

Research on Application Strategies of Scaffolding Teaching in English Continuation Writing in High School

Yanjuan Pei

China West Normal University, Nanchong, 637000, China

Abstract

In the new college entrance examination reform, the new writing question type of college entrance examination, "continue continuation writing", has a positive impact on the development of students' core literacy. Scaffolding teaching mode is a student-centered teaching mode, which can reduce the difficulty of continuation writing to a certain extent. In order to improve the teaching quality of post-reading and post-writing in senior high school English, this paper uses the methods of experience summary and case analysis, and on the basis of summarizing the scaffolding teaching mode, points out that teachers can skillfully combine the scaffolding teaching mode with post-reading and post-writing teaching by constructing strategies such as scenario scaffolding, discourse reading scaffolding, idea creation scaffolding, cooperative learning and follow-up evaluation scaffolding. In order to provide some useful reference for the teaching work of high school English teachers.

Keywords

Scaffolding Teaching Mode; High School English; Continuation Writing; Application Strategy.

1. Current Problems in High School English Continuation Writing

1.1. Teachers

As a new question type, high school English continuation writing has put forward high requirements for teachers. The current teaching of English after reading and writing in high school has the following problems.

First, the theory and teaching guidance are insufficient. In teaching practice, the traditional teaching methods exist widely, reading and writing teaching are separated, the systematic guidance for students is lacking, and it is difficult to help students overcome writing difficulties. Second, in text interpretation, teachers attach importance to the result rather than the process, and students passively accept the surface information, lack in-depth analysis of the text, and are unable to grasp the emotion and theme [1]. Third, most teachers do not pay enough attention to the cultivation of students' comprehensive literacy, emphasize the interpretation of vocabulary and grammar, ignore the cultivation of various abilities, and ask questions that are not challenging and expansive [2]. Fourth, teachers' teaching methods are unscientific, which is manifested as follows: teachers ignore grade differences and adopt "one-size-fits-all" teaching scheme, which is difficult to achieve the expected effect; Under the influence of "only score theory", the tactics of question sea are prevalent, which make students become exam-oriented machines. The lack of use of teaching materials and separation of teaching materials after reading and writing can not effectively improve students' ability. Finally, there is a single subject and form of teaching evaluation, and most teachers use traditional methods such as quantitative scoring to evaluate teachers as a single subject. This single evaluation mode cannot meet the teaching requirements and restricts the development of students' ability to continue writing [3].

1.2. Students

On the one hand, in terms of students' language ability, it is necessary to deeply interpret the content of the text, sort out the basic elements, clarify the key information and the direction of writing before continuing to write a wonderful ending. However, although some students can understand the basic information, they have many difficulties in interpreting foreshadows, conflicts, and themes, and there are some situations in which they cannot understand and read through, and it is difficult to start writing smoothly. In addition, when reading and writing, they should accurately use vocabulary and grammar and keep the style consistent according to the requirements. However, some students have a weak language foundation, often make spelling and grammar errors, and have frequent sentence structure problems, and cannot produce high-quality articles.

On the other hand, from the perspective of students' thinking ability, there are obvious shortcomings. Reading and continuation writing is a combination of language and thinking process. Reading and thinking need to go through a variety of thinking steps to make better use of language to continue writing. However, in practice training, due to the lack of thinking ability, students have shallow analysis of the text and deviate from the original plot; Due to the lack of innovative thinking, it is difficult to meet the requirements of the new college entrance examination [3].

2. Overview of Scaffolding Teaching Mode

2.1. Definition of Scaffolding Teaching Mode

The term "scaffolding" originally originated in the construction field as a temporary support structure erected by construction workers during the construction process. After the main structure of the building is completed, these supporting supports can be securely removed without affecting the stability of the overall building. Since then, the concept of "scaffolding" has been introduced into the field of education, which means that adults or more skilled peers build temporary learning support systems for learners. This system can give learners the necessary support to help them overcome the learning tasks that are difficult to complete on their own, so as to promote their learning process, help them gradually grow, and realize the accumulation of knowledge and skills.

