

## *Original Paper*

# A Study on the Promoting Mechanism of Collaborative Continuing Writing Teaching for Primary School Students' Language Development

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### ***Abstract***

*In today's language education field, the cultivation of elementary school students' writing ability has always attracted much attention. As a teaching mode with strong practicability, strong collaborative writing teaching promotes students' language development in an all-round way, and it has a wide application prospect and promotion value in primary school writing teaching. The purpose of this paper is to discuss the promotion mechanism of strong collaborative writing teaching on primary school students' language development. The facilitating mechanism of strong collaborative renewal assignment teaching on primary school students' language development involves such factors as selective attention, language frequency, contextual comprehension and utilization, proximity of extraction time, language initiation, and language synergy, which not only affect students' performance in the collaborative renewal task, but also are directly related to their linguistic competence and cognitive process.*

### ***Keywords***

*Teaching Writing, Strong Collaborative Continuity, Language Development, Facilitating Mechanisms*

In the field of language education in elementary school today, the language development of elementary school students has always attracted much attention. With the updating of educational concepts and the innovation of teaching methods, more and more language teachers have begun to explore how to teach composition more effectively and promote the language development of primary school students. In this context, the theory of strong synergistic sequencing emerged and gradually showed its unique charm and value in the practice of assignment teaching. The purpose of this paper is to discuss the theory of strong synergistic writing and analyze its mechanism of promoting the language development of primary school students.

### **1. Strong Synergy Renewal Theory**

Based on the research results of conversation psychology, Pickering and Garrod (2004; 2018) pointed out that synergy is a natural property of interaction, and speakers tend to reuse each other's language, i.e., constantly engaging in linguistic synergy, which makes interactive conversations smooth and easy. Specifically, linguistic synergy is the convergence of linguistic forms in the interactive process, which occurs at various levels such as vocabulary, syntax, discourse, etc. Synergy with high-quality linguistic forms is conducive to triggering the learning effect and facilitating the development of learners' ability to use language. Language synergy is related to language form, which is an important criterion for measuring language use competence, thus language synergy provides a new perspective for interactive learning. Nishino and Atkinson (2015) explored the process of collaborative writing through a multimodal interaction analysis, verifying the social cognitive basis of language synergy and the importance of language synergy for interaction. The improvement of language use competence cannot be a simple mechanical repetition or memorization of language, but must be reached in interaction driven by endogenous expressive motivation.

A typical written synergy task is the strong continuation task, which is a vehicle for the combination of creation and imitation, comprehension and output, and learning and application. Strong synergy continuation, as a vehicle for the close combination of imitation and endogenous expressive dynamics, is not an effective way to enhance the students' ability to work on their writing, and the specific form of this is to erase the end of a reading, so that the students can read the truncated portion, and, on the basis of comprehension Continuing to write, make up the content. When students continue to write, accompanied by the context constructed in the previous text, accompanied by language imitation samples, accompanied by the basis of content innovation; students in the strong endogenous expression of the driving force of the students will be sure to familiarize themselves with the previous text, the organic fusion of creation and imitation, so that the previous reading and the subsequent strong synergies, novel content, language coherence and fluency. The theory of strong synergistic continuation holds that text creation is not an isolated process, but a continuous development process. In this process, the writer develops and enriches the content and meaning of the text further by continuing the theme, content, or style of the previous text. This continuation can take place within the same text or across

multiple works or multiple authors.

The theory of strong collaborative continuation, as a revolutionary pedagogical model, is increasingly gaining widespread attention within the field of education. The core idea of this theory is that writing is not a purely individual activity, but rather a process that requires close collaboration and interaction among teachers, students, and peers to promote the development of writing skills. In the Strong Collaborative Continuum model, the collaborative spirit of brainstorming and mutual inspiration is emphasized to make writing a creative and dynamic crystallization of collective wisdom. Teachers and students will no longer be the professors and passive recipients in traditional teaching, but partners who participate in writing activities together.

## **2. An Analysis of the Mechanism of Promoting Language Development of Primary School Students by Teaching Strong Collaborative Renewal Writing Assignments**

The mechanism of facilitating language development of primary school students by teaching strong collaborative renewal writing assignments involves several key factors that not only affect students' performance in collaborative renewal tasks, but also directly correlate with their linguistic competence and cognitive processes, which will be analyzed in the following six aspects: selective attention, linguistic frequency, contextual comprehension and use, proximity of extraction time, linguistic initiation, and linguistic synergy.

### *2.1 Selective Attention*

Selective attention refers to the students' targeted attention and processing of key information in the text according to the purpose and requirements of the assignment after receiving the collaborative renewal task in the assignment teaching activity. Selective attention enables students to gain a deeper understanding of the coherence and logic of language, which can help them understand context and information coherence and enhance sensitivity to language structure. For example, in the activity "Mr. Carrot's Long Beard", students need to familiarize themselves with and understand the content of the previous text, and at the same time notice what else will happen to Mr. Carrot, how can they continue and develop the plot or argument in the story, and imagine a logical continuation of the story, which is not only the basis of language comprehension, but also the key to language expression. By practicing selective attention for many times, students gradually improve their language sense and can quickly recognize and correct mistakes and inappropriate language expressions, thus improving their language development skills.

