The Application of Scaffolding Instruction Mode to English Writing Teaching in Primary School——A Case Study of ML Primary School in GZ City

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Abstract

English writing is a very important part of the whole English learning process. However, at present, primary school students' writing level and interest in English writing is low. This study applied Scaffolding Instruction mode to English writing teaching in the fourth grade of primary school, and carried out a 16-week teaching experiment, by means of questionnaire and test, using SPSS 22.0 software to compare and analyze students' writing score and interest before and after the experiment, so as to explore the influence of Scaffolding Instruction mode on students' writing ability and interest. The results show that: after the experiment, the writing performance of the students in the experimental class has been significantly improved compared with that of the students in the control class, and the interest and enthusiasm of the experimental class in writing have been significantly improved. Therefore, it is concluded that the Scaffolding Instruction mode can improve primary school students' English writing ability and interest.

Keywords

Scaffolding Instruction mode; English writing ability; interest in English writing

Introduction

Research Background

Nowadays, English is widely used at home and abroad, and it has varying degrees of influence on many aspects of society. English writing can be not only an output of language, but also a way to assimilate and innovate the language knowledge students have learned. It focuses more on the ability to apply and express the English language specifically, and requires the ability to flexibly apply and recreate the knowledge. English writing enables students to improve and develop their language ability, cultural awareness, thinking quality and learning ability in a comprehensive way. Therefore as a way of learning English, English writing extremely tests students' use of comprehensive ability. It can be seen that English writing is a very important part of the whole English learning process.

However, the current situation of English writing teaching and the English writing ability of primary school students are not optimistic. When teaching English, many teachers focus on knowledge points and grammar, but neglect writing, which ignores the positive role of English writing in students' comprehensive quality. In addition, some teachers do not make a teaching plan in a reasonable and complete way from the perspective of

students. They do not offer students enough English writing practice, and use the traditional teaching mode. As a result, students' interest in English writing gradually wanes, and also their writing skills are not improved.

The English Curriculum Standards for Compulsory Education (2022) emphasizes that English class should highlight the dominant position of students in the revised principles. It stipulates the general and segmental objectives that students should achieve in the compulsory education stage. Whether it is the general or the segment objectives, the subject of action is student. However, at present, the traditional teaching mode, "teachers present the topic- students finish- teachers review", is still in the main position. In such a mode, the interaction between teachers and students, and even between students and students in the writing process is greatly affected. Consequently the students' main role is deeply inhibited in the classroom. This shows that the current way of English writing teaching can no longer be confined to the traditional teaching mode, and the inefficiency of English writing teaching needs to be improved. Therefore it is especially important to expand more advanced teaching mode.

The Scaffolding Instruction mode, as a more advanced teaching mode, opens up a new horizon for us. This mode attaches great importance to the complementarity of teaching and learning, highlighting the guiding role of teachers and the main role of students. However, after reading a lot of relevant literature about the Scaffolding Instruction mode, the author found that the application of it in English writing is mostly concentrated in middle and senior high schools, but rarely applied in primary schools. Therefore, by studying the application of Scaffolding Instruction mode to English writing teaching in primary school, this thesis hopes to provide some references for primary school English teachers to apply the Scaffolding Instruction mode.

Research Significance

The Scaffolding Instruction mode is one of the more mature instruction modes that have been developed in the theoretical basis of the Constructivism. It is students-centered, while teachers play the role of organizer, guider, helper and facilitator in the whole teaching process. It uses the learning environment elements such as context, collaboration and conversation to give full play to students' initiative and enthusiasm, ultimately enabling students to achieve the meaningful construction of the current knowledge they have learned. The Scaffolding Instruction mode breaks the traditional mode and changes the situation of cramming education and mechanical training in the classroom. It advocates students' active participation and willingness to investigate, and cultivates students' ability to analyze and solve problems, to communicate and cooperate. Through extensive reading of the literature related to the Scaffolding Instruction mode, the author found that the application of Scaffolding Instruction mode in English writing is mostly concentrated in junior and senior high schools, whereas it is less used in primary schools. In view of the possibility and necessity of applying the Scaffolding Instruction mode to English writing teaching in primary school, this study attempts to combine the Scaffolding Instruction mode with English writing teaching in primary school. The author chooses the students of the two classes in Grade Four from ML primary school in GZ city as the research subjects, and the traditional writing teaching method is adopted in the control class, while the Scaffolding Instruction mode is used in the experimental class. By using questionnaires and experimental tests, the author compares and analyzes students' writing interest and scores before and after, so as to test whether the application of the Scaffolding Instruction mode can be helpful to English writing teaching in primary

school, and hopefully provide some references for primary school English teachers to apply the Scaffolding Instruction mode.

