



**THE DEVELOPMENT OF COLLABORATIVE LEARNING WITH
SCAFFOLDING TO IMPROVE ENGLISH WRITING SKILL OF
GRADE 7 STUDENTS AT A SCHOOL IN CHINA**

**BY
YU WANG**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT
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Abstract

This study aimed to improve the English writing skills of Grade 7 Chinese students and investigate their satisfaction with using collaborative learning with scaffolding. The study selected a class of 30 students from three classes through cluster random sampling. The first objective was assessed through pre-test and post-test scores, analyzed using a paired samples t-test. The second objective was evaluated using questionnaires and semi-structured interviews, analyzed through means and standard deviations.

The results of the study showed that English writing skills had significantly improved. The post-test score ($\bar{x} = 16.23$, $SD = 1.33$) was higher than the pre-test score ($\bar{x} = 11.17$, $SD = 2.45$). Additionally, the overall mean score ($\bar{x} = 4.20$, $SD = 0.83$) on the students' satisfaction questionnaire indicated that they were "Extremely Satisfied." Specifically, for Part A: Students' interest and motivation ($\bar{x} = 4.21$, $SD = 0.76$), Part B: Students' engagement ($\bar{x} = 4.15$, $SD = 0.92$), and Part C: Efficacy of collaborative learning with scaffolding ($\bar{x} = 4.23$, $SD = 0.82$). The responses to the semi-structured interviews demonstrated that students were extremely satisfied with using collaborative learning with scaffolding in their English writing class. Therefore, the results of this study demonstrated that collaborative learning with scaffolding effectively improved the English writing skills of Grade 7 students.

(Total 136 pages)

Keywords: Collaborative Learning with Scaffolding, English Writing Skill, Grade 7 China Students

Student's Signature Thesis Advisor's Signature

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CHAPTER 1

INTRODUCTION

This chapter discussed the background and rationale, objectives, questions, and hypothesis, along with its scope, conceptual framework, operational definitions, significance, and limitations of the study. This chapter was divided into 9 parts:

- 1.1 Background and Rationale of the Study
- 1.2 Research Questions
- 1.3 Research Objectives
- 1.4 Research Hypotheses
- 1.5 Scope of the Study
- 1.6 Definitions of Terms
- 1.7 Conceptual Framework
- 1.8 Limitations of the Study
- 1.9 Significance of the Study

1.1 Background and Rationale of the Study

As China's economic and cultural exchanges with the rest of the world become more and more frequent, the demand for English is also increasing, and English, as an international common language, occupies an important position in China's education system. English education is not only a tool for the modernization of our country but also participates in the construction of new cultural values that have a significant impact on the identity of young people, and through them, the construction and development of the local culture (Jiang, 2023). Good English education not only lays a good foundation for students' future studies but also has a positive impact on their future development (Zhang, 2023).

Writing is the key content of English teaching in the stage of basic education in China, and it occupies a very high proportion in all kinds of English tests in China, such as the Senior High School Entrance Examination and the College Entrance Examination (Liu, 2021). English writing embodies not only the output of English language knowledge but also the process of absorbing and regenerating the language knowledge learned by students (Zheng, 2022). Therefore, writing, as a language skill, has a very important position in junior high school English teaching, which fully reflects students' comprehensive language use ability.

The English Curriculum Standards for Compulsory Education (2022 Edition) suggests that the tasks of the English curriculum at the basic education stage are: to stimulate and cultivate students' interest in learning English, to enable students to build up their confidence, to develop good learning habits and effective learning strategies, to develop the ability to learn on their own and the spirit of collaboration, to master the skills of listening, speaking, reading, and writing, and to have a certain degree of ability to utilize the language in a comprehensive manner.

The English Curriculum Standards for Compulsory Education (2022 Edition) puts forward the following teaching strategies for teaching English in junior high schools: promote the integration and development of listening, speaking, reading and writing skills through comprehensive teaching activities and tasks. Diversified evaluation methods are used in teaching and students are given targeted feedback in a timely manner. Cultivate students' positive attitudes and interests in learning English, and differentiate teaching according to students' learning abilities, interests and characteristics.

Teachers' professionalism directly affects the advancement of curriculum reform, and if teacher competence cannot keep up, all teaching reforms will be a formality. Enrich the knowledge reserve and strengthen the business foundation (Su, 2024). Teachers can improve their English by attending professional English training courses, language exchange events, Internet online courses, instructional videos and language learning applications. Communicate teaching tasks and exchange teaching

experiences with other English teachers. Collaborate and communicate to construct knowledge and continuously internalize it (Xie, 2024).

Students learning English should first lay a good foundation (Tao, 2021). In addition to mastering basic knowledge, improving listening, speaking, reading and writing skills is also the key to learning English well (Ma, 2024). Students learn the basics through learning in school and then have comprehensive training in listening, speaking, reading and writing. In the process of learning students need to analyze the learning content and teaching materials, introduce some interesting content through extracurricular materials and extracurricular reading, expand and extend the dimension of learning, and ensure the diversity of their English learning (Yang, 2023). Students can obtain learning resources through various ways, such as online resources, original English books, English movies, English songs and so on (Ma, 2024).

Language and culture are closely related, each language carries its specific cultural connotations, if we put aside the culture and learn English knowledge singularly, it is easy to have difficulties or deviations in understanding, and it is difficult to learn the essence of the language (Yu, 2022). Therefore, in the process of junior high school English learning, students should not only learn the basic knowledge of English, but also understand the corresponding cultural background knowledge appropriately, to better recognize the similarities and differences between Chinese and foreign cultures, and then deepen their understanding of English culture, cultivate cultural awareness, help English learning, and enhance their cross-cultural communicative competence.

Writing skill is crucial in English language learning (Wang, 2022). As an important output skill in language learning, English writing plays a key role in improving learners' comprehensive language application ability. However, in the process of learning, learners often face many problems. Wang (2022) points out that their expressions are not in line with English habits due to the influence of native language thinking, and many Chinglish expressions will appear in their compositions. Learners can compare the differences between Chinese and English expressions and consciously

avoid Chinglish. Read more original English articles after class to develop English thinking habits. Zhang (2024) pointed out that when writing English compositions, grammar and words are often not used accurately, the sentence structure is chaotic, and the use of words is monotonous. Learners should establish a clear grammar framework and learn English grammar systematically. Do targeted grammar exercises to expand your vocabulary and understand and use it in context. Xia (2023) pointed out that in writing, there are often problems such as unclear sentence meaning, loose overall structure, unclear article hierarchy, and lack of order in viewpoint exposition. The learner should have a clear outline, theme, paragraph layout, and main ideas before writing. Learn and use logical connectives, such as first, however, therefore, etc. Therefore, combined with the above problems and methods, scaffolding teaching can promote English writing teaching and improve students' English writing ability.

Scaffolding is the process by which a person of higher ability supports a student in accomplishing a task that he or she could not do alone, that is, in helping the student to make a developmental leap from his or her current level to the target level (Rosenshine & Meister, 1992). Zhu (2004) believe that the Scaffolded is a model in which students begin with their existing cognition and construct their own knowledge in order to progress to a higher cognitive level.

The application of scaffolding theory to the teaching of English writing can make the English writing classroom effectively optimized, which can lead to the enhancement of students' independent creativity and the formation of critical thinking (Yawiloeng & Rattana, 2024). Scaffolded teaching can effectively solve the problems of traditional teaching methods and is conducive to the active construction of knowledge by students and the establishment of links between new and old knowledge (Cao, 2022).

He (1998) proposed that scaffolding teaching process should be implemented through five main links: scaffolding, entering the situation, independent exploration, collaborative learning and effect evaluation. The model has clear objectives and clear implementation steps, is operable in English writing teaching. This teaching mode has important enlightenment and application value for improving English writing skill.

First, through the creation of situations and guided questions, stimulate students' interest in writing topics, eliminate their fear and resistance to writing. Second, in the scaffolding stage, provide students with a clear writing structure, such as the organization of the beginning, middle paragraph and end, to help students build a coherent essay. Third, in the teaching process, guide students to accumulate rich writing materials through observation, reading and other ways to expand their thinking and vision. Fourth, in the process of guidance, teachers emphasize the importance of revision, help students learn to self-modify and improve the composition, improve the quality of writing. Fifth, timely feedback and encouragement can make students feel their progress, enhance their self-confidence in writing, and thus more actively participate in writing learning.

Scaffolding teaching, as a student-centered and productive teaching mode, provided strong support for students' learning through clear processes and careful design. It played a particularly significant role in improving students' writing skill. Scaffolding teaching theory had been widely used in English teaching and had made many achievements in both theoretical and empirical research. Educators should have fully understood and used this teaching mode to create more favorable conditions for the development of students' writing ability.

Collaborative learning is an educational method of utilizing groups to improve learning by performing tasks together. Groups of two or more students handle assignments together to find solutions to problems, execute tasks, or conduct research. Learners would process and synthesize ideas and concepts as a team instead of employing rote memorization (Abdulaziz & Al Zehmi, 2020). Collaborative can facilitate the process and outcome of learning through collaboration and mutual assistance among students. It emphasizes interaction and collaboration among students to achieve common learning goals (Li, 2024). Wang (2023) pointed out that collaborative learning is a learning mode that emphasizes student-centeredness and gives full play to students' motivation, initiative, and creativity in learning, which enables students to feel the joy of learning in the process of collaboration, communication, and discussion, and promotes the improvement of students' learning

ability through collective wisdom. Corresponding to Wang (2024) said that collaborative learning could encourage students to learn, share and communicate together in a group environment, and cultivate the spirit of collaboration and teamwork among students. It is effectively fostering a sense of competition and a spirit among students, which students lack nowadays and what Chinese education needs to focus on cultivating. Zhang (2024) pointed out that the collaborative learning can stimulate students' motivation for independent learning, promote students' writing interaction and communication, and improve the quality of students' English writing creation.

Combined the above content, the combination of cooperative learning and scaffolding teaching can improve learning effect, cultivate students' ability, pay attention to individual differences, and enhance teaching interaction and improve teaching quality. Therefore, the purpose of this study was to improve junior middle school students' English writing interest and writing performance through collaborative learning with scaffolding. It was also hoped that it would stimulate them to learn more effectively.

1.2 Research Questions

1.2.1 Was the English writing skill of Grade 7 Chinese students improved after using collaborative learning with scaffolding?

1.2.2 What was the level the satisfaction of Grade 7 Chinese students toward the collaborative learning with scaffolding?

1.3 Research Objectives

1.3.1 To compare grade 7 Chinese students, English writing skill before and after using collaborative learning with scaffolding.

1.3.2 To investigate the students' satisfaction level of grade 7 Chinese students after using collaborative learning with scaffolding.

1.4 Research Hypotheses

The English writing skill of grade 7 Chinese students was improved after using collaborative learning with scaffolding.

1.5 Scope of the Study

1.5.1 Location of the Study

This study was conducted in the No.4 Middle School in Nanyang City, Henan Province, China. The map of the location is shown on Figure 1.1 below.



Figure 1.1 A map of Nanyang City, Henan Province, Indicating the location of the research

Source: Baidu, 2017

1.5.2 Population and Sample

Population: The population of this study consisted of 90 students from 3 classes of grade 7 middle school in Nanyang City, Henan Province, China. The participants ranged in age from 12-14 years old with varying levels of English proficiency. The sample population is homogeneous in terms of teachers, learning materials, age, ability and gender.

Sample: The sample group selected through a cluster random sampling consisted of 30 students from 3 of grade 7 with varying levels of English proficiency and mixed genders.

1.5.3 Content of Lesson Plans

In this study, the researcher designed four classes, each of which would last for 80 minutes. The topic of each lesson is based on seventh-grade English textbook of the People's Education Press. The lesson plan is shown in Table 1.1.

Table 1.1 Content of this Study

Lesson Plan	Topics	Collaborative Learning with Scaffolding
Pre-test		
Lesson Plan 1 (80 mins)	My Family	<ol style="list-style-type: none"> 1. Introduction: Through the song “I love them all”, introduce the topic of writing and let the students introduce their family background. 2. Practice: Make a group of 5 in mixed ability. Work in groups to design and make a family tree, label the information of family members, and fill in the descriptions of family members using related vocabulary and sentence patterns. 3. Presentation: Groups take turns to present the family tree and describe it. Other groups listen and give feedback, and the teacher evaluates and supplements. 4. Summary: Review the writing process and emphasize the use of vocabulary and sentence patterns. Students will complete the “My Family” writing assignment independently after class.
Lesson Plan 2 (80 mins)	My Best Friend	<ol style="list-style-type: none"> 1. Introduction: use multimedia to show some pictures and videos of friends spending time together to introduce the writing topic. Let the students introduce the characteristics of their friends. 2. Practice: Make a group of 5 in mixed abilities, members of the group collaborate to finish a portrait of their best friend and record it in simple English sentences. 3. Presentation: One representative from each group will present the group's work and orally describe the drawn character. The other groups listen and offer suggestions for improvement. 4. Summary: The teacher and students will summarize the key points of the lesson together. Students will finish their English

Table 1.1 Content of this Study (Cont.)

Lesson Plan	Topics	Collaborative Learning with Scaffolding
		writing independently on the theme of “My Best Friend”.
Lesson Plan 3 (80 mins)	My Favorite Sport	<p>1. Introduction: Play video clips of various exciting sports moments to introduce the topic of writing and discuss your favorite sports in class.</p> <p>2. Practice: Make a group of 5 in mixed ability, one student compares the performance of a certain sport, and the other students use simple sentences to write the characteristics of the sport, alternating practice.</p> <p>3. Presentation: Each student briefly introduces his/her favorite sport, including the characteristics and the reasons why he/she likes it, and at the same time shows the vocabulary and sentences he/she has summarized in the exercise.</p> <p>4. Summary: Teachers and students will sort out the important and difficult points of this lesson together. Let the students finish the English short essay “My Favorite Sport”.</p>
Lesson Plan 4 (80 mins)	Picture Writing	<p>1. Introduction: Let students play the game of finding differences by showing two pictures with small differences to introduce the theme and focus of picture writing.</p> <p>2. Practice: Make a group of 5 in mixed ability, observe the given pictures together in the group, discuss the contents, details and possible development of the pictures, and write a simple story.</p> <p>3. Presentation: Each group chooses a representative to tell the class the story the group came up with. The other groups listen and give feedback.</p> <p>4. Summary: Teacher and students summarize the main points of picture writing, such as the order of description and vocabulary use. Students complete a piece of picture writing independently.</p>

1.5.4 Time Frame

This study was conducted in December 2024. This is an experimental teaching session that lasts four weeks. Classes were held two a week for 80 minutes each time. A total of 4 lesson plans were designed, with a total of 320 minutes of teaching time. The timetable of the study is shown in Table 1.2.

Table 1.2 Timeline of the Study

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Literature Review								
Research Proposal								
Three-chapter Defense								
Data Collection								
Data Analysis								
Final Defense								

1.6 Definitions of Terms

Collaborative Learning with Scaffolding refers to the teaching method designed by the researcher for seventh-grade Chinese students that combines the strategies of collaborative learning with scaffolding to improve English writing learning outcomes. Collaborative learning emphasizes interaction and communication among students and encourages working together to achieve specific learning goals. Scaffolding is a strategy that supports students as they learn new concepts or skills, and students become more independent and empowered. In this study, the researcher designed the collaborative learning with scaffolding for teaching. There are 4 steps as follows: 1) Introduction: using videos, pictures, games, PowerPoint, and audio visual, bringing into the classroom theme. 2) Practice: creating a situation using activities in small groups to discuss relevant content for collaborating to learn well. 3) Presentation: representatives will present their work to the class and receive feedback from other classmates. 4) Summary: Teacher and students summarize the writing ideas

and grammatical points together, and let students finish the writing independently according to the learning results.

English Writing Skill refers to the English writing ability of Grade 7 students to communicate and express in English language. In this study, the pre-test and post-test were used to evaluate the English writing skill through five categories: 1) Vocabulary; 2) Grammar; 3) Content and 4) Handwriting. The pre-test and post-test were used to evaluate the English writing ability.

Students' Satisfaction refers to the student perceptions and emotions of the students in the sample group toward the collaborative learning with scaffolding. For this study, the researcher investigated the students' satisfaction through the questionnaire from 5-point of Likert scale including three major categories, students' interest and motivation, students' engagement and the efficacy of collaborative learning with scaffolding. The researcher also conducted the semi-structured interview for supporting the ideas.

Grade 7 Students refers to the Grade 7 students in an ordinary middle school in Nanyang City, Henan Province, China.

1.7 Conceptual Framework

There were three variables in this study, one independent variable and two dependent variables. The independent variable was using collaborative learning with scaffolding for teaching English writing and the dependent variables are students' achievement in English and their satisfaction with the use collaborative learning with scaffolding for teaching, respectively. The following figure shows the framework structure of this study:

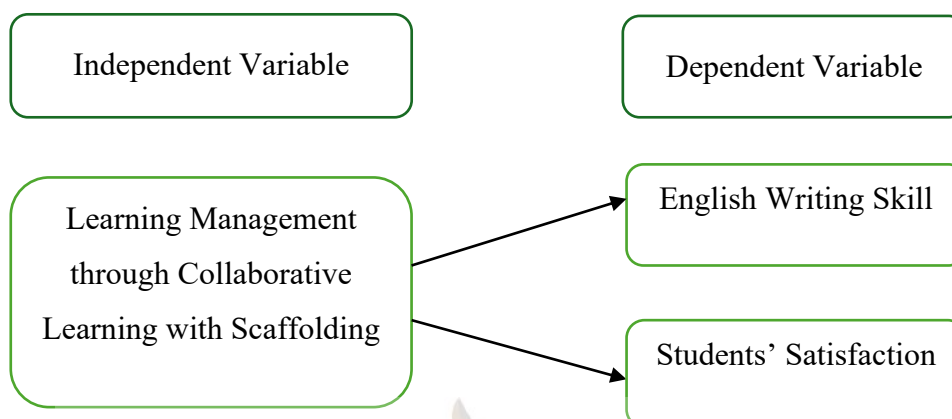


Figure 1.2 Independent and Dependent Variables

1.8 Limitation of the Study

1.8.1 The study was limited to Grade 7 students in one of the ordinary schools in Henan province, China which have some different conditions and other factors for each area in China. Therefore, it may be unreliable to generalize the results to the other areas or contexts.

1.8.2 The research designed for 30 Chinese Grade 7 students in Henan province, it would not be generalized to all students in China.

1.9 Significance of the Study

1.9.1 The collaborative learning with scaffolding in teaching helped improve the English writing skill of grade seven students in Nanyang, Henan Province, China. It enabled students to collaborate on their writing to complete their tasks, enhancing their motivation and interest in writing.

1.9.2 It was hoped that students would be highly satisfied with collaborative learning with scaffolding in teaching applied to the English writing activity in classes. Grade 7 Chinese students' English writing skills were higher after using collaborative learning with scaffolding.

