

Analysis of the Application of Scaffolding Instruction Model to English Writing Teaching in Junior Middle School

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Abstract

English writing is a manifestation of the comprehensive English ability of junior high school students, and it is also one of the skill requirements of listening, speaking, reading and writing in the new curriculum standard. However, the current situation of junior high school students' writing is not optimistic, and teachers do not pay enough attention to writing teaching. At present, many experts, scholars and teachers have begun to pay attention to writing teaching, and have explored the application of many instruction models in writing teaching. Among them, the scaffolding instruction model is a very effective instruction model. This model is based on constructivism, combined with Vygotsky's "Zone of Proximal Development" theory, emphasizes the use of students' subjectivity, promotes students' self-knowledge construction and meaningful active learning, and improves students' English writing skills. This article mainly discusses the current situation of junior high school English writing teaching, combined with the scaffolding instruction model, and proposes some teaching strategies for junior high school English writing teaching for the reference of teachers.

Keywords

Scaffolding Instruction Model; English Writing Teaching; Junior Middle School.

1. Introduction

Writing ability is a student's ability to use knowledge comprehensively, and it is also one of the bases for measuring a student's language level. Moreover, in recent years, the proportion of junior high school English writing in the examination has also increased, and writing subjects have begun to diversify, requiring a comprehensive examination of students' writing ability. Junior high school English teachers can also realize the importance of writing, but there is still a lack of effective writing teaching methods. Many teachers only ask students to memorize model essays and templates, which leads to the phenomenon of uniformity in student composition. The scaffolding instruction model emphasizes that teachers build "scaffolding" for students, that is, teachers provide students with corresponding background materials and structural guidance based on students' current knowledge level and combined with teaching themes, so that students can construct knowledge independently. This instruction model can effectively help students to actively sort out the subject background, collect writing materials, integrate relevant vocabulary and syntax, and complete writing tasks autonomously.

2. Definition of Scaffolding Instruction Model

The term "scaffolding" was originally used in the construction industry as an auxiliary tool for construction workers to carry out construction. It is also called "scaffolding". Vygotsky first introduced the concept of "scaffolding" to psychological theory, and compared "scaffolding" to support that assists students in improving their cognitive level during the learning process. The scaffolding instruction model includes the teaching steps of "determine the level of students",

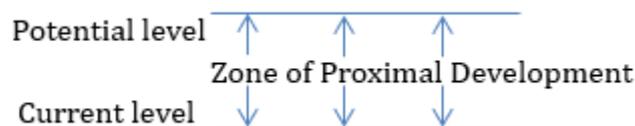
“build scaffolding”, “enter the situation”, “independent exploration”, “collaborative learning” and “effect evaluation”. This instruction model emphasizes the auxiliary role of teachers in the learning process of students. Teachers provide appropriate support and prompts during learning to give more play to students’ autonomy.

3. The Theoretical Basis of Scaffolding Instruction Model

Constructivism theory and Zone of Proximal Development theory are the two theoretical foundations of scaffolding instruction model.

Constructivist theory believes that students’ learning is the adaptation and assimilation between old experience and new knowledge. Through learning, students continue to expand schemas, adjust the original cognitive structure, adapt to the formation of new knowledge, and achieve a balance of cognitive structure. The teacher is not the absolute knowledge imparter in the teaching process, but the student’s “guide” and instructor. The student is the real information processor and the main character of constructing the language.

The Zone of Proximal Development refers to the area between the learner’s current learning level and the potential development level that may be achieved through certain guidance and assistance. The Zone of Proximal Development can be applied to all aspects of learning. Teachers should have a clear understanding of the development level of students, and provide students with effective support and guidance, so that students can maximize their potential. The recent development area can be represented as follows:



4. The Current Situation of English Writing Teaching in Junior Middle School

First of all, compared with the teaching of vocabulary and grammar, the teaching of English writing in junior high schools has not received much attention. Due to the pressure of entrance examinations, many teachers spend a lot of time on vocabulary practice and reading exercises, but they spend very little time in writing teaching. Many just give students model essays or templates for students to imitate, but the effect is not obvious, and the writing score is not very optimistic.

Secondly, some teachers only explain the main points of the language and do not pay attention to the participation of students in writing activities. Writing teaching is a process of output. It is a process to express their thoughts and opinions with the knowledge and experience learned by students, rather than stacking up template sentences. While teaching writing, many teachers do not introduce topics more specifically, only directly give key sentence patterns or directly explain sample essays, and students’ writing skills have not been cultivated.

Thirdly, teachers do not pay attention to the cultivation of students’ divergent thinking. In the writing class, the teacher focuses on the explanation and expression of words, rather than instructing students on how to search for relevant writing materials and how to organize them. This kind of teaching method will make students have no materials to support their opinions when they are writing.

Finally, the writing evaluation method is too single. Teachers basically evaluate students’ writing level by correcting students’ vocabulary and grammatical errors. They cannot give students some effective guidance on how to avoid these errors, nor do they guide students on

how to deal with the structure of the text. If students' writing cannot get effective feedback from teachers, they will not get substantial improvement.

