

# ***An Analysis of the Practice of Senior High School English Continuous Writing Based on Scaffolding Theory***

**Fang Xia**

*Xindeng High School, Hangzhou 311400, China  
sosayi2021@126.com*

**Abstract:** Guided by Scaffold Theory, this paper analyzes the mechanism and connotation of continuous writing, and proposes to construct a reading stand for reading, a creative design stand for writing, and a post-writing assessment stand, and presents them in the form of cases, with a view to improving the effectiveness of English continuous writing teaching guidance and students' writing ability. The results of the study show that after the implementation of scaffolding instruction, students' writing ability and level have been significantly improved, which is mainly reflected in the improvement of writing performance and the improvement of language expression ability.

**Keywords:** scaffold theory, continuous writing of senior English, teaching practice

## **1. Introduction**

Since 2016, Zhejiang Province has first introduced the new question type of continuous writing into college entrance examination English. Based on the previous research and the current situation and problems of senior high school English continuous writing teaching, this paper explores the teaching effect of scaffolding theory in continuous writing. This paper will be divided into six chapters, the first chapter is introduction. The second chapter mainly summarizes the existing relevant literature. The third chapter is the research method. The fourth chapter is the analysis of teaching cases. The fifth chapter is teaching experiment. The sixth chapter is the summary and discussion.

## **2. Literature Review**

Scaffolding instruction refers to a conceptual framework that should be constructed for learners to understand knowledge, which is needed for learners to further understand the problem. To this end, the complex learning tasks are decomposed in advance in order to gradually guide the learners' understanding. In 1976, American educators Wood and Bruner first proposed the word scaffolding, which is used to describe the support given by peers, adults or accomplished people in the learning process of another person [1]. Since then, based on the theory of "zone of recent development" put forward in 1978, Vygotsky has defined the gap between the level of knowledge acquired and the potential level of knowledge in children's intellectual activities as "zone of recent development". Students need help from teachers or peers to realize the transition from actual knowledge level to potential knowledge level. Scaffolding instruction theory aims to find out the students' existing knowledge level and build a "scaffold" in the "zone of recent development". With the help of the "scaffold", students can gradually improve their knowledge ability from one level to another.

## 2.1. Domestic Research Status

In terms of domestic research, in recent years, domestic scholars have made some researches and explorations in the teaching of English writing by citing scaffolding theory. From the perspective of research content, domestic scholars mainly study the role of students and teachers and the way of classroom organization when scaffolding theory is applied to writing teaching. Liu Yongfang proposed that the application of scaffolding theory in writing teaching is mainly to cultivate students' individual dialectical thinking [2]. This kind of writing class should take the student as the center as the premise to carry on the teaching activity. At the same time, Li Min proposed that scaffolding theory should be introduced into English writing classes in secondary schools to try out an innovative teaching model, so as to improve students' interest in English writing and thus improve their English writing level [3]. In addition, Peng Meijuan believes that the English writing classroom under the scaffolding instruction concept is helpful for teachers to carry out diversified teaching designs [4]. Only by combining scaffolding theory with classroom teaching design can teachers maximize the advantages of scaffolding theory applied in writing classrooms. Scholars such as Zhuo Zhangzhong, Liu Yanqin and Tang Zong have made theoretical elaboration and discussion on the application of Scaffold Theory in English writing teaching [5,6,7]. They believe that writing teaching under Scaffold Theory plays a vital role in cultivating students' writing ability.

## 2.2. Research Status Abroad

In terms of foreign research, Palincsar believes that successful scaffolding instruction requires teachers to play various roles, such as selecting, organizing and presenting appropriate tasks, and teachers must present corresponding skills through these tasks [8]. Teachers can arouse students' interest through demonstration and questioning, clarify the purpose of the task, and then use appropriate methods to solve the problem. Raymond regards scaffolding instruction as a process in which teachers play a role together with others, giving corresponding support to the development of learners and providing support in language structure, so as to enable learners to reach a higher stage or level of development [9]. Li points out that there is still a big difference between today's students' English writing development level and the level of social needs [10]. Using scaffolding theory to teach English writing is beneficial to arouse students' interest and cultivate their autonomy, thus improving students' English writing ability and promoting their all-round development. Maman Suryaman and Andrie Chaeru proposed at the proceedings of the 3rd International Conference on Learning Innovation and Quality Education conference that the application of scaffolding theory in English writing teaching can effectively optimize the English writing classroom, thus promoting the improvement of students' independent creativity and the formation of critical thinking [11].

