

An Investigation of the Effectiveness of the "5E" Teaching Model in Practical English Writing

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Abstract: *Serving as the main ladder for reinforcing students' comprehensive language ability, writing plays a significant role in English teaching. However, judging from the current teaching situation, students have impaired interest in writing, and their writing level needs to be improved because of "teacher-centered" classroom pedagogies and the single writing method. Teachers often ignore the importance of writing teaching, separate writing from reading, and lack process guidance and evaluation. Therefore, teachers should guide students to promote the ability of "reading for writing" to improve the effectiveness of classroom teaching. This paper tries to integrate the "5E" teaching model into text A in Unit 1 text of New Oriental College English (the 3rd edition) which is titled "Never, ever give up". The purpose of this paper is to analyze the effectiveness of the "5E" teaching model, promote students' writing ability, implement the "teaching-learning-assessment" integration strategy, and develop students' core competencies.*

Key words: English Subject Core Competencies, Activity-based Approach to English Learning, the "5E" Teaching Model, Practical Essay Writing.

1. Introduction

Concerning the *Senior High School English Curriculum Standard* rectified in 2020, the idea of English subject core competencies refers to indispensable capacities and qualities that are cultivated through the acquisition of the English language. Specifically speaking, it comprises language ability, learning ability, thinking capacity, and cultural awareness (Ma, 2021). It is obvious in the Standard that reading and writing exert a mutually beneficial influence on each other and complement each other in language acquisition. Moreover, students' language abilities should be reinforced through a plurality of comprehensive practical activities in teaching. Among these aspects, language ability is the ability to comprehend and show meanings in various social contexts through listening, reading, writing, and speaking activities. Senior practical English writing is characterized as an integrated language output skill established based on a particular situation. Specifically speaking, examiners are prone to create scenarios in which students are supposed to write an application letter, submit an article to a periodical office, make a "lost and found" poster, and compose an invitation letter (Delaney, 2008). These scenarios are derived from students' real-life experiences and used to help students cope with the problems in their daily lives. Therefore, it not only reflects a high level of feasibility but also requires students to appropriately and politely express their ideas while keeping the contents formal and constructive.

However, many problems still are obvious in practical essay writing both in terms of teaching and writing. From the perspective of practical essay writing, Cheng (2009) argues that the most prominent problems lie in the lack of coherence and loss of structure. Although there are no grammatical mistakes in students' English essays, it always feels not smooth and coherent. Moreover, the problem is not only limited to sentences to sentences but also paragraphs to paragraphs. From the perspective of practical essay teaching, teachers' teaching is still dominated by "teacher-oriented" pedagogical practices rather than "student-oriented" practices. Teachers tend to adopt the cramming method of teaching by controlling writing contents, writing progress, and writing

style. Therefore, both writing and learning are a static and solidified process, which ignores students' needs and experiences and blurs their subject status, causing students' insufficient learning motivation, deep understanding and knowledge construction, and internalizing writing skills to solve problems in a new context. Secondly, teachers do not establish a multiple evaluation method. In other words, most teachers use summative assessment rather than formal assessment. Under this assessment, students' self-correcting and peer-reviewing ability is weak, being incapable of identifying the problems in writing outputs. In the long term, their wrong ways of thinking and language expressions are solidified, which impedes students' improvement of writing skills.

In a bid to address the problem, this paper selects the "Activity-based Approach to English Learning" proposed by Wang (2018) as the theoretical framework hoping to overcome the disadvantages of "separation between input and output" in foreign language teaching (FLT) in China. After the "Activity-based Approach to English Learning" is put forward, it has a significant influence on various aspects of writing, such as accuracy, complexity, fluency, and cohesion of the text. Constructed on the "Production-oriented Approach", the "5E" teaching model is witnessed as a type of inquiry-based learning that can be applied in various disciplines. Relevant studies concerning the application of "5E" mainly concentrate on natural science. On the contrary, researchers who study using the "5E" teaching model in writing are relatively few and there is no systematic research established, especially in practical article writing (Nisa et al., 2024). Therefore, this paper will align with the *Senior High School English Curriculum Standard* and integrate the "5E" teaching model into practical article writing, aiming at providing a new perspective to underscore "student-oriented" classrooms, help them gain a sense of achievement and confidence, and cultivate their learning ability and thinking capacity.

