CHAPTER ONE

INTRODUCTION

The present research is entitled **Teachers' Use of Scaffolding Tools and their Perceived Roles in ELT Classes**. The introduction part of this research work includes 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 definitions 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 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 professional activities because of the difficulty in attaining professionalism.

Language teaching has many challenges. Those challenges are mainly related to classroom techniques and strategies, instructional materials, interactional pattern and classroom management (Richards and Renadaya, 2002). 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' use of scaffolding tools and their perceived roles in language teaching.

1.2Statement of the Problem

We often hear about the importance of using scaffolding tools in language teaching and equally a number of theories and SLA based research reports have also suggested for using scaffolding tools in a language classroom. However, whether the teachers use those tools in their classroom and whether they perceive the roles of scaffolding tools as assets for students' learning have not been studied well. In this regards, the problem being addressed in this study is whether Nepalese English teachers use scaffolding tools in their classes and how do they perceive the role of scaffolding tools in English language 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 are 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 explore the tools used by the teachers to provide linguistic support or to scaffold the learners in their classes.

(ii) To find out the teachers' perceptions on the roles of using 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) What different tools do the English teachers use to scaffold their learners in their ELT classes?

(ii) How do the teachers view about the roles of using scaffolding tools to the students in their classroom practices?

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 and 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 had the following limitations:

(i) This study was based on the observation of the teachers' classroom practices of using scaffolding tools while teaching English to their students.

(ii) Similarly, it was also based on the survey of teachers' perceptions on the role of using scaffolding tools in ELT classes.

(iii) This study was confined to 20 secondary level English teachers and their 20 classes of Kathmandu valley district.

(iv) The data for this study was collected through the use of observation checklist, researcher's diary and survey questionnaire.

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

1.7. Operational Definition of the Key Terms

The following key terms used in this study have been defined with their operational meaning:

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.

Practice of Scaffolding : Teachers' use of the activities , the strategies or classroom techniques 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.

Perceived Roles: The phrase 'perceived roles' has been used to refer to the teachers' beliefs, assumptions and understandings on the importance of teaching students through scaffolding tools and activities.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

In this chapter I have reviewed the related and available theoretical concepts and empirical studies. It includes four 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 get a strong theoretical knowledge to undertake this study, I have collected ideas on scaffolding and related topics have been dealt here with. These topics have been discussed in the following sub-sections.

2.1.1 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.

2.1.2 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.

2.1.3 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 has given musch attention to the connection of learning with the social skills and activities required for learning.

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:

2.1.4.1Zone 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).

Here, Vygotosky means to say that children need constant support and guidance to grow academically from the adults and peers. Such guidance helps them to be confident in learning a new language.

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 safe from becoming frustrated.
- To imitate the teachers modeling

It means, while teaching to the students, the teachers need to build interest and engage the learners in different activities with their active participation.

Similarly, they need to simplify the tasks into several communicative and cognitive activities. Equally, the emphasis should be given to the learners and make them well motivated in learning. The teachers should play the role of role model with the use of modeling as a technique.

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. Similarly, it is required to simplify the task to make it manageable and achievable for a child. The activities for supporting students linguistically also provide some directions in order to help the child to focus on achieving the goal. They clearly indicate the differences between the child's work and the standard of desired solution and reduce the frustration or risk. Equally, they provide model and clearly define expectations of activities to be performed.

From the above discussion, we come to know 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.

Hence, Markenzie says that scaffolding tools or activities are almost essential to provide clear direction and reduce students' confusion, clarify the purpose, keeping students in task and giving assessment to address the learners' expectations. Moreover, they support in pointing students to worthy source, reduce their uncertainty and create feasible environment for learning. 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.

The above points show that teachers have to provide clear guidelines to the students for developing scaffolding lessons. Those guidelines include attention to the curricular goals to develop appropriate task, activities for learner engagement, addressing students' needs and interests, modifying input and instruction and monitoring the learners' progress and providing corrective feedback to them.

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 Ways to Overcome 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 ways to overcome 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).

The above tips for avoiding the challenges given by Presseley et. al. (1996) clarify that teachers must have to use scaffolding at the appropriate situation. They need to be knowledgeable on curriculum and practice generating possible prompts to help the students. In the same way, they should be positive, patient and caring to all the children of their class.

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.

2.1.4.9Tools/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. According to Makenzie (2003), 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 (2009) 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.

In the same way, Purja (2016) studied on the perceptions of the teachers towards teaching through scaffolding. His objective was to find out the teachers perceptions on the teaching through scaffolding tools. He carried out the study in Myagdi district. His sample size included 20 lower secondary teachers of Myagdi district who were selected through simple random sampling procedure. He used survey questionnaire to elicit the data. The study concluded that teachers, though they did not have more ideas on scaffolded teaching, had positive perception on teaching through scaffolding activities. They viewed that scaffolded activities support the learners in communication and language socialization.

Though the above reviewed works are related to this study to some extent, the present study is different from those of the reviewed. I have focused on the teachers' classroom practices of using scaffolding tools in one hand and on the other I have explored what they really think about the role of using supportive activities in learning process taking data from observation and structured interview. This study is different in the sense that there is not a single study which has ever been carried out on teachers' use of scaffolding tools and

activities in language teaching in Nepal. Thus, I have a great interest to explore something that really existed in the classroom as a part of scaffolded instruction.

