# IMPLEMENTING SCAFFOLDING INTO TEACHING ENGLISH

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**Abstract** - Immense developments in teaching have brought new changes and benefits in the first quarter of the 21st century and this has also striking effect on education. This has also led to innovations in teaching and learning process. The purpose of this article is to reveal the effectiveness of scaffolding, one of the new techniques in teaching and learning process. Why teach with scaffoldingand how to teach with scaffolding is the main focus of the article. We share our personal experiencewith using different activities that can be useful.

**Keywords** - ELT, Scaffolding, classroom activities

## I. INTRODUCTION

Innovative developments have brought new changes in all fields of our life within the first quarter of the 21st century and had a profound effect on the implemented pedagogies in the English Language teaching and learning process. One of the innovative techniques is scaffolding. In education, scaffolding refers to a variety of instructional techniques used to move students progressively toward stronger understanding and, help them to gain greater independence in the learning process. The term itself offers the relevant descriptive metaphor: teachers provide successive levels of temporary support that help students reach higher levels of comprehension and skill acquisition that they would not be able to achieve without assistance.(the Glossary of Education Reform.)https://www.edglossary.org/scaffolding/

This article examines the role of using scaffolding in teaching English through sharing the instructor's experience. Before describing and analyzing our personal experience, we will answer the following questions: why is it effective to teach with scaffolding and how should we teach with scaffolding?

## II. THEORETICAL BACKGROUND

The concept of scaffolding was first discussed in a landmark 1976 article by David Wood, Jerome Bruner and Gail Ross titled "The Role of Tutoring in Problem Solving." Scaffolding is the term given to the provision of appropriate assistance to students in order that they may achieve what alone would have been too difficult for them. Visual scaffolding is support that includes images and words that can be seen as well as heard. Visual scaffolding is an excellent way to provide comprehensible input to ESL students so that not only will they learn the essential subject content but also they will make progress in their acquisition of English. These supports are gradually removed as students develop autonomous learning strategies, thus promoting their own cognitive, affective and psychomotor learning skills and knowledge. Teachers help the students master a task or a concept by providing support. The support can take many forms such as outlines, recommended documents, storyboards, or key questions.

Reading the articles themselves about scaffolding will be important for the reader, as our goal is not to review them here but to reference them. Collectively, the four articles by Reiser, Quintana et al., Tabak. andSherin. Reiser, and Edelson (this issue) provide illuminating conceptualizations that help advance the theory of scaffolding for instructional support, primarily with a focus on learning how to do scientific inquiry in teaching and learning process. They offer a distinction between "structuring" and "problematizing" mechanisms of scaffolding for student work (Reiser), a scaffolding design framework encompassing an impressive array of categories around different components of scientific inquiry illustrated with many software systems (Quintana), the concepts of "distributed scaffolding" and "synergy" between different components of distributed scaffolding (Tabak), and an analytical framework arguing that scaffolding should be conceived of as a comparative analysis to be performed on learning interactions (Sherin) rather than software features or situations. There is much to be learned from these articles, as they provide a synoptic view of scaffolding research in science learning. Before giving some sample practical activities, we will explain why scaffolding is an effective technique to use in the foreign language teaching and learning.

### 2.1. Why scaffolding?

English language teachers face a lot of challenges in the real classroom scenario. Learners come from diverse backgrounds and their learning needs tend to be varied. Among other instructional strategies,

English teachers generally use scaffolding and differentiation strategies to meet the learning needs of such classes. With the objective of taking the learners' learning from the point it is, to the point identified as the goal, the teacher modifies his/her teaching patterns to adjust with the learners' pace. The teacher may provide additional support if necessary. This may continue till a time the learners have grasped the skills or concepts being addressed in a session. Scaffolding though relevant to teaching any subject, is of a lot of importance especially to teaching English as a skill. The learners when guided through concepts, meaning or vocabulary of their level are more willing to learn and to use the language in their day to day expressions.

