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Theoretical Research on Scaffolding Theory in Junior High School English Reading Teaching

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Abstract

Reading, as a core pathway for language input, plays a crucial role in English language learning. Task design, a commonly used instructional strategy in junior high school English reading classrooms, significantly impacts the quality of students' classroom experience. Currently, secondary school English reading instruction faces numerous challenges. High-quality teaching task design facilitates better student engagement in the classroom and holds great significance for improving the quality and effectiveness of junior high school English reading lessons. This study is grounded in scaffolding theory and employs research methods such as literature review, classroom observation, and interviews to investigate and analyze two reading lessons taught by two English teachers in the seventh grade. The aim is to examine how scaffolding is implemented in current English classrooms to enhance students' reading abilities. The findings reveal that, compared with traditional English reading teaching methods, when teachers incorporate scaffolding into task design in reading lessons, they tend to adopt a more student-centered approach. This method effectively enhances teacher-student and peer interactions, boosts student participation and motivation, and thereby improves junior high school students' English learning efficiency while strengthening their teamwork skills. Additionally, the scaffolding-based teaching model demonstrates universality. Well-designed scaffolding tasks lead to more positive student feedback, enabling students of varying proficiency levels to engage more effectively in English reading learning. This approach alleviates students' anxiety toward task-based reading, stimulates their interest in reading, and enhances their confidence, ultimately promoting overall improvement in their English reading proficiency.

Keywords

Scaffolding Theory; English Reading Class In Junior High School; Task Design

1. Introduction

Reading plays a crucial role in English language learning, serving as a primary means for students to acquire vocabulary, understand grammar in context, and develop a sense of language. English Curriculum Standards for Compulsory

Education (2022 Edition) emphasize that English teaching should focus on cultivating students' core competencies, particularly their language proficiency, critical thinking, and cultural awareness (Ministry of Education, 2022). However, current English instruction in junior high schools still faces many problems. For instance, the 2023 PISA (Program for International Student Assessment) data revealed that Chinese middle school students' performance in English reading comprehension lags behind that of students in some developed countries (OECD, 2023). In addition, traditional teacher-centered teaching methods sometimes remain dominant, leading to students' lack of independent inquiry skills and diminished reading interest and efficiency.

Scaffolding theory was first proposed by Wood, Bruner, and Ross, building on Vygotsky's sociocultural theory and the concept of the Zone of Proximal Development (ZPD). Scaffolding theory suggests that teachers or more capable peers can facilitate learners' cognitive progress from their current ability level to their potential developmental level by providing timely and progressive guidance and support. In English reading instruction, scaffolding takes various forms, including question prompts, graphic organizers, and modeling, while its core characteristics are adaptability and the gradual withdrawal of support. In 1976, Wood, Bruner, and Ross first introduced the concept of scaffolding into education and proposed that scaffolding is an intervention by teachers to help children achieve goals that they cannot complete independently (Xing, 2022). This theory provides significant insights into the reconstruction of English reading task design. Nevertheless, how to improve English reading classes by using scaffolding theory remains an under-researched area.

Previous studies have achieved certain results in English reading classes in junior high schools. Zhang (2019) proposed the design of English reading classes based on English learning activities. In addition, cooperative learning in English reading classes was discussed by Lin (2013). However, despite these studies, research on designing tasks in English reading classes is still insufficient. Scaffolding theory is a teaching model that requires teachers to design teaching activities and tasks in the learning process. Domestic scholars such as Wang (2016) have contributed innovative perspectives to task design through the application of scaffolding theory. In sum, it is still meaningful to explore how to use this theory in designing reading tasks in English reading classes so as to provide new research ideas.

The purpose of this study is to explore the effects of the current design of teaching tasks in junior high school English reading classes. Specifically, this study aims to investigate the scaffolds constructed by teachers in English reading classes and the effects and feedback of students when scaffolding theory is applied in English reading classes.

This thesis consists of five parts. Part one is the introduction, which provides the research background and the significance of the study. Chapter two is the literature

review related to the basic concepts of scaffolding theory, scaffolding talk, and task-based teaching in reading classes. The third part introduces how the study is conducted, including research questions, research subjects, research instruments, and procedures. Chapter four reports the results and discussion based on the classroom observation scale and interview sheets. Part five is the conclusion, which summarizes the major findings, limitations of the study, and future research directions.

