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QUALIFICATION WORK

on theme:

"SCAFFOLDING TECHNIQUES IN DEVELOPING YOUNG LANGUAGE LEARNERS' ENGLISH LANGUAGE SKILLS"

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INTRODUCTION

> *You're climbing a precipice - the facade of a cliff. Everything has been fine up until now. You've climbed rock faces with very similar terrain. Suddenly you reach a deep and wide gap in the surface. You realize this is much more difficult than you have ever experienced before. Your breathing gets a little shallower, your mind freezes just a little bit, your senses go a little wild and you're not sure what to do. All the confidence that usually pushes you along without thinking is now gone. You don't know how to cross the gap. You crunch down and sink a little bit into yourself... Then you hear a sound from above. You look up and see a hand reaching down. You hear a voice saying 'Take my hand. I'll help you across. I'll show you what to do.' Relief floods across your body. You straighten up. You take the hand reached out to you. And with that little bit of help, you make it over the gap, and continue your climb[1].*
>
> David Marsh, PhD

The language teaching (LT) professionals evolved under the shadow of other disciplines. LT practices have been influenced by input from such disparate domains of knowledge as Anthropology, Linguistics, Pedagogy, Psychology, and even Computer Science.

In this context, it is not surprising that new developments are often misconstrued upon partial understandings of concepts only accessible to full-fledged members of the discipline in which they were born. Hence, these concepts often lose their original (and intended) meaning, and soon become an

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[1] Cameron, L. (2016). Teaching Language to Young Learners. Cambridge: Cambridge University Press. URL: http://site.iugaza.edu.ps/akeshta/files/2010/02/class-discussion-PDFdocument1.pdf

umbrella term for various practices. In other words, as LT assimilates conceptual fodder from other disciplines in attempts to explain particular features of theory and/or praxis, the original concepts become literalized – that is, they gain new and highly situated meanings, which, in many cases, depart radically from the initial elaboration of the concept.

One theoretical construct that has become literalized in the field of Education in general, and LT in particular, is the metaphor of scaffolding[1]. In its original incarnation, scaffolding is defined as a process that enables a child or novice to solve a problem, carry out a task or achieve a goal which would be beyond his unassisted efforts. Seen in this light, it could be argued that scaffolding can be a useful metaphor for a variety of teacher interventions, since it appears to provide a justification for principled instruction at a time when the discourse of the profession veers toward learner-centered and problem-solving pedagogical models.

Actuality of the research is that all around the world the importance given to scaffolding has been increasing rapidly, so countries have been trying to change their education systems for better. These changes have brought new requirements into classroom instructions. As a result, the teaching approaches, methods and the role of the teachers in the English class have been changing. Teachers must be aware of these changes in English language teaching overtime and they have to keep up with the changes[2]. This is important in order to be able to deal with the challenges the teachers face in language classrooms. Teachers should follow innovations, share ideas and experiences with their colleagues, and reflect on their performance through professional work.

The metaphor of scaffolding is defined as a temporary support given by teachers to their learners during a teaching-learning process. This concept has become widely popular in school settings, particularly in EFL context where

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[1] Bradley, K.S. & Bradley, J.A. (2004). Scaffolding academic learning for second language learners. The Internet TESl Journal, X(5). Retrieved Nov. 28, 2006 from http://iteslj.org/Articles/Bradley-Scaffolding
[2] Measures for Further Improvement of the System of Learning Foreign Languages. Decree of the President of the Republic of Uzbekistan, №1875. December 10, 2012. Tashkent // Halq Suzi, #240 (5660), 2012. – P.8.

English subject often causes many difficulties to its learners[1]. This study, however, tends to view the 'temporary support' by expanding the concepts of ZPD and scaffolding to whole-class settings taking into consideration elementary level of the learners (young learners). In particular, this study set out to examine the implementation of instructional scaffolding in teaching English. To this end, two teachers who taught in two different classes were chosen to give interview for this study. Moreover, the classes of other teachers were observed and they were given special tests and questionnaires. At the very outset, a pilot study was undertaken prior to conducting classroom observation. Moreover, follow-up interviews and questionnaires were used as supplementary data collecting tools. To explore exact techniques and strategies of scaffolding and the effect of scaffolding instruction on young learners' English quality, some classroom activities were analyzed. The empirical data led to similarities and distinctions between two teachers' ways of implementing instructional scaffolding. Several types of scaffolding were identified, and they all gave a significant influence on young learners' progress in English. The overall findings showed that the teachers used several types of scaffolding during the class. Thus, it is intended that this study will add on the knowledge of scaffolding instruction in a genre-based approach to teaching English for young learners.

Scaffolding helps learners to reach beyond where they could go on their own. It is a powerful tool for learning[2]. The helping hand of scaffolding can be offered to learners by teachers, by other more experienced learners, even by parents, or through learning materials.

Scaffolding aims to help learners, especially young ones, to achieve intended learning outcomes. The helping hand is offered in cases where learners are unlikely to complete the task without this extra aid. When the goal is for young learners to

[1] Buenner, P. S. (2013). Do Scaffolding Interactions Exist in the Thai Classroom? Journal of Language Studies, 13(3), 17-30.

[2] Diah, A. P. T. (2016). Teachers Scaffolding Talks in Teaching Speaking. Thesis. Universitas Negeri Semarang. URL: http://lib.unnes.ac.id/1249/1/4844.pdf

build competences, not just undertake specific tasks, scaffolding is offered quickly as required and withdrawn slowly when no longer needed. The idea is to help learners lower their anxiety level and be more open and engaged in learning so that they can continue moving forward.

This study sought to establish and develop innovative instructional procedures, in which scaffolding can be expanded and applied, in order to enhance learning of English as a Foreign Language (EFL) listening, speaking, reading, and writing skills in an effective elementary-level learning community at pre-school or primary school, or any courses of English for young learners. An action research design, conducted in two cycles within a duration of two months, was utilised throughout this study. It was intended not only to achieve a paradigm shift from transmission-absorption to socio-constructivist teaching / learning methodologies but also to inform practice in these technology-rich environments.

It is no surprise then, that, since its inception, scaffolding has gained widespread adherence in various educational realms. In fact, it has become an umbrella metaphor for an assortment of educational practices ranging from tutoring to facilitation and even direct instruction.

Novelty of the research is that information used during investigations is up-to-date and research methods are based on modern approach to the research process as it gets information from direct sources – from learners and teachers themselves. Despite a seemingly infinite variety of classifications, there is no generally-accepted instrument for the scrutiny of EFL teachers' scaffolding practices. This study endeavored to provide a sound model based on which teachers' SFs (i.e. Scaffolding Functions) and SSs (i.e. Scaffolding Strategies) could be collated.

The overall aim of this research is to analyze the effectiveness of scaffolding strategies and activities that can be used in teaching English, adapted to elementary level, and for young learners.

In this study, the following **research questions (tasks)** were addressed:

- define the term "scaffolding";

- reveal the role of scaffolding as a teaching strategy;

- reveal specific methods and approaches to teach young learners;

- look through the previous researches in the field;

- identify the signs that help teachers know when a scaffolding has been successfully implemented into teaching English for young learners;

- find out what does effective scaffolding require in the process of teaching English for young learners;

- reveal the benefits of scaffolding while teaching English for young learners;

- analyze the story telling as a scaffolding technique or strategy;

- analyze collaborative learning as a scaffolding technique or strategy;

- find out common mistakes English teachers of young learners make while implementing scaffolding strategies.

The object of the research is the unity of theories in the field of non-traditional approaches to the process of teaching English for young learners.

The subject of the research is the set of activities teachers of English use during the lesson to scaffold young learners.

Methodology. This study adopted a qualitative approach[1] as it involved the collection and qualitative analysis of data. In this case, this research intended to observe the use of scaffolder English during the teaching of young learners. Later on, the data were interpreted and discussed in order to understand the whole phenomena. The data were obtained from several sources in sequence[2] including classroom observation, questionnaires, interviews with the participants, and some tasks and activities gathered throughout the teaching-learning activities.

Practical and theoretical significance of the study. This study will contribute to the existing literature on implementing scaffolding strategies and

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[1] Burns, A. (2010). Doing action research in English language teaching: A guide for practitioners. New York, NY: Routledge.
[2] Hughes, R. (2013). Teaching and researching: Speaking. New York, Routledge.

techniques to teach English for young learners. The results obtained from this study will guide future researchers. Other schools, colleges and universities can make use of the information obtained in this study when they organize, choose activities and design these activities for the English lesson.

This research **consists of:** introduction, three chapters, conclusion, list of literature and appendices.

Introduction reveals actuality and novelty of the research, sets aim and tasks, defines the problem and fields of the research (subject and object), mentions the methods used during the research, underlines the practical and theoretical value of the work, introduces the structure.

Chapter I deals with theoretical basics of the problem, analyzes previous researches in the field, defines notions and processes, gives definitions and explains next steps of the work.

Chapter II contains data taken from practical sessions, results of our own observations compared with the results of similar researches in this sphere.

Chapter III contains some suggestions and recommendations in implementing scaffolding to the process of teaching English for young learners.

Conclusion summarizes the results of the research and gives short answers to the tasks of the research.

List of used literature consists of different sources used during the research, including research papers, scientific articles and official web sites.

Appendices are added in order to make the research easier to understand and results be clearer.

CHAPTER I. THEORETICAL BACKGROUND

1.1. Scaffolding as a Teaching Strategy

Scaffolding theory was first introduced in the late 1950s by Jerome Bruner, a cognitive psychologist[1]. He used the term to describe young children's oral language acquisition. As young children are first learning to speak a language, their parents and caregivers provide informal frameworks that facilitate the children's learning. Scaffolding in the classroom consists of helpful interactions between the teacher and the learner that enable the learner to do something beyond what he could do independently. A scaffold is a temporary framework that is put up for support and access to meaning and is taken away when the learner feels success and masters' tasks, concepts, and, in this case, language acquisition.

In education, scaffolding refers to a variety of instructional techniques used to move learners progressively toward stronger understanding and, ultimately, greater independence in the learning process[2]. The term itself offers the relevant descriptive metaphor: teachers provide successive levels of temporary support that help learners reach higher levels of comprehension and skill acquisition that they would not be able to achieve without assistance. Like physical scaffolding, the supportive strategies are incrementally removed when they are no longer needed, and the teacher gradually shifts more responsibility over the learning process to the learner.

Scaffolding is widely considered to be an essential element of effective teaching, and all teachers — to a greater or lesser extent — almost certainly use various forms of instructional scaffolding in their teaching. In addition, scaffolding is often used to bridge learning gaps — i.e., the difference between what learners

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[1] Hammond, J., & Gibbons, P. (2005). Putting scaffolding to work: The contribution of scaffolding in articulating ESL education. Prospectives, 20(1), 6-30.
[2] Kim, M. C., & Hannafin, M. J. (2011). Scaffolding problem solving in technology-enhanced learning environments (TELEs): Bridging research and theory with practice. Computers & Education, 56(2), 403-417.

have learned and what they are expected to know and be able to do at a certain point in their education. For example, if learners are not at the reading level required to understand a text being taught in a course, the teacher might use instructional scaffolding to incrementally improve their reading ability until they can read the required text independently and without assistance. One of the main goals of scaffolding is to reduce the negative emotions and self-perceptions that learners may experience when they get frustrated, intimidated, or discouraged when attempting a difficult task without the assistance, direction, or understanding they need to complete it.

Scaffolding vs. Differentiation

As a general instructional strategy, scaffolding shares many similarities with differentiation, which refers to a wide variety of teaching techniques and lesson adaptations that educators use to instruct a diverse group of learners, with diverse learning needs, in the same course, classroom, or learning environment. Because scaffolding and differentiation techniques are used to achieve similar instructional goals — i.e., moving learner learning and understanding from where it is to where it needs to be[1] — the two approaches may be blended together in some classrooms to the point of being indistinguishable. That said, the two approaches are distinct in several ways. When teachers scaffold instruction, they typically break up a learning experience, concept, or skill into discrete parts, and then give learners the assistance they need to learn each part. For example, teachers may give learners an excerpt of a longer text to read, engage them in a discussion of the excerpt to improve their understanding of its purpose, and teach them the vocabulary they need to comprehend the text before assigning them the full reading. Alternatively, when teachers differentiate instruction, they might give some learners an entirely different reading (to better match their reading level and ability), give the entire class the option to choose from among several texts (so each learner can pick the

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[1] Forman, R. (2008). Using notions of scaffolding and intertextuality to understand the bilingual teaching of English in Thailand. Linguistics and Education, 19(4), 319-332.

one that interests them most), or give the class several options for completing a related assignment (for example, the learners might be allowed to write a traditional essay, draw an illustrated essay in comic-style form, create a slideshow "essay" with text and images, or deliver an oral presentation).

The following examples will serve to illustrate a few common scaffolding strategies:

The teacher gives learners a simplified version of a lesson, assignment, or reading, and then gradually increases the complexity, difficulty, or sophistication over time. To achieve the goals of a particular lesson, the teacher may break up the lesson into a series of mini-lessons that progressively move learners toward stronger understanding. For example, a challenging algebra problem may be broken up into several parts that are taught successively. Between each mini-lesson, the teacher checks to see if learners have understood the concept, gives them time to practice the equations, and explains how the math skills they are learning will help them solve the more challenging problem (questioning learners to check for understanding and giving them time to practice are two common scaffolding strategies). In some cases, the term guided practice may be used to describe this general technique.

The teacher describes or illustrates a concept, problem, or process in multiple ways to ensure understanding. A teacher may orally describe a concept to learners, use a slideshow with visual aids such as images and graphics to further explain the idea, ask several learners to illustrate the concept on the blackboard, and then provide the learners with a reading and writing task that asks them articulate the concept in their own words. This strategy addresses the multiple ways in which learners learn — e.g., visually, orally, kinesthetically, etc. — and increases the likelihood that learners will understand the concept being taught.

Learners are given an exemplar or model of an assignment they will be asked to complete. The teacher describes the exemplar assignment's features and why the specific elements represent high-quality work. The model provides learners with a

concrete example of the learning goals they are expected to achieve or the product they are expected to produce. Similarly, a teacher may also model a process—for example, a multistep science experiment[1] — so that learners can see how it is done before they are asked to do it themselves (teachers may also ask a learner to model a process for her classmates).