To sum up, Scaffold Theory has been paid more and more attention by the educational circles at home and abroad since it was put forward, and has been applied to the teaching practice more and more widely. Previous studies have focused on theoretical research. This paper focuses on analyzing the application of scaffolding theory in continuous writing teaching from the classroom level.

## 3. Research Methods

### 3.1. Research issues

According to the current teaching situation, students' ability of continuous writing and the existing problems, the scaffolding theory is applied to the teaching model of continuous writing. The practicality and effectiveness of this teaching model can be effectively verified in the students' writing test. According to the stent theory, the main tests in this paper are as follows.

1. whether the students' four strategies of thinking, creation, writing and polish are perfect in the aspect of writing conception;
2. whether the students can use the relevant vocabulary more effectively, whether the sentence patterns used can be diversified, whether the grammar is more accurate, and whether the textual cohesion is coherent;
3. whether the students' resistance and fear to writing are relieved, and whether the students' enthusiasm to continue writing is improved.

### **3.2. Questionnaire method**

According to the specific course content, pre-test and post-test questionnaires are designed to investigate students' understanding and application of the scaffolding. Accurately and quickly collect detailed information on the application of scaffolding theory in continuous writing.

### **3.3. Experimental research method**

On the basis of understanding the scaffolding theory, practice research is conducted. This paper collects, collates and compares the data from the current situation investigation, pre-experiment, intermediate and post-test so as to verify the important effect of the teaching theory on students' continuous writing.

### **3.4. Experimental subjects**

The subjects of this study are 100 students from one or two classes of senior high school in Hangzhou city, among which there are 58 males and 42 females. There is no significant difference in English scores between the two classes when they are divided into different classes, indicating that there is no significant difference in pre-experiment scores, which can be used in experimental teaching. In addition, there are 50 students in Class 8 of Senior One and 50 students in Class 10 of Senior One, with a total of 100 students as the experimental subjects. Among them, Class 10 of Senior One is the experimental group and Class 8 of Senior One is the control group. The materials used in the teaching practice are "working for the first time to earn money" in June 2021 in Zhejiang' continuous writing.

### **3.5. Experimental Process**

#### **3.5.1. Teaching practice grouping and pre-test**

I have consulted and collated the relevant literature on the application of scaffolding theory, based on the "National Unified Examination for Admission to Ordinary Colleges and Universities English Examination Notes" (applicable to the provinces where the comprehensive reform of the national college entrance examination is conducted), and according to the "Zhejiang Province General Senior High School Discipline Teaching Guidance" prepared by the teaching and research section of Zhejiang Province Education Department, I have prepared a questionnaire on the current situation of senior high school English continuous writing in teaching practice, and analyzed the reliability and validity of the questionnaire with IBMSPSSstatistics21 software, and then issued and distributed the questionnaire. A total of 100 questionnaires were issued and all of them were recovered. All of them were valid questionnaires. According to the questionnaire before the practice to investigate the level of the practice object' continuous writing, there are five options for each question in the questionnaire. Likert's five-point scoring method is used for the assignment, which is divided into five levels from "completely possible" to "completely impossible", and the assignment is from 5 to 1. After the pre-test and post-test are completed, the data are input into excel, and then the data are analyzed by

IBMSPSSstatistics21 software, and a conclusion is drawn. The following are the results of reliability and validity analysis and pretest data analysis of the questionnaire.

Before the beginning of the teaching practice, the students' continuous writing scores were tested by one-way ANOVA using IBMSPSSstatistics21 software to test whether the scores before the experiment of the two classes were significant. See Table 1 for the obtained data. As can be seen from Table 1, the P value of the one-way ANOVA test of two classes is 0.9530, which is greater than 0.05, indicating that there is no significant difference in pre-experiment results between the two classes, which can be used for experimental teaching and testing.

Table 1 Analysis of variance of two-class's continuous writing transcript factors

	sum of squares	df	mean square	F	significance
inter-group	66.489	3	22.167	117	.950
intra-group	32101.6	70	188.8		
total	32168.1	73			

Input the data of the pre-test questionnaire into IBMSPSSstatistics21, click Analysis-Comparative Average-Independent Sample T Test, and carry out independent sample work test on the three dimensions of the pre-test of the experimental group and the control group. The results are shown in the following 3-2. The two groups have huge differences in the wards in the three dimensions, which can be used for teaching experiments.

