

Exploring scaffolding in promoting ESL education

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Abstract. This paper reviews the theoretical framework of Scaffolding, including scaffolding, the zone of proximal development (ZPD), 'designed-in' scaffolding and 'point-of-need' scaffolding. By analyzing scaffolding theory, the researcher tries to find out how scaffolding theories can be used to promote ESL education. There are several types of pedagogy implications: 1) attention to task sequence; 2) make shifts between participants structure; 3) use for semiotic system and planning for 'Message Abundancy'; 4) cued elicitation and increased prospectiveness. This paper contributes to the practical experience for ESL teachers and also enriches scaffolding paradigm like a means further by elucidating educational implications.

Keywords: Scaffolding; ESL education; Pedagogy implications.

1. Introduction

This paper focuses on an improved scaffolding and ESL pedagogical approach. We start this essay by describing our curiosity in the scaffolding concept. This essay examines the psycho-social notion of "scaffolding" and the many "scaffolding" tactics that assist students' education. There is a difference between macro-level scaffolding, which consists of a structured, "designed-in" strategy to a work unit in a particular subject and the courses that make it up, and conditional scaffolding, which acts at a micro-level or "at the point of need." Then this paper illustrates pedagogy implications-attention to the task sequence, make shifts between participant structures, designing for "Message abundancy" and the usage of sign systems and cued elicitation and increased prospectiveness.

2. The theoretical framework of Scaffolding

2.1 Scaffolding

Most people are aware that new buildings have scaffolding installed round their perimeters to provide approach yields to the emerging building as it climbs from the bottom. The builder takes down the scaffolding again when the building is capable of standing alone. This notion of scaffolding structure has been frequently employed in recent years to propagate the notion that teachers must construct scaffolding to assist pupils in acquiring new knowledge, ideas, and skills, just like builders provide necessary but temporary support. Teachers must withdraw support as students gain control over them, only to reapply it for fresh or more challenging tasks, concepts, and understandings. Although the metaphor has some obvious drawbacks, teachers identify with the concept of scaffolding. It has been enthusiastically adopted over the past 20 years, and even though it is occasionally used indiscriminately to mention a wide range of concept, the prevalence suggests that it represents something that educators view as being fundamental to their key competencies and something essential to good instruction. Mercer asserts that the scaffolding idea appeals to teachers as it aligns with their instinctive ideas of what constitutes effective involvement in children's development [1]. He contends that the phrase fills a gap in much of the education literature by serving as a powerful conceptual metaphor for the nature of teacher involvement in the classroom [1]. Therefore, the potential of scaffolding to articulate effective instructional methods was a shared interest. In short, 'scaffolding' is the support provided by teachers or peers in the classroom to help learners move beyond their nearest developmental zone and achieve higher levels of development [2].

2.2 The zone of proximal development(ZPD)

Although Vygotsky did not use the phrase explicitly, we would argue that in accordance with his notion of learning as a cooperative and communicatively driven process, scaffolding is a crucial component. The zone of proximal development, which Vygotsky proposed, is perhaps the most well-known and important component of his work in relation to the theoretical foundation of scaffolding (ZPD) [3]. According to Vygotsky, an essential element of the learning process is the ZPD [3].

The ZPD's fundamental value to learning is because it provides higher and lower limits, or the "zone," for new learning to occur. The main lesson to be learned is that education occurs when students operate within the ZPD and when teachers, in the capacity as moderating aid, can help them expand on their existing knowledge and understandings.

Wells argues that "rather than being a 'fixed' attribute of the learner, the ZPD constitutes a potential for learning that is created in the interaction between participants as they engage in a particular activity together" [4]. In other words, the interaction between students and educators is embedded with the ZPD. According to Wells, possibilities for more education and previously unknown challenges are overcome and remedies are developed [4]. Therefore, the ZPD is jointly formed through the dialogue between the educators and pupils while they collaborate on the specific assignment. Rather than being a characteristic of the learner, it refers to a quality of such actions or occurrences. Consequently, the top bounds of the ZPD may alter as the work progresses. In summary, good scaffolding can increase the ZPD's upper bound, enabling students to surpass their assumed capabilities.

The ZPD concept also pushes teachers to maintain high standards for each student while offering 'conditional' scaffolding to help pupils effectively complete assignments. Gibbons believes that, to the greatest extent possible, all learners, especially second-language learners, must engage in authentic and cognitively demanding learning tasks [5]. The type of help, namely individualized support that is tailored to the requirements of specific students, is crucial for achievement.