Literature Review

The Overview of Scaffolding and Scaffolding Instruction Mode

Scaffolding, which originally meant a temporary tool built next to a building to help with construction, has become a term used in the field of education. The concept of scaffolding was first introduced by Wood, Bruner and Ross (1976), who saw scaffolding as the process by which learners could solve problems and complete tasks with the help of others, or with the support of others, learners could achieve goals that they could not achieve without the help of others.

According to Wood, Bruner and Ross (1976), Scaffolding Instruction mode is a mode that when children are faced with new problems or new tasks, and when they cannot complete the tasks without any support and help, they are helped from teachers or people of higher level to complete the task. According to the relevant documents of the European Community "Distance Education and Training Project" (DGX III), Scaffolding Instruction mode is defined as follows: Scaffolding Instruction mode should provide a conceptual framework for learners to construct an understanding of knowledge. The concepts in this framework are needed to develop learners' further understanding of the problem. Therefore, complex learning tasks are broken down in advance so that learners' understanding can be gradually led to depth. Zhou Fangyu (2021) pointed out that although the Scaffolding Instruction mode had not been defined consistently yet, the concepts proposed by educators in various countries only varied, but the actual connotations were the same. It is agreed that the teacher, after sufficiently grasping students' current learning level, supplies support for students' further growth, and finally students can associate new knowledge with previous knowledge in their brains and build a scientific knowledge structure.

In terms of the steps of Scaffolding Instruction mode, He Kekang (1997) summarized the specific implementation process of Scaffolding Instruction mode from the characteristics of students' psychological development and the law of teaching, which is briefly described as follows:

Step 1: Build a scaffolding. Teachers can build a conceptual scaffolding for students by showing relevant pictures or discussions, thus stimulating their interest and confidence in the writing task and establishing a positive psychological framework for English writing. This step also involves demonstrating the writing task and its requirements. In addition, teachers should give a comprehensive consideration to students' Zone of Proximal Development (hereinafter referred as ZPD) and build the corresponding scaffolding according to students' characteristics during the teaching process. In this way, their writing knowledge and framework can be established and their negative writing emotions can be reduced.

Step 2: Create a context. In this stage, teachers should guide students to explore the topic further and help them enter a context related to the topic where they will be inspired. News, pictures, discussions, and brainstorming will help students get into the context. In other words, teachers should provide visual and auditory stimuli or something related to the topic of writing to help students accumulate knowledge about the topic and reduce students' negative feelings about writing.

Step 3: Independent exploration. In this step, although students are asked to complete the task on their own, teachers' help should be provided when necessary. As students improve their learning abilities, they should

be provided with less support to help them internalize their knowledge and move on to the next stage of learning.

Step 4: Cooperative learning. Cooperative learning can stimulate students' background knowledge and enable them to form new knowledge. In group activities, students can get different ideas and will better understand the tasks and solve them effectively. Therefore, in writing teaching, teachers can combine students' independent and cooperative skills so that they can better understand their learning tasks.

Step 5: Effect evaluation. The subjects of evaluation include oneself, classmates, and teachers. Evaluation and feedback can provide students with opportunities to adjust their writing in order to achieve better results in the next task. In addition, it is a good opportunity for teachers to summarize their teaching experience, and conduct in-depth analysis and reflection for optimizing subsequent teaching.

Types of Scaffolding

There are many types of scaffolding and different classification criteria. The author draws on the classification of scaffolding made by Yang Yaqi (2016) based on teachers' specific behaviors in teaching, and slightly modifies them in relation to the actual classroom practice in primary school, and classifies scaffoldings in English writing teaching into the following nine categories:

（1)Diagrammatic scaffolding

Diagrammatic scaffolding is usually presented in the form of graphs, tables, and fill-in-the-blanks, which makes it easier for students to understand and complete the writing tasks. With the help of diagrammatic scaffolding, complex and abstract tasks are simplified and the implicit writing thinking in the brain becomes visualized.

（2)Tool scaffolding

Tool scaffolding is commonly used in English writing class. By providing students with tools such as models, songs, and videos, teachers convert abstract writing tasks into concrete and visual requirements that are easy for students to understand.

（3)Question scaffolding

Teachers set up relevant questions and use them to trigger students to think and prepare for the writing task. Students are gradually guided from their current level to a higher level as they are asked to answer the questions.

（4)Prompt scaffolding

Prompt scaffolding reduces the difficulty of the task, with which students can complete the writing task more easily. However, teachers need to be careful not to overuse prompt scaffolding so as not to deprive students of the opportunity to achieve the task through their own efforts and those of their peers.

（5)Situational scaffolding

Using situational scaffolding not only arouses students' interest in learning, but also reduces strangeness and tension when students complete writing tasks in familiar situations created by teachers, thus facilitating a smoother writing process.

（6)Example scaffolding

Example scaffolding is a way to provide students with a more comprehensive understanding of the aspects, steps, and key points of problem-solving, so that they can refer to and learn from important experiences.