CHAPTER 2

LITERATURE REVIEW

This chapter explained the background of English and course objectives in China, clarified the importance of English in China, and how to improve English writing skill and satisfaction, with the innovation of collaborative learning with scaffolding. On this basis, expounded the collaborative learning with scaffolding in teaching, and then introduced the theoretical basis of this research, namely the learning theory of Constructivism and Social-Culture Theory, collected the former research literature to prove that the collaborative learning with scaffolding was effective in English teaching in China. This chapter summarized the relevant domestic and international literature on collaborative learning with scaffolding in English and the current status of its application, provided the theoretical data and related details for research. It laid a direct theoretical foundation for the research of English collaborative learning with scaffolding. This chapter was divided into 7 parts:

- 2.1 The Background of English Education in China
- 2.2 English Curriculum in China
- 2.3 The Development of English Teaching in China
- 2.4 Assessment and Evaluation of English Writing Skill and Satisfaction
- 2.5 Collaborative learning and Scaffolding
- 2.6 Related Theories
- 2.7 Related Research

2.1 The Background of English Education in China

The context of English language education in China is strongly influenced by globalization and national policies. In recent years, the Chinese Government has gradually increased the importance it attaches to English language education, which is regarded as

an important basic skill, especially at the compulsory and higher education levels.

Pan and Ye (2023) points out that with the acceleration of globalization, the deepening of China's open-door policy and the promotion of the “Belt and Road” initiative have been accelerated. In order to accelerate the implementation of this policy, the importance of English as a global language is becoming more and more prominent. English language learning is regarded as the key to enhancing international communication ability and promoting economic development. In recent years, studies have shown a direct link between English proficiency and China's internationalization process. According to Chen (2021) English education not only helps to improve individual competitiveness but also provides a guarantee for the country's economic development and cultural dissemination.

China's English curriculum standards are constantly updated in line with the needs of global and national development. In recent years, China's Ministry of Education released the English Curriculum Standards for General High Schools (2017 Edition Revised in 2020), which adjusted the goals and requirements for English teaching. The new curriculum standard pays more attention to the cultivation of students' comprehensive language use ability and cross-cultural communication ability, and emphasizes the humanistic, practical, and innovative aspects of English learning (Ministry of Education, 2020). This revision further reflects the national emphasis on cultivating talents who can participate in global affairs and have an international outlook.

The reform of English in the college entrance examination is one of the important changes in China's English education policy in recent years. The Education Examination Institute of the Ministry of Education (2024) has placed special emphasis on the examination of adaptive English proficiency for the reform of the college entrance examination. Liu (2023) pointed out that the reformed gaokao questions do not only examine language knowledge but also focus on the practical application of language and cultural comprehension. This reflects that English education in China is transforming from traditional test-taking education to the cultivation of practical ability.

In recent years, the development of information technology has opened up new possibilities for English language education in China. UNESCO (2020) issued a strategy for distance education in response to school closures due to the New Crown epidemic. Online education and blended learning models are emerging, and the popularity of distance education and online courses has accelerated the digital transformation of English language teaching. Many studies have pointed out that information technology has provided English education in China with a wider range of resources and opportunities for personalized learning. Li (2020) points out that the use of smart technologies has greatly enhanced the flexibility of English learning, especially in teaching English in remote areas with obvious advantages. Yang (2022) points out that in the English smart classroom, teachers are able to integrate all kinds of resources by combining information technology to realize the convenient sharing of diversified and multi-level hypertext resource libraries, which lays the foundation for students to build a broad knowledge structure.

With the increasing internationalization trend of English education in China, more and more studies have focused on the cultivation of intercultural communicative competence in recent years. Huang (2023) suggests that intercultural communicative competence is considered one of the important directions of English education in the future, especially in the cultivation of globally competitive composite talents with a key role. Liang (2024) emphasizes that English education is not only language teaching but also should cultivate students' understanding and respect for different cultures. Zhang (2024) pointed out that the important goal of foreign language teaching is to improve students' communicative competence and enhance the cultivation of their cross-cultural communicative competence.

The above literature reflects the changes and trends in English language education in China in terms of policy, technology and social needs. English language education in China is not only responding to domestic needs but also to the challenges of globalization.

2.1.1 The Important of English Language in China

With the development of informatization of social life and economic globalization, English has become increasingly important. English plays an important role in international communication and collaboration. As one of the carriers of information, English has become a language widely used in all areas of people's lives. English is prominent in China's education system, especially compulsory and higher education.

Wu (2023) points out that English, as a core curriculum, is not only one of the thresholds to higher education for students but also the foundation of their future internationalized careers. English language learning is an integral part of an individual's educational development.

In Liu (2023) study, it was found that through English learning, students can be exposed to different cultures and ways of thinking, broaden their horizons and enhance their international awareness. In addition, English is also an important subject in all kinds of college entrance examinations, which has an important impact on students' future development.

English is considered the most cosmopolitan language. With China's deep involvement in the process of globalization, English has become the main tool for China's external communication. Whether it is international trade, multinational corporation collaboration, or academic communication, English is an indispensable medium. According to Liu (2020), English has become a central tool for China's integration into the global economic system, especially in the context of the Belt and Road Initiative, which promotes cultural, economic, and technological exchanges between China and other countries. Through English, China has been able to expand its international influence.

According to the China Foreign Investment Report (2022), English is also an important tool for attracting foreign investment and international collaboration. When international investors visit the Chinese market, they need to communicate with

Chinese government officials and enterprise representatives, etc. Good English skills help to show China's investment environment and development potential. At the same time, when Chinese enterprises cooperate with international enterprises, English can break the language barrier and promote the exchange and integration of technology and management between the two sides.

Students with English language skill and international educational qualifications pave the way to prestigious universities and better employment opportunities at home and abroad. Li (2021) shows that university graduates with high English proficiency are more competitive in multinational companies at home and abroad, and many high-paying positions require a certain level of English proficiency. English is not only a plus for career advancement but has also become a basic requirement in many industries, especially in the technical, financial, and medical fields. Zhang (2022) pointed out that most important academic journals and research reports in the world are published in English. Chinese scholars must have good English writing and communication skill if they want to be prominent in the international academic community.

English is an important tool for spreading Chinese culture to the world and enabling the world to better understand Chinese culture. Ding (2024) pointed out at the Chinese Translators Association that excellent English translators play an important role in promoting Chinese culture “going out”. It shows the positive role of English in promoting international cultural exchanges and mutual understanding.

Therefore, learning English is very necessary for Chinese students. It can improve students' international communication skills, broaden their future career development, increase their knowledge, promote scientific and technological progress, and enrich their cultural experience. Especially for Chinese seventh - graders, learning English is very necessary. It can provide students with more opportunities and challenges, improve their thinking skills and self - confidence, and lay a good foundation for their future development.

2.1.2 The Recent Situation of English Language in China

English language learning and teaching in China has undergone remarkable changes over the past few years, profoundly influenced by globalization, educational reforms, and technological advances.

As a core subject in China, English has come to occupy an important position in compulsory education and higher education. The Ministry of Education (2024) issued a document to promote English curriculum reform, especially to strengthen the assessment of the practical application of English in the college entrance examination and the secondary school examination. Studies have pointed out that the new curriculum standard pays more attention to the cultivation of students' comprehensive language application ability and reduces the pure test-taking education mode. Bendiman, Yicheng, and Richard (2023) points out that English education in China is transitioning from knowledge-transferring to application-oriented, emphasizing students' ability to practice language in real situations. In addition, the reform of English teaching is also promoting the cultivation of intercultural communicative competence and enhancing students' international perspectives.

With the development of information technology, the mode of English language learning has changed significantly (Zhou, 2020). Online learning platforms, artificial intelligence-assisted learning tools, and blended teaching are becoming more and more popular in English education in China. In recent years, diverse digital resources have begun to be used to enhance students' English learning. Zhang (2021) points out that the popularity of online English learning platforms has made it possible for students in remote areas to enjoy high-quality English teaching resources, and the geographical inequality of English learning has been alleviated. In addition, Li and Huang (2022) points out that the application of artificial intelligence technology in English assessment and personalized teaching also improves learning efficiency.

Despite the nationwide popularization of English, regional differences in English education resources and levels still exist (Wang, 2021). English education in

eastern coastal cities is more mature, especially in economically developed areas, and students' English proficiency is generally higher. In contrast, the level of English teaching in central western and rural areas is relatively low, limited by the lack of teachers and teaching resources (Law & Azlina, 2022). Zhou (2021) pointed out that the government, in promoting the balanced development of education, has increased its investment in English education in central and western regions, especially through distance education and teacher training programs to narrow the regional gap.

As China's international influence gradually expands, English also plays an important role in cultural exchange and dissemination. In recent years, more and more Chinese students have participated in international academic exchanges and cultural dialogues through English learning. At the same time, Chinese English learners are also learning about cultures around the world through language learning. Wu (2020) pointed out that English is not only a tool language but also a bridge for Chinese culture to go out, through which more and more Chinese culture has been introduced to the rest of the world.

Although English education is booming in China, some scholars have criticized its over-emphasis, arguing that English learning is overburdened and may weaken students' interest in other subjects. Shi and Fang (2022) point out that over-emphasizing English achievement may lead to students' weakened interest in other subjects and calls for English education to focus more on quality education and all-round development. In recent years, discussions on the positioning of English language teaching have also continued, emphasizing that language learning should be combined with practical needs rather than the pursuit of test scores.

2.2 English Curriculum in China

2.2.1 Nature and Standards of English Courses in China

With the promulgation of the English Curriculum Standards for Compulsory Education (2022), China's English curriculum (also known as the “Compulsory Education

English Curriculum”) has been updated.

The nature of the Compulsory Education English Course reflects the unity of instrumentality and humanity and is characterized by fundamentality, practicability, and comprehensiveness. Bhagirath (2024) pointed out learning and using English helps students to understand different cultures, compare cultural similarities and differences, gradually develop the awareness and ability of cross-cultural communication and exchange, learn to look at the world objectively and rationally, establish an international perspective, strengthen cultural self-confidence, and form a correct outlook on the world, life, and values, to lay a foundation for students' lifelong learning and adaptation to the development of the future society.

The English Curriculum Standards for Compulsory Education (2022) are the basic national norms and requirements for the English curriculum at the basic education level. Mei (2022) states that the nature and philosophy of the English language curriculum should be properly recognized and understood. He pointed out that the English curriculum should embody the integration and unity of instrumentality and humanity, and the complementarity of instrumental rationality and value rationality. Mei (2022) pointed that the English curriculum should convey the concepts and awareness of literacy in terms of philosophy, objectives, content, methodology, process and evaluation. He believes that the nature and concept of the English curriculum is the top-level design of the English curriculum standards, and it has the role of regulating the construction of the English curriculum and the cultivation of talents. Only with a correct understanding of the nature and concept of compulsory English curriculum can we effectively implement and scientifically enforce the English Curriculum Standards for Compulsory Education, so as to promote the new development of English curriculum construction and talent cultivation in the new era.

Hu and Wu (2020) pointed out that the purpose of the English Curriculum Standards is to cultivate students' comprehensive language-use abilities, including language skill, language knowledge, affective attitudes, learning strategies and cultural awareness. The English Curriculum Standards require that teaching should be oriented

to all students, emphasize quality education, and create a good language learning environment. Makhambetova, Zhiyenbayeva, and Ergesheva (2021) study pointed out that in the process of teaching and learning, it is necessary to promote the improvement of students' ability to utilize the language practically and to facilitate the all-round development of students. Li (2023) proposed that teaching should be student-oriented, respect individual differences, and cultivate students' ability for lifelong learning and innovative spirit.

Compulsory education English curriculum is of great significance in improving the quality of English teaching and promoting the all-round development of students.

2.2.2 Chinese English Curriculum Concept

On the one hand, English teaching should be guided by Xi Jinping's Thought on Socialism with Chinese Characteristics for a New Era, and on the basis of adhering to the principle of putting morality first, the cultivation of modernized talents with ideals, skills and commitment should be the starting and ending point of teaching (Compulsory Education English Curriculum Standards, 2022). Yang (2019) points out that English teaching should be student-centered, focusing on students' individual learning needs and learning styles, aiming to create a positive and active learning environment for students. Wu (2024) pointed out that English teaching should be centered on core literacy to determine curriculum objectives, select teaching content, reform educational methods, reform assessment and evaluation, prepare teaching materials, and train teachers.

At the same time, The English curriculum concept adheres to the principle of assessment for learning and assessment for teaching and evaluates the whole process of teaching the English curriculum (Mei, 2022). Tomas and Caluyua (2020) points out that students' subjective initiative should be given full play to, guiding them to become the designers, participants and collaborators of various evaluation activities, and to utilize the evaluation results to improve their learning. Bilal and Bhat (2019) believed that formative and summative evaluation should be combined, and a multi-subject,

multi-method, and literacy-oriented evaluation system for English courses should be gradually established.

Besides, Promote the in-depth integration of information technology and English language teaching, and attach importance to changes in the way English language courses are taught and learned in the context of educational informatization (Zhou, 2020). Li (2019) proposes to give full play to the support and service functions of modern information technology for English curriculum teaching, rationally utilize and innovatively use digital technology and network teaching platforms, carry out online and offline integrated teaching, provide support to meet students' individualized learning needs, and promote the balanced development of compulsory education.

2.2.3 Learning Objectives of Chinese English Courses

The English Curriculum Standards for Compulsory Education (2022 Edition) require that students at the compulsory education level (Elementary and Junior High School Levels) should achieve the following general objectives through the study of English to meet the development of the core qualities of language proficiency, cultural awareness, quality of thinking, and the ability to learn, which are necessary for the future development of the society and the growth of the individual.

1) Develop language ability. Students should be able to recognize the similarities and differences between English and Chinese, gradually develop language awareness, accumulate language experience, and communicate meaningfully through practical language activities such as perceiving, experiencing, accumulating and applying.

2) Cultivate cultural awareness. To be able to understand the excellent civilization achievements of different countries, compare the similarities and differences between Chinese and foreign cultures, develop the ability of cross-cultural communication and exchange, form healthy aesthetic interests and correct values, deepen the understanding and recognition of Chinese culture, set up an international perspective, and be firm in their cultural self-confidence.

3) Enhance the quality of thinking. To be able to develop thinking in language learning and to advance language learning in the development of thinking; to initially observe and understand the world and things from multiple perspectives, and to express their views in a rational and organized manner; to develop logical, dialectical and innovative thinking gradually, and to make their thinking reflect a certain degree of agility, flexibility, creativity, criticality and profundity.

4) Improve learning ability. To be able to set up correct goals for learning English, maintain interest in learning, actively participate in practical language activities, pay attention to listening, enjoy exchanges, and try boldly in learning, learn to explore independently, cooperate and help each other, learn to reflect on and evaluate the progress of learning, and adjust the way of learning, learn to manage themselves, improve the efficiency of learning, and learn to learn happily and learn well.

The English curriculum at the compulsory education level is divided into three sections, and the objectives of each section have corresponding levels, Level 1 suggests the objectives to be attained by the section of grades 3 to 4, Level 2 suggests the objectives to be attained by the section of grades 5 to 6, and Level 3 suggests the objectives to be attained by the section of grades 7 to 9. There is continuity, sequencing and progression between the objectives of the different sections. The objectives of the English curriculum segments are shown in Table 2.1.

Table 2.1 Language Proficiency Learning Stage Goals

Expression	Grade 3 to Grade 4 / Level 1	Grade 5 to Grade 6 / Level 2	Grade 7 to Grade 9 / Level 3
Perception & Accumulation	Able to perceive word stress and adjust pronunciation; can imitate sounds, follow along with audio materials, and accumulate sentence	Understands basic intonation, common words, sentence meaning, and tenses; can comprehend personal information, simple instructions,	Recognizes meaning through intonation and rhythm; understands clear, slow speech to capture key details; accumulates idioms and daily expressions;

Table 2.1 Language Proficiency Learning Stage Goals (Cont.)

Expression	Grade 3 to Grade 4 / Level 1	Grade 5 to Grade 6 / Level 2	Grade 7 to Grade 9 / Level 3
	<p>patterns to express preferences and basic information;</p> <p>understands daily greetings, requests, and instructions; can read picture-based stories and write letters, words, and sentences correctly.</p>	<p>dialogues, monologues, and stories in daily contexts; grasps intentions in everyday communication; can interpret short, simple texts to obtain specific details and main ideas.</p>	<p>grasps sentence structure, types, and word order; identifies themes and main points;</p> <p>listens and watches for key information and implied meaning.</p>
Acquisition and Construction	<p>When listening or watching the audio and video materials with clear pronunciation, slow speed and simple words, can identify pictures, words and phrases familiar with things; can respond according to simple instructions;</p> <p>experience the difference between English pronunciation and Chinese pronunciation; can judge the mood and attitude of the speaker by pronunciation, intonation, gestures</p>	<p>When listening or watching clear pronunciation, moderate speed, simple sentence pattern, audio and video materials, can obtain basic information about people, time, place, events; can identify the type and structure of common stories; can understand the expression of personal preferences, emotions; can describe the people or things according to the pictures; can pay attention to the language used in life or in the media.</p>	<p>In the process of listening, reading and reading, it can record key information around the discourse, understand and briefly summarize the main contents; infer the people, places and events according to the key words heard or read; spell the words according to the pronunciation rules and phonetic symbols; summarize the learned grammar rules; identify and analyze the structural characteristics of common sentence patterns; analyze and</p>

Table 2.1 Language Proficiency Learning Stage Goals (Cont.)

Expression	Grade 3 to Grade 4 / Level 1	Grade 5 to Grade 6 / Level 2	Grade 7 to Grade 9 / Level 3
	and expressions; and can understand the expression function of simple sentences in context.		sort out the basic structural features of common written articles; and establish semantic connections with simple connections.
Expression and Communication	Can focus on relevant topics, use the language, make simple communication, introduce yourself and familiar people or things, express emotion and preferences, in written expression, can write simple sentences according to pictures or context.	Can around the relevant theme, transport, with the language, with others, simple communication, table, play short story or sketch, pronunciation, intonation is basically correct; in the written expression, can surround, around the picture content or imitation model, text, write a few words of coherent meaning.	Can use the language to communicate with others. My pronunciation, intonation and words are basically correct and coherent. In written expression, I can choose different sentence structures and tenses, describe and introduce people, things or events around me, and express emotions, attitudes, opinions and intentions.

Source: Researcher

2.3 The Development of English Teaching Method in China

2.3.1 Trends in English Language Teaching Methodology

Against the background of the development trend of education in the world, since the reform and opening up in the 1970s, English education in China has continued to develop steadily and rapidly, showing some new development trends

(Friedman et al., 2020), which can be summarized in some epochal characteristics: socialization, test-taking, globalization, digitization and diversification.

The diversified development of English teaching methods and teaching modes has opened up new ways of English education and teaching in China.

On the one hand, teaching methods are effective ways and modes to realize teaching activities. The teaching method is a special teaching method constructed by teachers according to their teaching concepts, teaching theories, and teaching methods to enable students to obtain the required knowledge (Alessa & Hussein, 2023). Task-Based Pedagogy advocates the use of well-targeted tasks to motivate students to learn and develop their language habits and language competence, which suggests that both language learning and the development of language competence are closely related to the support of communicative activities (Xiao, 2023). Personalized Teaching Mode is a student-centered teaching mode that emphasizes respect for students' differences and improves students' learning effectiveness and interest in learning through the personalization of teaching objectives, teaching content, teaching methods and teaching evaluation. He believes that the use of personalized teaching mode can cultivate students' self-centeredness, stimulate learning ability, and change the learning mindset and purpose of the backward students (Li, 2024). Effective use of English knowledge gradually improves the ability to use English, to achieve the purpose of learning English well. At present, in China's English education, there has been a trend of coexistence of a variety of teaching methods, with different teaching methods combining and developing innovatively.