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.

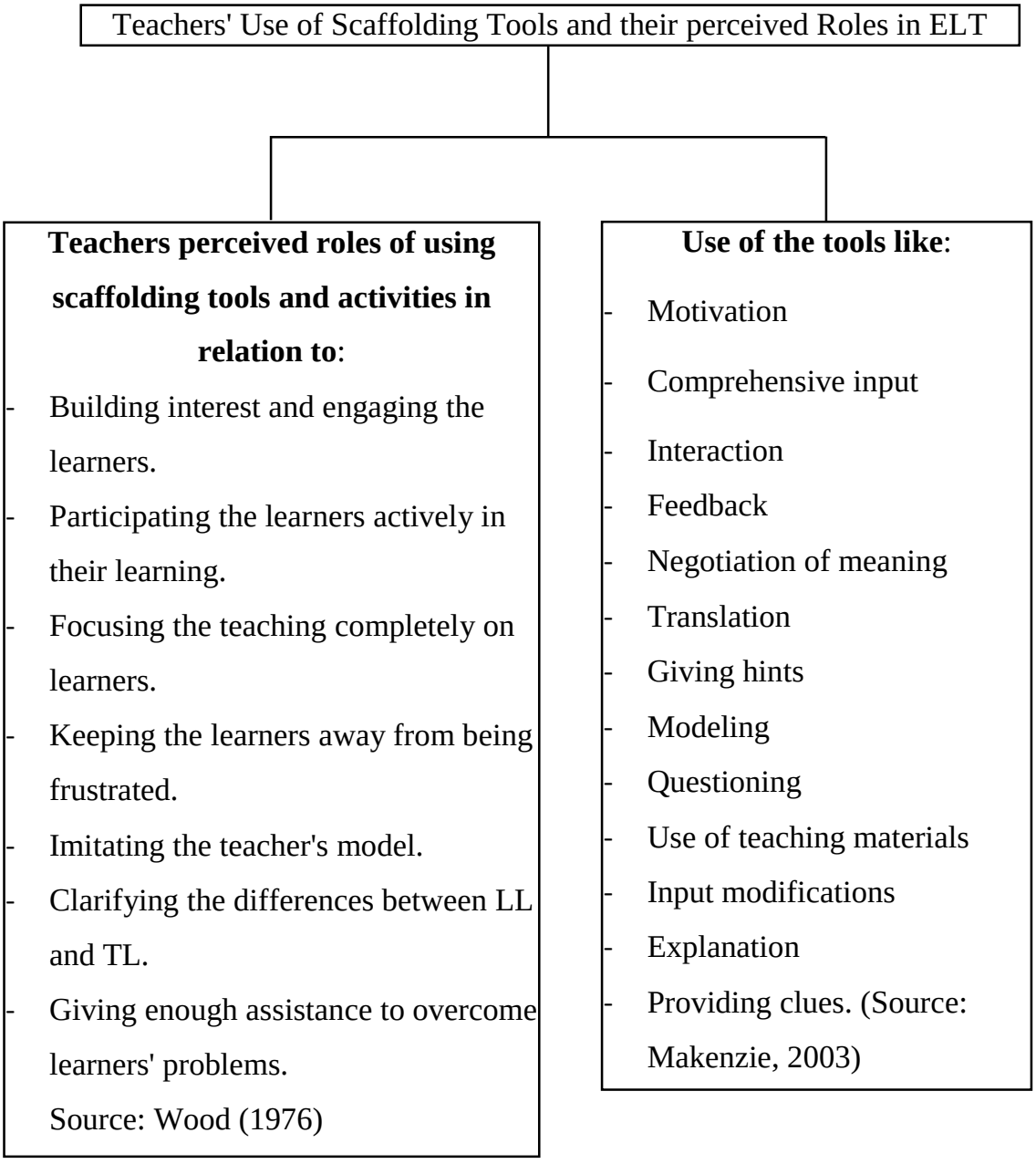
Similarly, the study of Upreti (2010) facilitated me to identify the input modification techniques and their importance.

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. Likewise the review of Purja (2016) helped me to identify some activities for scaffolded instruction through which I became able to complete my checklist and questionnaire. 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:



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter is about the methods and procedures of the study. Further, it has included the discussions on 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. While undertaking this study at first, I defined the objectives and identified the target group. Then, I reviewed the related literature to have broader understanding of

the research issue. Next defined and selected sample size. Then, I prepared survey instruments based on theoretical and empirical literature reviewed. Then, I fixed the design and survey procedures. I also identified analytical procedures and determined the reporting procedures to give a definite form to this study.

I followed the guidelines given by Nunan (2009) as the supporting details and took a survey of the use of tools for scaffolding the learners and also asked the teachers about why they need to use scaffolding strategies in their teaching. I selected survey design hoping that I could collect detail data and also I could generalize the findings to the large number of population from the small size of the sample.