2. Literature Review

This part will elaborate on foreign and domestic studies

concerning the "5E" teaching model to get a deeper insight into recent research status, identify the research gap, and provide guidance and reference for further pedagogical practices.

2.1 Developments of the "5E" Teaching Model

Constructed on the developmental psychologist Piaget's (1976) research, the "5E" teaching model originated from Atkin and Karplus (2002). They proposed the concept of a "learning circle", which consists of the processes of exploration, intervention, and identification. Furthermore, after being examined by pedagogical practices, the process evolved as "initial exploration, concept explanation, and knowledge elaboration" (Wang, 2015). The purpose of the "learning circle" is to let students get involved in inquiry-based activities, acquiring and applying new knowledge into learning practice.

By the end of the 1980s, researchers from the Biological Sciences Curriculum Study (BSCS) relied on the three processes in the learning circle and endeavoured to devise appropriate learning activities to arouse students' learning interests and motivation. Hence, BSCS added "engagement" as the first step. In addition, in a bid to check whether students have mastered the knowledge, BSCS increased the process of "evaluation" as the final step. From this viewpoint, the learning circle consisting of three steps is upgraded into five steps, including "engagement", "exploration", "explanation", "elaboration", and "evaluation". Since the emergence of the "5E" teaching model, it has exerted an indispensable influence and has been widely applied in biological classes.

Based on the outcomes of BSCS, Duran et al. (2011) believed that the form of explanation is monotonous. In order to facilitate students to participate in class activities and generate their own independent reflections as much as possible, it is important to emphasize students' abilities to freely express their ideas. Therefore, the "5E" teaching model is developed into the "6E" teaching model comprising of "engagement", "exploration", "explanation", "expression", "elaboration", and "evaluation". Furthermore, Eisenkraft (2003) perceived that the "elaboration" in the "6E" writing model is prone to be limited to the genre and scope of the text. He proposed the framework of the "7E" teaching model that highlights the essence of "expansion" between "elaboration" and "evaluation" in the whole teaching process. Looking back on the evolution of the teaching model, it can be said that the "5E" teaching model is not a fixed process without any alteration. From the author's viewpoint, the sequence in the "5E" teaching model can be rectified according to students' specific learning capacities and features of teaching materials.

2.2 Stages of the "5E" Teaching Model

The first step of the "5E" teaching model is engagement. At this stage, teachers establish real scenarios to activate students' learning curiosity and enthusiasm for exploration. Then, the teacher should make clear the teaching objectives of this lesson through several activities, such as watching a video, introducing an interesting story, and brainstorming discussion. These activities are conducive to triggering students' cognition conflicts of new and old concepts, thereby

supporting teachers to assess students' prior knowledge and identify possible misconceptions. Eventually, teachers are able to stimulate students' learning interest and exploration consciousness.

Exploration is the most vital part of the "5E" teaching model. Students' knowledge is initially found in the stage of exploration (Rochman, 2012). In this stage, teachers are required to devise some problems that enable students to think and explore both individually and independently on the basis of the topics explored in the "engagement" stage. So, it is necessary to explain the requirements before students take part in inquiry questions. Also, the teacher should play a role as a facilitator, assisting students to have a general inquiry direction rather than showing answers directly.

In the explanation stage, teachers should provide students with a chance to let them show their output in the exploration stage. When presenting, the teacher will ask students to show their own reflections and comprehension as well as what kind of skills and methods they used as well. Therefore, constructed on students' and teachers' discussions, key points and difficult points are clarified in this process by the teacher and formal answers will be introduced in a direct manner. In addition, students' misperceptions that happen in the "engagement" and "exploration" periods will be corrected.

