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Exploration on Scaffolding Teaching Model Application Strategies in Reading and Continuation Writing of Senior High School

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Abstract

With the gradual advancement of the new college entrance examination reform, a new type of examination part for the writing section, "Reading and Continuation writing" has appeared in front of people. This kind of novel examination section exerts a positive influence on the cultivation of students' comprehensive language application competence, including reading, writing and critical thinking ability. The scaffolding teaching model is a student-centered teaching method that can reduce the difficulty of reading and continuation writing to a certain extent. To enhance the high-school English reading and continuation writing teaching, adopting research approaches like case analysis, grounding itself in an overview of the scaffolding teaching model, it is pointed out that teachers can skillfully combine the scaffolding teaching model with the teaching of reading and continuation writing through strategies such as building situational scaffolds, text reading scaffolds and so on, so as to provide some useful references for the teaching work of high school English teachers.

Keywords

Scaffolding Teaching Model; High School English; Reading and Continuation Writing; Application Strategies

1. Introduction

With the reform of the new college entrance examination advancing steadily, reading and continuation writing has become a vital component of senior high school English tests. This new question type aims to cultivate students' comprehensive language abilities, including reading comprehension, written expression and critical thinking. However, current teaching of this section faces prominent challenges from both teachers and students. Many teachers adopt outdated separated teaching of reading and writing, overemphasize vocabulary and grammar drills while ignoring in-depth text analysis, and apply rigid

"one-size-fits-all" teaching and single evaluation methods. For students, weak language foundations, difficulty in interpreting text themes and foreshadowing, as well as superficial thinking and formulaic writing also hinder their learning progress.

As a student-centered teaching approach based on constructivism, the scaffolding teaching model can provide temporary learning support for students. It helps reduce learning difficulty, stimulate learning motivation and improve overall language competence. Combined with Vygotsky's zone of proximal development theory, teachers can design diversified scaffolds covering situation, text reading, creative writing, cooperative learning and evaluation. This paper mainly explores the practical application strategies of the scaffolding teaching model in high school English reading and continuation writing, hoping to offer effective references for frontline English teachers and promote the integration of reading and writing teaching.

2. Problems Currently Faced in High School English Reading and Continuation Writing Teaching

2.1. Teachers' Aspects

As an emerging question type, senior high school English reading and continuation writing also imposes rigorous demands on teachers. The following are some problems existing in teachers' instruction of reading and continuation writing.

First, there are problems of insufficient theory and teaching guidance. In teaching practice, traditional teaching methods are universally existing: teachers conduct separate reading and writing teaching so there is a lack of systematic guidance for students, making it difficult for students to complete a logical continuation writing task. Second, when interpreting texts, teachers emphasize results over processes so that students passively accept surface information, lacking in-depth analysis of the text and unable to understand emotions and themes[1]. Thirdly, the majority of teachers neglect the cultivation of students' comprehensive language ability. They often mistakenly put great emphasis and time on the explanation of vocabulary meaning and grammar drills, thus ignoring the development of students' other comprehensive abilities[2]. Fourth, teachers' teaching methods are unscientific, specifically manifested as: teachers ignore students' individual differences and adopt a "one-size-fits-all" teaching plan, making it difficult to accomplish the desired effect. Influenced by the "fraction theory", the sea of questions tactics is prevalent, turning students into exam machines. Finally, the teaching evaluation subjects and forms are single. Most teachers use traditional methods such as quantitative scoring and teachers as the only subject for evaluation. This unitary evaluation model proves insufficient to satisfy teaching requirements, thereby constraining the advancement of students' reading and continuation writing proficiencies[3].

2.2. Students' Aspects

On the one hand, from the perspective of students' language ability, before continuing writing, it is necessary to deeply interpret the content of the text, sort out the basic elements and clarify the key information and the direction of continuation writing, so as to write a wonderful ending.

However, some students can understand the basic information, but they have great difficulties in interpreting foreshadows, conflicts, and themes. There are situations where they cannot understand or understand thoroughly, making it difficult to start the continuation writing smoothly. Moreover, when reading and continuing writing, it is necessary to accurately use vocabulary and grammar according to the requirements and maintain the consistency of the stylistic style, but some students have weak language foundations. They often have problems of spelling and grammar mistakes, wrong sentence structures as well as inappropriate using of language. On the other hand, from the perspective of students' thinking ability, there are obvious shortcomings. Reading and continuation writing is a process of combining language and thinking. Reading and conceptualization need to go through various thinking steps to better use language for continuation writing. However, in practical training, due to the deficiency in critical thinking abilities, students analyze the reading text superficially, and the envisioned plotlines often stray from the original narrative. Moreover, due to the absence of innovative thinking, their continuation writing tends to be formulaic, thus failing to meet the standards of the new college entrance examination[3].

