

# Construction of Teacher Scaffolding Model in College English Teaching

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**Keywords:** English teaching; English teachers; Scaffolding; Model

**Abstract:** Scaffolding teaching mode is a new student-centered teaching mode. Under the guidance of this teaching mode, the role of teachers has changed greatly accordingly. Under the guidance of Scaffolding Teaching mode, teachers are no longer the main body of the classroom, nor merely the role of knowledge imparter, but the organizer and planner of teaching activities, the helper and information consultant of students' learning, the motivator and promoter of learning, and the evaluator of teaching activities. This paper makes a comprehensive exposition of the concept of Scaffolding Teaching mode, the theoretical basis of pedagogy, the content of constructing teacher scaffolding model and its application in College English teaching, which is of great significance to the current teaching reform.

## 1. Introduction

With the development of College English teaching curriculum reform in China, the traditional teacher-centered and full-time teaching model can not meet the needs of social development, and the new teaching model is gradually being promoted [1]. Consequently, the traditional role of teachers has been unable to adapt to the new teaching mode. Under the guidance of the new teaching mode, the most urgent task facing college English teachers is to change their role in the teaching process and improve the quality of College English teaching. Scaffolding teaching method is a new type of teaching mode. Under the guidance of this teaching mode, classroom teaching must highlight the main role of students, give full play to their subjective initiative in learning, so that students can truly become masters of learning [2]. Therefore, it requires teachers to change the traditional role orientation and implement role transformation to adapt to this change. Based on this background, this paper mainly discusses and analyses the construction of Scaffolding Teaching Model for college English teachers.

## 2. Scaffolding Teaching Model

The term "bracket" was originally used in the construction industry. It refers to temporary support in building construction and evacuation of bracket when the building is completed. Wood and others first put forward the scaffolding theory with the help of this architectural metaphor. This theory mainly refers to providing necessary support and help for learners in their learning process. Therefore, scaffolding teaching mode is generally defined as: when a learner learns, it provides a certain conceptual framework and progressive guidance for complex learning problems, and gradually reduces the help and guidance as the learner learns, until it completely solves the learning problems [3]. Scaffolding teaching mode generally consists of five links: scaffolding, situational entry, independent exploration, collaborative learning and effect evaluation.

The scaffolding teaching mode mainly comes from the two theories of constructivism and "the zone of recent development". Constructivism is an important educational viewpoint of Western psychology. It was first put forward by Piaget, and then gradually improved through the enrichment and development of Vygotsky and others. Constructivism, on the one hand, emphasizes the initiative of learning [4-5]. It holds that students are the builders of cognitive structure, and students need to construct their own knowledge actively. On the other hand, it holds that teaching is to provide students with an ideal teaching environment, stimulate students' logical judgment ability, and promote students' learning to construct knowledge structure by providing a large number of

resources. This kind of external support and help can be called "scaffolding". The most direct theoretical basis of scaffolding teaching mode comes from the theory of "the zone of proximal development" of Vygotsky, a famous psychologist in the former Soviet Union. According to Vygotsky, there is a certain distance between the actual level of development (the first level of development) when children solve problems independently and the potential level of development (the second level of development) when they solve problems under the guidance of teachers. This distance is the "zone of proximal development" [6-7]. Therefore, in the process of teaching, teachers can fully integrate the students' recent development zone, build appropriate support, provide reasonable help to students, so as to promote them to surpass the recent development zone and achieve learning progress.

### 3. The Characteristics of Teachers' Reasonable Construction of Scaffolds

On the basis of experimental research, the researcher summarized seven characteristics of excellent teachers in providing support for students: ability, care, Socratic questioning, progress, indirectness, feedback and encouragement. The acronyms for these traits are "INSPIRE" which means motivation. Let's take college English education environment as an example to analyze these elements, as shown in Figure 1.