### *2.2 Language Frequency*

Language frequency refers to the number of times students practice and apply language in a continuation writing task. Strong synergistic renewal writing assignment teaching requires students to repeatedly practice and improve their language expression, and this frequent language practice contributes significantly to language development. Firstly, it deepens students' familiarity with language structures, helps them gradually build up a personalized sense of language and language

model through language practice activities, and improves their fluency and accuracy in language use; secondly, it strengthens their ability to memorize and apply language. Through repeated practice of writing exercises, students can store the language knowledge and skills they have learned in their memory, and then accurately apply the language in practice when they need to. Through repeated practice, students can store the language knowledge and skills they have learned in their memory and apply them accurately when they need them, thus making repeated rewriting promote language development.

### *2.3 Contextual Understanding and Utilization*

Language learning must be based on context, and the context in collaborative composition teaching refers to the specific textual situation or textual background in which the students are engaged in the composition task, through which students can gain a deeper understanding of the textual language and establish their own language model in the composition task. Therefore, in strong collaborative renewal, students need to continue to develop the storyline or discuss ideas based on the content of the previous text and the set context, and by understanding the specific context, students are able to more accurately choose and use appropriate language expressions. This includes not only the choice of grammatical structures and vocabulary, but also adjustments in language style and stylistics to match the needs of a particular writing situation. Contextual comprehension helps students to combine their knowledge of assignments with actual situations so as to better understand and use language. For example, when continuing the text *The Poor*, students need to combine the details and background information in the context of the text, to speculate on the characters and emotions of the main characters, Sanna and the fisherman, and to ensure coherence and accuracy of expression by describing specific scenes or events.

### *2.4 Extracting Temporal Proximity*

The proximity of extraction time refers to how students can extract and use the language knowledge they have learned in a timely manner in the sequel task. It involves students' ability to quickly recognize linguistic structures and information, and to make effective use of language at the right time. This factor has a significant impact on the development of language proficiency, as demonstrated by the ability to memorize and transfer language, and accelerate language proficiency. Students can deepen their memory of language structures and expressions by extracting language knowledge in near real-time collaborative sequencing, and this immediate extraction training helps to strengthen students' language transfer ability, enabling them to use the language skills they have learned more flexibly in different contexts. Timely language extraction and utilization not only help students to improve the fluency and accuracy of their expressions in the sequential writing task, but also promote the rapid development of their overall language ability, enable them to adapt to different language needs more quickly, and gradually improve their language coping ability and self-confidence in expression.

### *2.5 Language Initiation*

Language initiation refers to how students initiate and maintain active participation and motivation in a renewal task, which directly affects their performance and learning outcomes in the task. In strong

collaborative renewal writing, the importance of initiation is reflected in stimulating interest in the assignment, guiding the focus of the assignment, and building motivation for the assignment. The initiation stage of the renewal task is the key to stimulating students' interest in writing. By designing a beginning that is interesting to children or by providing relevant background information about the text, teachers can help students build up a positive attitude and commitment to the renewal task. The guided focus of the assignment during the initiation process helps students to clarify the goals and themes of the continuation writing, so that they can focus their attention and stay on the core content of the task. It can prevent students from feeling confused at the beginning of the task and enable them to enter the learning state more quickly. Through the positive initiation design, students are able to build up self-driven motivation for writing, and this motivation enables them to maintain a lasting interest in writing during the task, which promotes the progress of language expression and creative thinking.

### *2.6 Language Synergy*

Language synergy in Strong Synergy Continued emphasizes how students can effectively integrate prior knowledge and new learning, as well as how they can collaborate with peers or the teacher to maximize learning outcomes. Language synergy promotes knowledge integration and transformation; students are able to integrate their previously learned language knowledge with new writing tasks through synergy, and this integration helps students deepen their understanding of language structures and expressions. Language synergy promotes reflection and learning adjustment, because synergy is not only about cooperation, but also includes the process of sharing and discussing the writing results between students and group members. Through communicating with peers, students can obtain feedback and suggestions, and then adjust and improve their writing to enhance the quality and depth of language expression. Language synergy enhances the social nature of learning and promotes students' learning experiences in groups, enabling them to learn from others' experiences and insights and apply them to their own writing practices, and this social learning helps to expand students' thinking and enhance their teamwork and communication skills.

To summarize, the mechanism of promoting language development of primary school students by strong collaborative renewal tasks involves several factors, which not only affect their performance in renewal tasks, but are also directly related to their language abilities and cognitive processes. Strong synergistic renewal assignment teaching promotes the development of primary school students' language ability in an all-round way, so this teaching mode has a wide application prospect and popularization value in primary school composition teaching.

## **3. Concluding Remarks**

To summarize, the mechanism of the promotion of primary school students' language development by strong collaborative sequential writing tasks involves several factors, which not only affect their performance in sequential writing tasks, but are also directly related to their language ability and cognitive processes. Strong synergistic renewal assignment teaching promotes the development of

primary school students' language ability in an all-round way, so this teaching mode has a wide application prospect and popularization value in primary school composition teaching.

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