（7)Cooperative learning scaffolding

Cooperative learning scaffolding means that group members communicate, share writing with each other, identify what is well written, what is wrong, and summarize. Since students are often in the same zone of proximal development, cooperative learning can compensate for the small differences between group members and help students reflect and improve.

（8)Emotional scaffolding

Emotional scaffolding triggers students' opinions and attitudes towards an event by presenting a familiar situation, and then evokes students' emotions about the new issue and situation by analogy or comparison, so that students' emotions are transferred and the new issue and situation can be easily understood and accepted.

（9)Model scaffolding

Model scaffolding means to present a real, familiar and excellent model to students and guide students to learn from excellent classmates around them, so as to improve the level of all students. Everyone wants to be praised, especially primary school students. Setting an example often has a positive effect, through which students can see that they may also do well, so as to gradually improve their own ability.

Studies on the Application of Scaffolding Instruction Mode to English Writing Teaching at Home and Abroad

The Scaffolding Instruction mode has received more and more attention from researchers because of its own superiority. In recent years, many studies have been applied in English writing teaching at home and abroad.

Related Studies at Home

He Kekang (1997) gave a definition of the Scaffolding Instruction mode and also proposed five steps of it: build a scaffolding, create a context, independent exploration, cooperative learning, and effect evaluation. The results of his research have also greatly promoted the theoretical and practical application of the Scaffolding Instruction mode in various disciplines. Taking Scaffolding Instruction as key word, Xu Shanyan (2021) retrieved 262 master's theses on the application of Scaffolding Instruction to English teaching on China National Knowledge Infrastructure through advanced retrieval and the research time ranged from 2004 to 2021. The results showed that Scaffolding Instruction was mainly applied to university and middle school English, while the research applied to higher vocational English, middle vocational English and primary school English had been growing slowly.

Wu Fan (2021) applied the Scaffolding Instruction mode to English writing teaching in senior high school and found that: (1) Scaffolding Instruction mode can help senior high school students improve their English writing skills, especially in accuracy and fluency; (2) It can effectively alleviate students' English writing anxiety, especially the most significant effects on confidence anxiety and avoidance behavior, followed by classroom teaching anxiety and conceptualization anxiety.

Cao Liyuan (2022) pointed out that Scaffolding Instruction, a teaching method based on Constructivism and Vygotsky's ZPD theory, can effectively solve the problems of traditional teaching method. It facilitates students' active construction of knowledge and establishes connections between previous and new knowledge.

Zhang Libo (2013) first explored the application of the Scaffolding Instruction mode to English education in primary school, and the study proved that the Scaffolding Instruction mode helps develop students' habits of independent thinking. Ruan Yaping (2018) applied the Scaffolding Instruction mode to English writing

teaching in a primary school and carried out a semester of empirical research. The results showed that the Scaffolding Instruction mode helps students generate writing content, facilitates students' autonomy, cooperation, and inquiry, and improves teachers' work efficiency. In English writing teaching, the Scaffolding Instruction mode is conducive to the whole English writing teaching, which pays more attention to the cognitive structure of learners.

Related Studies Abroad

The Scaffolding Instruction mode is derived from Vygotsky's (1978) ZPD theory, and is imaginatively borrowed from the concept of "scaffolding" in the construction industry. That is, when teaching, teachers decompose complex learning tasks and make students master, construct the knowledge, and gradually achieve a profound and comprehensive understanding. There have been experiments on Scaffolding Instruction mode in second language acquisition since the 1990s.

Martha J. Larkin (2001) identified six conditions for effective scaffolding. Firstly, teachers should know students' current levels. Secondly, the tasks should be designed to be appropriate for students. Thirdly, teachers need to use appropriate ways to provide assistance for students. Fourthly, teachers need to treat each student fairly. Fifthly, the time required for each task should be accurately controlled. Finally, teachers need to encourage students to rely on themselves to complete the tasks. A study conducted by Padmadewi and Artini (2019) on the application of scaffolding strategies in writing teaching in primary school showed that: (1) Various scaffolding strategies improve students' English literacy. (2) Scaffolding strategies improve not only the quality of students' writing but also their attitude and interest in writing.

To sum up, the concept and theoretical basis of the Scaffolding Instruction mode have been systematically elaborated and summarized, and the Scaffolding Instruction mode has been studied in different stages of English teaching, which has laid the foundation for the teaching experiment to be carried out by the author. However, from the results of the existing researches, the Scaffolding Instruction mode applied to English writing teaching is mainly concentrated in middle schools, while there are few researches on English writing teaching in primary schools.