Scaffolding teaching based on constructivist theory is a teaching method consistent with the revised curriculum. This pedagogy promotes a student-centered model, showing that knowledge construction is most effective when learners are actively involved in the learning process. In scaffolding teaching, educators act as facilitators by providing temporary support structures or "scaffolding" that enable students to engage deeply with the material and gradually internalize the concepts presented [4]. The "scaffold" in the scaffolding teaching mode refers to the aid tool that plays a temporary role in helping students. This teaching mode aims to enable students to complete complex and difficult learning tasks independently with the assistance of the scaffold, participate in learning activities from simple to deep, and obtain more pleasant learning experience [5].

2.2. Benefits of Scaffolding Teaching Mode

Scaffolding teaching has a positive impact on students' attitude towards continuation writing, and can help students form active writing cognition, enhance interest, enhance self-confidence and stimulate learning motivation. At the same time, this teaching mode can improve the frequency of students' use of writing continuation strategies, and make more frequent use of meta-cognition, cognition and writing output strategies in writing continuation. In addition, scaffolding teaching can improve students' ability to continue writing, improve the logic and richness of content, effectively link paragraphs in structure, reduce tense errors in language,

and make imitation progress [6]. Li Lijun (2024) showed that scaffolding teaching model can stimulate high school students' interest and enthusiasm in English continuation writing. In the scaffolding teaching environment, students show a higher enthusiasm for learning, and become more active in writing, and are willing to participate in all aspects of continuation writing [7]. Scaffolding teaching can make students pay attention to the content, language and structure of composition, and can promote students' independent writing [8].

3. Application Strategy of Scaffolding Teaching Mode in High School Continuation Writing

Taking Unit 1 Teenage Life Reading and Thinking as an example, the article describes in the first person the challenges and coping strategies that Adam, an American student, faces after entering high school. The article is divided into four paragraphs with clear hierarchy and structure. Through Adam's experience, it shows 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 attitude and efforts to deal with them. Teachers can guide students to read the article on the basis of, Explore other difficulties and challenges Adam may encounter and guide students to continue writing. The following brackets can be used as a reference for teachers.

3.1. Construct Context Frame

In the class introduction stage, teachers can start from students' experience, play videos, show pictures and question chains to create familiar situations for students and build scaffolds. According to Vygotsky's "zone of proximal development" theory, which are closely related to students' existing knowledge and experience, have certain thinking ability and intensity, and need to think hard to solve problems, and most easily stimulate students' desire to learn [6]. For example, teachers can first play a video clip of campus life, such as learning in class, participating in extracurricular activities, communicating with classmates and other scenes. The video content should be close to students' actual life and can arouse students' resonance. After the video is played, the teacher can use a chain of questions to motivate the students.

3.2. Construct Reading Frame based on Text Content

The first problem of continuation writing is how to let students enter the state of reading, only let students "read" smoothly, in order to make them "write" naturally [9]. Therefore, teachers need to help students sort out the context of the article, grasp the topic of the article, and understand the author's intention by establishing the content sorting frame, the new word meaning reasoning frame, the long and difficult sentence analysis frame, the article summary frame, and the emotional experience frame.

3.2.1. Content-oriented Frame

Teachers help students clarify the main plot of the story by asking questions and sorting out the basic elements of the narrative such as time, place, characters and events. Teachers can use mind mapping, flow charts, keywords and other ways to help students sort out the text. Unit 1 Teenage Life Reading and Thinking is mainly focused on "problem-solution", so teachers can design the following mind map to help students sort out the content of the article.

Through the question frame, help students sort out the content of the article in the way of questions. Teachers can guide students to think about problems by asking questions at various levels, which helps students to conceive the "problem-solving" model in their minds. In the reading process, teachers can design a series of guiding questions to help students sort out the structure of the article and understand the main idea and details of the article. For example, for the topic "Teenage Life", you might ask: "What challenges does Adam face in high school?" "How

does he deal with these challenges?" "What can we learn from his experience?" And other questions to guide students to in-depth thinking and discussion.

