the text interpretation stage, AI provides diverse perspectives as an "other reference," expanding students' understanding of the situational models in the original text. In the plot conception stage, plot directions generated by AI serve as "thinking scaffolds." Through critical selection and adaptation, students achieve deeper alignment with the original text—not by passively accepting AI-generated plans, but by constructing their own judgment criteria through dialogue with AI[10]. From the perspective of Input and Output Theories, AI can assist in selecting or generating reading materials with appropriate difficulty levels, optimizing input quality. Its capacity for immediate diagnosis and revision suggestions extends the boundaries of feedback, enabling students to receive personalized guidance for continuous improvement. Liu Jianda pointed out that artificial intelligence systems can make evaluation more flexible and personalized, propelling education from "unified provision" towards "teaching students according to their aptitude."[11].

4. Current Dilemmas

4.1. Dilemmas in Teacher Instruction

4.1.1. Rigidification of Teaching Models

Teaching models must evolve based on changes in writing materials. However, in current continuation task instruction, teachers tend to adopt either the PWP model-namely, "pre-reading (pre-writing)-while-reading (while-writing)-post-reading (post-writing)"-or the model essay teaching approach, where teachers lead students to familiarize themselves with model texts, then conduct training, followed by guided practice, and finally have students engage in creative writing. The continuation task, as a teaching content, emphasizes the cultivation of students' thinking abilities and their innovativeness. Nevertheless, Chen Kang, in a questionnaire survey of frontline teachers, discovered that when teachers instruct with reference to the Gaokao scoring standards, they interpret and refine these standards based on their own experience[5]. Some of these interpretations contain deviations, directly impacting the effectiveness of instructional design. This is because the continuation task requires teachers not only to present writing requirements but also to help students interpret the reading material. For some students, they do not know how to analyze the text, identify its structural framework, analyze the characters' personalities, appearances, and relationships, or discern the main plotline-all of which are closely related to the subsequent continuation task. Directly applying a routine teaching model inevitably leads to poor instructional outcomes.

Furthermore, in traditional teaching models, teachers often provide each student with excellent reference compositions, asking them to identify the differences between their own work and the model, thereby enabling them to imitate and create. Imitation is a valuable learning method in writing instruction. However, the reference ranges for continuation tasks are mostly written by the test developers, whose logical thinking may differ from that of students. Therefore, in subsequent continuation task instruction, teachers should present more outstanding student works rather than solely relying on reference compositions written by experts[18]. A rigid teaching model can restrict students' thinking, ultimately leading to unsatisfactory teaching outcomes.

4.1.2. Misalignment of Teaching Focus Resulting in Low Teaching Efficiency

Misalignment in teaching the objective of "coherence" in continuation tasks. In practical teaching, the "smooth cohesion" required in continuation tasks is often narrowly reduced to mechanical training in using logical connectors. Tong Yajun, through participation in online Gaokao scoring, identified prominent problems in students' plot construction, such as superficial text interpretation leading to plot divergence from the original text, low congruence, and illogical cohesion[14]. The core issue lies in teachers downgrading "discourse coherence"-a comprehensive competence involving plot logic, emotional threads, and reader expectations-to a mere technique of splicing at the linguistic level. Sun Xu pointed out that main problems in students' continuations include inconsistent themes with the preceding text, incoherent content with the preceding text, and language incongruent with the preceding text, with the root cause being superficial reading comprehension of the original text[13]. This instructional approach reflects teachers' misunderstanding of the assessment nature of the continuation task: although writing is the output form, the task's core lies in examining students' depth of reading comprehension, creative thinking abilities, and discourse construction skills in maintaining alignment with the original text, not merely the accuracy of language expression or the richness of cohesive devices.

Specifically, the time-consuming and inefficient classroom instruction stems from two levels of imbalance: First, the imbalance between surface-level training and deep construction-considerable class time is spent on sentence-making exercises, while thinking activities that truly require teacher guidance, such as text conception, emotional logic organization, and foreshadowing echo, are marginalized. Second, the misalignment between teaching methods and objectives-connective words, as tools for achieving discourse cohesion, are elevated to the status of teaching objectives themselves. Consequently, although students can pile up cohesive markers in their writing, their continuations still lack substantive coherence with the original text in terms of plot logic and emotional tone.