Learners are given a vocabulary lesson before they read a difficult text. The teacher reviews the words most likely to give learners trouble, using metaphors, analogies, word-image associations, and other strategies to help learners understand the meaning of the most difficult words they will encounter in the text. When the learners then read the assignment, they will have greater confidence in their reading ability, be more interested in the content, and be more likely to comprehend and remember what they have read.

The teacher clearly describes the purpose of a learning activity, the directions learners need to follow, and the learning goals they are expected to achieve. The teacher may give learners a handout with step-by-step instructions they should follow, or provide the scoring guide or rubric that will be used to evaluate and grade their work. When learners know the reason why they are being asked to complete an assignment, and what they will specifically be graded on, they are more likely to understand its importance and be motivated to achieve the learning goals of the assignment. Similarly, if learners clearly understand the process they need to follow, they are less likely to experience frustration or give up because they haven't fully understood what they are expected to do.

The teacher explicitly describes how the new lesson builds on the knowledge and skills learners were taught in a previous lesson. By connecting a new lesson to a lesson the learners previously completed, the teacher shows learners how the concepts and skills they already learned will help them with the new assignment or project (teachers may describe this general strategy as "building on prior

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[1] Ge, X., & Land, S. M. (2004). A conceptual framework for scaffolding ill-structured problem-solving processes using question prompts and peer interactions. ETR & D, 52(2), 5-22.

knowledge" or "connecting to prior knowledge"[1]). Similarly, the teacher may also make explicit connections between the lesson and the personal interests and experiences of the learners as a way to increase understanding or engagement in the learning process. For example, a history teacher may reference a field trip to a museum during which learners learned about a particular artifact related to the lesson at hand.

According to some specialists in the sphere, scaffolding:

1. Provides clear direction and reduces learners' confusion – Educators anticipate problems that learners might encounter and then develop step by step instructions, which explain what a learner must do to meet expectations.

2. Clarifies purpose – Scaffolding helps learners understand why they are doing the work and why it is important.

3. Keeps learners on task – By providing structure, the scaffolded lesson or research project, provides pathways for the learners. The learner can make decisions about which path to choose or what things to explore along the path but they cannot wander off of the path, which is the designated task.

4. Clarifies expectations and incorporates assessment and feedback – Expectations are clear from the beginning of the activity since examples of exemplary work, rubrics, and standards of excellence are shown to the learners.

5. Points learners to worthy sources – Educators provide sources to reduce confusion, frustration, and time. The learners may then decide which of these sources to use.

6. Reduces uncertainty, surprise, and disappointment – Educators test their lessons to determine possible problem areas and then refine the lesson to eliminate difficulties so that learning is maximized[2].

In addition to improving learners' cognitive abilities, scaffolding instruction

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[1] Mei, A. & Nathalang, S. (2010). Use of communication strategies by Chinese EFL learners. Chinese Journal of Applied Linguistics 33.3, 110–125.
[2] Li, D. D., & Lim, C. P. (2008). Scaffolding online historical inquiry tasks: A case study of two secondary school classrooms. Computers & Education, 50(4), 1394–1410.

in the context of classroom learning and learner research:

1. Delivers efficiency – Since the work is structured, focused, and glitches have been reduced or eliminated prior to initiation, time on task is increased and efficiency in completing the activity is increased.

2. Creates momentum – Through the structure provided by scaffolding, learners spend less time searching and more time on learning and discovering, resulting in quicker learning[1].

1.2. Scaffolding Elementary Education

Good teaching practice requires teachers to make increasingly complex cognitive demands of their learners. Even at the elementary level, the best instruction is rigorous and prompts learners to think deeply about both content and process. To set learners up for success, it's vital that elementary teachers break learning up into smaller, more manageable chunks[2]. This process is called scaffolding. Not to be confused with differentiation, scaffolding elementary education means looking at how to present material to the entire class, not just those learners who may struggle. There are the following tips on how to begin scaffolding elementary education:

1) Vary the medium: Scaffold to reach visual and verbal learners

Changing up the teaching medium can be a great way to scaffold instruction and get learners more comfortable with learning in different sensory modes. Teachers can try incorporating visual aids into their instruction and allowing learners to use pictures, charts, and graphic organizers to express their understanding of new concepts. Graphic organizers can be especially useful for helping elementary learners learn abstract concepts such as cause and effect,

[1] Pentimonti, J. M., & Justice, L. M. (2010). Teachers' use of scaffolding strategies during read alouds in the preschool classroom. Early Childhood Education Journal, 37(4), 241-248.
[2] Proctor, C. P., Dalton, B., & Grisham, D. L. (2007). Scaffolding English language learners and struggling readers in a universal literacy environment with embedded strategy instruction and vocabulary support. Journal of Literacy Research, 39(1), 71-93.

sequence of events, and compare and contrast.

While some learners will respond well to visual learning strategies, others may benefit more from opportunities to process new information verbally. Successful teachers build on formal and informal verbal sharing exercises to allow learners processing time:

• Try strategies like turn-and-talk, which requires learners to turn to their seat partner and discuss a prompt for a set period of time.

• Think-pair-share is another great verbal strategy, and teachers can easily build in accountability by asking learners to report back on what their partner said during the exercise.

These strategies have the added benefit of teaching learners how to listen to peers for new ideas and engage in respectful academic discussion.

2) Pre-teaching strategies to tap prior knowledge

Teachers beginning a new unit with their class may want to dive in to the content in order to maximize learning time, but too many new vocabulary words and concepts can overwhelm learners. So, how do good teachers avoid confusion and disengagement?

• Teachers can take the time to pre-teach key concepts and give learners an opportunity to contextualize their new learning.

• Teachers can lead a class discussion to generate excitement for the new content and survey learners' existing knowledge.

• Learners can share their opinions, questions, and experiences, which will create a strong foundation for incorporating new knowledge and understanding[1].

3) Questions, reflections, and think-alouds

One of the most effective ways to begin scaffolding elementary education is also the easiest. Questioning learners about new content gives teachers clear data

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[1] Molenaar, I., Boxtel, C. A. V., & Sleegers, P. J. C. (2010). The effects of scaffolding metacognitive activities in small groups. Computers in Human Behavior, 26(6), 1727-1738.

on the effectiveness of their lessons[1]. Giving ample think time allows learners to better formulate their responses, so teachers should get comfortable with pausing after each question. When learners start providing answers, teachers can use this opportunity to model the sort of thinking process the learner must have gone through to arrive at their answer. This process makes clear the level of thinking required to make new connections and understandings, and gives learners a clearer path to success.

While it may be tempting to move quickly though challenging material, taking the time to slow down and scaffold lessons can lead to more enduring understandings and greater academic success.

Features of pedagogical scaffolding

All three scales of pedagogical scaffolding have six central features. As in any type of scaffolding, they are contingent, collaborative and interactive. However, in an educational setting, these features are further refined and features specific to schooling are added:

1) Continuity. Tasks are repeated, with variations and connected to one another (e.g. as part of projects).

2) Contextual support. Exploration is encouraged in a safe, supportive environment; access to means and goals is promoted in a variety of ways.

3) Intersubjectivity. Mutual engagement and rapport are established; there is encouragement and nonthreatening participation in a shared community of practice.

4) Contingency. Task procedures are adjusted depending on actions of learners; contributions and utterances are oriented towards each other and may be co-constructed (or, see below, vertically constructed).

5) Handover/takeover. There is an increasing role for the learner as skills and confidence increase; the teacher watches carefully for the learner's readiness to

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[1] Puntambekar, S., & Hubscher, R. (2005). Tools for scaffolding learners in a complex learning environment: What have we gained and what have we missed? Educational Psychologist, 40(1), 1-12.

take over increasing parts of the action.

6) Flow. Skills and challenges are in balance; participants are focused on the task and are 'in tune' with each other[1].

1.3. Scaffolding Techniques in Teaching English

What is the opposite of scaffolding a lesson? Saying to learners, "Read this nine-page article, write a detailed essay on the topic it explores, and turn it in by Wednesday." No safety net, no parachute, no scaffolding — they are just left blowing in the wind.

Let's start by agreeing that scaffolding a lesson and differentiating instruction are two different things. Scaffolding is breaking up the learning into chunks and then providing a tool, or structure, with each chunk. When scaffolding reading, for example, you might preview the text and discuss key vocabulary, or chunk the text and then read and discuss as you go. With differentiation, you might give a child an entirely different piece of text to read, or shorten the text or alter it, and/or modify the writing assignment that follows.

There are two overarching types of scaffolds that support English language learners: 1) Verbal Scaffolds use language to support learners during instruction; 2) Procedural Scaffolds are tools and resources to support learners as they access the learning[2]. Collaborative Literacy includes a multitude of scaffolds embedded in the lessons that support the teacher in planning for instruction. The goal of these scaffolds is to make the academic content comprehensible while promoting the learners' English language development. Here are just a few examples of ways these scaffolds support teacher planning and learner learning.

1) Verbal Scaffolds

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[1] Pawan, F. (2008). Content-area teachers and scaffolded instruction for English language learners. Teaching and Teacher Education, 24(6), 1450–1462.

[2] Pol, J. V. D. & Volman, M., & Beishuizen, J. (2010). Scaffolding in teacher–learner interaction: A decade of research. Educational Psychology Review, 22(3), 271-296.

This type of scaffold provides prompts, questions, and elaboration to facilitate learners' movement to higher levels of language proficiency, comprehension, and thinking[1]. The combination of the verbal scaffolds with effective teacher-learner interaction promotes confidence, which in turn leads to language competence. All three programs, Making Meaning, Being a Reader, and Being a Writer consistently embed verbal scaffolds in the daily lessons[2]. Here are examples of the types of scaffolds with brief explanations.

"You might say:" note

> **You might say:**
>
> "This poem includes a lot of movement words that helped me imagine how the seal is swimming through the water. At the beginning of the poem, the words *zoom* and *dart* let me know that the seal is moving very fast. In the middle of the poem, the lines 'See how he swims/ With a swerve and a twist' made me think that his movements are also graceful—he is able to swerve and twist easily. I'll write: *The poem 'Seal,' by William Jay Smith, includes many words that helped me visualize how the seal moves. When I read the words 'zoom' and 'dart,' I pictured the seal swimming through the water really fast. When I read the lines 'See how he swims/With a swerve and a twist,' I pictured him moving gracefully in the water, like a dancer.*"

This verbal scaffold invites the teacher to model a "think-aloud."[3] In this example, the think-aloud includes modeling writing. After the teacher walks the learners through his or her thinking, the learners engage in similar thinking and discussion.

Reinforcing contextualized definitions

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[1] Reiser, B. J. (2004). Scaffolding complex learning: The mechanisms of structuring and problematizing learner work. Journal of the Learning Sciences, 13(3), 273-304.

[2] Seifoori, Z. & Vahidi, Z. (2012). The impact of fluency strategy training on Iranian EFL learners' speech under online planning conditions. Language Awareness 21.1–2, 101–112.

[3] Rahmawati, T. (2016). The Use of Scaffolding Talk Technique to Improve Learners' Speaking Skill. A Graduating Paper. STAIN Salatiga. URL: http://perpus.iainsalatiga.ac.id/docfiles/fulltext/9724543369.pdf

5 Read Aloud

Read the story aloud slowly and clearly, showing the illustrations as you read. Clarify vocabulary when you encounter it in the story by reading the word, briefly defining it, rereading it in context, and continuing (for example, "'The kids in Room 207 were misbehaving again'—*misbehaving* means 'behaving, or acting, badly'—'The kids in Room 207 were misbehaving again'").

Suggested Vocabulary

misbehaving: behaving, or acting, badly (p. 3)

rapped: hit sharply or quickly (p. 10)

drawn: closed (p. 18)

🌐 ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

spitballs: little balls of chewed paper (p. 3)

act up: (idiom) act, or behave, badly (p. 8)

loaded them down with homework: gave them a lot of homework (p. 13; refer to the illustration)

case: crime or mystery that the police investigate (p. 17)

shades: window coverings (p. 18)

know-it-all: person who thinks he or she knows everything (p. 24)

The rigor of the tasks that Collaborative Literacy learners engage in increase across the weeks and days of instruction. For this reason, it is imperative that learners have a solid understanding of the text. Specific ELL vocabulary suggestions reduce some of the cognitive load for ELL learners giving them immediate access to the read-a-loud text. Vocabulary words are defined in the context of the read-aloud in a way that minimizes impact on the flow and pacing of the instruction. This support ensures that learners are able to engage in meaningful conversations about the text.

2) Procedural Scaffolds

Procedural scaffolds make content comprehensible by providing tools, resources, and other types of support before, during, and after instruction. Learners need access to the content of the text, but it is equally important that learners feel safe enough to take academic risks as they collaborate within a classroom community even when they make mistakes. The combination of this low-affective-filter environment and these scaffolds accelerate learners' learning and acquisition of language. Here are some examples of procedural scaffolds within Collaborative Literacy lessons that support both academic and social goals in support of language acquisition.

Asking open-ended questions with support

🌐 **ELL Note**

Support students with limited English proficiency by providing prompts such as "I remember . . ." and "She drew . . . ."

Discussion Prompts

I agree with _____ because . . .

I disagree with _____ because . . .

In addition to what _____ said,

I think . . .

> **Facilitation Tip**
>
> During this unit, we encourage you to focus on two questioning techniques: **asking open-ended questions** and **using wait-time**. Notice that most of the questions we suggest are open-ended, inviting many responses. These questions cannot be answered with a single word and often begin with words like *what, how,* and *why.* We encourage you to try asking the questions as they are written and noticing how the students respond. Because the questions require thought, we suggest that you use at least 5-10 seconds of wait-time after asking a question before calling on anyone to respond. This gives everyone a chance to think before talking. To see this Facilitation Tip in action, view "Asking Open-ended Questions and Using Wait-time" (AV18).

Collaborative Literacy offers seven facilitation techniques that enhance teaching and learning[1]. This example is of the procedural scaffold of asking open-ended questions[2]. This type of question requires learners to think critically and go beyond simple answers. Because responding to open-ended questions may be challenging for ELL learners, lessons include layered support. The first support is a list of general discussion prompts that are supportive for all learners as they collaborate and add to each other's thinking. For learners at different proficiency

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[1] Rojas-Drummond, S., Mercer, N., & Dabrowski, E. (2001). Collaboration, scaffolding and the promotion of problem solving strategies in Mexican pre-schoolers. European Journal of Psychology of Education, 16(2), 179-196.
[2] Segalowitz, N. (2010). Cognitive bases of second language fluency. New York: Taylor & Francis.

levels, additional language support is offered in an ELL Note.

