TEACHERS' PERCEPTIONS AND PRACTICES OF SCAFFOLDING TOOLS IN ELT CLASSES

A Thesis Submitted to the Department of English Education
In Partial Fulfilment for the Master of Education in English

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DECLARATION

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

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DEDICATION

Dedicated to my parents

who devoted their whole life to make me what I am today.

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ABSTRACT

The present research study entitled **Teachers' Perceptions and Practices of Scaffolding Tools in ELT Classes** aimed to identify the teachers' perceptions on the role of scaffolding tools and their practices in the use of scaffolding tools in ELT classes. To meet the objectives of this study, I purposively selected twenty secondary level English teachers and twenty secondary level schools of Myagdi district as sample. Purposive non-random judgmental sampling procedure was used to select the sample of this study. Questionnaire and classroom observation checklist were used to collect the data for this study. The findings of this study showed that 45 percent teachers were aware of scaffolding tools in teaching English. Questioning and motivation were the most used scaffolding tools in the ELT classroom to build interest and engage students in learning English as almost all the secondary level English teachers positively responded to these tools. Sixty percent teachers were found positive that investing the scaffolding and its various tools support in the language class. Similarly, it was found that 50 percent teachers provide modified input frequently in the ELT classroom. In the same way, it was found that in 18 (90%) classes teachers motivate their students, involve in interaction, give feedback to the students, translate target language terms, give hints, ask questions and explain text to their students as the frequent scaffolding tools in the ELT classroom .

This thesis has been organized into five chapters. The first chapter deals with the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. The second chapter includes review of related theoretical literature, review of related empirical literature, implications of the review for the study and conceptual framework. The third chapter covers all the areas of methodology. Likewise, the fourth chapter presents the results and discussion. The fifth chapter includes summary, conclusion and recommendations at three different levels (policy related, practice related and further research related) followed by references and appendices.

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LIST OF SYMBOLS AND ABBREVIATIONS

CUP	-	Cambridge University Press
EFL	-	English as a Foreign Language
ELT	-	English Language Teaching
ESL	-	English as a Second Language
M.Ed.	-	Masters in Education
Regd. No.	-	Registration Number
S.N.	-	Serial Number
T.U.	-	Tribhuvan University

CHAPTER ONE

INTRODUCTION

The present research is entitled **Teachers' Perceptions and Practices of Scaffolding Tools in ELT Classes**. The introduction part of this research work consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

1.1 Background of the Study

Teaching is one of the challenging and responsible professions. It requires prolonged academic training, a large body of perceived knowledge and a formal qualification. It refers to the proficiency in the related subject and mastery of pedagogic skills. It means, proficiency in subject matter and mastery of pedagogic skills are inevitable properties that have to be possessed by the teacher. These properties are necessary to handle teaching learning activities effectively and to get good rewards from it because of the difficulty in attaining it.

Language teaching has many challenges. So, it requires the use of various linguistic and non- linguistic instruments or tools. The linguistic support provided to the learners can be an effective source of knowledge to update them in the challenging world. The current paradigm of teaching and learning has been shifted from the highly content investment to the strategic investment (Kumaravadivelu, 1994).

Second language acquisition and learning theories have postulated different innovative ideas and conceptions in teaching and learning a foreign language. Teaching and learning is now thought to be based on practical human problems, i.e. an activity that should be child centered, psychological and outcome based for the all-round development of the children. Many theories of

teaching and learning developed as the time put strong demand on the theories such as behaviorism, mentalism, socio-culturalism, social constructivism and so on.

The term 'Scaffolding' is related to the Zone of Proximal Development (ZPD), a key concept developed by Lev S. Vygotsky as the soul in his theory of social constructivism. Bhattarai (2011) states that social constructivism developed by Vygotsky is also known as socio-cultural theory of language learning. Literally speaking, Scaffolding refers to a support for something. When learners are other regulated than collaborative talk or supportive dialogue between them and their co-participants then, the teachers may face problems while teaching. At that time, more skilled proficient individual helps him/her to solve the problems. Process of supporting dialogues which directs the attention of the learners towards the key feature of language learning and which promotes them through successive steps of problem, has come to be known as scaffolding (Klood, Barner and Ross, 1976 as cited in Mitchell and Myles, 2004).

In the simplest term, scaffolding can be said as the structured support used in the construction of a work and metaphorically it is a help or academic support given to a novice or child by More Knowledgeable Others (MKO) to develop new and genuine knowledge in the Zone of Proximal Development (ZPD). In the word of Sharma and Sharma (2011), "Scaffolding is the collection of steps or procedure for human capacity building". In scaffolding, the More Knowledgeable Others, i.e. the teachers, guardians, classmates and seniors can help and guide the novice through the problems to overcome them. While clarifying the concept of scaffolding in language teaching, Olson and Platt (2002) say, "Scaffolding is an instructional technique associated with ZPD, in which a teacher provides individualized support by incrementally improving a learners' ability to build on prior knowledge. Scaffolding can be used in a variety of content areas across age and grade level."

The above citation explains that scaffolding is an instructional technique. It is very important thing that is to be ensured in each and every classroom teaching and learning. There are many concepts relate to scaffolding such as input modification, negotiation of meaning, giving clues to the students, discussion, collaboration, supportive dialogue, interaction, feedback, motivation, co-operative learning, use of adequate materials that supports for the full understanding, and so on. Unless the teachers do not have proper understanding of the importance of scaffolding in language teaching and positive perceptions on the use of scaffolding tools in their classroom teaching, the learners' acquisition/learning of a new language cannot be effective one. So, this study has the concern about the teachers' perception and practices of scaffolding tools in language teaching.

1.2 Statement of the Problem

The problem being addressed in this study is how the teachers perceive the role of scaffolding tools in English language learning and whether they provide scaffolding tools to their students for better their better learning. The learners alone might not be able to learn themselves or the learners need help or support from someone who has more experiences, knowledge and skills. Only experience, knowledge and skill of an individual is not enough. Thus, he/she must be psychologically competent, practically facilitator and socially co-operative. He should behave the students in well manner. The learner should feel ease to the help provided. To be specific, the main problems related to the present study or the problems to be addressed throughout this study are as follows:

- Investing the scaffolding and its various tools of support in the language class is a great challenge. Thus, there exists very few studies in this aspect and not a single study has been conducted so far in the department.

- In many contexts, the teachers do not have clear concept about scaffolding as a result they are not being able to exploit it in their classes for the students' benefit.

- Many teachers, students, educational administrators and other concerned personalities are unknown about the importance of scaffolding. In this regard, it has a new problem in the research area.

- Teachers are not being found effectively using scaffolding strategies through various classroom activities such as input modification, interaction, discussion, motivation techniques, supportive dialogues and negotiation of meaning and so on by involving them in trainings and seminars. So, how the teachers perceive the role of these tools/activities in ELT and how often do they practice those activities in their classes will be the confronting problems to be stated in this study.

1.3 Objectives of the Study

The objectives of the study were as follows:

(i) To identify the teachers' perceptions on the role of scaffolding tools in ELT classes.

(ii) To find out the teachers' practices in the use of scaffolding tools in ELT classes.

(iii) To suggest some pedagogical implications.

1.4 Research Questions

The research questions of my study were as follows:

(i) How do the English teachers perceive the role of scaffolding tools in ELT classes?

(ii) What scaffolding tools do the teachers use to teach their students in ELT classes?

(iii) How often do they practice scaffolding tools in their teaching?

1.5 Significance of the Study

English language teaching involves more than the mere presentation of contents to the students in the classroom. While teaching English to the students, teachers have to involve the students in various activities like input modification, interaction, discussion, motivation techniques, supportive dialogues, negotiation of meaning and so on. Technically, those activities are known as scaffolding tools. Sometimes, teachers might be too much worried about the students learning and as a result, they supply the students the necessary help. Similarly, some other teachers might think that students should learn on their own and they never support their students. These both types of thinking might be harmful. Thus, a good teacher must have some insights to use scaffolding effectively. Hence, this study will be significant for the language teachers to adjust their wrong concept about scaffolding and use it effectively in the class in right time when students need.

In the same way, this study will be significant to the students and new researchers that they will have both theoretical and practical ideas to understand the problems of the children, to build rapport and keep mutual relationship with the children, to possess the knowledge of child psychology, to motivate students and to well recognize the importance and differences between scaffolded & unscaffoled learning. I deserved that this research will supply the overall information about what scaffolding is, what advantages it has in language teaching and learning, what functions it has, what are the steps or procedures of scaffolding and what the best ways of providing scaffolding are. Thus, this study will be of permanent importance in the field of ELT. Furthermore, this study will provide enough assistance to those who are interested to carry further research in the use and implications of the scaffolding. Besides, the text book writers, teachers, trainers and course designers are benefitted from this study.

1.6 Delimitations of the Study

This study was delimited to the following areas:

(i) This study was based on the survey of teachers' perceptions on the role of scaffolding tools and observations of teachers' practices on the use of scaffolding tools in ELT classes.

(ii) This study was confined to 20 secondary level English teachers and their 20 classes of Myagdi district.

(iii) The data for this study was collected through the use of survey questionnaire and observations checklist.

(iv) The sample was selected through the use of purposive non-random sampling procedure.

1.7. Operational Definition of the Key Terms

Scaffolding: The term scaffolding, in this study, refers to the support or help provided from the side of more knowledgeable person, i.e. teachers to master new and more difficult learning tasks to the students.

Zone of Proximal Development (ZPD): The distance between the actual problem solving ability of learners and the potential problem solving ability that can be developed in guidance or assistance of more knowledgeable person.