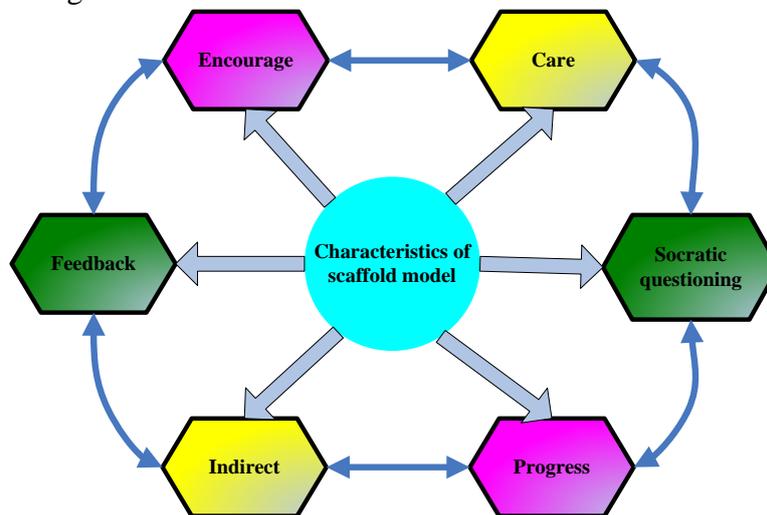


Figure 1 Constructing elements of teacher scaffolding model

#### (1) Ability

Ability and knowledge are the most important qualities for teachers to successfully guide and construct scaffolds in learning situations. Excellent teachers have a higher level of knowledge and several different kinds of knowledge. They will use their knowledge to help students explain and explain difficult concepts. For example, in the process of College English teaching, excellent teachers inspire students to understand the meaning of beats in "The smell beats my nose." They will introduce the odor of bathroom detergents that students are familiar with in campus life, together with their own body movements to vividly explain the use of beats.

#### (2) Care

Excellent teachers pay more attention to students' emotional factors in their interaction with students. At the beginning of teaching, excellent teachers usually spend more time building harmonious relationships with students than other teachers. In the classroom, these teachers often refer to students' personal information, which will make students feel the teacher's concern for themselves, thus enhancing the motivation of learning [8]. In addition, excellent teachers will constantly pay attention to students' learning, life and emotional state. For example, when students choose dual majors, they should clarify their learning requirements in advance and make their goals clear. Finally, excellent teachers also show great enthusiasm for students' development, and believe that any student can learn with help, can be improved and developed.

### (3) Socratic questioning

The third remarkable quality of excellent college English teachers is the Socratic teaching style they rely on and use. In many ways, excellent teachers regard learning as an active process of construction, relying more on problems than on explanations or instructions. Through dialogue with students, students' knowledge can be increased as much as possible, and students can use their own rationality to draw conclusions. In the process of dialogues, teachers help individuals clarify concepts and get correct opinions, thus promoting students' own changes and establishing a more effective system of personal thinking mode. That is to say, before students grasp the key points, they put forward a series of main problems to make students actively engage in learning materials. At the same time, students' active participation can also exercise their English thinking ability and oral expression ability [9].

### (4) Progress

Excellent College English teachers promise to promote the progress of students and gradually improve the requirements of students in the process of progress. They have high expectations for their students and hope that they can make visible progress at every stage of learning. This visible and systematic progress is based on the systematic questioning of excellent teachers. Generally, every time a student successfully solves a problem without help, the next step is for the teacher to choose to raise a slightly more difficult problem [10]. When a student has difficulty with a specific problem, the teacher may ask another question of the same level and may offer some additional help. Successful questioning contributes to the continuous progress of students. Excellent teachers are more likely to establish and follow clear rules for questioning.

### (5) Indirect

Excellent teachers seem to be demanding of students, but they convey their expectations in a very indirect and vague way. On the basis of the students' original conclusions, they put forward a new question which may be difficult for the students to give hints (suggesting that the students' answers are not perfect). This prompt can stimulate students to undertake new tasks. Teachers' prompting intervention can help students get out of the dilemma. When students feel confused and helpless, teachers can provide new research directions and ways for students if they can enter their research status as participants and give timely and appropriate allocation in the depth and breadth of thinking. This not only solves the problem, but also controls the students' fear of setbacks.