Table 2 Independent Sample T Test of Three-dimensional Pre-test Questionnaire for Control Group and Experimental Group

experimental group and control group	F	Sig.	T	df	Sig (bilateral)	Mean value	standard error value	lower limit	upper limit
strategy improvement	.270	.489	1.189	167	.267	.723	.645	-.587	2.55
language accumulation	.089	.852	.643	173	.429	.620	.714	-.823	1.94
promotion of enthusiasm	0.29	.846	-.635	183	.754	-.534	.698	-.846	1.754

### 3.5.2. Teaching Process

**(1) To build a discourse reading stand.** In the actual teaching process, teachers can use scaffolding teaching flexibly, alternately and in combination according to students' reading and writing differences, as well as their learning stages, discourse differences and learning problems, in order to achieve the best results and improve the efficiency of the senior high school English continuous writing course. Taking "earning money by working for the first time" as an example, this paper makes the following practical explorations of Zhejiang's continuous writing in June 2021.

*1) design concept.* As a reading for the purpose of continuous writing, the students lack the process of thinking and the ability of planning and layout in the process of writing. The language expression is quite different from the original language style, and they are afraid of writing. In such a passive writing process, it is difficult to cultivate the students' language expression ability, the ability of writing context structure, and the ability of displaying logical thinking. Therefore, this lesson is guided by the scaffolding theory, starting from the construction of reading scaffolding, writing

scaffolding and collaborative assessment scaffolding, to guide the students to improve their continuous writing skills based on scaffolding, so as to get out of the misunderstanding of continuous writing and avoid them from taking detours.

2) *teaching steps.*

Step1Lead-in: To stimulate the students' interest, the teacher will show a short video on the understanding between father and son.

Step2Text Analysis:

A) fill in the blanks in grammar

B) clarify where context

Step3Emotion and Thinking

Through the analysis, we can know that the little boy's emotion is very rich, so the continuation should also express the little boy's rich emotion incisively and vividly: unwilling → moved → considering → willing.

**(2) to build a conceptual creation support**

Step4Conceive themes: The text focuses on the theme of family responsibility, so in the continuation the author should also focus on the theme, reflecting that "I" have "grown up" and should take up their responsibilities.

Step5Conflict resolution: Dig deep into the hidden conflict clues in the text and conceive the plot.

Conflict 1: father and son understand each other.

Conflict 2: The son is willing to use the money for family expenses.

Step6Character Design: The person who writes the continuation should be consistent with the person who writes the original. In the continuation, the father's simple and honest character should be reflected as much as possible. The father is a person who is not good at words, and the son's character is smart, confident, stubborn and a little irresponsible, which is why he does not understand the father. According to the principle of positive energy, the son will eventually understand the father and will be willing to pay the money and take on the responsibility of a man to support his family.

Step7Cohesion and Plot:

Paragraph 1:When I brought my paycheck home—it was \$119—my dad wanted to talk to me.

1.Why did my dad allow me to use the money at last?

2.What did my dad say?

3.My feelings? My reaction?

4.What did my father do when he saw my reaction?

Paragraph 2: I was surprised that my dad allowed me to use the money as I wished.

5.My feelings? My reaction?

6.What did I do?

7.What made me moved and understand my dad?

8.I was willing to contribute the paycheck.

**(3) build a language structure**

The original text provides the context for the continuation, which is a continuation of the original text and naturally follows the language style and characteristics of the original text. By analyzing the language features of the original text, we can see that the original text uses appositive, attributive clause, object clause, non-predicate, subject clause and some good words, and the sentence patterns and sentence patterns are relatively rich. The author of the continuation should also follow this principle and achieve seamless connection with the original language. The language of the

continuation is not necessarily as advanced as possible, but should follow the style and characteristics of the original language.

## 4. Experimental Results and Analysis

### 4.1. Post-test Analysis of Questionnaire

This paper mainly tests the three dimensions of senior high school English continuous writing as follows.