During the elaboration stage, students are allowed to make use of newly learnt knowledge to cope with complicated problems. In order to help students achieve this goal, several life-related problems will be set up by the teacher.

In the last stage, evaluation is organized within the whole teaching process. This process is aimed at encouraging students to make an assessment of themselves and obtain feedback from others. Therefore, the process can be performed through computer-assisted feedback, teacher-student feedback, and students' peer feedback. The teacher can also observe whether students have altered their previous perceptions after class, as well as evaluate their teaching conditions.

3. Theoretical Framework

3.1 The Constructivist Learning Theory

The famous psychologist named Piaget (1976) first proposes the Constructivist Learning Theory. He believes that in children's cognitive procedures of being familiar with their environment, children can gradually develop their own ways of thinking. By comprehending and interpreting the concepts of new and complicated items, students can finally set up and reinforce a new conceptual cognition of their own. Based on the basic notions of the Constructivist Learning Theory, most scholars who agree with it believe that the world is not affected by people's subjective perceptions. However, some experts still raise an objection and think that each individual uses their own experiences to interact and negotiate with the outside world. Because the experiences and reflections of each individual vary from each other, the understandings of each individual toward the world also differ. From the author's viewpoint, the Constructivist Learning Theory highlights the significance of initiative, sociality, and situationality in

learning, which opens a new door to identifying from the perspective of students' learning processes and teachers' teaching processes.

Starting from the views of knowledge in the Constructivist Learning Theory, it is held that the ultimate goal of exploring a problem is not to identify a specific corresponding answer, but to gain a further explanation and hypothesis. In addition, knowledge is not a specific and accurate expression of the reality. Instead, it is a kind of innovation and creation constructed on the actual and exact situations. In the educational context, teachers should not be witnessed as the representation of authorities and books do not provide absolutely true knowledge. According to specific scenarios and teachers' corresponding guidances, students are allowed to construct cognition and understanding knowledge using their own experiences and reflections, and acquire knowledge in this learning process (Bada & Olusegun, 2015).

In terms of the views of knowledge acquisition in the Constructivist Learning Theory, learning can be seen as a process of students' active participation in exploring and accumulating, rather than passively waiting for teachers to show the answer. According to *English Subject Educology* published, learners should exploit the connection between new and old knowledge and its inner mutual impact to gradually form, enlarge, and innovate their previous experience system (Anstrom et al., 2010). This process is the essence of acquiring the knowledge. Therefore, aligning with the above ideas, it is reasonable to argue that learning is not merely understanding and memorizing new things, it also gives priority to analyzing the rationality and feasibility of a new concept or a new item, finally forming students' own thinking.

3.2 The Theory of Zone of Proximal Development

Under the Constructivism Learning Theory, when Vogtsky (1987) explored the relationship between teachers' pedagogical practice and students' development, he proposed the notion of the Zone of Proximal Development. Specifically speaking, students' intellectual development can be developed into two levels. One is the current level of development at which students can solve problems independently, the other is the potential level of development at which students can handle problems with the help of outer forces. The outer forces are prone to come from parents, teachers, and competent companions. Therefore, with the establishment of the Zone of Proximal Development, teachers can organize peer mutual aid learning in the form of collaborative learning activities. Students can finish more tasks with high quality through interacting with teachers and peers.