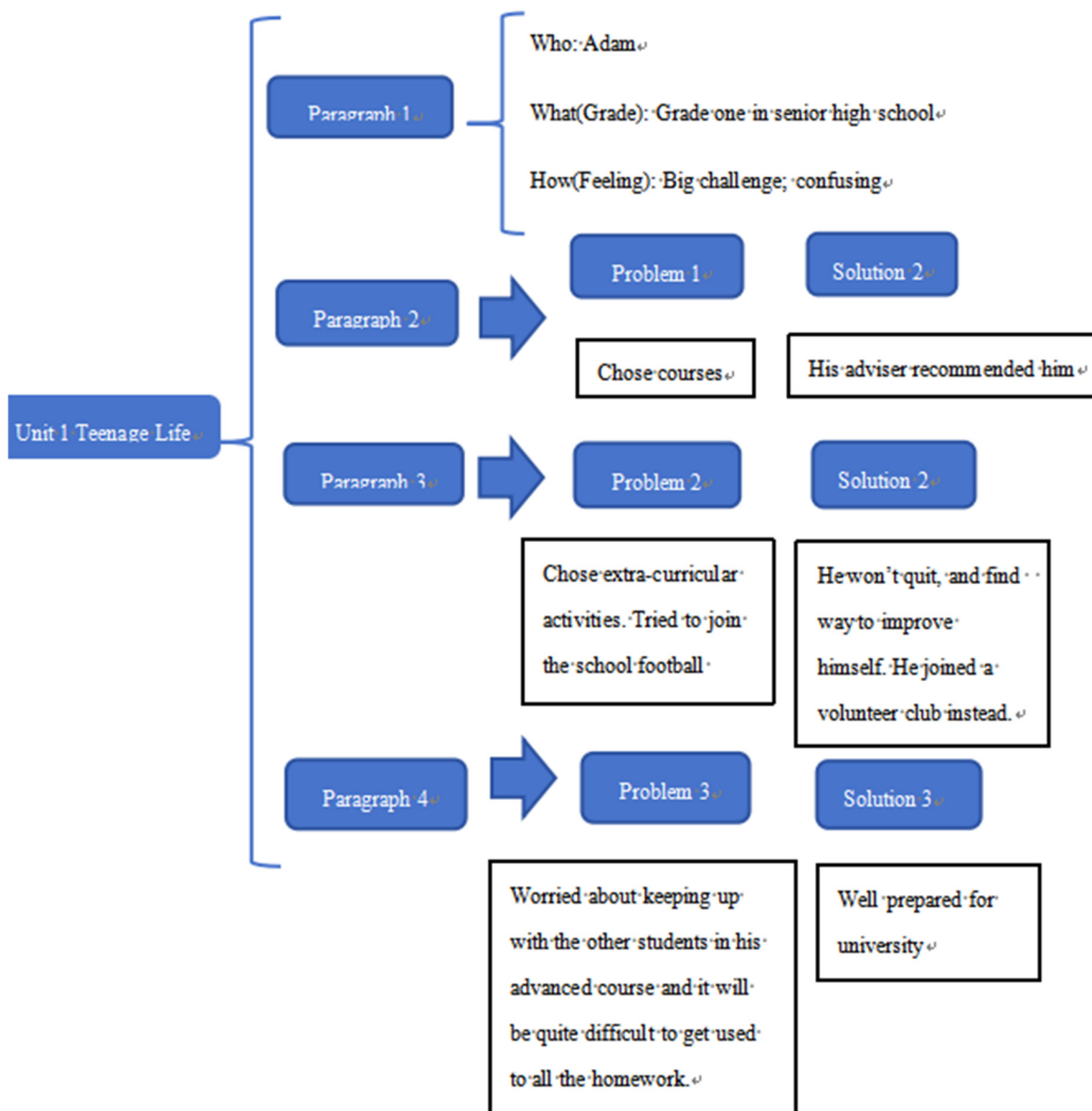


Figure 1. Example of Content-oriented Frame

3.2.2. New Word Meaning Inference Frame

Vocabulary plays a very important role in reading, affecting students' understanding of the text. When encountering new words in the text, teachers can introduce relevant context, display antonyms, analyze word formation and other inference methods, so as to improve their reading ability. For example, using context clues, students are shown a sentence or paragraph containing a new word, such as "Entering high school is a big challenge for me." Students are guided to observe other words and structures in the sentence. For example, "Entering high school" and "for me" suggest that the challenge is specific to the situation of entering high school, thus inferring that "challenge" may mean "difficult" or "challenge". Using the synonym and antonym method, show a sentence containing a new word 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 through synonyms to understand "volunteer," where it means "doing volunteer

work." These methods can promote students' understanding of new words to a certain extent, and thus promote their understanding of the discourse.

