

# **A Comparison and Construction of Continuation Writing Teaching Models for Senior High School English under the New College Entrance Examination in Jiangxi Province**

**Xiuning Yang<sup>1,\*</sup>, Huan Liu<sup>2</sup>**

<sup>1</sup>*Science and Technology College Gannan Normal University, Ganzhou, Jiangxi, China*

<sup>2</sup>*Linchuan District No.10 Middle School, Fuzhou, Jiangxi, China*

*\*Corresponding Author*

**Abstract:** Since the formal implementation of the new college entrance examination in Jiangxi Province in 2024, the teaching of continuation task is still in the exploratory stage, and the selection and optimization of teaching mode has become a key problem faced by front-line teachers. The existing seven main teaching modes are based on linguistic theory, learning theory and technology integration, which have their theoretical foundation, practical characteristics and applicable boundaries. According to the practical experience of the leading provinces and the reality of Jiangxi Province, the "three-dimensional integration" continuation task teaching mode should be constructed. This mode takes the synergistic effect as the theoretical core, and designs the four interlocking teaching links of "deep interpretation-multidimensional conception- layered writing-evaluation and modification symbiosis" and runs through the three-dimensional teaching framework supported by situation creation and language support.

**Keywords:** New College Entrance Examination in Jiangxi Province; Senior High School English Continuation Writing; Teaching Model

## **1. Introduction**

In 2024, Jiangxi Province officially implemented the "3+1+2" New College Entrance Examination (NCEE) model. Continuation writing, as a new writing task in the English paper of the new NCEE, requires students to continue writing based on a given reading text and two opening sentences of two paragraphs, "developing it into a short essay that is logically connected to the given text and

complete in plot and structure" [1]. This task effectively integrates language comprehension and production, balances language imitation and content creation, and places high demands on students' reading ability, logical thinking, language expression, and imagination [2]. However, the reality is that, on the one hand, many teachers still stick to superficial methods such as "providing model essays, memorizing templates, and practicing set writing" without systematic instructional design. On the other hand, students commonly suffer from problems of "not understanding the text thoroughly, not continuing smoothly, and not writing well", i.e., they fail to interpret the theme and plot of the original text properly, resulting in low alignment between the continuation and the original, and monotonous, poor language expression. Therefore, how to provide a systematic reference framework for frontline teaching at the teaching model level has become a core issue that urgently needs to be addressed in the research on continuation writing teaching in Jiangxi Province.

In recent years, research on continuation writing teaching models has been a hot topic in the field of basic foreign language teaching. Professor Wang Chuming's Continuation Theory has laid a theoretical foundation, with the core mechanism of "interaction→comprehension→alignment→production→acquisition" to achieve language ability development [3]. Subsequently, other researchers have explored different teaching models from the perspectives of interactive alignment, process approach, multi-round continuation, and flow theory. However, most of the existing studies are theoretical explanations or case demonstrations of a single model, lacking systematic comparison and integrated construction of multiple teaching models, especially the lack of localization considerations

for the implementation of the new college entrance examination in Jiangxi Province. Based on this, this paper adopts the comparative research method to systematically sort out the main mode categories of the current domestic continuation task teaching, analyze their respective theoretical basis and practical characteristics, and draw lessons from the mature experience of the leading provinces to construct a localized teaching mode suitable for the teaching practice of Jiangxi Province.

## **2. Categories of Teaching Models: Practical Dimensions of Theoretical Orientations**

Looking at the theoretical research and practical exploration of English continuation writing teaching in senior high schools in China in recent years, seven representative teaching modes have been formed. These models can be roughly classified into three types of teaching models based on linguistic theory, learning theory and technology integration according to their different core theoretical orientations.

### **2.1 Teaching Models Based on Linguistic Theories**

#### **2.1.1 Interactive alignment model**

The interactive and collaborative teaching model is based on Professor Wang Chuming's continuation theory. Its core mechanism is interactive collaboration, that is, learners achieve the 'levelling' of language ability and original text through synergistic effect in the interactive process of understanding and output. This model holds that effective continuation task requires a high degree of synergy between the continuation task and the original text in terms of emotional theme, plot content and situational language [4]. Its operational level usually includes in-depth interpretation of the original text, positioning of synergy points, continuation creation, self-examination and peer review.

