

The Application Of Methodology Of Scaffolding Based On Zone Of Proximal Development In Language Teaching

Meng Si

Jining Medical University, Jinan, 272000, Shandong, China

Keywords: Theory Of Zone Of Proximal Development(ZPD), Scaffolding Structure, Language Teaching, Interactive Learning Method

Abstract: Vygotsky's theory of zone of proximal development holds that development of individuals includes both the development at the present level and the potential development. Educators should be equipped with the educational concepts suitable for individual development. The methodology of scaffolding in teaching can help teachers effectively cultivate independent learning ability of students according to their aptitude, as a result, a relaxed and comfortable learning environment can be created for students, and then the transition from existing level to potential development of will be soundly promoted. [1-2]This paper discusses the application of scaffolding structure and theory of zone of proximal development in English teaching.

1. The Significance and Meaning of Scaffolding Based Teaching

1.1 Vygotsky's Sociocultural Theory

Vygotsky's learning theory on sociocultural theory emphasizes that human intelligence derives from our society or culture and the cognitive development of individuals is initially realized through interpersonal interaction (between people and social environment), rather than through internal process (internalization process).The subject nature of medicine exerts a certain influence on the rational thinking of students in medical major, as well as the language learning. The theory of Zone of proximal development(ZPD) is a integral part of Vygotsky's theory of sociocultural learning. The cognitive development potential of medical students is, to some extent, limited by the zone of proximal development (ZPD).There is a certain correlation between the mind map used by teachers and the subject map frequently adopted by medical students. The students are instructed and guided to construct the behavioral areas that can be reached with the help of the mind map and is conducive for the students to understand the words. According to the view of Vygotsky, interaction among peers, scaffolding methodology and modeling are important for students in cognitive development and knowledge acquisition and learning ability.

1.2 Review of Methodology of Scaffolding in Teaching

The learning process of language is a process of independent construction by learners, in which adjustment and intervention are conducted by teachers according to the needs of students and abilities. When suitable scaffolds are constructed by teachers, what the students need to do is to consolidate the scaffolds. In absorbing information and converting it to new structures, students construct and consolidate the existing scaffolds. Eventually, teachers will remove the scaffolding. In the final stage, students can study independently, determine their learning objectives and choose learning methods to solve problems independently

1.2.1. Characteristics of Methodology of Scaffolding

For teachers, the scaffolding methodology in teaching is not used to only provide students with learning assistance in language teaching, but also help students successfully complete the whole

learning process and complete the teaching tasks through various teaching methods. Teaching plan and courseware should be made by teachers according to different language backgrounds of students and teachers should arrange in-class activities, and change the teaching strategies with the enhancement of students' learning ability so that students can enter the next stage of learning tasks according to their own independent learning mode. Bruner believed that scaffolding can help students reach their learning goals. Effective scaffolding includes demonstrations by teachers, guidance, intervention, evaluation and other forms. In the teaching process, teachers will adjust the scaffolding timely according to the different levels of students. [3-6]Therefore, the scaffolding methodology in teaching is an important theory commonly used by teachers in their teaching process. When students gradually improve the existing learning level and form a self-learning system, the role of scaffolding will be weakened and eventually disappear.

Scaffolding only plays an auxiliary role in the learning process of students, and teachers only play the roles of "consultants" and "promoters". The progress made by the students is the result of their own efforts and assistance of teachers. Another role of scaffolding is to help students cross the zone of proximal development and continuously improve their current level so as to complete their learning goals and tasks. In this process, the habit of thinking and exploring problems independently will be developed by students with the help of the scaffolding provided by teachers, and finally the independent learning and self-monitoring system will be established in forms of examination and solving practical problems.

1.2.2. Application of Scaffolding in Interactive Teaching

Interactive teaching is a teaching method based on the theory of zone of proximal development. The scaffolding in teaching provided by teachers is conducive for students to complete the construction of their own knowledge. In this process, the learning content should be designed by teachers and the students are the protagonists in the activity, which promotes the role exchange between the students and the teachers so that the students are capable to construct the independent learning system. The self-restraint learning mechanism can be formed after gradual internalization and independent thinking of students. The interactive teaching method proposed by Brown (1989) reflects the application of scaffolding in teaching. The teachers consolidate the scaffolding so that the students have a clear target after the scaffolding is withdrawn from education. Interactive teaching emphasizes the transition from interpersonal interaction to independent learning with the purpose to strengthen the scaffolding by teachers to form the teaching strategy for students to improve the reading ability for self-monitoring.

Step 1: Construction of Scenario Scaffolding Assisted by Experience in Life-Warm up

The construction of scaffolding refers to the fact that teachers provide students with materials related to the teaching contents so that students can recall the life experience consistent with the learning contents. Cook G., a famous linguist, believed that "schema is the preexisting knowledge in human brain, and the activation of schema is conducive for learners to understand language". Schema theory illustrates the role of background knowledge in language acquisition and language understanding. Teachers should design familiar teaching scenarios in Warm-up to stimulate students' background knowledge, such as asking students about fast food in daily life and what kind of fast food is perilous to their health. As a result, students can recall the impact of diet on their lives and share their favorite fast food. The construction of scenario in teaching creates a pleasant learning atmosphere, which enables students to form a strong thirst for knowledge, and students will be engaged in the exploration of the knowledge learned. Finally, the interest of students grows quietly under the background of "preferred and familiar fast food".