Explicit pre-teaching and modeling

The "Do Ahead" section is a support for weekly planning. Considerations for supporting ELL learners are included in this section when appropriate. In this example, the Do Ahead suggests that the teacher preview the unit's read-aloud selections with the ELL learners before whole-class instruction[1]. The preview can be a combination of reading the text, discussing the text, and / or discussing the illustrations[2]. Furthermore, these suggestions might serve as a springboard for making instructional decisions about any additional support that might be needed. This support could include building specific background knowledge as needed so that the learners can engage in the tasks at hand in the upcoming weeks.

4 Strategies for Scaffolding Instruction for ELs

Let's highlight how teachers of ELs can meet the language needs of their learners through scaffolding. Teachers need to take into account the language demands that ELs face in content classrooms and use scaffolding to meet these demands[3]. When teachers scaffold lessons, they break down the language into

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[1] Sharma, P., & Hannafin, N. (2005). Learner perception of scaffolding in supporting critical thinking. Journal of computing in higher education, 17(1), 17-42.

[2] Ghosn, I. K. (2002). Four good reasons to use literature in primary school. ELT journal, 56(2), 172-179.

[3] Yu, G. (2004). Perception, Practice and Progress: Significance of scaffolding and zone of proximal development for second or foreign language teachers. Asian EFL Journal, 6(4), 1-24.

manageable pieces or chunks. This way, learners can be given the necessary support to understand the information provided in the lesson. Here are four ways of scaffolding lessons when ELs need support during a content area lesson.

1. Connect new information to prior experiences and learning.

Introduce new concepts by linking them to what ELs already know. The goal for teachers should be to provide comprehensible input to learners. Teachers need to consider what schema ELs bring to the classroom and to link instruction to the learners' personal, cultural, and world experiences. Teachers should also strive to make the information relevant to ELs and to understand how culture impacts learning in their classroom.

2. Preteach academic vocabulary.

Previewing and preteaching new vocabulary words is a scaffold necessary to help ELs understand academic content. We can't do this by giving ELs a list of vocabulary words from a unit and having them look up the words in a dictionary. ELs will not know which definition applies to the context of the word, and they won't understand the definition. They require direct instruction of new vocabulary. Teachers should also provide practice in pronouncing new words and multiple exposures to new terms, words, idioms, and phrases. Word walls should be used at all grade levels.

3. Use graphic organizers to make lessons more visual.

I can't say enough about the importance of employing all kinds of visual supports when teaching ELs. The most important scaffold for teaching content-area material is the use of graphic organizers. Teachers need to use organizers such as webs, Venn diagrams, and charts to help them better comprehend academic texts and organize information. Graphic organizers can also help learners develop higher level thinking skills and promote creativity.

4. Support EL writing by using sentence frames.

Sentence frames allow ELs to use key content area vocabulary when writing. Frames provide structure so that ELs can produce sentences on their own. When

scaffolding writing, teachers need to provide a sentence frame. The blanks can be located in the beginning, middle, or end of sentences. ELs can be required to fill in one word or more to finish the sentence. Here is an excellent lesson on Teacher Tube that illustrates using sentence frames to jumpstart EL writing.

1.4. Overview of the Previous Researches in the Field

Scaffolding is the term given to the provision of appropriate assistance to learners in order that they may achieve what alone would have been too difficult for them. Scaffolding is support that includes images and words that can be seen as well as heard. Scaffolding is an excellent way to provide comprehensible input to ESL learners so that not only will they learn the essential subject content but also they will make progress in their acquisition of English.

The theoretical basis for this research is provided by 3 renowned researchers in cognitive / educational psychology and second language acquisition: Vygotsky[1], Krashen[2] and Bruner[3].

Vygotsky: Zone of proximal development

If you're new to the field of teaching, it's important to know the ways in which learners learn and the ways in which their brains develop. Effective teaching involves a careful knowledge of the specific learners you teach and where they are on their learning journey. Depending on what subject you teach, you should have a clear idea of what knowledge and skills your learners should be able to clearly grasp by the time they have come to the end of your class[4]. When you know where your learners are in relation to those expectations and compare where they're at

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[1] Van der Veer, R. Yasnitsky, A. (2016). Vygotsky's published works: an almost definitive bibliography. In: Yasnitsky, A. & van der Veer, R. (Eds.) (2016). Revisionist Revolution in Vygotsky Studies (pp. 243–260). London and New York: Routledge.

[2] Jarvis, H., Krashen, S. D. (2014), Is CALL obsolete? Language Acquisition and Language Learning Revisited in a Digital Age. Tesl-Ej 17.4, 1–6.

[3] Mattingly, C., Lutkehaus, N. C., Throop, C. J. (2008). Bruner's Search for Meaning: A Conversation between Psychology and Anthropology. Ethos, 36(1), 1–28. http://www.doi.org/10.1111/j.1548-1352.2008.00001

[4] Yu, G. (2004). Perception, Practice and Progress: Significance of scaffolding and zone of proximal development for second or foreign language teachers. Asian EFL Journal, 6(4), 1-24.
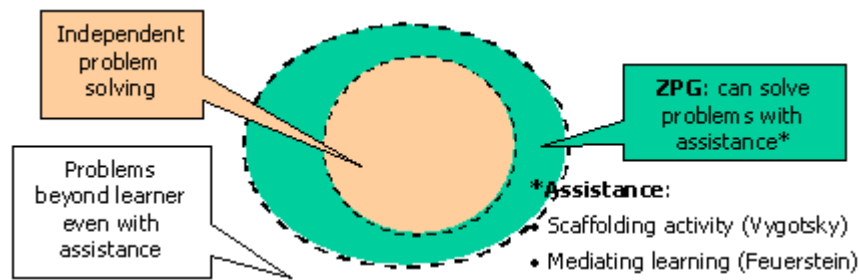
with those expectations, you can begin to formulate some ideas on how to get your learners to where they need to be. If not, however, it's okay because many important thinkers and psychologists in the realm of education have studied the ways learners learn and developed theories that are very helpful to educators on what strategies to take in order to help a learner learn. One of those theories came from Russian psychologist Lev Vygotsky, and it's a theory that is especially helpful for teachers in the classroom. Vygotsky was a leading psychologist in the area of cognitive development. His theory of cognitive development focused on the social aspect of learning and the need for support in the learning process[1].

Lev Vygotsky, a Russian psychologist, introduced the concept of a zone of proximal development (ZPD), which is the notional gap between a) the learner's current developmental level as determined by independent problem-solving ability and b) the learner's potential level of development as determined by the ability to solve problems under adult guidance or in collaboration with more capable peers[2].
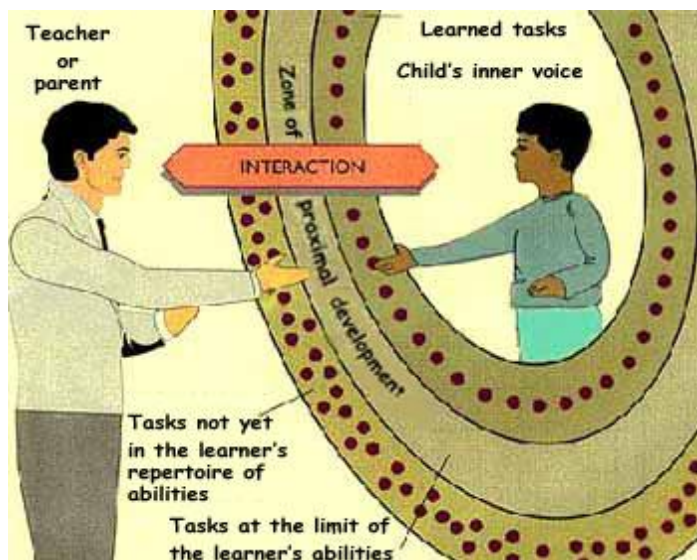
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[1] Whitfield, N. (2006). Scaffolding. Retrieved Nov. 28, 2006 from http://neilwhitfield.tripod.com/scaffolding.html
[2] Yu, G. (2004). Perception, Practice and Progress: Significance of scaffolding and zone of proximal development for second or foreign language teachers. Asian EFL Journal, 6(4), 1-24.

Independent problem solving

Problems beyond learner even with assistance

ZPG: can solve problems with assistance*

*Assistance:
- Scaffolding activity (Vygotsky)
- Mediating learning (Feuerstein)

Vygotsky proposed that in order for a learner to learn a concept or skill, the concept or skill had to be within what he called the learner's "zone of proximal development."[1] The zone of proximal development is a theory used to determine what a learner is capable of learning. If a concept or skill is something that a learner could do with the help of a "more knowledgeable other,"[2] then that concept or skill is something they could perform on their own after learning it with support. Vygotsky called the support that learners receive in order to learn "scaffolding."

The goal is to focus instruction on a level that is just a step above what the learner is capable of on their own without support. With support or scaffolding, the learner can learn the concept or skill and practice with their supportive mentor or more knowledgeable other until they are comfortable to do it on their own. This is the point at which the scaffolding is removed, and the learner has mastered the concept or skill. If the concept or skill that a teacher wants a learner to learn is not something the learner could handle even with support, then Vygotsky would say that the concept or skill is outside of the learner's zone of proximal development. An extreme example of this would be expecting a first-grade learner who has recently learned to read to answer an open-ended response question on the thematic structure of a story they've just read. They've just learned to read. An in depth analysis from their reading is something that is completely outside of their zone of proximal development.

Vygotsky's theory can be very beneficial in helping teachers to plan out their

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[1] Yu, G. (2004). Perception, Practice and Progress: Significance of scaffolding and zone of proximal development for second or foreign language teachers. Asian EFL Journal, 6(4), 1-24.

[2] Brewster, J., Ellis, G., & Girard, D. (2004). The primary English teacher's guide. London: Penguin.

instruction. It helps them to think the through the knowledge and skills that their learners are expected to master and determine the order in which to teach those things. Some concepts require prior knowledge that the learner may not already possess. If that's the case, then the teacher knows that the concept is currently outside of their zone of proximal development, and it is something the teacher will have to slowly aim for, step-by-step. Using the ideas of scaffolding and zone of proximal development could help a teacher to line up the things they need to teach for a whole year and build a sequence by which learners will slowly build mastery over one concept before moving onto a next level concept.

The theory can also help a teacher deal with any personal discouragement they may feel when it seems like a learner just isn't understanding when he or she explains as clearly as he or she can. That would be the moment to realize that learners are on a journey of cognitive development. While teachers should have expectations for their learners, their role is to provide the scaffolding that will help the learner to master the concepts in a sequential order.

If you want to put Vygotsky's theory to work in your classroom, here are some steps for doing so. The first thing you'll need to do is to determine all the concepts your learners need to master in your class. Consult your state's educational expectations for what your learners need to know. Once you have your list of concepts in front of you, you'll need to spend some considerable time determining what concepts your learners likely already have mastered and the ones that are just a step beyond their capability. You might need to do either some formal or informal assessment in class with your learners to determine where they're at in regard to some of the concepts you plan to teach. You'll need to determine what concepts learners will need to have mastered in order to move onto more advanced concepts. Your goal is to develop a sequential order in which one concept builds on another.

Once you have your sequential order in place, you can begin to plan your individual lessons. Remember to teach concepts that are within your learners' zone

of proximal development, but currently a step above their capability on their own. Structure your activities so that learners have appropriate scaffolding for practicing the concept. Once they've had plenty of practice with scaffolding, you'll slowly remove the scaffolding until the learner has mastered the concept on their own. Another important thing to keep in mind when thinking about your individual learners is any learning disabilities they may be diagnosed with and adjust your instruction accordingly.

Watching learners learn is an incredible experience, and it is one that keeps teachers dedicated to their job day in and day out. Vygotsky's theory of scaffolding can be one of the most beneficial concepts a teacher can put into place within their classroom. It relies on the way in which learners develop cognitively, and it provides a healthy and structured environment for learning.

*Krashen: Theory of second language acquisition*

Stephen Krashen, a researcher into second language acquisition, devised a similar notion for the kind of input that an ESL learner needs in order to make progress in acquiring English. He called this gap i+1, where i is the current level of proficiency[1].

Learner is here

| 1 2 3 ..   i i+1   .. 24 25 26

The learner needs comprehensible input which is here.
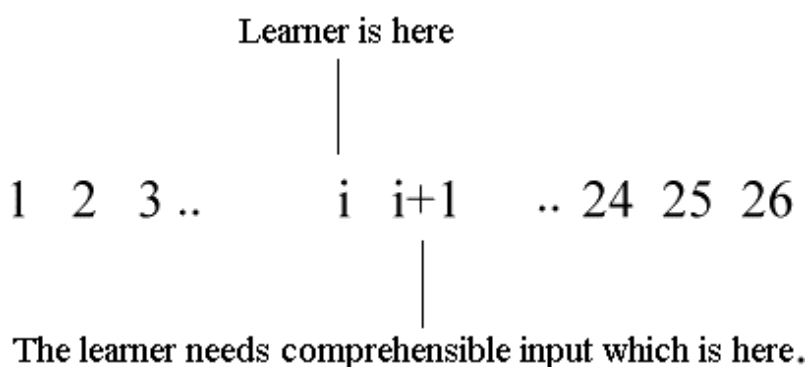
Clearly, an EFL learner cannot cope with or learn from language input that is

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[1] Ang-Aw, H. T. (2010). Rater judgment on the conversation task for 'O' level learners in Singapore. Master's dissertation. Nanyang Technological University, Singapore.

at i+6 or i+13[1]. The input must be made comprehensible. Indeed, Krashen states that comprehensible input is a sufficient condition for language acquisition. However, Krashen further claims that no language will be acquired in the presence of the affective filter. This simply means that an ESL learner who is nervous or bored in class will learn neither subject content nor new language, even if the input is comprehensible.
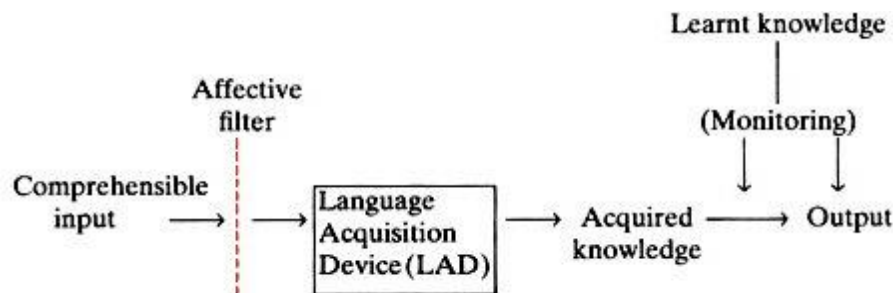
Bruner: Scaffolding

Jerome Bruner, researcher in cognitive and educational psychology[2], coined the term scaffolding as a description for the kind of assistance given by the teacher or more knowledgeable peer in providing comprehensible input and moving the learner into the zone of proximal development.