1. strategy improvement. Whether the four strategies of thinking, creating, writing and revising are perfect in the aspect of students' writing conception;
2. language accumulation. Whether the students can use the relevant vocabulary more effectively, whether the sentence patterns used can be diversified, whether the grammar is more accurate, and whether the textual cohesion is coherent.
3. promotion of enthusiasm. Students' resistance to writing, whether their fear has been relieved, and whether their enthusiasm for further writing has been improved.

In this paper, the experimental control group and the experimental group are respectively from Class 8 and Class 10 of Senior One with 50 students in each class, Table 3.

Table 3: Summary of Students in the Experimental Combination Control Group

group	class	number of people
control group	Class 8, Senior One	50
experimental group	Class 10, Senior One	50

The pre-test and post-test data of the three dimensions of strategy improvement, language accumulation and motivation enhancement in the control group were tested by independent sample T. The obtained data and results are shown in Tables 4 and 5. From the table, the P values in three dimensions of Class 8 in the control group are 0.193, 0.660 and 0.683 respectively, and the P values of strategy improvement, language accumulation and motivation improvement are all greater than 0.05. This shows that the three differences of the control group before and after the experiment are not significant, and from these data it can be concluded that the promotion effect of traditional teaching on the three dimensions is not significant.

Table 4: Data related to pretest and posttest of three dimensions in the control group

dimension	pre-test/post-test	sample number	average value	standard deviation	standard error of mean
strategy improvement	pre-test	50	147.8333	2.7142	1.1081
	post-test	50	149.8333	2.2281	0.9098
language accumulation	pre-test	50	151.8000	3.7014	1.6553
	post-test	50	150.5336	3.1937	1.4283
promotion of enthusiasm	pre-test	50	151.1667	4.9967	2.0399
	post-test	50	152.1663	2.9935	1.2225

Table 5: T Test of Independent Samples for Pre-test and Post-test of Three Dimensions in Control Group

control group		Levene's Double-Wing Equivalence Test					T test of mean value equation			
		F	Sig.	T	df	Sig. (bilateral)	mean value	standard error value	Upper limit of 95% confidence interval for difference	Lower limit of 95% confidence interval for difference
strategy improvement	Using equal variance	0.191	0.671	-1.395	10	0.193	-2.0000	1.4337	-5.1945	1.19453
	Not using equal variance			-1.395	9.635	0.194	-2.0000	1.4337	-5.2110	1.2110
language accumulation	Using equal variance	0.005	0.948	0.457	8	0.660	1.0000	2.18632	-4.0417	6.0417
	Not using equal variance			0.457	7.832	0.660	1.0000	2.18632	-4.0606	6.0606
promotion of enthusiasm	Using equal variance	2.771	0.127	-0.420	10	0.683	-1.0000	2.3781	-6.2988	4.2988
	Not using equal variance			-0.420	8.181	0.685	-1.0000	2.3781	-6.4629	4.4629

#### 4.2. T test of independent samples in three dimensions of pretest and posttest in the experimental group

The pre-test and post-test data of the three dimensions of strategy improvement, language accumulation and motivation enhancement of the experimental group were tested by independent sample T. The obtained data and results are shown in Tables 6 and 7 From the table, the P values of Class 10 in the experimental group in three dimensions are 0.000, 0.000 and 0.006 respectively, all less than 0.05. This shows that there are three significant differences between the experimental group and the experimental group before and after the experiment. From these data, it can be concluded that the scaffolding theory-based senior high school English continuous writing teaching can promote the improvement of students' strategies, language accumulation and motivation in writing.



Table 6: Data related to pretest and posttest of three dimensions in the experimental group

dimension	pre-test/post-test	sample number	average value	standard deviation	standard error of mean
strategy improvement	pre-test	50	147.8333	2.9270	1.1949
	post-test	50	165.5000	5.4314	2.2174
language accumulation	pre-test	50	149.3333	1.9664	0.8028
	post-test	50	164.0000	4.6044	1.8797
promotion of enthusiasm	pre-test	50	151.4658	2.7019	1.2083
	post-test	50	164.6231	7.3007	3.2650