The Theoretical Foundation

Constructivism Theory

Constructivism was first introduced by the Swiss cognitive psychologist Piaget in the 1960s. He believes that children's cognitive activities are based on existing knowledge and children actively construct their own internal mental phenomena. The application of Constructivism theory in education tells us that in the process of students' new knowledge generation, teachers should take students' prior knowledge and experiences as the basis and guide them to actively construct new knowledge from their existing experiences. Constructivism believes that teaching should be student-centered and that teachers should focus on organizing and guiding students throughout the teaching process. Constructivism views the teaching and learning process as a process of interaction between teachers and students, and students and students, in which teachers not only teach students knowledge but also communicate and collaborate with them. Before teaching, teachers should know students' current level of knowledge from various sources. In this case, teachers should create a variety of contexts for students and encourage them to analyze and explore on their own. When some problems cannot be solved, teachers should encourage students to collaborate and explore and

share the solutions, in which students can gain new knowledge and meaning.
Scaffolding Instruction mode arises from the guidance of Constructivism theory. It is believed that students should take the initiative to construct the knowledge system based on their own existing experiences in the learning process. In the independent exploration stage, in a specific context, students achieve active construction of knowledge through the help of scaffolding provided by the teacher and taking into account their existing knowledge and experience.

The Theory of Zone of Proximal Development

The theory of Zone of Proximal Development is first proposed by the Soviet educator Vygotsky in the early 1930s. It suggests that there are two levels of students' development. One is the current level, and the other is the level that can be achieved through learning and assistance. ZPD is the area between these two levels. As individuals and contexts vary, ZPD may also change.
According to Vygotsky (1978), teaching should be located before student's current level and not beyond student's ZPD. That is to say, good teaching goes ahead of the student's development.
A core component of Scaffolding Instruction mode is building scaffoldings. In order to build the right scaffoldings, teachers need to understand students' current ZPD. When students reach one goal, the next cognitive level and a new ZPD will emerge, so teachers need to build the appropriate scaffolding at this time to help students complete the new task.

Research Design

Research Questions

The application of Scaffolding Instruction mode to English writing teaching can make students take the initiative in the writing process, help them complete the writing task effectively and enhance their sense of collaboration. The author applies the Scaffolding Instruction mode to English writing teaching in primary school and mainly discusses the following questions:
(1) What is the influence of Scaffolding Instruction mode on students' writing ability?
(2) What is the influence of Scaffolding Instruction mode on students' writing interest?

Research Subjects

The subjects of this research were Class One and Class Two of Grade Four in ML primary school in GZ city. The students aged around 10 years old, participated in a 16-week experiment. There are 32 students in Class One, including 16 boys and 16 girls. Class Two has 32 students, including 15 boys and 17 girls. Class One was selected as the experimental class (hereinafter referred as EC), Class Two was selected as the control class (hereinafter referred as CC). EC and CC were taught with the Scaffolding Instruction mode and the traditional instruction mode respectively. According to the score analysis of the pre-test, there is no significant difference between EC and CC (see Table 5-2).

Research Instruments

In this research, some instruments were used for the experiment, including questionnaire and test.

Questionnaire

Two questionnaires were used for the survey. The author used the Questionnaire on the Current Situation of Fourth Grade Students' English Writing (see Appendix II) as the pre-questionnaire, which referred to the questionnaire in Wang Gaojun's (2021) and Du Xiaona's (2022) thesis and taking into account the specific situation of fourth grade students. The pre-questionnaire consisted of 15 questions with four options for each question. It was distributed to a total of 64 students in EC and CC before the experiment, and was collected and analyzed with the aim of understanding the current English writing status of the students.

The author used the Feedback Questionnaire on English Writing Teaching under the Scaffolding Instruction Mode for Fourth Grade Students (see Appendix III) as the post-questionnaire, which was made with reference to the questionnaire in Wu Fan's (2017) thesis and combined with the specific teaching research. The post-questionnaire consisted of 10 items and was distributed to a total of 32 students in EC after the experiment. The purpose of it was to find out the effects of the Scaffolding Instruction mode on students' interest towards writing.

Test

The pre-test of this study is the writing part in the first monthly exam of Grade Four in the first semester of 2022-2023 school year of ML primary school in GZ city (see Appendix IV). The post-test is the writing part of the final exam of Grade Four in the first semester of the 2022-2023 school year of ML primary school in GZ city (see Appendix V). The final scores were analyzed and verified by SPSS 22.0 software.

Research Procedures

The research procedures are discussed from three aspects, including pre-test and pre-questionnaire before the experiment, teaching procedures and post-test and post-questionnaire after the experiment.

Pre-test and Pre-questionnaire Before the Experiment

During a four-month internship in ML primary school, the author used traditional English writing teaching method in Class 1 and Class 2 of Grade 4 in September, 2022. The pre-test was administered at the end of September. The analysis showed that there was no significant difference between the scores of the writing section in these two classes, indicating that the students in the two classes had comparable writing levels. At the same time, 64 pre-questionnaires were distributed in both classes to find out the current status of students' English writing, and 64 valid questionnaires were collected.