Scaffolding includes all the things that teachers do already when they predict the kinds of difficulty that the class or individual learners in it will have with a given task. Typical examples are the activation of background knowledge at the beginning of the lesson or a brief review of key vocabulary at the end of it. The Writing Process is another prime example of scaffolding.

The importance of visual scaffolding for ESL learners

ESL learners are particularly dependent on scaffolding (of course, like the real scaffolding, visual scaffolding can and should be removed when it has served its

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[1] Chen, Z. & Goh, C. C. M. (2014). Teacher knowledge about oral English instruction and teacher profiles: An EFL perspective. Teacher Development: An International Journal of Teachers' Professional Development 18.1, 81–99.
[2] Ahmadian, M. J. & Tavakoli, M. (2011). The effects of simultaneous use of careful online planning and task repetition on accuracy, complexity, and fluency in EFL learners' oral production. Language Teaching Research 15.1, 23–49.

purpose), but often the purely oral scaffolding undertaken by the teacher is not enough. ESL learners greatly benefit from the type of scaffolding that makes extensive use of visual aids hence the term visual scaffolding. When learners can see an image of what the teacher is describing or see the key words that the teacher is explaining, this not only serves to make the input considerably more comprehensible, but serves to remove the affective filter which results from the fear or boredom that comes of understanding very little in class.

The Smartboard and its software are excellent tools for the production and viewing of content that is both interesting and comprehensible[1].

Have you ever noticed how experienced teachers use almost instinctive ways of analyzing the tasks they are teaching, dissecting those tasks into manageable steps, and providing helpful hints to assist learners as they access challenging concepts?

Researchers have studied these processes of highly effective teachers and adopted a metaphor from the building industry: scaffolding. Some researchers explained that scaffolding involves the setting up of "temporary supports, provided by capable people, that permit learners to participate in the complex process before they are able to do so unassisted"[2]. When teachers provide carefully designed support for learners to tackle challenging linguistic material, they give the learners a chance to first gain skills with assistance and confidence and then move toward learner autonomy. As teachers build their awareness of scaffolding techniques, they are better able to reflect on and share their own techniques with others, as well as expand their own repertoires.

To understand scaffolding techniques, a teacher should consider the metaphor of scaffolding in the construction process. What comes to mind might be the image of a temporary platform or support that helps the construction team reach areas and

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[1] Pea, R.D. (2004). The social and technological dimensions of scaffolding and related theoretical concepts for learning, education, and human activity. Journal of the Learning Sciences, 13, 423–451.
[2] Kim, Y. (2013). Effects of pretask modelling on attention to form and question development. TESOL Quarterly 47.1, 8–35.

work on the levels of the building that would otherwise be inaccessible. Some researchers explained the term, "scaffolding," as the way in which "a teacher or adult structures a learning task and provides directives and clues using dialogue to guide the learner's participation in the learning task."[1] Teachers need to provide these directives and clues when learners tackle material that is new to them or slightly beyond their knowledge base. Scaffolding helps learners work in what Vygotsky called "The Zone of Proximal Development" which describes language learners' process of moving from what they know to material that is just out of reach. They can reach higher levels of achievement than might otherwise be possible with help provided by teachers or knowledgeable peers just as the scaffolding allows access in the construction process.

To reach this higher level, two conditions must exist:

1.   The learner must be willing to try;

2.   The teacher must provide a scaffold[2].

If these two conditions are met, the next question is to think about why the scaffold is useful. Well-known specialist sets forth three reasons as follows:

-     to clarify the purpose and give clear, step-by-step instructions

-     to promote cooperative tasks so learners are attuned to helping rather than competing

-     to give positive affective attitude encouraging safe relationships.

Next, a teacher must think how the challenge of the task and also, what support the learners need in carrying it out. Generally, a highly challenging task, which pushes a learner to a higher level of development, will require careful scaffolding techniques, which are then slowly removed as the learner gains competence and confidence. The type of support must be flexible because the conditions of learning are always changing. For example, a teacher may initially

[1] Nitta, R. & Nakatsuhara, F. (2014). A multifaceted approach to investigating pre-task planning effects on paired oral test performance. Language Testing 31.2, 147–175.

[2] Takimoto, M. (2012). Assessing the effects of identical task repetition and task-type repetition on learners' recognition and production of second language request downgraders. Intercultural Pragmatics 9.1, 71–96.

offer the learner a series of choices from a list, and as the learner becomes more familiar with the task, he or she will supply her own answer and justify the choice. The teacher must carefully consider when the supports are put up and when they are gradually removed.

Some supporters of Vygotsky's theory have identified several effective types of scaffolding among which the following are most often mentioned:

1. Simplifying language (vocabulary, grammar or length of utterance) For example may use present tense instead of past; avoid idioms or use partial sentences

2. Ask learners to complete sentences or fill in the blank rather than having them try to come up with the entire sentence

3. Use visuals, for example, graphic organizers, tables, outlines, graphs, pictures

4. Use gestures – establish predictable routines, for example, pointing behind to remind of past tense or forward for future, miming actions, etc[1].

Learners are capable of mastering highly challenging material, as for example, in content-based classes, when teachers provide purposeful, clear support in an encouraging environment. It is important to keep in mind, however, that not all learners respond to the same type of support, so a teacher must carefully analyze the learners' learning styles and the context for learning, and be prepared with a variety of approaches. Overall, a teacher with the ability to reflect carefully on the effectiveness of scaffolding techniques will be able to guide learners to ever-higher levels of knowledge.

Implications:

- Use a variety of scaffolding techniques to address diverse learning styles

- Reflect on which techniques work best for the context

- Make sure tasks are suitable for the learners since scaffolding without a

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[1] Van de Guchte, M., Braaksma, M., Rijlaarsdam, G. & Bimmel, P. (2016). Focus on form through task repetition in TBLT. Language Teaching Research 20.3, 300–320.

challenging task is not effective[1].

However, the most problematic issue with the metaphor is that it is readily identified as a form of mediation within Vygotsky's construct of Zone of Proximal Development (ZPD). Various authors sustain that the metaphor can be successfully applied to the interventions that teachers and others make within the learners' ZPD. This was defined by Vygotsky as "the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers"[2].

On the surface, the definitions of both constructs seem to be compatible and even comparable. In both, reference is made to a purposeful intervention by a more knowledgeable other (adult or peer) who mediates the solution of a problem, encapsulating a learning move on the part of the learner/novice. Likewise, both refer to two distinct levels of performance (assisted and unassisted) as well as to a "distance" between current and future performance.

However, various critics have pointed out the inadequacy of such a simplistic match, and warn educators of an inherent contradiction in readily associating one with the other. According to these authors, the fallacy of the compatibility argument lies in an unreflective and decontextualized understanding of the ZPD and, more importantly, Vygotsky's own theory of child development. Arguments in favor of demystifying the illusion of compatibility range from the assumption that ZPD is an attempt at explaining development within a staged theory of child development and not as a metaphor for learning, to the lack of actual dialogic activity in the original concept of scaffolding[3].

This controversy notwithstanding, it should be acknowledged that "the

[1] Wigglesworth, G. & Elder, C. (2010). An investigation of the effective and validity of planning time in speaking test tasks. Language Assessment Quarterly 7.1, 1–24.

[2] Thai, C. & Boers, F. (2016). Repeating a monologue under increasing time pressure: Effects on fluency, complexity, and accuracy. TESOL Quarterly 50.2, 369–393.

[3] Ahmadian, M. J. (2011). The effect of 'massed' task repetitions on complexity, accuracy and fluency: Does it transfer to a new task? The Language Learning Journal 39.3, 269–280.

concepts of 'scaffolding' and ZPD have become important guiding ideas in education because within them are embedded a psycho-social model of teaching and learning". In the field of LT, in particular, both constructs have become ubiquitous and readily associated. Moreover, in recent years, a plethora of teacher education materials have made explicit reference to scaffolding as a valid way of mediating learning efforts in the ZPD. In the current reality, where the field is becoming heavily influenced by Sociocultural Theory, it makes sense to explore the dichotomy perceived by some critics in order to shed light on how the terms can best be interpreted for the purposes of teacher education and teacher development – but also, more importantly, how they stand in relation to good teaching.

CHAPTER II. RESEARCH DESIGN

2.1. Research Questions and Participants

The research is specifically designed to answer the following problematic questions:

1) How teachers understand and perceive the concept of scaffolding?
2) How is the scaffolding concept reflected in their teaching English for young learners?
3) In what way does the scaffolding concept help or hinder young learners from their language mastery?

To find the answer to the first question the special multiple-choice test was designed. To find the answer to the second question the special questionnaire was designed. To find the answer to the third question, all collected data (results of test and questionnaire, plus some personal interview of the author with young learners and teachers) was analyzed.

Thus, participants of the research are young learners and their teachers. The biggest part of the research took place at school number 2 (Gulistan city, Syrdarya province, Republic of Uzbekistan). Pupils of three groups – 1a, 2a, and 3a – fall under the research, and a number of English lessons in these groups were attended and the question of scaffolding analyzed during the pedagogical practice, for which the author of the thesis was assigned to the school number 2. Total number of pupils, who directly or indirectly, participated in the research data collection process is 98.

Moreover, teachers of English of the same school were tested and questioned, and two valuable interviews were taken. Total number of teachers, who participated in the research, is 14. Two of them were interviewed. Others answered to the questions of the tests and special questionnaires.

2.2. Methodology and Data Collection

Qualitative data collection methods are exploratory in nature and are mainly concerned with gaining insights and understanding on underlying reasons and motivations. Qualitative data collection methods emerged after it has become known that traditional quantitative data collection methods were unable to express human feelings and emotions.

Monette et al credit qualitative methods with the acknowledgement of abstraction and generalization[1]. Polonsky and Waller categorize vision, images, forms and structures in various media, as well as spoken and printed word and recorded sound into qualitative data collection methods[2].

It is noted that "qualitative methods are often regarded as providing rich data about real life people and situations and being more able to make sense of behavior and to understand behavior within its wider context. However, qualitative research is often criticized for lacking generalizability, being too reliant on the subjective interpretations of researchers and being incapable of replication by subsequent researchers."[3]

Popular qualitative data collection methods used in business studies include interviews, focus groups, observation and action research. Moreover, grounded theory and document analysis can be also used as data collection method in qualitative studies. Considering the objective of this study that is to reveal teacher's understanding and perception on scaffolding concepts and the reflection of the concept in their English teaching for young learners as teacher builds learners' knowledge I decide to conduct a mixed method studies where the qualitative component had priority and the researchers identified themselves primarily as qualitative researchers.

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[1] Monette, D.R., Gullivan, T.J. & DeJong, C.R. (2010). Applied Social Research: A Tool for the Human Resources. New York: Cengage Learning.
[2] Polonsky, M.J. & Waller, D.S. (2011). Designing and Managing a Research Project: A Business Learner's Guide. 2nd edition. New York: SAGE.
[3] Vaus, D. (2002). Surveys in Social Research. London: Taylor and Francis. – P.5

Qualitative research needs interpretive and naturalistic approaches to the subject matter and multiple sources of information. This research will be a case study because the characteristics of genre are embedded in a certain community communication. Since the research will typically describe an entity and the entity's action, the how and why the entity acts as it does, this research took case studies as the method qualitatively. The entities investigated are the teaching and learning (process and product).

A case study in qualitative research requires a natural setting and purposeful sampling. The general aim of this study is to explore and describe the reflection of scaffolding concepts in the teachings of English for young learners in schools of Gulistan city, along with their teaching practices. Investigation were drawn upon teachers in terms of their understanding on the concept, how they implement it in their classroom teaching and how they perceive it. The results were framed and discussed in the light of curriculum 2018-2019. Given this objective, it is imperative to find teachers in both investigated schools who actively implement scaffolding.

It is critical also to consider that the schools have facilitated the teaching with supportive teaching materials sufficient and relevant to the subject matters to support the English teaching activities to their learners. It is considerable also — to certain amount — to involve teachers who have been actively participated in some improvement programs in teaching English for Syrdarya province at least.

Having considered above reasoning, the participants of this study are teachers, representatives of two schools who have been reviewed thus far based on the requirements. They were interviewed, observed, and requested to be engaging and mingling into the establishment of the new model of scaffolding teaching. Their opinion, assumption and teaching practices were triangulated with interview, questionnaires, observation, focus ground discussion and other necessary instruments. They interviewed purposely and had their English teaching observed thoroughly. The process was carefully documented.

Mixed method and qualitative research needs multiple techniques to collect data from multiple sources. In general, the data were taken from the following techniques. The data were collected through both questionnaires and interview. The questions asked were about scaffolding concepts: how far teacher understands the concept, apply and perceive it in curriculum 2018-2019?