From this perspective, such teaching practices essentially substitute linguistic minutiae for cognitive and emotional core competencies, reflecting a deviated understanding of the continuation task's teaching objectives. To enhance teaching effectiveness, the instructional focus must shift from isolated language form training to the holistic grasp of textual intentions, the logical deduction of plot development, and the nuanced echoing of emotional expression. This ensures that language cohesion truly serves meaningful coherence, rather than becoming a decorative tool masking fractured thinking. This repositioning of teaching objectives is key to transitioning continuation task instruction from exam-oriented splicing to competency cultivation.

4.2. Pain Points in Reading-Writing Feedback

4.2.1. Homogenization and Superficiality of Feedback Content

Feedback received by students often stops at a score or a label-like comment such as "Good." Such feedback merely informs the learning outcome but fails to reveal the root causes of problems. Students remain unaware of the specific deviations in their continuations concerning core dimensions such as whether the plot logic echoes the original text's

foreshadowing, whether emotional changes are natural and reasonable, and whether discourse cohesion is smooth. The diagnostic function of feedback is thus diverted, and even if students wish to improve, they lack clear focal points. Addressing this issue, research in Teaching Monthly points out that current classroom evaluation for continuation tasks suffers from a "three-no dilemma": no student-involved evaluation, no detailed scoring criteria, and no process evaluation, hindering evaluation from fulfilling its learning-promoting function.

4.2.2. Supply-Demand Imbalance in Feedback Provision

Teachers are not unwilling to provide detailed feedback; rather, they face three practical constraints: First, the rigid constraint of time and energy-heavy teaching loads and large class sizes in high schools make the cost of multi-dimensional, meticulous correction of every composition far exceed teachers' capacity. Second, insufficient professional preparedness-some teachers, especially those with limited exposure to the new task type, themselves lack a clear understanding of the evaluation dimensions for continuation tasks, and schools also lack systematic specialized training. Third, the sustained depletion of feedback effectiveness-many teachers have tried detailed annotation but encountered students' "feedback apathy"-students only focus on scores, ignore comments, and even repeatedly make the same errors. This mismatch between input and output gradually erodes teachers' motivation to continuously invest in feedback.

4.2.3. Unidirectionality and Lag in Feedback Interaction

Immediate feedback at the classroom level is equally scarce. Instruction is predominantly teacher-centered lecturing, compressing the space for teacher-student dialogue and student-student interaction. In response to students' classroom contributions, teacher feedback often halts at absolute judgments like "right" or "wrong," lacking further questioning, guidance, or elaboration. This prevents students' thinking processes from being fully unfolded, observed, and corrected, leaving learning perpetually at the level of passive reception.

The essence of the above pain points is the structural misalignment between the continuation task-a complex assessment format evaluating comprehensive competencies-and the current traditional feedback model characterized by being result-oriented, singular, and unidirectional[21]. The evaluation system has failed to keep pace with teaching needs, resulting in feedback not only failing to serve as a learning catalyst but also degenerating into a ritualistic formality that exhausts both teachers and students.

4.3. Dilemmas in Student Output

4.3.1. Superficial Engagement at the Reading Comprehension Level

The core of the continuation task lies in the alignment between reading and writing. Ma Xu pointed out that students often remain at surface-level understanding when interpreting the original text, failing to extract from it the conceptual methods needed to guide their continuation, leading to low congruence between their written continuations and the original text[12]. Tong Yajun during scoring, found that examinees' misunderstandings of character relationships and key vocabulary in the original text resulted in plots diverging from it-for instance, one examinee, failing to understand the plot where Jane and Tom separated after a quarrel, absurdly wrote "Jane and Tom drove the car together."[14].

4.3.2. Derailment at the Plot Conception Level

Continuation tasks require the written continuation to maintain internal consistency with the original text in plot development, character traits, and emotional tone. Sun Xu categorized problems in student compositions into three types: inconsistent themes, incoherent content, and incongruent language[13]. Tong Yajun further noted that students often fabricate plots violating common sense, such as characters greeting each other with "Nice to meet you" before a fight with wolves-such plots lack rationality and authenticity[14].