On the other hand, the diversified development of teaching modes is also a trend in English education in China at present. It is mainly reflected in: first, the student-centered teaching mode. The student-centered English teaching mode aims to stimulate students' interest and enthusiasm in learning and to improve learning effectiveness (Peng, 2024). The second is the blended teaching combining online and offline, which improves the quality and efficiency of teaching while enriching the teaching resources, effectively maximizes the use of teaching resources, and improves

the quality of teaching (Jiang, 2024). The third is immersion language teaching. Immersion teaching enhances the practical use of language and thinking ability by using English as the medium of teaching language, and students learn in an all-English environment (Jevetha & Tomy, 2020).

From the above development trend, we could see that China's English education industry is developing steadily, and the student-centered teaching mode further enhances students' comprehensive literacy and core competitiveness, while also providing favorable conditions for the improvement of education level (Wang, Li, & Shen, 2024). Teachers play a guiding role in teaching, but they should not completely control the teaching process, because the core of teaching lies in the interaction between teachers and students. To cope with the challenges posed by learning methods, the balanced tension between the two-way activities of teaching and learning is maintained, and the organic integration of teaching and learning activities is pursued. Of course, it is more important to advocate the concept of scaffolding teaching, which provides appropriate support and promotes cooperative learning through heuristic guidance-based teaching methods to help students gradually master knowledge. In this process, the teacher gradually removed the scaffolding, so that students could realize independent learning and meaning construction and ultimately achieve the learning effect of mutual assistance and interaction.

2.3.2 The Development of English Writing Skill

In foreign language teaching, writing teaching is an indispensable part. In the curriculum, writing is not only the basic way for students to communicate and express themselves, but also the core of course content and outcomes. However, many teachers still face the challenge of teaching writing in the English classroom. The key issue is whether writing is “teaching” or “learning” in the classroom. Therefore, English programs need to consider the basic components of writing ability and provide systematic guidance for teaching writing to effectively solve the problems in writing instruction. Enhancing learners' English writing ability is an important aspect of developing their expressive skill and language literacy. Writing ability can only be

improved by writing more (Hanif, 2019). It is the teacher's task to design linguistically appropriate and cognitively challenging writing tasks to maximize the effectiveness of students' writing. Above all, we should start with the importance of writing, the definition of writing and the reasons for teaching writing.

Teachers could develop students' writing skill through different teaching methods and activities. Firstly, teachers can design different types of writing exercises, such as descriptive writing, narrative writing, illustrative writing, etc., to help students practice and consolidate different writing skill. Secondly, teachers can encourage students to keep a regular diary to develop writing habits and expression skill. Thirdly, by promoting writing through reading, teachers can have students read texts purposefully and analyze discourse structures to help them transition from reading to writing. Collaborative learning also helps writing, as students can share knowledge and insights, gain a deeper understanding of the subject matter, and form writing groups to improve learning efficiency. In addition, teachers can stimulate students' interest and creativity in writing by organizing writing games and activities, such as story solitaire and rapid writing challenges. Finally, teachers can model and analyze excellent writing models to help students understand the characteristics of high-quality writing and ask them to imitate the writing style and structure of the models and perform similar writing exercises. The combination of these methods and activities can effectively improve students' writing ability.

2.4 Assessment and Evaluation of English Writing Skill and Satisfaction

2.4.1 Assessment and Evaluation of English Writing Skill

Educational assessment and evaluation are the foundation of all successful teaching and learning, which not only occupies a prominent position in the system of educational science but also has an important and extensive application value in the process of educational teaching and learning and is also an important basis for schools and governments to make many educational decisions (Nie, Sun, & Cao, 2023). Through effective assessment, teachers can better understand students' learning ability,

learning progress, and learning needs to adjust teaching strategies and optimize learning outcomes. There are various ways to measure and assess English writing ability:

1) Standardized Tests

Liu (2018) pointed out that standardized tests are assessments administered and scored consistently across all test takers. They are designed to measure a specific set of skill or knowledge, often used for comparing the performance of individuals or groups in educational settings. Examples include tests like the SAT, TOEFL, correspond to GRE. Nie et al. (2023) points out that all schools in China are currently using standardized tests in the English subject, which can visually detect students' English foundation and corresponding English skill.

Standardized tests are characterized by uniformity, objectivity, reliability and validity. To successfully administer a standardized test, candidates should be well prepared, familiar with the format and content of the test, and practice in simulations. On test day, it is important to follow the rules, organize time wisely, and employ answering techniques such as prioritizing simple questions and using the elimination method. In addition, staying calm and focused are important factors for successful test-taking.

2) Grading Standards and Scales

Chowdhury (2019) states that grading rubrics and scales are systems used by educators to evaluate and assign scores or grades to student work that reflect a student's level of achievement or understanding in a particular subject. Grading rubrics often use rules (Rubrics) to clarify standards. Grading rubrics help teachers judge students' academic performance objectively and fairly. Grading scales categorize a student's performance on an assignment or test into different grades (e.g., A, B, C, D, etc.), and these grades reflect the student's level of knowledge.

Ruby (2023) study states that when applying grading criteria and grades, clear expectations need to be set first, and objective evaluations need to be

conducted using detailed grading rubrics. Feedback is provided after grading to help students improve, and raw scores are converted to appropriate grades to ensure that grading is transparent and fair.

3) Task-Based Assessment

Shehadeh (2020) pointed out that Task-Based Assessment (TBA) is an approach to evaluating students' abilities by having them complete real-world tasks or activities. Instead of focusing solely on theoretical knowledge or memorization, task-based assessments measure how well students can apply their skill and knowledge in practical, meaningful situations.

Giraldo (2020) points that Task-based assessment should specify the assessment objectives, design authentic tasks relevant to real life, develop detailed assessment details, provide clear task instructions, evaluate the process and results of the tasks, provide constructive feedback, and encourage students to engage in self-assessment and reflection. This approach to assessment helps students develop practical application skill and critical thinking. 4. Peer Evaluation and Teacher Feedback. Gao (2022) states that feedback has always been recognized as a key component in enhancing teaching.

4) Students' Feedback.

Nikolić, Perić, and Bovan (2020) states that feedback refers to the provision of evaluations and suggestions about performance, behavior, or outcomes in the learning and working process. The purpose of feedback is to help individuals understand how they are performing in a particular task or activity and to provide directions for improvement. Mamoon (2016) noted that feedback has been recognized as a key factor in improving teaching effectiveness. In the educational and teaching environment, feedback usually refers to “mutual monitoring or advice to accomplish learning tasks, promote students' learning abilities, and ultimately achieve educational goals.”

The key to giving effective feedback is to be clear about the objective, provide specific and fair evaluations, use positive language, and remain

encouraging even when making suggestions for improvement. Feedback should include practical ways to improve and encourage dialog so that the recipient can understand and discuss the feedback. Providing feedback in a timely manner and helping the recipient to develop an action plan, along with follow-up and support, ensures that the feedback translates into tangible improvements.

5) Rating Scale

Rating Scale is a commonly used psychometric instrument to measure an individual's attitudes, opinions, or feelings about a statement or issue. It allows respondents to rate how much they agree with a statement by providing five different choice items (Benidiktus, Rully, & Jeinne, 2023).

The steps involved in conducting a five-point Likert scale include first designing the questionnaire, writing the statement in question, and setting five options (strongly disagree to strongly agree). The questionnaire was then distributed to the target respondents and their responses were collected. Next, the data are entered into the system, sorted, and analyzed, the average rating of each statement is calculated, the distribution of options is analyzed, and the necessary statistical tests are performed. Finally, the results of the analysis are interpreted, a report is written, and the data are presented using charts and tables for easy understanding and application.

In this study, the researcher designed a pre - test and a post - test, both of which used standardized test questions for seventh-grade English writing. There were two types of writing tasks: descriptive writing, which required that the content focused on the given topic and covered the necessary information; that vocabulary was used appropriately; that the grammar was correct and that basic rules were followed; and standardized writing, which required that the letters were correctly written in upper and lower case, capitalization, and punctuation, and that the number of words was around 80-100 words. Based on collaborative learning with scaffolding, the researcher designed four topics for the English writing lesson plan, each followed by a writing test. The pre-test and post-test were administered to students who freely chose the same topic from the four topics. The pre-test and post-tests were 20 minutes in length.

The tests were scored using the English Writing Skill Test Scoring Rubric, which scored four components of writing: words, grammar, content and handwriting. I collected data from the test takers' pre-test and post-test samples. I recorded the students' pre - and post - test scores, as well as the types of errors the testers made in their writing. Finally, the instructor provided feedback to students based on their scores, including detailed scoring instructions and suggestions to help students understand their writing strengths and areas for improvement.

2.4.2 Satisfaction

The United States was the first country to analyze student satisfaction and used the evaluation results as an important basis for measuring the comprehensive capacity of schools. In the 1980s, the United Kingdom strengthened its attention to student satisfaction and began to conduct extensive surveys. Since the 1990s, Norway, in its “National System for Quality Assurance in Education and Training” explicitly introduced the concept of student satisfaction (Liu, 2019).

Satisfaction has been defined as the positive evaluation, satisfaction, and level of pleasure and fulfillment associated with a consumer's consumption of a product or service (Mandasari & Wahyudin, 2021).

Student satisfaction is recognized as one of the key predictors of learning success. Numerous studies have shown that satisfaction affects acceptance of learning, willingness to learn, course effectiveness, and increased success rates, which confirms that teaching quality is one of the main determinants of student satisfaction (Ngo & Ngadiman, 2021).

The satisfaction has more important to learn in English classes such as Melanie and Daryl (2023) said that satisfaction can enhance students' learning engagement, and that teachers' support and a positive learning environment can improve student satisfaction, thereby promoting their class participation and assignment completion.

Chen (2020) suggested that every stage of the process, from teaching methods to teacher-student interactions, and from the presentation of course content to the importance of designing assessment and feedback, is directly related to students' learning experience. Focusing on classroom interaction and feedback, as well as rationally organizing the content, is more likely to enhance student motivation and satisfaction.

Liu (2020) pointed out that student satisfaction, as one of the criteria for measuring the quality of a school's teaching, plays a very important role in both the school's reputation and the students' learning outcomes.

Umriana and Pranatami (2022) explored how to measure academic and non-academic services by surveying student satisfaction. Indicators were used to assess the level of satisfaction and indices were calculated for various aspects of services. Garima, Naithani, and Abhay (2024) pointed out that student satisfaction with the learning process and outcomes can also be assessed by both designing satisfaction questionnaires and conducting one-on-one or group interviews.

Malone and Clifton (2021) noted the use of interviews and focus groups to assess student satisfaction. Liu (2020) used the comprehensive elemental assessment method for the assessment of satisfaction in his study and then used statistical analysis to analyze the role of satisfaction from different dimensions respectively, and finally analyzed the magnitude of the impact of different factors on students' satisfaction. And based on the five-level scale method of Likert scale, students' satisfaction with teaching quality was evaluated in the research process.

Assessing and evaluating student satisfaction could be done in a variety of ways to get a comprehensive picture of students' educational experiences. Therefore, the researcher first determined the assessment objectives of the study, followed by the use of Likert scale ratings and the design of questionnaires to assess satisfaction with different aspects of teaching and learning in this study. Then, the data should be collected and analyzed. In addition, areas of high satisfaction or common concerns in

the data are summarized. Finally, specific satisfaction issues were addressed based on the findings, and improvements were implemented as necessary. Student satisfaction continues to be monitored regularly to ensure continuous improvement to address emerging issues and to ensure that student feedback is kept confidential and used only to improve the educational experience.

In summary, improving student satisfaction not only helped to increase student retention but also shaped the brand image of higher education. The study of student satisfaction allows for a comprehensive assessment of the overall teaching and educational quality of the school and serves as an important core indicator for school evaluation. Therefore, this study takes the satisfaction of seventh-grade students as the research objective and measures the teaching and learning outcomes of the school by designing a satisfaction questionnaire. The questionnaire design questions would be in terms of students' interest and motivation, students' engagement, and the efficacy of collaborative learning with scaffolding.

2.5 Collaborative Learning and Scaffolding

2.5.1 Collaborative Learning

1) Collaborative Learning in Teaching

Collaborative learning is a system of teaching theories and strategies that emerged in the United States in the early 1970s. This theory has developed rapidly and has been widely used in classroom teaching in dozens of countries. It has attracted the attention of educators all over the world since its introduction. China introduced the theory of collaborative learning in the 1990s and began to study and research on collaborative learning. This kind of collaboration learning applied to writing method is a teaching process in which the teacher guides students to complete the pre-study, outline, first draft, revision and final draft through various writing activities. Each link does not repeat each other and is interlocked. Through such repeated practice, students can get multiple feedback on their writing. At the same time, it can also cultivate students' writing confidence, expand their divergent thinking and improve their writing

ability (Chen, 2021).

Liu (2020) used the collaborative learning teaching model in her study of junior high school English writing, and she believed that collaborative learning could effectively improve secondary school students' attitudes toward English writing, improve their writing skill, and to a certain extent enhance their sense of teamwork and collaboration. However, the implementation of this model requires constant guidance and adjustment by the teacher, and the optimal effectiveness of the model still needs to be improved and explored.

Wang (2023) pointed out that the implementation of collaborative learning is feasible and effective in junior high school English writing teaching, and students are also willing to accept it. The collaborative learning teaching mode creates an environment for active exploration and enjoyable learning, so that every student, regardless of his or her academic performance, can participate in the learning activities equally, thus increasing students' interest and initiative in learning. At the same time, the teaching mode of collaborative learning encourages students to collaborate in learning, to solve problems that are difficult to solve by individuals through collaboration with high efficiency, to experience the importance of collaboration, and to cultivate a sense of collaboration. Moreover, it promotes students' knowledge acquisition and ability development. Interaction in learning helps students to stimulate their inspiration and active thinking. Through collaboration and discussion, the students in the group can inspire each other, deepen their understanding of knowledge, and contribute to the development of their abilities.

In conclusion, collaborative learning enhanced students' communication skills through group interaction, helped students deepen their understanding and compensated for individual differences in sharing ideas and helping each other. Collaborative learning enhanced interaction and expression among students in teaching. Through mutual feedback and discussion, students could not only improve the quality of learning but also come into contact with different viewpoints and ideas to enrich their thinking. Therefore, collaborative learning could effectively improve

students' abilities.

2) The Elements of Collaborative Learning

Liu (2021) pointed out that within the international academic community, there were several divergent interpretations regarding the fundamental elements constituting collaborative learning. The first view was the three - element theory put forward by Slavin in 1980. This theory encompassed individual responsibility, group goals, and equal opportunity for success. The second view was the four - factor theory proposed by Cuellho. The third view was the five - factor theory introduced by Johnson from the United States in 1993. This theory had garnered extensive attention and acceptance. The Five - Factor Theory had received extensive attention and recognition and was composed of the following five specific aspects.

2.1) Heterogeneous Grouping

Non-homogeneous grouping refers to paying attention to the differences of group members when grouping, which mainly involves gender, age, learning ability, ethnicity, and social background. Only by ensuring that the students in the group have their characteristics can they complement each other's strengths and weaknesses in the process of interacting with each other. Compared with homogeneous and random grouping, heterogeneous grouping provides more opportunities for each member to get to know different people. In the group, they can listen to more different opinions, stimulate more and more original ideas, and better realize the group learning objectives (Wang, 2023).

2.2) Positive Interdependence

Positive interdependence is a positive interrelationship between group members. Each member is accountable to the other members of the group and each member acknowledges that he or she has a common relationship with the other members of the group. The responsibility is shared among the members of the group and there is no competitive pressure within the group, which facilitates the active participation of all members (Tang, 2022).

2.3) Individual Responsibility.

Personal responsibility means that in the process of collaborative learning, every member of the group needs to contribute his or her part to the realization of the group's goals and cannot sit back and enjoy the benefits. On the contrary, each member should focus on the group and have a strong sense of responsibility and mission. The ultimate success of the group depends on the joint efforts of all members, and each individual effort is the basis for the success of the group. The group can only perform at its best if each member is 100% committed (Liu, 2021).

2.4) Face-to-Face Promotive Interaction

Face-to-face promotive interaction means that students need to be closely linked and face each other in order to exchange ideas to accomplish the task. Thus, it is important to set up a comfortable situation for students to have face-to-face interaction and enable them to discuss and explain current or obvious material (Wondwosen, 2017, p. 61). It is interaction and communication stimulated by positive interdependence that makes education get certain kinds of changes (Zhang, 2020).

2.5) Group Self-Evaluation

Group self-evaluation is a way of self-evaluation and self-reflection of members. Through group self-evaluation, members can effectively improve their enthusiasm in collaboration, so as to achieve the established goals efficiently. Therefore, in the process of learning, different evaluation methods can be set up, such as regular or irregular cross evaluation within the group; Arrange the evaluation schedule, record the learning status of members, so that members can evaluate the learning content, learning methods, learning objectives, etc., to help other members quickly find the significance of learning, such as whether the current activities need to continue, such as what can be adjusted in the implementation process, can be considered. When teachers observe the group's self-evaluation, they should give more support and collect their comments (Zhao, 2020).

2.5.2 Scaffolding

1) Scaffolding in Teaching

“Scaffolding” was originally a construction term, and people in the construction industry usually use ‘scaffolding’ as a synonym for ‘scaffolding’, whose function is mainly to build a temporary movable frame when carrying out building construction. Temporary movable shelves. Bruner, Ross, and Wood first proposed the concept of “scaffolding teaching” based on Vygotsky's cognitive learning theory and considered “scaffolding teaching” as a method to enable children or beginners to solve problems and complete tasks beyond their original level of knowledge. By 'scaffolding', we mean the process of enabling a child or beginner to solve a problem, complete a task, or achieve a goal that goes beyond the child's prior level of knowledge (Li, 2023).

A studied by Mahan (2020) states that scaffolding originated in psychology but has since expanded into the field of educational science. The goal of scaffolding is student-directed learning, which is accomplished through targeted support from the teacher or more capable peers, and the teacher's slow transfer of responsibility for learning to the student.

Yin (2023) stated that “scaffolding” means that during the teaching process, the teacher should give the students a “scaffold” to facilitate an effective grasp of knowledge and use this “scaffold” to make the students better understand the lessons taught. The “scaffolding” refers to the teaching process in which the teacher gives the students a “scaffold” to facilitate effective grasping of knowledge and, using this “scaffolding”, enables the students to better understand the lessons taught. Scaffolding is a model of writing instruction based on the theory of scaffolding that takes place before, during, and after writing, with teachers creating “scaffolds” in students' proximal development so that students can refine their English writing. Teachers help to guide the teaching process so that students can master, construct, and internalize the knowledge and skill they have learned, gradually transferring the task of managing learning from the teacher to the students themselves, and finally

removing the scaffolding process.

2) The Principles of Scaffolding Teaching

In Luo' (2019) studied, it was mentioned that Hogan and Pressley (1997) pointed out that the application of the scaffolding teaching model should follow the following eight principles in order to acclimatize students to the teaching and learning process. Combined with Luo's (2019) and Liu's (2021) research, some key points for teachers to consider in scaffolding instruction are summarized.

2.1) Teachers should analyze students' learning and choose suitable teaching tasks according to their age, psychological development, and English level.

2.2) Teachers and students should work together to set learning goals and improve students' learning motivation through negotiation and discussion.

2.3) Teaching should be conducted within students' zone of recent development, focusing on their needs and development and keeping abreast of their feedback, misconceptions, and developmental needs.

2.4) Teachers should consider students' prior knowledge and experience when constructing scaffolds and provide appropriate assistance to students.

2.5) Teachers should encourage students to pursue goals and increase their motivation through incentives.