3. Overview of Scaffolding Teaching Model

3.1. Concept of Scaffolding Teaching Model

The term "scaffolding", originally from the construction field, refers to the temporary support structure built by construction workers during the construction process. Once the principal structure of the edifice is finalized, these auxiliary supports can be safely dismantled without compromising the stability of the building's overall framework. Thereafter, the concept of "scaffolding" was introduced into the field of education, which means that adults or more skilled peers build a temporary learning support system for learners. The scaffolding teaching model offers learners the essential support needed to tackle challenging learning tasks independently, thereby fostering ongoing advancement in their educational journey and aiding in the gradual accumulation of knowledge and skills.

Rooted in constructivist theory, scaffolding instruction represents an instructional approach congruent with the revised curriculum. This approach champions a learner-centered paradigm, positing that knowledge construction is most effective when learners engage proactively in the learning process. In

scaffolding teaching, teachers act as facilitators by providing temporary support structures or "scaffolds" to enable students to deeply engage with the materials and gradually internalize the presented concepts[4]. The "scaffolds" in the scaffolding teaching model refer to some learning aids that play a temporary helping role. With the assistance of scaffolds, it can enable students to accomplish complex learning tasks which would be challenging to complete independently, participate in learning activities from shallow to deep, and obtain more pleasant learning experiences[5].

3.2. Role of Scaffolding Teaching Model

The scaffolding teaching can increase students' positive learning attitude towards reading and continuation writing. It can help students form a positive continuation writing cognition, enhance interest, strengthen confidence, and stimulate learning motivation. Concurrently, this instructional model is capable of boosting the frequency with which students employ continuation writing strategies, prompting more frequent utilization of meta-cognitive, cognitive, and writing output strategies during the continuation writing process. Furthermore, scaffolding instruction can enhance students' continuation writing ability in vocabulary richness, logic, paragraph cohesion within the structure, and reduce tense errors and make progress in imitation in the language[6]. Studies have shown that the scaffolding teaching model has the potential to ignite interest and enthusiasm among senior high school students for English reading and continuation writing. Students show higher learning enthusiasm in the scaffolding teaching environment, become more positive and active in their attitude towards writing, and are willing to participate in all links of reading and continuation writing[7]. Scaffolding instruction enables students to focus on the content, language, and structure of compositions, thereby fostering their independent writing capabilities[8].

4. Application Strategies of Scaffolding Teaching Model in High School English Reading and Continuation Writing

Taking the Reading and Thinking part of Unit 1 Teenage Life in the People's Education Edition Compulsory 1 as an example, this article describes the challenges and coping strategies faced by American student Adam after entering high school in the first person. The article can be divided into four paragraphs with a clear structure. Through Adam's experience, it describes the difficulties encountered by high school freshmen in adapting to the new environment, choosing courses and extracurricular activities, and facing academic pressure, as well as his positive coping attitude and efforts. Teachers can guide students to discuss other difficulties and challenges that Adam may encounter on the basis of reading the article, and

guide students to carry out reading and continuation writing. The following are some possible scaffolds for teachers.

4.1. Building Situational Scaffolds

In the classroom introduction stage, teachers can start from students' personal experiences and create familiar situations for students and build scaffolds by playing videos, displaying pictures, and question chains. According to Vygotsky's "zone of proximal development" theory, those problems that are closely related to students' existing knowledge and experience and have a certain level of thinking ability and intensity through hard thinking to be solved are the most likely to stimulate students' learning desire[6]. For example, teachers can first play a video clip of campus life, such as scenes of learning in class, participating in extracurricular activities, and communicating with classmates. The video content should be close to students' real life and able to arouse students' resonance. After the video, the teacher can use question chains to stimulate the students: "What's the video about?"/"How do you feel about your campus life?"/"Did you encounter some difficulties?" and so on.