2. Literature Review

This part aims to comprehensively sort out and analyze the domestic and foreign research status of English reading teaching, to provide a solid theoretical foundation and reference basis for subsequent research, and to summarize the shortcomings of existing studies.

2.1. Studies on English reading teaching abroad

In the field of English reading teaching, extensive research has been conducted abroad, with a particular focus on exploring effective teaching methods and task-design strategies to improve students' reading abilities. This research is closely related to scaffolding theory and task design in junior high school English reading teaching.

Research on English reading teaching abroad has undergone a shift in focus over the years. Initially, emphasis was placed on vocabulary and grammar teaching in reading classes. However, as educational theories developed, there has been a growing recognition of the importance of cultivating students' comprehensive language application abilities.

Sarjan and Mardiana (2017) investigated the strategies used by English teachers in teaching reading comprehension to second-year junior high school students in Indonesia. Their study examined how teachers used various teaching methods to help students understand reading materials. In Indonesia, junior high school students face unique challenges in English reading due to the local language environment and educational resources.

Teachers in this context explored a variety of techniques, such as visual aids, group discussions, and question-and-answer sessions, to engage students in the reading process. Although this research was conducted in a specific context, it reflected the common challenges faced in junior high school English reading teaching worldwide. Teachers around the world are constantly exploring ways to design tasks that can effectively guide students through the reading process, which is consistent with the idea of task design in teaching.

In addition to the methods mentioned by Sarjan and Mardiana (2017), some scholars in other countries, such as Hanaa (2021), have also experimented with multimedia resources, such as videos and podcasts related to reading materials, to

enhance students' understanding. These additional resources can provide a more immersive learning experience and help students connect written text with real-world scenarios. In the context of curriculum-based ideological and political education, research on English reading teaching has also made notable progress.

Cui and Liu (2025) took a secondary vocational English reading class themed "Invention and Innovation" as an example to explore instructional content design and implementation strategies. Their research showed that, in addition to language skills, teaching should also integrate ideological and political elements. This perspective broadens the scope of English reading teaching and has implications for task design. When designing reading tasks, teachers need to consider not only language learning but also the cultivation of students' values and worldviews.

With the deepening of the new curriculum standards and quality education, English teaching in secondary schools has undergone significant changes. Li (2024) pointed out that middle school English teaching no longer focuses solely on students' English grades and vocabulary, but also emphasizes the cultivation of students' English application ability. In the context of English reading, this means that teachers need to design tasks that can improve students' ability to understand and use English in real-life situations. The concept of scaffolding theory can be applied here. Teachers can provide appropriate support and guidance at different stages of reading tasks, such as pre-reading, while-reading, and post-reading, to help students gradually build their reading skills.

Researchers have explored the knowledge and beliefs of Chinese EFL teachers regarding the teaching of English reading in public primary schools (Luo, Susan, Graeme, Malatesha & Zhong, 2025). Although this study was conducted in China, it also reflects some general trends in English reading teaching research. The study found that teachers need a deeper understanding of reading instruction theories and the ability to apply them in practice. In the context of task design, this implies that teachers should be familiar with theories such as scaffolding theory so as to design tasks that effectively support students' reading development.

Li (2022) elaborated on the application of multilevel teaching in junior middle school English classes. The essence of the layered teaching model is to teach students according to their aptitude while taking individual differences into account. In English reading teaching, this is related to the concept of scaffolding. In this sense, teachers can design different levels of reading tasks to meet the needs of students with different English proficiency levels. For example, students with lower proficiency can be provided with simpler tasks and more support, while more advanced students can be given more challenging tasks to further improve their reading abilities.

In summary, current foreign research on English reading teaching shows a trend toward a more comprehensive approach that combines language skills training, ideological and political education, and consideration of individual differences. The

concepts of scaffolding theory and task design are crucial in this context. By designing appropriate reading tasks and providing necessary support, teachers can effectively improve students' English reading abilities and promote their overall language development.

2.2. Studies on English reading teaching at home

In recent years, domestic scholars have conducted extensive research on English reading teaching in junior high schools, aiming to improve students' reading ability and the quality of English teaching. This section summarizes the research content and achievements of domestic scholars in junior high school English reading teaching from earlier to more recent studies.

