

The Application of the Hamburger Structural Writing Method in Teaching Argumentative Essay Writing in Junior High School English

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Abstract: Writing is an important way of language output, which can objectively reflect students' comprehensive language skills. Writing argumentative essays is one of the effective ways to develop students' thinking quality. Therefore, the article takes "Unit 3 Could You Please Clean Your Room?" of the PEP edition as an example, and applies the "Hamburger structural writing method" to the teaching and writing process, to cultivate students' problem analysis, logical reasoning, viewpoint expression, and critical thinking, and ultimately to improve the effect of English writing.

Keywords: Writing Instruction; Argumentative Essay Writing; Hamburger Structure; Thinking Quality.

1. Introduction

Writing is one of the basic skills of the English language, but at the same time, it is a big problem for middle school students to learn English. The main problems in students' English writing are centered on irrational structure and confusing logic, etc. Specifically manifested in the following three aspects: first, the thinking is closed, can't get the point; second, the thinking is single, superficial, and thin; third, the thinking is confusing, do not know what to do (Huang Xuexiang, Jiang Xiaojuan, 2017). The hamburger structure writing method can visualize the thinking process, help students to conceive the structure of the article, organize the material, and expand the ideas, to improve the writing level of students and cultivate their thinking quality.

2. Hamburger Structural Writing Method and the Development of Thinking Quality

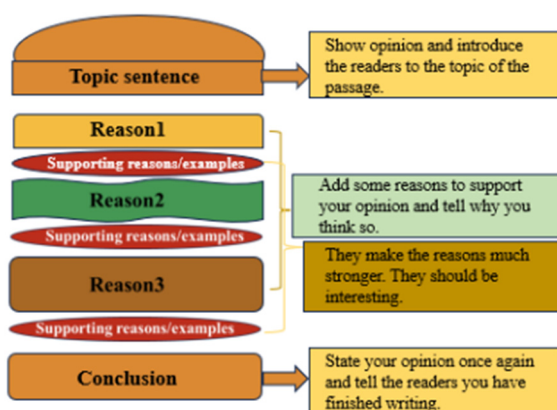


Fig 1. Hamburger structure

The Hamburger structure helps students organize ideas and arguments effectively. It is a hamburger-like structure that divides an essay into three parts: the beginning, the main body, and the end, i.e., a total-division-total structure. The top slice of bread is the beginning of the article, that is, the topic sentence or point of view sentence. The tomatoes, vegetables, and meat in the center are the reasons for the ideas, and the

sauce is the details and examples that support the reasons. The next slice of bread is the end of the essay. It can also be called the I+n+I pattern.

As an important component of core competence in English, "the quality of thinking embodies the mental characteristics of the core competence in English. The development of thinking quality helps students' ability to analyze and solve problems" (Ministry of Education, 2020:5). The teaching of argumentative writing can focus on developing students' divergent thinking, logical thinking, critical thinking, and reflective thinking. Cultivating students' thinking power is an important way to improve students' core competencies, but thinking itself is an abstract and invisible process, how to concretize and visualize the thinking process in the actual teaching is a problem worth studying. Teachers can visualize thinking with the help of tools in the teaching process, which is conducive to students' constructing thinking logically, realizing in-depth learning, and improving the quality of thinking (Jiang Yanqing, 2022).

Teachers can use the Hamburger structure to guide students in writing their argumentative essays, and the brief process can be summarized as follows.

a. To raise a specific issue, exchange views, introduce and guide students in the use of common vocabulary and sentence patterns for expressing personal views on related issues.

b. Present a sample argumentative essay or related material and ask students to find out the author's point of view and reasons.

c. About the topic, divide the students into two sides for and against the debate. Combine the students' views and reasons, write a framework for the essay using the Hamburger structure, and introduce the Hamburger structure to the students, who will then be asked to write their frameworks.

d. Provide transitions for ideas, reasons, examples, summaries, and good sentence structures for students to use and complete a first draft. Then, based on the writing assessment form, they conduct self-testing and peer-testing to optimize their sentences and paragraphs to produce a final draft.

3. Teaching Case Presentations and Analyses

This case is from the city of 2024 open class teaching and research activities, the teacher is in the form of a borrowed class, the subject of the lecture is the writing of argumentative essays, and the subject of the eighth-grade students, they have a certain ability to analyze the problem, more familiar with the writing of argumentative style.

3.1. Introduction: Questions to Introduce the Topic

Before the lesson, teacher posed two questions and allowed the students to speak freely.

Q1: Do you often do chores at home?

Q2: What kind of chores do you often do?

Then watch a video about a son and his mother arguing about whether or not to do chores, and categorize the following son's and mother's viewpoints and reasons for them.

- A. I'm just a kind.
- B. It can develop your ability and improve your grades.
- C. It's more important to spend time on schoolwork.
- D. Just getting good grades is not enough.
- E. It's the parent's job to provide a clean room.
- F. You can learn how to look after yourself by doing.
- G. It can help you become a patient and kind person.