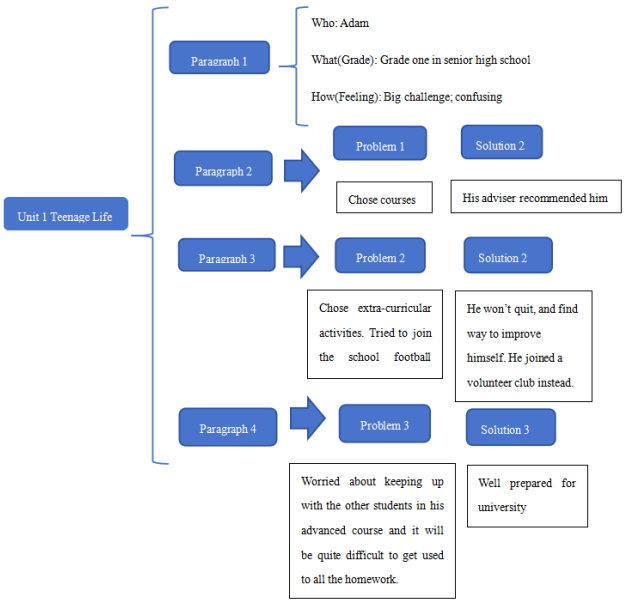
4.2. Building Reading Scaffolds Based on Text Content

The first difficulty in reading and continuation writing is how to let students dive into the reading state. Only when students can smoothly "read" can they naturally "write"[9]. Consequently, teachers should facilitate students in analyzing the textual context, discerning the article's central theme, and comprehending the author's purpose by constructing content-organizing scaffolds, new word meaning inference scaffolds, long and difficult sentence analysis scaffolds, article outline scaffolds, and protagonist's emotional experience scaffolds.

4.2.1. Content Sorting Scaffolds

1) Teachers help students sort out the main plot of the story through questions and sorting out the basic elements of narrative such as time, place, characters, and events. Teachers can use mind maps, flowcharts, key words, and other ways to help students sort out the text. The target reading passage mainly revolves around "problem-solving methods'', so teachers can design the following mind map to help students sort out the article content.

Figure 1. Example of main plot of the story



2) Create question scaffolds with questions to help students sort through the text. Teachers can guide students to think through progressive questioning, which is helpful for students to conceive a "problem-solving" model in their minds. During the reading activity, teachers are able to devise a set of guiding queries aimed at assisting students in deconstructing the textual framework and grasping both the central theme and specific details of the text. For example, for the theme of "Teenage Life", teachers can ask questions such as "What challenges does Adam face in high school?", "How does he deal with these challenges?", and "What can we learn from his experience?" to guide students to think deeply and discuss.

4.2.2. New Word Meaning Inference Scaffolds

Vocabulary is essential to reading and influences students' comprehension of the text. When encountering new words in the text, teachers can introduce methods such as connecting the context, displaying near synonyms and antonyms, and analyzing word formation to infer word meanings through scaffolds, thereby improving their reading efficiency. For example, by using the context clue method, teachers show students a sentence or paragraph containing new words, such as "Entering high school is a big challenge for me." Guide students to observe other words and structures in the sentence, such as "Entering high school" and "for me", and prompt them that this challenge is for the situation of entering high school, so as to infer that "challenge" may mean "difficulty" . By using the synonym and antonym method, teachers show a sentence containing new words and give a synonym or antonym, such as "Instead of playing computer games, he decided to volunteer." and give the synonym "help out". Guide students to understand that "volunteer" here means "doing work for help" through the synonym. These methods can promote

students' understanding of new words to a certain extent, thereby promoting their understanding of the text.

4.2.3. Article Outline Scaffolds

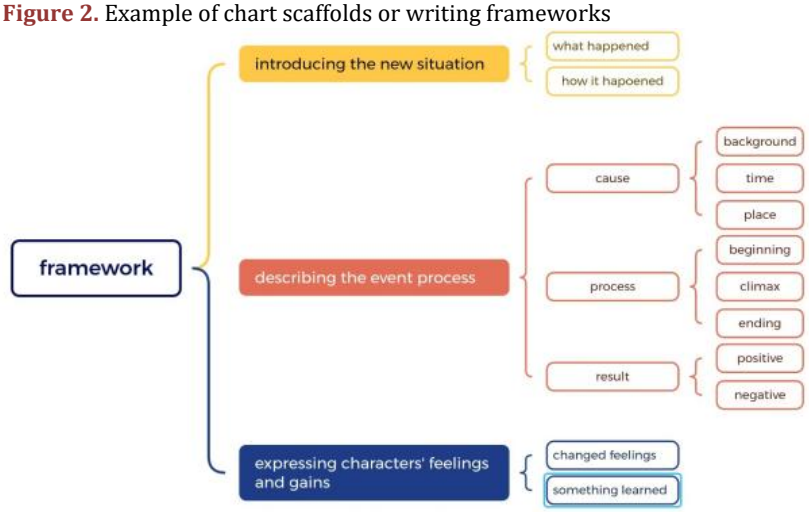
Comprehending the outline of the article is beneficial for students to produce a logical reading and continuation writing. Before formal skimming, teachers can assign students tasks to summarize the main idea of each paragraph. In this process, teachers can give students some key tips to let them focus on the first or last sentences of each paragraph which are what we called topic sentence, or transition words, etc, and help students form good reading habits. The topic sentences of "Teenage Life" basically appear in the first and last sentences of the paragraphs. For example, the topic sentence of the second paragraph is the first sentence: "First, I had to think very carefully about which courses I wanted to take".