2.6) Teachers should provide timely feedback on students' performance and give feedback to help students adjust their learning.

2.7) Teachers should provide appropriate scaffolding to allow students to explore and learn freely and create an environment conducive to learning while controlling frustration and risk.

2.8) As students' abilities improve, teachers should gradually withdraw scaffolding to help students improve their ability to learn independently and complete learning tasks independently.

In conclusion, collaborative learning with scaffolding in teaching provided students with strong support and promotion and made them participate more

actively in the learning process. Collaborative learning developed students' collaborative ability and diversity of thinking through group discussion and division of labor. At the same time, scaffolding provided appropriate guidance and assistance according to students' needs and gradually developed their independent learning ability. This combination not only enhanced students' interest in learning but also promoted their in - depth understanding and internalization of knowledge and ultimately improved their English writing skills.

Therefore, teachers should group students, encourage their communication and collaboration by reasonably designing tasks, and provide timely guidance. Teachers should also give scaffolding, such as guiding questions, modeling, and feedback, according to students' specific needs. As students gradually acquired knowledge and skills, teachers should gradually reduce scaffolding to develop their independent learning skill. In addition, teachers should keep observing and adjusting teaching strategies to make the English writing classroom lively and vivid, change the embarrassing situation of students' writing difficulties, and further improve students' English writing level and English writing skill.

2.6 Related Theories

In this study, there were various related theories as follows.

2.6.1 Constructivism

As a branch of the cognitive psychology school, constructivism has had a huge impact on the development of educational thought since the 1980s. Piaget, a Swiss psychologist and one of the most influential psychologists in the field of cognitive development, first proposed constructivism (Zhang, 2017)

Xie's (2021) studied the Constructivism Learning Theory states that the process of passive acceptance of knowledge transmitted by the teacher is not learning, but the whole process of meaning construction by students in a specific situation,

which can be said to be the process of interpersonal interaction and communication in a certain socio-culture context with the help of the teacher or other learning partners.

Jiang (2021) pointed out that Constructivism theory is the main theoretical basis of scaffolding, according to Constructivism theory, there are two types of learning: individual Constructivism and social Constructivism. Individual Constructivism believes that learning is a meaning-constructing process in which learners generate and enrich their cognitive structures through the interactions between old and new knowledge, new knowledge gives new meaning to old knowledge, and old knowledge adjusts as new knowledge emerges. Social Constructivism views learning as a process of cultural engagement in which learners construct knowledge by engaging in practical activities.

Chen's (2022) studied the Constructivism believe that 'teaching' is to support, guide and assist, rather than to replace and indoctrinate. Teachers are guiders and helpers who promote students to actively construct meaning rather than knowledge impostors. 'Learning' is a process in which students gradually construct and internalize their thinking ability, skill and knowledge of things that can enable them to engage in higher-level activities under the support, guidance and assistance of teachers. It is also a process in which students actively construct meaning. Scaffolding teaching is a mature teaching model derived from Constructivism.

Satish (2024) argued that Constructivism views learning as an active constructive process in which learners build their own unique body of knowledge by relating new information to existing information. Different learners may have different ways of absorbing and recalling information because their personal experiences are different, and everyone's understanding of reality is subjective. This learned information becomes the basis for further learning for the learner and also changes continuously with the learning experience. The process of learning is therefore not only internal to the individual, but also closely linked to society, culture and language.

Fitriany (2024) pointed out that Constructivism is a learning theory that emphasizes the active role of learners in building their understanding. Rather than passively receiving information, learners reflect on their experiences, create mental representations, and incorporate new knowledge into their schemas. This promotes deeper learning and understanding.

In conjunction with the above overview, constructivism was adopted as the theoretical foundation because constructivism advocated using learning environment elements such as context, collaboration, and conversation to scaffold learning. Constructivism's active construction of knowledge, social interaction, and learner-centeredness provided a theoretical basis for collaborative learning with scaffolding. In English classroom teaching, teachers could design supportive teaching activities to create classroom teaching activities that met the teaching objectives and content. Mainly through tools, games, group discussions and exercises, independent writing, post - tests and other teaching activities, teachers promoted interesting language exchanges among students. Teachers helped students gradually transition to independent learning and encouraged the independent completion of more complex tasks. Students applied knowledge of English writing skill in the process.

2.6.2 Vygotsky's Sociocultural Theory

Lin's (2021) stated that sociocultural theory is based on the cultural-historical psychology pioneered by the Soviet psychologist and educator Vygotsky, and that its core idea is the claim that all human cognitive development involves both social and individual dimensions.

Qin, He, and Ouyang (2018) referred to the core components of sociocultural theory as including the genetic method, mediation, internalization, activity theory, the zone of proximal development, and scaffolding theory.

Zhou (2022) pointed out that the goal of the sociocultural theory is to help learners accumulate linguistic knowledge, enhance the potential development of spiral thinking, promote active thinking, and explore the learners' maximum potential, to push them to a higher level of development.

Liu (2023) pointed out that Vygotsky, the author of “sociocultural theory”, believed that there are two levels of student learning: the actual level and the possible level. The learning process of students is the process of moving from the “actual level” to the “possible level”. In this process, students need to enter the zone of the nearest development. Educational psychologist Vygotsky's “sociocultural theory” also believes that teaching should not only penetrate the students' zone of nearest development but also carry out positive developmental interactions in the zone of nearest development.

Su (2023) pointed out that sociocultural theory focuses on the relationship between the social environment and the psychological functioning of individuals. It provides an ideal framework for classroom interaction and one of its core principles is that learning equals cognitive development, cognitive development arises from the social environment, and the social environment equals the language learning classroom.

Chen (2023) thought that sociocultural theory believed that the key to mastering a language was to understand the cultural spirit behind the language. Guiding students to understand culture is the core of thinking classroom teaching. By guiding students to regulate and interact, it can effectively promote students' understanding of relevant knowledge and their sense of culture.

Sociocultural theory is considered in Mahbobeh's (2020) research to be about the social and cultural influences that affect the way we develop, think, feel, and behave. This approach seeks to understand how these social factors interact with personal factors to influence the way people learn, develop and grow. Sociocultural theory emphasizes the role of social interactions in psychological development. It suggests that human learning is largely a social process and that our cognitive functions are shaped by our interactions with the “more skilled” people around us.

Vygotsky's sociocultural theory emphasized that learning occurred in social interactions, especially through collaboration with more experienced teachers or peers, and that students could perform tasks within their ZPD that they would not be able to do independently. Collaborative learning with scaffolding was based on this theory, with the group discussions and exercises, helping students develop skills gradually through temporary support provided by the teacher until they could complete the task independently. In English writing teaching, collaborative interaction between teachers and students was emphasized to create a social-cultural environment for learning through dialogue, questioning, and feedback. Students were helped to gradually master writing skills through modeling, guiding, and individual counseling according to their different levels. Combined with sociocultural theory, collaborative learning with scaffolding was continually adjusted and reduced through collaboration until students could complete writing tasks independently.

2.7 Related Research

Traditional classroom teaching usually adopts injection and duck-filling teaching methods (Yuan, 2021). The classroom atmosphere is dull and students' interest in learning is shallow. This teaching method may enable some students to understand and master the knowledge, leading to the multiplication of learning pressure, which in turn leads to fatigue and other psychological problems. With the continuous advancement of curriculum reform, more and more frontline educators realize the importance of improving students' learning experiences. Enhancing collaboration among students and rationalizing group discussions and interactions can stimulate creativity, increase self-confidence, and develop critical thinking skill, leading to an overall improvement in academic and personal development. Utilizing appropriate scaffolding to guide students, and through phased support and interaction, we can help them gradually master knowledge in a relaxed and enjoyable atmosphere, cultivate independent learning skill, and reduce their learning burden.

In recent years, the Chinese educational community has gradually recognized the importance of collaborative learning and scaffolding in enhancing students'

learning interests and teaching effectiveness. This section will discuss related research in this area.

Zhao (2018) studied in *A Study on the Application of Group Collaborative Learning in Junior High School English Writing Teaching*. The purpose was to study whether group collaborative learning can improve seventh-grade students' English writing achievement and whether collaborative learning in groups can develop students' sense of collaboration. 95 were selected for the study. The results showed that the average score of the students increased by 1.28 points, and it can be concluded that collaborative learning helps improve English writing. By interviewing 10 students, students believed that collaborative learning in groups increased their interest in learning and made them more collaborative.

Zhang (2020) studied in *A Lesson Study on Collaborative Learning of English Writing Teaching in Junior High School*. This study was to determine the effect of using collaborative learning for teaching on seventh-grade students' English writing. The study was conducted on 29 students in Grade 7 Students. The results showed that collaborative learning in English writing teaching had a positive impact on students' acquisition of social skill, attitudes toward writing, and content aspects of writing.

Liang (2024) studied in *An Action Research on English Writing Teaching in Junior High School Based on Collaborative Learning*. The purpose of the study was to examine and discuss whether the collaborative learning writing teaching method can effectively stimulate students' writing interest and improve students' writing performance. The researcher selected 46 students in two classes of 9th grade in junior high school as the subjects of the study. The results show that collaborative learning can stimulate students' interest in writing and improve their writing performance.

Chan (2020) studied in *A Multilevel SEM Study of Classroom Talk on Collaborative Learning and Academic Achievement: does Collaborative Scaffolding Matter?* The purpose of this study was to examine how collaborative scaffolding

instruction affects classroom conversation patterns and has an impact on students' propensity for collaborative learning and academic achievement. The study was conducted with Form 3 (around 14-15 years old) students from 30 secondary schools in Singapore, and the sample consisted of 119 classes with a total of 2,183 students at different academic levels. The study results showed that collaboration scaffolding in the English classroom reduces the effects caused by differences in students' backgrounds and has a positive impact on academic achievement.

Elizabeth, Tzu-Jung, Manisha, and Lynley (2023) studied in *Teacher Scaffolding and Equity in Collaborative Knowledge Construction*. The purpose of this study aims to examine teacher scaffolding and equity during collaborative small-group discussions in fifth-grade English language classrooms. This study selected 31 fifth-grade students. The results of the study were that the greatest teacher impact on fairness in collaborative group discussions in a fifth-grade English language arts classroom was in relational fairness rather than participatory fairness.

Scaffolding can be used in many areas of language subject teaching, such as listening, speaking, reading, and writing. At present, Natalie and Taylor (2020) have achieved many results in the research of the scaffolding teaching method, showing that this teaching method has been widely used by many scholars and has gradually developed into a mature teaching system, which is applied in actual teaching. These research results also provide important references and lessons for future research. This section would summarize the research on scaffolding teaching of English writing skill.

Padmadewi and Artini (2019) studied in *Scaffolding Strategies in Teaching Writing in Elementary Schools to improve students' literacy skill*. The purpose of this study was to use scaffolding strategies to enhance elementary school students' English writing skill. The subjects of the study were 21 students in the sixth grade, and the results of the study showed that scaffolding strategies helped improve the English writing skill of sixth-grade students.

Shen (2021) studied in *The Application of Scaffolding in the English writing classroom of Grade 7*. The purpose of this study was to investigate whether the application of scaffolding instruction in the English writing classroom helps to improve students' writing ability. The subjects of the study were 80 students in the seventh grade. The results showed that scaffolding could improve students' writing skill and can create a good atmosphere for students to communicate with their classmates and teachers.

Zhu (2021) studied in *A Study of the Application of Scaffolding Instruction to English Writing Teaching in Junior High School*. The study aimed to explore how to use scaffolding to solve problems in seventh-grade students' writing and the effects of scaffolding on students' vocabulary, sentence and discourse competence. For this purpose, 100 seventh-grade students were selected as research participants and assigned to two groups, one was the experimental group and the other was the control group. The result was that that scaffolding could activate students' motivation to write, enhance their sentence and discourse awareness, reduce errors and mistakes, significantly improve their vocabulary, sentence, and discourse competence, and help them develop a more positive attitude toward writing.

Lhadon and Wangmo (2022) studied in *Scaffolding Instruction to improving essay writing skill of Grade Six Bhutanese Students and their perceptions of using scaffolding instruction in essay writing*. The study was conducted on 22 students in Grade Six Bhutanese Students. The results showed that the implementation of scaffolding had a significant effect on improving the students' English writing skill, and the students' English writing scores improved compared to the pre-test.

Tang (2022) studied in the action research of teaching English writing in middle school using scaffolded instruction and collaborative learning. The purpose of the study is how scaffolded instruction and collaborative learning affect students' attitudes toward English writing and how they affect students' English writing texts. The study selected 56 students in the ninth grade of junior high school as the subjects of the study. The results of the study show that 1) applying scaffolding and

collaborative learning to junior high school English writing teaching can effectively reduce students' writing anxiety, improve negative attitudes, and stimulate interest in writing. 2) In junior high school English writing teaching, reasonable collaborative learning can help to improve the quality of writing, and the students pay more attention to coherence, logic, and structure in writing, write in a standardized format and more comprehensively, and the connecting words are used more frequently, and vocabulary and grammatical errors are reduced.

Nowadays, collaborative learning with scaffolding has been applied in classroom teaching in some areas of China and is likely to be popularized and implemented on a larger scale. This paper provides a reference for seventh - grade students to learn English writing skill through the study of collaborative learning with scaffolding integrated into the classroom. On the one hand, students' pre - test and post - test writing scores were used as quantitative data; on the other hand, teachers could provide collaborative learning with scaffolding activities that are suitable for students' age and ability according to the content, including modeling and explaining, questioning and guiding, group collaborative learning, independent tasks, providing feedback. Ensured that the teaching content and teaching methods were consistent with the teaching objectives, this approach stimulated the promotion of writing skills and improved students' English achievement.

CHAPTER 3

RESEARCH METHODOLOGY

This study aimed to improve Chinese Grade 7 students' English writing skill and satisfaction with teaching English writing using collaborative learning with scaffolding. This chapter introduced the outline of this study. It included the research design, population and samples, the research instrument used to collect data, content validity and reliability, data collection and data analysis. This chapter was divided into 6 parts:

- 3.1 Research Design
- 3.2 Population and Sample
- 3.3 Research Instruments
- 3.4 Validity and Reliability
- 3.5 Data Collection Procedures
- 3.6 Data analysis

3.1 Research Design

This study applied a mixed - method approach to collect the data, including using the achievement tests and questionnaires to collect quantitative data, and semi-structured interviews were used to collect qualitative data. The achievement tests included pre-test and post-test. These two tests were given to the students separately before and after using collaborative learning with scaffolding to investigate students' achievement. The students' satisfaction questionnaires were used to collect the quantitative data after the teaching process and semi-structured interviews were used to support the qualitative data of students' satisfaction. The research procedure was as follows:

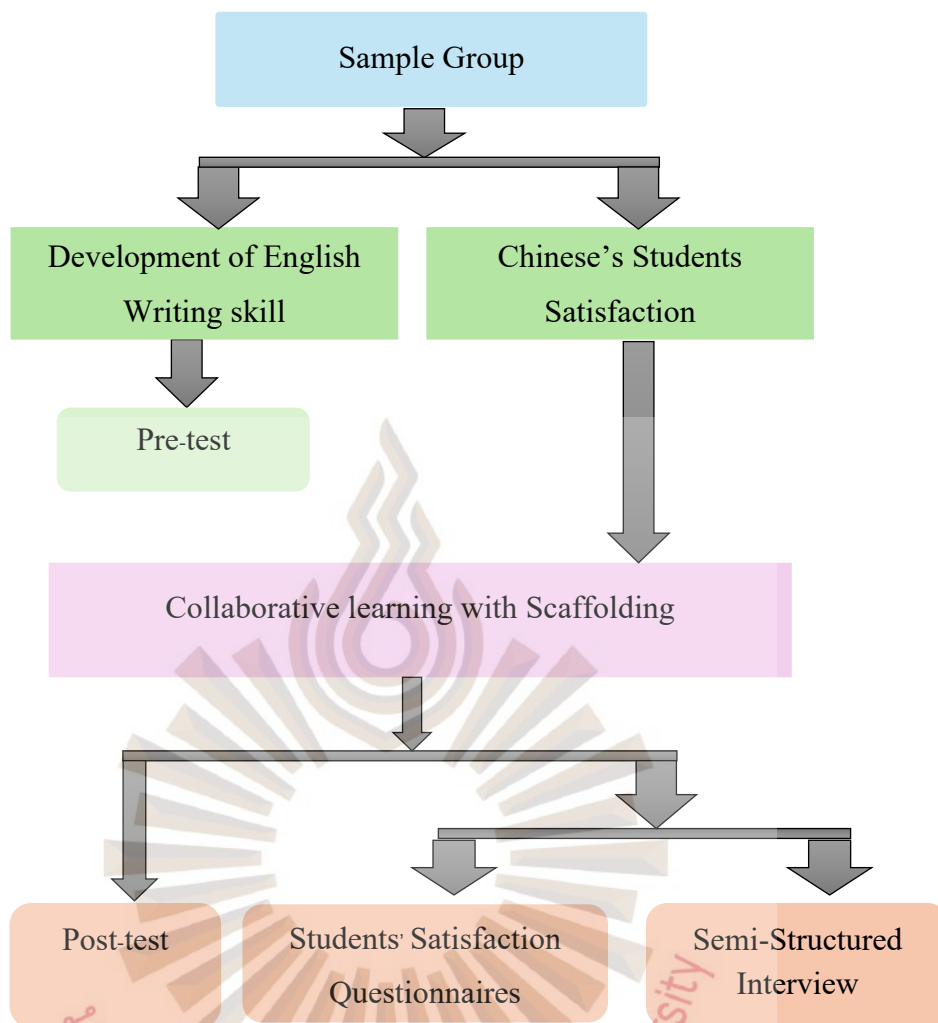


Figure 3.1 Research Design of the Study

3.2 Population and Sample

Population: The target population of this study was Grade 7 students from a middle school in Nanyang City, Henan Province, China. There were 3 classes in Grade 7, with 30 students in each class, and a total of 90 students. They ranged in age from 12 to 14 years and varied in gender and ability to study English.

Sample: The sample group selected through a cluster random sampling consisted of 30 students from Grade 7 with varying levels of English proficiency and mixed genders.

3.3 Research Instruments

This research used mixed methods. Therefore, it included both quantitative data and qualitative data. Lesson plans were the main instrument. The achievement test (pre-test and post-test), students' satisfaction questionnaire and semi-structured interview were used respectively to investigate the efficiency of the intervention.

Table 3.1 Details of Research Instrument

NO.	Research Objectives	Research Instruments
1	To compare the English writing skill of Grade 7 Chinese students before and after using the Application of collaborative learning with scaffolding.	The achievement tests (pre-test and post-test) were conducted before and after the application of the collaborative learning with scaffolding
2	To investigate the students' satisfaction of Grade 7 Chinese students after using the application of collaborative learning with scaffolding.	Students' satisfaction questionnaire and semi-structured interview

3.3.1 Lesson Plans

In this study, the researcher designed four lesson plans, using 30 students as the sample, and taught the sample group for one month, two classes a week. Each lesson plan used collaborative learning with scaffolding to teach English writing for 80 minutes. The theme of the course was selected according to the education level and course content of the sample group, and it also needed the approval of teachers in related disciplines (See Appendix E).