3.2 Population, Sample and Sampling Strategy

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

I used purposive sampling strategy because I required only those teachers who had knowledge about the activities for scaffolding students and who used to put those strategies into their practices. So, first I discussed them about their practice of using and their understanding about the role, only then I could see whether they actually used the scaffolding tools in their classes and they could use them in order to make students communicative or not. It is because my interest was to see the role of scaffolding tools in teachers understanding and in their classroom practices.

3.3 Study Area

This study was conducted in Kathmandu Valley. Twenty secondary level English teachers were chosen as the sample. The field of this study was related to the teachers' use of scaffolding tools in teaching English language and their perceived roles of using scaffolding tools in teaching English.

3.4 Data Collection Tools and Techniques

To elicit the data from the respondents, I used classroom observation checklist at first while observing their practices of using scaffolding tools and then I used a set of closed ended questions to get information on the teachers' perceived roles in using those tools. I also kept my diary while observing the classed to note some other tools which were not included in the checklist I developed for the observation.

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 teachers to take a decision on whether they could be the sample for my study because I required only those who were familiar about scaffolded instruction and who could make use of different tools to scaffold the learners.
- I then, selected the teachers and made them clear about 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 20 classes of the teachers, one class of each of them along with my diary. After completion of the observation, I distributed the questionnaire in order to find out their perceived roles on the use of scaffolding tools while teaching English.
- I collected the required data through observation checklist, questionnaire ad diary.

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

This chapter incorporates the presentation, analysis and the interpretation of the data collected from the instruments used for data collection. After the analysis and interpretation section, it has also included the summary of the findings.

4.1 Analysis of Data and Interpretation of Results

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

4.1.1 Teachers' Use of Scaffolding Tools in the classroom

Classroom is a real place where teacher and students interact with each other in a particular domain of language. Students' learning is strengthening through the interaction in the classroom. Teachers can use a wide variety of tools, strategies and activities in order to support the students both affectively and cognitively. For example, teachers can assign the tasks and role play activities in pair, group and individual form to make the learners as active participants. It means that classroom is a definite place 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 plays important role in the better acquisition of target language, i.e. English in the classroom.

One of the basic objectives of this study was to find out the tools that the teachers use in their classroom instruction. The concrete data from the classroom observation is required to find out such tools. So, I observed one class each of selected 20 secondary level English teachers with the help of observation checklist. Equally, I kept the record of the tools and activities that the teachers used in the classroom beside the tools included in the observation

checklist in my own diary. In order to observe teachers use of scaffolding tools in the classroom, a checklist consisting of different items was prepared. It was basically developed to see the 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. The data obtained from the checklist and researcher's diary have been scrutinized, analyzed and interpreted here in this section.

- **Motivating students**: Teachers can motivate the students to provide more linguistic and affective support. Whether teachers motivate the students as a scaffolding tool in the classroom was one of the concerns of my observation. So, I included it in my checklist as a scaffolding tool while observing their classes. Out of 20 observed classes, in 18 (90%) classes the teachers motivated their students, whereas 2 (10%) did not. They motivated the students by asking guiding questions, revising the previous class and involving them in experience sharing. From the data of checklist and my own diary, I came to conclude that motivating learners has been found as one of the tools that the teachers used in the classroom to scaffold their learners. It is because in 90 % of total observed classes they motivated the students.
- **Giving comprehensible input**: Processing comprehensible input is a way of supporting students in learning. Krashen (1985) in his monitor hypothesis mentioned that comprehensible input is sought for better acquisition of a target language. So I included it in my checklist as a way to scaffold the learners. Regarding the use of comprehensible input, teachers provided it in 80% classes, out of 20 observed 18 (90%)

whereas only in 4 classes (20%) did not provide input in comprehensible way. They used repetition, meaning negotiation, synonymy and clarification with examples as the strategies to provide comprehensible input. Thus, it has been found that another tools used by the teachers to scaffold the learners in the classroom was giving comprehensible input.

- **Modifying input**: Likewise, teachers also modify the input to the learners in a number of ways to support the students. Whether the selected teachers used input modification as a tool to scaffold the learners was another concern of the observation. So, I included it in my checklist. From the observation, it has been found that out of 20 observed classes, in 13 (65%) classes teachers modified input to their students, whereas in 7 (35%) classes they did not make use of it. They modified the input by exemplification, explanation and illustration. From the given data, I conclude that teachers used input modification as a tool for supporting students in learning. It is also based on Krashen's (1985) hypothesis of input processing in SLA.
- **Involving students in interaction**: Teachers often involve the students in interaction in order to make them competent in communication or to keep them active in learning process. Whether the selected teachers involved their students in interaction in their classroom was another item included in the checklist to find out the tools for scaffolding. During m observation, it has been found that out of 20 observed classes, teachers used this strategy in 17 (85%) classes and only three teachers did not involve in interaction. They assigned pair work and group tasks for this purpose in the classroom. Since 85 % teachers used it in their classroom practices, involving students in interaction has been found as a scaffolding tool in ELT classes to the secondary level teachers.
- **Giving feedback**: Teachers' feedback can play constructive role in students' learning. Teachers need to provide corrective feedback to the students in course of classroom instruction. So, I was curious to find whether teachers provide feedback to the students in the class. I included

giving feedback as a scaffolding tool in my checklist and observed their classes. In total, 18 (90%) teachers provided feedback to their students mostly in oral and partly in written form, however two of them did not provide. The provided feedback in the form of comment, acknowledgement and compliment in their intervention. From the data of the observation, it can be concluded that giving oral and written feedback to the students was another tool for scaffolding to the selected teachers of this study.

