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MENCIÓN INGLÉS

**Application of scaffolding teaching strategy and its influence on the
learning environment in an EFL classroom in a private school.**

TRABAJO DE TITULACION

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DEDICATION

The results of this study and efforts are dedicated to God and the Virgen de El Cisne because they gave me the opportunity to live and because they have provided me with the willingness to reach this new goal in my life.

This research is also dedicated to all my family, especially to my parents, Bartolo Paccha and Oliva Gaona, my grandparents Manuel Paccha and Inez Velez, and my brothers who have supported me during my studies and in my life. They have trusted in my capacity to get this important goal in my professional and personal life.

Anibal Paccha

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ABSTRACT

The topic of this research is “the application of scaffolding teaching strategy and its influence on the learning environment in an EFL classroom in a private school”, the purpose of this research is to know whether scaffolding teaching strategy is used in the classroom to teach EFL, whether or not the activities and supporting materials used by teachers provide a supporting learning environment in the EFL classroom.

This research was conducted in a private school located in the city of Loja, Ecuador. The sample analyzed consisted of 45 students who studied in different courses such as fifth, sixth and seventh grade of Basic Education. The main instruments used to gather data were questionnaires for students, a survey for the teacher and observations. A mixed method approach was used for data collection and analysis.

The application of scaffolding teaching strategy provides some positive influences on the learning environment in the EFL classroom such as it encourages and motivates students to work well during English lessons.

Key words: Scaffolding teaching strategy, learning environment, private school, EFL classroom.

RESUMEN

El trabajo de investigación es “La aplicación de la estrategia de andamiaje y su influencia en el entorno de aprendizaje (aula) del Inglés como lengua extranjera en una escuela privada” tiene como objetivo principal conocer si la estrategia de andamiaje es utilizada en el aula para enseñar Inglés como una segunda lengua, analizar si las actividades y materiales de apoyo utilizados por los maestros proporcionan un ambiente relajado en las clases de EFL.

Esta investigación se realizó en una escuela privada ubicada en la ciudad de Loja, Ecuador. La muestra analizada consistió en 45 estudiantes en diferentes cursos como quinto, sexto y séptimo grado de Educación Básica. Los principales instrumentos utilizados para recopilar datos fueron cuestionarios para estudiantes, una encuesta para el maestro y observaciones. Se utilizó un método mixto para la recopilación y el análisis de datos.

La aplicación de esta estrategia produce algunas influencias positivas en el ambiente de aprendizaje dentro del aula como alentar y motivar a sus estudiantes a trabajar durante las clases de inglés.

Palabras clave: estrategia de enseñanza andamios, entorno de aprendizaje, escuela privada, aula EFL.

INTRODUCTION

Today, some teaching strategies help to acquire EFL in a better way. In fact, the application of different teaching strategies helps to increase learners' motivation, decrease anxiety, and reduce frustration and risk in the classroom. Moreover, with the effective use of scaffolding teaching strategy, teachers can support their learners' understanding through modeling information and guided practice to provide a good atmosphere in the classroom and improve the teaching and learning process. In addition, it is important to argue that scaffolding teaching strategy is one of the most useful strategies and effective techniques that help how to incorporate the specific skills to the acquisition of English as a foreign Language.

The purpose of this research is to identify the influence of scaffolding teaching strategy on the learning environment in an EFL classroom in a private school. Its results will help to identify the diverse benefits provided by the application of scaffolding teaching strategy in the EFL classroom. Moreover, the results obtained from this study will help to know whether the application of scaffolding influences learning environment in the English classroom and whether or not the activities and supporting materials applied motivate and engage students in the learning process in the EFL class.

In addition, regarding the use of scaffolding teaching strategy in the English classroom, there are some well-known authors that have contributed with important information about scaffolding; for example, Harrell and Jordan (2012) claim that scaffolding teaching strategy can be applied at all grade levels and curricular areas. Moreover, not only images, maps, and realia can be used as visual scaffolding but also videos, films and brief video clips on the internet. Also, it will help students to improve and increase vocabulary use, verbal communication and concept understanding; finally, scaffolding strategy encompasses abundant resources that can be used through the application of EFL such as; materials, activities, instructional techniques, cooperative group techniques that will help for the teaching and learning process.

Some research studies suggest that scaffolding teaching strategy has a positive influence on the learning environment in an EFL classroom. Van de pol, Volman, Beishuizen (2012) and Nguyen (2013), suggest that generally, scaffolding is interpreted as a support provided by tutors or adult people for the learners that help to guidance and accomplish a task that the student might not be able to complete or manage on his or her own.

Another study conducted by, Ahangarir, Hejazi and Razmjou (2014) show that scaffolding writing strategy helps learners increase their knowledge of writing and linguistic

skills in the EFL, but above all, it aids on the content retention of the learners' writings. Besides, they argue that this strategy helps the students to become autonomous in the learning process, and they will be able to complete tasks independently without any assistance from his/her teacher.

A third study done by Poorahmadi (2009) claims that the role of scaffolding as an instructional tool and as a teaching strategy is very useful to encourage the process of learning in experimental reading groups in a more independent way, but above all, it helps to accelerate and improve the reading comprehension ability. In conclusion, the results have shown that the application of scaffolding strategy helps tutors identify whether their students are linked or unlinked in the process of learning and development cognitive, effectively in learning skills and knowledge. Moreover, he restates that incorporating cooperative group techniques benefit collaboration among learners and teachers and help to solve complex activities and tasks in the class.

Apart from the objective, this study was conducted in order to answer the following research questions such as; What are some of the influences showed in the application of scaffolding teaching strategy?, What supporting materials are available to help teachers apply scaffolding teaching strategy?, What activities do teachers use to apply scaffolding teaching strategy in the EFL classroom? , and Does the use of scaffolding teaching strategy motivate and engage students in the learning process?

In addition, this research will be useful for tutors and institutions by given them relevant information about the diverse strategies, techniques and the influence of scaffolding strategy on the teaching process in the EFL classroom.

Besides, because nowadays the teaching of EFL in the classroom is focused on, the use of teaching techniques, methods, and strategies to facilitate the teaching instructions, either teachers or learners who are involved in the teaching and learning process of English as a foreign language.

CHAPTER: I LITERATURE REVIEW

The application of the scaffolding teaching strategy in the English language classroom has provided many benefits to the learning environment because of the support learners receive during the learning process. In this sense, it is important to search for related literature that contributes to obtain more sources of information to have a better understanding on the application of scaffolding teaching strategy in the English classroom.