Lu and Zhang (2025) proposed a deep reading teaching strategy for junior high school English based on core literacy. They emphasized that in the teaching process, it is crucial to cultivate students' core competencies, such as language ability, thinking quality, cultural awareness, and learning ability. By designing inspiring and challenging reading tasks, students are guided to understand the text deeply and explore the cultural connotations and ideological values behind it. This teaching strategy helps improve students' comprehensive reading ability, enabling them not only to understand the literal meaning of the text but also to engage in critical thinking and creative expression.

Zhang (2019) designed junior high school English reading teaching based on the concept of English learning activities. This design takes activities as the carrier and allows students to improve their reading ability by participating in various learning activities. For example, group discussions and role-playing activities can stimulate students' learning interest and initiative, enabling them to apply the learned language knowledge and reading skills in practice. This teaching design emphasizes the dominant position of students and focuses on cultivating their cooperative learning ability and language application ability.

Hao and Cao (2020) conducted a study on junior high school English reading teaching based on input theory. Input theory holds that a large amount of comprehensible input is the key to language learning. In their research, they proposed that teachers should provide a wide variety of reading materials, including texts of different genres, themes, and difficulty levels, to meet students' diverse needs. At the same time, attention should be paid to the quality and mode of input, and effective teaching methods should be adopted to guide students to understand and absorb the input information, thereby improving students' reading proficiency.

Guo (2015) focused on the meaning construction of texts in junior high school English reading teaching. She pointed out that reading is not merely the recognition and understanding of words, but more importantly the construction of textual meaning. Teachers should guide students to interpret and analyze the text in combination with their own knowledge, experience, and background information, so

as to construct their own meaning. In the teaching process, methods such as questioning and discussion can be used to help students understand the connotations of the text deeply and cultivate their reading comprehension ability and thinking ability.

Chen (2017) explored the application of the stratified teaching method in primary school English reading. Although this study targeted the primary school stage, the concept of stratified teaching is also applicable to junior high school English reading teaching. The stratified teaching method divides students into different levels according to their learning abilities, interests, and learning progress, and then designs corresponding teaching objectives, teaching content, and teaching for each level. This teaching method can meet the learning needs of different students, enabling each student to develop fully within their zone of proximal development and improving teaching effectiveness.

Domestic scholars' research in the field of junior high school English reading teaching covers multiple thematic directions, such as teaching models, teaching methods, and teaching stratification. These research results provide rich theoretical support and practical guidance for junior high school English reading teaching, helping to improve teachers' teaching levels and students' reading abilities. However, with the development of the times and the continuous updating of educational concepts, junior high school English reading teaching still faces new challenges and problems. For example, how to better integrate modern information technology into reading teaching and how to cultivate students' cross-cultural communication ability in reading teaching are issues that future research needs to focus on. As the educational environment and students' characteristics change, further in-depth research and exploration are required to adapt to the ever-changing teaching requirements. This will contribute to the continuous improvement and innovation of junior high school English reading teaching and ensure that students can develop better in language learning and cross-cultural communication.

2.3. Summary

Although there are many domestic and foreign studies on English reading teaching, obvious deficiencies still exist. In terms of task design, although there are many studies on reading teaching methods and strategies, there is relatively little research on how to systematically apply scaffolding theory to the design of junior high school English reading teaching tasks. Scaffolding theory emphasizes providing appropriate support to students to help them gradually improve their abilities. However, current research lacks in-depth exploration of the specific application methods and effects of scaffolding theory in task design. For example, questions such as how to build appropriate scaffolds according to students' actual situations when designing teaching tasks and how to gradually remove scaffolds as students'

abilities improve have not been fully studied.

Moreover, the evaluation system for the application of scaffolding theory in task design is not yet perfect. Most existing studies focus on the evaluation of teaching effects, while there is a lack of specific evaluation indicators and methods for the rationality and effectiveness of scaffolding theory in the process of task design. In sum, it is necessary to conduct an investigative study on task design in junior high school reading teaching from the perspective of scaffolding theory.

3. Theoretical Basis

The main theoretical basis of this study is scaffolding theory. Scaffolding theory provides a theoretical basis and support for investigating the situation of constructing scaffolds for junior high school students in English reading classes. This part introduces the development and formation of scaffolding theory and discusses the process of scaffolding instruction.