- **Asking for negotiating meaning**: Negotiation of meaning is one of the basic strategies to invest content knowledge to the students (Prabhu, 1987). Teachers should negotiate the meaning in a number of ways to support their students linguistically as well as communicatively. Taking this argument as a guiding concern, I observed the classes of the selected teachers to find out whether they use meaning negotiation as a scaffolding tool in their teaching. During my observation, I found that only 14 (70%) teachers asked their students for negotiating meaning but six (30%) of them did not ask. They asked the students to clarify, repeat, confirm and recast as the ways of meaning negotiation in their classes. From the study, I came to find that the teachers also used asking for negotiating meaning as a scaffolding tool while teaching English to their students.
- **Translating target language terms in learners' native language**: Translation can be taken as a technique of strategy for teaching target language vocabulary and sentences. Communicative method of language teaching suggests to use translation in judicious way to support students in learning (Harmer, 2008). During my observation of the teachers' classes, I noticed on whether they translate the target language items in learners' native language as a tool to scaffold the learners. From the data, it has been found that out of 20 observed classes, 13 (65%) teachers used translating target language terms in learners' own language as a scaffolding tool whereas 7 of them did not use. So, it is concluded that a

many teachers used translating target language terms as a scaffolding tool. They translated vocabulary, abstract grammar rules and complex sentences in Nepali language while describing them in the class.

- **Giving hints**: Teachers' practical tips and hints for exercises help students learning language in easier way. Teachers need to provide hints if students feel difficulty to response or to complete the given exercises (Ur, 2013). Taking Ur's advice to the teachers as a guiding concern, I observed the selected teachers classes with a curiosity of whether they provide hints to the students while asking them to response or complete given exercises. From the observation, it has been found that out of 20 observed classes, 16 (80%) teachers provided hints to the students orally whereas 4 (20%) of them did not give any hints. They provided hints through their verbal remarks and they also made students incomplete sentences complete ones and gave clues to complete the exercises. From the observation, I came to know that giving hints to the students was also a tool to the teachers for scaffolding students in ELT classes.
- **Modeling**: Teachers' modeling can be a way of facilitating students in learning. They can use modeling as a technique in teaching pronunciation, meaning and language function (Harmer, 2008). Whether the selected teachers used modeling to support their students was another concern of observation during the data collection. So I observed their classes with an interest of finding out modeling as a tool. However, out of out of 20 observed classes, only 8 (40%) teachers used modeling as a tool whereas 12 (60%) of them did not use it as a tool for scaffolding. On the basis of data given, it can be said that modeling was not much practiced scaffolding tool to the teachers.
- **Teachers' Questioning:** Teachers' use of questioning while teaching a particular item encourages and leads students in classroom interaction. Ur (2013) uses teachers' questioning as a way of classroom interaction. Whether the selected teachers used questioning as a tool to scaffold learners was my another concern during the observation. After the

observation, it has been found that almost all the selected teachers frequently asked questions to the students. They used questioning as a tool while explaining the content. Mostly they used confirmation questions in comparison to comprehension checking questions. Since almost all the teachers used questioning technique in their classroom teaching, it has been found the most used scaffolding tool while teaching English.

- **Using audio-video materials**: Teachers can make use of variety of audio-visual materials in the classroom as the supporting aids and strong weapon of learners' motivation. The instruction with the use of materials seems effective for affective and cognitive learning (Hedge, 2008). During my classroom observation, I paid attention on teachers' practice of using audio-visual materials in their classes. In this regard, I included the use of audio-visual material as a tool in the check list. Out of 20 observed classes, only 4 (20%) teachers used audio-video materials while teaching, whereas 16 (80%) of them did not use. They simply used textbook and pictures as the materials and four of them used audio-tape for teaching listening. From the observation, it has been found that audio-visual materials were not used as a scaffolding tool in the classes.
- **Explaining:** Teachers may explain the content in detail with examples and illustrations. They can clarify the learning items in context. Whether teachers used explanation as scaffolding tool in the classroom was also the part of observation in this study. Out of 20 observed classes, 18 (90%) teachers explained the content with examples while teaching, however two (10%) of them simply asked learners to read out the content given and complete the exercises. It shows that explanation was also used as a scaffolding tool in the class.
- **Asking for co-operation**: A learner in collaboration with other learners can perform well in his learning process. The teachers' practice of asking learners for co-operation can provide better support to the learners. Taking this point into the consideration, I observed whether teachers

asked learners to co-operate each other in classroom learning activities. From the observation, it has been noticed that almost all the teachers asked learners to co-operate each other in reading and writing. They asked them for read and answer, write and check each other, and find and share as the co-operation among learners. This shows that asking students for co-operation was another most used scaffolding tool in classroom.