Scaffolding activities: In this study, the scaffolding activities refer to the strategies or classroom activities such as like input modification, interaction, discussion, motivation techniques, supportive dialogues, and negotiation of meaning.

Scaffolding tools: Scaffolding tools, in the present study are considered as modification, comprehensible input, interaction, feedback, translation, meaning negotiation, giving hints, modeling, use of teaching materials, role play and so on.

Perceptions: The very word 'perceptions', in this study, refers to the teachers' beliefs, assumptions and attitudes to the role of scaffolding in English language teaching and learning.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter is about the theoretical and empirical bases of the research. It includes far sub-sections viz. review of theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework.

2.1 Review of related theoretical literature

The review of theoretical literature provides the researcher with a strong knowledge base to find out the area of problem and the need of investigating on it. Similarly, for setting the objectives of the study, appropriate methodology to conduct the study and accomplishing the study with some useful findings, literature review plays crucial role.

In order to provide a strong theoretical base to my study, various topics have been dealt with. These topics have been discussed in the following sub-sections.

2.1.1. English Language Teaching in Nepal

Since English is a world language, teaching of English takes place all around the world. The world has entertained the taste of speaking English for many decades, Nepal is no exception. In Nepal, English has been used as a means of interaction and medium of writing by the people from educated elite circle since Rana Regime. Although the standard and value of English persist all around the world, we cannot say teaching of English should take place in native like environment or not.

Teaching of English in Nepal remains in vicious circle with nebulous ideas and practices. Nepali teachers of English have been lobbying with many vibes.

Some are already established and some are emerging. The greatest misfortune for adapting such vibes is that they lack relevancy to our context (Awasthi, 2003). Many of approaches and methods for language teaching are experimented in America, Britain and other English speaking countries in a native language context and we are adapting to those which may no longer be suitable in our context. For the best instance, we are still using grammar translation method which is outdated and has been severely criticized for its failure to develop communicative ability in students. Very few teachers use communicative method and task based learning methods. We do not know which method is suitable for us. Thus the standard of ELT in Nepal is no more than practice. Simply put, the teaching of English has become a challenging job because of the difficulties on making students able to use English accurately and appropriately. It needs the support of various activities and tools as like scaffolding.

2.1.2 Second Language Acquisition

Language is a means of communication. People share their feelings, ideas and so on via language. It is one of the human properties that defers human from other animals. Human life would be very difficult in the absence of language, as there would be no communication of ideas, feelings and needs. One's mother language is called first and the language other than the mother tongue that a learner comes to face is called second language. Second Language Acquisition is the acquisition of another language after the learner has acquired his mother tongue. According to Ellis (1985, p. 5), "Second Language Acquisition is the study of how learners learn an additional language after they have acquired their mother tongue. Second language learning is quite complex and challenging then the learners' first language. It requires conscious learning, for focused attention and consciousness raising activities. The extent of linguistic support provided to the learners determines the rate and success of second

language learning (Krashen, 1985). Many, SLA based studies have emphasized the role and importance of scaffolding in Second Language Acquisition or Learning.

2.1.3. Theories of Language Learning

Theories of language learning refers a set of believes, assumptions and principles about how language is learned and what is the nature of language learning. There are different theories of language such as behaviorist theory of language learning, mentalist theory of language learning, and socio-cultural theory of language learning and so on. As there are different theories of language learning, the followers of those theories have different beliefs about language learning process. For example, socio-culturalism or social constructivist theory of language learning possesses the beliefs that language is learnt through social interaction. Since, our main concern is to carry out more discussion on social constructivist theory of language learning, it has been discussed in the following successive sub-units.

2.1.4 Social Constructivist Theory of Language Learning

Social Constructivist Theory of Language Learning was propounded by different scholars. Social constructivist theory is one of the emerging theories of language learning propounded by the Russian psychologist Lev S. Vygotsky. This theory is also called as socio-cultural theory of language learning. Mitchell and Myles (2004) state that the contemporary interpretations and modification of Vygotsky's original ideas mean that current socio-cultural theory best described as 'neo-Vygotskian' theory.

From socio-culturalism point of view, learning is also a mediated process. It is mediated partly through learners' developing use and control of mental tools. Mitchell and Myles (ibid) further say that learning is also seen as socially mediated, that is to say, it is dependent on face to face interaction and shared

process, such as joint problem solving and discussion. The central terminology in social constructivist theory is described below:

2.1.4.1 Zone of Proximal Development:

Zone of Proximal Development is the key term in socio-cuturalism. It is the area of learning where the learners need help from somebody more knowledgeable to master the new knowledge. Mitchell and Myles (2004) state that the domain where learning can most productively take place is christened the Zone of Proximal Development (ZPD), that is the domain of knowledge or skill where the learner is not yet capable of independent functioning but can achieve the desired outcome given relevant scaffolding. The Zone of Proximal Development is defined by Vygtosky is:

> The difference between the child's development at level as determined by independent problem solving and the higher level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers (Vygotsky, 1978, cited in Mitchell and Myles, 2004).

2.1.4.2 Introduction to Scaffolding

Learners need support and guidance from others in learning a language and any sort of linguistic support provided to them is scaffolding. Scaffolding is very key concept in ZPD. "The metaphor of scaffolding has been developed in neo-Vygotskian discussion to capture the quality of the type of the other regulation within the Zone of Proximal Development which is supposedly most helpful for the learning or appropriation of new concepts" (Mitchell and Myles, 2004). It means scaffolding refers to the collaborative dialogue that helps the learners to learn through input modifications, negotiation of meanings, providing hints, giving feedbacks, psychological helps, supportive behaviors and learning

through the use of developing good learning strategies in learners. Sharma and Sharma (2011) state that scaffolding refers to the steps needed for human capacity development gains knowledge and skill with the co-operation of language and experience through summarizing, questioning, clarifying, predicting by completing the steps of scaffolding.

2.1.4.3 Steps of Scaffolding

Scaffolding takes place successively in various steps. According to Wood (1976, as cited in Sharma and Sharma, 2011), scaffolding in the actual classroom can be applied in the following steps:

- Build interest and engage the learners.
- Actively participate the learners.
- Simplify the tasks into smaller sub-tasks.
- Focus the teaching completely on learners.
- To keep the learners from becoming frustrated.
- To imitate the teachers modeling

In the same way, Branford, Brown and Cooking (2000) state that in order to provide young learners with an understanding of how to link world information or familiar situations with the new knowledge, the instructor must guide the learners through verbal and non-verbal communications and model behaviors. The research on the practice of using scaffolding in early childhood development shows that parents and teachers can facilitate this advancement through the Zone of Proximal Development by providing activities and task that:

- Motivate or enlist the child's interest related to the task.
- Simplify the task to make it manageable and achievable for a child.
- Provide some directions in order to help the child to focus on achieving the goal.

- Clearly indicate the differences between the child's work and the standard of desired solution.
- Reduce the frustration or risk.
- Model and clearly define expectations of activities to be performed.

The above points justify that scaffolding is not the thing that can be used haphazardly in the classroom rather it should be used systematically following its each and every step in order to produce better results. It helps to have effective teaching in the classroom, so a teacher needs to be careful while using scaffolding in his/her classroom.

2.1.4.4 Scaffolding in the Classroom

While using scaffolding as an instructional technique, the teacher provides the task and enables the learners to build on prior knowledge and internalize the new concepts. According Olson and Platt (2002), teachers must provide assisted activities that are just on level beyond that of what the learners can do in order to assist learners through the Zone of Proximal Development. Once the learners demonstrate the task master, the support is decreased and the learners gain responsibility for their own growth.

Wood (1976, as cited in Sharma and Sharma, 2011) presents the characteristics of the class where students get enough scaffolding in following ways:

- The teacher mainly uses student focused methods of teaching.
- The teacher's role is that of guide, facilitator, manager, communicator, issue raiser, co-worker, promoter and co-problem solver.
- Students and teachers remain very active.
- Student of learning get enough assistance from their friends and teachers.
- The classroom environment is co-operative and collaborative.
- Teacher is friendly and curious to understand the students' problem.

- Students are more engaged in interaction as a result they speak a lot.
- Learners are motivated to learning as they are interested in learning.
- There is the use of enough teaching material.
- Learners feel responsibility for their own learning.

The above classroom characteristics of scaffolding exert the many positive effects of it in the class. Teachers feel that they have correctly fulfilled their duty and students have the feeling of gaining very important things easily and without frustration. Learners also become self-motivated and responsible for their own learning.

2.1.4.5 Characteristics of Scaffolding

As we have already discussed that scaffolding is a support or the help that is afforded by the teacher or more proficient peers to perform a more difficult task that is beyond the level of a learner, in educational setting, scaffolds may include models, clues, prompts, hints, partial solutions, think allowed modeling and direct instructions.

Markenzie (2003) suggests the following eight characteristics of scaffolding instructions, as the teachers practice them in the classroom:

(i) Provide clear direction and reduce students' confusion.
(ii) Clarify purpose.
(iii) Keep students in task.
(iv) Offer assessment to clarify expectations.
(v) Point students to worthy source.
(vi) Reduce uncertainty, surprise and disappointment.
(vii) Deliver efficiency.
(viii) Create momentum.

The above mentioned characteristics prove that scaffolding brings positive outlets in students learning.

