THE CONTEXT

INFOBASE INDEX

COSMOS IMPACT FACTOR

DRJI

THOMSON REUTERS
ResearcherID: K-3783-2017

sis Scientific Indexing Services

R^G

J-Gate

Chief Editor
Wamankumar Wani

THE CONTEXT

Quarterly journal of Arts & Humanities

UGC Approved Journal: S. No. 42344

Scaffolding: A Theoretical Approach to English Language Learning and Teaching

Dipal Pandya

PhD Research Scholar, Gujarat University, Ahmedabad

Published online: 10 January 2018

Article Number: TCissn.2349-4948/4.3a151

Abstract

Second language learning is a very challenging process for the students as well as for the teachers. To make this learning process effective and successful, scaffolding can be very advantageous. Scaffolding helps to provide academically challenging instruction for English Language Learning. It supports the idea that the only good teaching is that which is ahead of improvement. A number of practical approaches and tasks can be used to provide rigorous, deep, challenging and responsible education to students who need to develop theoretically, academically and linguistically. The present paper is a basic theoretical approach to scaffolding in English Language teaching and learning. The paper also provides the understanding of scaffolding and its usage in language teaching-learning in effective ways.

Scaffolding: A Theoretical Approach to English Language Learning and Teaching

Dipal Pandya

The students are required to experience the global and local circumstances in which their academic life is fixed as reliable and positive. If they are, then students can develop their academic identity, because they will be treated with respect and they will be valued and listened to as 'speakers in their own right'. In such an environment, learners can develop skills of language use and persuasion in the different subject matter areas. They will have the 'right to speak' (Peirce, 1995) in class, and they will participate actively in their own and each other's academic development. In accordance with Lave and Wenger's theory of situated learning, their participation may be 'peripheral' at first, but it is always 'legitimate' (Lave & Wenger, 1991). In other words, students who are learning the language and practices of the discipline! Mathematics, for example! May at first feel hesitant to contribute, and they may not have full control of the record and discourse of the subject matter. They will, however, feel authentic if they recognize that the expectation of teachers and other more capable peers is that they, too, will soon become developed members of that community as they become more socialized into it.

The students of English benefit from the same good teaching as all learners do, but they need even more of it as they are working to accomplish English learning and content area learning concurrently. There are number of scaffolding methods, both general and specific, are particularly suitable for these students engaged in 'double duty.' Frequently students are the last to know about this approach. For English learners, this is especially damaging. They need to understand that their feelings of ambiguity and hindrance 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. Activities involving complex language are main aspirants for scaffolding. Without such support of scaffolding, English learners might very well not succeed.

Scaffolding helps to provide academically challenging instruction for ELLs [English Language Learners] in secondary schools. It supports the idea that the only good teaching is that which is ahead of development. A number of practical approaches and tasks can be used to provide rigorous, deep, challenging and responsible education to students who need to develop theoretically, academically and linguistically. ELLs whose teachers invite them to involve in high-challenge academic tasks in English may originally complain. As they understand, however, that their teachers also provide them with high levels of support, and become increasingly aware of their progress and the tools needed to attain it, they will build up confidence in themselves and their own aptitudes.

When the task is a little beyond the current proficiencies of the learners in instructional situations, the teacher guides them to understanding through scaffolding, a term adopted to designate the support offered only until the learners are able to complete the task on their own. Once they are skilled of completing the task without help, the support is removed, as scaffolds are detached when construction of a building is completed.

The importance of teacher – student communication in learner's accomplishments is strongly stressed in the socio-cultural educational theory, originated by Lev Vygotsky (1978) and further developed in modern research (Daniels 2001). This theory describes the process of teaching and learning as "much more than face-to-face interaction or the simple transmission of prescribed knowledge and skills" (Daniels 2001, pg2) but rather places stress on dialogue and co-construction of knowledge (Wells 1999). It describes teaching as strongly influenced by, and embedded in its social and cultural context and points to the meaning of teaching as the change of socially built knowledge into that which is individually owned by the learner.

A noteworthy number of both primary and early childhood students demonstrated an understanding of the importance of the active position of the child in scaffolded teaching (21 answers). The following answers were typical:

> I think scaffolding is giving the student a more active role in their learning as opposed to teacher directed learning (giving students answers without letting them work it out for themselves) (EC13). Traditional classroom instruction can see the teacher providing answers without giving the learner an opportunity to discover/understand for him/herself (P1). A child can learn to do something independently by having an adult assist them when they are still struggling, to help the child make sense of what they are doing so they can use this assisted knowledge next time – thus leading to independence (EC26).

Scaffolding is a vital instructional tool since it supports student's learning and various learning styles. This approach assistances students engage in a collaborative setting where they have the opportunity to teach others as well as learn from others. Second language learners need practice to actively construct knowledge, to make connections, and to build mental schemata (Walqui, 2006). Learning in a socially constructed environment leads to students taking responsibility for their own learning. When it comes to collaborative problem framing and solving situations, students whose learning is helped by scaffolding occurring in socially constructed environments will have an advantage in acquiring the dominant discourse versus students who do not (Walqui, 2006).

Scaffolding is a notion strictly related to the idea of Zone of Proximal Development. The Zone of Proximal Development captures the child's cognitive skills that are in the process of maturing and can be accomplished only with the assistance of a more-skilled person. Hence, the Zone of Proximal Development is the distance between what a student can do with or without assistance. Therefore, scaffolding coupled with the

Zone of Proximal Development ensures that a second language learner receive support for their development and learning of literacy acquisition (Vysgotsky, 1982).