4.3. Building Conceptualization and Creation Scaffolds

4.3.1. Content Design Scaffolds

Teachers can guide students to use chart scaffolds or provide writing frameworks to help students clarify their writing ideas and integrate material resources. Teachers can provide students with a writing framework, clarifying the structure and key point prompts of the beginning, main body, and end of the continuation writing. For example, when continuing to write Adam's story, students can be advised to organize the article according to the framework of "introducing the new situation → describing the event process → expressing the character's feelings and gains". Then fill in the framework content: in the writing process, guide students to fill in each part of the writing framework according to their own concepts and imagination, so that the content is more abundant and specific.

Figure 2. Example of chart scaffolds or writing frameworks



4.3.2. Language Optimization Scaffolds

In this article, the author mainly uses narration, and the language is plain. The language of the continuation writing should also be concise and simple. Students can appropriately add character dialogue and psychological monologues, imitate the language form of the text, and achieve accurate, vivid, diverse as well as coherent wording. Let students analyze the language expression methods in the text, such as descriptive language, narrative language, and argumentative language, and endeavor to emulate such expression techniques in continuation writing, making sure the style of the writing still remains the same with the original text.

4.4. Building Cooperative Learning Scaffolds

In cooperative learning, students will have more chances to present their opinions, expand opportunities to communicate, and their ideas can also be inspired and exchanged. In addition, when grouping, the differences of students should be considered, and students with different grades, characteristics, genders, and other characteristics should be grouped to ensure the balanced development of each group. Teachers are able to organize students into teams with four to five members each, and specify the responsibilities of every individual, including exploring character arcs, devising continuation narratives, and enhancing language presentation. The following are the tasks of each student for reference in cooperative learning.

Table 1. Example of different group roles

Reading Group Leader	Responsible for organizing the discussion and ensuring that every member can participate in
Content Curator	Responsible for conceptualizing the plot and main events of the sequel
Language Modifier	Responsible for embellishing language to ensure accuracy and fluency of expression
Recorder	Responsible for recording discussions and writing drafts
Spokesman	Responsible for reporting to all on the group's continuation

4.5. Building Continuation Writing Evaluation and Revision Scaffolds

4.5.1. Collective Evaluation and Revision Scaffolds

In the instructional process of reading and continuation writing, evaluation and feedback play a pivotal role, constituting the concluding phase. Teachers introduce evaluation scaffolds in this link, so that students can clearly know what qualities a high-quality article should have, and then reflect on, improve, and enhance their own compositions in a targeted manner[10]. The collective evaluation and revision scaffold consists of two parts: the first part is the excellent student compositions. An excellent model composition can play a good demonstration role for students. Teachers should actively provide excellent continuation writing samples, so that students can gradually master the continuation writing skills through the process of communication, reference, and imitation. Then they can carry out re-modification and evaluation of their own continuation writing articles, so as to improve on the

original basis, and build an effective reading and writing corpus at the same time[1]. Students can find inspiration to further optimize their own continuation writing articles while reading excellent student compositions, and own the interest to accumulate excellent language expressions, expand their language knowledge reserves, and enhance their learning ability and critical thinking. The subsequent section focuses on assessment and revision criteria, which serve as a reference for students. Outlined below are the benchmarks for diverse assessment and revision frameworks.