#### **2.1.2 Reading-to-write model**

The reading-to-write teaching mode emphasizes that reading is the basis and premise of writing, and pays attention to the corpus input function and thinking inspiration function of reading. In other words, the reading-to-write teaching mode emphasizes the effective transformation from understanding to expression by providing corpus input and thinking inspiration for writing through hierarchical reading activities. This model usually starts with analyzing the text structure, extracting keyword blocks, and

combing the textual logic. After helping students fully absorb the language nutrition and thinking framework of the original text, they are guided to complete the continuation task [5].

#### **2.1.3 Multi-round continuation model**

Multi-round continuation involves dividing a story or novel into several sections and having students read and continue writing section by section under the same theme. For example, the "read-continue-check" multi-round teaching model captures the key links of multi-round continuation – story interpretation, continuation warm-up, and comparative checking – to enhance interaction between reading and writing and strengthen alignment awareness [6]. This model aims to achieve a spiral rise in language ability through continuous language imitation and content creation across multiple rounds of reading-writing cycles.

### **2.2 Teaching Models Based on Learning Theories**

#### **2.2.1 Process approach model**

Tan Wenxian and Sun Konghua proposed a "five-stage progressive" continuation writing teaching model based on the process approach [7], which includes: sorting out the context for introduction (situational learning), cooperative exploration for internalization (cooperative learning), integration of reading and writing for practice (practical learning), evaluation and feedback for skill enhancement (evaluative learning), and extension and transfer for consolidation (transfer learning). On the basis of the "five stages," the model designs three personalized teaching plans: a group-based progressive approach, a teacher-student interactive differentiated integration approach, and an autonomous-driven differentiated articulation approach.

#### **2.2.2 "Teaching-learning-assessment" integration model**

The "teaching-learning-assessment" integration model centers on teaching objectives and embeds evaluation throughout the teaching process. That is, teachers take the cultivation of core competencies as the starting point, optimize the continuation writing learning process, and closely link teaching objectives with specific teaching activities through assessment. For example, Fan Hongya and Xiang Weiqian, starting from the NCEE scoring criteria, systematically constructed a precision teaching strategy framework, emphasizing that teachers

should guide students to accurately identify key points, coordinate dual narratives, and effectively respond to the original text in terms of content [8].

### 2.2.3 Flow theory model

Kong Weiping constructed a teaching model based on flow theory, with the core elements of creating flow conditions, guiding flow engagement, and achieving and reinforcing flow experience [9]. This model aims to help students enter a flow writing state – through tiered goal design, contextualized task guidance, interactive reading and planning, scaffolded language support, immersive environment creation, and immediate evaluation feedback – to reduce students’ apprehension toward continuation writing.

## 2.3 Teaching Models Based on Technology Integration

With the rapid development of artificial intelligence, AI-assisted continuation writing teaching has gradually entered the research horizon. Wang Chuming pointed out in an interview that the Continuation Theory and large language models are naturally compatible; large language models can generate adapted texts for students to continue writing and provide timely feedback, thus realizing a new “human-machine collaborative continuation” teaching model [10]. In addition, some researchers have created intelligent teaching models that combine tiered instructional design, process writing, and intelligent feedback.

## 3. Comparison of Teaching Models: Theoretical Foundations, Practical Characteristics, and Experience Reference

The seven teaching models described above each have their theoretical foundations, practical characteristics, and applicable boundaries. This section compares them from the dimensions of theoretical basis and practical features, and analyzes their main experiences.

### 3.1 Comparison of Theoretical Foundations

In terms of theoretical origins, the seven models can be attributed to three theoretical traditions. The interactive alignment, reading-to-write, and multi-round continuation models are rooted in linguistic theories, focusing on the aligned acquisition of language. The process approach, “teaching-learning-assessment” integration, and flow theory models come from the learning

psychology tradition, focusing respectively on structured design of the learning process, consistency of teaching objectives and evaluation, and stimulation and maintenance of learners’ intrinsic motivation. The AI-assisted model represents a new direction of technology empowerment, embodying the concept of human-machine collaborative education. These three theoretical paths each have their strengths: the linguistic path reveals the inherent learning mechanism of continuation writing, answering the questions of “what to continue and why to continue”; the learning theory path provides solutions for teaching organization and motivation stimulation, answering the questions of “how to teach and how to learn”; the technology path expands the channels for teaching resources and feedback, answering the question of “what to use to assist teaching.” The three complement each other and provide diversified theoretical resources for the construction of teaching mode.