Scaffolding Teaching Strategy

Walsh and Sattes (2015) say that Scaffolding strategy is a temporary assistance by which the teacher guides the students how to do something through authentic tasks or activities that allow all learners to be successful. Besides, they claim that scaffolding is a special kind of support that helps students to learn new concepts, skills or levels of understanding, so that then learners will be able to do similar tasks on their own without the assistance of their teacher.

Ustunel (2016) claims that in language teaching, scaffolding is considered as an instructional strategy that provides some guidance techniques in the initial teaching stages such as giving cues and support to solve the problems with difficult activities and demonstrate the process of how chores must be completed as strategies for learners to become able to work in an independent way.

Similarly, Alexandrov, Velarde, and Alesandrov (2012) and Hammond (2001) claim that scaffolding strategy is considered as a temporary support or instructional strategy which is focused on providing aid to the fulfillment of more complex activities and tasks in the learning process, but the use of scaffolding will go decreasing slowly until the learners take control of their own learning.

Carr and Bertrando (2012, p. 79) “scaffolding strategy is used by teachers to temporarily support students while they build new skills, and knowledge- at a higher level than they could reach without such assistance” It helps learners to acquire new concepts, skills, and levels of understanding. So that the learners will later be able to apply their own knowledge in an independent way, in groups, or in individual learning tasks in the classroom.

According to, Scarlett (2015, p. 252) verbal scaffolding “means using deliberate forms of questioning and speaking that help English learners develop language skills while also engaging in higher levels of thinking they would not have been able to solve on their own, so that they will eventually be enabled to complete such tasks alone”

It describes the assistance that teachers give for their learners to achieve an assigned task or facilitate their learning of new concepts, but it goes decreasing as the learners

became competent to solve the tasks independently.

Al-Mahrooqi (2014) argues that scaffolding strategy in an EFL and ESL context focus on two parts macro and micro levels. The macro level is focused on the activities planned by the teacher to then be applied to the learners. There some activities like teacher considering the students' prior knowledge and experience, relationship and sequencing tasks, group learning configuration (in pairs, individual and groups), and visual supports (videos, posters and internet) to facilitate the learning process and role of language.

And micro-levels focus on the activities that students and teachers work together in order to facilitate learning and comprehension. The teacher provides some techniques such as ask students to connect their prior experiences, ask learners construct verbal discourses and providing ideas, provides clues or hints to support students' interaction.

Types of Scaffolding

Visual scaffolding.

According to Harrell and Jordan (2013), Visual Scaffolding is one of the fifty strategies that can be used to teach English learners. This strategy is applied to provide learners with language support through the use of visual images that include a variety of didactic materials such as pictures, graph organizers (maps, diagrams, and charts), objects, films and power point presentations, among other resources. The teacher uses visual images to facilitate the comprehension of the language applied to each class.

In addition, the purpose of this strategy is to help students to connect the English vocabulary with the visual images to encourage active participation from all learners in each topic. The use of visual scaffolding helps students to increase a comprehensible input and make a language more memorable through the use of visual images. Visual scaffolding can be considered as one of the most profitable techniques or strategies for teaching in EFL classrooms in a formal way.

Unsworth (1997) claims that the use of images is beneficial especially for young learners because it allows constructing conceptual or narrative meanings according to the characteristics of each image. The images are tools that help to show the ideal meanings through conceptual or narrative images, the narrative images are focused on verbal or mental processes and actions, meanwhile, the conceptual images are involved in the classification of images and their components. In addition, he says that the use of images sometimes can be adapted to grammatical aspects to illustrate the actions and situations by using those images.

Shedletsky and Beaudry (2014) claim that visuals are considered as a medium for productive collaboration in the learning that helps to construction and support new

knowledge, through descriptions, corporations, and representations of those images. Besides, they say that the use of visual scaffolding helps to make the meanings more memorable, organizing their writings and especially those images can be utilized by the teachers as a medium to assessing the students' skills about synthetization, interpretation, and conceptualization from visuals.

Gutierrez (2013) says that visual scaffolding helps students to reinforce their weak vocabulary, it aids learners to gather detailed information in their prewriting with the vocabulary they have chosen. In addition, the application of visual aids increases motivation and self-confidence in learners to complete their tasks.

Verbal scaffolding

Verbal Scaffolding is a technique that focuses on language development. Its main objective is to provide interaction, communication and foster students' linguistic skills in the classroom. Through this strategy, the teacher uses different activities and tools to help the learners understand the concepts in a better way. According to, Scarlett (2015, p. 252) says that verbal scaffolding "means using deliberate forms of questioning and speaking that help English learners develop language skills while also engaging in higher levels of thinking"

To provide a better understanding, he mentions some examples that would be applied with this strategy such as teachers can use think- aloud, to asks students to verbalize their thoughts and express out loud what they are thinking about the provided topic, it will help to check on understanding and know whether the vocabulary which they are using to communicate the concepts is appropriate.

In addition, another example of applying verbal scaffolding is that students respond to questions posed by teachers or other students with the objective of expanding on learner responses to generate a broader interaction. Finally, he says that another activity of verbal technique is the application of antonyms and synonyms that help to expand pronunciation and vocabulary for the students.

Caparro, Caparro, and Morgan (2013) claim that verbal scaffolding involves the application of different techniques to increase language learners' linguistic production. There are some activities and tasks through which teachers can provide correct pronunciation and paraphrasing, they can change the speech from how they talk to their learners, but those changes are linked with some features like the word speed, the pauses provided by the complexity of the sentences, word election, and its longitude Procedural. Moreover, the authors say that this strategy helps learners to increase thinking skills and improve their speaking skills through the use of prompt questions.

Brooks (2015) states that verbal scaffolding involves the effective interaction and confidence among teachers and learners to promote linguistic competence. He adds some activities that can be used in the classroom to apply this strategy; for instance, teachers can provide think-aloud, where students have to demonstrate the comprehension processes such as linking information in text with prior knowledge, making predictions, formulate a summary of the reading and creating images about what they were reading, meanwhile, modeling pronunciation activities are focused on the demonstration and pronunciation of words where learners have the opportunity to hear the correct sound pronunciation and then mimic and practice the pronunciation, and monitoring their comprehension to increase higher levels of language proficiency in the classroom.

Rojas (2007) argues that the application of verbal scaffolding involves teachers in the design of questions and elaborate responses for the learners in the class instructions. In addition, he reveals that verbal scaffolding facilitates learners to move to their higher levels of language proficiency and develop their skills of comprehension and critical thinking.