- **Providing clues**: Teachers' clue can help learners for completing a task as well as for getting more response from the students. Teachers need to provide clues to the students when they feel difficulty in task completion. I also observed the classes to find out whether teachers use clues to scaffold learners or not during the study. The data from observation shows that, out of 20 observed classes, 13 (65%) teachers provided clues to the learners while asking them for tasks and question-answer, however 7 (35%) of them did not provide such clues. They provided alternatives and short description of question as clues in the class. From the observation, it has been found that providing clues was also used as a scaffolding tool in class.
- **Assisting through supportive dialogue**: In order to facilitate learners in classroom interaction, teachers can assist their learners through supportive dialogue. During my observation, I also paid due attention on whether teachers assist students with their supportive dialogue. From the observation, it has been found that, out of 20 observed classes, 8 (40%) teachers assisted students through their supportive dialogue, whereas 12 (60%) of them did not use supportive dialogue. The provided a few exchanges in language functions and asked students to produce similar kind of exchanges for communicating language functions. Since the majority of selected teachers did not support students with their supporting dialogue, we can say that assisting students through supportive dialogue was not used as a scaffolding tool while teaching English.

- **Structural simplification**: Teachers can simplify the complex grammatical structures in a number of ways while teaching English to the students. They need to simplify the structure o support students. So, in my observation I noticed whether teachers use structural simplification as a scaffolding tool or not. From the observation of the classes of 20 selected teachers, I found that only seven (35%) teachers simplified structure by paraphrasing, associating, breaking into small and readable sentences and presenting particular form in their classes however, many of them did not simplify the structure even in the case of difficulty to the students. On the basis of this data, I came to the conclusion that structural simplification was one of the least used scaffolding tools while teaching English.

Besides the tools discussed above, some of the teachers created sense of humor in learning, they used mime for clarifying meaning, they involved students in drilling for correct pronunciation and asked learners for loud and repetitive reading for better cognition and memorization.

Thus, after the analysis and interpretation of the data it can be concluded that the teachers used different scaffolding tools in their classroom while teaching English. 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.

4.1.2 Roles of Using scaffolding Tools in Teachers' Perception

Besides observation checklist and researcher's diary, I had also used a set of questionnaire as a tool for data collection. I included closed-ended questions for structured interview in this study. I included the items related to the role of various scaffolding tools and asked them to response based on their perception of using them while teaching English. The items included in the questionnaire were close-ended in nature where the respondents were requested to show their

response by putting a tick to the most appropriate option. Hence, the data collected through the questionnaire are analyzed and interpreted under the following themes developed from the items included.

4.1.2.1Scaffolding Tools Support English Language Learning

Teachers' use of various scaffolding tools in the classroom can support the learners in English language learning. So, I asked an item as, "*Investing the various scaffolding tools to support students in English language learning*". In response to the statement, I got different perceptions of secondary level English teachers. They are given in the table below.

Table 1

Scaffolding Tools Support English Language Learning

Statement	Agree		Neutral		Disagree	
	No.	%	No.	%	No.	%
Investing the various scaffolding tools to support students in learning English.	12	60	7	35	1	5

The table 3 shows that out of 20 secondary level English teachers, 12 (60%) in total agreed, 7 (35%) remained neutral and 1 (5%) disagreed with the statement 'Investing the various scaffolding tools to support students in the English language learning'. From the data above, it can be concluded in the perception of teachers scaffolding tools support the learners in learning English.

4.1.2.2 Scaffolding Tools for Motivational Activities

Similarly, another item included in the questionnaire was related to the use of scaffolding tools for learners' motivation. In response to the statement, "*I use scaffolding tools as the motivational activities'*, I got different perceptions of secondary level English teachers. They are given in the table below:

Table 2

Scaffolding Tools for Motivational Activities

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

The data given in the table 4 shows that out of 20 secondary level English teachers, 16 (80%) of them agreed the statement and only 4(20%) of them remained neutral with the statement 'I use motivational activities as the scaffolding tools'. On the basis of this data, it can be said that motivational activities are used as scaffolding tools in the classroom.

4.1.2.3 Scaffolding Tools for Providing Comprehensive Input

Teachers use of scaffolding tools help learners for getting more comprehensible input in learning, so I included another item related to it in the questionnaire. In response to the statement, "*I use scaffolding tools for providing comprehensive input to my students*", I got different perceptions of secondary level English teachers. They are given in the table below:

Table 3

Providing Comprehensive Input

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

The table 3 shows that out of 20 secondary level English teachers, 9 (45%) in total agreed, 7 (35%) of them remained neutral and 4 (20%) of them disagreed with the statement 'I use scaffolding tools to provide comprehensive input to my students'. Thus, it can be said that few teachers use scaffolding tools to provide comprehensive input to their students in the classroom.

4.1.2.4 Engaging Students in Interaction

Teachers can use scaffolding tools realizing that they will engage students in interaction. Taking this assumption in consideration, I included one item about the role of scaffolding tolls for 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 4

Engaging Students in Interaction

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

The table 4 shows that out of 20 secondary level English teachers, 14 (70%) in total agreed whereas 6 (30%) of them remained neutral with the statement 'I use scaffolding tools to engage students in interactions'. Thus, it has become clear that teachers used scaffolding tools to engage their students in interaction in the classroom.