Table 3.2 List of Lesson Plan

Lesson Plan	Topics	Learning Objectives
Lesson Plan 1 (80mins)	My Family	1. The students can write words that describe their family relatives and oral speaking 2. The students can write for describing about their family members.
Lesson Plan 2 (80mins)	My Best Friend	1. The students can write words vocabulary that describe their friends' characteristics. 2. The students can write for describing about their friend.
Lesson Plan 3 (80mins)	My Favorite Sport	1. The students can write words for describing the sports. 2. The students can write for describing about sport.
Lesson Plan 4 (80mins)	Picture Writing	1. The students can write words for the picture that the teacher shown. 2. The students can write down and describe the content of the picture.

3.3.2 English Writing Test

1) The English writing test was focused on four topics: my family, my best friend, my favorite sport, and picture writing, and a writing test followed each topic (See Appendix E).

2) Participants were rated using scoring rubric. The rating scale included four aspects of writing: Vocabulary, Grammar, Content, Handwriting (See Appendix F).

3) The English Writing Skill Test consisted of a pre-test and a post-test with the same topics and question types. Students selected one of the four topics as the pre-test and post-test. By comparing the subjects and analyzing the students' writing skill before and after the learning method intervention, with a total score of 20 points (See Appendix H).

3.3.3 Students' Satisfaction Questionnaire

The students' satisfaction questionnaire to investigate students' contentment of Grade 7 students toward the application of collaborative learning with scaffolding in English writing. The students' satisfaction questionnaire consisted of three parts: students' interest and motivation, engagement and efficacy, each with 5 questions, totally 15 questions. These statements were scored on a five-point Likert scale from 1 to 5: (5) Extremely Satisfied, (4) Satisfied, (3) Moderate Satisfied, (2) Unsatisfied, and (1) Extremely Unsatisfied (See Appendix I). The level of Students' Satisfaction was shown on Table 3.3.

Table 3.3 The level of Students' Satisfaction

Score Range	Students' Satisfaction Level
4.01-5.00	Extremely Satisfied
3.01-4.00	Satisfied
2.01-3.00	Moderate Satisfied
1.01-2.00	Unsatisfied
≤1.00	Extremely Unsatisfied

Source: Norasmah & Salmah, 2011

3.3.4 Semi-Structured Interview

Semi-Structured interviews, interviews or guided interviews, require the setting of themes and the preparation of relevant questions in advance. It also has a certain format, but it also gives the interviewee the space to express their thoughts and opinions and adjust them according to the interview process, so it has the thematic unity of a semi-structured interview and the flexibility of an unstructured interview (Mugenda, 2023). Wakelin, McAra-Couper, and Fleming (2024) referred to that semi-structured interviews can be conducted not only in person but also electronically through online platforms.

In this study, the researcher also conducted semi-structured interviews with the students. After using collaborative learning with scaffolding, the researcher adopted simple random sampling to select 2 students from each of the three groups, namely the high - scoring group, the medium - scoring group, and the low - scoring group, to conduct semi-structured interviews. The semi-structured interview consisted of three sections: students' interest and motivation (questions 1 and 2), students' engagement (questions 3 and 4), and the efficacy of collaborative learning with scaffolding (questions 5 and 6). Two questions were set for each section, for a total of six questions. The researcher created a comfortable, open atmosphere for the 6 students and asked six questions based on the interview outline to collect rich data. The researcher penciled in the participants' verbal responses, categorized them according to different themes, analyzed and translated them into English to ensure satisfaction. Participants' privacy and confidentiality were ensured during the interviews and research ethics guidelines were followed. The purpose and process of the interviews were communicated to the participants beforehand and their consent to participate in the study was obtained (See Appendix K).

3.4 Validity and Reliability

Validity and reliability are systematic tests aimed at various possible deviations and errors. Validity focuses on the "accuracy" of research results, while reliability reflects the "consistency" or "repeatability" of results obtained by different research methods (Edwin, 2019). Reliability is a necessary but not sufficient condition for validity. Reliability is the upper limit to validity (Perron & Gillespie, 2015).

3.4.1 Validity

The researcher use content validity and structure validity are usually used for measurement. Content validity refers to the suitability and logical consistency of the item and the measured variables (Mugenda, 2023). The questionnaire used in this study is based on the review of the relationship between the variables, and according to the wording and expression of the results, the scale has content validity that meets

the requirements. The researcher found validity using the IOC. Item-Objective Congruence (IOC) is an assessment tool developed by Povinelli and Hambleton in 1977 to measure the consistency of a test item with a specific objective or content standard (Kareema & Zubairi, 2022).

The researcher found validity using the IOC. The criterion of item - objective congruence was used. Content experts scored each item based on the relevance of the test item to the measurement objective. In the grading procedure, three experts were invited to review the observation assessment and fill out the IOC form. The three experts included a college professor from Luoyang Normal University, Nanyang, China, and two English teachers currently teaching in the No.4 Middle School, Nanyang City, Henan Province, China. The IOC scores were calculated based on each expert's rating.

The IOC Index score ranges from - 1 to +1. The score is explained as follows:

- 1) +1: the project is fully consistent with the stated objectives
- 2) 0: the project's consistency with the stated objectives is unclear
- 3) -1: The project is not consistent with the stated objectives.

The formula used to calculate the IOC score is $IOC = \Sigma R/N$, where ' ΣR ' represents the total score of the experts' ratings and ' N ' represents the number of experts. The IOC score is 0.67~1.00, indicating that the content validity of the scale is consistent and acceptable, and it has a certain degree of reliability. All research instruments have IOC, and the assessment yields an IOC score between 0.67 and 1.00, the research instruments are suitable for use. If the average score of three experts for each question item is lower than 0.67, it is considered that the item needs to be modified or deleted. (See more detail in Appendix G).

In this study, the validity test results of all the research tools were above 0.67 after being rated by three teachers. This indicates that all the research tools are valid and can be continued to be used.

3.4.2 Reliability

Reliability concerns the extent to which a measurement of a phenomenon provides stable and consistent results (Hame, 2016). Reliability is also concerned with repeatability. The most commonly used internal consistency measure is the Cronbach Alpha coefficient (Taber, 2018). It is viewed as the most appropriate measure of reliability when using the Likert scale.

In order to test the reliability of the students' satisfaction questionnaire, the researcher gave the questionnaire to another 30 students of the same level in the same school, and the reliability coefficient was calculated by Cronbach's Alpha Coefficient. The reliability scores equal to or greater than 0.7 indicated that this item was more stable and reliable. If the score was below 0.7, it meant that the research project was not reliable enough, and some changes should be made. Table 3.4 was the Cronbach Alpha rule of thumb.

Table 3.4 Cronbach's Alpha Rule of Thumb

Cronbach's Alpha Rule of Thumb	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.8 \leq \alpha < 0.9$	Good
$0.7 \leq \alpha < 0.8$	Acceptable
$0.6 \leq \alpha < 0.7$	Questionable
$0.5 \leq \alpha < 0.6$	Poor
$\alpha < 0.5$	Unacceptable

Source: Habidin, 2015

The reliability test result of the questionnaire was 0.71, which demonstrated that all items were reliable.

3.5 Data Collection Procedures

3.5.1 Approval and Ethical Considerations

To conduct the study at the school, the researcher obtained a letter of approval from the school administration at Nanyang NO.4 Middle School, Henan Province, China (see Appendix A).

The ethical implications of the research topic should be considered first. When conducting research, we should always consider the possibility of harming others. To establish the validity of the study, ethical guidelines must be followed in conducting and reporting the study. The ethical research results should equal this study's findings (Mirzai, Nikbakht, Norouziani, Chirani, Fathy-Karkaragh, & Mazroei, 2024). This paper adhered to ethical standards at every stage of the research process. Since the participants in this study were between the ages of 12 and 14, there was a written informed consent form. Before collecting questionnaire data, participants must be informed and agreed that their data would be collected and used anonymously. All participant information needed to be kept confidential by the researcher.

3.5.2 Confidentiality

Prior to data collection, participants were informed of all information for each research procedure, including student biodata, questionnaire responses, etc. The questionnaire data were to be used only for the purpose of this study and not for other unrelated purposes. Researchers must commit not to misuse or commercialize these data. The collection of anonymized data must be limited to specific research purposes. The research team must adhere to established research ethics and industry rules and must not use the data for other purposes or in connection with other personally identifiable information.

3.6 Data Analysis

3.6.1 Analysis for English Writing Skill Tests (pre-test and post-test)

In order to compare the test results of pre-test and post-test in English writing skill, the researcher designed test papers with similar writing content for the same group of students before and after using collaborative learning with scaffolding in English writing teaching. The results were analyzed through a paired sample t-test (t-test for dependent sample) to define the students' achievement. The researcher used reliable computer software to calculate the mean, standard deviation and significance values of pre-test and post-test and conduct thematic analysis.

3.6.2 Analysis for Students' Satisfaction Questionnaire

In order to analyze students' satisfaction, a questionnaire survey was used to collect data, and mean values were used to analyze the data collected in the questionnaire.

3.6.3 Analysis for Semi-Structured Interview

In this study, qualitative data from semi-structured interview supported the seventh - grade students' satisfaction with using collaborative learning with scaffolding in English writing teaching in junior high school. In the semi-structured interview, the researcher accurately recorded the participants' verbal responses during the whole interview and then extracted them and translated them into English. After that, the researcher used thematic analysis to interpret and analyze data.

CHAPTER 4

RESULTS AND DATA ANALYSIS

In this study, a pre-test and post-test were used to investigate the effectiveness of using collaborative learning with scaffolding to improve the English writing skill of seventh-grade students in China, and the students' satisfaction. The results of this study were obtained from the following research instruments: pre-test, post-test, questionnaire and semi-structured interview. The findings of the data were presented in the following order. This chapter was divided into 3 parts:

- 4.1 Analysis of English Writing Skill Test Scores.
- 4.2 Analysis of Students' Satisfaction Questionnaire.
- 4.3 Analysis of Semi-Structured Interview.

4.1 Analysis of English Writing Skill Test Scores

This section specified the results of the first research question, using collaborative learning with scaffolding to improve the English writing skill of the seventh-grade Chinese students. The study was assessed through the pre-test and post-test evaluations, used paired sample t-test for dependent sampling to analyze based on mean scores, standard deviations, and inferential statistics, with a significance level of $p < 0.05$.

4.1.1 Comparison of Pre-test and Post-test Scores of the Sample Group

The researcher conducted an English writing skill test. In the test, there were four writing themes as follow: 1) My Family, 2) My best friend, 3) My favorite sport and 4) Picture Writing. Students were required to choose one of the four topics. Each composition was to be 80-100 words in length and was allotted a total score of 20

points. The test was evaluated according to the following four score criteria: 1) Vocabulary, 2) Grammar, 3) Content and 4) Handwriting. The results had shown in the table 4.1.

Table 4.1 Pre-test & Post-test Scores of the Sample Group

Students No	Pre-test Score	Post-test Score	Increase in Test Scores	Difference%
	(Full Score=20)	(Full Score=20)		
1	15	18	3	15.00%
2	13	17	4	20.00%
3	10	16	6	30.00%
4	12	18	6	30.00%
5	7	15	8	40.00%
6	14	18	4	20.00%
7	15	19	4	20.00%
8	10	15	5	25.00%
9	15	18	3	15.00%
10	13	17	4	20.00%
11	14	18	4	20.00%
12	12	17	5	25.00%
13	6	15	9	45.00%
14	11	16	5	25.00%
15	9	15	6	30.00%
16	10	15	5	25.00%
17	13	16	3	15.00%
18	12	17	5	25.00%
19	12	16	4	20.00%
20	11	16	5	25.00%
21	10	16	6	30.00%
22	7	14	7	35.00%
23	12	15	3	15.00%
24	10	14	4	20.00%

Table 4.1 Pre-test & Post-test Scores of the Sample Group (Cont.)

Students No	Pre-test Score	Post-test Score	Increase in Test Scores	Difference%
	(Full Score=20)	(Full Score=20)		
25	11	15	4	20.00%
26	9	16	7	35.00%
27	13	18	5	25.00%
28	12	16	4	20.00%
29	7	15	8	40.00%
30	10	16	6	30.00%
Mean	11.17	16.23	5.06	25.30%

Table 4.1 showed the scores of each participant in the pre-test and post-test, as well as the increase of scores and percentage difference. In the pre-test, the total mean score (\bar{x}) was 11.17, and the students' test scores ranged from 6 to 15. In the post-test, the total mean score (\bar{x}) was 16.23, and the students' test scores ranged from 14 to 19. The total increase mean score (\bar{x}) was 5.06, and the total percentage increased by 25.30%. We could see that all the 30 participants' English writing scores improved significantly, with a minimum of 3 points (15%) and a maximum of 9 points (45%), which showed that using collaborative learning with scaffolding could improve students' English writing skill.

4.1.2 Analysis of Paired Sample t-test

The data collected from the pre-test and post-test was analyzed using paired sample t-test (t-test for dependent sample) by using a suitable computer program, as shown in Table 4.2 below.

Table 4.2 Pre-test and Post-test Comparison with Paired Sample t-test

Group	Pre-test		Post-test		Mean Difference	t	p-value
	\bar{x}	SD	\bar{x}	SD			
Sample Group	11.17	2.45	16.23	1.33	5.06	-9.951	0.000

* p-value < 0.05

The Table 4.2 shown that the pre-test mean score (\bar{x}) was 11.17 with a standard deviation of 2.45; the post-test mean score (\bar{x}) was 16.23 with a standard deviation of 1.33. The post-test increased the mean score (\bar{x}) and differed from the pre-test by 5.06. The obtained significance value (p) was 0.000, which was lower than 0.05 ($p < 0.05$) indicating a statistically significant increase in the post-test score compared to the pre-test score for the sample group.

4.1.3 Comparison of Pre-test and Post-test Scores of the Sample Group

The results had shown in the figure below.

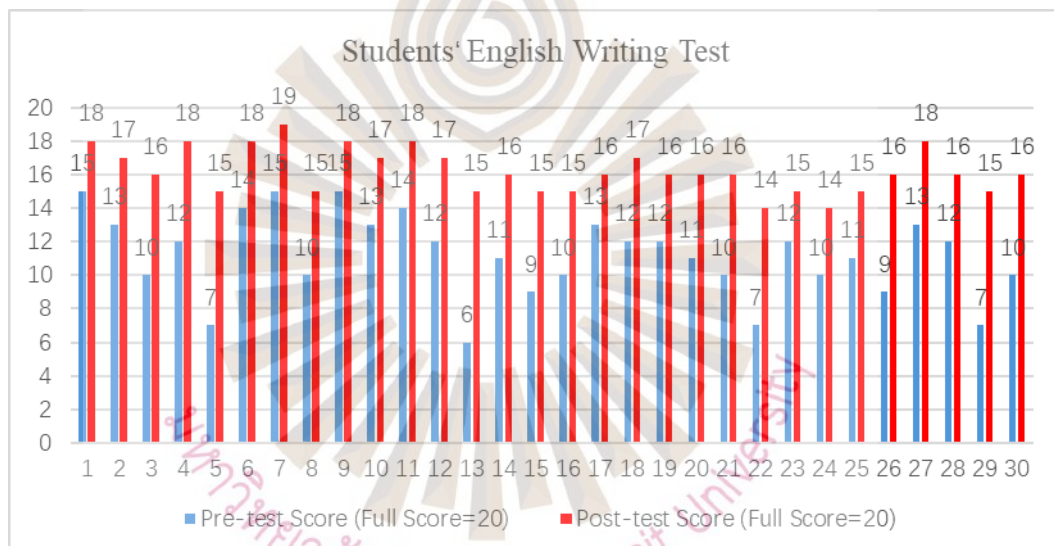


Figure 4.1 Graphical Representation of Students' Pre-test and Post-test Scores

Figure 4.1 showed the pre-test and post-test scores of the participants. The blue line indicated the pre-test scores, and the red line indicated the post-test scores. It could be seen that all the students' scores improved in the post-test. This showed that the using of collaborative learning with scaffolding was helpful to improve students' English writing skill.

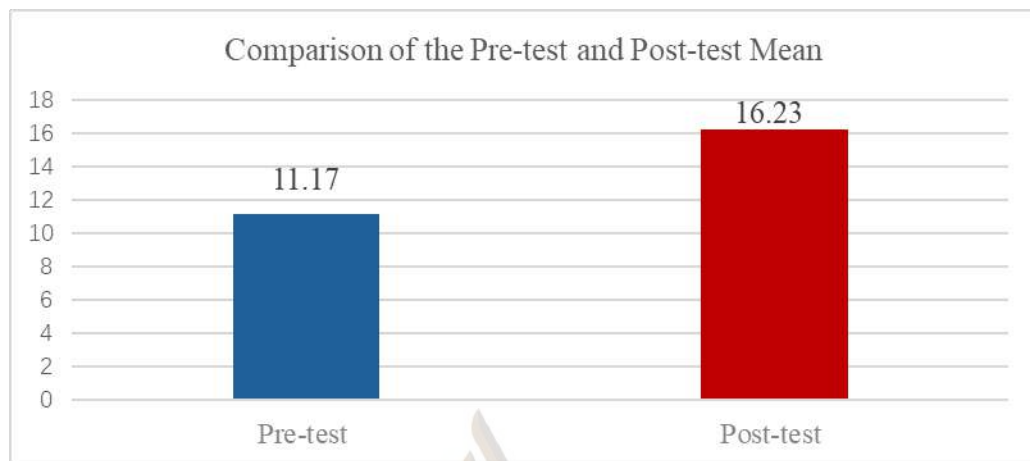


Figure 4.2 Illustration the Mean of the Pre-test and Post-test Scores of the Sample Group

Figure 4.2 showed a comparison of the pre-test and post-test averages. The pre-test average score was found to be 11.17, while the post-test average score was notably higher at 16.23. This showed that everyone made progress and achieved better scores on the post-test.

4.2 Analysis of Students' Satisfaction Questionnaire

To collect quantitative data on students' satisfaction with learning through collaborative learning with scaffolding, a questionnaire survey was conducted on the sample group, which was divided into three parts. Part A - Students' Interest and Motivation, Part B - Students' Engagement and Part C - Efficacy of Collaborative Learning with Scaffolding. It included 15 statements and used a five-point Likert scale: Descriptive statistics (mean and standard deviation) were used to analyze the survey results. In the mean interpretation, 1.00 was the Extremely Unsatisfied, 1.01-2.00 was Unsatisfied, 2.01-3.00 was Moderate Satisfied, 3.01-4.00 was Satisfied, and 4.01-5.00 was the Extremely Satisfied. The results of the study shown in table 4.3.

Table 4.3 Questionnaire of the Sample Group

	n	Mean	SD	Interpretation
PART A: Students' Interest and Motivation	30	4.21	0.76	Extremely Satisfied
PART B: Students' Engagement	30	4.15	0.92	Extremely Satisfied
PART C: Efficacy of Collaborative Learning with Scaffolding	30	4.23	0.82	Extremely Satisfied
Average	30	4.20	0.83	Extremely Satisfied

A questionnaire was administered to all 30 (n=30) study participants. From the table 4.3 below, it could be seen that the mean scores were 4.21, 4.15 and 4.23 for part A, part B and part C respectively, which were all at the Extremely Satisfied. The overall average was also at the Extremely Satisfied with the mean scores of 4.20.

4.2.1 Analysis of Questionnaire Part A: Students' Interest and Motivation

The results of Part A shown in the table below.