Table 7: T Test of Independent Samples for Pre-test and Post-test of Three Dimensions in Experimental Group

control group		Levene's Double-Wing Equivalence Test					T test of mean value equation			
		F	Sig.	T	Df	Sig. (bilateral)	mean value	standard error value	Upper limit of 95% confidence interval for difference	Lower limit of 95% confidence interval for difference
strategy improvement	Using equal variance	2.783	0.126	-7.014	10	0.000	-17.6667	2.5188	-23.2789	-12.0554
	Not using equal variance			-7.014	7.678	0.000	-17.6667	2.5188	-23.5177	-11.8156
language accumulation	Using equal variance	12.895	0.005	-7.176	10	0.000	-14.6667	2.0439	-19.2209	-10.1124
	Not using equal variance			-7.176	6.765	0.000	-14.6667	2.0439	-19.5341	-9.7993
promotion of enthusiasm	Using equal variance	8.905	0.017	3.792	8	0.006	-13.2000	3.4814	-21.2281	-5.1719
	Not using equal variance			3.792	5.076	0.012	-13.2000	3.4814	-22.1093	-4.2907

### 4.3. Results Analysis

Based on the above data, it can be concluded that the senior high school English continuous writing teaching based on scaffolding theory improves the four strategies of thinking, creating, writing and modifying for senior high school English writing continuation students. The students can use the relevant vocabulary more effectively, the sentence patterns used can be diversified, the grammar is more accurate and the discourse cohesion is more coherent. The students' resistance to writing and fear are relieved, and their enthusiasm for further writing is improved. Judging from the test results



of this continuation test, the average score of the control group is 7.9 points, and that of the experimental group is 10.5 points, which has been significantly improved. From this, it can be concluded that the scaffolding theory-based senior high school English continuous writing teaching has a pioneering theoretical innovation and solid practical value.

Table 8: Summary of English Continuation Test of Experimental Group and Control Group

group	class	number of people	continued average score
control group	Class 8, Senior One	50	7.9
experimental group	Class 10, Senior One	50	10.5

## 5. Conclusion and recommendations

### 5.1. Conclusion

This experiment investigates the current situation of senior high school students' continuous writing and the students' writing level after the scaffolding instruction-based senior high school English continuous writing and writing teaching experiment through teaching practice, and then tests its effectiveness with students' performance indicators before and after the experiment. The conclusions are as follows.

1. The teaching of English continuous writing based on scaffolding theory is beneficial to the improvement of students' strategies, language and enthusiasm.
2. The scaffolding theory-based English continuous writing teaching can promote the performance of middle-level students and underachievers more obviously than that of top-level students and can also enhance students' interest in continuous writing.

### 5.2. Recommendations

**(1) Fully respecting the subject, following the principle of subject and goal orientation.** In the implementation of scaffolding instruction, students' dominant position should be fully highlighted, so that students can participate in and enjoy the classroom and improve their sense of self-efficacy. The goal-oriented principle is the front link of scaffolding instruction. A good classroom instruction design needs to be close to the teaching goal, closely related to the actual and real life, so as to make the classroom instruction more effective.

**(2) Strengthen guidance to avoid mechanization of classroom process.** Scaffolding instruction itself is an advanced teaching concept with a perfect teaching process. This is its greatest advantage, but it is also easy to cause mechanization of the classroom process. In order to avoid this problem, teachers need to innovate teaching methods in the process of implementation, adopt a variety of teaching activity organization strategies, use a combination of a variety of teaching methods and teaching activities, break the organizational limitations of traditional teaching, create an active atmosphere and various forms of classroom forms, make the continuous writing class more open, inclusive, interesting and innovative, and further improve the effectiveness of the continuous writing teaching.

**(3) Pay attention to the combination of extracurricular activities and realize the organic combination of classroom activities and extracurricular activities.** Extracurricular activities are of great significance to the effectiveness of classroom teaching. Therefore, it is particularly important to effectively use the time before and after class to pave the way for the development of new

knowledge in the classroom or to consolidate the old knowledge. For pre-class preparation, a small list of tasks can be set up for the group according to the classroom content, so that they can divide the work, prepare for the class, transfer the primary learning content appropriately in the extra-curricular links, reduce part of the classroom teaching pressure, and review the composition after class, so as to promote the students to master the knowledge more deeply.

Due to the limitation of experimental objects, teaching content and class hours, the research content has not been further deepened. The diversified implementation of each step and the specific direction of action for students can be further deepened. Due to the time limit, this experiment is only carried out in two classes in one school, and it cannot be carried out in a wider range. The experimental results are further demonstrated. In view of these deficiencies, we should try and improve them continuously in the future teaching work.

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