4.1.2.5Involving Students in Negotiating Activities

Scaffolding tools may help learners in the negotiation of meaning. Whether teachers used scaffolding tools for negotiation of meaning in the class was my interest to see the role of those tools, so I asked one item related to it. In response to the statement, "*I use scaffolding tools for involving students in meaning negotiating activities*", I got different perceptions of secondary level English teachers. They are given in the table below.

Table 5

Involving Students in Negotiating Activities

Statement	Agree		Neutral		Disagree	
	No.	%	No.	%	No.	%
I use scaffolding tools for involving students in meaning negotiating activities.	12	60	6	30	2	10

The table 5 shows that out of 20 secondary level English teachers, 12 (60%) in total agreed, 6 (30%) of them remained neutral and only 2 (10%) of them disagreed with the statement 'I involve students in meaning negotiating activities'. From the data above, it can be said that teachers used scaffolding tools to involve their students in negotiating of meaning in the classroom.

4.1.2.6 Providing Modified Input

Teachers can also use scaffolding tools to provide modified input to the students, so I included one item related to the role of using scaffolding tools to provide modified input to the students. In response to the statement, "*I use scaffolding tools to 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 6

Providing Modified Input

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

The table 6 shows that out of 20 secondary level English teachers, 10 (50%) in total agreed, 8 (40%) of them remained neutral and 2 (10%) of them disagreed with the statement 'I use scaffolding tools to provide modified input frequently

in the ELT classroom'. Thus, it can be said that teachers may or may not use scaffolding tools to provide modified input in the ELT classroom which is not satisfactory.

4.1.2.7Useing Scaffolding Tools to Overcome the Difficulties

Teachers can make use of scaffolding tools to overcome the difficulties in learning. It means another role of using scaffold instructional strategies can be for simplifying the contents. Thinking this at the front, I asked them one question related to this. In response to the statement, "*I use scaffolding tools to overcome the difficulties*", I got different perceptions of secondary level English teachers. They are given in the table below:

Table 7

Using Scaffolding Tools to Overcome the Difficulties

Statement	Agree		Neutral		Disagree	
	No.	%	No.	%	No.	%
I use scaffolding tools to overcome the difficulties.	11	55	5	25	4	20

The table 7 shows that out of 20 secondary level English teachers, 11 (55%) in total agreed, 5 (25%) of them remained neutral and 4 (20%) disagreed with the statement 'I use scaffolding tools to overcome the difficulties'. Thus, it can be said that teachers used translation activities in the classroom to overcome the language problems.

4.1.2.8 Using Scaffolding Tools for Providing Hints and Modeling

By using a number of supporting tools teachers can provide the students necessary hints and modeling. So, the teachers' use of different tools can have significant role in learners' achievement. In this regard I included another statement related to the role for providing hints and modeling. In response to the statement, "*I use scaffolding tools to provide hints and modeling to the students*", I got different perceptions of secondary level English teachers. They are given in the table below:

Table 8

Providing Hints and Modeling to the Students

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

The table 8 shows that out of 20 secondary level English teachers, 17 (85%) in total agreed and only 3 (15%) of them remained neutral with the statement 'I use scaffolding tools to provide hints and modeling to the students'. Thus, it can be said that teachers provided hints and modeling their students in the ELT classroom.

4.1.2.9 Scaffolding Tools for Assigning Role Play Activities

Another statement included in the questionnaire to the selected teachers was related to the role of scaffolding tools for giving opportunities to the students in role play activities. In response to the statement, "*I use scaffolding tools to assign students role play activities*", I got different perceptions of secondary level English teachers. They are given in the table below.

Table 9

Assigning Role Play Activities

Statement	Agree		Neutral		Disagree	
	No.	%	No.	%	No.	%
I use scaffolding tools to assign students role play activities.	8	40	7	35	5	25

The table 9 shows that out of 20 secondary level English teachers, 8 (40%) in total agreed, 7 (35%) of them remained neutral and 5 (25%) of them disagreed with the statement 'I use scaffolding tools to assign students role play activities'. Therefore, it can be concluded that few teachers used scaffolding tools to assign their students role play activities as scaffolding tool in the classroom.

4.1.2.10 Use of Scaffolding Tools to Create Interest in Learning

Teachers' use of various motivational and supporting activities can help the learners create an interest towards learning. Considering this, I asked the teachers one more item related to this. In response to the statement, "*I use scaffolding tools to create interest in learning English*", I got almost similar perceptions from secondary level English teachers.

Table 10

Use of Scaffolding Tools to Create Interest in Learning English

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

The table 10 shows that almost all the secondary level used scaffolding tools to create interest in learning English'. Therefore, in teachers' perception the most basic role of using scaffolding tools is to create interest in learning English.

4.1.2.11Use of Scaffolding Tools to Simplify the Complex Tasks

Scaffolding tools can also support the students to simplify the complex tasks, so I included one item related to this in the questionnaire. In response to the statement, "*I use scaffolding tools for the purpose of simplifying the complex tasks*; I got different perceptions of secondary level English teachers. They are given in the table below.