### (6) Feedback

When students make mistakes, teachers should intervene timely and appropriately. Too early or too much guidance will compress students' thinking space, resulting in the loss of subjectivity. Faced with the mistakes made by students, students should not simply answer "yes" or "no", but should be cautious about saying "you are wrong". At this time, teachers should keep quiet, ask questions about their thinking process, try to excavate the reasonable elements, take typical errors as a teaching resource, use errors to stimulate students' discussion and exploration, so that students can be trained at the thinking level in the process of correcting errors. In this way, the participation of students will be more active and the discussion will be more enthusiastic. In the discussion and inquiry, the students who make mistakes see their own shortcomings and get the right feedback in time; all the students actively participate and boldly open their mouth, have been developed accordingly.

### (7) Encouragement

Excellent English teachers know that "classroom is the place where mistakes occur". Allowing students to make mistakes not only ensures students' principal position in the classroom, but also benefits teachers' professional development. The emergence of errors exposes the problems existing in students' learning and the shortcomings of teachers in the teaching process. Excellent College English teachers can adjust their teaching timely and appropriately from students' mistakes so as to make classroom teaching more targeted. As "assistants" and "guides" of students, they not only understand students' mistakes, but also create an environment for students to try and learn from them. They make students know that learning is a process of self-construction and self-improvement. In the classroom, excellent teachers encourage students to think more, express

their specific views on the problem, and let everyone share their unique views [11]. So that students can lay down their burdens, make bold explorations in English learning, and give full play to their enthusiasm and initiative in learning.

#### 4. Verification and Analysis of Scaffolding Teaching Model

Two classes, experimental class and control class, were selected from a school. At the time of enrollment, the two classes were randomly divided into classes, and the entrance scores were the same. Both classes were taught by the experimenters. The experimental class and the control class use the same textbooks, and the teaching progress is the same. Two different teaching modes - Scaffolding Teaching Mode and traditional teaching mode are adopted. In the experiment, the collected experimental data were processed by SPSS software with the methods of investigation and test. Using the English Learning Interest Scale, the pre-test questions and the post-test questions, combined with the previous years' test questions of the College Students' English Applied Ability Examination, the paper tests them from five aspects: listening, speaking, reading, writing and translation [12].

The experimental procedure is as follows:

- 1) Measuring the initial state of students: In order to ensure the validity of the experiment, the initial state of students in the experimental class and the control class was measured before the experiment.
- 2) Develop classroom teaching according to different teaching modes (lasting half a year): Scaffolding teaching mode carries out classroom teaching; Traditional teaching mode carries out classroom teaching.
- 3) Relevant data analysis: Before and after the experiment, the average scores of English learning skills of the subjects in the experimental group and the control group were analyzed by SPSS software.

Before and after the experiment, the average test scores of the subjects in the experimental class and the control class are shown in Table 1, Table 2, Figure 2 and Figure 3.

Table 1 Pre-experiment test

Project	Average score		Standard deviation		Significance test	
	Laboratory class	Control class	Laboratory class	Control class	T=	P=
Hearing	12.792	13.123	2.463	2.324	2.392	0.065
Oral language	11.131	11.796	3.842	3.678	3.678	0.073
Read	10.993	10.378	4.239	4.747	4.665	0.083
Writing	9.756	9.886	1.998	1.794	2.984	0.078
Translate	13.118	12.921	2.574	2.789	3.662	0.061