2.1.4.6 Guidelines for Developing Scaffolding Lessons

To scaffold students in the class requires great skill from the side of the teachers. Not all the teachers possess this insight, yet it is very important as well as some how tough task to use scaffolding in the class effectively. So, the teachers need some guidelines to exploit it in the class which certainly accelerates the quality speed of learning. Larkin (2002) suggests eight important guidelines that the teacher must commonly follow when developing scaffolding lessons. They are as follows:

(i) Teachers have to focus on curriculum goals to develop appropriate task.
(ii) They have to define a shared goal for students to achieve through engagement in specific task.
(iii) They have to identify the individual students' needs and monitor growth based on those abilities.
(iv) They should provide the instruction that is modified or adopted to each student's ability.
(v) They should encourage students to remain focused throughout the task and activities.
(vi) They must provide clear feedbacks in order to monitor students' own progress.
(vii) They should create an environment where students feel safe taking risks.
(viii) Promote responsibility for independent learning.

In addition to these, there may be some other guidelines that the teachers or more knowledgeable persons have to consider. They must be careful to the need, expectation, level, personality of learners as well.

2.1.4.7 Challenges and Cautions of Scaffolding Interactions

There is not a single field which is not free from challenges. The challenges are the ways or keys to opportunities. Presseley, Hogan, Wharton and McDonald (1996) say, "Although scaffolding can be used to optimize learning for all

students, it's very demanding form of an instruction. The following are some of the challenges and cautions for scaffolding instructions.

(i) Use scaffolding when appropriate: The teacher should keep in mind that all students may not need help or scaffolding for all the tasks and materials. They have to provide scaffolding to only those students who need it and when they need it.

(ii) Be knowledgeable of curriculum: This will enable the teacher to determine the difficulty level of particular material and task as well as the time and supports necessary to benefit students.

(iii) Practice generating possible prompts to help the students: The first prompt teachers give to a student may fail so teachers may have to another prompt or think of a different wording to help the student.

(iv) Be positive, patient and caring: The teachers may become discouraged if students do not respond or are not successful as a result of their initial scaffolding efforts. They have to continue to convey a positive tone of voice in a caring manner along with continued scaffolding efforts and student success may soon be evident (Presseley et al. 1996).

2.1.4.8 Scaffolding Strategies

Using scaffolding in the classroom is very important thing to ensure the learning outcomes but it should be used with care. One must use it wisely, systematically and appropriately. It is better to be strategic while using scaffolding in the classroom otherwise it may have negative impact to the students. Some of the awesome strategies of scaffolding as given by Alber (2006) are as follows:

(i) Show and tell: It is the fact that we learn something better by seeing rather than hearing about it. Modeling for the students is the cornerstone of scaffolding. The best way to teach students is to show or demonstrate the students exactly what they are expected to do.

(ii) Tap into their prior knowledge: The another best way to scaffold the students is to know their present experiences, hunches and ideas about the content or concept of study and have them relate and connect it to their own lives. The teacher has to offer them the help they need after knowing their present level of knowledge.

(iii) Give them to talk: All the learners need time to process new ideas and information. They also need time to verbally make the sense of the articulate their learning with community of learners who are also engaged in the same experience and journey. Thus, they should be provided enough time to think and talk on any topic.

(iv) Pre-teach vocabulary: It is also known as front loading vocabulary. This strategy helps the students to strive with the challenging text. If we pre-teach the vocabulary, students comprehend the text in hand which eventually prevents the students from possible failure.

(v) Use visual aids: Visual aids are great help for the students to understand the thing taught by the teacher. Graphic organizers, pictures and charts can all serve as scaffolding tools. The same thing can be grasped by the students easily in short period of time in case we use the visual aids.

(vi) Pause, ask questions, pause and review: This is the wonderful way to check for understanding while students read a chunk of difficult task or learn a new concept or content.

2.1.4.9 Tools/Activities for scaffolding

Tools refer to the equipment or means of performing some task. Here, the tools/activities of scaffolding refer to the devices that can be best employed while scaffolding or assisting to the learners in their language learning runway. Some of the well-known tools/activities for scaffolding that can be utilized in teaching and learning course are as follows:

(i) Motivation: Motivation is one of the most important tools of scaffolding. It can be defined as the internal drive to do something. It helps the

learners to learn a language because when the learners are motivated, half of the learning is completed. Motivated individual is one who wants to achieve a particular goal, devotes considerable efforts to achieve this goal and experiences satisfaction in activities associated with achieving this goal. (Gardner and MacIntrye, 1993, as cited in Mitchell and Myles, 2004).

(ii) Comprehensible input: This is another important tool of scaffolding. We can help, support or assist our learners by means of comprehensible input. The learners learn something only in the condition that they get comprehensible input. In the process of language learning, comprehensible input of the language item to teach is a pre-requisite.

(iii) Interaction: Interaction is another vital tool through which the learners can be scaffolded in the process of language learning. Interaction is mainly carried out to make the input comprehensible and to avoid the learners from confusion regarding subject matter and the language structures.

(iv) Feedback: Among the many tools of scaffolding, feedback is of paramount importance. Feedback refers to the process of providing information regarding the students' performance to the student himself. Gass and Selinker (2008) say that feedback provides the students with information about the success of their literances and gives additional opportunities to focus on production or comprehension.

(v) Negotiation of meaning: Negotiation of meaning is next important tool of scaffolding that helps the students in their learning. Gass and Selinker (2008) state that the attempt made in conversation to clarify the lack of understanding is known as negotiation of meaning. This leads to substantial interactional efforts by the conversational patterns to secure mutual understanding.

(vi) Translation: Translation can be widely used tool of scaffolding in teaching and learning of language. It helps the learners to avoid from the confusion regarding the use of target language.

(vii) Collaboration/Co-operation: Collaboration/Co-operation refers to the joint work or activities that are performed with each other's support among the learners. Johnson and Johnson (1975) state that co-operation promotes mutual liking, better communication, high acceptance and support, as well as demonstrates an increase in a variety of thinking strategies among individuals in the group.

(viii) Giving hints: This is another important tool of scaffolding which is used to assist the students in language learning process. It refers to the clues or suggestions but deliberately does not include the full suggestion (Pol, 2010).

(ix) Modeling: Modeling can be exploited in the language classroom to scaffold the students in language learning. It is the way of offering behaviors for imitation including demonstration of a particular skill.

(x) Questioning: This is the way of asking students questions that require an active linguistic and cognitive answer. This helps the students to work to find out the answer to the queries (Pol, 2010).

(xi) Use of teaching materials: Teaching materials are the things/objects used while teaching. Materials play a vital role for the successful teaching and learning. To scaffold the learners, teachers can use word cards, sentence cards, conversation chart, pocket chart, audio aids.

Besides the above mentioned tools, explanation, elaboration, role play and simulation can also be used as the tools of scaffolding.

2.2 Review of the Related Empirical Literature

In empirical literature review, our central focus is to examine and evaluate what has been done before on a topic and establish the relevance of this information to our own research. The review of study may be obtained from the

variety of sources such as books, journals, articles, reports, etc. which help to bring the clarity and focus on the problems. The review also helps to improve methodology and contextualize the findings. Thus, in this section, I have reviewed some research works related to motivation, input modification, feedback, co-operative language learning, effectiveness of scaffolding and so on as they are the means to scaffold the learners to assist their learning.

Rokaya (2004) carried out a research on 'Effectiveness of Motivation tools: A Practical Study'. The main objectives of his study were to measure the recognition of motivational activities, to measure the effectiveness of motivational activities with the relation to the achievement of the students and to suggest some implications and recommendations based on the findings. He used both primary and secondary sources of the data. The primary sources of data were thirty students of grade ten of Dolpa district. The tools for data collection were the equivalent pre-test-post-test items. The major findings of the study were that controlled group had the average increment of 74.14% but the experimental group had the average increment of 114.28%. It shows that motivational activities, as the tools to scaffold, seemed very effective in linguistic instruction.

Similarly, Dhakal (2008) carried out a research entitled 'Role of exposure in developing proficiency in reading and writing skills. The objective of her study was to find out the role of exposure in the English language proficiency development. She researched on forty students of tenth grade in Kathmandu district. She used non-random judgmental sampling procedure to select the informants. She used survey research design and questionnaire, interview and comprehension passages were used as the tools. The major findings of the study were that the reading comprehension ability of the students was found good but the proficiency of writing was found poor. The exposure provided

them seemed relevant in the survey of the students' performance in reading and writing.

Upreti (2010) carried out a research on 'Input modifications in teaching English'. The objectives of her study were to identify the features of modified input used by the lower secondary teachers in different private schools of Kailali district. She selected thirty teachers through the purposive judgmental sampling. It was an observational study. So, observation checklist and diary were used as the research tools. The findings of the study showed that the lower secondary teachers modified the input in terms of pronunciation, lexicon and grammar. The teachers used elaborated and clear pronunciation; the rate of speech delivery was quite slow, they were careful in the selection of easier words and simple grammatical structures were used to facilitate the learners.

Mainali (2013) carried out a study on ‘Teachers’ practices on the use of feedback as the tool for language teaching’. The objectives of the study was to identify the teachers’ practices of providing feedback in language teaching. He studied on 20 secondary level teachers of Lamjung district. Questionnaire and observation form were used as the research tools in his study. The findings of the study showed that teachers use feedback frequently in the language teaching to correct their mistakes and encourage them to attempt the assigned tasks.

Similarly, Banstola (2014) studied ’The role of giving hints in teaching writing’. The objective of the study was to find out the role of giving hints in developing writing skills of the students. She carried out the study on forty purposively selected students of Kaski district. She used questionnaire as the tools in this study. After the analysis and interpretation of the data, the study found that the hints provided to the students helped them to organize the writing and make the writing cohesive and coherent.