Table 11

Use of Scaffolding Tools to Simplify the Complex Tasks

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

The above table shows that out of 20 secondary level English teachers, 13(65%) of them agreed and 7 (35%) of them 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 complex tasks into smaller tasks.

4.1.2.12 Use of Scaffolding Tools to Motivate or Draw Students' Interest to the Task

Another significance of using scaffolding instruction in the classroom can be for motivating students or for drawing their interests to the task, so I asked one item related to this to the selected teachers. In response to the statement, "*I use scaffolding tools to motivate or draw the students' interest related to the task*", I got almost similar perceptions from the secondary level English teachers.

Table 12

Scaffolding Tools to Motivate or Draw the Students' Interest

Statement	Agree		Neutral		Disagree	
	No.	%	No.	%	No.	%
I use scaffolding tools to motivate or draw 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 draw the students' interest related to the task. Therefore, it can be concluded that teachers used scaffolding tools to motivate or draw the students' interest on the task.

4.1.2.13 Keeping Students Away from Being Frustrated

Another purpose behind the use of scaffolding tools in teaching English to the students can be for keeping them away from being frustrated in learning. So , I included next item in the questionnaire related to it. In response to the statement, "I use *scaffolding tools to keep students away from being frustrate,* I got different perceptions of secondary level English teachers. They are given in the table below:

Table 13

Keeping Students Away from Being Frustrated

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

The above table shows that out of 20 secondary level English teachers, 16 (80%) in total agreed, 3 (15%) of them remained neutral and only 1(5%) of them 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.

4.1.2.14 Helping Students to be Independent

Teachers may use various scaffolding tools in order to help students to be independent. So, I asked them one more item related to this in the questionnaire. In response to the statement, "*Scaffolding tools help 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 14

Helping the Students to be Independent

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

The table 14 shows that out of 20 secondary level English teachers, 10 (50%) in total agreed, 7 (35%) of them remained neutral and 3 (15%) of them 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.

4.1.2.15 Giving Students Time to Talk

In order to provide more time and opportunities to the students, teachers can use various scaffolding tools to them, so another item of the questionnaire was related to this aspect. In response to the statement, "*I use scaffolding tools to give students much time to talk*", I got different perceptions of secondary level English teachers. They are given in the table below:

Table 15

Giving Students Time to Talk

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

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

4.1.2.16 Providing Clear Direction and Reducing Students' Confusion

Teachers can also use scaffolding tools for providing clear direction ad for reducing confusion. Thinking this as a role, I asked another item in the questionnaire. In response to the statement, *"I use scaffolding tools to provide clear direction and reduce students' confusion"*, I got different perceptions of secondary level English teachers. They are given in the table below:

Table 16

Providing Clear Direction and Reducing Students' Confusion

Statement	Agree		Neutral		Disagree	
	No.	%	No.	%	No.	%
I use scaffolding tools to 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%) in total agreed whereas 6(30%) of them remained neutral with the statement ' I use scaffolding tools that to 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.

4.1.2.17 Keeping Students on Task and Promoting Learning by Doing

Another purpose behind the use of scaffolding tools o the students can be for keeping them on task and promoting their learning by doing. Considering this assumption, I asked another item to the teachers related to this. In response to the statement, *"I use Scaffolding tools to 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 17

Keeping Students on Task and Promote Learning by Doing

Statement	Agree		Neutral		Disagree	
	No.	%	No.	%	No.	%
I use scaffolding tools to 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%) in total agreed, 7 (35%) of them remained neutral and only 1 (5%) of them disagreed with the statement ' I use scaffolding tools to 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.

4.1.2.18 Helping Students Achieve Success Quickly

Another important role of using scaffolding instruction to the students can be for helping them achieve success quickly. So, I included one more statement in the questionnaire related to this aspect. In response to the statement, *"I use scaffolding tools to help students achieve success quickly"*, I got different perceptions of the secondary level English teachers. They are given in the table below.

Table 18

Helping Students Achieve Success Quickly

Statement	Agree		Neutral		Disagree	
	No.	%	No.	%	No.	%
I use scaffolding tools 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%) in total agreed, 5 (25%) of them remained neutral and 5 (25%) of them disagreed with the statement 'I use scaffolding tools help students achieve success quickly. Hence, it can be said that the teachers may or may not use scaffolding tools to help the students to achieve success quickly is not satisfactory.

4.1.2.19 Providing Some Directions in order to Help them Focus on Achieving the Goal

Teachers can also use different supporting tools and strategies to provide the learners with some directions in order to help them focus on achieving goal. So, I asked the final item related to this to the selected teachers of this study. In response to the statement that, I use *Scaffolding tools to 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 19

Provide Some Directions in order to Help them Focus on Achieving Goals

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

The table 19 shows that out of 20 secondary level English teachers, 12 (60%) in total agreed, 6 (30%) of them remained neutral and 2 (10%) of them disagreed with the statement 'scaffolding tools to provide some directions in order to help them focus on achieving the goal. Hence, it can be said that in the teachers' perception, scaffolding tools provide some directions in order to help them focus on achieving the goal.

4.2 Summary of the Findings

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

4.2.1 Teachers' Practices of Using Scaffolding Tools in the Classroom

- Sixty percent teachers used various scaffolding tools while teaching in their 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.
- 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.