4.3.3. Dual Distortion at the Language Expression Level

Language expression problems manifest as distortion in accuracy and distortion in idiomaticity. Research based on error analysis indicates that students exhibit part-of-speech errors, incomplete sentence errors, and Chinglish expressions in their continuations, with significant differences among students of varying proficiency levels. Influenced by the transfer of Chinese thinking patterns, students often construct English sentences according to Chinese word order, producing language that, while recognizable at the lexical level, deviates significantly from English idiomatic usage.

4.3.4. Lack of Innovation at the Thematic Conception Level

When students' cognitive resources are largely consumed by language decoding, they naturally have little capacity left for original plot conception. Tong Yajun pointed out that some students misunderstand the theme, leading to thematic elevation detached from the original text; others forcibly insert inspirational reflections into straightforward narratives, appearing forced and superfluous[14]. Such misinterpretations result in student compositions either falling into clichés or indulging in fanciful ideas detached from context.

5. Specific Case Analysis

Current research in the field of education has addressed the effective application and innovative methods of generative artificial intelligence in classroom instruction[7]. The integration of Gen AI into continuation task teaching has significantly optimized instruction across multiple dimensions, including content, organizational forms, and feedback mechanisms.

5.1. Optimization of Teaching Content Focus

At the level of teaching content, Gen AI helps avoid deviations in instructional focus, thereby anchoring teaching priorities and preventing the slippage from holistic continuation task instruction toward isolated discourse or sentence-level training. As Kong Lei notes, foreign language instructional design involving generative large models should clearly delineate the focal points of in-class and out-of-class content[9].

Benefiting from Gen AI, teachers can, during lesson preparation, delegate foundational elements such as discourse structure, main ideas, central themes, and basic vocabulary and grammatical patterns to students as pre-class tasks. This approach not only significantly conserves class time and teacher energy but also cultivates students' self-learning habits and promotes autonomous improvement. Classroom instruction can then concentrate on developing students' application of reading strategies, enhancing logical thinking, and fostering emotional attitudes and values. By shifting the focus to the cultivation of English core competencies, teaching efficiency is effectively improved, and students'

learning priorities become clearer. Students gain a more personalized understanding of the teaching content before class, enabling targeted learning during class. This integrated approach to in-class and out-of-class learning not only meets students' individualized learning needs but also stimulates the development of their critical thinking and autonomous learning abilities, ultimately helping students truly learn how to learn and prepare for real-life challenges.

5.2. Innovation in Teaching Organizational Forms

Given that current teaching models for continuation tasks are somewhat inefficient and often fail to reach the core themes and essence expressed in the texts, Gen AI offers more flexible and diverse instructional paradigms for teachers to reference, compared to traditional models such as PWP. To elucidate the practical pathways through which Gen AI empowers continuation task instruction, this study selects an authentic continuation task from a second-year senior high school final examination as a teaching case. The text centers on the concrete, everyday food item "Garlic Stir-fried Tofu" as its narrative core, depicting the cultural identity confusion experienced by Emma, a Chinese-origin adolescent girl, due to her Chinese-style lunch at a new school. The theme closely aligns with the "cultural awareness" core competency emphasized in the Curriculum Standards, rendering it pedagogically valuable.

The core conflict of the text lies in the difficult balance between an individual's desire to integrate into a peer group and their adherence to their own cultural traditions. This theme resonates deeply with the "cultural awareness" core competency highlighted in the English Curriculum Standards for Senior High Schools (2017 Edition, Revised in 2020)-students need to develop cultural awareness and cultivate intercultural communication skills based on understanding cultural differences[24].

From an instructional perspective, the challenge of this text lies in the fact that for students in central and western provinces such as Sichuan, cross-cultural identity conflicts are not within their daily experiential realm. If students cannot establish an emotional connection with the text's theme, their subsequent continuations are prone to devolving into formalistic language exercises, failing to address core evaluation dimensions such as "emotional coherence" and "thematic consistency." Therefore, instructional design must prioritize overcoming the preliminary obstacle of students' "experiential gap."

5.3. Instructional Design Pathways for Gen AI-Empowered Continuation Tasks

The following sections use this text as an example to illustrate the specific applications and core value of Gen AI in pre-class, in-class, and post-class stages.