For learners it is difficult to learn what they can not understand. 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.One of the easiest ways to use scaffolding in a content area is to get your students thinking about what they already know about a given topic. When a student 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 students' minds in the right place. By giving your students some discussion questions about your topic, you not only activate their prior knowledge about the subject 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 ESL students. We can help some students in content learning situations by stating the goals prior to the lesson. Even better, write the goals of the activity on the board. When students 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 students that they will be doing that activity before you give them the information on either of the cars. If you want your students to remember the main plot points of a story, tell them before they read the piece. By informing your students 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.

## III. PRACTICAL IDEAS

In the current part of the article we are not going to present and discuss data of previous research studies on the implementation of scaffolding in the process of teaching and learning English as L2 with university students. We are not going to report on the findings from empirical research planned and conducted by us; rather we will suggest some practical activities to illustrate possible approaches of using scaffolding in the English language teaching. The techniques used for the purpose of this article are a reflection of the modern methods in L2 teaching with a specific emphasis on the use of scaffolding. In the suggested activities below (which are suitable for B1 and B2 level of English language learners but which can be used with some adaptations with A1 or A2 learners) we provide some ideas on how scaffolding can be integrated in one and the same lesson stage. These activities have been tried with a group of 15, third year university students at the Batumi ShotaRustaveli State University (Autonomous Republic of Adjara) during the 2017/2018 academic year as part of their general English language classes. The level of students was B1 according to the levels of the Common European Framework of Reference for Languages (2004)

**Activity** 1
Stage: Presentation/Practice
Time: 20 minutes
Aim: To raise awareness of the difference between noun and adjective scaffolding from easier to more difficult tasks

**Procedure:**
1. T writes on the board the following words: hope, painless, useful, use, danger, dirty, hopeful
2. T elicits which part of speech they belong to
3. T elicits adjective forming suffixes
4. St.b. pp. 38 ex.1 read and check
5. Give out sentences, concentrate on key words, sts name the derivatives, using suffixes
6. Drill problematic sentences.

**Ex.2 read and check; presenter and checkers**
2. Sentence starters
3. Sts choose one sentence and expand

**ex.1**
1. Sts go over the sentences. T. distributes the sentences. Per st. is responsible for per sentence.
2. T. names the uses of modals - sentences A-E. sts quickly find corresponding sentences

**ex.2**
1. sts get into pairs. One pair presents sentences expressing prohibition (1/ 4/5). Another pair checks by noting down mistakes.
2. Pairs swap the roles with the remaining expressing no obligation. (2/3/6)

recap; t. names the words: prohibition/ no obligation sts recall corresponding sentences.

**ex.3**
1. T. asks stswich sentence expresses: no obligation in the past; obligation in the past; prohibition in the past.

**ex.4**
2. Stswork in pairs they share the sentences.
3. One pair presents sentences 1-4. Another checks with their books closed.

4. Pairs swap the roles with the remaining sentences.(5-7)

**Activity 2:**
Stage: Production
Time: 20 minutes
Aim: To raise awareness of the difference between noun and adjective scaffolding from easier to more difficult tasks

**Procedure:**

1. Give out slips to sts – only on 2 of them there is written – YOU can choose your group members, there rest have smiles on them
2. T pre-teaches some words: compatriots/tension/ anticipate/unleash/induce.
3. Tell the sts they're going to read parts of the story. Major information is missing. Based on details STs have to speculate and decide on: a. When and where the story took place; b. Who the narrator is; c. What happened; d. why the narrator decided to share his/her feelings/experience; e. any other relevant things. Most importantly, use the modals in the past and present (could be other than just speculation)
4. In groups sts do the task
5. Groups present and take notes since there is an original story sts have to compare their version with
6. Stsread the original story, compare and report – decide whose ideas were closer to the original

Writing follows

## IV. CONCLUSION

From the above, we can make out that implementing scaffolding has made many innovations in the field of teaching and also made a drastic change from the old paradigm of teaching and learning. In the new paradigm of learning, the role of student is more important than teachers. We need to have interactive teaching and this changing role of education is inevitable with the introduction of innovative techniques.

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