4.2.2 Teachers perceived Roles of Using Scaffolding Tools in the Classroom

- From the data collected through the questionnaire regarding the roles of using scaffolding tools in the classroom, it has been found that the teachers used scaffolding tools to create interest and engage students in learning English.
- Out of the selected teachers, sixty five percent of them 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.
- Another significant role of using scaffolding tools has been found to motivate or enlist the students' interest on the task.
- Fifty percent teachers perceived that they use scaffolding tools for helping students to be independent when they have the command of the activity.
- Seventy percent teachers viewed that scaffolding tools can provide clear direction and reduced students' confusion.

- Sixty percent teachers used scaffolding tools to keep their students on task and promote learning by doing.
- Fifty percent teachers used scaffolding tools to help their students to achieve success quickly.
- Sixty percent teachers used scaffolding tools to provide some directions in order to help them focus on achieving the goal.

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 Conclusion

Scaffolding has become a major concern of language teachers for teaching a second or foreign language because of its importance in enhancing learners participation and motivation in learning. Different methods for language teaching have been developed for providing linguistic, cognitive and affective support to the students. Teachers' practice of scaffolded instruction can bring positive results in learning. With such assumption at the forefront, I conducted this study with an observation of teachers' classes and structured interview through questionnaire.

The present study has found out the secondary level English teachers' practices on using scaffolding tools and their perceived roles in ELT classroom. In this study, 20 secondary level schools as well as 20 secondary English teachers from Kathmandu valley were selected as sample using purposive non-random sampling procedure. Questionnaire and classroom observation checklist along with the researcher's diary were used in order to collect data for this study.

Hence, after the analysis and interpretation of the data, it has been found that teachers mostly used classroom motivation by means of revising, asking guiding questions, cracking a joke and telling interesting story related to the topic of discussion as the most used scaffolding tools in the ELT. The basic role of scaffolding tools in the perception of the teachers was to create interest and engage students in learning English. From the study, it has been concluded that the teachers had a practice of using different materials, questioning, input modification, translation into learners' native language, involving in role play

activities, simplifying the structure and explaining the contents with examples and illustrations as scaffolding tools in their real classroom interaction. 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. Similarly, it has also been found that in the opinion of teachers the use of scaffolding tools helped students to get comprehensible input, to be more independent in learning, to engage more in interaction and to simplify the complex tasks.

On the basis of the findings above, I come to conclude that scaffolding activities should be the part of everyday instruction if we really want to bring improvements in our students learning outcomes.

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 fifty five percent teachers were found to be 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 the 20 secondary schools of Kathmandu 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' Practices of Using Scaffolding Tools and Their Perceived Roles in English Language Teaching** under the supervision of **Mr. Guru Prasad Poudel,** Teaching Assistance at the Department of English Education, T.U., Kirtipur. Your co-operation in completing the questionnaire will be of great value to me. Please feel free to put your responses required by the questionnaire. I may assure you that the response made by you will be exclusively used for the present study.

Name:

Qualification:

School's name:

Please tick the best alternative as you perceive it to be.

Rajendra Bahadur Bista

Questions Related to the Role of Using Scaffolding Tools

1) I use various scaffolding tools while teaching English in my class.
   a. Agree b. Disagree c. No ideas
2) Investing the scaffolding and its various tools support in the language class.
   a. Agree b. Disagree c. No ideas
3) I use scaffolding tools to motivate the students.
   a. Agree b. Disagree c. No ideas
4) I use scaffolding tools to provide comprehensive input to my students.
   a. Agree b. Disagree c. No ideas
5) I use them to engage the students in interactions.
   a. Agree b. Disagree c. No ideas
6) I use them to negotiate meaning.
   a. Agree b. Disagree c. No ideas
7) I use scaffolding tools to provide modified input.
   a. Agree b. Disagree c. No ideas
8) I use various supporting tools to overcome the difficulties.
   a. Agree b. Disagree c. No ideas
9) I use them to provide hints and modeling to them.
   a. Agree b. Disagree c. No ideas
10) I use scaffolding tools to assign them role play activities.
   a. Agree b. Disagree c. No ideas
11) I use scaffolding to create interest in learning English.
   a. Agree b. Disagree c. No ideas
12) I use it for the active participation of the learners.
   a. Agree b. Disagree c. No ideas
13) I use scaffolding for the purpose of simplifying the complex tasks into the smaller tasks.
   a. Agree b. Disagree c. No ideas

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

a. Agree b. Disagree c. No ideas

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

a. Agree b. Disagree c. No ideas

16) I use them to motivate or draw the students' interest related to the task.

a. Agree b. Disagree c. No ideas

17) I use scaffolding tools to provide clear direction and reduce students' confusion.

a. Agree b. Disagree c. No ideas

18) I use them to help students achieve success quickly.

a. Agree b. Disagree c. No ideas

19) I use them to make students independent when they have the command of the activity.

a. Agree b. Disagree c. No ideas

20) I use them to give them much time to talk.

a. Agree b. Disagree c. No ideas

Thanks for your kind co-operation.

APPENDIX II

Classroom Observation Checklist

School's Name:

Address: 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			