Teaching Procedures

After identifying the EC and CC, the author conducted a three-month experiment from the beginning of October to the end of December, using Scaffolding Instruction mode in EC and the traditional teaching method in CC. In order to be able to reflect the teaching effect more accurately, the two classes differed only in the instruction mode, but in other aspects were the same.

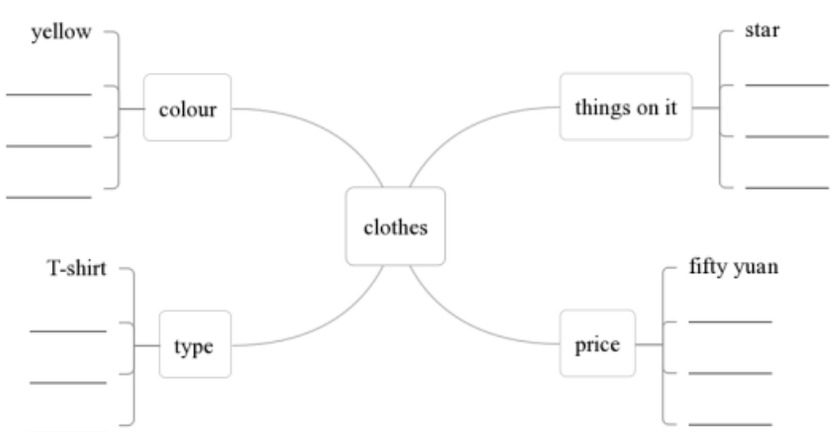
The author took Module 5, Clothes, in the first book of Grade Four of the educational science edition as a case to discuss the English writing teaching in primary school based on the Scaffolding Instruction mode. The writing of this module requires students to design a new class uniform for their class and describe it. Through this module and the previous lessons, most students can talk about some clothes and their prices

in English, but this writing requirement is difficult for students of Grade Four to write. The practical task of designing class uniform around the topic of clothes tests students' ability to apply their language knowledge creatively. Some students are not able to use what they have learned flexibly in writing, and the expressions of some sentences do not conform to the expression habits of English. Therefore, the flexible use of language in multiple contexts, the logical layout of English writing, and the creative expression require students to learn in depth, which gives rise to students' ZPD. Therefore, after considering students' ZPD, the author designed the writing teaching process based on the steps of Scaffolding Instruction mode and teaching environment as follows:

Build scaffoldings

In Module 5 and the previous lessons, students already know the knowledge related to clothes, such as types of clothes, colors, and the expressions of prices. In order to stimulate students' interest and confidence in the writing task, at the beginning of the writing class, the author showed a class uniform promotional video and told them that some of these uniforms were designed by students to stimulate their interest and confidence in designing class uniform. In this way, the author built a tool scaffolding and an emotional scaffolding. Then students were asked to communicate with each other in pairs to share what they knew or liked about class uniform which built up a peer scaffolding. The author randomly selected a group to share in order to engage students in the discussion and enrich their relevant background knowledge, so as to lay a good foundation for the next writing. What's more, the author helped students simplify the complex and abstract task with the help of a diagrammatic scaffolding, so that students could establish a framework of knowledge related to clothes and visualize the implicit writing thinking in their brains. The diagrammatic scaffolding was as follows:

Figure 4-1 The Diagrammatic Scaffolding



Create a context

The author presented the class uniform in a reasonable way, and at the same time set up a context for each student to design a new class uniform for the class, and guided students to ask questions related to the design of the class uniform. For example: "what's this?", "what color is the class uniform?", "what's on the class uniform?", "how much is the class uniform?", "do you like it?". The author presented a picture of class uniform and led students to answer the above questions. For example:

Table 4-1 The Questions and Answers

What's this?	This is a new class uniform. It is a T-shirt.
What color is the class uniform?	It's white.
What's on the class uniform?	There is a star on it.
How much is the class uniform?	It's fifty-yuan.
Do you like it?	I like it very much.

In the process of asking and answering questions, through the example scaffolding constructed, students would understand how to describe the class uniform they designed, and would also make a reasonable integration of the context, laying the foundation for the application of language in the subsequent writing process and the layout of the composition.

Independent exploration

The author encouraged students to think independently and complete their compositions according to the class uniform they wanted to design based on the example scaffolding. The example scaffolding was provided to help students clarify their writing ideas and to ensure the accuracy of their practical use.

Cooperative learning

For the cooperative learning stage, the author guided students to carry out reasonable summary of writing points, writing ideas and sentence expression, so as to realize the effective construction of students' own relevant ideas. At the same time, the author encouraged students to help each other, learn from each other's strengths, and give full play to their learning potential so as to improve together.