### 3.2 Comparison of Practical Characteristics

From the perspective of the teaching process, the seven models exhibit distinct structural characteristics. The interactive collaboration model follows the basic sequence of “interpretation-localization-continuation-comparison,” emphasizing continuous interaction with the original text during the continuation process. The “reading-to-writing” model places greater emphasis on the reading phase, focusing on the input function of linguistic materials and the cognitive stimulation function. The multi-round continuation model centers on iterative cycles, making it suitable for systematic semester-long teaching planning. The process teaching method features the most complete “five-stage progressive” structure, covering the entire learning loop from introduction to transfer. The “teaching-learning-assessment” integrated model uses evaluation as the main thread throughout the teaching process, achieving a closed loop of teaching objectives, activities, and assessments. The flow theory model takes the stimulation of flow experience as the logical starting point, focusing on hierarchical task design and immediate feedback. The AI-assisted model incorporates intelligent generation and feedback loops into the traditional process. In summary, through comparison, it is evident that no single model can fully address the complex demands of read-and-continue writing instruction. An ideal

teaching model should simultaneously possess: a solid theoretical foundation in linguistics to reveal the intrinsic learning mechanisms of read-and-continue writing; a complete teaching loop covering the entire “reading-thinking-writing-assessment” process; a scientific organizational logic that balances students' cognitive processing patterns and language acquisition principles; and practical adaptability suited to local conditions, aligning with the realities of educational resources and teacher proficiency levels.

### **3.3 Experience Reference: Practical Wisdom from Leading Provinces**

#### **3.3.1 Zhejiang province experience**

Zhejiang Province is one of the most mature provinces in China for the teaching practice of reading and writing continuation. The prominent feature of Zhejiang's experience lies in its “teaching research driven and collaborative guidance”. For example, Ying Kejie from Ningbo No.3 Middle School in Zhejiang Province proposed a systematic teaching strategy based on collaborative theory; Zhang Yan from Xinhe Middle School in Wenling City, Zhejiang Province further refined the implementation path of collaborative teaching from four dimensions: plot, characters, emotions, and language; Zhou Ping from Huzhou Second Middle School in Zhejiang Province has developed a multi round continuation teaching model. The core inspiration of the Zhejiang experience is that the teaching of post reading continuation cannot be limited to the level of “writing”, and must be guided by “collaboration” as the soul, guiding students to establish a consciousness of deep dialogue with the original text.

#### **3.3.2 Shandong province experience**

As the second batch of provinces to implement the new college entrance examination, Shandong Province has formed a distinctive feature of “systematic planning and hierarchical promotion” in the teaching of post reading continuation. For example, the experience of Weihai City in Shandong Province shows that post reading continuation teaching should be systematically planned by grade and stage: the first year of high school focuses on discourse comprehension and basic continuation skills, the second year emphasizes systematic training of continuation strategies, and the third year focuses on comprehensive application and preparation

sprint. The core inspiration from the Shandong experience is that the teaching of reading and writing requires a systematic and phased overall planning, rather than just focusing on preparing for the third year of high school.

#### **3.3.3 Reference and reflection for Jiangxi province**

The successful experiences of Zhejiang and Shandong provide important references for Jiangxi Province, but borrowing does not mean copying. Jiangxi Province has its own characteristics: firstly, the new college entrance examination has a short implementation time, and teachers have insufficient experience in teaching the type of writing questions after reading; Secondly, there is an uneven distribution of regional educational resources, with significant gaps between urban and rural schools, as well as between demonstration schools and regular schools; Thirdly, for a long time, English writing teaching has had a relatively weak position in the curriculum system, and there is room for improvement in both students' writing ability and teachers' writing teaching ability. Therefore, the construction of the teaching mode for post reading continuation in Jiangxi Province should be based on the experience of previous provinces and fully consider the actual situation of the province: it needs to respond to the evaluation requirements of the college entrance examination to reflect the effectiveness of teaching, and it also needs to go beyond simple exam training to achieve the comprehensive development of core competencies.