Mariani's study provides a helpful means of elaborating on what we consider to be a teacher's support's crucial nature [6]. According to Mariani, the most effective classrooms are those in which students are both challenged and supported [6]. He compares this kind of educational processes with someone that is high in struggle but insufficient in help (frustrating for students), low in challenge but high in assistance ('look happy' classes where educators conduct business in their comfort bubble but hardly any learning happens), and high in challenge but low in assistance (classes where boredom sets in and behavioral issues are easy to occur) [6]. The ZPD is more likely to have students working there, and classes with significant levels of difficulty and robust assistance are those where scaffolding is most prone to come.

2.3 'Designed-in' scaffolding

We coined the phrase designed-in to emphasize that macro-scaffolding is actively planned by teachers. According to Mariani, it means assignments should be created to stretch pupils and provide chances for every student to go above and above what they are recently able to (high difficulty) [7]. The manifestations of built-in scaffolding can be observed in how classroom objectives are determined, classrooms are constructed, and tasks are selected and sequenced. Teachers are required to consider explicit scaffolding tactics when planning any unit of instruction. The teacher must assess the core ideas underpinning the unit's subject matter as well as students' prior educational experiences as the new unit of study is launched. Variables including familiarity to English, socioeconomic status, and special requirements will all affect how well children learn in many standard programs. The instructor can determine the students' current level of comprehension by inquiring about the students' life experience. Once the starting point has been determined, various preparatory tasks can be employed to give an initial foundation for the forthcoming learning. The creation of lexical items, which is essential for ESL students, the exchange of sensory stimuli, such as pictures and field trips, and the completion of worksheets on "What I Gain" and "Something I want to Learn" are a few examples of these projects.

As they create many tasks that will build students' expertise and knowledge, teachers must also consider potential areas of student uncertainty or difficulty. In preparation of this challenge, teachers might design activities that facilitate new comprehension. Practicality in teaching programs is determined by the instructor's familiarity with the pupils as well as accessible sources. While task organization is an integral aspect of preparation, teachers should be mindful of how student classifications and style of teaching might aid or impede the efficacy of intended learning tactics by creating a "classroom culture."

2.4 'Point of need' scaffolding

These alternatives provided to the instructor to aid the learners' comprehension of the assignment or subject by a range of speech techniques, including questioning, recasting, referencing the students' past knowledge, and multi-sensory techniques, constitute this type of scaffolding at the "point of need." By employing the same approaches, students can assist one another. The terms "responsive contingency" and "interactional scaffolding" van Lier are used to describe this form of scaffolding (1996) [3][8]. Regardless of how thoroughly lessons are prepared and organized, it is likely that, over the course of any given class, the teacher will have the chance to guide students' thinking along a certain path that aids in building crucial notions. The standard method for achieving such scaffolding is to pose specific questions, pay close attention to the students' answers, and then employ a range of tactics that clarify as well as advance their thinking.

3. Pedagogy implications

3.1 Attention to the task sequence

Planning a program necessitates the making of judgments regarding the order of work. But in the movement research projects, assignment ordering proved crucial since it set the previous task's educational objectives up for success. Students were able to develop progressively deeper understandings of difficult ideas due to the meticulous sequencing of tasks. Our findings revealed that the link between sequential tasks, as opposed to the choice of any one work, was particularly crucial in aiding ESL students and providing the environment for scaffolding. Thus, the sequencing of activities became a bigger activity with meaning despite knowing precise student learning from each assignment.

That arithmetic class is used as an example. In the beginning, learners worked in private teams to determine and clarify the important phrases in a dialect mathematics problem. This created a scaffolding or supportive system for the subsequent mission, which was meant to fix the issue. This provided the framework again for following task, in which the team documented in detail to resolving the problem. Using this record as a framework, this challenging task of describing the concern procedure towards the class time while working with the instructor was then made simpler. The teacher's use of greater mathematical terminology was built upon the student's explanation, which was frequently expressed in "ordinary" language. The introduction of algebra was built on the basis of this entire sequence. Each activity in the series showed signs of learning, but the sequence as a whole had more of an impact on learning. Individual "each shot" efforts at dilemma, a lack of explicit language instruction, as well as teacher-directed and inferential interpretations and rules that are required to memorize represent a rather varying type of learning procedure, which would be typically seen in mathematics (as well as other) classes.