Scaffolding writing

Dove and Honigsfeld (2013) claim that scaffolding writing involves numerous forms of activities in the writing process and can provide several degrees of support, he mentions two activities with different degrees of support, the first activity, teachers provide complete examples of paragraphs, sentences, and texts where learners have to analyze the readings and then focus on the writing process. The second activity is focused on all the writing process, where tutors provide constant assistance to help learners increase their understanding through these activities like glossaries, word lists, word walls, essay outline, paragraph frames and completing sentences with help or without any support.

Murphy and Smith (2015) argue that writing scaffolding is a tool that provides learners with opportunities to think or generate ideas and practice new skills or characteristics of writing. Besides, they say that this strategy helps learners to acquire and utilize some composing processes of texts through writing comparisons and contrasts of writing arguments until learner acquire the use of those processes on their own.

Oczkus (2012) reveals that scaffolding writing provides learners the necessary support from the first stage of writing until they become able to develop different writing assignments with a variety of genres. Moreover, he says that students' needs vary and many students need different instructions for writing and teacher guidance to comprehend and complete the different writing genres.

Mora (2011) claims that when applying writing scaffolding students can provide outstanding writing samples when they are guided or assisted with explicit and clear writing instructions. Besides, he adds that learners can increase their writing skills through different activities such as scaffold the draft stage of the writing process, spend the amount of time necessary in the stage of pre- writing, organizing the ideas effectively and know the different genres and structures of a piece of writing.

Scaffolding strategies and activities

Ferlazzo and Sypnieski (2012) argue that scaffolding strategies and activities are used in order to make lessons more effective and efficient. Scaffolding strategies and activities can be used as an instructional guide and tools to increase learners' understanding. Ferlazzo and Sypnieski suggest the following scaffolding strategies that can be used to support the learning process.

Modeling is a way of instruction in which the teacher shows learners how to produce or make the tasks and activities into the classroom.

Rate of speech and wait time; this is a wonderful way to check for understanding and for providing students with enough time to think and formulate their answers.

Use of nonlinguistic cues; it is principally focused on the use of gestures, manipulative objects, visual aids, and sketches to support the lesson.

Giving instructions; it is very useful to apply when students do not understand how to do or follow the activities. Besides, it provides written and verbal instructions step- by -step to complete the chores.

Check for Understanding; one of the most helpful activity to apply this strategy is the use of open questions because they allow students to develop their critical thinking and they become more aware of supervising their own knowledge.

Encourage development of L1; this strategy allows teachers and learners to use their mother tongue in the classroom but it does not mean that the whole lesson must be translated or that learners do not use English in the classroom or outside class hours. Moreover, teachers can translate specific instructions and important vocabulary words.

Spencer-Waterman (2014) argues that one of the most essential forms to engage learners in reading is through the implementation of meaningful scaffolding activities and different reading stages that aid them to create meaning as they read, he mentions some reading stages that help students develop their reading skills such as: first, *prereading activities* which will be focused on getting the brain ready for taking information. Second, during reading strategies, these activities will be focused on reader comprehension skills

and the last one involves language learners on the demonstration of what they have learned; this stage is also used to check for learners' understanding. Spencer-Waterman (2014) adds some essential scaffolding reading activities that can be applied to sustain the learning process. For example:

KWL Chart; this activity is divided into three important sections that teachers use to explore information about a topic. First, teachers ask the learners what they know about the topic (K). Second, teachers then ask the learners what they want or would like to learn (W). The last one, students indicate what they have learned about the topic but above all in this stage, teachers reinforce the students' knowledge (L).

Word cards; this strategy is applied especially to explain key vocabulary words from the texts to associate its meaning, relationships and definitions related to the topic. Besides, word cards can be used to design concept maps by using linking words.

Brain gym; this strategy is known as a resource for kinesthetic learners in the educational field, but it can also be used for students with other intelligences. To apply this strategy, teachers should include body movements to support or address learning due to the brain and body work both together in a net that help our intelligence and capacity of learning but above all it motivates and reduce the levels of stress in students.

Think aloud; this strategy is used especially in reading to aid learners to monitor their own thinking and to understand the text. There are here some activities that can be applied with this strategy such as the teacher can ask students to follow silently while he/she reads aloud; after that, the teacher asks questions aloud after reading to verify if students have understood what they have just read, students, talk about what they have understood as they read.

Frey (2012) claims that scaffolding strategies provide broad support in the learning process for the students to completing their tasks with teacher supports or without. Furthermore, he says that it will help not to waste a lot of time into class instructions. He adds some activities that can be applied in the classroom to ease the teaching and learning process.

Collaborative learning is a strategy in which students work in small groups or in pairs to work together to complete the activities and tasks provided by the teachers to find solutions to the problems.

In *Guided instruction*, the teacher becomes the coach that provides cues and prompts to solve complex problems related to the topics that are being studied in the class.

In *Independent tasks*, teachers provide students with opportunities to work alone because it is easier to concentrate on their tasks.

Lopez (2012) says that teachers use scaffolding strategies to support learners to achieve their learning aims and that the activities applied in scaffolding teaching and learning have to be carefully designed according to the students' level of understanding to build higher levels of language and thinking. Lopez (2012) suggests the following scaffolding activities that can be applied in the classroom to facilitate the learning process.

Develop Students' Metacognitive Ability; it helps learners to reflect about their learning, organizing their thoughts, and know the most effective strategies to apply in a particular activity. To apply this strategy he mentions some activities and techniques such as; context clues, graphic organizers, writing comments or questions, KWL charts, think-aloud and connections.

Teach Academic Vocabulary; teacher provides a limited number of words from each topic which is being taught and then, he/she explains their diverse meanings and utilization. Besides, teach when those words are used with high and low frequency, and its relationship to a content area like science, social studies, math etc.

Use Text Representation; it consists in that students transform linguistic constructions to other genres like dramatizations, emotions and ideas, personal narrative and historical essays.

Visual Tools; it helps to expand the prior knowledge and make connections about the information which is activated through these tools to support a deeper learning. He includes some activities like graphic organizers, thinking maps, manipulative images, and visual representations.

Bridge new concepts; it is used to connect prior-knowledge stored with the new information which students have acquired into their existing mental structure.

Advantages and disadvantages of scaffolding teaching strategy

Ustunel (2016) mentions that scaffolding is a teaching technique that provides huge advantages for learners in order to facilitate and improve their learning process. Here he adds some advantages such as; providing clear instructions for the students, explaining the aim of the tasks or activity, offering assessments to clear up doubts, keeping students motivated on activities and tasks, reducing disappointment and incomprehension for the learners.