Multiple-choice test has included the following questions:

1. Scaffolding is...

2. Scaffolding provides sufficient support to promote learning when ... are being first introduced to students.

3. What is does the selection of the learning task mean as a scaffolding technique?

4. What is does the anticipation of errors mean as a scaffolding technique?

5. What is does the application of scaffolds during the learning task mean as a scaffolding technique?

6. What is does the consideration of emotive and affective factors mean as a scaffolding technique?

7. Scaffolding theory was first introduced by...

8. There are two levels of scaffolding. They are...

9. What is feedback?

10. What is giving hints?

11. What is instructing?

12. What is explaining?

13. What is modeling?

14. What is questioning?

15. What is advanced organizer?

16. What is modelling?

17. What is worked example?

18. What is concept map?

19. What are handouts?

20. What are prompts?

Questionnaire has been aimed

1) to clarify the notion of participants about the following theories connected to scaffolding in teaching foreign languages: A) Stephen Krashen, his theory of language and learning acquisition, and especially his dedication to finding ways to combat cognitive overload. B) Benjamin Bloom's Taxonomy of critical thinking skills. C) Howard Gardner's theory of multiple intelligences. D) John Hattie's studies on the importance of making learning visible. E) Marsh, Mehisto, Frigol's CLIL approach. F) Lev Vygotsky's zone of proximal development and the stress on pre-teaching to help the acquisition of new knowledge. G) Ron Berger's successes in project-based learning and his insistence on creating a culture of trust and excellence in the classroom.

2) to identify the participants of the teaching process: A) Facilitator. B) Equipment manager. C) Recorder. D) Reporter.

3) to define participants' attitute to: A) Using classroom talk to create context for language learning and scaffold young learners' comprehension. B) Collaborative group work of young learners of English as an effective scaffolding technique. C) Additional scaffolding for young learners in teaching writing. D) Creating a reason for young learners for turning while teaching reading skills.

Interview has included the following questions: 1. What are your beliefs and guiding principles about teaching English language young learners? 2. What scaffolding strategies do you use to teach the youngest children? 3. What scaffolding strategies do you use to teach phonics? 4. What scaffolding strategies do you use to teach spelling? 5. What scaffolding strategies do you use to teach comprehension? 6. What scaffolding strategies do you use to teach vocabulary? 7. How is assessment conducted and used in your classroom?

Questionnaires were given first, and interview was served as the confirmation and elaboration of what had been sounded in the questionnaire.

The data to answer this question were collected from classroom observation,

field note and interviewing teachers and learners. The data were triangulated and collected thoroughly and continuously guided by some purposively designed formats. The interview was targeted to teachers and learners and structure of interview is subject to change accordingly. The points to which teachers reflect scaffolding in particular ways were deeply elaborated.

The data were gathered from classroom observation triangulated with interview and test results. The interviews were conducted both to the teachers and the learners. Having observed the teaching, the teacher was asked about the scaffolding they have planned and implemented and how significant it is to help learners' mastery.

The framing of the questionnaire was: does the concept help the learners in acquiring new skills or the opposite? How far and significant does the help or hinder created? How can it help or hinder learners and why? What is the reasoning? The interviews were continued with discussion. Interview to learners was in regard to their impression during the teaching.

Whether or not they were helped by the teaching were elaborated. Test results were also analyzed to support the opinions.

CHAPTER III. RESULTS OF THE RESEARCH

3.1. General Results of the Experiment

Results of the interviews

Teacher's understanding and perception about scaffolding

Both teachers were interviewed with several open questions regarding their understanding about scaffolding and whether they perceive the concept empowering or the opposite. Teacher A explained that he heard the scaffolding term written in many scientific books. It is written mostly in a positive encouragement, as in the title of the book. Nevertheless, he admitted that he did not aware about the meaning and the 'magical effect' it has on the teaching.

He thinks that that scaffolding might be associated with a good teaching. This is relevant to what some specialists say that assume scaffolding as good teaching is common among teachers. Teacher B is the opposite of teacher A. She understood the concept, believed it as a good teaching strategy and even was able to mention the theorists. Teacher B thinks scaffolding is what a teacher should learn and apply.

Reflection of scaffolding in the teaching

Teacher A

The observation was conducted twice for two meeting schedules, each of which has 2x45 minutes. The very prominent artifact used by the teacher as the scaffold is the slides projected contain some pictures which were very attractive and familiar to the learners.

Explaining the date and time, the teacher brought the real birthday date of the famous celebrities, learners were well recognized. Learners were very enthusiastic and they tried hard to answer each of the question proposed by the teacher, as their eyes were glued to the pictures. Even one learner which is firstly failed on answering correctly, tried to re-answer by requesting the teacher to play on the

picture of the celebrities she likes. The slide has successfully attracted their attention and forced them to think harder. This kind of assistance falls into learners' mental capacity. Unfortunately, there is rarely framed another meaning-making strategy used by the teacher as it should be able to work with, as to teacher/learner talk. The learners have not given enough time and space to use the tool for reasoning, that is, a talk. Teacher provides almost all answers if they failed to point it correctly. Meanwhile, learners' participation whether they are answering or correcting others, that is a crucial thing teacher need to boost and invite, as it is a 'useful function in scaffolding the development of reasoning and scientific understanding'[1]. Teacher rarely used understandable hints, probes or simplification. He often showed hints by nodding his head or pausing.

Learners were less directed to understand the 'subtle suggestions and guidance to move along' and 'frame the intended meaning'. After explanation in the first 10 minutes, learners were not provided by 'point in need scaffolding' as suggested by some specialists that learners were not only prompted to their mistakes but also invited to clarify themselves of what they are thinking at that time being and guide those thinking into the correct path. For example, one learner mispronounces the date and month in reverse, the teacher reacted only by shaking his head instead of guiding by sentences like: 'what did you say again? Which one is the date? Are you sure? Is month more than 12 in a year? So 15 means? A month or a day?

This is what some specialists argue as 'conversation'. Teacher should converse his learner. Circular in form, cooperative in manner, and constructive in intent; this is a desired model of explaining things or examples. If learners do not 'talk' his mind 'aloud', it would be difficult to measure the beginning of the thinking process because no correction, assimilation, or accommodation of the new learning.

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[1] Bei, G. X. (2013). Effects of immediate repetition in L2 speaking tasks: A focused study. English Language Teaching 6.1, 11–19.

Teacher B

The teacher also performed two teachings in different days, with the same minutes. She applies task division in teaching reading. She selected two different reading texts. As I interviewed before she started the class, she argued that the two texts have different level of difficulties. The first one is easy; the second one is a bit difficult. It is performed in purpose so that the learners ranging from lower to upper level of competencies can be measured and appropriately treated. This assistance reflects 'contingency' in scaffolding in which teacher assures learners' recent capability in order to move along to one step higher. Teacher tried to give an anchor for all the learners by giving them the easier one to depart on learners Zone of Proximal Development (ZPD)[1] and later on landed on learners farthest ZPD. At this point, teacher made simplification as her teaching support and provided the learners with something to trigger their potential development.

Teacher also communicates well; performed a lot of interactional scaffolding by providing many teaching media beside the textbook. The media are then successfully played the role as teaching catalyst. The interaction between teacher and learners were clearly patterned as the teacher seized the learners' answer and used them to develop their higher thinking ability. The teacher used point in need scaffolding.

For example, as the teacher asked:

T: so why she (the main character) felt so sad?

S: because she lost her earrings (pausing): err… and… but…

T: yes? But what?

S: but also her husband did not care about that…

T: about her? About her earring? Or what?

S: about her lost. Not the earring. The lost. Her lost. Her husband ignores.

T: her husband ignored the fact that she lost her earrings? That what makes

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[1] Chen, Z. & Goh, C. C. M. (2011). Teaching oral English in higher education: Challenges to EFL teachers. Teaching in Higher Education 16.3, 1–13.

her so sad do you think?

S: yes.

The effect to learners' understanding

Teacher A and B can actually move along the path of learners' further distance of their ZPD by the scaffolding applied. Teacher A, with the interactivity built by the slides, the pictures, the vivid explanations, his stopping in each learner's desk has already succeeded in building learners' mental capacity as learners were attached and concerned.

Learners moved from remembering to understanding level of conceptual knowledge. They rarely moved from their chair, yet their mind moved the higher point. Nevertheless, the level of knowledge the learners reach was still in conceptual phase. Teacher B, with her skillful interactional scaffolding and teacher's talk has also succeeded in developing learners' internalized and strategic way of thinking. She has also created a conducive learning atmosphere. She brought the learners from the level of remembering to applying. Teacher moved around and mingled with the learners, the interaction gave meaningful contribution to the mastery of the learning. Learners reached procedural knowledge level as they are asked to make their own text and successfully made it with significant themes and development of the themes.

In the class where teacher A taught, learners are mostly less capable of answering questions from the textbook and the teacher. Even if they can answer, the level of understanding measured is in the point of remembering the fact and understanding the issue. Those who are able to analyze further were only five persons. But some of the learners, who were initially shown less interest and understanding, were able to catch their outstanding learners finally. Class tended to be quiet, even if the teacher asked, they looked very reluctant to answer[1]. The hesitation of the teacher to give sufficient assistance or to lead the path for the

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[1] Corden, R. (2000). Literacy and Learning Through Talk: Strategic to the Primary Classroom. Philadelphia: Open University Press.

learners to move along create the hesitation for the learners to answer almost all questions. Some of the learners were scaffold, but most of the rest were only stayed there, in their previous condition. In teacher B's class, the atmosphere tended to be pleasurable.

Even though not all of them can answer the questions correctly, they looked distressed, they learned happily.

Learners who were initially given the easier task can also finish the more difficult ones at last. Teacher knew when to scaffold and when to let them go. But still, both of them were applied scaffolding techniques in their teaching and succeeded in lengthen their learners' ZPD.

Results of Questionnaire

Careful teaching first prepares learners, by focusing their attention on key processes and ideas, before engaging them in interactive tasks to practice using these processes and concepts. Cyclical curricula (i.e. curricula that are not based on a linear progression of items but, rather, on the cyclical reintroduction of concepts at higher levels of complexity and inter-relatedness) lead to a natural growth in the understanding of ideas and to self-correction of misunderstandings. Frequently, however, a concern for immediate comprehension overtakes what we know about the best ways to promote learning.

Answers to the questions given in questionnaires allow us to draw some conclusions:

First of all, when you are trying to present new materials, you cannot expect them to be grasped immediately[1]. (If they are, in fact, the understanding had probably been present all along.) One must approach the issues in many different ways over a significant period of time if there is to be any hope of assimilation.

Teachers must explain learners how learners should learn. Too often learners are the last to know. For English learners, this is especially damaging. They need

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[1] Fukuta, J. (2016). Effects of task repetition on learners' attention orientation in L2 oral production. Language Teaching Research 20.3, 321–340.

to understand that their feelings of vagueness and frustration are valid. At the same time, teachers should carefully prepare learners by setting up tasks that will prepare them to be successful at what will be required of them. Tasks involving complex language are prime candidates for scaffolding. Without such support, English learners might very well not succeed.

Because scaffolds are by definition temporary, as the teacher observes that learners are capable of handling more on their own, she gradually hands over responsibility to them. This 'kid-watching' [1], to use Yetta Goodman's apt expression [2], implies that the teacher carefully monitors the learner's growing understanding and developing academic skills providing scaffolds and challenges as the need arises.

Rather than simplifying the tasks or the language, teaching subject matter content to English learners requires amplifying and enriching the linguistic and extra-linguistic context, so that learners do not get just one opportunity to come to terms with the concepts involved, but in fact may construct their understanding on the basis of multiple clues and perspectives encountered in a variety of class activities. As some specialists put it, the teacher provides message 'abundancy', also referred to as message 'redundancy' [3]. The following vignette from a project-based unit on linguistics is a good example of message abundancy:

The teacher is going over a class assignment in which his English learner learners need to write a series of five letters to an acquaintance. Learners first read the assignment to themselves. Then the teacher explains the task, providing learners with several ways to understand an important word he has introduced. For example,

Teacher: You can use your native language to write your letters, but there is a

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[1] Geng, X. & Ferguson, G. (2013). Strategic planning in task-based language teaching: The effects of participatory structure and task type. System 41.1, 982–993.

[2] Goh, C. C. M. & Burns, A. (2012). Teaching speaking: A holistic approach. New York: Cambridge University Press.

[3] Hawkes, M. L. (2012). Using task repetition to direct learner attention and focus on form. ELT Journal 66.3, 327–336.

caveat...a stipulation...there is something you have to do. You need to summarize your ideas in a paragraph in English.

Message abundancy here is expressed by the written assignment, by the teacher's review of the assignment, by his providing a paraphrase of the particular vocabulary that may be very difficult for learners to understand and (as is evident on the video recording of this event) by his verbal emphasis and body language as he elaborates.

To summarize, the results of the research shows that teachers who scaffolded effectively:

• created interest in the task using stories;

• broke the task down into smaller steps;

• kept child "on task" by reminding him of the purpose or goal;

• pointed out the important parts of the task;

• controlled the child's frustration during the task;

• modeled the task, including different ways to do the task.

3.2. Scaffolding Young Language Learners with Stories

According to the results of the test, questionnaires and interviews, the use of stories and books in the language classroom for young learners is a wonderful way to scaffold and support teaching and learning in TEFL[1].

How stories and books help scaffold learning: why story, in general, is good to use in the language class? If we remember that stories are actually what most everyday interaction is based on, from face to face short dialogues and greetings to announcements, news items and TV programs, we can see that story-type language is central to everyday life and communication and must, therefore, be central to the target language lesson.

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[1] Jamshidnejad, A. (2011). Functional approach to communication strategies: An analysis of language learners' performance in interactional discourse. Journal of Pragmatics 43. 15, 3757–3769.

Take a few minutes at any time in the day, when you can overhear a conversation, and think about what is actually being said, even by adults, and you will find that the conversation mainly involves the telling of stories, e.g. 'I was on my way to school today and x happened', 'I saw y yesterday', 'Did you hear about...' and the like[1]. In fact, stories are what we use virtually all the time to interact and inform each other of events, news and happenings.

Even on the television, if we think about what the newsreader is saying, or what happens in a program, we can see that most of these dramas, documentaries or monologues contain stories. Sometimes the stories are unfinished, as in a series or soap opera, or unpleasant and shocking, as in news items, and sometimes they are quite clearly story-like, as in monologues about events, descriptions of the natural world, or the content of comedy and drama programs, but it is fascinating to remind ourselves just how much of everyday language is story-like in its structure and language.

Being 'grown ups', it is hard for us to remember that a lot of language interaction is story-like but we do need to keep it central to our teaching and learning in the TEFL class[2]. This being the case, then, it is particularly important that we give our learners all the tools and language necessary, in the target language, for telling stories, not just for listening to them, as this will help them to interact in as natural a way as possible in the target language learning.