### **4. Model Construction: The “Three-Dimensional Integrated” Continuation Writing Teaching Model for Jiangxi Province**

Based on the above theoretical analysis, model comparison, and empirical analysis, this paper attempts to construct a “Three-Dimensional Integrated” continuation writing teaching model tailored to the teaching reality of Jiangxi Province.

#### **4.1 Theoretical Framework of the “Three-Dimensional Integrated” Model**

The “Three-Dimensional Integrated” continuation writing teaching model takes the alignment effect of Wang Chuming's Continuation Theory as its theoretical core. The “three dimensions” refer to the three levels of

alignment goals in terms of teaching content under the guidance of the alignment effect: thematic-emotional alignment, plot-content alignment, and situational-language alignment. The “integration” refers to the teaching closed loop of “in-depth reading → multi-dimensional planning → tiered writing → integrated evaluation and revision” in terms of the teaching process. The relationship between the “three dimensions” and “integration” is as follows: the three-level alignment goals provide clear content direction and evaluation criteria for the four-stage teaching, while the four-stage teaching provides systematic process assurance for achieving the three-level alignment. Specifically, the in-depth reading stage aims to achieve thematic-emotional alignment with the original text; the multi-dimensional planning stage focuses on constructing plot-content alignment; the tiered writing stage emphasizes implementing situational-language alignment; and the integrated evaluation and revision stage examines and corrects the degree of alignment across multiple dimensions.

## **4.2 Operational Stages of the “Three-Dimensional Integrated” Model**

### **4.2.1 In-depth reading: Achieving thematic-emotional alignment**

This section is the starting point of post reading continuation teaching, emphasizing that “reading is the foundation of writing”. Teachers should guide students to deeply interpret the original text from four perspectives: thematic meaning, emotional clues, character traits, and plot structure, helping students grasp the narrative context and establish emotional resonance with the original text. In other words, the design of the deep interpretation section emphasizes the shift of teaching objectives from simple skill training to the improvement of core competencies [11].

### **4.2.2 Multi-dimensional planning: Building plot-content alignment**

On the basis of in-depth interpretation, introducing thinking tools to promote students' plot planning. Common thinking tools include: plot development logic diagram, character behavior inference table, “six fixed plot” framework, etc. The key to multidimensional conceptualization lies in helping students establish a thinking mode based on the original text and reasonable extension, ensuring that the continuation forms an organic whole with the

original text in terms of plot logic.

### **4.2.3 Tiered writing: Implementing situational-language alignment**

This section adopts a layered design strategy to address the significant differences in students' English language foundations. The basic layer focuses on grammatical accuracy and the correct use of basic sentence structures; The development layer focuses on the richness and appropriateness of language use; The expansion layer pursues conscious imitation and creative use of language style.

### **4.2.4 Integrated evaluation and revision: Achieving multidimensional feedback and improvement**

The evaluation of reading and writing should not be limited to teacher ratings, but should build a diversified evaluation system. The concept of “teaching learning evaluation” integration inspires us that evaluation should be integrated with teaching and become a driving force for deepening learning rather than an endpoint [12]. The evaluation methods for this section mainly include self-evaluation comparison, peer evaluation, and teacher feedback.

## **4.3 Teaching Support System**

The effective implementation of the above four links relies on two supporting elements that run through the entire process. On the one hand, it is about creating scenarios. The essence of reading and writing is narrative writing, and the context has an undeniable constraining effect on language use. Teachers should create scenarios related to the original theme through multimodal materials to help students understand and use language in real contexts. On the other hand, there is a language scaffold. In teaching, differentiated language scaffolds should be provided based on students' actual levels, including vocabulary scaffolds, sentence scaffolds, and discourse scaffolds, and the principle of “from support to placement” should be followed.

## **4.4 Implementation Suggestions**

Schools and teachers in Jiangxi Province can flexibly use the “three-dimensional integrated” teaching mode according to their own actual situation. For schools with abundant teaching resources, we can comprehensively promote the four teaching stages and try to integrate AI assisted tools to enrich teaching resources and feedback channels. For schools with relatively

weak teaching resources, priority can be given to the two basic links of “deep interpretation” and “layered writing”, and gradually promote the links of “multidimensional conceptualization” and “evaluation and reform symbiosis” when conditions are ripe. In terms of teaching format, it can be combined with the consensus reached in the joint teaching and research of two schools in Jiujiang City, Jiangxi Province: the cultivation of post reading and writing abilities “needs to run through the three-year teaching cycle”, students with weak foundations “should prioritize consolidating their grammar foundation”, and outstanding students “should focus on breaking through the use of advanced sentence structures”.