In the same line, Sutrisno (2012) and Van Der Stuf (2002) claim that one of the principal advantages of scaffolding strategy is that it engages students in the learning process and maintains students actively involved in all the class instructions provided by

their educators. It prompting that student expands on earlier information and structure new learnings.

In addition, they say that this strategy is very useful to work with learners who have learning disorders and low self-esteem because it gives opportunities to provide positive feedback accompanied by motivational phrases like, " look what you have just discovered", "very good ideas" etc.

He mentions that through the application of scaffolding teaching strategy, it can help students to reduce the level of frustration in the learning process. Moreover, he says that if scaffolding strategy is applied properly it motivates the learners so that they want to learn.

On the other hand, Sutrisno (2012) claims that the application of scaffolding strategy also produce some disadvantages such as usage of individualized scaffolds in a classroom with an expansive number of learners would be extremely time-consuming to perform the needs of each student individually. Another drawback of scaffolding strategy would be that teachers are not adequately trained to apply scaffolding instructions in each section therefore they do not will see the positive effects

Finally, he mentions that the use of curriculum guides and teachers' manuals that instructors are exposed to work sometimes these do not include examples of scaffolding methods as a teaching strategy that would be necessary for the specific lessons. It will provide a drawback in the learning process.

There are some studies focused on the use of scaffolding teaching strategy in the English classroom. It is important to consider these studies and their contribution to the English teaching field.

Ahangaran, Hejazi and Razmjoo (2014) conducted a study at Morad Talkro Language Institution in Tabriz, Iran whose purpose was to know the influence of scaffolding strategy on English foreign language learners' in summary writing skills. They used two processes: data collection and data analysis. The data analysis was based on the objective to identify the impact of scaffolding on learner' summary writing ability and content retention of writing. The participants were 40 females between 12 to 15 years old in the Language Institution in Tabriz, Iran; they were randomly divided into two groups as control and experimental groups. The control group followed the instruction their books and did not receive any help from the tutors in their writings. On the other hand, the experimental group they were constantly helped from the teachers and underwent to scaffolding.

The instruments used in this study were three: *KET test* (composed of Reading, Writing, Listening & Speaking) to know the homogeneity of both groups, *a writing pre-test* (writing a summary of story from chatterbox) to obtain information about students' levels

and a writing posttest to know the impact of scaffolding strategy on summary writing and content retention of the learners' writing. On the other hand, the data analysis was based on the tests mentioned above.

The results show that scaffolding writing strategy helps learners to increase their knowledge of writing and linguistic skills in the EFL, but above all, it aids in the content retention of the learners' writings. The authors conclude that the use of scaffolding writing strategy helps the students to become autonomous in the learning process, and they will be able to complete tasks independently without any assistance from their teacher.

Besides, Khaliliaqdam (2014) conducted a study in Islamic Azad University, Boukan, Iran whose purpose was to examine the role of scaffolding strategy through the use of communicative activities to develop basic speech in EFL adult learners. This research was conducted in a language Institute of Boukan, Iran. The participants were six male adults without any brain damage with an age of 25 years old. The instruments applied in this study were pictures to obtain narrative speeches and a textbook that contains a variety of picture series in the form of multi-colored drawings.

The results show that scaffolding strategy and collaborative chores are effective tools to increase the speech and language development in the foreign language learners. Moreover, he says that group work tasks help interaction between learners, and they are able to produce results in a more efficient way than their individual competence. As a conclusion, they argue that scaffolding serves as a useful medium for adults to learn a second language more efficiently and effectively, as long as there is enough comprehensible input and reinforcement linguistic.

Another study was conducted by Strigel (2014) in order to investigate how teachers use verbal scaffolding to help their learners and what types of verbal scaffolding techniques they apply in the class. In this study the participants were two native English teachers who collaborated voluntarily for this study, the first teacher with 10 years' experience of teaching students EFL (English as a Foreign Language) and EAP (English for Academic Purpose) in the HE (Higher Education) and FE (Further Education) sector and the other teacher with 8 years' experience of teaching international learners in HE (Higher Education), and 52 students who were divided into two groups of 26 students each group, the instruments used in this research were two: *interviews teachers* (composed of questions about teaching experience, educational background, and lessons aims) and *recordings of student conversations* (those are focused on classroom discourse and interactions) then, these were transcribed and analyzed to obtain the results.

The results have shown that the principal tool to start a discussion is asking open questions because it allows the learner to verbalize or manifest their ideas with absolute freedom to share what they think about a topic. Besides, he says that students have more opportunities to develop and practice oral fluency. As a conclusion, he highlights that there is the need for flexibility and acknowledgment from teachers in using verbal support strategies in language learning to ensure that learners practice classroom communication effectively.

A fourth study by Nemartabrizi and Shokripour (2015) was done at Kish Institute of Science and Technology, Shiraz, Iran. with the purpose to analyze and determine the impacts of nonverbal activities provided by teachers to support the reading and language comprehension through the application of visual scaffolding strategies such as diagrams, presentational gestures and other methods. In their study stated that a group of 80 Iranian students EFL were chosen randomly with an age closer of 11 to 12 years old. The learners were from Kish Language Institute of Science and Technology Shiraz, Iran. The participants were organized into three groups: reflective group (25 students), impulsive group (25 students) and control group (30 students). In experimental groups, 30 students were supported by visual scaffolding and 30 students in control group do not be benefited from visual scaffolding. The instruments applied in this research were two: KET test (used as proficiency test) and the second instrument was an Impulsiveness Questionnaire of Persian version designed to separate the students into two groups of impulsive and reflective.

The results show that the application of visual scaffolding provide a positive effect on reading comprehension of young learners in general and other findings obtained in this study indicated that reflective learners' reading comprehension is more affected by application of visual scaffolding strategy than impulsive learners, the authors conclude that teachers of the second language whether they know that their students learn more through different kinds of scaffolding strategies, visual in particular or different learning styles, they can adapt or change their teaching procedures according to students' needs.

The next study, was conducted by Ahmadi Safa and Rozati (2016)_whose purpose was to know the effectiveness of scaffolding strategy on English as a foreign language to help learners improve their listening comprehension.

The participants of this research were 90 Iranian Intermediate EFL learners all they were female with an age of 12 to 20 years old.