From the perspective of the current level of development, it is a prerequisite to focus on students' realistic level. Specifically speaking, it is not only confined to students' current level of knowledge and skills but also indicates the development level that students can achieve without the influences of outer forces. According to Margolis (2020), students' current level of development may consist of the reserve of students' existing knowledge, the development level of their ability, the maturity of psychological mechanisms and learning motivation. From the perspective of potential level of

development, it refers to a level of problem-solving ability that students can achieve with the help of teachers or peers. From this viewpoint, teachers make use of communication with students to assist them and facilitate their learning development. Hence, teachers' and students' roles have been changed. Teachers are no longer dominators in students' learning process, instead, they are facilitators. Based on the above discussion, Vogtsky (1987) holds a belief that the differences and gaps between these two levels of development can be termed the "Zone of Proximal Development". In other words, students can develop to a higher level with the help of a teacher based on their existing language knowledge. The enlightenment of the "Zone of Proximal Development" indicates that teachers should commence with students' zone of proximal development and give students slightly difficult texts to activate their learning interest, make use of their learning motivation so as to go beyond the current level of development and reach the potential zone of proximal development. Therefore, it forms in a continuous circle (Wass, 2011).

Moreover, based on the Theory of Zone of Proximal Development, Bruner (2006) put forward the idea of the "scaffolding" teaching method. The scaffolding teaching method can be divided into five steps, which include "building a scaffolding-entering a situation-independent exploration-collaborative learning-effect evaluation" (Davis, 2015). The initial effect of "scaffolding teaching" is to realize the zone of proximal development with the guidance of teachers and excellent peers.

Combined with English writing practices, especially practical article writing, students are prone to experience various difficulties, deficiency of language, lack of writing confidence or other bad feelings (Bruner, 2006). Therefore, the scaffolding teaching method can suitably cope with this dilemma not only by showing a bridge of knowledge gap but also by providing support, encouragement and assistance in finishing practical writing tasks.

4. An Investigation of the Effectiveness of the "5E" Teaching Model in Practical English Writing in College

4.1 Text Analysis

This lesson is section 3 in reading class. The paragraphs used are taken from text A in Unit 1 from the book *New Oriental College English* (the 3rd edition), whose topic is about "The Way to Success". In terms of teaching content, text A is a combination of biography and argumentative essay focusing on the topic of "Human and Self". The discourse mainly introduces the examples and experiences of Winston Churchill, Albert Einstein, Thomas Edison, Abraham Lincoln, and Sandra Day O' Connor from the perspective of their births, educational backgrounds, family backgrounds, and career experiences. By listing these examples, the author endeavours to show the common features among these persons that contribute to their final success. In other words, this discourse also displays their outstanding merits as renowned persons. Facing great challenges, they do not give up, which demonstrates their superior determination and perseverance. In addition, in terms of text structure, the whole text is developed by following the "SEE" writing model that

includes "statement- explanation-example" sequentially. Finally, through the investigation of the examples above, the author tries to arouse students' awareness that chance only favours the prepared. Students should establish a positive attitude toward life, cultivate their own fierce and robust will, fuel the determination to act and keep going when they are tired or they fail.

4.2 Students Analysis

Students analysis will be based on the "KWL" model. In terms of what students have known, students have previewed the difficult words before this lesson. In addition, they have acknowledged the stories of Winston Churchill, Albert Einstein, Thomas Edison, Abraham Lincoln, and Sandra Day O' Connor. Since all the students have passed the college entrance examination, so they have accumulated the ability of discourse analysis. However, most of the students are not systematically acquainted with argumentation writing and practical essay writing before entering college. Therefore, they cannot clearly identify how the paragraphs in an argumentation are organized. In terms of what students have learned by the end of this lesson, it can refer to the teaching objectives.

4.3 Teaching Objectives

In line with the core competencies in the *Senior High School English Curriculum Standard*, the teaching objectives of a lesson should be evaluated from four perspectives, including language ability, learning ability, thinking capacity, and cultural awareness. With regard to language ability, text A is aimed at helping students master vocabularies, collocations and sentence patterns that can describe the experiences and merits of successful persons. In addition, text A also hopes students to comprehend and apply the "SEE" writing model in practical essay writing. Therefore, students can display their lexical and structural diversity. Concentrating on learning ability, students are able to work and learn collaboratively in study groups to investigate the discourse from a superficial level to a deeper level, which enhances their communication skills, information-processing skills, and problem-solving skills. In terms of thinking ability, students can integrate what they have learned into practice. In other words, they can improve their ability to rely on the the "SEE" writing model and identify the most appropriate examples to support their arguments, which reinforces their critical thinking ability. When it comes to cultural awareness, students can discover the embodied perseverance and determination of these famous persons, facilitating students to set the right moral values. Based on the teaching objectives mentioned, students can improve their English subject core competencies in the Activity-based Approach to English Learning.