Table 2. Example of evaluation and feedback

	Excellent (9-10points)	Good(6-8points)	Mediocre(3-5points)	Worse(0-2points)
Content	1. Plot develops naturally and logically. 2. Character traits are consistent with the original text. 3. Behaviors and reactions are in keeping with the characters. 4. The sequel follows the theme and has a clear central idea.	5. The plot develops more naturally and logically. 6. Character traits are more consistent with the original text. 7. Behaviors and reactions are generally consistent with the characters. 8. The content of the sequel is more closely related to the theme and has a clearer central idea.	1. Plot development is generally sound, with some rigid logic. 2. The character traits generally align with those in the original text. 3. Behaviour and reactions are largely in keeping with the characters. 4. The content of the sequel is basically in line with the theme, but the central idea is not clear enough.	1. Plot development is unnatural, poorly connected to the content of the original text and logically confused. 2. Character traits are inconsistent with the original text. 3. Behaviors and reactions aren't consistent with character. 4. The continuation of the story has little relevance to the theme and the central idea is not clear.
Language	1. Vocabulary is rich, with the ability to flexibly use key words and phrases in the text without obvious vocabulary errors. 2. There are variety of sentence patterns, correct sentence structure, no obvious grammatical errors, smooth and fluent sentences. Language expression and style is natural and consistent with the original text. 3. Spelling is correct, without obvious mistakes and punctuation is used correctly.	1. Vocabulary is more varied with a few vocabulary errors. Sentence patterns are more varied and sentence structure is more correct, with a few grammatical errors. 2. The language exhibits greater naturalness, and its stylistic characteristics are more congruent with the original text, featuring only minimal stylistic discrepancies. 3. Spelling is more correct, with a small number of spelling errors, and punctuation is used more correctly.	1. Vocabulary use is simple with a large number of vocabulary errors. Sentences are more homogeneous with some simple sentence patterns, a high number of grammatical errors and insufficiently fluent sentences. 2. The language tends to be simplistic, with its stylistic features generally aligning with the original text, yet exhibiting numerous linguistic discrepancies. 3. There are more spelling errors and punctuation is not used correctly enough.	1. Vocabulary use is, less with inaccurate vocabulary and numerous vocabulary errors. 2. There are single sentence patterns, mainly using simple sentence types, high number of errors in sentence structure and poorly constructed sentences. 3. There are many spelling errors and a high number of errors in the use of punctuation, which seriously affects reading.
Format and structure	1. The beginning is natural and can smoothly continue the content of the original text. 2. The ending summarizes whole text and can give a sense of	1. The beginning is more natural and able to follow on from the original text, and the ending is more complete with a basic summary. 2. Paragraphs are logically structured, each featuring	1. The beginning is basically natural and the ending is basically complete, but the summary is not sufficient. 2. The paragraph structuring is generally sound; however, both topic	1. Raw beginning, incomplete ending, lack of summary. 2. The paragraph segmentation is inadequately handled, featuring ambiguous topic and supporting

	completeness with appropriate sublimation or summary. 3. The paragraphs are logically partitioned, each containing explicit topic sentences and supportive details, while the transitions between paragraphs are natural and logically coherent. 4. The essay boasts a complete structure, featuring a distinct beginning, body, and ending, with the main section clearly delineated and replete with substantial content.	clear topic sentences and supporting statements, and paragraph transitions demonstrate smoother coherence. 3. The structure of the essay is complete, with a basic beginning, body and ending, and the main part of the body is clear and rich in content.	sentences and supporting statements lack clarity, and paragraph transitions exhibit insufficient smoothness. 3. The structure of the article is basically complete, but the organization of the main part are not clear and the content is not rich enough.	clauses alongside abrupt transitions between segments. 3. The structure of the essay is incomplete, and the main part is confusingly layered and not informative.

4.5.2. Individual Revision Scaffolds

After completing the first draft, students should first conduct self-evaluation, check their compositions against the revision scaffolds in all aspects, and identify areas for improvement. Teachers ought to cater to students' diversified learning demands and establish personalized revision scaffolds for them. Through teachers' customized guidance, students are enabled to surmount challenges, appreciate the delight of English learning, and foster core competencies. At the same time, when providing scaffolds, teachers should acknowledge students' strengths and weakness and take their interests into consideration, trying to offer ongoing encouragement to maintain their learning enthusiasm[11].

5. Conclusion

The scaffolding teaching model not only enriches the teaching methods of high school English writing, but also affords substantial support to fostering students' holistic language proficiency and creative thinking. Concurrently, it embodies the learner-centered pedagogical philosophy and facilitates the cultivation of students' autonomous learning capabilities. Under the context of senior high school English reading and continuation writing, this instructional model demonstrates numerous notable merits.

By building various scaffolds such as situation, language, and cooperative learning, students can more accurately grasp the context of the article, deeply understand the connotation of the text, and effectively exercise their thinking ability. In the realm of reading and writing instruction, this model fosters the deep integration of reading and writing, thereby enhancing both teaching efficiency and quality. In view of this, high school English teachers should actively introduce and vigorously promote the scaffolding teaching model. During instructional practice, fully leveraging its merits, educators can further enhance the nurture of students' disciplinary core competencies, thereby establishing a robust foundation for their English proficiency

and all-round development.

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