

Application of Scaffolding Model in English Writing Teaching in Junior Middle School

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Abstract: With the deepening of the new curriculum reform, China's education is also booming. In the junior middle school education system, English is one of the most important subjects. English learning at this stage has a great impact on students in the future. As an important and difficult point in English learning, writing not only tests students' learning ability, but also poses a great challenge to teachers' teaching methods. In recent years, scaffolding model has been widely used in junior middle school English writing teaching. This teaching model can build a bridge for students' autonomous learning and effectively improve students' English writing ability.

Keywords: Stent mode; Junior high school English; Writing Teaching

1. Overview of the stand mode

1.1 The theoretical basis of the scaffolding teaching model

In the middle and late 20th century, ^[1]the psychologist Piaget proposed “constructivism”, after which teaching and psychologists such as Vygotsky, Bruner, Ausubel and so on expanded and extended their theory from different aspects ^[2]. Constructivism theory advocates that students actively construct the learning content, and the learning process is particularly important. In order to accelerate the understanding of knowledge, students can process and form diagrams of cognitive objects with the help of teachers and peers.

The scaffolding teaching mode explored in this paper is based on the theory of “constructivism” and also based on Vygotsky's “zone of proximal development” theory. Vygotsky believes that the development of a child at any time is determined by the “zone of proximal development”, which is the range between two levels: one is the child's existing development level, which is expressed by the child's ability to independently complete Task; the level that children can potentially reach, manifested as being unable to complete tasks independently, requiring the help of adults or the cooperation of peers. The “zone of proximal development” exists between the child's “competent and incompetent”, “known and unknown”. Therefore, in order to cross the “zone of proximal development”, it is necessary to use the “bracket” provided by the teacher to complete the assigned tasks,

1.2 The connotation of scaffolding teaching mode

The scaffolding teaching model has been widely used in the field of education and teaching. It is a way for learners to construct a conceptual framework for knowledge. The construction of a conceptual framework can help learners decompose the difficulty of learning objects and improve their cognitive level. Here, the “bracket” is used as an image metaphor, which allows teachers and students to easily understand the relationship and importance of teaching and learning in the “zone of proximal development”. Teachers' teaching is built on the basis of existing cognition, and then builds a scaffold in the “zone of proximal development” according to the cognitive level of students to help students understand and complete tasks. Students' learning is also based on their own cognitive level, and then they can improve their own cognitive level according to the complete conceptual framework built by teachers. This process requires the active teaching and tacit cooperation of both teachers and students. It uses the scaffolding model to internalize and transform external knowledge into a tool for conscious control. Although it cannot reduce the difficulty of learning, it can improve the efficiency of students' learning to a certain extent.

2. Problems and current situation in the teaching of English writing in junior high schools

In junior high school English writing teaching, great attention is paid to the cultivation of writing ability. English learning in middle school is based on English learning in junior high school, so it is very important to develop good study habits in junior high school. English writing is a difficult point in English learning. If students want to master excellent writing ability, they must accumulate a large number of words and grammar, and they also need to cultivate the ability to feel the context. This is a comprehensive ability to use English. But at present, the English writing level of the vast majority of students is not ideal, and the phenomenon of lack of vocabulary and misuse of grammar occurs frequently. Due to the lack of good English foundation in primary school, and little contact with English reading, writing is even more difficult in junior high school, where the difficulty span is relatively large. In addition, the lack of teachers' teaching methods will also affect the cultivation of students' English writing ability.

2.1 Teachers do not pay enough attention to the development of writing teaching

Listening, speaking, reading and writing are the first essentials of English learning, but many teachers neglect the two aspects of speaking and writing, and pay too much attention to listening and reading in textbooks. In the current stage of English teaching in junior high schools, vocabulary accumulation and grammar learning are the two major difficulties faced by teachers and students. If there is no suitable learning method, these two difficulties will undoubtedly be a stumbling block for English learning for middle

school students with weak foundations. With the constraints of these two stumbling blocks, the cultivation of English writing ability is even more out of reach. Therefore, in the limited practical teaching, the proportion of writing ability training special courses is very small. Teachers lack the development of writing teaching, and only relying on sentence pattern practice in the classroom is far from improving students' writing ability. In the usual practice, it is more necessary to guide students to read English materials, encourage students to try writing more, and make students pay more attention to writing in order to improve their writing ability.

2.2 The teaching method of teachers is relatively simple

Teachers often teach their own writing ideas to students, and let students write according to their own ideas. However, this approach will put students in a passive learning position, limit students' writing ideas, affect students' thinking divergence, and then imprison the improvement of English writing ability. In addition, the rigid teaching mode of teachers will also dampen students' enthusiasm for learning and cause resistance, which is not conducive to the development of English writing teaching.

3. The specific application of the bracket model in the teaching of English writing in junior high school

3.1 Determining the zone of proximal development

The student's zone of proximal development is the basis of "scaffold" teaching, and the remaining teaching links can only be carried out in the zone of proximal development to ensure the effectiveness of teaching. This requires teachers to prepare students before class. They can understand students' current level through mind maps, brainstorming, problem brackets, and pre-class preview, and then determine the nearest development zone according to the requirements of the curriculum standards and the actual situation of students. In the process of building the scaffolding model, the determination of the "zone of proximal development" is the foundation and an important link. If the "zone of proximal development" is incorrectly determined, it will affect the efficiency and learning progress of the entire classroom. For example, if students have basically mastered the proverbial expressions in writing in the previous study, teachers can conduct a brainstorming before the start of a new class and ask students what "A miss is as good as a mile." means. Meaning, let the students speak freely. Then, according to the students' answers, the new and old knowledge is connected, and after the "proximal development zone" of the students is clarified, a learning scaffold is built to lead the students to carry out a new round of knowledge learning.

4. The significance of the scaffolding model in the teaching of English writing in junior high school

Scaffolding teaching plays an important role in junior high school English writing teaching. On the one hand, it enables students to start paying attention to the mastery and application of their own knowledge, and to clarify the method and logic of writing, so as to break free from the shackles of directional thinking. On the other hand, it can also guide students to conduct independent learning and development, and master the initiative of learning in order to acquire more English writing skills. In traditional classroom teaching, students' English writing is often limited to discussions between students and teachers. There is no communication between teachers and students, students and students, and it is difficult to expand their knowledge breadth. Scaffolding teaching can help students to write and express their independent ideas, and the complete knowledge structure makes everyone clear at a glance. Therefore, scaffolding teaching is of great significance in junior high school English writing teaching.

5. Conclusion

To sum up, in the learning of English in junior high school, various subjective and objective factors hinder the development of writing class, and not paying attention to writing will only lead to the situation of low English writing ability of students. To this end, teachers need to adopt appropriate teaching methods to provide reasonable guidance to students, so as to stimulate students' writing thinking as much as possible. The scaffolding teaching mode has played a great role in cultivating students' autonomous learning ability and enhancing their interest in learning. Long-term use can help improve students' comprehensive quality. Therefore, in the future teaching, teachers should change the previous single teaching mode, innovate teaching concepts and teaching methods, and maximize the advantages of the scaffolding teaching mode.

References:

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