Similarly, Chaulagain (2015) carried out a study on 'Effectiveness of using Scaffolding in Teaching Language Functions'. The main objective of the study was to identify the effectiveness of using various scaffolding tools in teaching the English language functions. Thirty students of class nine from Panchedewal H. S. S. of Kalikot district were the sample of his study. He selected samples through the purposive non-random sampling procedure. It was experimental study, so pretest and posttest items were used as the research tools. He used materials, translation, elaboration, role play, motivation and feedback as the scaffolding tools to teach language functions to experimental group. The findings of his study showed that scaffolding had become very effective in developing language functions expressing the intention, talking about plans and giving functions. The experimental group scored more than the controlled group.

Though the above researches are somehow related, however, not a single study has ever been carried out on teachers' perceptions and practices of scaffolding activities in language teaching in Nepal. Thus, the researcher is motivated to explore something new in the area of scaffolding.

2.3 Implications of the Review for the Study

While carrying out this study, I have reviewed the previous researches on motivation, input modification, effectiveness of scaffolding, role of exposure and use of icons and interactive activities. I have also reviewed the major theoretical ideas existed so far in the field of scaffolding. All those reviewed have their own importance in the respective field.

To be specific, the study of Rokaya (2004) gave me some insights on the use of motivation activities as the supporting tools in teaching language.

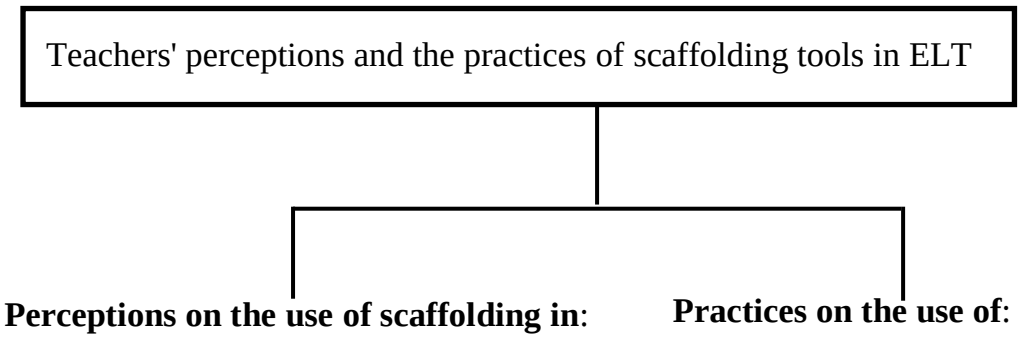
Similarly, the study of Upreti (2010) facilitated me to identify the input modification techniques and their importance.

Next, Dhakal's (2008) study provided me the ideas on how to carry out a survey on the role of exposure in skills development.

More importantly, the study of Chaulagain (2015) helped to expand the theoretical backup of this study and pinpoint the scaffolding tools and activities in great detail with their effectiveness in teaching language functions. So, all the reviewed sections provided practical and theoretical implications to the present study.

2.4 Conceptual Framework

Conceptual framework refers to the mental picture of the things in consideration. The conceptual framework to move this study ahead which is presented diagrammatically as follow:



- Building interest and engaging the learners.
- Participating the learners actively in their learning.
- Focusing the teaching completely on learners.
- Keeping the learners away from being frustrated.
- Imitating the teacher's model.
- Clarifying the differences between LL and TL.
- Giving enough assistance to overcome learners' problems.

- Motivation
- Comprehensive input
- Interaction
- Feedback
- Negotiation of meaning
- Translation
- Giving hints
- Modeling
- Questioning
- Use of teaching materials
- Input modifications
- Explanation
- Providing clues.

CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

Under this chapter, I have presented the design and method of the study, population, sample and sampling strategy, study area, data collection tools and techniques, data collection procedures and data analysis and interpretation procedures.

3.1 Design and Method of the Study

Research method refers to the procedures or the ways of carrying out the study in order to achieve the objectives efficiently with the fixed time frame. It can be said the outline on the basis of which the study proceeds ahead. To explore the teachers' perceptions and practices of scaffolding tools in English language teaching I followed survey research design in this study. In this type of research, the researcher visits different fields to explore the existing areas. Specially, it is carried out in a large number of populations in order to find out the public opinions on certain issues, to assess certain educational program and to find out the behavior certain professionals and others. Cohen, Manion and Morrison (2010) define survey as: "The purpose of a survey is generally to obtain a snap-shot of conditions, attitudes and /or events at a single point in a time. Survey is always done in the natural setting. The researcher is not responsible for changing is natural" (p.75).

According to Nunan (2009, p.140), "Surveys are widely used for challenging data in most areas of social inquiry from politics to sociology from educational to linguistics". It means, survey is widely used in educational research. It follows the stepwise procedures to succeed it systematically. Nunan (1992) presents the following eight-step procedures of survey research:

1. Define the objectives
2. Identify target population
3. Literature review
4. Define sample
5. Identify survey instruments
6. Design survey procedures
7. Identify analytical procedures
8. Determine reporting procedures

The above steps present an outline of the survey research. While carrying out a survey, the researcher first, has to define the objectives. Then, he has to identify the target population. Next, he has to review the literature and define the sample of the study. Similarly, he has to identify survey instruments and design survey procedures. After that, he has to identify analytical procedures and at the end determine the reporting procedures.

I followed all the above stages of survey while carrying out this study and it helped me to complete the objectives of the study.

3.2 Population, Sample and Sampling Strategy

The population for this study was all the secondary level English teachers of Myagdi district. The sample size consisted of twenty secondary level English teachers from twenty different schools of Myagdi district. The schools were selected using purposive non-random sampling procedure. And the same sampling strategy was used to select the teachers as well.

3.3 Study Areas

This study was conducted in Myagdi district. Twenty secondary level English teachers were chosen as the sample. The field of this study was related to the teachers' perceptions and practices of scaffolding tools in teaching English language.

3.4 Data Collection Tools and Techniques

To elicit the data from the respondents, I used both questionnaire and classroom observation checklist. The questionnaire was used to identify the teachers' perceptions and classroom observation checklist was used to find out teachers practices on scaffolding tools in teaching English.

3.5 Data Collection Procedures

To conduct this study, I used the following stepwise procedures:

- After the preparation of research tools, I visited the selected secondary level schools and talked to the concerned authority in order to clarify the purpose of my visit.
- I took permission to carry out the research work.
- After getting the permission, the teachers acquainted with the research study.
- I observed the classes and distributed the questionnaire in order to find out teachers perceptions and practices on scaffolding tools.
- I revisited the schools time and again.
- Finally, I thanked the teachers, students and the school administration for their cooperation.

3.6 Data Analysis and Interpretation Procedures

Data analysis started with the coding and minute analysis of the collected data. It can be seen as the process of bringing order, structure and meaning of the mass of collected data. Hence, data analysis involved breaking the data into manageable themes, patterns and relationship to understand the various elements of the raw data collected in course of the research study. So the collected data were put under different headings and then analyzed and interpreted descriptively.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

Under this chapter, the data which was collected from questionnaire and classroom observation checklist are analyzed and interpreted in order to derive the results of this study.

4.1 Analysis of Data and Interpretation of Results

This section is mainly concerned with the presentation, analysis and interpretation of the results. This has been done separately on the basis of tools employed.

4.1.1 Analysis of Data Collected through Questionnaire

A set of questionnaire was the tool for data collection. Mainly closed-ended questions were included in the set of questionnaire. Those questions were divided into the following main areas:

(i) General questions for teachers perceptions on scaffolding tools
(ii) Questions related to the use, purpose or practices on scaffolding tools

Each of the above main areas consisted of a set of questions. Questions were close-ended in nature where the respondents were requested to show their response by ticking the most appropriate option. Hence, the data collected through the questionnaire are analyzed and interpreted under the above mentioned two areas.

4.1.2 Teachers Perceptions on Scaffolding Tools

This part consisted of a set of questions related to the secondary level English teachers' perceptions on scaffolding tools. The data obtained from the teachers are analyzed and interpreted separately below:

4.1.2.1 Teachers Awareness on Scaffolding Tools

In response to the statement, "*I am aware of scaffolding tools in teaching English*", I got different perceptions of secondary level English teachers. They are given in the table below.

Table 1

Teachers Awareness on Scaffolding Tools

Statement	Agree		Neutral		Disagree	
	No.	%	No.	%	No.	%
I am aware of scaffolding tools in teaching English.	9	45	8	40	3	15

The above table shows that out of 20 secondary level English teachers, 9 (45%) agreed, 8 (40%) remained neutral and 3 (15%) disagreed with the statement 'I am aware of scaffolding tools in teaching English'. Hence, it can be said that some teachers are aware of scaffolding tools in teaching English which is not satisfactory.

4.1.2.2 Clear Ideas about Scaffolding Tools for Language Teaching

In response to the statement, "*In many contexts, teachers do not have clear ideas about scaffolding as a tool for language teaching*", I got different perceptions of secondary level English teachers. They are given in the table below.

Table 2

Clear Ideas about Scaffolding Tools for Language Teaching

Statement	Agree		Neutral		Disagree	
	No.	%	No.	%	No.	%
In many contexts, teachers do not have clear ideas about scaffolding as a tool for language teaching.	6	30	10	50	4	20

The above table shows that out of 20 secondary level English teachers, 10 (50%) remained neutral, 6 (30%) agreed and 4 (20%) disagreed with the statement 'In many contexts, teachers do not have clear ideas about scaffolding

as a tool for language teaching'. As few teachers agree with the above statement it can be concluded that teachers do not have clear ideas about scaffolding tools in English language teaching.

