

# Research on the Application of Scaffolding Instruction Strategy in the Guidance of the Whole Book Reading in High School

Yiyi Ye

School of Teacher and Education, Nanjing Normal University, NanJing 210000, China.

## Abstract

The whole book reading is the current upsurge. However, in the first-line teaching, there are still problems such as lack of reading motivation, shallow reading, and low reading quality of teachers. In order to solve the above problems, the introduction of constructivist scaffolding instruction strategy can not only promote students to carry out independent and in-depth reading, improve literary accomplishments, but also provide a more operational paradigm for the guidance of the whole book reading in high school.

## Keywords

Scaffolding teaching strategy; High school; The whole book; Reading instruction; Application.

## 1. The Present Situation of the Whole Book Reading in High School

The whole book reading reflects the depth and breadth of enhanced reading, and is a hot spot in the education field. Compared with the single article, the whole book is a coherent whole with rigorous logic and rich cultural knowledge. Through the reading of the whole book, students can learn a wealth of language and cultural knowledge to improve their cultural accomplishments. From the perspective of curriculum development, the whole book includes not only the knowledge of literary, but also the knowledge of various disciplines such as history, philosophy, and psychology. It can change the current situation of the narrow content of the curriculum to a certain extent, and promote the integration of the internal learning field and external related disciplines of the literature curriculum.

The practice of reading the whole book is in full swing, while some problems that need to be solved have emerged. From the perspective of students, there are problems of lack of reading motivation and shallow reading. Some students are not strong in self-control. They are likely to spend a lot of time on books with "no nutrition" such as fantasy, romance, martial arts novels, or a lot of time wasted on playing games, watching TV shows and other entertainment activities, thus neglect to read literary classics. The reading of some students only floats on the surface of the text. They don't think about the meaning behind the words. They don't have the logical framework of the whole book in their minds. They can't understand the essence of the language and the author's thoughts and feelings in the end. From the perspective of teachers, the current reading guidance system for the whole book is not yet complete. Firstly, the whole book reading guidance requires teachers to have rich cultural knowledge, and fully understand the students' knowledge structure. This is a big challenge for teachers. Secondly, the problems, such as what to read, when to read, how to integrate the whole book reading with the curriculum, how to evaluate the whole book reading, are not well solved now.

## 2. The Advantages of Guiding the Whole Book Reading in High School with Scaffolding Instruction Strategy

Scaffolding instruction is a teaching strategy based on constructivist theory. Scaffolds refer to the timely and effective help provided by teachers, parents or learning partners to those with

learning difficulties. The five links of scaffolding instruction (building scaffolding, entering the situation, independent exploration, collaborative learning, and effect evaluation) with connect the early, middle and late stages of the class. This provides a set of operability paradigms for the entire book reading guidance, which not only improves students' literary accomplishments, but also breaks through the dilemma of today's whole book reading guidance.

### **2.1. Conducive to Improving Students' Literary Accomplishments**

Literary accomplishments mainly refer to "a person's level in literary creation, communication, learning and other behaviors as well as language and thought, specifically refer to ones comprehensive ability in the field of literature, such as poetry, fiction, criticism and so on". The improvement of literary accomplishments is the requirement of course learning and also plays an important role in the lifelong development of students. Scaffolding instruction strategy can improve students' literary accomplishments from three aspects: language use, thinking training and aesthetic appreciation.

From the perspective of language use, when students' ability reaches a certain level, teachers gradually remove the scaffolds and let students carry out independent learning, so that they can transfer what they have learned and consolidate the methods in reading practice.

From the perspective of thinking training, scaffolding instruction can decompose teaching tasks, specify learning objectives, provide clue-style scaffolds and remind specific thinking steps, so as to train students' thinking ability.

From the perspective of aesthetic appreciation, the scaffolding instruction strategy requires teachers to properly use modern teaching methods to simulate real teaching situations as much as possible, to bring students a direct sense of experience, to penetrate the world of books, to enter the author's heart, to improve the aesthetic taste and enhance the appreciation ability.

### **2.2. Conducive to Breaking Through the Dilemma of the Whole Book Reading**

In view of the problems in the whole book reading guidance mentioned above, the scaffolding instruction strategy can guide students from passive reading to independent reading, from shallow thinking to deep exploration.

Scaffolding instruction provides a variety of learning scaffolds based on the characteristics of students and different books and existing teaching resources. It can lead students to cross the Zone of Proximal Development, stimulate their reading interest and improve their reading ability. Under the guidance of the scaffolds, the students will change the passive classroom participation status and actively participate in the reading inquiry with interest.

In addition, under the guidance of the scaffolds, the students pay attention not only to the surface of the text, but also to exploration of the profound connotation behind by comparing other works, understanding different scholars' different understandings of the text, and viewing relevant image data. The process of reading goes from shallow to deep, from independent reading to brainstorming, and develops multi-angle deep thinking.

## **3. The Implementation of the Scaffolding Instruction Strategy in the Guide of the Whole Book Reading in High School**

### **3.1. Combine the Learning Situation and Build the Scaffolds**

The student's learning situation includes their understanding of learning, attitude towards learning, motivation and interest in learning, learning methods and abilities, learning environment, and learning performance. The building of the scaffolds follows the principle of "student-oriented", while the design of the scaffolds is closely around the student's "Zone of Proximal Development".