4.4 Teaching Philosophy

The whole class utilizes the Activity-based Approach to English Learning. The Activity-based Approach to English learning advocates that students should acquire English through a series of integrated, relevant, and practical theme-based activities, where they undergo learning processes such as perceiving and understanding, applying and practicing, and transferring and creating. When doing these

activities, students use their existing knowledge, explore the meaning of texts of different types, and analyze and solve problems. Thus students can make progress in learning language knowledge, developing language skills, deepening their cultural understanding, developing multiple thinking skills, forming positive values, and utilizing learning strategies. This process is not only an integrated development process of learning language knowledge and language skills, but also a continuous process of enhancing cultural awareness, improving thinking capacity, and facilitating learning ability.

4.5 Teaching Procedures

Step 1: Engagement

Functioning as the first step in the "5E" teaching circle, engagement requires teachers to activate students' existing cognitive schema in related topics, build a bridge between old and new knowledge, and guide students' thinking to the new concepts and new content of the class. From this viewpoint, this stage reflects the cognitive level of students, is closely related to students' actual lives and stimulates students' learning interests.

In the first section, the teacher created a simulation scenario in which students should work in groups to find the "Model Student" in their hearts and conduct interviews with these model students. Then, students are required to write an essay to introduce the selected person. Moving to the second section, the teacher guides students to review the assignment left in the first section first. Then, the teacher will invite some students to share the reasons why his/her group choose this model student. Finally, the teacher comments on the students' writing and focuses on appreciating the topic paragraphs of the articles from the aspects of vocabulary and expression, so as to find the bright points of students' language expressions.

Based on the above teaching activities, the purpose of these activities is to use the presentation of structural and logical problems in sample practical articles, students can initially reflect on their own writing problems, stimulating their learning motivation and leading to the main teaching content of this lesson.

Step 2: Exploration

Functioning as the second stage in the "5E" learning circle, exploration focuses on the texts' main idea, text structure and text features. It embodies the integrity of textual discourse teaching. However, whether students can successfully grasp the overt and covert evidence in texts depends on students comprehension reactions to the title, the first and last sentence of each paragraph, and the first and last paragraphs in texts. Therefore, teachers should slow down class pace relatively, giving students enough time and space to explore, allowing them to make mistakes, and letting students learn in a low-risk environment. Students can discover, analyze and solve problems through inquiry learning such as comparison, classification, abstraction and generalization (Vafaieikia et al., 2023). Using paragraph 3 in text A, the teacher designs a series of inquiry tasks for students. The questions are as follows:

- (1) Which famous persons does this paragraph talk about?
- (2) What are the names of these famous persons?
- (3) How does the author feel about these three persons?

After presenting the three questions, the teacher also takes advantage of pictures as a scaffolding to assist students in eliminating reading obstacles and deepening students' comprehension of paragraph 3. From the teacher's viewpoint, visual expressions such as pictures can successfully convey the main idea of the article, and they can also offer an important clue for students to predict the content of the paragraph. Interpreting pictures can cultivate students' ability of observation, reasoning and questioning. Therefore, pictures can help students understand the author's writing thoughts and speculate the author's writing attitude from a macro perspective.

Apart from identifying the paragraph from a macro perspective, students should move on to detailed reading. They should use their own words to describe the features of the paragraph or summarize points of view. By giving students enough time to read, teachers can guide students to find out the corresponding supporting details and encourage students to find relevant content in reading to support their answers. In this process, students are required to make informed analyses and judgments of textual information, thereby reinforcing the rigour and accuracy of thinking.