Effect evaluation

The author offered the requirements for evaluation and asked students to evaluate their own compositions first and then conduct the peer assessment. The focus of peer assessment was mainly on the correct use of words, phrases, sentence structure and punctuation marks. The peer assessment not only allows students to discover some of their own linguistic errors, such as misspelling of words, misuse of capitalization, and misuse of punctuation, but also allows students to improve their own appreciation of English composition while learning from their peers' excellent compositions, and further develops students' spirit of cooperation. After conducting peer assessment, the author made a process evaluation to affirm students' evaluation work and helped them appreciate and evaluate the composition consciously in terms of sentence pattern, content, structure. Finally, the author corrected and gave feedback of students' writing so that they could make timely modifications according to the feedback.

For CC, the traditional writing teaching method is still used during the experiment. Taking Module 5, Clothes, as an example, the author assigned the writing task: to design a new class uniform for class and describe it. The author explained to students the meaning of the composition task and requirements from five aspects: "what is it", "what is on it", "what color is it", "how much is it", and "do you like it". Then the author asked students to write. After students finished, the author corrected the writing according to the same standard as EC and then gave back to students.

Post-test and Post-questionnaire After the Experiment

At the end of December, after the teaching experiment, 64 post-tests were used in EC and CC to analyze students' English writing scores and 32 post-questionnaires were distributed in EC. Thirty-two valid questionnaires were collected.

Data Analysis and Discussion

In the previous part, the author has introduced the research procedures. In this part, the author will present and analyze the data in test and questionnaire before and after the experiment so as to answer the two research questions.

Analysis of Test Data

In order to answer the first research question, exploring the effect of Scaffolding Instruction mode on English writing ability, the author analyzes the test data, including pre-test and post-test, with software SPSS 22.0.

Analysis of Pre-test Data in EC and CC

Table 5-1 Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Pre-test Score	EC	32	2.422	1.1785	0.2083
	CC	32	2.359	1.1930	0.2109

Table 5-2 Independent Samples Test

	Levene's Test for Equality of Variances		T-test for Equality of Means						
								95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	0.000	0.995	0.211	62	0.834	0.625	0.2964	-0.5301	0.6551
Equal variances not assumed			0.211	61.991	0.834	0.625	0.2964	-0.5301	0.6551

From Table 5-1 we can see that the two means of EC and CC are quite close (the mean of EC equals 2.422, and the mean of CC equals 2.359), with EC a little higher than CC. From Table 5-2, we can know that in Levene's Test for Equality of Variances, sig. equals 0.995, which is higher than 0.05, thus making the results of equal variances assumed valid. The result of sig.(2-tailed) equals 0.834, much higher than 0.05, showing that there is no significant difference between EC and CC. Therefore, the two classes have the same level of English writing before the experiment, so they can be used as the experimental class and the control class to start relevant teaching experiments.

Analysis of Post-test Data in EC and CC

Table 5-3 Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Post-test Score	EC	32	3.203	1.3251	0.2342
	CC	32	2.484	1.3409	0.2370

Table 5-4 Independent Samples Test

	Levene's Test for Equality of Variances		T-test for Equality of Means						
								95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	0.029	0.865	2.157	62	0.035	0.7188	0.3333	0.526	1.3849
Equal variances not assumed			2.157	61.991	0.035	0.7188	0.3333	0.526	1.3849

As can be seen from Table 5-3, there is a significant difference between EC and CC in English writing score after the experiment (the mean of EC equals 3.203, and the mean of CC equals 2.484). From Table 5-4, we can see that in Levene's Test for Equality of Variances, sig. equals 0.865, higher than 0.05, thus making the results of equal variances assumed effective. The result of sig.(2-tailed) equals 0.035, lower than 0.05, indicating that there is a significant difference between EC and CC in English writing score after the test. And the writing score in EC is higher than that in CC.

Analysis of Paired Sample Test in CC

Table 5-5 Paired Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Pair 1 Pre-test in CC	32	2.375	1.1570	0.2045
Post-test in CC	32	2.484	1.3409	0.2370

Table 5-6 Paired Sample Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-test in CC - Post-test in CC	-0.1094	0.4350	0.0769	-0.2662	-0.475	-1.422	31	0.165

From Table 5-5, we can see that the mean of CC in pre-test and post-test is 2.375 and 2.484 respectively. Students achieve only 0.109 in post-test higher than that in pre-test, indicating that the students also make a little progress with a traditional teaching method after the experiment. However, compared with the students in EC, the improvement of students in CC is not obvious. In Table 5-6, the sig.(2-tailed) equals 0.165, higher than 0.05, which means that there is no significant difference between the results of pre-test and post-test in CC. Therefore, students' English writing ability cannot be improved significantly with traditional teaching method.