4.1.2.3 Scaffolding Tools Support English Language Teaching

In response to the statement, "*Investing the scaffolding and its various tools support in the language class*", I got different perceptions of secondary level English teachers. They are given in the table below.

Table 3

Scaffolding Tools Support English Language Teaching

Statement	Agree		Neutral		Disagree	
	No.	%	No.	%	No.	%
Investing the scaffolding and its various tools support in the language class.	12	60	7	35	1	5

The above table shows that out of 20 secondary level English teachers, 12 (60%) agreed, 7 (35%) remained neutral and 1 (5%) disagreed with the statement 'Investing the scaffolding and its various tools support in the language class'. Thus, it can be concluded that scaffolding tools support in the language classroom.

4.1.2.4 Motivational Activities as the Scaffolding Tools

In response to the statement, "*I use motivational activities as the scaffolding tools*", I got different perceptions of secondary level English teachers. They are given in the table below.

Table 4

Motivational Activities as the Scaffolding Tools

Statement	Agree		Neutral		Disagree	
	No.	%	No.	%	No.	%
I use motivational activities as scaffolding tools.	16	80	4	20	-	-

The above table shows that out of 20 secondary level English teachers, 16 (80%) agreed whereas 4 (20%) remained neutral with the statement 'I use motivational activities as the scaffolding tools'. Hence, it can be said that motivational activities are used as scaffolding tools in the classroom.

4.1.2.5 Use of Traditional Teaching Method Instead of Scaffolding Tools

In response to the statement, "*In spite of offering scaffolding tools to the students, many teachers including me are using traditional teaching methods*", I got different perceptions of secondary level English teachers. They are given in the table below.

Table 5

Use of Traditional Teaching Method Instead of Scaffolding Tools

Statement	Agree		Neutral		Disagree	
	No.	%	No.	%	No.	%
In spite of offering scaffolding to the students, many teachers including me are using traditional teaching methods.	8	40	2	10	10	50

The above table shows that out of 20 secondary level English teachers, 10 (50%) disagreed, 8 (40%) agreed and 2 (10%) remained neutral with the statement 'In spite of offering scaffolding to the students, many teachers including me are using traditional teaching methods'. Thus, it can be concluded that though teachers know the advantages of scaffolding tools, some teachers use traditional methods in their classroom.

4.1.3 Questions Related to the Use, Purpose or Practices on Scaffolding Tools

This part consisted of a set of questions related to the secondary level English teachers' use, purpose and practices on scaffolding tools. The data obtained from the teachers are analyzed and interpreted separately below:

4.1.3.1 Use of Various Scaffolding Tools in Teaching English

In response to the statement, "*I use various scaffolding tools while teaching English in my class*", I got different perceptions of secondary level English teachers. They are given in the table below.

Table 6

Use of Various Scaffolding Tools in Teaching English

Statement	Agree		Neutral		Disagree	
	No.	%	No.	%	No.	%
I use various scaffolding tools while teaching English in my class.	12	60	5	25	3	15

The above table shows that out of 20 secondary level English teachers, 12 (60%) agreed, 5 (25%) remained neutral and 3 (15%) disagreed with the statement 'I use various scaffolding tools while teaching English in my class'. Thus, it can be concluded that teachers use scaffolding tools in their classroom.

4.1.3.2 Providing Comprehensive Input

In response to the statement, "*I provide comprehensive input to my students*", I got different perceptions of secondary level English teachers. They are given in the table below.

Table 7

Providing Comprehensive Input

Statement	Agree		Neutral		Disagree	
	No.	%	No.	%	No.	%
I provide comprehensive input to my students.	9	45	7	35	4	20

The above table shows that out of 20 secondary level English teachers, 9 (45%) agreed, 7 (35%) remained neutral and 4 (20%) disagreed with the statement 'I provide comprehensive input to my students'. Thus, it can be said that few teachers provided comprehensive input to their students in the classroom.

4.1.3.3 Engaging Students in Interaction

In response to the statement, "*I engage students in interactions*", I got different perceptions of secondary level English teachers. They are given in the table below.

Table 8

Engaging Students in Interaction

Statement	Agree		Neutral		Disagree	
	No.	%	No.	%	No.	%
I engage students in interactions.	14	70	6	30	-	-

The above table shows that out of 20 secondary level English teachers, 14 (70%) agreed whereas 6 (30%) remained neutral with the statement 'I engage students in interactions'. Thus, it can be said that teachers engaged their students in interaction in the classroom.

4.1.3.4 Involving Students in Negotiating Activities

In response to the statement, "*I involve students in meaning negotiating activities*", I got different perceptions of secondary level English teachers. They are given in the table below.

Table 9

Involving Students in Negotiating Activities

Statement	Agree		Neutral		Disagree	
	No.	%	No.	%	No.	%
I involve students in meaning negotiating activities.	12	60	6	30	2	10

The above table shows that out of 20 secondary level English teachers, 12 (60%) agreed, 6 (30%) remained neutral and 2 (10%) disagreed with the statement 'I involve students in meaning negotiating activities'. Hence, it can be said that teachers involved their students in negotiating of meaning in the classroom.

4.1.3.5 Providing Modified Input

In response to the statement, "*I provide modified input frequently in the ELT classroom*", I got different perceptions of secondary level English teachers. They are given in the table below.

Table 10

Providing Modified Input

Statement	Agree		Neutral		Disagree	
	No.	%	No.	%	No.	%
I provide modified input frequently in the ELT classroom.	10	50	8	40	2	10

The above table shows that out of 20 secondary level English teachers, 10 (50%) agreed, 8 (40%) remained neutral and 2 (10%) disagreed with the statement 'I provide modified input frequently in the ELT classroom'. Thus, it can be said that teachers provided modified input in the ELT classroom which is not satisfactory.

4.1.3.6 Use of Translation Activities to Overcome the Difficulties

In response to the statement, "*I encourage students to use translation activities to overcome the difficulties*", I got different perceptions of secondary level English teachers. They are given in the table below.

Table 11

Use of Translation Activities to Overcome the Difficulties

Statement	Agree		Neutral		Disagree	
	No.	%	No.	%	No.	%
I encourage students to use translation activities to overcome the difficulties.	11	55	5	25	4	20

The above table shows that out of 20 secondary level English teachers, 11 (55%) agreed, 5 (25%) remained neutral and 4 (20%) disagreed with the statement 'I encourage students to use translation activities to overcome the

difficulties'. Thus, it can be said that teachers used translation activities in the classroom to overcome the language problems.

4.1.3.7 Use of Collaborating and Co-operative Learning

In response to the statement, "*I ask students to be collaborative and co-operative in the classroom*", I got different perceptions of secondary level English teachers. They are given in the table below.

Table 12

Use of Collaborating and Co-operative Learning

Statement	Agree		Neutral		Disagree	
	No.	%	No.	%	No.	%
I ask students to be collaborative and co-operative in the classroom.	14	70	4	20	2	10

The above table shows that out of 20 secondary level English teachers, 14 (70%) agreed, 8 (40%) remained neutral and 2 (10%) disagreed with the statement 'I ask students to be collaborative and co-operative in the classroom'. Thus, it can be said that teachers asked their students to be collaborative and co-operative while learning English language.

4.1.3.8 Providing Hints and Modeling to the Students

In response to the statement, "*I provide hints and modeling to the students*", I got different perceptions of secondary level English teachers. They are given in the table below.

Table 13

Providing Hints and Modeling to the Students

Statement	Agree		Neutral		Disagree	
	No.	%	No.	%	No.	%
I provide hints and modeling to the students.	17	85	3	15	-	-

The above table shows that out of 20 secondary level English teachers, 17 (85%) agreed whereas 3 (15%) remained neutral with the statement 'I provide hints and modeling to the students'. Thus, it can be said that teachers provided hints and modeling their students in the ELT classroom.

4.1.3.9 Use of Questioning Technique in the Classroom

In response to the statement, "*I use questioning technique in the classroom*", I got similar perceptions from the secondary level English teachers. I found all the secondary level English teachers agree with that statement. Therefore, it can be said that questioning as scaffolding tool is the most used tool in the ELT classroom.

Table 14

Use of Questioning Technique in the Classroom

Statement	Agree		Neutral		Disagree	
	No.	%	No.	%	No.	%
I use of questioning technique in the classroom.	20	100	-	-	-	-

The above table shows that out of 20 secondary level English teachers, 100 percent agreed with the statement 'I use of questioning technique in the classroom'. Thus, it can be said that all teachers used of questioning in the classroom in the ELT classroom.

4.1.3.10 Use of Teaching Materials

In response to the statement, "*I use various teaching materials as word cards, conversation chart, and audio aids and so on*", I got different perceptions of secondary level English teachers. They are given in the table below.

Table 15

Use of Teaching Materials

Statement	Agree		Neutral		Disagree	
	No.	%	No.	%	No.	%
I use various teaching materials as word cards, conversation chart, and audio aids and so on.	12	60	8	40	-	-

The above table shows that out of 20 secondary level English teachers, 12 (60%) agreed whereas 8 (40%) remained neutral with the statement 'I use various teaching materials as word cards, conversation chart, and audio aids in the classroom'. Thus, it can be said that teachers used teaching materials in the classroom.