### 5. Conclusion

As an important question type in the new college entrance examination English reform, reading and writing after reading is not only a teaching challenge, but also an opportunity to enhance students’ comprehensive English literacy. This article systematically sorts out and compares the seven main teaching modes of reading and writing continuation in China, extracts the practical wisdom of leading provinces, and constructs a “three-dimensional integrated” teaching mode for the actual teaching situation in Jiangxi Province. This model takes the collaborative effect of continuation theory as its theoretical core, with theme emotion collaboration, plot content collaboration, and situational language collaboration as its three-dimensional content goals. It integrates deep interpretation, multi-dimensional conception, layered writing, and evaluation and feedback as its integrated teaching loop, and uses situational creation and language framework as its continuous support. It strives to provide a systematic solution for the teaching of post reading English continuation in high schools in Jiangxi Province that combines theoretical depth and practical effectiveness. Of course, the construction of any teaching model is not the end point. The effectiveness and appropriateness of the “three-dimensional integration” model need to be tested and continuously improved in teaching practice.

### Acknowledgments

This work was supported by the 2024 Jiangxi Provincial Basic Education Research Project “Research on the Current Situation and

Improvement of Continuation Writing Teaching in Senior High School English under the New College Entrance Examination in Jiangxi Province” (Grant No. SZUGKYY2024-1139).

### References

- [1] National Education Examinations Authority. Instructions for the English Subject Test of the National College Entrance Examination (Trial for Comprehensive Reform Pilot Provinces). Beijing: Higher Education Press, 2015: 6.
- [2] Liu Qingsi, Chen Kang. A Study on the Design of Continuation Writing in the Twice-a-year NCEE English Test. *Foreign Language Teaching in Primary and Secondary Schools (Middle School Edition)*, 2016(1): 1-5.
- [3] Wang Chuming. How Continuation Writing Effectively Promotes Learning. *Foreign Language Teaching and Research*, 2015(5): 753-762+801.
- [4] Ying Kejie. A Study on Teaching Strategies for Continuation Writing in Senior High School English Based on Alignment Effect. *Foreign Language Teaching in Primary and Secondary Schools (Middle School Edition)*, 2023(9): 42-48.
- [5] Peng Qin. Application of the “Learning-speaking-with-use” Principle in Constructing a Reading-to-Write Teaching Model for Senior High School English. *Basic Foreign Language Education*, 2018(1): 67-72+108.
- [6] Zhou Ping. A Study on the “Read-Continue-Check” Teaching Model for Multi-round Continuation Writing in Senior High School English. *Basic Foreign Language Education*, 2024(4): 33-38+109.
- [7] Tan Wenxian, Sun Konghua. An Innovative Application of the Process Approach Based on the “Seven Learning” Concept in Continuation Writing Teaching for Senior High School English. *Learning Weekly*, 2025(8): 52-55.
- [8] Fan Hongya, Xiang Weiqian. Precision Teaching Strategies for Continuation Writing in Senior High School English Based on Scoring Criteria. *Foreign Language Teaching in Primary and Secondary Schools (Middle School Edition)*, 2025(12): 51-56.
- [9] Kong Weiping. An Exploration of Teaching Paths for Continuation Writing in Senior

- High School English Based on Flow Theory. Foreign Language Teaching in Primary and Secondary Schools (Middle School Edition), 2026(3): 7-13.
- [10] Wang Chuming, Huang Shiyue. How to Use Continuation Theory to Promote Primary and Secondary School English Teaching in the Age of Artificial Intelligence. Teaching Monthly (Middle School Edition), 2025(9): 3-8.
- [11] Huang Liyan, Zhao Jie, Zeng Juan. Problems and Improvement Suggestions in Continuation Writing Classroom Teaching in Senior High School English. Foreign Language Teaching in Primary and Secondary Schools (Middle School Edition), 2024(10): 55-59.
- [12] Liu Kemin. Classroom Teaching of Continuation Writing in Senior High School English under the “Teaching-Learning-Assessment” Integration. New Curriculum Research, 2025(3): 73-75.