Scaffolding is a technique that uses steps to gradually develop learning. Scaffolding breaks tasks down into manageable steps so it does not become overwhelming (EC8). Scaffolding – breaking tasks down and being more explicit with the teaching of the steps (P11). I think that scaffolding means breaking up the material into parts (as in a scaffolded story when questions are asked to enable the story to continue) (EC3). Scaffolding helps students to progress at a level comfortable for them and learning is progressive, that means that they're learning little bits at a time in order to develop understanding (P26).

There are a number of ways in which teachers can assist students in developing language and subject matter knowledge from the communicating, sociocultural outlook drew here. One such way, scaffolding, is particularly consonant with sociocultural theory (SCT) and is well suited to English Language Learners. The internalization of social speech, of dialogue, is mediated by private speech, as when a child speaks to herself to facilitate a difficult task. For example, she might be thinking to herself, 'Hmm . . . let's see . . . what if I . . . no, no, no, that wouldn't work, but what if I . . .' and so on, clearly using language that is social in origin. Whenever a task is very difficult, inner speech can be made overt in order to mediate between the task demands and the available resources. By talking to herself the child (or learner) attempts to marshal resources and control the task. Progressively, as speech is adopted, it changes shape, both syntactically and semantically, but even so it remains essentially social and dialogical.

Scaffolding 1 Planned curriculum progression over time (e.g. a series of tasks over time, a project, a classroom ritual)

Scaffolding 2 The procedures used in a particular activity (an instantiation of Scaffolding 1)

Scaffolding 3 The collaborative process of interaction (the process of achieving Scaffolding 2) (Walqui. 164)

The sequence here moves from macro to micro, from planned to improvised, and from structure to process (Gibbons, 2003; van Lier, 1996). As we all know, plans have a way of changing as they are being carried out. In particular, educational action is always a blend of the planned and the unplanned, the predicted and the random, routine and innovation. So, even though the three scales suggest a top-down structure, there is also bottom-up change that can affect and transform the scaffolding at the top. As 164 The International Journal of Bilingual Education and Bilingualism scaffolding is premised upon the notion of handing over (by the teacher) and taking over (by the student), assistance provided should always be only 'just enough' and 'just in time'. As the students are able to do more and gradually come to be more in charge of their own learning, the upper-level (macro) scaffolds are changed, transformed, restructured or dismantled.

Features of pedagogical scaffolding

All three scales of pedagogical scaffolding have six central features, according to van Lier (2004). 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 Continuousness

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

2 Contextual support

Survey is encouraged in a safe, sympathetic setting; access to means and goals is indorsed in a variety of ways.

3 Inter-subjectivity

Joint commitment and relationship are established; there is inspiration and nonthreatening participation in a shared community of practice.

4 Possibility

Task processes are adjusted depending on actions of learners; assistances and exclamations are concerned with towards each other and may be co-constructed (or, see below, vertically constructed).

5 Handover/takeover

There is a growing role for the learner as skills and confidence increase; the teacher watches carefully for the learner's willingness to take over increasing parts of the action.

6 Course

Skills and tasks are in balance; participants are interested on the task and are 'in tune' with each other. Thus, the student has available at least the following four sources of scaffolding:

(1) being assisted by an expert, when the learner receives guidance, advice and modelling;

(2) collaborating with other learners, when learning is constructed together;

(3) assisting a lower-level learner, when both have opportunities to learn; and

(4) working alone, when internalized practices and strategies, inner speech, inner resources and experimentation are used.

To conclude, it is more of a team effort between teacher and students. They both work together rather than only teacher directed method. Traditional classroom teaching-learning method is just giving the students work, telling them how to do it and that is it. Scaffolding is building on the work that has been given and doing it together in a group with the support of teacher.

Work Cited

Cook. G. *Language Play, Language Learning*. Oxford: Oxford University Press. 2000.

Lucus, Teresa. *Scaffolding in Second Language Learning and Instruction*. Florida International University, USA.

Rivera, Aylin. *Scaffolding Support for Second Language Learners*. St. John Fisher College. USA.

Verenikina. I. "Scaffolding and learning: its role in nurturing new learners". *Learning and the Learner: Exploring Learning for New Times*, University of Wollongong. 2008.

Vygotsky, L. S. (1978). *Mind in society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.

Walqui, Aida. "Scaffolding Instruction for English Language Learners: A Conceptual Framework." *Teacher Professional Development Program*. USA. 2006.

Walqui, Aida. *Scaffolding Instruction for English Language Learners: A Conceptual Framework. Multilingual Educator* 1. 2002.

विश्वविद्यालय अनुदान आयोग
University Grants Commission
quality higher education for all

Home   About Us   Organization   Commission   Universities   Colleges   Publications

UGC Approved List of Journals

You searched for **The Context**

Total Journals : 1

‖ Home ‖

Show 25 ▼ entries   Search:

View	Sl.No.	Journal No	Title	Publisher	ISSN	E-ISSN
View	1	42344	The Context		23494948	

Showing 1 to 1 of 1 entries   Previous   1   Next

For Students

About NET   UGC NET Online

Ragging Related Circulars

Fake Universities   Educational Loan

Supreme Court Judgments

Edu Abroad for Indian Students

Scholarships & Fellowships

E-Content URL

For Faculty

Honours and Awards   UGC Regulations

Pay Related Orders   M R P

Faculty Recharge   Faculty Development

List of faculty engaged in teaching and learning Sanskrit

Model Curriculum

University Technology Database

More

Notices   Circulars   Tenders   Jobs   UGC ROs   Right to Information Act

Other Higher Education Links

Contact

india.gov.in

UGC Journal Details

Name of the Journal :	The Context
ISSN Number :	23494948
e-ISSN Number :	
Source:	UGC
Subject:	
Publisher:	
Country of Publication:	India
Broad Subject Category:	Arts & Humanities

Print