[Design intent]

The introduction of the topic stimulates students' motivation and interest in expressing their opinions. In the video, the views of the son and the mother and the reasons triggered the students to think: "Should we do housework?" The video exercises their critical thinking and divergent thinking. It also provides modeling and materials for students to express in their subsequent writing.

3.2. Pre-writing: Debate on Points of View, Summarizing the Main Points

Divide the students into agree & disagree groups and discuss whether they agree to do the chores and why.

Next, the teacher will model the framework of an essay using the hamburger writing structure with the student's points of view, introduce the hamburger writing structure for argumentative essays, and summarize the main points of writing.

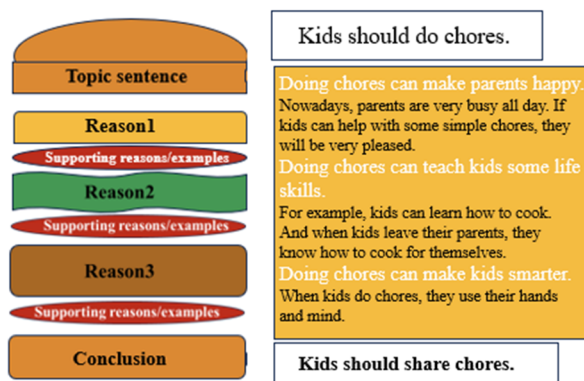


Fig 2. Hamburger structural example

[Design intent]

Guiding students in group discussions to explain their views and reasons, through step-by-step instructions, telling students how to write a framework for expressing their views,

so that students gradually master the hamburger structure writing skills, laying the foundation for the later writing output. The process of discussing and reflecting on "Should students do housework?" and analyzing and judging Beer's opinion will help students develop their critical and logical thinking skills in tandem.

3.3. In Writing: Writing the Framework for the First Draft

Teacher's question: Can you make your "hamburger"? Students write an independent essay framework based on their previously completed reasons for agreeing to do chores or not, following the hamburger writing structure.

The teacher then helps the students to recall the conjunctions.

Table 1. Conjunctions

Opinions	I think/I believe/I agree/I disagree...
Reasons	first/firstly; second/secondly; third/thirdly...
Example	for example/for instance...
Conclusion	All in all, /In short...

Students will try to form an essay by adding appropriate connecting words to the framework of their essays. Then choose one student to present to the class and observe whether his sentence descriptions are single or not. Then show some good sentence structures to the students so that they can make their essays better.

Table 2. Good sentence structures

<p>Give opinions: It's important/necessary/fair/unfair for sb. to... There is no need for sb. To... It's one's job to... The earlier..., the better...</p>
<p>Give reasons: They should... because... When they... they can... If they...they will...</p>

Then give the example text and ask students to rewrite the two underlined sentences using the sentence structure above.

Table 3. Rewriting sentences

Sentences	Rewriting
I think kids should do some chores at home.	I think it's important/necessary for kids to do chores.
Kids can do some simple chores to help them.	If kids can do some simple chores to help them, they will be very happy.

Finally, students use these to try to beautify their essays and complete the first draft.

[Design intent]

Teachers use PPT to present a variety of conjunctions and opinion expressions to build language scaffolding for students. The purpose of this stage is to guide students to internalize the new knowledge of structuring and to write the framework of an essay by applying what they have learned in this lesson. In this process, students internalize and apply the hamburger writing structure. Creative thinking is fostered through the creation of essay in terms of content and writing techniques.

3.4. Post-writing: Assessment for Learning, Refinement of the Article

Students evaluated each other's first drafts according to the evaluation form and revised the first drafts according to the evaluation results to form the second drafts. From the students' completed evaluation forms and the second draft, we can understand the students' writing abilities and problems. Summarize the points of attention to improve the writing of hamburger structure in the light of the actual situation.

Table 4. Evaluative table

Evaluative dimension	Evaluative content	Evaluate
Content	1. Give 3 reasons 2. Give examples or details.	
Structure	Use "hamburger" structure	
Language	No grammar or spelling mistakes.	

[Design intent]

The purpose of this stage of learning activities is to guide students to reflect on and evaluate the expression of other people's writings, make repeated revisions, improve their writing, enhance the quality of writing, and realize assessments for learning. In the process of self-assessment and other assessments, students exercise their critical and creative thinking.

3.5. Homework

Polish your letter according to your partner's advice.

[Design intent]

According to the suggestions in the evaluation, students will revise their essays again, review and apply what they have learned in this lesson to improve their writing skills. In this process, students develop reflective and divergent thinking.

4. Conclusion

Under the concept of quality-oriented education, the quality of thinking is an important part of students' comprehensive ability and core competencies. From the example of hamburger structural writing, every activity in the classroom design can cultivate students' thinking quality to a certain extent. Through free speech, debate, and rewriting exercises, this lesson not only helps students master the hamburger structure writing method but also clarifies the path to promote students' thinking development in writing teaching. In addition to improving students' writing levels, it also cultivates students' thinking quality and promotes students' overall development.

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