Analysis of Paired Sample Test in EC

Table 5-7 Paired Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Pair 1 Pre-test in EC	32	2.406	1.1943	0.2111
Post-test in EC	32	3.219	1.3194	0.2332

Table 5-8 Paired Sample Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-test in EC - Post-test in EC	-0.8125	0.5351	0.0946	-1.0054	-0.6196	-8.590	31	0.000

From Table 5-7, we can see that there is an obvious difference in the mean of students' writing score of EC

between the pre-test (2.406) and post-test (3.219). In Table 5-8, the sig.(2-tailed) equals 0.000, much less than 0.05, suggesting that there is a significant difference between the scores of the two tests in EC.
The above data analysis proves that the application of Scaffolding Instruction mode to English writing teaching in Grade Four can significantly improve students' English writing ability.

Analysis of Questionnaire Data

In order to answer the second research question, exploring the effect of Scaffolding Instruction mode on English writing interest, the author analyzes the questionnaire data, including pre-questionnaire and post-questionnaire.
Analysis of Pre-questionnaire Data
Before the experiment, the pre-questionnaire was distributed to a total of 64 students in EC and CC, with 15 questions and 4 options for each question. All of the questionnaires were collected and statistically analyzed, with the aim of understanding the current status of students' English writing in Grade Four. The author designed the pre-questionnaire based on four dimensions, namely writing interest, importance of writing, writing level , and writing strategy . The results and analysis of each dimension are as follows:

Table 5-9 Students' Attitude Towards English Writing

	A	B	C	D
Question 1	10.25%	17.88%	34.06%	37.81%
Question 2	9.69%	18.44%	37.49%	34.38%
Question 3	11.81%	18.50%	38.44%	31.25%
Question 4	39.06%	15.63%	31.25%	14.06%
Question 5	12.50%	25.00%	45.31%	17.19%

Table 5-9 reflects the proportion of students in each answer to each question in the first dimension. The table above shows that only 10.25% of the students have great interest in English writing; 9.69% of the students like the writing lesson very much; and only 11.81% of the students often feel relaxed and happy for every writing class. However, 70.31% of the students' motivation for writing is to finish their homework and cope with the exam; and 62.50% of the students do not actively participate in the writing class. This indicates that most students have low interest in English writing and think that writing class makes them feel nervous and anxious.

Table 5-10 Students' Views on the Importance of English Writing

	A	B	C	D
Question 6	26.56%	39.06%	20.31%	14.06%
Question 7	20.31%	45.31%	18.75%	15.63%
Question 8	18.75%	35.94%	32.81%	12.50%

Table 5-10 reflects the proportion of students in each answer to each question in the second dimension. From the table above we can know that 65.62% of students think that writing is important in English learning; 65.62% of students believe that English writing can improve the comprehensive application capabil-

ity of language; and only 12.50% of students think it is not necessary to set up English writing classes in school. These statistics show that many students recognize the importance of English writing in English learning.

Table 5-11 Students' Writing Level

	A	B	C	D
Question 9	9.38%	18.75%	46.88%	25.00%
Question 10	9.38%	17.19%	39.06%	34.38%
Question 11	10.55%	14.30%	40.70%	34.45%

Table 5-11 reflects the proportion of students in each answer to each question in the third dimension. We can know from the table above that only 28.13% of students think their current English writing level is good; 26.57% of students can feel confident in their English writing; and only 24.85% of students are satisfied with their English composition. The data shows that most students lack confidence in writing and are not satisfied with their performance in writing.

Table 5-12 Students' Writing Strategy

	A	B	C	D
Question 12	2.56%	11.50%	62.50%	23.44%
Question 13	42.19%	37.50%	12.50%	7.81%
Question 14	9.38%	18.75%	43.75%	28.13%
Question 15	7.81%	15.63%	54.69%	21.88%

Table 5-12 reflects the proportion of students in each answer to each question in the fourth dimension. The table above shows that 62.50% of students practice writing every two weeks; 79.69% of students have difficulties in writing; 71.88% of students do not check the first draft carefully and revise the composition; and 76.57% of students believe that the current teaching method is not effective in improving their English writing ability. The data shows that most students rarely take the initiative to write, and are not used to checking the first draft and revising the composition. Also, the current writing teaching method cannot effectively improve students' writing ability.

To sum up, most of the students of Grade Four can recognize the importance of English writing, but their English writing status is poor, which is generally manifested as low interest in writing, lack of confidence and initiative in writing, poor writing strategies, and low participation in writing classes.