The study was conducted at private language institutes in Hamedan, Iran. The participants were randomly separated into a control group and two experimental groups. In

the first experimental group, the classmate experts helped their fewer knowledge classmates in their listening comprehension activities. The second one group, the students with the same level understanding the teacher asked them to assist each other in their working teams to do the follow-up activities and tasks. The last one (control group) did not use any scaffolding schema and neither interact among them and their teacher. Furthermore, the instruments applied in this research were a pre- and post-test of a standard test TOEFL (Test of English as a Foreign Language).

The results of this study have shown that the learners who applied scaffolding strategies on interactive group work on collaborative tasks to help their peers were able to develop the listening comprehension tasks more effectively than learners who did not use those scaffolding strategies.

The authors concluded that the EFL learners improve their abilities and proficiency level through the engagement in collaborative activities and interactive group work.

The last study was conducted by Lestari (2016) in order to investigate the effectiveness of applying visual scaffolding technique in teaching reading comprehension in EFL classroom. This study was done for learners of state junior high schools in Cirebon, Indonesia of eighth-grade basic education.

The instruments applied to conduct this research were two: The pre-test and post-test (both tests were designed with multiple choice questions) and observations were applied to supporting the data analysis which consisted of some features such as: students' motivation, students' ability to work in groups ,students' comprehension of the target language, students' response and participation and students' progress in learning reading.

The results showed that visual scaffolding strategy helped to improve the learners' reading comprehension making language or vocabulary more memorable. Moreover, he found that this strategy supports students to do some tasks that they cannot yet do by themselves. Finally, the author concludes that the participants have shown significant improvements in the post-tests which mean that learners comprehend the text very well.

CHAPTER II: METHOD

Setting and participants

This study was carried out in three courses of a private school located in the city of Loja. To ensure the correct sample, the participants of this study were 45 students of fifth, sixth and seventh grades of Basic Education. The students' range age was from 9 to 11 years old. The participants were female and male students, being the majority female students with 29 girls and 16 boys. To conduct this research, some observations were conducted in order to contrast the results obtained through the questionnaires and survey.

Procedures

To conduct this study, first all of, it was necessary to review scientific information mainly referred to the influence of the scaffolding teaching strategy on the learning environment in EFL classrooms. Different sources like articles, journals, books were used to facilitate the comprehension of the topic. The literature review was focused on descriptions of major themes such as; scaffolding definitions, types of scaffolding, scaffolding strategies and activities, advantages and disadvantages of scaffolding which helped to acquire the necessary knowledge about the topic. Moreover, six previous studies related to the topic were analyzed and the most relevant information was taken from them.

The data collection of this research was obtained during five weeks in which three observations of lessons given in each course. The results were conducted on the class observations where there were 45 class observations that lasted 45 minutes each one, and A mixed method approach was used for data collection and analysis. The qualitative method was used for the gathering of scientific information and diversity of ideas related to the topic. And the quantitative method which was used to analyzing and interpreting the information of this study in order to answer the research questions.

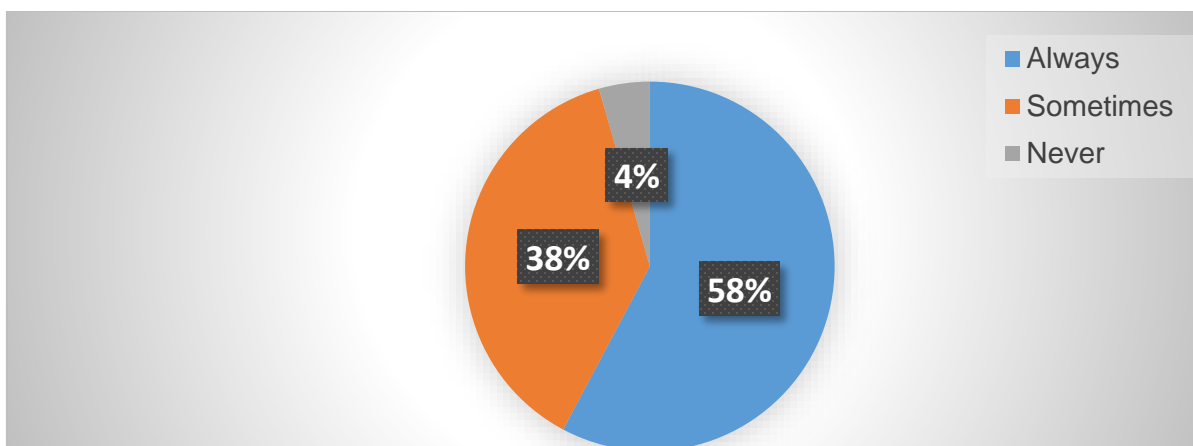
Once the data was collected, the results from the student's questionnaires were entered in accounting software computer that displayed trust-worthy results. Then, data was tabulated and displayed in pie charts and bar graphs.

The results presented in each bar chart and pie chart were analyzed and described as follows: The first, second, third and fourth graphs describe the activities that the teacher uses to apply scaffolding teaching strategy in the EFL classroom. While the results in graph fifth refers to the didactic materials that are available to apply scaffolding strategy. Moreover, the results in graph sixth, seventh, eighth and tenth refer to motivation and the engagement that scaffolding provides for the students in the learning process. Lastly, the ninth, eleventh and twelfth graphs represent the influence and benefits provided through application of scaffolding strategy in the English classroom.

Finally, for doing the analysis of the results, it was necessary to consider the topic and the research questions related to the application of scaffolding teaching strategy and its influence on the learning environment in an EFL classroom in a private school.

CHAPTER III: RESULTS AND DISCUSSION

This section presents the analysis, interpretation, and description of the results obtained from the questionnaires, observations and surveys applied for the participants in the research regarding scaffolding teaching strategy and its influence on the learning environment in an EFL classroom in a private school. Each graph shows the results obtained from the application of this strategy in the English foreign language in the classroom.



Graph 1. Does your teacher use activities to activate your prior- knowledge?