A.FAST FOOD: Walk around the class and talk to other students about fast food. Change partners often. After you finish, sit with your partner(s) and share your findings.

B.CHAT: In pairs / groups, decide which of these words are most interesting and which are most boring. Why?

| MAIN DISHES | | SIDES | |
|-----------------------|--------|--------------------|--------|
| Hamburger | \$3.49 | French Fries SMALL | \$1.59 |
| Cheeseburger | \$3.99 | French Fries LARGE | \$1.99 |
| Super Burger | \$4.29 | | |
| Chicken Sandwich | \$3.59 | Drinks | |
| Fish Sandwich | \$2.99 | Soft Drink SMALL | \$0.99 |
| Chicken Pieces | \$3.30 | Soft Drink MEDIUM | \$1.19 |
| Grilled Chicken Salad | \$3.75 | Soft Drink LARGE | \$1.39 |
| Children's Meal | \$3.50 | Coffee | \$1.10 |
| | | Milk | \$0.99 |
| | | Dessert | |
| | | Frozen Yogurt | \$1.29 |

Figure 1: Burger King Ordering menu in the US

Have a chat about the topics you liked. Change topics and partners frequently.

While constructing the scaffolding, the teacher adopts an interesting short video and showed the commonly seen picture of fast food in the United States, so that the students could experience the fast food based life of the American people. Then students were required to share their feelings after reading and discussed "what kind of food belongs to junk food in fast food" and "why the junk food is sold out so quickly with immense popularity". Through intuitive videos, students can intuitively experience the learning contents and their interest in learning can be promoted. In this process, students enthusiastically participated in the topic, some schoolboys think that beef is more healthy than pork, while some schoolgirls believe that meat will make high blood lipid content, Although opinions vary, the opinions and contents expressed by students by recall of memory and practical cases are the topics to be presented in the classroom for teaching. In this way, by sharing students the interesting videos, teachers successfully create a relaxed learning environment and students are brought into the learning scenario.

Sep 2: In the Teaching Scenario

Teacher: Would you like to see the menu?

Student: Yes.

Teacher: here is the menu. Please take your order. What would you like to have?

Beer Sparking water Coffee Milk Youger fries Chicken soda hot dog

Burger

Student: A cup of coffee

T: Please think these questions: "What kind of food do you prefer? Why do you prefer such food? Have you made a reservation before you went to restaurant? What do you need to do when you finish eating?"

In this learning process, students are introduced to problems based learning scenario by the teachers, at the same time, students will assigned the tasks, such as to arrange students to have a discussion of their favorite food and what to do before going to a restaurant. Students are eager to put forward their own opinions and analyze the differences between Chinese and Western food. At the same time, the teachers should build a vocabulary scaffolding and explain the knowledge related to grammar in the text. For example, the teacher gives the following questions: Would you like sb. to do sth? Would you

like me to help you? Would you like sth? Would you like some milk? Would you like to do sth? Would you like to close the window? Would you do sth? (In light of the manner of speaking, the tone is shown with more direct manner)/ I would like to order...According to the questions raised by teachers, the students think about the difference between the sentences in precative mood. The teacher illustrates the grammar again. In this process, the new language and information is mastered, their vocabulary is expanded and the knowledge of grammar is correspondingly consolidated. Taking the vocabulary mentioned in this article as an example: order, reservation and so on , and teachers show the examples: take order , make reservation. The frequently used collocation will be explained by teachers such as the collocation of “order and take” means one has selected certain food; make reservation signifies that one has placed an order in advance. Therefore, students can understand the importance of the vocabulary in daily life for communication after the explain by teachers.

Step3: Building the scaffolding with difficulties and cultivate students' ability in independent exploration

Table 1: Design table of spoken support

| Dangers | Things | Would you like to eat? | Why (not)? |
|----------------|---------------|-------------------------------|-------------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

The teachers should build some scaffolding for students in language expression in a timely manner. For example, the teacher asks the students about the harm of junk food and the harm of fast food should not be the only factor to be taken into consideration by students and other factors in life affecting physical health should also be considered.[7-8]The students had a heated discussion in groups. Some students pointed out that Fried starch causes cardiovascular disease, which can also lead to high blood pressure and other diseases. In this process, teachers interact with students to help them complete classroom tasks and summarize ways to maintain physical and mental health together with students. Some students hold that people should have the spirit and perseverance to keep exercising and cultivate a regular life style for work and rest. Learners construct knowledge based on life experience, the knowledge is strengthened and consolidated through interaction among students. In this process, the initiator of knowledge becomes the assist-or of students in active construction of knowledge, thus laying an effective foundation for teachers to remove the scaffolding in the next stage. By completing the above table, students witness a great improvement in their thinking ability and their further learning ability is cultivated by teachers. The answers are integrated with the text to strengthen the scaffolding and improve the spirit of independent exploration.