5.3.1. Pre-Class: Cultural Context Awakening and Emotional Grounding

At the outset of instruction, teachers can leverage Gen AI's search and aggregation functions to develop teaching resources centered on the core theme of "cultural identity." Specifically, teachers input prompts such as: "Search for cases of cultural identity that have sparkeddiscussed in recent years, particularly incidents of cultural conflict and identity confusion faced by Chinese individuals in cross-cultural contexts. Cases should be typical, timely, and educational." AI can rapidly integrate multiple case resources, including that of internet celebrity Wang Wei, known as "Tangtang" (Donut). Wang Wei's experience-deliberately abandoning Chinese cultural symbols overseas, imitating Western cultural behaviors, ultimately being rejected by mainstream Western culture while becoming alienated from the Chinese community, and fall into a cultural marginal figure-profoundly echoes the protagonist's underlying dilemma of "trying to hide Chinese food to fit in with peers."

Based on the case resources provided by AI, teachers can design pre-class tasks: requiring students, in small groups, to collect information and organize perspectives around the cases recommended by AI, and to conduct a mini-debate at the beginning of class-the debate topic could be "Whether individuals should actively adapt to the mainstream culture or adhere to their own cultural traditions."[22] During debate preparation, students need to understand the situations and choices of the individuals in the cases, while also reflecting on their own attitudes toward cultural differences.

The core value of Gen AI in this stage lies in "emotional awakening" and "experiential compensation." The instructional effectiveness of the continuation task firstly depends on the depth of students' empathy with the text's theme. Gen AI, by rapidly dig typical cases, transforms the abstract theme of cultural identity into tangible, comprehensible individual destinies, enabling students to establish an emotional connection before encountering the original text. This "emotion-first" instructional design effectively solve the dilemma of students' "inability to read deeply" caused by experiential gaps. Simultaneously, AI's resource aggregation capabilities liberate teachers from tedious material collection, allowing them to focus their energy on the design and guidance of classroom activities.

5.3.2. In-Class: Deep Text Interpretation and Human-AI Collaborative Conception

Classroom implementation centers on human-AI collaboration to deepen understanding of cultural identity and develop reasonable continuations.

Phase One: Human-AI Dialogue in Textual Analysis. Students examine key details embodying cultural conflict, such as Emma's shame over garlic tofu and her mother's expression. After group discussion, teachers input the same questions into Gen AI[6]. Students compare their interpretations with AI-generated insights, using AI perspectives to deepen understanding while critically evaluating potential biases in AI output. This dialogue gradually builds both comprehension of the text's cultural core and independent interpretive abilities.

Phase Two: Collaborative Plot Conception with Critical Selection. Based on students' grasp of the cultural conflict, teachers demonstrate prompt design: input specific textual details such as the mother hastily preparing leftovers and Katrina's curiosity to generate three continuation directions emphasizing peer inclusion, self-awakening, or mother-daughter reconciliation. Students critically evaluate AI-generated plots against criteria including foreshadowing alignment, emotional naturalness, and thematic consistency. Through this process, students may reject versions lacking emotional authenticity, favoring instead gradual progression from shy explanation to cultural self-awareness.

Phase Three: AI-Assisted Feedback and Criterion Internalization. After drafting, teachers input anonymized student samples into Gen AI for diagnostic feedback on thematic consistency, emotional logic, and language

appropriateness. Students compare AI feedback with peer evaluations, identifying what each captures or misses. Through this comparative dialogue, students internalize evaluation standards specific to the text's cultural theme, recognizing that quality continuations embody gradual cultural self-awareness rather than mere language accumulation.

Gen AI functions here as thinking scaffold, critical dialogue partner, and evaluative reference. It provides plot alternatives when students face conceptual bottlenecks, offers comparative perspectives for interpretation, and enables critical examination through which students construct independent judgment criteria rather than passively accepting AI output.

5.3.3. Post-Class: Personalized Consolidation and Sustained Feedback

The post-class phase aims to help students internalize classroom learning into stable cognitive abilities while achieving continuous improvement through precise feedback. Gen AI serves a dual function in this phase, with its automatic generation and immediate diagnostic capabilities providing operable pathways for personalized instruction.