4.1.3.11 Assigning Role Play Activities

In response to the statement, "*I frequently assign students role play activities*", I got different perceptions of secondary level English teachers. They are given in the table below.

Table 16

Assigning Role Play Activities

Statement	Agree		Neutral		Disagree	
	No.	%	No.	%	No.	%
I frequently assign students role play activities.	8	40	7	35	5	25

The above table shows that out of 20 secondary level English teachers, 8 (40%) agreed, 7 (35%) remained neutral and 5 (25%) disagreed with the statement 'I frequently assign students role play activities'. Therefore, it can be concluded that few teachers assigned their students role play activities as scaffolding tool in the classroom.

4.1.3.12 Use of Scaffolding Tools to Build Interest and Engage Students in Learning English

In response to the statement, "*I use scaffolding tools to build interest and engage my students in learning English*", I got similar perceptions from secondary level English teachers.

Table 17

Use of Scaffolding Tools to Build Interest and Engage Students in Learning English

Statement	Agree		Neutral		Disagree	
	No.	%	No.	%	No.	%
I use of scaffolding tools to build interest and engage students in learning English.	20	100	-	-	-	-

The above table shows that out of 20 secondary level English teachers I got similar perceptions. To this statement 'I use of scaffolding tools to build interest and engage students in learning English'. Therefore, it can be said that teachers used scaffolding tools to build interest and engage students in learning English.

4.1.3.13 Use of Scaffolding Tools to Simplify the Tasks into Smaller tasks

In response to the statement, "*I use scaffolding tools for the purpose of simplifying the tasks into the smaller tasks*", I got different perceptions of secondary level English teachers. They are given in the table below.

Table 18

Use of Scaffolding Tools to Simplify the Tasks into Smaller tasks

Statement	Agree		Neutral		Disagree	
	No.	%	No.	%	No.	%
I use scaffolding tools for the purpose of simplifying the tasks into the smaller tasks.	13	65	7	35	-	-

The above table shows that out of 20 secondary level English teachers, 13 (65%) agreed whereas 7 (35%) remained neutral with the statement 'I use scaffolding tools for the purpose of simplifying the tasks into the smaller tasks'. Thus, it can be said that teachers used scaffolding tools to simplify the tasks into smaller tasks.

4.1.3.14 Use of Scaffolding Tools to Motivate or Enlist Students Interest to the Task

In response to the statement, "*I use scaffolding tools to motivate or enlist the students' interest related to the task*", I got similar perceptions from the secondary level English teachers.

Table 19

Teacher Use Scaffolding Tools to Motivate or Enlist the Students' Interest Related to the Task

Statement	Agree		Neutral		Disagree	
	No.	%	No.	%	No.	%
I use scaffolding tools to motivate or enlist the students' interest related to the task	20	100	-	-	-	-

All the secondary level English teachers agreed with that statement ' I use scaffolding tools to motivate or enlist the students' interest related to the task.

Therefore, it can be concluded that teachers used scaffolding tools to motivate or enlist the students' interest on the task.

4.1.3.15 Teacher Use Scaffolding Tools to Keep my Student Away from Becoming Frustrated

In response to the statement, "*While using scaffolding tools, I begin with what my students know about the content*", I got different perceptions of secondary level English teachers. They are given in the table below.

Table 20

Use Scaffolding tools to Keep my Students Away from Becoming Frustrated

Statement	Agree		Neutral		Disagree	
	No.	%	No.	%	No.	%
I use scaffolding tools to keep my students away from becoming frustrated.	16	80	3	15	1	5

The above table shows that out of 20 secondary level English teachers, 16 (80%) agreed, 3 (15%) remained neutral and 1(5%) disagreed with the statement 'I use scaffolding tools to keep my students away from becoming frustrated'. Thus, it can be said that teachers used scaffolding tools to their students away from becoming frustrated.

4.1.3.16 Scaffolding Tools Help the Students to be Independent

In response to the statement, "*It helps students to be independent when they have the command of the activity*", I got different perceptions of secondary level English teachers. They are given in the table below.

Table 21

Scaffolding Tools Help the Students to be Independent

Statement	Agree		Neutral		Disagree	
	No.	%	No.	%	No.	%
It helps students to be independent when they have the command of the activity.	10	50	7	35	3	15

The above table shows that out of 20 secondary level English teachers, 10 (50%) agreed, 7 (35%) remained neutral and 3 (15%) percent disagreed with the statement 'Scaffolding tools help students to be independent when they have the command of the activity'. Hence, it can be said that teachers used scaffolding tools to help the students to be independent on their learning.

4.1.3.17 Giving Students Time to Talk

In response to the statement, "*I give students much time to talk*", I got different perceptions of secondary level English teachers. They are given in the table below.

Table 22

Giving Students Time to Talk

Statement	Agree		Neutral		Disagree	
	No.	%	No.	%	No.	%
I give students much time to talk.	11	55	6	30	3	15

The above table shows that out of 20 secondary level English teachers, 11 (55%) agreed, 6 (30%) remained neutral and 3 (15%) disagreed with the statement 'I give students much time to talk'. Therefore, it can be said that teachers gave much time to their students to talk in the classroom.

4.1.3.18 Scaffolding Tools that Teacher Use provide clear direction and reduce students' confusion

In response to the statement, *"Scaffolding tools that I provide clear direction and reduce students' confusion"*, I got different perceptions of secondary level English teachers. They are given in the table below.

Table 23

Scaffolding Tools that Teacher Use provide clear direction and reduce students' confusion

Statement	Agree		Neutral		Disagree	
	No.	%	No.	%	No.	%
Scaffolding tools that I provide clear direction and reduce students' confusion.	14	70	6	30	-	-

The above table shows that out of 20 secondary level English teachers, 14 (70%) agreed whereas 6(30%) remained neutral with the statement 'scaffolding tools that I use provide clear direction and reduce students' confusion'. Thus, it can be said that teachers used scaffolding tools to provide clear direction and reduce students' confusion.

4.1.3.19 Scaffolding Tools Keep Teacher Students on Task and Promote Learning by Doing

In response to the statement, *"Scaffolding tools keep my students on task and promote learning by doing"*, I got different perceptions of secondary level English teachers. They are given in the table below.

Table 24

Scaffolding Tools Keep Teacher Students on Task and Promote Learning by Doing

Statement	Agree		Neutral		Disagree	
	No.	%	No.	%	No.	%
Scaffolding tools keep my students on task and promote learning by doing.	12	60	7	35	1	5

The above table shows that out of 20 secondary level English teachers, 12 (60%) agreed, 7 (35%) remained neutral and 1 (5%) disagreed with the statement 'Scaffolding tools keep my students on task and promote learning by doing. Hence, it can be said that teachers used scaffolding tools to keep students on task and promote learning by doing in the classroom which is satisfactory.

4.1.3.20 While Using Scaffolding Tools, Teacher Begin with what my Students Know about the Content

In response to the statement, *"While using scaffolding tools, I begin with what my students know about the content"*, I got different perceptions of secondary level English teachers. They are given in the table below.

Table 25

While Using Scaffolding Tools, Teacher Begin with what my Students Know about the Content

Statement	Agree		Neutral		Disagree	
	No.	%	No.	%	No.	%
While using scaffolding tools, I begin with what my students know about the content.	12	60	6	30	2	10

The above table shows that out of 20 secondary level English teachers, 12 (60%) agreed, 6 (30%) remained neutral and 2 (10%) disagreed with the statement 'while using scaffolding tools, I begin with what my students know about the content'. Thus, it can be said that while using scaffolding tools, teachers began with what their students know about the content.

4.1.3.21 Teachers Help to Students for Success

In response to the statement, *"I help students achieve success quickly"*, I got different perceptions of the secondary level English teachers. They are given in the table below.

Table 26

Teachers Help Students Achieve Success Quickly

Statement	Agree		Neutral		Disagree	
	No.	%	No.	%	No.	%
I help students achieve success quickly.	10	50	5	25	5	25

The above table shows that out of 20 secondary level English teachers, 10 (50%) agreed, 5 (25%) remained neutral and 5 (25%) disagreed with the statement 'I help students achieve success quickly. Hence, it can be said that the teachers helped the students to achieve success quickly is not satisfactory.

4.1.3.22 Showing the object and ask them to tell

In response to the statement, *"I show the object and ask them to tell"* I got different perceptions of secondary level English teachers. They are given in the table below.

Table 27

Showing the object and ask them to tell

Statement	Agree		Neutral		Disagree	
	No.	%	No.	%	No.	%
I show the object and ask them to tell.	16	80	4	20	-	-

The above table shows that out of 20 secondary level English teachers, 16 (80%) agreed and 4 (20%) remained neutral with the statement 'I show the object and ask them to tell'. Thus, it can be said that teachers used to show the object and tell about them is very satisfactory.

4.1.3.23 Asking Students to Tap into Prior Knowledge

In response to the statement *"I ask them to tap into prior knowledge"*, I got different perceptions of the secondary level English teachers. They are given in the table below.

Table 28

Asking Students to Tap into Prior Knowledge

Statement	Agree		Neutral		Disagree	
	No.	%	No.	%	No.	%
I ask them to tap into prior knowledge.	16	80	4	20	-	-

The above table shows that out of 20 secondary level English teachers, 16

(80%) agreed and 4 (20%) remained neutral with the statement 'I ask students to tap prior knowledge'. Hence, it can be said that ask them to tap into prior knowledge is very satisfactory.

4.1.3.24 Giving time to Students to Talk

In response to the statement, *"I give students much time to talk"* I got different perceptions of secondary level English teachers. They are given in the table below.