3.2.3. Article Summary Frame

Knowing the summary of the article helps students to read and continue. Before asking students to skim, teachers can assign students the task of summarizing the general idea of each paragraph. In this process, teachers can give students tips and ask students to focus on the first and last sentence of the paragraph, transition words, etc., so as to cultivate students' good reading habits and skills. Unit 1 Teenage Life main sentences are usually found at the beginning and end of paragraphs, Like the second paragraph, "First, I had to think very carefully about which courses I wanted to take ", paragraph 3 "I had to choose extra-curriculum activities, too".

3.3. Construct Idea Creation Frame

3.3.1. Content Design Frame

Teachers can guide students to use chart brackets or provide writing frameworks to help students clarify writing ideas and integrate materials. Teachers can provide students with a writing framework to clarify the structure and key points of the beginning, body and end of the continuing writing. For example, when continuing Adam's story, students may be advised to structure the essay according to the framework of "introducing a new situation → describing the course of events → expressing the feelings and gains of the characters." Guide to fill the content of the framework: In the writing process, guide students to fill each part of the writing framework according to their own ideas and imagination, so as to make its content richer and more specific.

3.3.2. Language Optimization Frame

In this article, the author focuses on narrative and the language is plain. The language should also be simple and simple in the continuation. Students can appropriately add dialogues and mental monologues to imitate the language form of the text, so that the words are accurate, vivid, diverse and coherent. Students should analyze the language expressions in the text, such as descriptive language, narrative language and argumentation language, and try to imitate these expressions in the continuation. Keep the content consistent with the style of the text.

3.4. Construct Cooperative Learning Frame

In group cooperative learning, students can have more opportunities to express their ideas, which can expand the opportunities for students to communicate and their inspiration can be exchanged. In addition, the differences of students should be taken into account when grouping, and students with different grades, characteristics, gender and other characteristics should be grouped to ensure that each group can directly develop more balanced. Teachers can divide students into groups of 4-5 and clarify the tasks of each student, such as thinking about character development, continuing the plot, and language expression. The following are the tasks of each student for reference in cooperative learning.

Table 1. Cooperative Learning Division

Reading leader	Responsible for organizing discussions and ensuring that everyone can participate
Content planner	Responsible for formulating the plot and main events of the series
Language refiner	Responsible for polishing the language to ensure that the expression is accurate and smooth
Recorder	Responsible for recording discussion results and writing drafts
Addressor	Responsible for reporting to all team members on the continuing content