3.1. An overview of scaffolding theory

Scaffolding theory, closely associated with the Zone of Proximal Development (ZPD), has become an important concept in junior high school English reading teaching. The term "scaffolding" was first introduced by Bruner in the 1960s as a metaphor for the supportive structures that enable learners to complete tasks they could not accomplish independently. The ZPD, introduced by Vygotsky, describes the gap between a learner's current independent ability and their potential ability with guidance. Scaffolding is the support mechanism that helps learners cross this gap and reach higher levels of performance. Scaffolding theory has a rich history of development. Rooted in Vygotsky's sociocultural theory in the 1930s, it states that learning is a social process. The concept of scaffolding was later refined by Wood, Bruner, and Ross in 1976. They described scaffolding as the temporary support provided by a more knowledgeable person to help a learner complete a task that is initially beyond their independent ability. Over the years, this theory has been adapted and applied in various educational contexts, including language teaching.

3.2. The development of scaffolding theory

The theoretical foundation of scaffolding theory was further enriched by Lev Vygotsky, who introduced the concept of the "Zone of Proximal Development" (ZPD) in the 1930s. Vygotsky argued that learning occurs most effectively when learners are given challenges slightly beyond their current ability level, with the support of a more knowledgeable other—whether a teacher, peer, or learning tool. This idea is closely related to the principles of scaffolding, which emphasizes the role of external support in bridging the gap between what learners can do independently and what they can achieve with guidance.

In the 1970s and 1980s, the concept of scaffolding gradually developed into a more

structured framework for educational practice. Researchers such as Wood, Bruner, and Ross built on Bruner's original metaphor and proposed a scaffolding model that includes specific strategies such as modeling, prompting, and fading. These strategies were designed to provide learners with necessary support while gradually reducing the level of assistance as their skills improved. This interactive approach to scaffolding laid the foundation for its application in classroom settings, especially in language learning.

The application of scaffolding theory in language education gained momentum in the 1990s. Scholars such as Gibbons explored its relevance to second language acquisition by introducing the concept of "language scaffolding," which provides various scaffolds to combine English teaching with regular curriculum content so as to meet students' needs (Wang, 2022). These contributions helped establish scaffolding theory as a valuable framework for designing instructional tasks that promote language development.

In summary, the development of scaffolding theory reflects the gradual integration of psychological, social, and educational perspectives, and its application in reading instruction is an important research area. From its origins in cognitive and social learning theories to its current use as a framework for task design in language teaching, scaffolding theory has proven to be a versatile and effective approach to supporting learners in achieving their full potential. As research continues to explore the practical applications of scaffolding theory in diverse educational contexts, its relevance and impact are likely to grow, offering new insights into how teachers can design tasks that foster meaningful learning experiences for students.

In reading instruction, scaffolding theory has been particularly influential in guiding the design of tasks that help learners navigate complex texts. Researchers such as Tahmasebi (2011) conducted a study on the use of scaffolding in EFL texts. The results showed that the experimental group performed significantly better than the control group in oral presentations. In China, more recent studies by scholars such as Su (2021) and Chen (2019) have further expanded these ideas, exploring how scaffolding theory can be applied to the design of reading tasks that promote both language acquisition and cognitive development. Su's research highlights the importance of integrating scaffolding into the whole reading process, from pre-reading activities that activate prior knowledge to post-reading tasks that encourage reflection and application. Chen focuses on the role of scaffolding in fostering students' metacognitive awareness, arguing that learners who are aware of their own thinking processes are better able to monitor and regulate their learning.

3.3. Steps of instruction from the perspective of scaffolding

According to Vygotsky, the core of scaffolding instruction lies in its student-centered approach, in which teaching activities are carried out under teacher guidance to

stimulate learning interest, promote knowledge construction, and cultivate independent inquiry skills (Han & Wang, 2023). This teaching model establishes an appropriate learning support system, helping learners bridge the gap between their current cognitive level and expected goals while providing tailored guidance. The implementation process typically includes the following five stages:

Table 1. Steps of scaffolding instruction

Steps	Description	Examples
Scaffolding construction stage	Teachers first identify the learning theme and assess students' cognitive foundations through diagnostic evaluation. Considering individual differences and potential developmental zones, they design a multi-tiered support framework to assist students in building personalized conceptual structures.	Before teaching a passage , the teacher designs the basic framework to students like time clue.
Contextual creation stage	Teaching scenarios are designed based on students' life experiences and real-world problems, using diverse instructional media to create immersive environments. Learners are guided to define learning objectives through situational analysis, achieving autonomous knowledge construction via contextual problem-solving.	Before reading text about the dietary habits, the teacher shows some pictures to students to ask them if they like to eat the dishes in pictures
Independent exploration stage	Teachers should provide ample time and space for exploration, offering progressive guidance while maintaining learner autonomy. Conceptual references are provided while keeping thinking open-ended. Support strategies are dynamically adjusted according to individual learning characteristics.	Teacher design some questions and give students some time to answer them
Collaborative learning stage	Learning communities engage in cooperative inquiry, deepening understanding through collective wisdom. Group members not only share cognitive outcomes but also develop teamwork skills. This social construction approach effectively enhances learning engagement.	Students are asked to work in groups.
Multidimensional evaluation stage	A three-tiered evaluation system is established, incorporating teacher assessments, peer reviews, and self-reflection. Multifaceted feedback helps learners examine their progress and facilitates continuous improvement, emphasizing both process-oriented and developmental evaluation.	After a student answer a question, the other students are asked to evaluate if his answer is sufficient

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Contextual creation stage Teaching scenarios are designed based on students' life experiences and real-world problems, using various instructional media to create immersive environments. Learners are guided to define learning objectives through situational analysis and achieve autonomous knowledge construction by solving contextual problems. Before reading a text about dietary habits, the teacher shows

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3.4. Tasks in English reading classes from the perspective of scaffolding theory

Scaffolding theory has become an important framework for understanding and improving teaching practices in various educational contexts, including language learning. The application of scaffolding theory to junior high school English reading teaching has been increasingly explored in recent years, especially in relation to task design. This section examines the relationship between scaffolding theory and task design in junior high school English reading classes, as well as the rationale for applying it to this specific context.

3.4.1. The role of scaffolds in English reading teaching

At its core, scaffolding theory, originally proposed by Wood, Bruner, and Ross in 1976, emphasizes providing temporary support to learners when they are engaged in tasks slightly beyond their current ability level. Scaffolds are the necessary support provided by the teacher or others in class. This support is gradually removed as learners become more competent, enabling them to perform independently over time. In English reading instruction, scaffolding can take many forms, such as pre-reading activities that activate prior knowledge, guided discussions during reading, and post-reading tasks that encourage reflection and application of new knowledge. These scaffolds help students cope with the challenges of reading texts in a second language, especially when they encounter unfamiliar vocabulary, complex sentence structures, or cultural nuances.

3.4.2. The connection between scaffolding theory and task design

The relationship between scaffolding theory and task design in English reading classes lies in the emphasis on aligning tasks with students' learning needs and objectives. According to Astika (2005), effective task design in English reading instruction requires careful consideration of students' proficiency levels, interests, and learning goals. Scaffolding theory provides a theoretical basis for designing tasks that are both challenging and achievable, ensuring that students are neither overwhelmed nor bored. For example, tasks can be organized step by step, with each step building on the previous one and providing opportunities for practice and consolidation. This approach not only improves students' reading comprehension but also develops their autonomy and confidence in using English.

Moreover, scaffolding theory fits well with the principles of student-centered learning, which emphasizes active engagement and collaboration. As highlighted by Wang (2024), scaffolding tasks in English reading teaching often involve group work, role-playing, and problem-solving activities, which promote interaction and peer support. These activities not only enhance students' language skills but also develop their critical thinking and communication skills, which are essential for effective reading comprehension. For example, students can work in pairs or small groups to discuss and summarize a text, using each other's insights to deepen their understanding. This collaborative approach creates a supportive learning environment in which students feel comfortable expressing their ideas and seeking help when needed.

The feasibility of applying scaffolding theory in teaching, especially in junior high school English reading instruction, can be supported by its successful implementation in various educational fields. One notable example is the application of scaffolding theory in Chinese classical literature teaching. Wang (2024) explored the use of scaffolding theory to address the challenges of the transition from junior high school to high school Chinese learning. For example, by designing scaffolds tailored to students' needs, such as providing structured guidance on vocabulary and sentence structure, teachers were able to bridge the gap between the two stages. This approach not only improved students' comprehension but also promoted a smoother transition, demonstrating the effectiveness of the theory in dealing with learning discontinuities. Similarly, in the context of the integration of programming and mathematics, Xie (2024) showed how scaffolding could simplify complex concepts for primary school students and enable them to solve mathematical problems through programming. For example, he designed guidance sheets, resource sheets, and question sheets to manage the whole problem-solving process. Among them, the guidance sheet served as the process and basis for students to engage in problem-solving activities, including the problem context, flexible tasks to be completed, and students' evaluation of the tasks. The resource sheet provided specific support (such as examples and relevant knowledge points) during the