Stories and the young learner

The motivating aspect of stories. Stories can be highly enjoyable and motivating for young learners and can spark off their imagination in lots of directions. Stories really can get them talking and thinking. It is amazing to remember, too, that even 'grown-ups' love to hear and read stories! Stories really are very special and if someone does not hear the end of a story, no matter how

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[1] Kim, A. L. (2008). Teaching children through stories. URL: http://www.cut-theknot.org/Education/teaching_children_throughstories.html
[2] Kim, Y. & Tracy-Ventura, N. (2013). The role of task repetition in L2 performance development: What needs to be repeated during task-based interaction? System 41.3, 829–840.

simple, short or what context it is in they are usually disappointed and frustrated.

Stories can reflect real life. We need to also remind ourselves that stories can sometimes link with our own experience of life and events, be they good or bad, and thus, when chosen carefully can, indirectly, help them understand and cope with these life events such as going to the doctor/ dentist/ hospital, the arrival of a new baby in the family, what happens when a pet dies, or when their parents divorce. Stories based on these sorts of life events do, though, need to be handled carefully in the young learner classroom.

Language in clear and unambiguous contexts. There are also lots of useful devices in story that make them extremely valuable for the language classroom such as the use of lots of repetition, the need for the listener, or reader, to predict what is going to happen next and the recycling and introduction of lots of vocabulary and phrases. Many stories are a very good length to use in a lesson so that you could have one story heard/read in a language lesson in order for the learners to be able to take the ideas from, and the story itself, out of the class at the end of the lesson (even though follow on activities may last longer than this first lesson).

The inclusion of books. Alongside stories it is important to remember that we are not just talking about verbal stories but also those that can be found, and used, in books. In addition to stories in books, we should particularly include other books that cover non-fiction as well as a range of story genres that are not just fairy tales or 'happy ever after' stories. We need to also be aware that different learner types and genders within our classrooms all need to be catered for so, in order to address this, we must use a wide variety of stories and books in TEFL[1] (some examples of these will be illustrated below).

The use of factual books. It is important to realise that whilst we often use story books in the language classroom we do not always use factual books in the

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[1] Kim, A. L. (2008). Teaching children through stories. URL:
http://www.cut-theknot.org/Education/teaching_children_throughstories.html

target language, even though these can be particularly useful for young learners because they are so full of highly contextualized language, can be fascinating and are, therefore, a good resource for the language class.

Contextualized language. New language can be more easily understood and acquired when it is in context as the concepts and gist of this new language can be interpreted more easily when the language is in clear contexts, especially if there are gestures, intonation, realia, pictures or diagrams that support the language in the story telling or reading. These help the listener, or reader, work out what the language is about because of the situation it is linked with. For example, the introduction of the word 'wheelbarrow' in the story of the "Hatmaker and the Monkeys" is very easy and understandable because the word is in context, 'wheelbarrow' is a word that is not used very often in everyday English but it is understood quickly within the context of this story of an old hatmaker who takes his hats to market in a wheelbarrow.

Likewise, the word 'otoscope' in "Going to the Doctor"[1] is very meaningful, clear and not difficult to understand because it is used in context with supportive illustrations to help the listener/ reader. It is not the use of words that creates any difficulty for our learners but the lack of supportive context which makes things difficult to understand.

Chunks and phrases. Stories and books can introduce language 'chunks' to the young learner. This emulates how mother tongue acquisition occurs and can enable the language learner to remember this 'chunk' and use it as they acquire and develop more language to add to this 'chunk'.

Introducing story markers and signposts. Both stories and books can introduce the important use of different sorts of reading / listening / story markers and signposts such as: *once there was ...and so... but... and then... once upon a*

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[1] Kim, A. L. (2008). Teaching children through stories. URL:
http://www.cut-theknot.org/Education/teaching_children_throughstories.html

time... happy ever after...[1] as well as the signposting found in factual and reference books.

To review, then, stories and books are ideal to use in TEFL and create scaffolding because:

a) stories are absolutely central to everyday life and communication

b) children like to find out about things around them

c) stories and books are known to our learners

d) the language in stories and books is highly contextualized and is usually directly supported by the illustrations, drawings or pictures that accompany the story (or book), or by the drama, gestures and mime provided by the teller

e) stories and books can cater for a very wide range of learner abilities, multiple-intelligences, linguistic levels and interests

f) stories and books can include lots of meaningful and purposeful repetition of new and recycled language without boredom for the language learner

g) stories and books can give lots of opportunities for introduction of new or prediction of known language for our young learners another example of scaffolding that aids cognitive development as well as language acquisition

h) stories and books can give lots of opportunity for a wide variety of vocabulary building on any subject, focus or cross-curricular area

i) stories and books can introduce different genres and situations in the target language, thus showing good examples of specific language used in a variety of contexts

j) stories can take the listener/reader on a journey from A - Z via a problem/action monitoring how this problem or action is solved/resolved is what motivates the listener / reader to want to know 'what happens next'

k) stories and books can be used anywhere in the lesson or syllabus

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[1] Kim, A. L. (2008). Teaching children through stories. URL:
http://www.cut-theknot.org/Education/teaching_children_throughstories.html

l) stories and books provide excellent models of writing for young language learners

m) language is introduced in stories and books in 'chunks' and we know that this is, naturally, how language is acquired by our young learners

n) stories and books can give us lots of opportunity for individual, pair and group work extension activities in the language classroom

o) stories and books can be used anywhere across the syllabus, so can often be used in many different contexts

p) stories and books can directly or indirectly introduce target cultures to the language learner in a meaningful and informative way

q) stories and books can be really enjoyable to read, listen to or just flick through.

3.3. Collaborative Learning to Scaffold TEFL for Young Learners

Scaffolding refers to how a child learns through collaboration with a more knowledgeable partner (a parent, a classmate, a teacher). When children work collaboratively on tasks (such as sequencing pictures in a story, completing a puzzle or completing an information-gap task)[1], more proficient learners can often provide the scaffolding less proficient learners need.

Collaborative learning is, no doubt, a leading scaffolding tool used by learners themselves. But, anyway, the process of collaboration is organized by a teacher, or facilitator – to be absolutely correct. According to the research data collected basing on the results of tests, questionnaires and interviews taken from teachers and pupils at school #2 of Gulistan city, best practices for collaborative learning in their classroom are as following:

1. Establish clear group goals

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[1] Lambert, C., Kormos, J. & Minn, D. (2016). Task repetition and second language speech processing. Studies in Second Language Acquisition. doi:10.1017/S0272263116000085.

Effective collaborative learning involves the establishment of group goals, as well as individual accountability. This keeps the group on task and establishes an unambiguous purpose. Before beginning an assignment, it is best to define goals and objectives to save time.

2. Keep groups midsized

Small groups of 3 or less lack enough diversity and may not allow divergent thinking to occur. Groups that are too large create 'freeloading' where not all members participate. A moderate size group of 4-5 is ideal[1].

3. Establish flexible group norms

Research suggests that collaborative learning is influenced by the quality of interactions. Interactivity and negotiation are important in group learning. In the 1960's studies by Jacobs and Campbell suggested that norms are pervasive[2], even deviant norms were handed down and not questioned.

If you notice a deviant norm, you can do two things: rotate group members or assist in using outside information to develop a new norm. You may want to establish rules for group interactions for younger learners. Older learners might create their own norms. But remember, given their durable nature, it is best to have flexible norms. Norms should change with situations so that groups do not become rigid and intolerant or develop sub-groups.

4. Build trust and promote open communication

Successful interpersonal communication must exist in teams. Building trust is essential. Deal with emotional issues that arise immediately and any interpersonal problems before moving on. Assignments should encourage team members to explain concepts thoroughly to each other. Studies found that learners who provide and receive intricate explanations gain most from collaborative learning. Open

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[1] Panselinas, G., & Komis, V. (2009). Scaffolding through talk in groupwork learning. Thinking Skills and Creativity, 4(2), 86-103.

[2] Perry, N. E., Hutchinson, L., & Thauberger, C. (2008). Talking about teaching self-regulated learning: Scaffolding learner teachers' development and use of practices that promote self-regulated learning. International Journal of Educational Research, 47(2), 97-108.

communication is key[1].

5. For larger tasks, create group roles

Decomposing a difficult task into parts to saves time. You can then assign different roles. A great example in my own classroom was in science lab, fifth grade learner assumed different roles of group leader, recorder, reporter, and fact checker. The learners might have turns to choose their own role and alternate roles by sections of the assignment or classes.

6. Create a pre-test and post-test

A good way to ensure the group learns together would be to engage in a pre and post-test. In fact, many researchers use this method to see if groups are learning. An assessment gives the team a goal to work towards and ensures learning is a priority. It also allows instructors to gauge the effectiveness of the group. Changes can be made if differences are seen in the assessments over time. Plus, you can use Bloom's taxonomy to further hone in on specific skills.

Individuals should also complete surveys evaluating how well the group functioned. "Debriefing" is an important component of the learning process and allows individuals to reflect on the process of group learning.

7. Consider the learning process itself as part of assessment

Many studies such as those by Robert Slavin at Johns Hopkins have considered how cooperative learning helps children develop social and interpersonal skills. Experts have argued that the social and psychological effect on self-esteem and personal development are just as important as the learning itself.

In terms of assessment, it may be beneficial to grade learners on the quality of discussion, learner engagement, and adherence to group norms[2]. Praise younger groups for following (for digital collaborative learning, for example) standards. This type of learning is a process and needs explicit instruction in beginning stages.

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[1] Rojas-Drummond, S., Mercer, N., & Dabrowski, E. (2001). Collaboration, scaffolding and the promotion of problem solving strategies in Mexican pre-schoolers. European Journal of Psychology of Education, 16(2), 179-196.
[2] Rojas-Drummond, S., Mercer, N., & Dabrowski, E. (2001). Collaboration, scaffolding and the promotion of problem solving strategies in Mexican pre-schoolers. European Journal of Psychology of Education, 16(2), 179-196.

Assessing the process itself provides motivation for learners to learn how to behave in groups. It shows learners that you value meaningful group interactions and adhering to norms.

8. Consider using different strategies, like the Jigsaw technique.

The jigsaw strategy is said to improve social interactions in learning and support diversity. The workplace is often like a jigsaw. It involves separating an assignment into subtasks, where individuals research their assigned area. Learners with the same topic from different groups might meet together to discuss ideas between groups.

This type of collaboration allows learners to become "experts" in their assigned topic. Learners then return to their primary group to educate others. There are other strategies discussed by S. Rojas-Drummond, N. Merver and E. Dabrowski[1], such as using clusters, buzz groups, round robin, leaning cells, or fish bowl discussions.

9. Allow groups to reduce anxiety

When tackling difficult concepts, group learning may provide a source of support. Groups often use humor and create a more relaxed learning atmosphere that allow for positive learning experiences. Allow groups to use some stress-reducing strategies as long as they stay on task.

10. Establish group interactions

The quality of discussions is a predictor of the achievement of the group. Instructors should provide a model of how a successful group functions. Shared leadership is best. Learners should work together on the task and maintenance functions of a group. Roles are important in group development. Task functions include:

- ✓ Initiating Discussions
- ✓ Clarifying points

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[1] Rojas-Drummond, S., Mercer, N., & Dabrowski, E. (2001). Collaboration, scaffolding and the promotion of problem solving strategies in Mexican pre-schoolers. European Journal of Psychology of Education, 16(2), 179-196.

✓ Summarizing

✓ Challenging assumptions/devil's advocate

✓ Providing or researching information

✓ Reaching a consensus[1]

Maintenance involves the harmony and emotional well-being of a group. Maintenance includes roles such as sensing group feelings, harmonizing, compromising and encouraging, time-keeping, relieving tension, bringing people into the discussion, and more.

11. Use real-world problems

Experts suggest that project-based learning using open-ended questions can be very engaging. Rather than spending a lot of time designing an artificial scenario, use inspiration from everyday problems. Real world problems can be used to facilitate project-based learning and often have the right scope for collaborative learning.

12. Focus on enhancing problem-solving and critical thinking skills

Design assignments that allow room for varied interpretations. Different types of problems might focus on categorizing, planning, taking multiple perspectives, or forming solutions. Try to use a step-by step procedure for problem-solving. Mark Alexander explains one generally accepted problem-solving procedure:

✓ Identify the objective

✓ Set criteria or goals

✓ Gather data

✓ Generate options or courses of action

✓ Evaluate the options using data and objectives

✓ Reach a decision

✓ Implement the decision

13. Keep in mind the diversity of groups

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[1] Rojas-Drummond, S., Mercer, N., & Dabrowski, E. (2001). Collaboration, scaffolding and the promotion of problem solving strategies in Mexican pre-schoolers. European Journal of Psychology of Education, 16(2), 179-196.

Mixed groups that include a range of talents, backgrounds, learning styles, ideas, and experiences are best. Studies have found that mixed aptitude groups tend to learn more from each other and increase achievement of low performers. Rotate groups so learners have a chance to learn from others.

14. Consider demographics

Equally, balanced gender groups were found to be most effective.

Some research suggests that boys were more likely to receive and give elaborate explanations and their stances were more easily accepted by the group. In majority male groups girls were ignored. In majority girl groups, girls tended to direct questions to the boy who often ignored them. You may also want to specifically discuss or establish gender equality as a norm. This may seem obvious, but it is often missed. It may be an issue you may want to discuss with older learners.

15. Use scaffolding or diminished responsibility as learners begin to understand concepts.

At the beginning of a project, you may want to give more direction than the end. Serve as a facilitator, such as by gauging group interactions or at first, providing a list of questions to consider. Allow groups to grow in responsibility as times goes on. In your classroom, this may mean allowing teams to develop their own topics or products as time goes on. After all, increased responsibility over learning is a goal in collaborative learning.

16. Include different types of learning scenarios

Studies suggests that collaborative learning that focuses on rich contexts and challenging questions produces higher-order reasoning. Assignments can include laboratory work, study teams, debates, writing projects, problem-solving, and collaborative writing.

17. Technology makes collaborative learning easier

Collaboration had the same results via technology as in person, increased learning opportunities. Try incorporating free savvy tools for online collaboration

such as Stixy, an online shared whiteboard space, Google groups, or Mikogo for online meetings. Be aware that some research suggests that more exchanges related to planning rather than challenging viewpoints occurred more frequently through online interactions.