3.2 Make shifts between participant structures

The variety of organizational mechanisms inside the task unit that participants make up was a feature of each classroom. Teachers' decisions to adopt solo, grouping, pairing, or entire-class arrangements depended on the nature of the job and the extent and type of scaffolding. Deciding according to the task's or action's learning objectives is more important than just attaining "balance" between subgroup and the whole work. Teachers were able to not only offer varying degrees of

assistance to various student groups but also "push" their pupils to participate in more complicated subjects and conceptions by utilizing varied participation structures.

Teachers could assess the transfer of responsibility for learning to students as an additional significant result of rigorous planning for transitions in participation structures. Shifts in participant structures made it possible to provide more or less assistance to the entire class, as well as to select singles as well as parties, when required. Additionally, people permitted for either individuals or groups to function more autonomously when they were ready. Such a deliberate and thorough selection of participant patterns acknowledges the related yet distinct roles of educator and student and contradicts oversimplified notions of the professional development of teachers as being "educator-centered" or "student-centered". Perhaps we'll see further. Teachers were also able to support their students' growth in a variety of linguistic registers by making purposeful changes and improvements to participation patterns.

3.3 Use of semantic processes and making "Message abundancy" plans

Teachers helped pupils acquire conceptual or procedural understandings by offering access to similar knowledge from various sources. These sources included various modes of language to develop a particular notion (such as speaking about what had been acquired, taking notes from the students, and scribbling on the chalkboard), together with the application of other semantic frameworks.

The use of different semantic systems helped pupils understand the language and developed meanings in and of itself, even though language was still an important tool for learning. In a geography lesson, for instance, color coding was utilized to distinguish between multiple informational mediums in a comprehension exercise, allowing kids to anticipate what kind of material they will be reading beforehand. In an identical class, students viewed a film while pondering handwritten inquiries regarding their observations. The instructor called their awareness to previously elicit language that was displayed mostly on whiteboard as a domain specific whilst they were doing this. Simultaneously, personalized models were placed on each child's table, and an overhead projector displayed a bigger set of the identical plan, allowing this instructor to highlight pertinent elements while participants viewed the film. The seating arrangement mimicked and presented a literal depiction about these institutions they were studying on and served as an unambiguous marker of such expected types of conversation at a kindergarten lesson where children were studying government. The children then engaged inside a micro-assembly.

Due to the use of many semiotic systems as well as language modes, students could make use of similar signals and information from a diverse range of sources, or, to put it differently, they took more than "one bite at the cherry" as they engaged with fresh ideas and concepts. The term message abundancy was coined by Gibbons to describe the use of several strategies for making sense of ideas in both education and learning [9]. At numerous points in the lectures, however, the link between language and other modalities of meaning was arguably best defined as symbiotic, with other frameworks' significance capacity to be more overtly addressed and incorporated into the debate. We believe the ESL students need to have a wide range of messages.

3.4 The IRF sequence: cued elicitation and increased prospectiveness

Numerous scholars have remarked the prevalence of the unadorned "Initiation-Response-Feedback" (IRF) multiple interaction that characterizes most of the classroom interaction. [10]. IRF sequencing was prevalent across all schools performing exploratory study, which is not surprising. Nonetheless, the IRF sequence was purposefully used by teachers in these classes to give cued elicitation and to promote prospectiveness, according to data from those settings.

We employ the term "cued elicitation," based on Mercer, to describe exchanges in which teachers provided strong physical or emotional cues that indicate the anticipated answers [11]. Cued elicitation took place in classes, for instance, at the start of lessons when the teacher hoped to quickly review prior teachings, which helped to make the material more memorable [11]. It happened as the teachers

tried to get every student to participate. Thus, certain students were strongly encouraged to join in group or class discussions who might otherwise lack the confidence to do so. Additionally, our data showed that teachers were deliberately selecting which students to elicit on behalf of and for what goals rather than merely utilizing verbal or gestural cues to elicit "prescribed" or expected replies.

The IRF exchange offers opportunities of a new kind in addition to options for cued elicitation. The third move in IRF exchange can increase student interaction rights by expanding the discourse in ways that encourage more dialogic discussions, as demonstrated by Gibbons, Mercer, van Lier, Wells, and others [10][12]. Simply by allowing students to talk ever more publicly remark on their understanding, teachers provide them the chance to do so. This is what teachers do when they want more information, want to know more about response from a pupil, or want them to elaborate on a certain topic rather than just evaluating and ending the discussion.

4. Summary

The "designed-in" scaffolding at the macro level and the contingent scaffolding at the micro level represent the scaffolding's dual character, which has been identified in this work. It offers a linguistic account of contingency in action through the development of several discourse approaches that recontextualize students' speech in order to aid theoretical understanding and initiate pupils into the language of the issue.

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