problem-solving process. In addition, the question sheet provided a basis for peer questioning during the connection and expression stage, mainly including knowledge and conceptual questions, as well as process and method questions. The aim was to help students simplify tasks while supporting their internalization of knowledge and meaningful learning. Through these processes, scaffolds were constructed by providing a context for students' learning. This study highlights the versatility of scaffolding in breaking complex tasks into manageable components, which is consistent with the demands of English reading instruction.

In addition, the application of scaffolding theory in mathematics education further illustrates its wide applicability. Li (2020) investigated the use of scaffolding in teaching high school functions, a complex and foundational topic. By designing scaffolds that gradually reduced support as students improved their proficiency, Li showed how scaffolding could help students transition from dependent learning to independent problem-solving. For example, when teaching the concept of functions in Mathematics Required Course One, the teacher first guided students to review the concept of functions from junior high school mathematics and connect it with the set theory learned in the previous chapter. Then the teacher asked what the concept of functions should be under set language, inspiring students to think. After that, using examples from the textbook, the teacher led students to summarize and identify common features, and finally generalize the concept of functions under set language. Afterward, students could use the scaffolds constructed by the teacher to think independently about the questions in this lesson. This gradual "fading" of support, a key feature of scaffolding, is also applicable to English reading tasks, where students may need different levels of support depending on their proficiency and understanding.

In physics education, Zhou (2018) explored the use of scaffolding to address the challenges of the transition from high school to university-level physics. By identifying key concepts and designing scaffolds to bridge the gap between high school and university curricula, Zhou showed how scaffolding could improve students' conceptual understanding and problem-solving ability. This approach is particularly instructive for English reading instruction, where students often face similar challenges in transitioning between different levels of text complexity and language demands.

3.5. The principles of scaffolding instruction

In junior high school English reading instruction, task design based on scaffolding theory should take into account the unique needs and developmental stages of students. The design of such tasks should be guided by several key principles, including clear objectives, appropriate levels of challenge, and opportunities for interaction and collaboration.

First, one of the critical principles of task design is the integration of scaffolding

strategies that address both language and cognitive development. As noted by Wang (2024), scaffolding can be effectively implemented through the design of tasks that incorporate various forms of support, such as graphic organizers, guided questions, and collaborative activities. These tools help students organize their thoughts, clarify their understanding, and engage more deeply with the reading material.

Another important principle is the emphasis on interaction and collaboration in task design. Collaborative learning, as discussed by Lin (2013), can improve students' engagement and motivation by providing opportunities for peer support and discussion. Tasks that require students to work together, such as group discussions or pair work, can help create a supportive learning environment.

In addition, task design should include opportunities for reflection and self-assessment. As highlighted by Li (2023), tasks that encourage students to reflect on their learning processes and outcomes can help them develop metacognitive skills and a deeper understanding of their own learning strategies.

Finally, task design should be contextually relevant and meaningful to students. As noted by Zhou (2018), tasks that are grounded in real-life contexts or related to students' interests and experiences are more likely to engage them and promote deeper learning. This principle is particularly important in English reading instruction, where tasks that connect with students' lives can help make the learning process more authentic and meaningful.

Conclusions

This paper conducts a theoretical analysis and literature review on task design in junior high school English reading teaching from the perspective of scaffolding theory. It sorts out the domestic and foreign research status, elaborates the origin, development, and implementation steps of scaffolding theory, and analyzes the application value and basic principles of scaffolding theory in reading task design.

The review shows that existing studies have paid attention to English reading teaching, but few have systematically combined scaffolding theory with task design. The scaffolding teaching model, by setting tiered temporary support according to students' zone of proximal development, can effectively stimulate students' reading motivation and promote a student-centered reading classroom.

This study still has limitations. It focuses only on theoretical analysis. Further empirical research will be conducted to collect classroom data and test the actual effects of scaffolding reading tasks. Future research can also explore digital scaffolding to enrich diversified task forms.

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