Source : students' Questionnaire

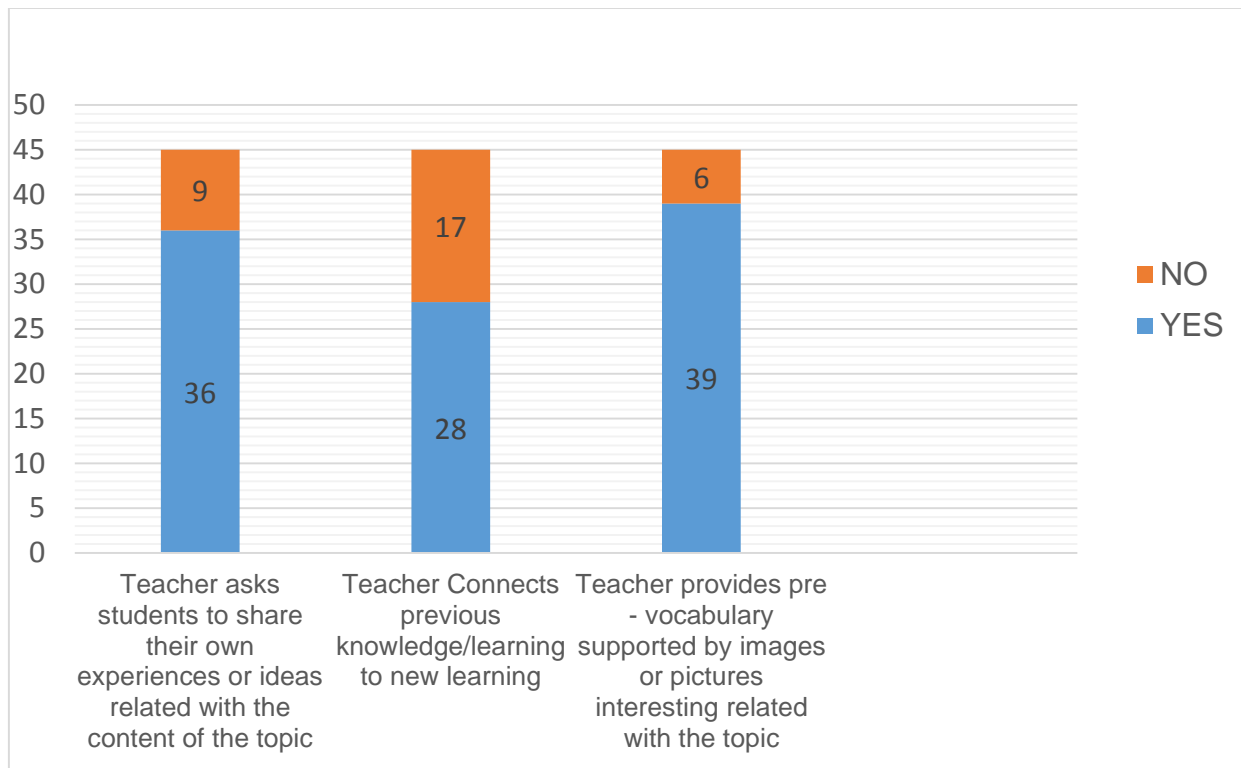
Author: Jose Anibal Paccha

In Graph 1, the results show that 58% of the participants, which corresponds to 26 students, believe that their teacher always uses activities to activate their prior knowledge; while 38% of them (7 students) consider that sometimes their teacher uses activities to activate their prior knowledge. Finally, 4% of the participants that corresponds to 2 students indicate that their teacher never uses these activities.

As it can be observed, most of the students consider that their teacher uses activities to activate their prior knowledge. It was evidenced through the class observations in which the teacher used pictures related to the topic to provide pre- vocabulary supported by visual aids to increase their comprehension. Additionally, during the survey, the teacher argues that she frequently uses this strategy because it allows her to involve the learners in the lesson ; in the same way it helps students to activate their prior knowledge.

Finally, with respect to the activities to activate prior- knowledge it is necessary to mention that Lopez (2012) suggests *Bridge new concepts* which is a strategy used to connect prior-knowledge stored with the new information that students are acquiring or structuring in their brain.

Graph 2. Which of the following activities does your teacher use to activate prior knowledge?

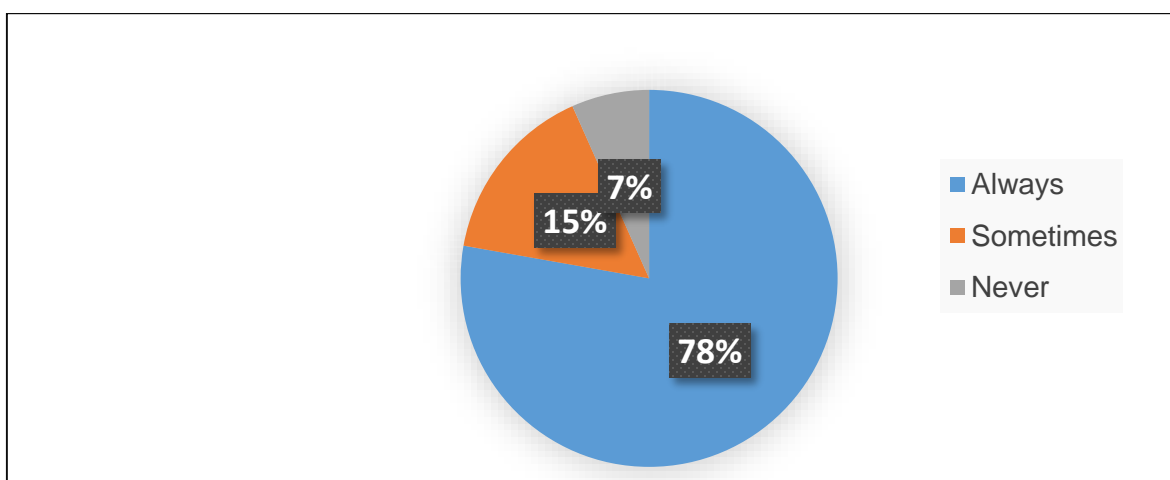


Source: Students' Questionnaire
Author : Jose Anibal Paccha

The results in graph 2 reveal that 80% of the participants, that corresponds to 36 students, indicate that the teacher activates their prior knowledge by asking them to share their own experiences or ideas related to the content topic. In contrast, 20% of them, which correspond to 9 students, indicate that their teacher does not ask them to share their own experiences or ideas related to the content topic to activate prior knowledge. Additionally, 62% of the participants, that corresponds to 28 students, indicate that their teacher connects previous knowledge with new learning with the aim of activating their prior knowledge. On the contrary, 38% that represents 17 students believe that their teacher does not use this activity to activate their previous knowledge. Finally, 86% of participants, that represents 39 students, claim that their teacher provides pre- vocabulary supported by interesting images or pictures related to the topic to activate their prior knowledge while 6 students that correspond to 14% of them believe that their teacher does not apply this strategy to activate the prior knowledge.