Table 4.4 Part A: Students' Interest and Motivation (n=30)

	Part A: Students' Interest and Motivation	Mean	SD	Interpretation
1	I thought it was fun using collaborative learning with scaffolding.	4.03	1.07	Extremely Satisfied
2	The activities in teaching were interesting.	4.29	0.88	Extremely Satisfied
3	The instruction resulted in increased motivation to complete English writing tasks.	4.23	0.86	Extremely Satisfied
4	I have been more willing to participate in discussions and exchanges during English writing learning activities.	4.30	0.99	Extremely Satisfied
5	Collaborative learning with scaffolding had an impact on interest and motivation in English writing.	4.17	0.91	Extremely Satisfied
	Average	4.21	0.76	Extremely Satisfied

Table 4.4 showed the mean scores of students' satisfaction with Part A - Students' Interest and Motivation. The highest mean score (\bar{x}) was 4.30 (SD=0.99) for item 4 - "More willing to participate in discussions and exchanges during English writing learning activities." at Extremely Satisfied. The high mean score (\bar{x}) was 4.29 (SD=0.88) for Item 2 - "The activities in teaching were interesting." at Extremely Satisfied. The medium mean score (\bar{x}) was 4.23 (SD=0.86) for Item 3 - "The instruction resulted in increased motivation to complete English writing tasks." at Extremely Satisfied. The low mean score (\bar{x}) was 4.17 (SD=0.91) for Item 5 - "Collaborative learning with scaffolding has an impact on interest and motivation in English writing." at Extremely Satisfied. The lowest mean score (\bar{x}) was 4.03 (SD=1.07) for item 1 - "The application of collaborative learning with scaffolding in teaching was fun." but it still remained at Extremely Satisfied. The interpretation of the highest mean score (\bar{x}) showed that students' interest and motivation was at Extremely Satisfied (\bar{x} =4.21, SD=0.76).

4.2.2 Analysis of Questionnaire Part B: Engagement

The results of Part B shown in the table below.

Table 4.5 Part B: Students' Engagement (n=30)

	Part B: Students' Engagement	Mean	SD	Interpretation
6	All activities related to the collaborative learning with scaffolding engaged me to participate in the course.	4.13	1.14	Extremely Satisfied
7	I had more opportunities to interact with classmates during the class.	4.25	1.01	Extremely Satisfied
8	The contents made me feel clearer to concentrate in writing class.	4.23	1.22	Extremely Satisfied
9	I had more willing to collaborate with classmates on writing tasks.	4.30	0.99	Extremely Satisfied
10	I agreed that collaborative learning with scaffolding increased my willingness to participate in English writing activities.	3.97	1.30	Satisfied
	Average	4.15	0.92	Extremely Satisfied

Table 4.5 showed the title score and mean scores of students' satisfaction with Part B - Engagement. The highest mean score (\bar{x}) was 4.30 (SD=0.99) for item 9 - "More willing to collaborate with classmates on writing tasks." at Extremely Satisfied. The high mean score (\bar{x}) was 4.25 (SD=1.01) for Item 7 - "I had more opportunities to interact with classmates during the class." at Extremely Satisfied. The medium mean core (\bar{x}) was 4.23 (SD=1.22) for Item 8 - "The contents made me feel clearer to concentrate in writing class." at Extremely Satisfied. The low mean core (\bar{x}) was 4.13 (SD=1.14) for Item 6 - "All activities related to the collaborative learning with scaffolding engaged me to participate in the course." at Extremely Satisfied. The lowest mean score (\bar{x}) was 3.97 (SD=1.30) for item 10 - "Agree that collaborative learning with scaffolding increased my willingness to participate in English writing activities." but it remained at Satisfied. The interpretation of the highest mean score (\bar{x}) showed that students' engagement was at Extremely Satisfied (\bar{x} =4.15, SD=0.92).

4.2.3 Analysis of Questionnaire Part C: Efficacy of Collaborative Learning with Scaffolding

The results of Part C shown in the table below.

Table 4.6 Part C: Efficacy of Collaborative Learning with Scaffolding (n=30)

	Part C: Efficacy of Collaborative Learning with Scaffolding	Mean	SD	Interpretation
11	The collaborative learning with scaffolding helped me to improve my writing skill.	4.20	1.10	Extremely Satisfied
12	I organized the structure and content of my English writing more clearly with the help of scaffolded collaborative learning.	4.22	0.96	Extremely Satisfied
13	The instructional activities enhanced my ability to use vocabulary and grammar correctly in my writing.	4.23	0.97	Extremely Satisfied
14	Teaching activities for classroom presentations helped me increase my confidence.	4.37	1.07	Extremely Satisfied

Table 4.6 Part C: Efficacy of Collaborative Learning with Scaffolding (n=30) (Cont.)

	Part C: Efficacy of Collaborative Learning with Scaffolding	Mean	SD	Interpretation
15	The teaching activities have improved my thinking and logic in English writing.	4.17	1.18	Extremely Satisfied
	Average	4.23	0.82	Extremely Satisfied

Table 4.6 showed the title score and mean scores of students' satisfaction with Part C - Efficacy of Collaborative Learning with Scaffolding. The highest mean score (\bar{x}) was 4.37 (SD=1.07) for Item 14 - "Teaching activities for classroom presentations helped me increase my confidence." at Extremely Satisfied. The high mean score (\bar{x}) was 4.23 (SD=0.93) for Item 13 - "The instructional activities enhanced my ability to use vocabulary and grammar correctly in my writing." at Extremely Satisfied. The medium mean score (\bar{x}) was 4.22 (SD=0.96) for Item 12 - "Organize the structure and content of English writing more clearly with the help of collaborative learning with scaffolding" at Extremely Satisfied. The low mean score (\bar{x}) was 4.20 (SD=1.10) for Item 11 - "The collaborative learning with scaffolding helped me to improve my writing skill." At Extremely Satisfied. The lowest mean score (\bar{x}) was 4.17 (SD=1.18) for item 15 - "The teaching activities have improved my thinking and logic in English writing." But it still remained at Extremely Satisfied. The interpretation of the highest mean score (\bar{x}) showed that efficacy of collaborative learning with scaffolding was at Extremely Satisfied (\bar{x} =4.23, SD=0.82).

In summary, the study results showed that in the students' satisfaction questionnaire, the mean (\bar{x}) score of Part A was 4.21, with a standard deviation of 0.76; the mean (\bar{x}) score of Part B was 4.15, with a standard deviation of 0.92; the mean (\bar{x}) score of Part C was 4.23, with a standard deviation of 0.82. Among them, Part C was the highest mean score, and Part B was the lowest, but it still at the Extremely Satisfied. The overall average score was 4.20, with a standard deviation of 0.83. Therefore, the researcher was confident that students have a positive and satisfactory attitude towards Collaborative Learning with Scaffolding in English writing skill.

4.3 Analysis of Semi-Structured Interview

The researcher collected valuable comments and suggestions regarding student satisfaction in a short time through semi-structured interviews. In addition, the researcher analyzed the data from the semi-structured interviews to supplement and support the data from the questionnaire survey and to gain a more comprehensive understanding of the students' perceptions.

After using collaborative learning with scaffolding to teach English writing, the researcher selected six students from 30 participants by simple random sampling and divided them into three groups, with two students in each group, namely high score, medium score and low score, and conducted semi-structured interviews with them. Six participants were selected to answer six questions through semi-structured interview, and the researcher analyzed the collected answers according to three topics: Part A: Students' Interest and Motivation; Part B: Students' Engagement; and Part C: Efficacy of Collaborative Learning with Scaffolding. The comprehensive analysis of each group was as follows.

4.3.1 Part A: Students' Interest and Motivation

“After using collaborative learning with scaffolding in teaching English writing, I am more willing to work on English writing tasks, which improves my motivation.” “Using collaborative learning with scaffolding makes me more willing to participate in classroom discussions and exchanges.” (Students No. 4 and No. 7, The high score group, personal communication, December 23, 2024)

“The activity of teaching English writing in groups of 5 has increased my interest in English writing, it made me Motivated to learn actively.” “The rich classroom activities have stimulated my curiosity in learning English, and the class presentation improved my enthusiasm for learning English writing.” (Students No. 10 and No. 18, The medium score group, personal communication, December 23, 2024).

“Through collaborative learning with scaffolding for English writing learning, I am more interested and engaged in writing.” “The group activities and discussions have made writing fun for me and motivated me to keep improving.” (Students No. 22 and 29, The low score group, personal communication, December 23, 2024).

According to the students’ feedback, they were satisfied with learning English writing by using collaborative learning with scaffolding. Most of students concluded that learning English writing through collaborative learning with scaffolding was very interesting and motivating. It made more confident in English writing learning.

4.3.2 Part B: Students’ Engagement

“The collaborative learning with scaffolding made me more willing to initiative participate in my writing class, I learned more knowledge in the class.” “The collaborative learning activities attracted me, and I had more opportunities to interact with my classmates in a group discussion class and was more willing to collaborate with my classmates on our writing assignments.” (Students No. 4 and No. 7, The high score group, personal communication, December 23, 2024).

“Collaborative learning with scaffolding increased my participation in the classroom, especially the collaborative learning sessions that captured my attention.” “I feel that my engagement in my writing class has increased, and my favorite part of the class was the collaborative learning activities sessions because they made me more integrated into the class and more likely to understand the writing points.” (Students No. 10 and No. 18, The medium score group, personal communication, December 23, 2024).

“Collaborative learning with scaffolding has made me more willing to participate in my writing classes; the pictures, video content, and game activities in the instruction were especially engaging, and now I don't think writing is a boring

thing, I like writing more.” “I feel that collaborative learning with scaffolding applied in English writing has increased my willingness to participate in English writing activities, which makes it easier for me to learn to write, I am willing to engage in collaborative learning activities and other class activities. I like English writing class.” (Students No. 22 and 29, The low score group, personal communication, December 23, 2024).

According to the students’ feedback, most of the students thought that collaborative learning with scaffolding was helpful for them to learn English writing. They were very willing to participate in classroom activities conducted in small groups and have interactive discussions with their classmates because it allowed them to be more actively involved in writing learning and to speak freely. The scaffolding activities made students feel clearer and more focused in the writing class, making it easier for them to complete the writing tasks easily.

4.3.3 Part C: Efficacy of Collaborative Learning with Scaffolding

“Collaborative learning with scaffolding in teaching has improved my expressive ability and organizational ability, which was more effective than traditional methods.” and “Through collaborative learning with scaffolding, my writing skill has been improved more comprehensively. Compared with traditional teaching, collaborative learning with scaffolding in teaching has obvious advantages in my writing skill.” (Students No. 4 and No. 7, The high score group, personal communication, December 23, 2024).

“Collaborative learning with scaffolding in teaching made it easier for me to master the structure and content of writing, and it can help me to improve my writing level.” and “Through the instructional activities enhanced my ability to use vocabulary and grammar correctly in my writing.” (Students No. 10 and No. 18, The medium score group, personal communication, December 23, 2024).

“Collaborative learning with scaffolding in teaching made me understand writing knowledge more clearly and helped me to make greater progress in writing.” and “Through the collaborative learning with scaffolding in teaching, my writing process more interesting and the teaching contents easier to understand.” (Students No. 22 and 29, the low score group, personal communication, December 23, 2024).

According to the students' feedback, most students thought that learning English writing by using collaborative learning with scaffolding was not only clearer to understand but also had obvious effects and advantages. collaborative learning with scaffolding had improved students' expressive ability, language organization ability, and handwriting ability, and significantly improved their English writing skill.

Based on the analysis of the interviews, it was found that the use of collaborative learning with scaffolding in teaching English writing resulted in a significant improvement in students' writing skills. Most of the students indicated that collaborative learning and scaffolding not only increased their interest in writing but also improved their writing performance and learning efficiency. In addition, students' satisfaction with the use of collaborative learning and scaffolding in teaching was at Extremely Satisfied. All the data presented here strongly supported the students' satisfaction.

CHAPTER 5

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

This chapter presented the summary of the study and the details were presented in the following order. This chapter was divided into 3 parts:

- 5.1 Conclusion
- 5.2 Discussion
- 5.3 Recommendations

5.1 Conclusion

The two research objectives stated for this study were:

- 1) To compare grade 7 Chinese students, English writing skill before and after using Collaborative Learning with Scaffolding.
- 2) To investigate the students' satisfaction of grade 7 Chinese students after using collaborative learning with scaffolding.

This study adopted a combination of quantitative and qualitative research. The quantitative research methods included pre-test, post-test and questionnaire survey of the seventh-grade students in Henan. The qualitative research method was a semi-structured interview with the seventh-grade students in Henan. Based on the collected data, the following conclusions could be drawn.

5.1.1 The Results of Pre-test and Post-test Analysis

The first objective of this study was to compare grade 7 Chinese students' English writing skills before and after using collaborative learning with scaffolding. According to the results of the pre-test and post-test, a paired sample t-test was

conducted to compare the academic performance of one group of students.

1) The statistical analysis of the paired samples t-test of academic performance showed that the mean score of the post-test ($\bar{x}=16.23$, $SD=1.33$) was higher than the mean score of the pre-test ($\bar{x}=11.17$, $SD=2.45$), with a mean difference of 5.06 (the mean percentage difference was 25.30%). The higher mean score of the post-test indicated that using collaborative learning with scaffolding in English writing teaching played a positive role in improving English writing skill.

2) The highest score on the pre-test was 15 and the lowest score was 6. The highest score on the post-test was 19 and the lowest score was 14. Therefore, the difference in scores between the pre-test and post-test resulted in the highest score on the post-test being 4 points higher than the pre-test. Similarly, the lowest score on the post-test was 8 points higher than the pre-test.

3) All of the participants had higher scores on the post-test than on the pre-test, with a difference in scores ranging from 3 to 9 points (the percentage difference in scores ranged from 15.00% to 45.00%).

The analysis of the above quantitative data showed that students' post-test scores improved obviously. Therefore, the results of this study showed that using collaborative learning with scaffolding could effectively improve the English writing achievement of seventh-grade students.

5.1.2 Results of Students' Satisfaction Analysis

The second objective of this study was to investigate the satisfaction of Grade 7 Chinese students after using collaborative learning with scaffolding. The whole students' satisfaction consisted of 15 questions. The overall mean score was 4.20 ($SD=0.83$). Quantitative data were collected from the students' satisfaction questionnaire.

Part A: Students' interest and motivation

Part B: Student Engagement

Part C: Efficacy of collaborative learning with scaffolding

1) According to the data in part A of the questionnaire, students were Extremely Satisfied with their interest and motivation in using collaborative learning with scaffolding ($\bar{x}=4.21$, $SD=0.76$).

2) According to the data in part B of the questionnaire, students were Extremely Satisfied with their engagement in using collaborative learning with scaffolding ($\bar{x}=4.15$, $SD=0.92$).

3) According to the data in part C of the questionnaire, students were Extremely Satisfied with their effectiveness in using collaborative learning with scaffolding ($\bar{x}=4.23$, $SD=0.82$).

5.1.3 The Results of Semi-Structured Interview Analysis

Three groups of interviews were conducted, with two persons in each group, for a total of six persons. Qualitative data was collected by recording students' verbal statements, which were later analyzed thematically. The results of the data analysis were as follows:

1) The responses to Part A: Students' Interest and Motivation interview indicated that students found teaching English writing using collaborative learning with scaffolding inviting and motivating for learning to write. Participants noted that collaborative learning stimulated their interest in further learning, increased their engagement, ultimately facilitated their continuous communication and sharing in learning, and enhanced their interest in English writing. They emphasized the effectiveness of scaffolding in teaching and learning, which enhanced their understanding and confidence in writing and led to the continuous improvement of English writing skills.

2) The responses from Part B: Students' Engagement interview indicated that students were highly motivated to participate in the English writing classes. They emphasized the positive impact of collaborative group discussions and classroom presentation elements that made the classroom environment more stimulating. Many students felt that these methods not only increased their engagement but also transformed what they perceived as writing from a tedious task to an enjoyable activity. This collaborative and energizing environment greatly enhanced their willingness to engage in English writing learning.

3) The responses from Part C: Efficacy of Collaborative Learning with Scaffolding interview indicated that students found this teaching method helpful in improving their English writing skills. They reported improvements in expressive abilities, language organization, and overall writing competence, finding collaborative learning more effective than traditional methods. Many students highlighted how the scaffolding teaching facilitated a deeper understanding of writing structures and content, making the learning process more intuitive and engaging. In conclusion, students acknowledged that collaborative learning and scaffolding promoted English writing skills and enhanced the enjoyment of teaching and learning compared to traditional teaching methods.

5.2 Discussion

As mentioned above, this study showed that using collaborative learning with scaffolding could improve the English writing skill of seventh-grade students in Henan Province, China. The analysis of the students' satisfaction questionnaire and semi-structured interview also showed that students were satisfied with using collaborative learning with scaffolding in English writing teaching. The following discussion describes these research results in detail and explains how they effectively solve the research problems raised in this study.

5.2.1 English Writing Skill of Grade 7 Chinese Students

The results of the study showed that the use of collaborative learning with scaffolding for teaching and learning successfully helped to improve students' Chinese writing. In the writing classes using collaborative learning with scaffolding, students' enthusiasm for the writing lessons was evident. The engaging instructional activities such as group discussions and shared presentations captured students' attention and stimulated discussion. Collaborative writing projects and classroom presentations encouraged students to share feedback, engage in mutual learning, and increase self-confidence. Clear lesson plans focusing on student group discussion and learning, such as communication and presentation, provided a clear direction for learning. These promoted active participation and positive attitudes towards learning and contributed

greatly to the improvement of their writing skills. Although some students made less progress, the overall trend showed a meaningful improvement in their writing skills. This study confirms the effectiveness of using collaborative learning with scaffolding in improving student engagement and learning outcomes.

Collaborative learning enables students to experience the enjoyment of writing, obtain a sense of accomplishment, and arouse their interest in English writing through group - based interactions. Teachers implement the scaffolding approach by constructing learning scaffolds according to students' proficiency levels and guiding them step - by - step. This helps students surmount writing obstacles, boost their self - confidence, and trigger their internal motivation for writing.

In accordance with the research of Wen (2024), it was found that scaffolded teaching and collaborative learning have positive effects on students' development. Scaffolded teaching uncovers students' potential, improves their learning ability, and promotes subject literacy. Collaborative learning reflects students' autonomy, affective and expressive abilities, and also promotes depth of learning and development of thinking. Teachers can skillfully use scaffolding to support students' collaborative learning, thus promoting the deepening of collaborative learning and the continuous improvement of students' learning ability. Therefore, the use of scaffolded collaborative learning can comprehensively improve students' English writing ability and enhance students' engagement in the learning process. Ying Dai's research points out that combining collaborative learning and scaffolding teaching methods can effectively improve students' reading and writing skills. Students are assisted by constructing diverse scaffolds and dividing them into small groups for discussion and learning. This approach promotes the development of students' reading and writing skills as well as enhances their independent learning. By combining comprehensible input and comprehensible output, students' writing skills and sense of achievement were enhanced. The study also concluded from the interviews that students perceived that the combination of collaborative learning and scaffolding helped to enhance their academic performance. This suggests that collaborative learning and scaffolding is an effective pedagogical approach to promote student learning outcomes.

In conclusion, the improvement in students' English writing performance indicated that teaching using collaborative learning with scaffolding effectively improved students' English writing skills. Therefore, all the above findings credibly addressed the first research question.