Step 4: Removal of Scaffolding

The students enter on their discussion on the effects of fast food on health and make corresponding analysis. Learners give full play to their potential and accurately grasp the learning content, as a result, the learning task is completed. At the same time, some comments will be given by teachers such as the interaction between teachers and students has been accomplished. In the process of scaffolding removal, picture based information becomes an effective method in teaching before removing scaffold. For example, students are assigned to complete the form (figure) and to have oral expression of the results of the discussion, analyzing the causes of junk food and the criteria for food selection. It can be conducive for students in solving problems in learning in a intuitive and effective manner. The current learning condition, experience and interest of students can be mastered by teachers by Warm-up (pre-

class activities), which lays the foundation for building problems based scenarios. In the follow-up activities, the teaching activities are kept within the scope of zone of proximal development . Besides, the adjustments are conducted by means of materials, direct intervention (asking questions, explaining grammars, etc.) and engagement so that the students remain in the level of zone of proximal development, and the teacher does not interfere in the students' learning while assisting students in the learning process. Students explore their potential, fully understand the dangers of junk food, explore solutions and set shopping standards. In this process, teachers successfully removed the scaffolding, and students successfully crossed the zone of proximal development, the integration of the old knowledge and the new knowledge is achieved, which shows that the students can enter the next level of learning.

This paper expounds the application of the methodology of scaffolding in English teaching. Based on methodology of scaffolding, teachers should activate the classroom atmosphere and assist students in the sound transition from the zone of practical level to potential zone to be reached. The purpose of foreign language teaching is to help students equipped with strong capability in social communication. Sociocultural theory emphasizes the importance of interpersonal communication. As a guide, the teacher plays the role of scaffolding. Vygotsky believed that the learning initiative of students also depends on their different cultural backgrounds. Only with participation of the multidimensional evaluation system, can students get positive feedback that is beneficial for teachers to mobilize students' learning initiative, build the ability in observation and evaluation and tap the factors that are conducive to develop the potentials and restrict their ability. The standardization and formation of system knowledge is formed by the interaction between people and environment. In scaffolding teaching, the role of a teacher is for guidance and cooperation. A teacher must evaluate and appreciate the students. The evaluation means that the teacher should give positive feedback skillfully with the perspective of development, and at the same time, the students will be encouraged to be more confident and show their interest in knowledge. Appreciation refers to appreciation given by a teacher to students for their works, which adds radiance to their academic scores. [9-10] The teachers, as traditional indoctrinators, become the helpers and they are intimate friends of students. Behaviorism has been criticized in western countries. Students will be bored with learning as they are regarded as the empty bottle to be rigidly filled with knowledge. As advanced theories in teaching, the theory of zone of proximal development and the scaffolding methodology can provide enlightenment and help for English teaching in colleges and universities. Theory should combined with practice by teachers in teaching activities to meet the needs of students on each zone according to their aptitude.

Fund

Jinan Medical College Young Teachers Support Fund(JYFC2019RW008)

Reference

- [1] Zhang Xishan, Hong LAN. The practice and thinking of Scaffolding Teaching Method in oral English Teaching -- a case study of H1 Chinese in Singapore high school. Journal of Hunan First Normal University 2019 (01)
- [2] Yang Weiwei. Preliminary study on the application of "Hawk frame" theory in labor skill education [J]. Science education. 2006 (02)
- [3] Jiang renrong. Research on the application effect of improved PBL teaching method based on Scaffolding Theory in the teaching of introduction to Internet finance. Western quality education. 2019 (09)

- [4] Wang Lei. Scaffolding Teaching: an effective teaching interaction [J]. Journal of science and Education (last xunjian). 2007 (01)
- [5] Wang Haishan. Effective interaction between teaching and learning -- a brief analysis of Scaffolding Teaching [J]. Journal of Fujian Normal University (PHILOSOPHY AND SOCIAL SCIENCES). 2005 (01)
- [6] LV Yinyin. On the effective application of Scaffolding Teaching Method in the teaching of argumentative Chinese as a foreign language [D]. Henan Normal University, 2014
- [7] Zhang Xue. Intervention of story structure teaching of Scaffolding Strategy on oral narrative ability of children with learning disabilities [D]. Suzhou University, 2014
- [8] Wan Zhong. Research on kindergarten story teaching strategy based on scaffolding theory [D]. Sichuan Normal University, 2015
- [9] Lian aining. A study on the discourse structure of Chinese argumentative essays of foreign students based on rhetorical structure theory [D]. Northeast Normal University, 2011
- [10] LV JUANJUAN. On the effective application of classroom games as scaffolding in TCFL classroom teaching [D]. Shandong Normal University, 2012