

# **TEACHERS' USE OF SCAFFOLDING TOOLS AND PERCEIVED ROLES IN ENGLISH CLASSES**

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

**Submitted by  
Rajendra Bahadur Bista**

**Faculty of Education  
Tribhuvan University, Kirtipur  
Kathmandu, Nepal  
2018**

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**2018**

**T.U. Reg. No.: 9-2-327-259-2007**

**Second Year Examination**

**Roll No. : 280513/070**

**Date of Approval of Thesis**

**Proposal: 2072/05/05**

**Date of Submission: 11/04/2018**

## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Mr. Rajendra Bahadur Bista** has completed the research of his M.Ed. thesis entitled **Teachers' Use of Scaffolding Tools and Perceived Roles in English Classes** under my guidance and supervision.

I recommend the thesis for acceptance.

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## **DECLARATION**

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

Date: 10/04/2018

.....

**Rajendra Bahadur Bista**

## **DEDICATION**

*Dedicated*

*To*

*My parents who gave me the greatest gift of life, love and  
care to become a complete human being*

## ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to my guru and thesis supervisor **Mr. Guru Prasad Poudel**, Teaching Assistant, Department of English Education, T.U., Kiritpur for his invaluable suggestions, instruction, encouragement, guidance and cooperation to bring this thesis in this form from the very beginning.

I am very much grateful to **Dr. Prem Bahadur Phyak**, Lecturer and Head , Department of English Education, and T.U. for all the support that they provided to me for the completion of the study. In the same way, I owe deep sense of acknowledgement to **Dr. Anjana Bhattarai** and **Dr. Laxmi Bahadur Maharjan**, Professors, Department of English Education for providing me valuable suggestions to carry out this research in the complete form. Likewise, I own deep sense of acknowledgement to expert Prof. Dr. Bal Mukunda Bhandari for the valuable sport provided to me for the completion of this study.

In the same way, I am indebted to all the gurus and gurumas as the faculty members of the Department of English Education, especially **Prof. Dr Anju Giri, Dr. Ram Ekwel Singh, Mr. Raj Narayan Yadav, Mr. Bhesh Raj Pokhrel, Mrs. Madhu Neupane, Mr. Khem Raj Joshi, Mr. Ashok Sapkota, Mr. Resham Acharya, and Mr. Laxmi Prasad Ojha** who have led me to a wider horizon of knowledge and thus, formed the base of my knowledge for this research directly or indirectly.

I am equally thankful to all the respondents who kindly provided me with their information required to accomplish this study. I do not want to miss this opportunity to remember my family members and relatives who are always with me. I would also like to express my respect to **Mrs. Madhavi Khanal** the librarian for her regular help and co-operation.

**Rajendra Bahadur Bista**



## ABSTRACT

This research is entitled as **Teachers' Use of Scaffolding Tools and Perceived Roles in English Classes**. The main objectives of this study were to find out the secondary level English language teachers' use of scaffolding tools while teaching English and their perceived roles of using scaffolding tools in teaching English to the students. The sample of the study included 20 Secondary level English teachers of twenty different schools of Kathmandu valley. They were selected through the use of purposive non-random sampling procedure. To fulfill the objectives of this study, questionnaire and observation checklist were used as the tools to obtain the data. The collected data were analyzed both quantitatively and qualitatively following simple statistical tools such as frequency count and percentage. The findings of the study showed that teachers' questioning, motivation, input modification, involving students in interaction, giving feedback and hints and translating the target language items into the students' native language were the most frequently used scaffolding tools in the ELT classroom. In the perception of teachers, they used scaffolding tools to create interest and engage students in learning English, to provide comprehensible input, to give hints and to make students more independent in learning.

This study has been subsumed in five chapters. The first chapter 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 definitions of key terms. The second chapter deals with the review of related theoretical literature, review of empirical literature, implications of the study and conceptual framework. The third chapter deals with design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures and data analysis procedures. The fourth chapter consists of analysis of data and interpretation of results and the summary of findings. The fifth chapter consists of conclusion and recommendations. Recommendations have been presented in policy related, practice related and further research related. The final part of the study consists of references and appendices.

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