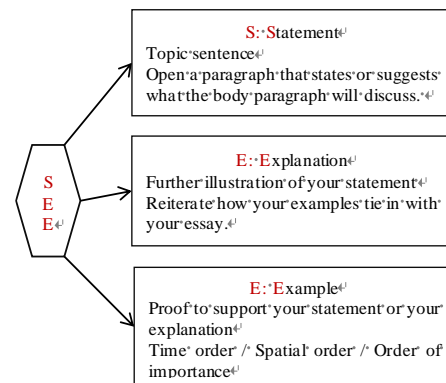
Concentrating on paragraph 3 of text A in Unit 1, the teacher asks students to identify the structural features of this paragraph. Based on this question, students believe that this paragraph can be divided into only two parts. In line with students' reactions, the teacher continues to inquire through the questions: "How do you know that? What are the supporting details?" Most students believe that the first part is the topic sentence and the second part is the examples provided. It is obvious that students have missed the sentence "Both faced immense obstacle and immense criticism." Having recognized students' problems, the teacher asks students to work collaboratively to explore the functions of the sentence.

At this stage, asking students to find supporting details according to the main idea of a paragraph can not only help students interpret the content but also enhance their ability to analyze, sift and process textual clues. Moreover, these activities guide students to defect from the initial stage of cognition to the more advanced stage. In other words, these activities prompt students to be aware that they should utilize abundant evidence to back up their opinions.

Step 3: Explanation

Functioning as the third step in the "5E" teaching circle, in this stage the teacher carefully interprets the text language and writing features with students. Enabling students to perceive and understand language and structure is the prerequisite for students to effectively output (Jogan, 2019). This process of explaining allows students to re-examine their own understanding in the "exploration" part so as to deepen their recognition with the help of teachers and other sources of information (Jogan, 2019). Under this principle, in this stage, the teacher uses a mindmap to clearly show the structure of

the "SEE" writing model that includes "statement", "explanation", and "example" sequentially. After that, the teacher explains the constitution of each paragraph. This process also lays a solid foundation for the section on essay revision. The mindmap is shown as follows.



Step 4: Elaboration

In this step, the teacher will first show students an evaluation form and ask students to use the evaluation form and the "SEE" writing model to revise their previous writing assignment submitted on the online learning platform in the previous lesson.

| Criteria | Excellent | Very Good | Good | Poor | Very Poor |
|--|-----------|-----------|------|------|-----------|
| Good overall structure | 5 | 4 | 3 | 2 | 1 |
| Effectively order ideas | 5 | 4 | 3 | 2 | 1 |
| Introduction & Conclusion focus clearly on the main point | 5 | 4 | 3 | 2 | 1 |
| Transitions used | 5 | 4 | 3 | 2 | 1 |
| Major ideas/Topics received enough attention and explanation | 5 | 4 | 3 | 2 | 1 |
| Persuasive supporting material | 5 | 4 | 3 | 2 | 1 |
| Varied sentences & Words | 5 | 4 | 3 | 2 | 1 |
| Grammar & Spelling | 5 | 4 | 3 | 2 | 1 |

During this period, the teacher walks around the class and checks students' progress. After revision, students should upload their edited work onto the online learning platform again. Based on these activities, it is reasonable to argue that the teacher has created a similar situation in the reading passage so that students can employ the knowledge that they have just learnt in the previous stage. In other words, this step can encourage students to go beyond the original text and achieve the level of transferring and creating norms for learning activities proposed by the *Senior High School English Curriculum Standard* (Ma, 2021). Therefore, students can develop a better comprehension of the new knowledge by using it in a similar situation. Furthermore, students can cope with similar problems better in the future.