This may be because the research used learners that did not know one another. If this is your scenario, you may want to start by having learners get to know each other's backgrounds and ideas beforehand on a blog or chat-board.

18. Avoid 'bad group work'

As with any learning strategy, it's important to have a balanced approach. Cynics usually have a valid point. A recent New York time article, cites some criticism of collaboration for not allowing enough time for individual, creative thinking[1]. You may allow some individual time to write notes before the groups begin. This may be a great way to assess an individual grade.

19. Be wary of "group think"

While collaborative learning is a great tool, it is always important to consider a balanced approach. At times, group harmony can override the necessity for more critical perspectives. Some new research suggests that groups favored the more confident members. Changing up groups can help counter this problem.

20. Value diversity

Collaborative learning relies on some buy-in. Learners need to respect and appreciate each other's viewpoints for it to work. For instance, class discussions can emphasize the need for different perspectives. Create a classroom environment that encourages independent thinking. Teach learners the value of multiplicity in thought. You may want to give historical or social examples where people working together were able to reach complex solutions.

By definition, learning is social in nature. Using different mediums, whether it be books, discussions, technology or projects we study and develop new ideas. We

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[1] Rojas-Drummond, S., Mercer, N., & Dabrowski, E. (2001). Collaboration, scaffolding and the promotion of problem solving strategies in Mexican pre-schoolers. European Journal of Psychology of Education, 16(2), 179-196.

impart ideas and share perspectives with others. Collaboration is a learned process. If managed correctly, it is a powerful scaffolding tool that allow teachers to ease the process of learning English by young learners.

3.4. Scaffolding Young Learners' Understanding and Use of English

This paragraph focuses on scaffolding young learners' understanding and use of the English language, which took place during the practical lessons for primary school pupils at school #2. It looks at specific scaffolding teaching strategies.

Here, scaffolding refers to different ways in which teachers support children's learning and understanding through language and action. It is the process by which an expert provides temporary support to learners to help bridge the gap between what the learner knows and can do and what he or she needs to accomplish in order to succeed at a particular task.

Teacher language	Teaching strategy	Example of teaching strategy
Using language at children's level	Creating a clear or familiar context for an activity	*Personalising topic and language*
Using L1 when appropriate	Using visual aids to support language	*Using masks to role-play story characters*
Correcting young learners' language	Focusing on visible objects, actions and information	*Playing mime games to learn action verbs*
Using varying question forms, e.g. open, closed, concrete and creative questions	Creating opportunities for learning through the five senses	*Doing listen and do activities such as colour dictations to review the topic 'clothes'*
Allowing wait time after asking a question	Revising language children need for a task	*Using flashcards of animals for a listening task about pets*
Varying the delivery of language, e.g. slowly, quickly, loudly or quietly	Demonstrating using a model or example	*Preparing a finger puppet before making one to practise greetings*

Results of our research in this direction are shown in the table above. Here, we can observe how teachers use their language in certain situations of scaffolding young learners' understanding and use of English, what teaching strategy it each language pattern belongs to, and what exact teaching strategy this type of scaffolding links to.

Other ideas from participants include:

• Adjusting language to children's level;

• Moving from known to unknown in an activity;

• Relating activities to children's experience;

• Examples of visual aids to support language might include e.g. word banks, language frames, substitution tables, sentence starters, speech bubbles, different kinds of charts, diagrams and grids to support both input and output.

In their interviews, teachers of English mentioned a number of terms directly connected to the process of scaffolding. Interviewed teachers showed a deep understanding of the first four strategies, while the last four are out of their practice.

1. *Reformulating.* An indirect way of correcting language, such as when parents correct their children. For example, a teacher can correct what a child says by repeating the sentence correctly without drawing attention to it.

2. *Giving an example.* Using an example of language to show its meaning.

3. *Demonstrating.* Showing the meaning of words or phrases through using models, actions or picture sequences.

4. *Defining.* Giving an explanation of the meaning of a word, as in a dictionary.

5. *Prompting.* Teachers can help learners think of ideas, remember words or phrases and correct language by saying a part of the word or phrase or giving another type of clue.

6. *Echo correcting.* The teacher repeats a mistake with rising intonation to

show something is wrong and encourage self-correction.

7. *Ignoring error.* Teachers may focus on meaning and not form and can choose to ignore errors to encourage fluency.

8. *Asking an open question.* Open questions start with How, When, Where, Why, What, Which, etc. and require a long answer. Closed questions, starting with Do, Does or Did, are followed by Yes / No answers[1].

3.5. Recommendations

Simply put, scaffolding is what you do first with kids—for those learners who are still struggling, you may need to differentiate by modifying an assignment and/or making accommodations (for example, by choosing more accessible text and/or assigning an alternative project).

Scaffolding and differentiation do have something in common, though. In order to meet learners where they are and appropriately scaffold a lesson, or differentiate instruction, you have to know the individual and collective zone of proximal development (ZPD) of your learners. The ZPD is the distance between what children can do by themselves and the next learning that they can be helped to achieve with competent assistance.

So let's get to some scaffolding strategies you may or may not have tried yet. Or perhaps you've not used them in some time and need a gentle reminder on how awesome and helpful they can be when it comes to learner learning.

According to the data collected during our research, the following recommendations can be given to the English teachers of young learners:

Build teaching around activities and physical movement.

Link language learning to physical activities by having children use and hear English for making things, drawing pictures, completing puzzles, labelling pictures,

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[1] Hammond, J., & Gibbons, P. (2005). Putting scaffolding to work: The contribution of scaffolding in articulating ESL education. Prospectives, 20(1), 6-30.

matching words and pictures, playing games, acting out movements in response to instructions and other activities that involve hands, eyes and ears. Teachers often make use of TPR activities (activities based on linking language with actions, drawing on the method known as total physical response). Many listening activities for young children use this principle, such as activities in which children listen and respond to commands (e.g. 'sit down', 'turn around', 'touch your nose'), listen and choose a picture, listen and draw a picture or listen and number a sequence of actions in a picture. Similarly, speaking activities with young learners may involve use of songs, dialogues, chants and fixed expressions that learners can practise in different situations.

Involve learners in creating resources that support their learning.

Learners can draw pictures of the characters they hear in a story or create puppets to help retell a story. They can color pictures of items and characters from stories. They can find pictures in magazines, related to a theme or topic in a lesson, and bring them to class. In my Quebec primary classes mentioned earlier, we did not use a textbook. The children created their own course book, as the course developed, using the resources that formed the basis of the course.

Use activities that involve collaboration.

Children enjoy socializing with other children, and activities that work best with young learners are those in which children are working with others in pairs or groups, rather than remaining in their seats, listening to the teacher. Activities that involve collaboration require careful preparation to ensure that children have the words and expressions they need in order to carry out an activity.

Create a supportive learning community in the classroom.

A class of young learners needs to become a community of learners – that is, a group of learners with shared goals, needs and concerns. Thinking of a class as a community means seeing it as a place where each child in the class cooperates and collaborates to achieve the class's common goals. This leads to more productive learning. Children who interact and collaborate with other learners develop a more

positive attitude towards learning and a greater sense of self-confidence than those in other learning arrangements.

Use enjoyable activities that children can accomplish without frustration.

Young learners enjoy taking part in activities that they can successfully achieve, but which also offer some kind of challenge. Activities of this kind depend on the teacher providing language input and modelling for young language learners, where the teacher and the materials are the primary source of language.

In construction terms, scaffolding is the additional structure built onto another to make some improvement or repair possible. Imagine the planks and pipes attached to a house that is being repainted. Without the scaffolding, the painters would not be able to perform the necessary work on the building.

In learning, scaffolding serves a similar purpose. Scaffolding is additional information or assistance that aids the learner in internalizing information, and like physical scaffolding, that assistance is removed once the learner has acquired the target material. With EFL learners, scaffolding is of great use since the language barrier can hinder learning content material that the learner might easily learn in his first language. If you are teaching EFL learners, there is no need to be intimidated by the term. You can still assist your learners through the learning process with these suggestions.

Previous Knowledge. One of the easiest ways to use scaffolding in a content area is to get your learners thinking about what they already know about a given topic. When a learner has previous knowledge in mind, it is easier for him or her to build on that knowledge. Simply asking some questions about the topic on which you will teach can be enough to get your learners' minds in the right place. By giving your learners some discussion questions about your topic, you not only activate their prior knowledge about the subject (also known as schemata) but you also give them an opportunity to practice their listening and speaking skills. Discussion questions take minimal preparation and are a perfect warm up activity for your EFL learners.

Communicating Goals. For some learners, you can help them in content learning situations by stating the goals prior to the lesson. Even better, write the goals of the activity on the board. When learners know the objectives of the lesson, they are able to focus on the most important elements of the material. For example, if the ultimate purpose is to compare and contrast two types of cars, tell your learners that they will be doing that activity before you give them the information on either of the cars. If you want your learners to remember the main plot points of a story, tell them before they read the piece. By informing your learners of the goal before starting the activity, they will be able to focus on the important information and filter out the less important points in the material.

Visual Aids. A third way to use scaffolding effectively with ESL learners is to provide pictures or visual assistance with the content you are teaching. For example, if you are reading a text in class, take a few minutes for your learners to look at the pictures included with the article or story and try to predict what information may be included in the piece. If you are reading a longer piece like a novel, there is nothing wrong with watching the movie version before your learners have read the book. The visual information will assist them as they read the novel increasing their comprehension. If you are presenting new information to your learners, try to include a visual representation of that information. Can you use a bar graph, pie chart or other graphic display of the knowledge? Can you bring in photos or print pictures from the internet that illustrate what you are describing? If you can, your learners are sure to appreciate it. Try to write key words and new vocabulary on the board to give your learners a visual connection with the words themselves.

Producing Information. You can assist your learners in their content as well as language learning by asking them to produce the information in different forms after the lesson. You may want to have learners answer questions orally as an initial response. Then give each person some time to complete a graphic or chart with the information that they learned. When learners are giving answers, you can

provide a word bank or choices of answers to further assist them. Finally, ask your learners to produce the information that they were given through written answers. In any case, allowing your learners to work in groups will also decrease their anxiety and help the answers come more freely.

Simplify Language. For anyone who has taught ESL for any length of time, simplifying your language with your learners will come naturally. Speaking more slowly and articulating words, not allowing one word to blend into the next will help your learners understand the material you are presenting. In addition, using simple tenses and refraining from difficult vocabulary or slang and idioms will also be a way of assisting your learners as they learn content in their second language. After a time, you will learn what vocabulary your learners do not understand or what is unfamiliar to them.

Learning a foreign language is not easy, and learning content material in that second language can be even more difficult. The more you can do to help your learners as they learn, they more success they will see throughout the process. Though the term 'scaffolding' may seem like something complicated or foreign, you are probably already using these techniques with your learners.

CONCLUSION

I have had the pleasure and honor of working with pupils and educators at school number 2 of Gulistan city and have seen how the scaffolding techniques transform teaching and learning English. Teachers, who before did not know how to get their pupils involved in their own education, were amazed at the instant transformation of the energy. The byproduct – self-confidence on the part of their pupils - is what they most comment on. From the perspective of the learners – those who had been stuck in a cycle of self-recrimination for the difficulties they experienced in acquiring new skills and understanding the lessons, showed visible relief and enjoyment in being able to interact with materials in ways that helped them assimilate new knowledge almost seamlessly.

It is important that, as teachers of English to young learners, we remember that when we are teaching a target language to young learners, we are also, and equally, responsible for supporting and extending general learning and development in the learners at the same time. Thus, we need to also be aware that we should encourage our young learners to better understand the world about them, communication in general (not just the target language), how to use stories, books and reference materials and how to interact with the spoken and written word to both enjoy stories and gain information as well as tell stories and impart information.

Crucially, we must help young language learners create verbal stories and written texts for real reasons and a real audience, rather than just for the teacher. In this way our young learners will then need to think more about how they will create their stories or texts in order for them to be successful and suitable for purpose.

Particularly, our aim must be to help children understand and develop generally, as well as in the target language, by assisting, or "scaffolding" their thinking and learning and by encouraging them to think through and understand

what is going on around them. This we can do by:

- making each language learning activity meaningful, purposeful and understandable to them;

- using Socratic questioning to guide their thinking in each and every activity, given that they may still be developing thinking skills themselves;

- modeling how we understand and make sense of things around us as a guide/model;

- guiding and extending their learning in a variety of ways and with different activities, in order to cater and address their different learning styles and multiple intelligence use;

- creating an opportunity for the Zone of Proximal Development (Vygotsky 1978) to occur for each of our learners (i.e. the ZPD being the difference between the development a child can achieve on their own compared to what they can achieve when an adult or more able peer works with them);

- supporting their learning by choosing resources and materials that consolidate and support what has been, is being and will be taught.

According to our research, the signs that help teachers know when a scaffolding has been successfully implemented into teaching English for young learners are the following:

1. Moves young learners toward stronger understanding.

2. Leads to greater independence in the learning process.

3. Is temporary and it helps young learners reach higher levels of comprehension.

4. Bridges learning gaps (The difference between what young learners have learned and what they are expected to know)

5. Requires a collaborative interaction between the learner and the expert.

6. Requires learning to take place in the learner's zone of proximal development.

7. Needs the support by the expert to be gradually removed.

According to our research, effective scaffolding requires:

1. The selection of the learning task: The task should ensure that young learners use the developing skills that need to be mastered. The task should also be engaging and interesting to keep young learners involved.

2. The anticipation of errors: After choosing the task, the teacher needs to anticipate errors the young learners are likely to commit when working on the task.

3. The consideration of emotive or affective factors: Scaffolding is not limited to a cognitive skill but it also relates to emotive and affect factors. During the task the scaffolder (expert) might need to manage and control for frustration and loss of interest that could be experienced by the young learner. Encouragement is also an important scaffolding strategy.

In addition to facilitating learning, according to our research, benefits of scaffolding while teaching English for young learners are that scaffolds:

1. Simplifies the tasks and makes them more manageable.

2. Helps young learners on achieving a specific goal.

3. Reduces frustration and risk.

4. Clearly defines the expectation of the tasks performed.

According to our research, common mistakes English teachers of young learners make while implementing scaffolding strategies are that teachers:

1. Introduce the vocabulary during the presentation stage and the tasks that make up the practice and production stage require a different set of words for those tasks to be completed successfully.