First, the building of the scaffolds should be based on cognitive ability. The abstract thinking of high school students has taken the dominant position. Their dialectical thinking and creative thinking have developed greatly, and ability to monitor the self has also been significantly enhanced. Therefore, the scaffolds should not be too detailed and simple. It is necessary to build the scaffolds according to book clues, contradictory points and profound reasons, reflect critical thinking and expandability, and leave room for students to mobilize their thinking ability.

Second, the building of scaffolds should be based on knowledge reserve. The primary accumulation of knowledge is different among students of different grades in high school or in the same class. Scaffolds of different difficulty levels should be set up to encourage students with strong ability to continue to study, and to guide underachievers to check and fill in gaps.

### **3.2. Creating A Situation and Entering the Text**

Different texts create different situations. Understanding the author and his background of writing and entering the literary world of textual depiction is the first step in reading and is very important for stimulating students' interest in reading. Specifically, scenarios can be created from the following perspectives.

From the perspective of "understanding the author". If students are interested in the authors of famous books, their interest in reading books will be greatly enhanced. For example, when students hear the story of Fabre, the author of *Souvenirs Entomologiques*, who suffered a lot and still kept his heart, they must be more willing to know what kind of book *Souvenirs Entomologiques* is, written by someone so obsessed with the insect business.

From the perspective of "understanding the ideological significance of the work." The profound ideas contained in many classic works continue to influence people today. The introduction of the ideological charm of the works can also stimulate students' interest. For example, when reading *Jane Eyre*, teachers can start with the current social phenomenon (such as some people who lack self-esteem) to lead students to compare the social phenomena of the 19th century Britain and the pursuit of the heroine, then initially understand the theme of the pursuit of female dignity and love equality.

From the perspective of "stories in the creative process". The creation process of a famous work often hides humorous, sad or surprising stories. Displaying these stories in class can also stimulate students' interest in reading. For example, before *Les Misérables* was published, it was said that after Hugo sent the manuscript to the publishing house, he could not get a reply for a long time. Therefore, he sent a letter to the publisher that only wrote "? ---- Hugo". Soon, he received a reply with the words "! ---- Editing Room". Before long, the *Les Misérables* that sensationalized the literary world was published.

### **3.3. Independent Inquiry and Real-Time Monitoring**

Reading is a personalized behavior of students. Only when students imagine boldly and demonstrate their individuality can they read the book "live". However, self-reading is not just a casual observation, limited to the novelty of the plot. Students need to improve oneself in reading. Teachers can guide students to use the following self-reading methods, reading while thinking. The first is the method of taking reading notes. Deepen the understanding of the text by excerpting good words and sentences, writing reading comments and reading reports. The second is the method of mind mapping. On the one hand, mind mapping can sort out text content. On the other hand, it can train students' thinking ability. The third is the method of making a personalized book list. When students have accumulated a certain level of reading, making a personalized book list is conducive to having a comprehensive understanding of their own reading system, and can also provide reference for other students' reading.

In the process of students' self-reading, the monitoring and evaluation of teachers can stimulate and guide students. Teachers can take the following strategies. The first is the punch-in system.

This can motivate students to become “punching experts”, then form a habit of persistent reading. The second is the display after reading. The reading acquisition is sorted, processed and internalized by displaying book reviews and small papers.

### **3.4. Cooperative Learning and Intercommunication**

Due to the limited level of appreciation, students may not fully understand the profound content of the book. On the basis of self-study, the discussion and communication between teachers and students or between classmates can be brainstorming and deeper into thinking.

There are two issues to be aware of in this session. One is the way of grouping. Grouping should follow the principle of heterogeneity. It is best to match boys and girls. The reading ability and the field of expertise of the team members should not be the same. Such a group is conducive to learning from each other and developing in all aspects. The other is the guidance of reading. Teachers need to use certain scaffolds to guide students to cooperate and lead group reading to a wider, higher and deeper level. The common scaffolds are as follows. The problem scaffold, that is, setting up a problem with certain difficulty to guide the whole group of students to carry out collaborative exploration, and guide students to think deeply in the interlocking problems. Background scaffolds, that is, teachers can supplement the corresponding extended background information to guide students to deepen their understanding of the content of the text. Comparing scaffolds, that is, selecting content which is similar to or opposite to the contents of the book for comparison to highlight the characteristics of the book.

### **3.5. Results Display and Comprehensive Evaluation**

Reading a book is a long process. In the evaluation stage, students should not be judged by scores alone. The comprehensive evaluation should be carried out by following the principle of combining formative evaluation with summative evaluation and evaluating subject diversity.

For formative evaluation, the following strategies can be adopted. The first is making the questionnaire survey. Reading surveys in the early, middle and late stages of reading not only allow students to understand their own readings situation and check for vacancies, but also enable teachers to provide targeted guidance after mastering each student's situation. Second is making the reading report. Each person or group takes turns to read and report in the first ten minutes of class and is evaluated by other classmates or groups, as well as teachers. Finally, teachers can interview the students' parents to learn students' reading situation outside class.

For summative evaluation, the evaluation methods are also diversified. The first is to test students' reading situation of the whole book by examination. This method needs to pay attention to the flexibility and openness of the test questions, and give students space to play. Second, students can display by writing small papers, hand-copied newspapers, oral reading reports, so that other students, parents and teachers can evaluate.

## **4. Conclusion**

The scaffolding instruction strategy can provide a more operational paradigm for the guidance of the whole book reading. Under the guidance of this paradigm, teachers can more effectively guide students to read the whole book. However, in order to use this paradigm well, teachers need to continue to learn and practice.

## **References**

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