Step 5: Evaluation

In the evaluation stage, it can be classified into four categories that include self-evaluation, students' peer-evaluation, teacher-student evaluation and computer-assisted evaluation. It is constructed on interpreting, analyzing, reasoning and judging the reliability of factual information and the rationality of the viewpoint in the article. It is also a manifestation of the mature development of critical thinking (Seçer & Yücel-Toy, 2020). Hence, in this stage, students are

first required to identify details that support the author's point of view, but also be able to judge whether these details fully support the author's point of view. At the same time, teachers can also set assessment questions to make students fully and deeply understand their work. The assessment questions are as follows:

- (1) *Is the content in line with the text title?*
- (2) *Does the author follow the "SEE" writing pattern? Does the author provide sufficient examples to support his argument?*
- (3) *What is the writing purpose of this essay?*
- (4) *How do you think of this essay? If you are given a further chance, how would you improve this article?*

After peer-evaluation, the teacher will randomly choose one of the student's works to give a comment on it.

Based on these assessment questions, it can be said that they move from a superficial level to a deeper level, forming a holistic and comprehensive level. Students have more chance to express their own ideas. Therefore, these activities are conducive to achieving the goal of prompting students' critical thinking ability in English subject core competencies.

Step 6: Summary and homework

Students should review what they have learned in this lesson and make a further revision of their work on the online learning platform. In addition, they should continue to browse the rest paragraphs of text A in Unit 1 to check that whether the rest paragraphs also align with the "SEE" writing model.

Based on these activities, the purpose is to help students consolidate their understanding of the "SEE" writing model, expanding the width and depth of their reading.

5. Conclusion

This essay successfully explores the effectiveness of the "5E" writing model in the application of college English writing teaching. After this class, the teacher realizes that it is essential to strengthen the importance of writing output. Writing, as a way of language output, can reflect students' comprehensive ability to use language. For students, after accumulating certain input from reading the text, they should be proactive, planned, conscious, and timely to use what they have learned in practical essay writing so as to consolidate practice and deepen understanding and memory. For teachers, more attention should be paid to cultivating students' output consciousness and the ability to combine reading and writing, and encourage students to express their ideas boldly. By designing interesting classroom activities, teachers endeavour to stimulate students' desire for expression, so that students fall in love with writing in a relaxed and pleasant classroom environment.

In addition, teachers should reinforce the rationality of teaching design. According to actual observation, because of the limited class time, teachers often reduce the time spent on writing and teaching. Therefore, the author suggests that teachers should make reasonable teaching plans and set aside enough time for writing classes so that students can have time

to practice. Secondly, under the general requirements of exam-oriented education, many innovative teaching methods may only exist in formal classes. They are not widely used in regular teaching. Teachers should have a sense of innovation and boldly try to use a variety of teaching methods in regular classes. They should not blindly stick to talking about language knowledge points, sentence translation and model essay recitation.

Secondly, during the preparation of the lesson, teachers must pay attention to selecting reading input materials that cater to students' current level of knowledge accumulation. If the text is too difficult and has too many new words, students will have a fear of difficulty in reading, thereby wiping out their interest in reading. If the text chosen is too simple, it will also not stimulate the desire of students to read. Teachers should choose articles related to the topic of writing, which can inspire students to think and have references.

Finally, regarding writing evaluation activities, it is suggested that teachers can correct grammar mistakes and find out the merits embodied in essay writing for top students, while for average and poor students, they should correct their grammar mistakes appropriately. If all the mistakes in the whole essay are pointed out to them, the students will feel discouraged. Therefore, it is recommended to find more significant progress in their essay writing by sketching out more bright words and sentences and giving positive feedback.

Finally, teachers should strengthen the continuity and systematicness of writing teaching. In addition, the improvement of English writing ability is not a matter of overnight, students need to go through a lot of systematic and continuous training. Therefore, when teaching English writing, teachers should make long-term plans before the beginning of the semester, paying attention to the rationality of writing teaching arrangements in a bid to help students develop their writing ability in the long run.

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