5.2.2 Students' Satisfaction

The results of the study on students' satisfaction were at an Extremely Satisfied level because collaborative learning activities create an active atmosphere. Students in the group interact to exchange views, complete tasks, exercise their abilities and broaden their horizons. The fun and sense of achievement they harvest greatly stimulate their learning motivation, reduce the pressure of writing, and increase their interest in writing. The scaffolding approach means that teachers build a learning "ladder" according to the level of students. They provide targeted guidance in various aspects of writing to help students overcome the difficulties encountered in writing. As the writing problems are broken one by one, students' self - confidence is enhanced, and their fear of difficulties is eliminated. They will feel that writing is not difficult. As students' interest in English writing increases and the feeling that writing is a kind of pressure decreases, students will become more and more confident, more and more daring to write, and more willing to write in English. Consequently, their English writing scores will improve. Therefore, the results obtained show that students are extremely satisfied with using collaborative learning combined with scaffolding to improve their English writing.

In addition, the semi-structured interview included six questions. The topic analysis was used to collect qualitative data, and six students participated and gave feedback. All participants were satisfied with using collaborative learning with scaffolding in the English writing class. All the findings of the questionnaire and semi-structured interview were reliable answers to the second research question.

The results of part A of the questionnaire and semi-structured interview showed that using collaborative learning with scaffolding could effectively improve

students' interest and motivation in English writing, and students' satisfaction was Extremely Satisfied (\bar{x} =4.21, SD =0.76). Among them, item 4 - "More willing to participate in discussions and exchanges during English writing learning activities." had the highest mean score (\bar{x}) of 4.30 (SD =0.99). In interviews, students felt that in a collaborative learning and scaffolded English writing classroom, they could discuss different perspectives with their group peers, making them interested in classroom learning and willing to participate in writing instruction actively.

This may be because the videos, group discussions and classroom activities of the researcher in the writing class attracted the students' attention and stimulated their interest in learning, so that they no longer felt that English writing was boring and tedious. In accordance with the research of Tang (2022), which concluded that combining collaborative learning with scaffolding can transform traditional writing tasks into lively learning experiences that make the subject matter less daunting and more accessible. At the same time, the nature of collaborative learning enhances peer interaction and creates a positive and enthusiastic classroom atmosphere. Group discussions enabled students to share ideas and insights, expanding and solidifying their understanding and mastery of writing concepts. In addition, the feedback from the interviews conducted by Tang Lili also showed that the combination of collaborative learning with scaffolding made the classroom very interesting, and the interactive process of group discussion and the lively and interesting content in the presentation session gave students more confidence and motivation in learning English writing, laying a foundation for gradually improving their English writing skills. Wen (2024) indicated that relying on scaffolding to enhance students' collaborative learning skills can significantly improve students' engagement and motivation. Therefore, the implementation of collaborative learning with scaffolding in the instructional program not only makes the content more engaging, but also provides diverse support, which in turn facilitates the development of more collaborative exchanges among students and creates a learning environment in which students are actively engaged. This teaching method played a crucial role in fostering students' interest and motivation in English writing.

The results of part B of the questionnaire and semi-structured interview showed that using collaborative learning with scaffolding could effectively improve students' engagement, and students' satisfaction was Extremely Satisfied ($\bar{x}=4.15$, $SD=0.92$). Among them, item 9 - "More willing to collaborate with classmates on writing tasks." had the highest mean score (\bar{x}) of 4.30 ($SD=0.99$). In the interviews, students felt that collaborative learning allowed them to actively participate in their groups and share their differences with their peers and that scaffolding would lead to clearer learning about writing. The combination of the two teaching methods increased their engagement in learning.

This may be because interactive group discussions among students created a more stimulating learning environment that effectively increases student attention and engagement. This aligned with research by Shen (2024), it was proposed in the exploration of scaffolding teaching path under the new curriculum reform that scaffolding teaching gradually guides students to independent inquiry, collaborative learning and effectively stimulates students' interest in learning by means of "scaffolding learning". This method not only promotes communication and interaction among students also gives students the ability to express their own opinions and suggestions, thus enhancing their independent learning ability and critical thinking ability. In addition, her interviews confirmed that students felt that collaborative learning with scaffolding increased their sense of engagement and made them want to participate in classroom instruction. Hong (2018) emphasized in her study that collaborative learning with scaffolding is student-centered, using various learning environment elements to build scaffolds and create contexts, giving full play to students' initiative, motivation, and creativity, and guiding students to participate in collaborative learning to improve their learning efficiency. In addition, the results of her interview feedback also showed that by using collaborative learning with scaffolding for teaching, students are more likely to be integrated into writing classroom teaching and actively participate in classroom interactions, which can lead to the improvement of learning achievement.

The results of part C of the questionnaire and semi-structured interview showed that using collaborative learning with scaffolding could effectively improve students' efficacy, and students' satisfaction was also Extremely Satisfied ($\bar{x}=4.23$, $SD=0.83$). Among them, item 14 - "Teaching activities for classroom presentations helped me increase my confidence" had the highest mean score (\bar{x}) of 4.37 ($SD=1.07$). In the interviews, students felt that the collaborative learning and scaffolding of group discussions made them more willing to engage in writing learning and that the increased interest in learning led to improved English grades, as well as much improved writing.

This may be because the researcher designed rich and varied instructional activities to encourage students to actively participate and solve writing problems through group discussions to enhance their problem-solving skills and self-confidence. Feedback from semi-structured interviews showed that collaborative learning with scaffolding was more effective for students to analyze and solve problems. Compared with traditional teaching methods, this approach could help students understand the content and framework of writing more simply, increase their interest in learning to write in English, and gradually improve their writing skills. This aligned with research by Zhou and Li's (2021) study showed that the use of collaborative learning and scaffolding in the teaching and learning environment can improve students' thinking ability, writing expression, and cooperation ability, which can help to enhance the effectiveness of students' English language learning, and thus improve the level of English writing and satisfaction. Similarly, Yang (2019) suggested that teachers should change the traditional teaching mode. She believes in utilizing collaborative learning and scaffolding in junior high school English writing teaching. She believes that the use of cooperative learning and scaffolding in junior high school English writing teaching can motivate students to take the initiative to learn so that students can help each other in learning groups, motivate each other, accomplish the goal of common progress in teaching and learning, and improve the problem-solving ability in writing as well as the efficiency of English learning.

In conclusion, through the comparison of pre-test and post-test, using collaborative learning with scaffolding significantly improved the English writing achievement of seventh-grade students in China. Additionally, students' satisfaction with using collaborative learning with scaffolding was Extremely Satisfied, which was strongly supported by the feedback from the semi-structured interviews. This indicated that using collaborative learning with scaffolding was effective in stimulating students' interest in English writing and improving their writing skill.

5.3 Recommendations

Based on the findings and conclusions of the study, the following recommendations were proposed:

5.3.1 Recommendation for Implementation

Through the above analysis, we found that collaborative learning with scaffolding teaching method played a positive role in the English writing skill of the seventh-grade students in China. The following suggestions were listed:

1) Collaborative learning with scaffolding teaching method in this study efficiently and successfully improved the English writing skill of the seventh-grade students in China. Therefore, this teaching method could be improved in English writing skill at other schools.

2) Collaborative learning with scaffolding emphasized mutual collaboration, communication and interaction, and appropriate guidance and support provided by teachers and others. The researcher recommended focusing on collaboration among students, so that students could solve problems, share ideas, and work together to accomplish learning tasks through group discussions, while using scaffolding to help students gradually improve their abilities and reach learning goals. Fully integrated collaborative learning with scaffolding stimulated students' learning interest and motivation, deepened their understanding of key knowledge, grasped the structure of English writing, and improved their English writing skill.

5.3.2 Recommendations for Future Research

Considering some of the limitations of this study, the researcher made the following recommendations for further research:

1) The study was limited to 30 students in grade 7 in China, and the study period was only four lessons in one month. Therefore, in future studies, the researcher may expand the scope of the study to cover different grades in various schools across the country to have a larger sample size and more lesson time, so that more comprehensive data can be collected and the reliability of the findings can be improved.

2) The focus of this study was to improve students' English writing skill. So it is recommended that future researchers try to expand collaborative learning with scaffolding teaching method to other skills of English, such as listening, speaking, and reading.



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APPENDIX A
APPROVAL LETTER

มหาวิทยาลัยรังสิต Rangsit University



Approval Letter

Administrative Office of Henan Nanyang No. 4 Middle School

Subject: Approval to collect data for M.Ed. thesis

Dear Sir/Madam,

I am currently enrolled in the Master of Education in curriculum and instruction at Rangsit University, Thailand. I am conducting research on "THE DEVELOPMENT OF COLLABORATIVE LEARNING WITH SCAFFOLDING TO IMPROVE ENGLISH WRITING SKILL OF GRADE 7 STUDENTS AT SCHOOL IN CHINA." This research requires students' participation. The instruments involved pre-test, post-test, questionnaire and interview to obtain the required data. Therefore, I would like to see permission from the administration to allow me to collect data at this school where the names and the identities of students will be kept confidential and undisclosed.

Yours Sincerely

Yu Wang, student

Rangsit University, Thailand.

Since the study requires the data for analysis purpose, Yu Wang would collect data from this school and you're kindly requested to allow her to collect data with the following condition:

Providing research participants with information to make an informed decision as to whether to take part in research (informed consent).

Follow the prior mentioned document have been reviewed and approved by the administration of Henan Nanyang No.4 Middle School.

Signature: 

Date: 2014/12/15

Administrative Office of Henan Nanyang

No. 4 Middle School







Parent/Guardian Informed Consent

Dear Participant:

You are being invited to take part in a research study. Before you decide it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully. Talk to others about the study if you wish.

Research school: No.4 Middle School, Nanyang City, Henan province, China.

Name: Yu Wang **student ID:**6603658

Studying University: Survadhep Teachers College of Rangsit University, Thailand

Research Title: THE DEVELOPMENT OF COLLABORATIVE LEARNING WITH SCAFFOLDING TO IMPROVE ENGLISH WRITING SKILL OF GRADE 7 STUDENTS AT SCHOOL IN CHINA

1. What is the purpose of study?

To compare the English Writing Skill of grade 7 Chinese students before and after using collaborative learning with scaffolding. And to investigate the students' satisfaction of grade 7 Chinese students after using collaborative learning with scaffolding.

2. Expected results

The English Writing Skill of grade 7 Chinese students would be improved after using collaborative learning with scaffolding.

3. Outcome

The application of collaborative learning with scaffolding. Will help to improve the English writing achievement of Chinese 7th grade students, and the study will show students' satisfaction with their English writing achievement after the application of scaffolding with collaborative learning.

4. Number of participants in the study 30 individuals

5. Research procedures

The researcher will collect data in four steps. First, a pre-test will be administered to the participants. Second, teaching activities will be conducted. Third, a post-test will be conducted at the end of all the sessions. Fourth, a questionnaire and structured interview will be administered to the participants in order to investigate their satisfaction with using collaborative learning with scaffolding to learn English writing.

6. Duration

The research period will be 4 weeks,8 sessions,

There is no possible risk in this research.

The school has asked students who have volunteered to participate to inform their parents and has obtained consent to volunteer for the research, and the data from the study are true and valid. The school also 30 students to assist her with her thesis research, either voluntarily or by voluntary experiments, by agreeing to (Yu Wang), who is enrolled at Rangsit university in Thailand to research his thesis.

Signature: 

Date: 2024/11/21/15

Administrative Office of Henan Nanyang
No.4 Middle School

มหาวิทยาลัยรังสิต Rangsit University



APPENDIX C

EXPERTS WHO VALIDATED THE RESEARCH

มหาวิทยาลัยรังสิต Rangsit University

No	Name	Position/Title	Institutes
1	Expert 1	College professor	Luoyang Normal University, China
2	Expert 2	Middle School English teachers	No.4 Middle School, Nanyang City, Henan Province, China
3	Expert 3	Middle School English teachers	No.4 Middle School, Nanyang City, Henan Province, China



The logo of Rangsit University is a circular emblem. At the top is a stylized flame or sunburst. Below it is a central circle with radiating lines. The text 'APPENDIX D' and 'IOC OF LESSON PLANS' is centered within this circle.

APPENDIX D
IOC OF LESSON PLANS

มหาวิทยาลัยรังสิต Rangsit University

Item No	Attributes	Expert 1	Expert 2	Expert 3	Congruence
1	Lesson Plan 1	+1	+1	+1	Congruence
2	Lesson Plan 2	+1	1	+1	Congruence
3	Lesson Plan 3	+1	+1	1	Congruence
4	Lesson Plan 4	+1	+1	+1	Congruence
Overall Average		1			



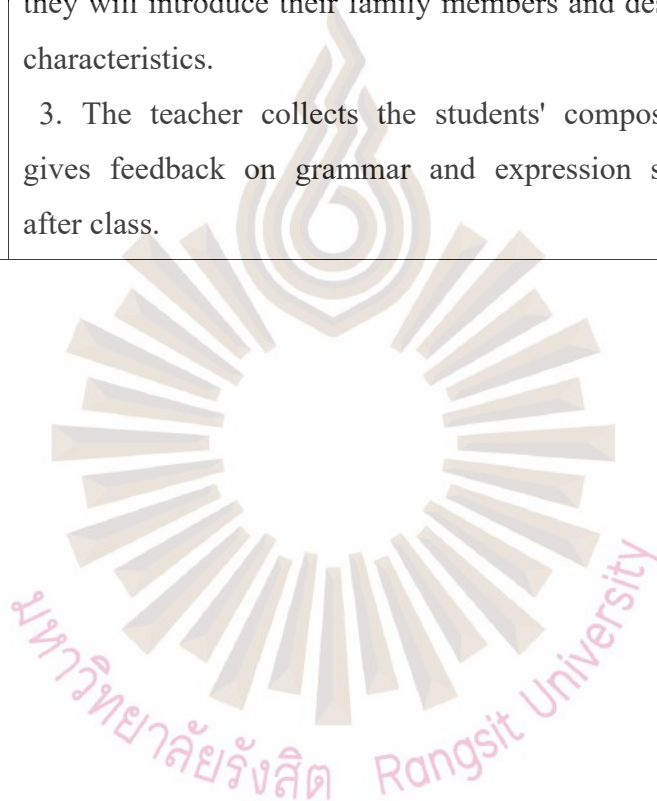


APPENDIX E
LESSON PLANS

มหาวิทยาลัยรังสิต Rangsit University

Lesson Plan 1		
<p>Subject: English</p> <p>Topic: My Family</p> <p>Grade: 7</p> <p>Class Strengths: 30 students</p> <p>Time: 80 minutes</p> <p>Teaching and learning method: Collaborative learning with scaffolding.</p> <p>Lesson Objectives: At the end of this lesson, students will be able to.</p> <ol style="list-style-type: none"> 1. The students can give some vocabulary that describe their family relatives and oral speaking. 2. The students can write for describing about their family members. 		
Stage & Duration	Activities	Time
Introduction	<ol style="list-style-type: none"> 1. Play the song I Love Them All, the lyrics of which contain descriptions of family members, to help students familiarize themselves with the relevant vocabulary. 2. The teacher guides students to discuss and share their family background. Students briefly describe the number of family members and their jobs and preferences. 	10 mins
Practice	<ol style="list-style-type: none"> 1. Dividing students into a group of 5 in mixed abilities and letting them design the family tree. 2. Use simple English to label the relationships between family members and basic information etc. on the tree. 3. Teachers circulate to help students complete their expressions and provide appropriate language scaffolding. 	20 mins
Presentation	<ol style="list-style-type: none"> 1. Each group goes up to the stage to present a family tree and introduce the drawn family members in simple English, including names, occupations, ages, preferences, etc. 2. Teacher and classmates give positive feedback and add or correct small mistakes in expression. 	20 mins

Stage & Duration	Activities	Time
Summary	<ol style="list-style-type: none"> 1. The teacher summarizes today's learning and helps students to sort out the titles and basic introductory sentence patterns of family members. 2. Students will write a short essay (80-100 words) entitled “My Family” independently in 20 minutes in class, in which they will introduce their family members and describe their characteristics. 3. The teacher collects the students' compositions and gives feedback on grammar and expression suggestions after class. 	30 mins



Lesson Plan 2		
<p>Subject: English</p> <p>Topic: My best friends</p> <p>Grade: 7</p> <p>Class Strengths: 30 students</p> <p>Time: 80 minutes</p> <p>Teaching and learning method: collaborative learning with scaffolding.</p> <p>Lesson Objectives: At the end of this lesson, students will be able to.</p> <ol style="list-style-type: none"> 1. The students can give some vocabulary that describe their friends' characteristics. 2. The students can write for describing about their friend. 		
Stage & Duration	Activities	Time
Introduction	<ol style="list-style-type: none"> 1. Teacher plays a small video about friends or shows several pictures describing friends, guiding students to think about the theme of “friends” and how to describe the characteristics of friends. 2. Students think about and share with their classmates what their best friends are like. They can briefly describe the characteristics of their friends in terms of appearance, personality, hobbies, etc. Teachers can provide some descriptive vocabulary to describe their friends. 	10 mins
Practice	<ol style="list-style-type: none"> 1. Dividing the students into groups of 5 in mixed abilities. Each group selects one member to act as a “friend” to collaborate on the task of describing and drawing a “friend's picture”. 2. Group members discuss the appearance, personality, and interests of the “friend” and write this information in short sentences next to the portrait. 3. The teacher walks around the group, helping students to complete the portrait and providing language scaffolding to ensure that each student can participate in the discussion. 	20 mins

Stage & Duration	Activities	Time
Presentation	<ol style="list-style-type: none"> 1. Each group will present their “Friend Portrait” on the stage, and each group member will introduce the appearance, character and hobbies of the “friend” in simple English. 2. Teacher and classmates give positive comments, encourage students to express themselves boldly, and correct some expression mistakes. 	20 mins
Summary	<ol style="list-style-type: none"> 1. The teacher summarizes today's learning and helps students review the basic sentence patterns and vocabulary for describing friends. 2. Students will independently and independently complete a small composition (80-100 words) entitled “My Best Friend” in the last 20 minutes of class, which requires them to introduce their best friend, including appearance, personality and hobbies. 3. The teacher will give feedback after the class on suggestions about the use of vocabulary and sentence patterns to help students further improve their writing skill. 	30 mins

Lesson Plan 3		
<p>Subject: English</p> <p>Topic: My favorite sport</p> <p>Grade: 7</p> <p>Class Strengths: 30 students</p> <p>Time: 80 minutes</p> <p>Teaching and learning method: collaborative learning with scaffolding.</p> <p>Lesson Objectives: At the end of this lesson, students will be able to.</p> <ol style="list-style-type: none"> 1. The students can give some vocabulary words for describing the sports. 2. The students can write for describing about sport. 		
Stage& Duration	Activities	Time
Introduction	<ol style="list-style-type: none"> 1. Play a short video showing various sports (e.g., soccer, basketball, swimming, etc.) and their characteristics, so that students can feel the characteristics and charms of different sports through visual experience. 2. Teacher asks, “Which sport do you like?” “What’s your favorite sport?” and encourages students to think about and briefly share their favorite sports with their classmates. 	10 mins
Practice	<ol style="list-style-type: none"> 1. Divide the students into groups of 5 in mixed abilities, and each group will play “Guess the Sport”. 2. One student chooses a sport and acts out the sport without naming it. The other group members watch the performance and write simple sentences describing the sport. 3. Group members take turns performing each sport in turn while the other members write short sentences to characterize the sport. 4. The teacher circulates among the groups, giving necessary vocabulary support to help students use sentence patterns accurately when writing descriptions. 	25 mins

