

On the Application of Scaffolding Teaching in English Reading Teaching in Higher Vocational Colleges

Ling MEI

Jiangxi Vocational Technical College of Industry&Trade, Nanchang 330038, Jiangxi, China

lgh2ml@126.com

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Abstract: Driven by the deepening of modern education concept and the overall improvement of teaching level, the emergence of diversified teaching mode has greatly improved the overall quality of English teaching in higher vocational colleges. In this process, the scaffolding teaching method has been highly recognized by virtue of its diversified advantages. Therefore, this paper makes a detailed analysis on the effective application of Scaffolding Teaching Method in English reading teaching in higher vocational colleges, so as to lay a solid foundation for cultivating high-quality English talents.

1. Introduction

China's higher vocational education has entered a new period of development. Not only the number of enrollment has increased unprecedentedly, but also the quality of education has been improved in an all-round way. However, the increase in the number of enrollment does not represent the better quality of students. Through the analysis of the survey data carried out by the Ministry of Education, we can know that in the group of higher vocational colleges, 2 / 3 of the students' English level can't meet the standards after the compulsory education, and many students have a poor English foundation and are unable to be interested in English learning. Although the advantages and functions of modern quality education have been highly recognized by people, in the actual process of English reading teaching, some higher vocational English teachers still adopt traditional teaching methods, which not only makes it difficult to improve the atmosphere of classroom teaching, but also makes students lose the enthusiasm to actively participate in English teaching activities. Teachers often explain hard on the podium and students are sleepy in their seats. In order to effectively change this situation, we should start from a diversified perspective, combine scaffolding teaching methods, and strengthen the comprehensive reform of the traditional English reading teaching mode.

2. Provide Support for Students and Enter the Situation

Before carrying out English reading teaching, teachers should set relevant questions in combination with the specific teaching contents and the actual situation of students, so as to make a comprehensive understanding of students' mastery of basic English knowledge. Relevant contents should involve English vocabulary and grammar knowledge. Then, through group cooperative learning or collective learning, students can deepen their understanding, application and memory of relevant vocabulary, fully combine vocabulary with sentence patterns, and carry out effective English dialogue. On this basis, teachers can guide students to fully understand the teaching content, ensure that the constructed teaching support is highly effective, use the way of questioning to establish a reading situation for students, mobilize students' learning enthusiasm, stimulate students' exploration ability, and enable students to devote themselves to the teaching situation designed by teachers ^[1].

For example, in the process of organizing students to learn the relevant knowledge of "London",

before teaching, teachers should ask students three questions: Have you been to Beijing? Why did you go to Beijing? Where did you travel? They can guide students to quickly integrate their thinking into the teaching situation designed by teachers while thinking about these three problems. Then teachers can divide the class students into several groups and let them discuss the problems in groups. Teachers can also choose several students in the class to answer these questions, so that the whole class can discuss with teacher the famous tourist attractions in Beijing, such as Tian'anmen Square, the Great Wall, the Summer Palace, Beihai Park, the Forbidden City, the ruins of the Old Summer Palace and so on. Teachers can ensure that students, under the guidance of teachers and in combination with these famous places of interest in Beijing, clearly understand that Beijing has a long cultural history. It is not only the cultural and political center of China, but also the capital of China. At this time, students' attention has been fully focused on the specific scene. Teachers should seize the opportunity to make students aware that as an English learner, they should fully understand the scenic spots and historic sites in London, the capital of England. By asking questions, teachers can enable students to devote themselves to the teaching situation set by teachers in the shortest time, use the knowledge that students have mastered, trigger students' desire to explore and study unknown knowledge, and accurately locate students' recent development area, so as to provide a good support for students to learn English knowledge and further improve the quality of English reading teaching [2].

3. Train Students' Awareness and Ability of Independent Exploration

In the process of carrying out reading teaching, English teachers in higher vocational colleges should put forward corresponding problem brackets to students after each class, and require students to use their spare time to preview the new knowledge to be learned in the next class in advance. In the process of preview, with the help of the Internet, they can fully understand the new knowledge and new theory, and take the doubts to the classroom for discussion with other students or teachers [3].

For example, in the process of organizing students to learn the relevant contents of "London", since the teacher has asked students to preview the relevant contents before class, in the classroom, the teacher only needs to lead the students to read the contents of the article again and ask the students to summarize the overall structure and general meaning of the article in their own language. Students must keep quiet throughout the reading process, use their brains to think about how to summarize, and do not discuss with each other. After about 10 minutes, the teacher randomly selects students to answer relevant questions, and then asks other students to sort out the meaning and specific structure of this article in their notebooks according to the answers of these students and their own understanding, as shown below:

Specific idea: London, the capital of the United Kingdom, was just a small village centuries ago, but after continuous development, it has become the central city and core development area of the United Kingdom.

Part 1: Detailed discussion of the geographical characteristics of Britain;

Part 2 discusses the political characteristics of Britain in detail;

Part 3 discusses the cultural and artistic characteristics of Britain in detail [4].

In this process, although it is difficult for students to complete this task, the relevant tasks are arranged on the basis that students have previewed the content of the article in advance. Therefore, students have the ability to use their mastered knowledge for independent exploration. Based on the clear understanding of the overall content and structure of the article, the students' autonomous learning ability is further improved, which lays a good foundation for the effective development of subsequent cooperative learning links, and provides a support for the further improvement of students' independent exploration consciousness and ability [5].

4. Objective Evaluate Teaching Effect

Teaching evaluation is the last link of English reading teaching. It can summarize students'

learning performance this time and create conditions for the effective development of English reading teaching next time. Teaching evaluation can take the form of student's self-evaluation, group mutual evaluation and teacher evaluation. Teachers divide the teaching evaluation into four levels: excellent, good, qualified and unqualified by using the evaluation contents prepared in advance, such as whether the students are proactive in classroom performance, whether the students can carry out effective cooperative learning, whether the students can successfully complete the teaching tasks, and whether the students can flexibly use relevant skills in the reading process. It can not only provide a new and open teaching mode for the effective development of scaffolding teaching method, but also highly fit with students' cognitive needs and learning rules [6].

For example, in the process of organizing students to learn the relevant knowledge content of "London", when the course teaching is completed, teachers should comprehensively evaluate the specific performance of students, objectively point out the shortcomings of students, and give positive opinions and guidance to help students correct. Teachers can also encourage students to carry out mutual evaluation, improve students' communication ability, help students establish a good relationship model, strengthen students' cooperative learning ability and ensure that under the effect of scaffold teaching method, students can improve their autonomous learning ability through the objective evaluation of themselves, teachers and classmates [7].

5. Conclusion

In the process of English reading teaching in higher vocational colleges, to ensure that the role and value of scaffolding teaching method are brought into full play, teachers should not only correctly recognize and attach great importance to the importance of Scaffolding Teaching Method in improving the quality of English reading teaching in higher vocational colleges, but also accurately grasp their own role in the specific teaching process, follow the principle of always taking students as the core and teachers as the leader, accurately locate the nearest development area of students, and take the way loved by students to eliminate students' resistance to English reading teaching, so as to fully stimulate students' autonomy and enthusiasm. In addition, teachers should make full use of the feedback effect of teaching evaluation, and reasonably adjust the designed reading teaching methods and contents in combination with the feedback content, so as to provide positive help for further improving students' English reading ability.

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