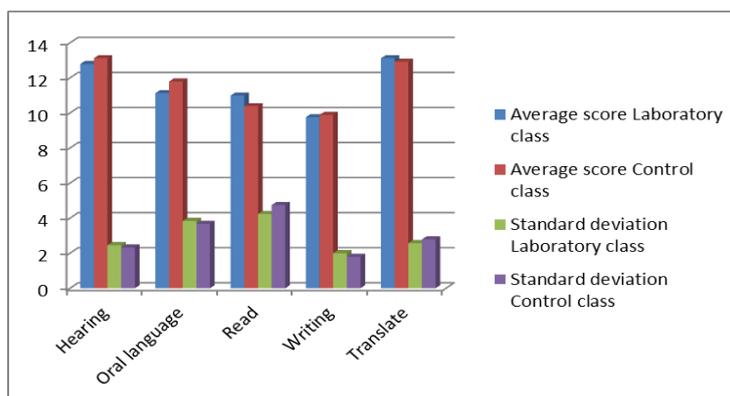


Figure 2 Pre-experiment test result chart

Table 2 Post-experiment test

Project	Average score		Standard deviation		Significance test	
	Laboratory class	Control class	Laboratory class	Control class	T=	P=
Hearing	15.187	3.692	13.281	3.872	3.887	0
Oral language	12.249	4.736	11.893	4.822	4.593	0
Read	13.431	5.892	11.096	5.919	6.012	0
Writing	12.753	6.483	10.012	7.234	7.897	0
Translate	15.698	3.156	12.967	4.168	5.123	0

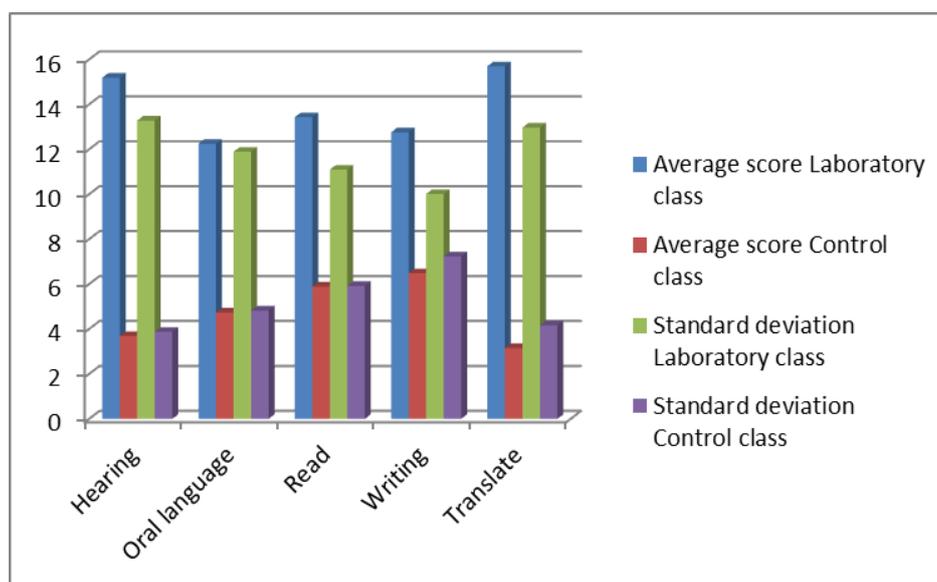


Figure 3 Test result chart after experiment

The comparison of basic English skills between the experimental class and the control class before and after the experiment: Table 1 shows that there is no significant difference between the experimental class and the control class before the experiment. Table 2 shows that after the experiment, the performance of the experimental class is significantly higher than that of the control class. There are significant differences in listening, speaking, reading, writing and translation between the experimental class and the control class. It is not difficult to see from the above data that the performance of the experimental class after the experiment is significantly higher than that before the experiment. This shows that the use of Scaffolding Teaching model, teachers in improving students' English listening, speaking, reading and writing aspects have received outstanding teaching results.

After the experiment, the subjects in the experimental class and the control class have similar interest in English learning. The survey data show that the subjects in the experimental class and the control class have similar interest in English learning at the beginning of the experiment. At the end of the experiment, 46 subjects in the experimental class were interested in English learning, which was 12 more than that before the experiment. At the same time, the number of subjects in the control class was much higher than that in the experimental class. This shows that the application of Scaffolding Teaching Model in classroom teaching can improve students' interest in English learning.

## 5. Conclusion

Since the advent of the branch teaching model, it has attracted great attention from foreign

language educators at home and abroad, because it not only has profound theoretical value, but also has a wide range of application value. The experimental results in this paper prove this point. In the reform of College English teaching, teachers' professional quality is the key to the success of the reform. Therefore, it is necessary to strengthen teachers' professional training so that they can have excellent qualities adapted to advanced teaching concepts and thus promote the development of College English education. The experimental results show that compared with the traditional teaching mode, the scaffolding teaching mode is more conducive to the improvement of students' English learning performance and the cultivation of their interest in learning.

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