2. Introduce another grammar topic that it is more difficult that the one the young learners have not mastered yet.

3. Teach vocabulary and language structures that are not necessary to complete the task that young learners have a head.

4. Spend time working on task which really do not help young learners achieve the goal of the class.

5. Do not model what they expect young learners to do in one of the several

tasks done during the practice stage.

Young learners cannot learn what they cannot understand. For EFL learners, there is a greater challenge when content material is the target knowledge. For native speakers, learning the content itself may be a challenge, but EFL learners also have their language ability factoring into what they learn. Even if a learner is capable of understanding the content his or her teacher is presenting, if that learner cannot understand the language in which the content is presented, he or she cannot learn the content. One approach to assisting young learners in this situation is to use scaffolding in the EFL classroom. Scaffolding, when done correctly, can bridge the gap between the language a learner may struggle with and the content he is more than capable of learning.

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APPENDICES

Appendix 1. Multiple-choice test for participants of the research

1. Scaffolding is...

a) the support given during the learning process which is tailored to the needs of the student with the intention of helping the student achieve his/her learning goals*

b) the learners current stage in the process of language acquisition

c) the selection of the learning task

d) fundamental to children's cognitive growth because language provides purpose and intention so that behaviors can be better understood.

2. Scaffolding provides sufficient support to promote learning when ... are being first introduced to students.

a) concepts and skills*

b) knowledge and power

c) explanation and context

d) instructions and applications

3. What is does the selection of the learning task mean as a scaffolding technique?

a) The task should ensure that learners use the developing skills that need to be mastered. The task should also be engaging and interesting to keep learners involved.*

b) After choosing the task, the teacher needs to anticipate errors the learners are likely to commit when working on the task. Anticipation of errors enables the scaffolder to properly guide the learners away from ineffective directions.

c) Scaffolds could be organized in simple skill acquisition or they may be dynamic and generative.

d) Scaffolding is not limited to a cognitive skill but it also relates to emotive and

affect factors. During the task the scaffolder (expert) might need to manage and control for frustration and loss of interest that could be experienced by the learner.

4. What is does the anticipation of errors mean as a scaffolding technique?

a) The task should ensure that learners use the developing skills that need to be mastered. The task should also be engaging and interesting to keep learners involved.

b) After choosing the task, the teacher needs to anticipate errors the learners are likely to commit when working on the task. Anticipation of errors enables the scaffolder to properly guide the learners away from ineffective directions.*

c) Scaffolds could be organized in simple skill acquisition or they may be dynamic and generative.

d) Scaffolding is not limited to a cognitive skill but it also relates to emotive and affect factors. During the task the scaffolder (expert) might need to manage and control for frustration and loss of interest that could be experienced by the learner.

5. What is does the application of scaffolds during the learning task mean as a scaffolding technique?

a) The task should ensure that learners use the developing skills that need to be mastered. The task should also be engaging and interesting to keep learners involved.

b) After choosing the task, the teacher needs to anticipate errors the learners are likely to commit when working on the task. Anticipation of errors enables the scaffolder to properly guide the learners away from ineffective directions.

c) Scaffolds could be organized in simple skill acquisition or they may be dynamic and generative.*

d) Scaffolding is not limited to a cognitive skill but it also relates to emotive and affect factors. During the task the scaffolder (expert) might need to manage and control for frustration and loss of interest that could be experienced by the learner.

6. What is does the consideration of emotive and affective factors mean as a scaffolding technique?

a) The task should ensure that learners use the developing skills that need to be mastered. The task should also be engaging and interesting to keep learners involved.

b) After choosing the task, the teacher needs to anticipate errors the learners are likely to commit when working on the task. Anticipation of errors enables the scaffolder to properly guide the learners away from ineffective directions.

c) Scaffolds could be organized in simple skill acquisition or they may be dynamic and generative.

d) Scaffolding is not limited to a cognitive skill but it also relates to emotive and affect factors. During the task the scaffolder (expert) might need to manage and control for frustration and loss of interest that could be experienced by the learner.*

7. Scaffolding theory was first introduced by...
a) Jerome Bruner*
b) Anat Ninio
c) Stephen Krashen
d) Lev Vygotsky

8. There are two levels of scaffolding. They are...
a) soft and hard*
b) elementary and advanced
c) collaborative work and independent work
d) thinking and acting

9. What is feedback?

a) providing information regarding the learner's performance to the learner him or herself*

b) providing clues or suggestions but deliberately does not include the full solution

c) the teacher tells the learners what to do or explanation of how something must be done and why

d) provision of more detailed information or clarification by the teacher

10. What is giving hints?

a) providing information regarding the learner's performance to the learner him or herself

b) providing clues or suggestions but deliberately does not include the full solution*

c) the teacher tells the learners what to do or explanation of how something must be done and why

d) provision of more detailed information or clarification by the teacher

11. What is instructing?

a) providing information regarding the learner's performance to the learner him or herself

b) providing clues or suggestions but deliberately does not include the full solution

c) the teacher tells the learners what to do or explanation of how something must be done and why*

d) provision of more detailed information or clarification by the teacher

12. What is explaining?

a) providing information regarding the learner's performance to the learner him or herself

b) providing clues or suggestions but deliberately does not include the full solution

c) the teacher tells the learners what to do or explanation of how something must

be done and why

d) provision of more detailed information or clarification by the teacher*

13. What is modeling?

a) offering behavior for imitation, including demonstrations of particular skills*

b) providing clues or suggestions but deliberately does not include the full solution

c) the teacher tells the learners what to do or explanation of how something must be done and why

d) provision of more detailed information or clarification by the teacher

14. What is questioning?

a) asking learners questions that require an active linguistic and cognitive answer*

b) providing clues or suggestions but deliberately does not include the full solution

c) the teacher tells the learners what to do or explanation of how something must be done and why

d) provision of more detailed information or clarification by the teacher

15. What is advanced organizer?

a) tool that present new information or concept to learners*

b) when teacher demonstrates desired behavior, knowledge or task to learners

c) step-by-step demonstration of a complex problem or task

d) graphical tool for organizing, representing and displaying the relationships between knowledge and concepts

16. What is modelling?

a) tool that present new information or concept to learners

b) when teacher demonstrates desired behavior, knowledge or task to learners*

c) step-by-step demonstration of a complex problem or task

d) graphical tool for organizing, representing and displaying the relationships

between knowledge and concepts

17. What is worked example?

a) tool that present new information or concept to learners

b) when teacher demonstrates desired behavior, knowledge or task to learners

c) step-by-step demonstration of a complex problem or task*

d) graphical tool for organizing, representing and displaying the relationships between knowledge and concepts

18. What is concept map?

a) tool that present new information or concept to learners

b) when teacher demonstrates desired behavior, knowledge or task to learners

c) step-by-step demonstration of a complex problem or task

d) graphical tool for organizing, representing and displaying the relationships between knowledge and concepts*

19. What are handouts?

a) tools that present new information or concept to learners

b) supplementary resource used to support teaching and learning*

c) step-by-step demonstration of a complex problem or task

d) graphical tools for organizing, representing and displaying the relationships between knowledge and concepts

20. What are prompts?

a) ways in which instructors present and explain new content to learners

b) supplementary resource used to support teaching and learning

c) step-by-step demonstration of a complex problem or task

d) physical or verbal clue to aid recall of prior or assumed knowledge*

Appendix 2. Sample Questionnaire Worksheet

Question #1. What do you know about:

- Stephen Krashen, his theory of language and learning acquisition, and especially his dedication to finding ways to combat cognitive overload.

_____

_____

- Benjamin Bloom's Taxonomy of critical thinking skills

_____

_____

- Howard Gardner's theory of multiple intelligences

_____

_____

- John Hattie's studies on the importance of making learning visible

_____

_____

- Marsh, Mehisto, Frigol's CLIL approach

_____

_____

- Lev Vygotsky's zone of proximal development and the stress on pre-teaching to help the acquisition of new knowledge.

_____

_____

- Ron Berger's successes in project-based learning and his insistence on creating a culture of trust and excellence in the classroom.

_____

_____

Question #2. Who are the following in the process of teaching English for young learners?

- Facilitator

_____

_____

- Equipment manager

_____

_____

- Recorder

_____

_____

- Reporter

_____

_____

Question #3. Define your attitude to:

- Using classroom talk to create context for language learning and scaffold young learners' comprehension

_____

_____

_____

- Collaborative group work of young learners of English as an effective scaffolding technique

_____

_____

_____

- Additional scaffolding for young learners in teaching writing

_____

_____

_____

- Creating a reason for young learners for turning while teaching reading skills

_____

_____

_____

Appendix 3. Sample Interview Worksheet

Research Topic: SCAFFOLDING TECHNIQUES IN DEVELOPING YOUNG LANGUAGE LEARNERS' ENGLISH LANGUAGE SKILLS.

Research Question: What Is the Impact of Scaffolding On English Language Young Learners' Performance Levels?

Time of interview:

Date:

Place:

Interviewer:

Interviewee:

Position of interviewee:

Interview Questions:

1. What are your beliefs and guiding principles about teaching English language young learners?

2. What scaffolding strategies do you use to teach the youngest children?

3. What scaffolding strategies do you use to teach phonics?

4. What scaffolding strategies do you use to teach spelling?

5. What scaffolding strategies do you use to teach comprehension?

6. What scaffolding strategies do you use to teach vocabulary?

7. How is assessment conducted and used in your classroom?

Appendix 4. Sample activities for young English learners with the elements of scaffolding

1. HIDDEN KNOWLEDGE

As teachers, our goal is to find a way to give our students a level of comfort in their learning so that they can move forward more easily. In this light, we need to look for methods that make learning light and pleasant as well as educational. Hiding critical information in coded messages is something different and fun, and grabs students' attention immediately. Asking them to decipher the messages gives them the opportunity to use important cognitive devices: memory, recognition of patterns, and interpretation of symbols; these skills later transfer to other areas of their studies. There are several different types of codes that can be used as scaffolding devices. This first one involves a cipher wheel (see digital annex for the template). While they're doing it, they're also learning key elements of a unit. You can apply the technique to whatever subject you teach and it only takes a few minutes to prepare. To show how versatile it is, we begin by deciphering one of the fundamental principles of CLIL.

Step by step

1. Choose 15 sentences (or one (1) for each pair of students you have in your class) from a unit you're about to begin. Number them and cipher them on a worksheet. (Instructions are in the digital annex with the template of the cipher wheel.)
2. In pairs, students write numbers 1-15 vertically on a piece of paper.
3. Give one cipher wheel and one worksheet to each pair of students, assign a ciphered sentence to each, and they work together writing the deciphered sentence next to its corresponding number on their sheets. (To those who finish early you can give more sentences, but be careful – the novelty wears off quickly and this technique works best in an energetic atmosphere.)
4. Once everyone has finished, each pair reads the sentences they've deciphered while the others write them next to the numbers on their worksheets. In the end, the whole class will have all the sentences deciphered and will have practiced oral, aural and writing skills.

Now, when you begin the unit, they will quickly realize that they have interacted with much of the material in the text. (An extension of the activity is for students to cipher the sentences themselves and later exchange them with their classmates. This can be done in or outside of class.)
You've just given your students a helping hand so that the concepts of the unit are easier to assimilate.

Example

CIPHERED SENTENCE*

KVMV KTG FY EYPD XZKKYXXRZV MG
YGNTGKMGO UNY VYTPGMGO WR VTGOZTOYX
TGC WUNYP XZFJYKUX, TGC CYEYVWBMGO MG
DWZGOXUYPX T BWXMUMEY 'KTG CW'
TUUMUZCY UWHTPCX UNYLXYVEYX TX
VTGOZTOY VYTPGYPX.**
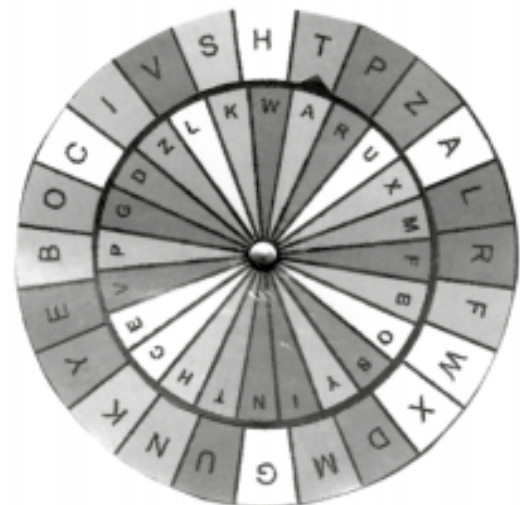
2. CIPHERING WITH IMAGES

Another way of scaffolding material with coding devices is to use images. Each image represents a letter. You can invent the key yourself or, as the instructions below guide you, work together with your student - a dynamic that always deepens learning. This technique increases the involvement of those students with strong visual and artistic intelligences. You'll find an example below, through a social science lesson.

Step by step

1. On small, separate pieces of paper, prepare 26 key words from the unit you're about to begin, put them in a bag, and ask your students pick one.
2. Outside of class, students look for an image that represents the term they've picked.
3. In class, students mount their terms and images on the wall under the letters of the alphabet you've placed there, creating a key. In pairs, students copy the key in their notebooks.
4. Each pair then receives a worksheet with 10-20 sentences from the unit you've prepared. Each pair is assigned 1-2 sentences from the worksheet and they cipher them using the alphabet you've created together.

5. Collect the worksheets (so that the students use their keys, and not the worksheets to decipher their classmates' sentences).
6. Pairs exchange their coded sentences and decipher the ones they're given, using the alphabet/image key.
7. When finished, pairs mount their deciphered sentences on the class walls, make a tour of the class, write down all the deciphered sentences so that in the end they have all the key sentences from the unit they're about to begin.

When the students begin the next unit they'll realize that they've already read much of the information presented. *You've given them a helping hand!*

Example

A parcial list of kev terms from a social science unit:

| shelter | overture | treble clef | time signature | sharp | flat | libretto | resonate | ballad |

The key to a coded alphabet.

A	B	C	D	E	F

An example of two words decoded with the key above.

a	n	c	i	e	n	t

t	o	o	l	s

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