Many students are afraid of difficulties in English writing. It should be the focus of teachers' attention in writing teaching about how to improve students' interest in writing, enhance students' sense of self-efficacy, and let students truly participate in writing.

5. The Application of Scaffolding Instruction Model to English Writing Teaching in Junior High School

Generally speaking, students are not exposed to formal writing teaching at the elementary school level. Using the scaffolding instruction model at the junior high school level can help students build "scaffolding" and improve their writing interest and writing ability. Applying the scaffolding instruction model to junior high school English writing requires teachers to play a guiding role and allow students to participate in writing activities.

5.1. Clarify the Role of Teachers

In scaffolding writing teaching, the role of the teacher has changed from the original leader to guide and coordinator, but this does not mean that the teacher's role is reduced in the entire teaching activity. On the contrary, scaffolding writing teaching has an impact on the teacher's teaching ability and knowledge level and the sense of responsibility has higher requirements.

On the one hand, teachers should continue to learn professional theoretical knowledge, conduct training in organizing teaching activities, and strive to improve their professional quality. Due to students' different knowledge bases and limited learning ability, in the process of English writing teaching, there are often mistakes such as incorrect spelling of words or grammar, and sometimes even some directional errors such as content conception and design. At this time, teachers should correctly examine students with a tolerant attitude, and actively encourage students to boldly and actively stimulate their existing knowledge and experience, and to construct corresponding learning strategies in a targeted manner.

On the other hand, teachers need to participate in the active learning of students as scaffold builders and assistants in each specific teaching link, to establish teachers' prestige among students and ensure that students become the masters of writing learning.

5.2. Grasp the "Zone of Proximal Development" Accurately

Accurately positioning the students' "Zone of Proximal Development" is a prerequisite for building an effective scaffold. Teachers need to have a clear understanding of the students, and accurately grasp the relationship between the students' current writing level and the potential development level to be achieved according to the students' physical and mental development characteristics, as well as the students' current knowledge level, language ability, experience and interests. Teachers should build a reasonable learning scaffold in an appropriate form, and make timely adjustments according to the actual situation, to ensure that students keep learning in the "Zone of Proximal Development", and maximize the role of scaffolding, so that students can complete learning tasks efficiently and achieve the learning goal.

5.3. Arrange the Construction of the Scaffolds Reasonably

Reasonable construction of scaffolds is the key to the success of scaffolding teaching. The construction of scaffolds is actually to increase students' intelligible language input, and it is a ladder to help students climb from the "current development level" to the "potential development level". Teachers set up different learning scaffolds in different links of scaffolding writing teaching according to the cognitive laws of students, guiding students to learn from the shallower to the deeper, step by step, so that the students' learning gets better. When encountering more difficult and more complex writing tasks, teachers should build multiple

scaffolds for students from different angles, and make timely adjustments according to the actual situation of writing teaching to ensure that scaffolds can play an important role in the entire learning process of students.

5.4. Learner-centeredness

Group collaborative learning is a process in which students build scaffolds and learn from each other. It is a very important form of learning in scaffolding teaching, and it is also the most commonly used form in this model. Before the start of group collaborative learning, teachers should fully understand the learning level of students, and organize reasonable groupings, and try to ensure that the levels of the groups are equal. Reasonably arrange learning tasks so that students can participate in the discussion purposefully and actively. In the process of writing learning, teachers should be learner-centered, and highlight the subjectivity of students, and encourage students to express their own opinions freely. But teachers should also pay attention to play our own regulatory role. Teachers should always pay attention to discussion of the students in the learning situation, in order to control the discussion time, maintain an orderly discussion, and give timely and appropriate guidance to the students in need. At the end of collaborative learning, the teacher should let the students summarize the results of the group discussion, learn from each other's strengths, and provide timely feedback to teachers. According to the feedback from the students, the teacher will carry out the next step of writing teaching.

5.5. Diversified Evaluation Methods

Effectiveness evaluation is a very important part of writing teaching. Scaffolding writing teaching pays attention to the evaluation of students in many aspects, and pays more attention to the development and changes in the learning process. This model put forward higher requirements for teacher evaluation, requiring teachers to adopt a combination of oral evaluation and written evaluation, and a combination of positive evaluation and negative evaluation. Scaffolding teaching advocates that students are not only the subject of learning, but also the subject of evaluation. It adopts a diversified evaluation mechanism that combines student self-evaluation, group evaluation and teacher evaluation, which can fully mobilize students' enthusiasm for learning, stimulate students' sense of competition, and encourage students to write to achieve good teaching results.

6. Conclusion

The importance of English writing teaching is self-evident. Junior high school is the stage when students formally start to be exposed to writing. The teaching of English writing in junior high school is very important to the cultivation of students' writing ability. Scaffolding writing teaching not only helps to reduce students' writing anxiety and stimulate writing interest, but also helps to cultivate students' learning ability and improve their English writing skills. Teaching is not done overnight. Teachers can only help students complete the "building" of their writing ability by guiding students according to their original writing skills and giving them a support. Of course, any teaching mode requires reasonable and orderly arrangement and design. The scaffolding teaching model can only exert its good effect when the teacher uses it correctly.

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