Table 29

Giving time to Students to Talk

Statement	Agree		Neutral		Disagree	
	No.	%	No.	%	No.	%
I give students much time to talk.	14	70	4	20	2	10

The above table shows that out of 20 secondary level English teachers, 14 (70%) agreed, 4 (20%) remained neutral and 2 (10%) disagreed with the statement that 'I give students much time to talk'. Thus, it can be said that teachers gave students much time to talk is satisfactory.

4.1.3.25 Practice of Pre-teaching Vocabulary

In response to the statement, *"I pre-teach vocabulary"*, I got different perceptions of secondary level English teachers. They are given in the table below.

Table 30

Practice of Pre-teaching Vocabulary

Statement	Agree		Neutral		Disagree	
	No.	%	No.	%	No.	%
I pre-teach vocabulary.	14	70	4	20	2	10

The above table shows that out of 20 secondary English teachers, 14 (70%) agreed, 4 (20%) remained neutral and 2 (10%) disagreed with the statement 'I pre-teach vocabulary. Thus, it can be said that teachers used pre-teach

vocabulary is satisfactory.

4.1.3.26 Scaffolding tools provide some directions in order to help them focus on achieving the goal

In response to the statement that, *Scaffolding tools provide some directions in order to help them focus on achieving the goal"*, I got different perceptions of secondary level English teachers. They are given in the table below.

Table 31

Scaffolding tools provide some directions in order to help them focus on achieving the goal

Statement	Agree		Neutral		Disagree	
	No.	%	No.	%	No.	%
Scaffolding tools provide some directions in order to help them focus on achieving the goal.	12	60	6	30	2	10

The above table shows that out of 20 secondary level English teachers, 12 (60%) agreed, 6 (30%) remained neutral and 2 (10%) disagreed with the statement 'scaffolding tools provide some directions in order to help them focus on achieving the goal. Hence, it can be said that scaffolding tools provided some directions in order to help them focus on achieving the goal.

4.1.3.27 Roles of Teachers in Scaffolding Teaching

In response to the statement, "*In scaffolding teaching, teacher' role is that of guide, facilitator, manager, communicator, issue raiser, supporter and co-problem solver*", I got similar perceptions of secondary level English teachers.

Table 32

Roles of Teachers in Scaffolding Teaching

Statement	Agree		Neutral		Disagree	
	No.	%	No.	%	No.	%
Roles of teachers in scaffolding teaching.	20	100	-	-	-	-

All the secondary level English teachers agreed with that statement. Therefore, it can be said that guide, facilitator, manager, communicator, issue raiser, supporter are the roles perceived by teachers in scaffolded teaching.

4.1.3.28 Teachers engage them more in interaction as a result, they speak a lot

In response to the statement, *"I engage them more in interaction as a result, they speak a lot"*, I got different perceptions of secondary level English teachers. They are given in the table below.

Table 33

Teachers engage them more in interaction as a result, they speak a lot

Statement	Agree		Neutral		Disagree	
	No.	%	No.	%	No.	%
I engage them more in interaction as a result, they speak a lot.	10	50	6	30	4	20

The above table shows that out of 20 secondary level English teachers, 10 (50%) agreed, 6 (30%) remained neutral and 4 (20%) disagreed with the statement 'I engage them more in interaction as a result, they speak a lot. Hence, it can be said that teachers engaged students more in interaction as a result, they speak a lot is not satisfactory.

4.1.4 Analysis of Information Collected from Classroom Observation Checklist

The classroom is a miniature society in which teachers have to do many things for teaching and learning process. Not only this, teachers have to manage everything that makes teaching and learning successful and effective. The way teachers use various scaffolding tools in the classroom and their perceptions' on these tools are very important in ELT classroom.

I observed one class each of 20 secondary level English teachers using observation checklist. The checklist containing different items was prepared for the purpose of observing secondary level English teachers' practices on the use

of scaffolding tools in ELT classroom. When teachers use various scaffolding tools like motivation, role play, questioning, modified input and so on students learn in an effective and simple way. Based on this assumption, I prepared a classroom observation checklist and observed sample teachers' classes. Under this study, twenty secondary level English teachers were sampled. With the help of prepared classroom observation checklist, then I observed one class of each sample English teacher. Altogether twenty classes were observed in order to find out secondary level English teachers practices on the use of scaffolding tools in ELT classroom. They are shortly described below.

i. Motivating students: Out of 20 observed classes, 18 (90%) classes teachers motivated their students, whereas 2 (10%) did not.
ii. Giving comprehensible input: Similarly, out of 20 observed classes, 18 (90%) classes' teachers giving comprehensible input, whereas 2 (10%) did not.
iii. Modifying input: Likewise out of 20 observed classes, 13 (65%) classes teachers modified input their students, whereas 7 (35%) did not.
iv. Involving in interaction: Similarly, out of 20 observed classes, 18 (90%) classes teachers involved in interaction, whereas 2 (10%) did not.
v. Giving feedback: Likewise, out of 20 observed classes, 18 (90%) classes' teachers gave feedback, whereas 2 (10%) did not.
vi. Asking for negotiating meaning: Similarly, out of 20 observed classes, 13 (65%) classes teachers asked for negotiating meaning, whereas 13 (35%) did not.
vii. Translating TL terms: In the same way, out of 20 observed classes, 13 (65%) classes teachers translated TL terms, whereas 7 (35%) did not.

viii. Giving hints: Similarly, out of 20 observed classes, 18 (90%) classes' teachers gave hints to their students, whereas 2 (10%) did not.

ix. Modeling: In the same way, out of 20 observed classes, 8 (40%) classes teachers modeled while teaching, whereas 12 (60%) did not.

x. Questioning: Similarly, out of 20 observed classes, 18 (90%) classes teachers questioned, whereas 2 (10%) did not.

xi. Using audio-video materials: In the same way, out of 20 observed classes, 4 (20%) classes teachers used audio-video materials while teaching, whereas 16 (80%) did not.

xii. Explaining: Similarly, out of 20 observed classes, 18 (90%) classes teachers explained while teaching, whereas 2 (10%) did not.

xiii. Asking for co-operation: Likewise, out of 20 observed classes, 20 (100%) classes' teachers asked for co-operation.

xiv. Providing clues: Similarly, out of 20 observed classes, 13 (65%) classes' teachers provided clues, whereas 7 (35%) did not.

xv. Facilitating to solve problems: In the same way, out of 20 observed classes, 12 (60%) classes' teachers facilitated to solve the problems, whereas 8 (40%) did not.

xvi. Assisting through supportive dialogue: Likewise, out of 20 observed classes, 8 (40%) classes teachers assisted through supportive dialogue, whereas 12 (60%) did not.

xvii. Simplifying structure: Similarly, out of 20 observed classes, 8 (40%) classes teachers simplified structure while teaching, whereas 12 (60%) did not.

Thus, after the analysis and interpretation of the data it can be concluded that the teachers used sufficient scaffolding tools in their classroom while teaching their students. Some activities like motivating their students, involving students in interaction, giving feedback to the students, translating target language terms, giving hints, asking questions and explaining text were the most used scaffolding tools in the ELT classroom.

4.2 Summary of Findings

This section deals with the summary of findings. Hence, the major findings of the study are as follows:

4.2.1 Teachers' Perceptions towards Scaffolding

- Forty five percent teachers aware of scaffolding tools in teaching English.
- Fifty percent teachers were found neutral with the statement that in many contexts, teachers do not have clear ideas about scaffolding as a tool for language teaching.
- Sixty percent teachers positively responded towards the scaffolding and its various tools support in the language class.
- Eighty percent teachers used motivational activities as the scaffolding in the classroom.
- Forty percent teachers used traditional teaching methods in spite of offering scaffolding tools.

4.2.2 Teachers' Practices of Scaffolding Tools

- Sixty percent teachers used various scaffolding tools while teaching in their class.
- Forty five percent teachers provided comprehensive input their students in the classroom.
- Seventy percent teachers engaged their students in interaction in the classroom.
- Sixty percent teachers involved their students in negotiating of meaning.
- Fifty percent teachers provided modified input frequently in the ELT classroom.
- Fifty five percent teachers encouraged their students to use translation activities to overcome the difficulties.

- Seventy percent teachers asked their students to be collaborative and co-operative in the classroom.
- Eighty five percent teachers provided hints and modeling to their students in the classroom.
- It was found that questioning is the most used scaffolding tools in the ELT classroom.
- Sixty percent teachers used various teaching materials as word cards, conversation chart and audio aids in the classroom.
- Forty percent teachers frequently assigned their students role play activities.
- It was found that scaffolding tools build interest and engage students in learning English.
- Sixty five percent teachers used scaffolding tools for the purpose of simplifying the tasks into the smaller tasks.
- Fifty five percent teachers used scaffolding tools to keep their students away from becoming diverted from their aims and frustrated in the learning process.
- It was found that, scaffolding tools are used to motivate or enlist the students' interest on the task.
- Sixty percent teachers were found neutral with the statement that using scaffolding tools according to the level of students' knowledge.
- Fifty percent teachers agreed with the statement that scaffolding tools help students to be independent when they have the command of the activity.
- Fifty percent teachers gave their students much time to talk.
- Seventy percent teachers provided clear direction and reduced students' confusion.
- Sixty percent teachers used scaffolding tools to keep their students on task and promote learning by doing.