According to the previous results and the class observations, it can be said that the majority of activities used to activate the prior knowledge of learners in the classroom were the teaching pre- vocabulary supported by images and sharing of students' own experiences related to the topic. Finally, during the survey, the teacher indicated that she uses these type of activities because they promote students' knowledge.

Gutierrez (2013) mentions that visual images help students to reinforce their weak and pre- vocabulary and it helps learners to gather detailed information in their prewriting with the vocabulary they have chosen. In addition, the application of visual aids increases motivation and self-confidence in learners to complete their tasks.



Graph 3. Does your teacher use activities and strategies to support knowledge according to students' needs and level of understanding?

Source : Students' Questionnaire

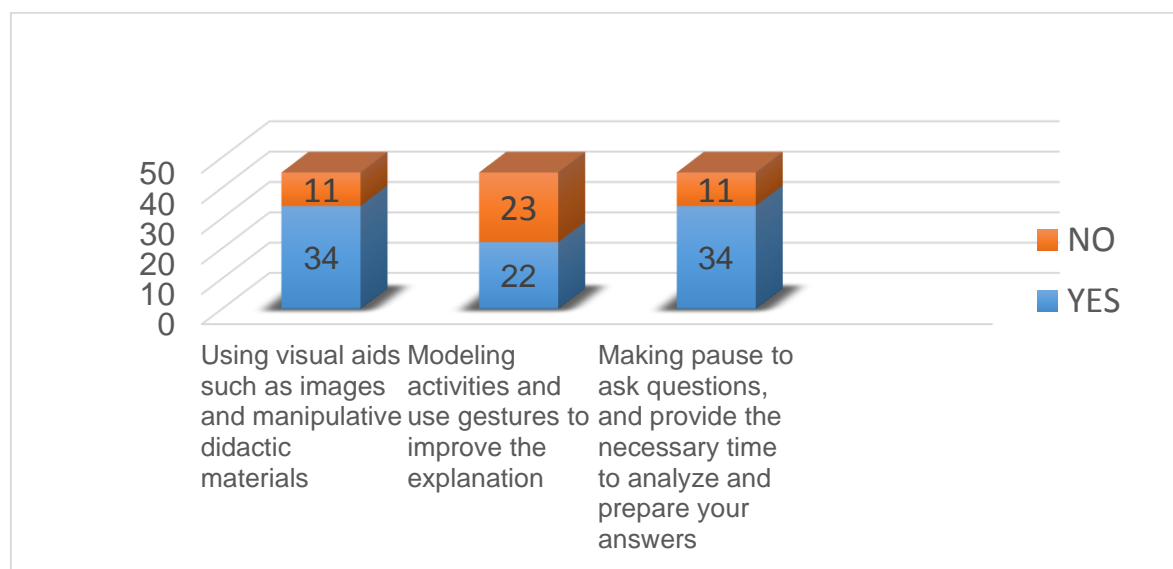
Author : Jose Anibal Paccha

According to the results in graph 3, the teacher uses activities and strategies to support students' learning according to their needs and level of understanding. In fact, 78% of the participants which corresponds to 35 students believe that the activities used during the lesson support their learning according to their needs and level of understanding. On the contrary, 15% of students that represents 7 participants indicate that their teacher sometimes uses activities and strategies to support their learning according to their needs and level of understanding while just 7% of the participants that corresponds to 3 students mentioned that their teacher never uses activities and strategies to support their learning according to their needs and level of understanding.

During class observations, it was verified that the teacher always uses activities and strategies to support students' learning according to their needs and level of understanding. In addition, the teacher indicates that she applies these strategies because students have different needs and levels of understanding and they need additional support.

Referring to the use of activities and strategies to support learning according to students' needs and level of understanding, Lopez (2012) states that the activities applied as part of scaffolding teaching and learning strategy have to be carefully designed according to the students' level of understanding for teachers to facilitate the learning process through carefully designed activities that serve to build higher levels of language, thinking, and complexity.

Graph 4. Which of the following activities and strategies does the teacher use to help you improve your knowledge according to your needs and level of understanding?



Source : Students' Questionnaire

Author: Jose Anibal Paccha

Graph 4 shows that 34 students that represent 76% of them indicate that their teacher uses visual aids such as images and manipulative didactic materials to help them improve their knowledge according to their needs and level of understanding while 11 students which correspond to 24% of them indicate that their teacher does not use visual aids and manipulative didactic material to aid them to improve their knowledge according to their needs and level of learning.

Similarly, 34 students that represent 76% indicate that their teacher helps them to improve their knowledge according to their needs and level of understanding; for this purpose, their teacher makes pauses to ask questions and provide the necessary time to analyze and prepare the answers. In contrast, 11 students that represent 24% mention that their teacher does not use these activities to help them improve their knowledge according to their needs and level of understanding.

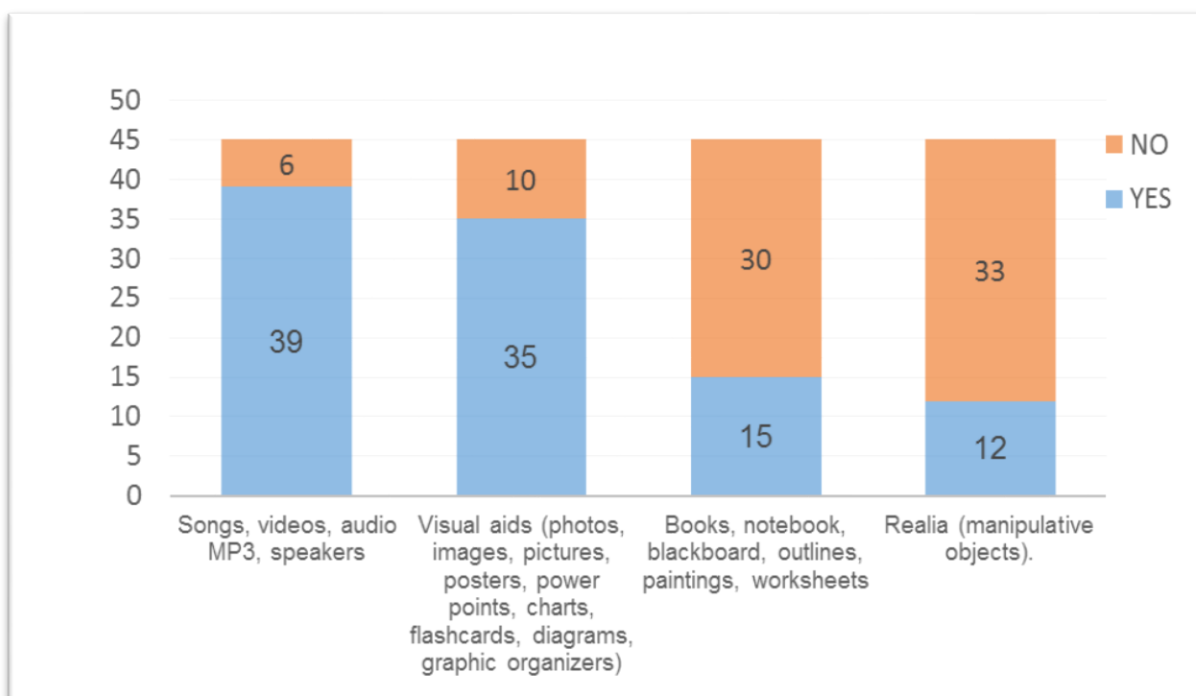
Finally, 22 students that represent 49% express that their teacher uses modeling activities and gestures to help them improve their knowledge according to their needs and level of learning. On the other hand, 23 students that correspond to 51% believe that their teacher does not use modeling activities and gestures to help students improve their knowledge according to their needs and level of understanding.