Analysis of Post-questionnaire Data

After the experiment, the post-questionnaire was distributed to a total of 32 students in EC, with 10 items and 2 options for each item. All of the questionnaires were collected and statistically analyzed, in order to explore the influence of the Scaffolding Instruction mode on students' English writing. The author designed the post-questionnaire based on two dimensions, namely writing interest and writing strategy. The results and analysis are as follows:

Table 5-13 The Results of Post-questionnaire in EC

Item	Choice	
	Yes	No
1. I think the writing class is very interesting now.	84.38%	15.63%
2. I think the class atmosphere is more active than before.	81.25%	18.75%
3. I can actively participate in the writing class.	81.25%	18.75%
4. Compared with previous writing class, I think this instruction mode can stimulate my interest in writing better.	87.50%	12.50%
5. I think cooperative learning can help me solve the problems I encounter in writing.	78.13%	21.88%
6. I can learn from peer review.	81.25%	25.00%
7. When evaluating, I think I can evaluate others' composition.	68.75%	31.25%
8. When encountering difficulties in writing, I am willing to ask for help from teachers or group members.	78.13%	21.88%
9. I think this instruction mode can improve my writing ability to some extent.	84.38%	15.63%
10. I hope the teacher continues to use this mode to teach writing in the future.	87.50%	12.50%

Table 5-13 reflects the proportion of students in each choice to each item in the post-questionnaire. From Item 1-4, it can be seen that after the experiment, 84.38% of students think that the writing class is very interesting now; 81.25% of students think the class atmosphere is more active than before; 81.25% of students can actively participate in the writing class; and 87.50% of students think that this instruction mode can stimulate their interest in writing better. The above data shows that under the Scaffolding Instruction mode, students' interest in writing is obviously improved, and students feel a good atmosphere in English writing class with high class participation.

From Item 5-10, it can be seen that 78.13% of students think cooperative learning can help them solve the problems they encounter in writing; 81.25% of students can learn from peer evaluation; 68.75% of students think they can evaluate others' composition; 78.13% of students are willing to ask for help from teachers or group members when encountering difficulties in writing; 84.38% of students think this instruction mode can improve their writing ability to some extent; and 87.50% of students hope the teacher continues to use this mode to teach writing in the future. The above data shows that students' writing ability has been improved to some extent under the Scaffolding Instruction mode. Students can cooperate with other students and make progress together. In the process of group mutual evaluation, students can not only find the strengths and weaknesses of others, but also see theirs, which is conducive to self-improvement and self-reflection. It can be seen that students like this mode, and they hope the teacher continues to use this mode for

writing teaching in the future.

Compared with the results of pre-questionnaire, it can be concluded that the Scaffolding Instruction mode in writing teaching is very popular among students and can improve students' attitude towards writing. Most students are more active in class than before, and they are willing to participate in group cooperation actively, evaluate actively, and have made some progress in writing skills.

Conclusion

This is the final part of the thesis. In this part, major findings, pedagogical implications, limitations of the study will be introduced.

Major Findings

This research applied the Scaffolding Instruction mode to English writing teaching in the fourth grade of ML primary school in GZ city to explore the influence of Scaffolding Instruction mode on students' English writing ability and interest. The major findings are as follows:

On one hand, through the analysis of the results of pre-test and post-test in EC and CC, it can be concluded that the Scaffolding Instruction mode can effectively improve students' English writing ability in primary school. In Scaffolding Instruction mode, teachers build scaffoldings so that students can think more about the writing topic. In cooperative learning and effect evaluation, group members help each other, learn from each other and improve their writing ability together.

On the other hand, by analyzing the results of the pre-questionnaire and post questionnaire, it can be concluded that the Scaffolding Instruction mode can improve students' writing interest. Before the experiment, most of the students of Grade Four can recognize the importance of English writing, but their English writing status is poor, which is generally manifested as low interest in writing, lack of confidence and initiative in writing, poor writing strategies, and low participation in writing class. After the experiment, most students are more active in class than before, they found the writing class more interesting and their interest in writing increased.

Pedagogical Implications

Firstly, the selection of scaffolding should be accurate and timely. Teachers should choose the appropriate scaffolding according to student's ZPD. In addition, teachers should dynamically adjust the scaffolding with different tasks. When students reach a certain level, teachers should build new scaffolding according to students' new ZPD.

Secondly, teachers should attach importance to the creation of situation. Teachers should try their best to provide students with a real situation, in order to arouse their resonance and stimulate their enthusiasm and initiative to participate in class. Teachers should consider students' interest and reality in life when setting the situation, so that they have the desire to express, and lay a good foundation for writing.

Finally, teachers should provide students with opportunities to communicate as much as possible. Students are the main body of the class. As a helper and guide, teachers should create opportunities as much as possible in the collaborative learning, so that students can think positively and communicate fully in groups, which is conducive to promoting students' deep thinking while obtaining various expressions.

Limitations of the Study

This study applied the Scaffolding Instruction mode to primary school English writing teaching and achieved good results, but there are still some limitations in this study.
First of all, the number of sample in this study is small, with only 62 students from two classes taught by the author, which lacks universality. Secondly, the time of this research is short. The teaching experiment lasts only 16 weeks. Finally, due to the author's lack of in-depth and systematic research on relevant theories and literature of Scaffolding Instruction mode, the construction of scaffolding in teaching experiment and the combination with textbooks are not good enough, so it will have a certain impact on the results of the experiment.

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