First, the intelligent generation of differentiated consolidation tasks. In traditional continuation task instruction, teachers often manually "re-develop" consolidation exercises based on the original text or assign model essay memorization. Such assignments often lack targeting for students while being time-consuming and labor-intensive for teachers. Generative large models possess the capability to automatically generate high-quality test items, assisting teachers in rapidly creating differentiated tasks based on learning differences observed during class. Taking the "lunch story" as an example, teachers input differentiated instruction into AI to obtain consolidation tasks tailored to various needs (see Table 1).

Table 1. Examples of Differentiated Consolidation Tasks

Task Level	Student Type	AI-Generated Task Content
Basic	Ss with basic understanding of cultural conflict	Why the lunch? Emotionalchanges and what changes might curiosity bring ?
Advanced	Ss with weaker plot conception abilities	Compare and explain which is more reasonable from the perspectives of foreshadowing alignment and thematic consistency.
Challenge	Higher-ability Ss	Micro-storyreflecting transformation in cultural heritage and peer acceptance, and explain how it echoes the original text's theme.

These differentiated tasks, rapidly generated with the assistance of AI, not only ensure consistency with the classroom theme but also precisely match the zone of proximal development of different students, transforming post-class consolidation from "unified practice" to "teaching students according to their aptitude."

Second, the extended support of personalized continuation feedback. The lack of post-class feedback is a common pain point in current teaching—student compositions often receive only a score or vague comments, making sustained improvement difficult. Gen AI can extend the spatial and temporal boundaries of feedback: students input their compositions into AI to obtain multi-dimensional diagnostic reports; teachers can also select typical compositions to generate commentary examples for reference. More importantly, AI can provide personalized revision suggestions based on students' proficiency levels, enabling feedback to truly fulfill its learning-promoting function (see Table 2).

Table 2 Examples of Personalized Feedback on Student Compositions

Dimension	Student Composition (Excerpt)	AI Diagnosis and Suggestions for Improvement
Content Logic	I thought they would walk away... But Katrina said, "What is that? It smells good!"	The plot is reasonable but the transition is abrupt, lacking emotional support. Suggestions for improvement: Add psychological description: Instead, Katrina leaned in, her eyes widening... I hesitated, waiting for disgust...
Emotional Coherence	She asked... I told her... She tried... I felt happy.	Emotional changes are oversimplified (surprised→happy), lacking progression. Suggestions for improvement: Refine the psychological process: half-expecting her to recoil...
Language Expression	Sentences are monotonous, vocabulary isflat (said, liked)	The optimized version uses richer verbs (exclaimed, beamed) and expressions (eyes widening, chewed thoughtfully).

Students can compare their own compositions with the AI-optimized versions to learn how to enhance emotional depth and detailed descriptions. Teachers can also collect typical problems and use AI to generate targeted exercises in batches, achieving precise remediation.

The core value of Gen AI in this phase manifests as "personalized support" and "sustained feedback." AI's rapid generation capability transforms differentiated assignments from concept into reality, liberating teachers from repetitive labor; its capacity for immediate diagnosis and revision suggestions extends the boundaries of feedback, promoting a shift in teaching from "unified provision" to "teaching students according to their aptitude," while simultaneously cultivating students' habits of autonomous diagnosis and self-improvement-a concrete embodiment of the "learning to learn" competency pursued by core competencies.

6. Conclusion

In summary, the integration of Gen AI into continuation task instruction does not entail technology replacing teachers, but rather constructs a new "human-machine collaborative" teaching model through a triple pathway of "emotional awakening-thinking scaffolds- personalized support." The instructional design exemplified by the "garlic stir-fried tofu" text demonstrates that Gen AI can assist students in crossing experiential gaps to establish emotional connections before class, provide diverse perspectives to deepen thinking during class, and achieve precise consolidation and cultural horizon expansion after class. This pathway not only addresses the

practical dilemmas prevalent in current continuation task instruction-"superficial comprehension, disordered conception, and homogenized evaluation"-but also realizes, at a deeper level, a return to the goal of transitioning from "language training" to "competency cultivation." It offers a practical paradigm worthy of reference for the nascent stages of continuation task instruction in central and western provinces such as Sichuan.

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