Stage & Duration	Activities	Time
Presentation	<ol style="list-style-type: none"> 1. Each group chooses two movements with the clearest descriptions and shows the sentences they have written down to the class with a short introduction. 2. The teacher and other groups give feedback, correcting and expanding inaccurate descriptions as appropriate. 	20 mins
Summary	<ol style="list-style-type: none"> 1. The teacher summarizes what has been learned today, reviews the names of common sports, related descriptive vocabulary and basic sentence patterns, and helps students to sort out their linguistic knowledge about describing sports. 2. Students will independently write a small composition (80-100 words) entitled My Favorite Sport in the last 20 minutes of class, introducing their favorite sport and describing the characteristics and attractions of that sport. 3. The teacher collects the students' compositions and gives feedback after class about the use of vocabulary and sentence patterns to help students further improve their writing skill. 	30 mins

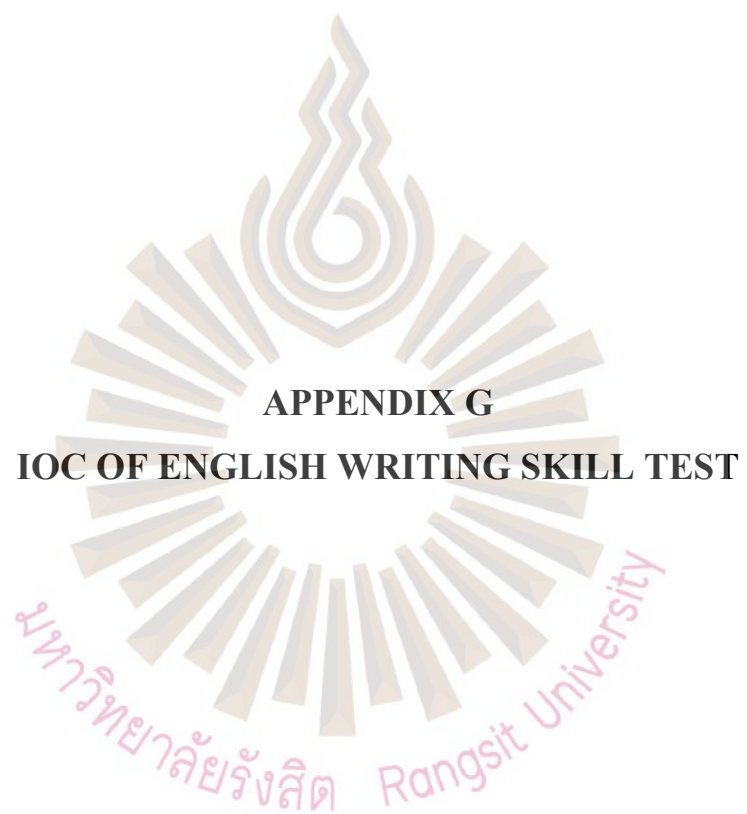
Lesson Plan 4		
<p>Subject: English</p> <p>Topic: Picture Writing</p> <p>Grade: 7</p> <p>Class Strengths: 30 students</p> <p>Time: 80 minutes</p> <p>Teaching and learning method: collaborative learning with scaffolding.</p> <p>Lesson Objectives: At the end of this lesson, students will be able to.</p> <ol style="list-style-type: none"> 1. The students can give the words for the picture that the teacher shown. 2. The students can write down and describe the content of the picture. 		
Stage & Duration	Activities	Time
Introduction	<ol style="list-style-type: none"> 1. The teacher shows two pictures that look similar, e.g. two versions of the same scene, but with subtle differences. 2. Guide students to play the “Find the Difference” game in class, asking them to find out the differences between the two pictures by observing the details. 3. Students can use simple sentences to describe the differences they find. 	10 mins
Practice	<ol style="list-style-type: none"> 1. Divide the students into groups of 5 in mixed abilities and distribute a picture with a rich plot (e.g., a picture with characters, animals, and scenes) to each group. The pictures can show an activity or scene, e.g., a park, a beach, a school, etc. 2. Students describe what they see and discuss the details of the picture, such as the characters' expressions, actions, and background. 3. students work together to think about and discuss what the picture might represent in terms of a plot or story, e.g., “What are these people doing? Why are they here? What happens next?” 	20 mins

Stage & Duration	Activities	Time
	<p>4. After the group discussion, work together to write a simple story that connects the scenes in the pictures. Encourage students to use the sentence pattern of “who, what, where, when, why” to organize their stories and write 4-5 simple sentences.</p> <p>5. The teacher goes around the group to help students understand and describe the pictures.</p>	
Presentation	<p>1. Each group takes turns to go to the stage to present the stories they have written using multimedia. Each group member briefly describes the key details in the pictures in English and reads the story created by the group aloud to the class.</p> <p>2. The teacher and other groups give feedback and correct and guide expressions that need improvement.</p>	20 mins
Summary	<p>1. The teacher summarizes today's learning, reviews the sentence patterns and vocabulary for describing pictures and organizing stories, and helps students sort out the language skill for writing from pictures.</p> <p>2. Students will independently complete a small composition on picture writing in the last 20 minutes of class. Students are required to describe the content of a picture and write a simple story (80-100 words) based on the content of the picture.</p> <p>3. The teacher collects the students' compositions and gives feedback after class on suggestions about language expression and story structure.</p>	30 mins



Items	5 Points	4 Points	3 Points	2 Points	1 Point
Vocabulary	Rich vocabulary, uses various words accurately, no spelling mistakes	Good vocabulary choice, few minor spelling errors that don't affect understanding	Adequate vocabulary, some spelling mistakes but meaning is mostly clear	Limited vocabulary, multiple spelling errors causing confusion	Poor vocabulary use, frequent and serious spelling mistakes
Grammar	All sentences are grammatically correct, with proper tenses and sentence structures	Minor grammar errors, but overall grammar is good and doesn't disrupt reading	Some grammar mistakes, like incorrect tenses, but still can convey basic ideas	Frequent grammar errors, hard to follow the text	Severe grammar issues throughout, sentences are fragmented or incorrect
Content	Complete and detailed content, clear topic, logical organization with excellent examples	Full content, relevant to the topic, with a clear train of thought and few supporting details	Basic content, meets the topic requirement, but lacks details and depth	Insufficient content, off-topic in parts, with unclear ideas	Barely any relevant content, no clear theme or purpose
Handwriting	Neat and beautiful, letters are well-formed, consistent size and spacing	Clean and legible, only a few slightly irregular letters, good spacing	Fairly legible, some messy parts but still recognizable, average spacing	Hard to read, messy handwriting, inconsistent letter size	Illegible, extremely messy writing, no care for appearance
Total Score	20				

Source: English Curriculum Standards for Compulsory Education (2022 Edition)

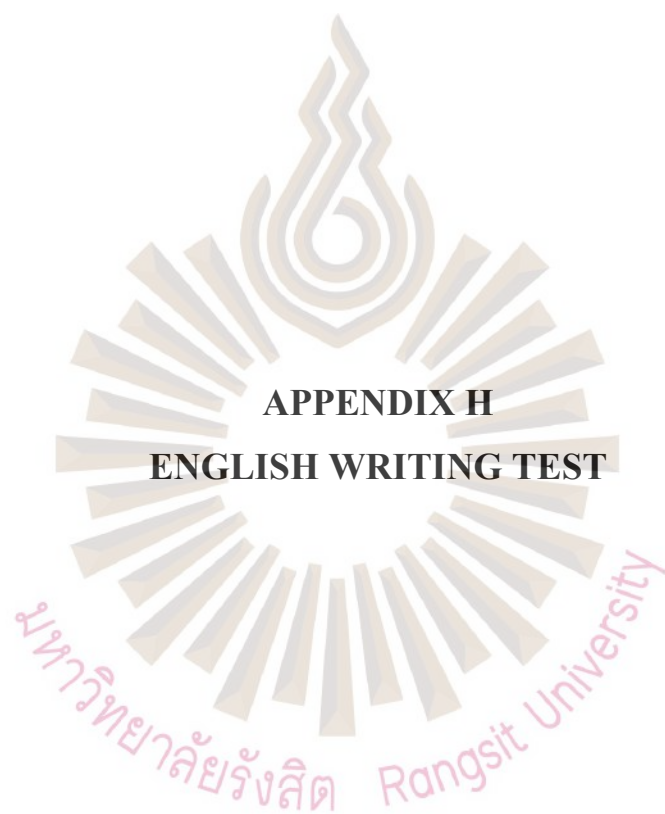


APPENDIX G

IOC OF ENGLISH WRITING SKILL TEST

No.	Item	Expert 1	Expert 2	Expert 3	Congruence
1	My Family	+1	0	+1	Congruence
2	My Best Friends	+1	+1	+1	Congruence
3	My Favorite Sport	+1	+1	0	Congruence
4	Picture Writing	+1	+1	+1	Congruence
	Overall Average	0.83			





APPENDIX H

English Writing Test

Subject: English**Total scores: 20****Name:** _____**ID Number:** _____**Please choose one of the following four topics for your English writing.**

Writing One: My Family

Please complete a composition of 80-100 words on the topic “My Family”. Requirements: 1. Describe the occupations, ages, birthdays and preferences of the members of your family. 2. Write in standardized handwriting, with clear handwriting and fluent sentences. 3. No real names or names of schools should appear in the writing. Time limit 20 minutes (20 points).

Writing Two: My Best Friend

Please complete a composition of 80-100 words on the topic “My best friend”. The short essay should contain the following: 1. Introduce your friend's name, age, and how long you've known him/her. 2. Describe your friend's appearance (e.g., height, hair color, eye color, etc.). 3. Explain your friend's personality traits and the activities or hobbies he/she likes. Time limit 20 minutes (20 points).

Writing Three: My Favorite Sport

Please complete a composition of 80-100 words on the topic “My favorite sport”. Following: 1. describes what your favorite sport is. 2. describes the basic rules of the sport, where it is played, or the equipment it requires (e.g., basketball, soccer, etc.). 3. describes why you like the sport, such as the fun, the challenge, or the physical benefits it brings. 4. describes how you feel when you participate in the sport and how it has affected your life (e.g., has it made you healthier, happier, etc.). Describe how you feel when you participate in this sport and how it affects your life. Time limit 20 minutes (20 points)

Writing Four: Writing from Pictures

Please observe the following pictures and write a short story 80-100 words according to the order of the pictures. 1. Describe the main characters and scenes in the pictures. 2. Describe the development of the story, problems encountered, or events experienced according to the pictures. 3. Describe the key plot points and results of the story and express the feelings of the characters or summarize the significance of the story. Time limit 20 minutes (20 points)

Writing by pre-tested students:

My Family
Hello, I'm a student, I'm ^{twelve} ~~twelve~~ in Class ^{Three} ~~Three~~ Grade Six. Now let me introduce my family.
This is my mother, she runs a clothing store, she is ~~36~~ ³⁷ years old. On November 21 birthday she likes cooking. And this is my father, he is an oil worker, he is ~~40~~ ⁴¹ years old. He will celebrate his birthday on March 15th. He likes to grow ^{flowers} ~~flowers~~. Look at that little boy, he is my brother. He is a student, he is ~~9~~ ¹⁰ years old. His birthday is on January 29th. He likes to ~~draw~~ ^{draw} pictures.
This is my family. I have a happy family.

My Family
Hello
Hello! My name is Harry. I'm a student. My home is in Kala. My home have six people. They are my ~~mom~~ ^{mother}, ~~dad~~ ^{father}, ~~grandpa~~ ^{grandfather}, ~~grandma~~ ^{grandmother}, ~~me~~ ^{me} and ~~my sister~~ ^{my sister}. My grandpa likes ~~to~~ ^{to} ~~retire~~ ^{retire}. My grandma, too. I and sister like ~~to~~ ^{to} ~~eat~~ ^{eat}. We have ~~two~~ ^{two} ~~cats~~ ^{cats}. My mom and dad work together. They are ~~my~~ ^{my} ~~parents~~ ^{parents} ~~are~~ ^{are} ~~very~~ ^{very} ~~old~~ ^{old}.
This is my family.

My Family
I like my ^{family} ~~Family~~ very much, my father drives the ~~bus~~ ^{bus}. My father is forty-seven years old. My ~~father~~ ^{father} likes keeping ~~bees~~ ^{bees}. My mother manages the ~~carport~~ ^{carport}. My mother is forty-eight years old. My mother likes to ~~go~~ ^{go} ~~shopping~~ ^{shopping}. My eldest brother is twenty-five years old. My brother is an apartment manager. My younger ~~brother~~ ^{brother} is twenty years old.

Writing by post-tested students:

Hi, I'm Tim. Let me tell you about my friend. She is Amy Brown. She is eleven. Her birthday is on June fifth. She is healthy, because she likes fruit. She likes banana and strawberry - strawberries. She also likes hamburgers. But her mom doesn't let her eat it. She likes sports, too. She often plays ~~with~~ ^{with} volleyball with her ~~to~~ ^{to} ~~take~~ ^{take} friends after school. She always watches TV for an hour ~~as~~ ^{as} after dinner. Do you want to make friends ~~to~~ ^{to} ~~her~~ ^{with}?
with

Hello! My name is Daida. I have a good friend. Her first is Amy. Her family name is Brown. She is eleven years old. And her birthday is on June fifth. She likes bananas, ~~some~~ ^{some} strawberries and hamburgers. Her hobbies are ~~play~~ ^{playing} tennis and ~~watch~~ ^{watching} TV. Her favorite subject is geography. She likes Mr Wang best. ~~because~~ ^{because} ~~because~~ ^{because} Mr Wang is a good teacher and we all like ~~her~~ ^{him}.

Hello everyone! My name is Tim. I have a good friend. Her name is Amy Brown. Her birthday is on June fifth. Do you know what are her favourite food? Her favourite food are bananas, strawberries and hamburgers. My hobbies are reading and ~~street~~ ^{street} taking photos. Her ~~hobby~~ ^{hobby} hobbies are playing volleyball and watching TV.
This is my friend!



APPENDIX I

STUDENTS' SATISFACTION QUESTIONNAIRE

Mark your level of opinion from 5-1 (from Extremely Satisfied to Extremely Unsatisfied) against each statement. Extremely Satisfied-5, Satisfied- 4, Moderate Satisfied- 3, Unsatisfied- 2, and Extremely Unsatisfied-1. The description of each scale 5-1 is as shown in the table below.

No.	Items	5	4	3	2	1
PART A: STUDENTS' INTEREST AND MOTIVATION						
1	I thought it was fun using collaborative learning with scaffolding.					
2	The activities in teaching were interesting.					
3	The instruction resulted in increased motivation to complete English writing tasks.					
4	I am more willing to participate in discussions and exchanges during English writing learning activities.					
5	Collaborative learning with scaffolding has an impact on interest and motivation in English writing.					
PART B: STUDENTS' ENGAGEMENT						
6	All activities related to the collaborative learning with scaffolding engaged me to participate in the course.					
7	I had more opportunities to interact with classmates during the class.					
8	The contents made me feel clearer to concentrate in writing class.					
9	More willing to collaborate with classmates on writing tasks.					

No.	Items	5	4	3	2	1
10	Agree that collaborative learning with scaffolding increased my willingness to participate in English writing activities.					
PART C: EFFICACY OF COLLABORATIVE LEARNING WITH SCAFFOLDING						
11	The collaborative learning with scaffolding helped me to improve my writing skill.					
12	I organized the structure and content of my English writing more clearly with the help of scaffolded collaborative learning.					
13	The instructional activities enhanced my ability to use vocabulary and grammar correctly in my writing.					
14	Teaching activities for classroom presentations helped me increase my confidence					
15	The teaching activities have improved my thinking and logic in English writing.					



APPENDIX J

IOC OF STUDENTS' SATISFACTION QUESTIONNAIRE

Item-Objective Congruence for Students' Satisfaction Questionnaire					
No	Items	Expert1	Expert 2	Expert 3	Congruence
PART A: STUDENTS' INTEREST AND MOTIVATION					
1	The application of collaborative learning with scaffolding in teaching was fun.	+1	+1	+1	Congruence
2	The activities in teaching were interesting.	+1	+1	+1	Congruence
3	The instruction resulted in increased motivation to complete English writing tasks.	+1	+1	+1	Congruence
4	More willing to participate in discussions and exchanges during English writing learning activities.	+1	+1	+1	Congruence
5	Collaborative learning with scaffolding has an impact on interest and motivation in English writing.	+1	0	+1	Congruence
PART B: STUDENTS' ENGAGEMENT					
6	All activities related to the application of collaborative learning with scaffolding engaged me to participate in the course.	+1	+1	+1	Congruence
7	I had more opportunities to interact with classmates during the class.	+1	+1	+1	Congruence
8	The contents made me feel clearer to concentrate in writing class.	0	+1	+1	Congruence
9	More willing to collaborate with classmates on writing tasks.	+1	+1	0	Congruence

Item-Objective Congruence for Students' Satisfaction Questionnaire					
No	Items	Expert1	Expert 2	Expert 3	Congruence
10	Agree that collaborative learning with scaffolding increased my willingness to participate in English writing activities.	+1	+1	+1	Congruence
PART C: EFFICACY OF COLLABORATIVE LEARNING WITH SCAFFOLDING					
11	Using collaborative learning with scaffolding helped me to improve my writing skill.	+1	+1	+1	Congruence
12	Organize the structure and content of English writing more clearly with the help of collaborative learning with scaffolding.	+1	+1	+1	Congruence
13	The instructional activities enhanced my ability to use vocabulary and grammar correctly in my writing.	+1	+1	+1	Congruence
14	Teaching activities for classroom presentations helped me increase my confidence	+1	+1	+1	Congruence
15	The teaching activities have improved my thinking and logic in English writing.	0	+1	+1	Congruence
	Overall Average	0.91			Congruence



APPENDIX K

SEMI-STRUCTURED INTERVIEW

This interview was conducted for the purpose of this study only, the privacy and confidentiality of the participants was ensured during the interview, and ethical principles were followed. Respondent responses will be recorded during the interview without possible risk.

Part	No.	Structured in Outline
Students' Interest & Motivation	1	How has the application of collaborative learning with scaffolding in teaching influenced your interest and motivation in learning English writing?
	2	Which specific aspects of collaborative learning with scaffolding made you more motivated to learn English writing?
Students' Engagement	3	How would you describe your level of engagement in writing classes with the collaborative learning with scaffolding in teaching?
	4	The collaborative learning activities attracted you. Why?
Efficacy of Collaborative Learning with Scaffolding	5	How the collaborative learning with scaffolding were affected to improve your writing skill?
	6	Have your writing skill improved after your learned from these activities?



Item-Objective Congruence for Students' Satisfaction Questionnaire					
No.	Items	Expert 1	Expert 2	Expert 3	Congruence
PART A: STUDENTS' INTEREST AND MOTIVATION					
1	How has the application of collaborative learning with scaffolding in teaching influenced your interest and motivation in learning English writing?	+1	+1	+1	Congruence
2	Which specific aspects of collaborative learning with scaffolding made you more motivated to learn English writing?	+1	+1	+1	Congruence
PART B: STUDENTS' ENGAGEMENT					
3	How would you describe your level of engagement in writing classes with the collaborative learning with scaffolding in teaching?	+1	+1	+1	Congruence
4	The collaborative learning activities attracted you. Why?	+1	+1	+1	Congruence
PART C: EFFICACY OF COLLABORATIVE LEARNING WITH SCAFFOLDING					
5	How the collaborative learning with scaffolding were affected to improve your writing skill?	+1	+1	+1	Congruence
6	Have your writing skill improve after your learned from these activities?	+1	+1	+1	Congruence
	Overall Average	1			Congruence

BIOGRAPHY

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