- Sixty percent teachers used scaffolding tools while they begin with what their students know about the content.
- Fifty percent teachers helped their students to achieve success quickl.
- Eighty percent teachers used to show the object and ask them to about tell.
- Eighty percent teachers asked the students to tap the prior knowledge.
- Seventy percent teachers gave students much time to talk.
- Seventy percent teachers used pre-teach vocabulary.
- Sixty percent teachers used scaffolding tools to provide some directions in order to help them focus on achieving the goal.
- I found that, all the secondary level teachers agreed that guide, facilitator, manager, communicator, issue raiser, supporter are the roles in the scaffolded teaching.
- Fifty percent teachers engaged them more interaction as a result, they speak a lot.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions and findings of the study drawn from the close analysis of the collected data and its recommendation on the different levels.

5.1 Conclusions

The present study has found out the secondary level English teachers' perceptions and practices on scaffolding tools in ELT classroom. In this study, 20 secondary level schools as well as 20 secondary English teachers from Myagdi district were selected as sample using purposive non-random sampling procedure. Questionnaire and classroom observation checklist were used in order to collect data for this study.

Hence, after the analysis and interpretation of the data, it was found that 45 percent teachers aware of scaffolding tools in teaching English. Though it was found from the collected data that questioning and motivation were the most used scaffolding tools in the ELT classroom to build interest and engage students in learning English as almost all the teachers positively responded to these tools. Similarly, it was found that guide, facilitator, manager, communicator, issue raiser, supporter are the roles performed by the teachers in scaffolded teaching as all the secondary level English teachers agreed with this view. Similarly, it was found that in many contexts, teachers do not have clear ideas about scaffolding as a tool for language teaching as 10 (50%) teachers were found neutral with this statement. Though 60 percent teachers were found positive that investing the scaffolding and its various tools support in the language class. Similarly, it was found that 10 (50%) teachers provide modified input frequently in the ELT classroom. In the same way, it was found that in 18 (90%) classes teachers motivate their students, involve in interaction, give feedback to the students, translate target language terms, give hints, ask

questions and explain text to their students as the frequent scaffolding tools in the ELT classroom.

5.2 Recommendations

The findings of this research work as summary and the gist as conclusion will be utilized in the following mentioned three levels:

5.2.1 Policy Related

Some kind of changes related to policy has been felt necessary. First of all in policy level new plan should be made. It has been suggested following kinds of implication related to policy:

- Secondary level English teachers should be given short and long term workshop and training towards the importance of scaffolding tools in the ELT classroom as only forty five percent teachers were found aware of the importance of scaffolding tools in their ELT classroom.
- School and training institutions should make necessary change, for the empowerment of English language teachers in terms of the use of comprehensive input, modified input, simplifying structure and audio/video teaching materials.
- Curriculum helps and guides the teachers to teach the content, therefore, curriculum planners should be serious while designing curriculum regarding the theories and provisions of scaffolding tools in the ELT classroom.
- Concerned authority should also establish such trend, rules and regulation that every teacher should use various kinds of scaffolding tools in their classroom so that students will learn in a better and effective way.

5.2.2 Practice Related

Regarding the reflective teaching and its practice in real field, change is inevitable.

- Teachers need to change and develop the habit of using scaffolding tools like comprehensive input, modified input, simplifying structure, clues and explanation as most of the teachers were found weak in the use of these tools.
- If teachers want to avoid their weaknesses in the classroom they need to start using comprehensive input and simplifying structure in the classroom.
- Similarly teachers also need to use audio/video materials in the classroom as majority of the teachers were found weak in these tools.
- Teachers should increase their proficiency level on use of scaffolding tools in their classroom.

5.2.3 Further Research Related

This research work has further research related importance:

- The interested researchers can conduct research work on the issue like effectiveness of scaffolding tools in teaching English language which the researcher has not included in this research work.
- As the present research work is limited to Myagdi district and 20 secondary level English teachers. Other researcher can conduct research on other parts of our country in order to find out whether teachers use scaffolding tools in their teaching or not.
- This research study is based on the teachers of secondary level so other researchers can conduct research work on other levels (i.e. primary, lower secondary, bachelor and master).

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Appendix I

Questionnaire

Dear sir/madam

I am a student of masters' levels in English education. I have been undertaking a research on **Teachers' Perceptions and Practices of Using Scaffolding Tools in ELT Classes** under the supervision of **Mr. Laxmi Prasad Ojha**, Teaching Assistant, Department of English Education, T.U., Kirtipur. Your co-operation in completing the questionnaire will be of great value to me. So please feel free to put your responses required by the questionnaire. I may assure you that the responses made by you will be exclusively used for the present study.

Researcher
Bel Bahadur Purja
T.U., Kirtipur, Kathmandu

Name:

Age:

Qualification:

School's name:

Please tick the best alternative as you perceive it to be

Question for general information:

(i) I am aware of scaffolding tools in teaching English.

(a) Agree
(b) Disagree
(c) Neutral

(ii) In many contexts, teachers do not have clear ideas about scaffolding as a tool for language teaching.

(a) Agree
(b) Disagree
(c) Neutral

(iii) Investing the scaffolding and its various tools support in the language class.

(a) Agree
(b) Disagree
(c) Neutral

(iv) In spite of offering scaffolding to the students, many teachers including me are using traditional teaching methods.

(a) Agree
(b) Disagree
(c) Neutral

(v) In many contexts, teachers do not have clear ideas about scaffolding as a tool for language teaching.

(a) Agree

(b) Disagree

(c) Neutral

Questions related to the use of scaffolding tools

(vi) I use motivational activities as the scaffolding tools.

(a) Agree

(b) Disagree

(c) Neutral

(vii) I provide comprehensive input to my students.

(a) Agree

(b) Disagree

(c) Neutral

(viii) I engage them in interactions.

(a) Agree

(b) Disagree

(c) Neutral

(ix) I involve them in meaning negotiating activities.

(a) Agree

(b) Disagree

(c) Neutral

(x) I provide modified input frequently in the ELT classroom.

(a) Agree

(b) Disagree

(c) Neutral

(xi) I encourage them to use translation activities to overcome the difficulties.

(a) Agree
(b) Disagree
(c) Neutral

(xii) I ask students to be collaborative and co-operative in the classroom.

(a) Agree
(b) Disagree
(c) Neutral

(xiii) I provide hints and modeling to the students.

(a) Agree
(b) Disagree
(c) Neutral

(xiv) I use questioning technique in the classroom.

(a) Agree
(b) Disagree
(c) Neutral

(xv) I use various teaching materials as word cards, conversation chart, audio aids and so on.

(a) Agree
(b) Disagree
(c) Neutral

(xvi) I frequently assign students role play activities.

(a) Agree
(b) Disagree
(c) Neutral

Questions related to the purpose of using scaffolding tools

(xvii) I use scaffolding tools to build interest and engage my students in learning English.

(a) Agree
(b) Disagree
(c) Neutral

(xviii) I use scaffolding tools for the active participation of the learners.

(a) Agree
(b) Disagree
(c) Neutral

(xix) I use scaffolding tools for the purpose of simplifying the tasks into the smaller tasks.

(a) Agree
(b) Disagree
(c) Neutral

(xx) I use scaffolding tools to keep my students away from becoming frustrated.

(a) Agree
(b) Disagree
(c) Neutral

(xxi) It helps students to be independent when they have the command of the activity.

(a) Agree
(b) Disagree
(c) Neutral

(xxii) I use scaffolding tools to motivate or enlist the students' interest related to the task.

(a) Agree
(b) Disagree
(c) Neutral

(xxiii) Scaffolding tools that I use provide clear direction and reduce students' confusion.

(a) Agree
(b) Disagree
(c) Neutral

(xxiv) Scaffolding tools keep my students on task and promote learning by doing.

(a) Agree
(b) Disagree
(c) Neutral

Questions related to the practices/ strategies

(xxv) While using scaffolding tools, I begin with what my students know about the content.

(a) Agree
(b) Disagree

(c) Neutral

(xxvi) I help students achieve success quickly.

(a) Agree
(b) Disagree
(c) Neutral

(xxvii) I show the object and ask them to tell.

(a) Agree
(b) Disagree
(c) Neutral

(xxviii) I ask them to tap into prior knowledge.

(a) Agree
(b) Disagree
(c) Neutral

(xxix) I give students much time to talk.

(a) Agree
(b) Disagree
(c) Neutral

(xxx) I pre-teach vocabulary.

(a) Agree
(b) Disagree
(c) Neutral

(xxxi) Scaffolding tools provide some directions in order to help them focus on achieving the goal.

(a) Agree

(b) Disagree

(c) Neutral

(xxxii) In scaffolding teaching, teacher role is that of guide, facilitator, manager, communicator, issue raiser, supporter and co-problem solver.

(a) Agree

(b) Disagree

(c) Neutral

(xxxiii) I engage them more in interaction as a result, they speak a lot.

(a) Agree

(b) Disagree

(c) Neutral

Thanks for your kind co-operation.

Appendix II

Classroom Observation Checklist

School's name:

Teacher's name:

Observed class:

Date of observation:

S. N.	Items/ scale	Yes	No	Remarks
	Teachers' practices of using scaffolding tools			
1	Motivating students			
2	Giving comprehensible input			
3	Modifying input			
4	Involving in interaction			
5	Giving feedback			
6	Asking for negotiating meaning			
7	Translating TL terms			
8	Giving hints			
9	Modeling			
10	Questioning			
11	Using audio-video materials			
12	Explaining			
13	Asking for co-operation			
14	Providing clues			
15	Facilitating to solve problems			
16	Assisting through supportive dialogue			
17	Simplifying structure			