3.5. Construct Follow-up Review Frame

3.5.1. Group Evaluation Frame

Table 2. Group Evaluation

	Excellent(9-10 points)	Good(3-4 points)	Average (2-3 points)	Poor (0-2 points)
Content	The plot develops naturally and logically; The character characteristics are consistent with the original text, and the behavior and reaction are consistent with the character image. Follow the "Teenage Life" theme and have a clear central idea.	The plot develops more naturally and logically. The character characteristics are consistent with the original text, and the behavior and reaction are basically consistent with the character image. The content of the follow-up is closely related to the theme of "Teenage Life" and has a clear central idea.	The plot development is basically reasonable, and the logic is a little blunt. The character characteristics are basically consistent with the original text, and the behavior and reaction are basically consistent with the character image. The content of the sequel is basically closely related to the theme of "Teenage Life", but the central idea is not clear.	The development of the plot is not natural, the connection with the original content is not close, and the logic is confused. The character characteristics are not consistent with the original text, and the behavior and reaction are not consistent with the character. The content of the follow-up is not related to the theme of "Teenage Life", and the central idea is not clear.
Language	Rich vocabulary, able to flexibly use the key words and phrases in the text, no obvious vocabulary mistakes. The sentence structure is correct, there are no obvious grammatical errors, and the sentences are smooth and fluent. The language expression is natural, and the language style is consistent with the original text. Correct spelling, no obvious spelling mistakes, correct punctuation.	Rich vocabulary, able to use the key words and phrases in the text, there are a few vocabulary mistakes. The sentence structure is more correct, with a few grammatical errors. The language expression is more natural, the language style is more consistent with the original text, and there are a few differences in language style. Spelling is more correct, there are a few spelling mistakes, punctuation is more correct.	Vocabulary use is simple, there are a lot of vocabulary mistakes. The sentence pattern is relatively simple, can use some simple sentence patterns, there are more grammatical errors, the sentence is not smooth enough. The language expression is relatively simple, and the language style is basically consistent with the original text, but there are many differences in language style. There are many spelling mistakes and poor punctuation.	Vocabulary use is simple, vocabulary size is small, vocabulary use is not accurate, there are a lot of vocabulary mistakes. The sentence pattern is simple, the sentence is not smooth. The sentence pattern is simple, mainly using simple sentence patterns, and the sentence structure is wrong and the sentence is not smooth. There are many spelling mistakes and punctuation errors, which seriously affect reading.
Format and structure	The beginning is natural, can smoothly undertake the content of the original text, and the end summarizes the full text, can give people a sense of integrity, with appropriate sublimation or summary; Paragraph division is reasonable, each paragraph has a clear topic sentence and support sentence, and the transition between paragraphs is natural and logical. The structure of the article is complete, with a clear beginning, main body and end, and the main body is well structured and rich in content.	The beginning is more natural, can carry on the original content, the end is more complete, there is a basic summary. Paragraph division is more reasonable, each paragraph has a basic topic sentence and support sentence, and the transition between paragraphs is more natural. The structure of the article is relatively complete, there are basic beginning, main body and end, the main part of the level is more clear, the content is more rich.	The beginning is basically natural, the end is basically complete, but the summary is not enough. Paragraph division is basically reasonable, but the topic sentence and supporting sentence are not clear enough, and the transition between paragraphs is not natural enough. The structure of the article is basically complete, but the level of the main part is not clear enough and the content is not rich enough.	The beginning is stiff, the ending incomplete, the summary lacking. Paragraph division is not reasonable, topic sentences and supporting sentences are not clear, and the transition between paragraphs is stiff. The structure of the article is not complete, the level of the main part is confused, and the content is not rich.

In the teaching process after reading and writing, the evaluation feedback is at the final stage and plays a crucial role. In this part, teachers introduce an evaluation frame, so that they can clearly know what qualities high-quality articles should have, and then reflect on, improve and enhance their own work in a targeted way [10]. The collective evaluation frame consists of two parts: the first part is the composition of excellent students. A good example of writing can serve as a good example for students. Teachers should actively provide excellent model essays for continuous writing, so that students can gradually master continuous writing skills in learning, communication, reference and imitation, revise and evaluate their continuous writing essays again, so that students can improve on the original basis, and help students build an effective reading and writing corpus [1]. Students can find inspiration to further optimize their own continuation during the reading of excellent students' compositions, and take the initiative to accumulate wonderful language expressions, while expanding the language knowledge reserve, exercise learning ability and critical thinking. The second part is the evaluation standards, which can provide reference for students. The following is the reference of different evaluation standards.

3.5.2. Personality Modification Frame

After the completion of the first draft, students first conduct self-evaluation, check their own composition performance in various aspects against the revision frame, and find out the need for improvement. Teachers should pay attention to the differences in students' learning needs and build a personality modification support for them. Through the targeted assistance of teachers, students can break through difficulties, feel the fun of English learning and develop core qualities. At the same time, when providing support, teachers should affirm students' shining points and give encouragement to maintain their learning enthusiasm [11].

4. Conclusion

Scaffolding teaching mode not only enriches the method of English writing teaching in senior high school, but also provides strong support for cultivating students' comprehensive language application ability and innovative thinking. At the same time, it also reflects the student-centered teaching concept and promotes the development of students' autonomous learning ability. Scaffolding teaching mode shows many obvious advantages in high school continuation writing. By setting up various scaffolding such as context, language and cooperative learning, students can grasp the context of the article more accurately, deeply understand the connotation of the text, and effectively exercise their thinking ability. In the aspect of reading and writing teaching, this mode promotes the deep integration of reading and writing, and realizes the double improvement of teaching efficiency and quality.

In view of this, high school English teachers should actively introduce and vigorously promote the scaffolding teaching model. In teaching practice, give full play to its advantages, further strengthen the cultivation of students' core quality, and lay a solid foundation for students' English learning and comprehensive development.

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