The observations reveal that the most common activities used by the teacher to help students improve their learning were the use of visual aids, making pauses to asking questions and providing enough time to prepare their answers. Besides, in the survey, the teacher indicates that she uses these activities because they motivate students to learn more vocabulary through visual aids and encourage learners to participate in discussions.

Ferlazzo and Sypniewski (2012) provide two Scaffolding strategies or activities that can be used as an instructional guide and tool to increase learners' understanding. The first strategy the authors present is *modeling* that is a way of instruction in which the teacher shows learners the steps to complete the tasks and activities in the classroom. The second one, *rate of speech and wait time* is a wonderful way to check for understanding and for providing students with enough time to think and formulate their answers.

In the same manner, Harrell and Jordan (2012) emphasize that the objective of using visual images is to facilitate comprehension of the language used in each class; they also suggest that the use of visual images help to make language more memorable.

Graph 5. Which of the following didactic materials help you to work better in the EFL classroom?



Source : Students' Questionnaire

Author: Jose Anibal Paccha

The results in graph 5 show that 87% of the participants (39 students) answered that songs, videos, audio MP3, and speakers have helped to work in a better way. On the contrary, 13% which represents 6 students reveal that the use of songs, videos, audios, speakers do not help them to work in a better way during the lessons. Visual aids such as photos, images, posters, PowerPoint presentations, charts, and flashcards, diagrams, and graph organizers are perceived by 35 students (78%) to be useful for them to work in a better way during the lessons; in contrast, 22 % of the participants that corresponds to 10 students reported that visual aids do not help them to work in a better way.

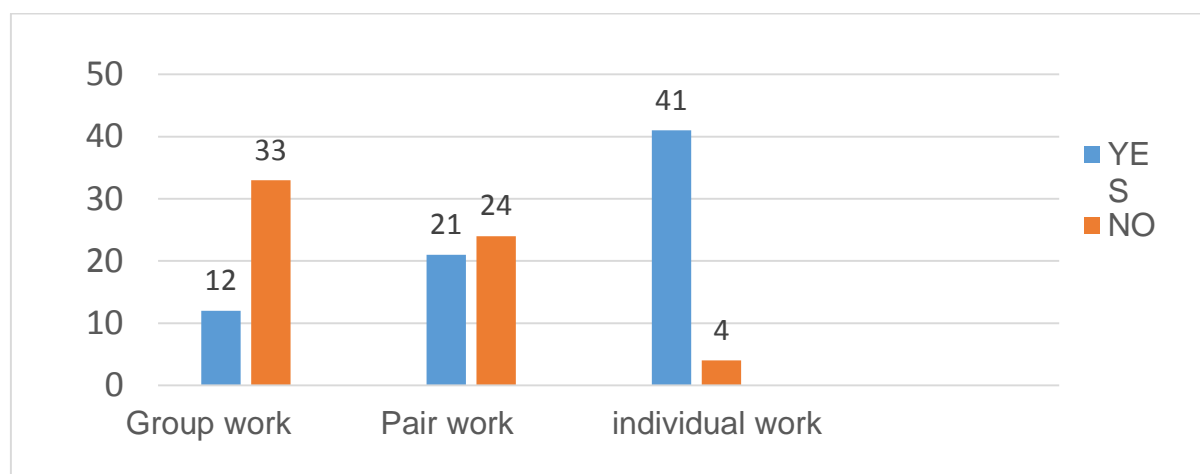
Furthermore, 33% which corresponds to 15 students reveal that didactic materials like books, notebooks, blackboard, outlines, paintings, and worksheets help them to work in a better way; on the other hand, a considerable percentage of 67% that corresponds to 30 students report that these didactic materials do not help them to work in a better way. Similarly, 27% which represents 12 students stated that didactic material such as manipulative objects help them to work in a better way during the classes; however, 73% that corresponds to 33 students believe that didactic materials such as realia and manipulative objects do not help them to work in a better way.

It was evidenced through class observations that the teacher seldom uses realia, worksheets, outlines and the blackboard as didactic materials, rather she always uses the digital textbook, videos, audios, songs, and pictures displayed through screen projector to support her explanation in the classroom. In the survey, the teacher confirmed that she uses visual aids as didactic materials because it provides a change in the dynamics of the language classroom and helps to motivate and attract students' attention in the learning process.

Harrell and Jordan (2012) state that scaffolding strategy includes a wide variety of didactic materials such as pictures, graph organizers (maps, diagrams, and charts), objects, videos and PowerPoint presentations, among other resources with the objective of facilitating the comprehension during the instruction.

Likewise, Al-Mahrooqi (2014) mentions some didactics materials which will be used with scaffolding strategy in order to facilitate the learning process such as: visual supports, videos, internet and, posters. Besides, Lopez (2012) says that *Visual Tools* help to expand prior knowledge and make connections about the information which is activated through these tools clearly and without complications. He includes some activities like graphic organizers, thinking maps, manipulatives, and visual representations.

Graph 6. Which of the following cooperative group techniques does your teacher use during the lesson in the English classes?



Source : Students' Questionnaire
Author: Jose Anibal Paccha

The results in graph 5 show that 27% of the participants which corresponds to 12 students indicate that their teacher uses group work as a cooperative group technique to work while a great amount of 73% that corresponds to 33 students believe that their teacher does not use this cooperative group technique in the English classes. Additionally, 47% that corresponds to 21 students, expressed that their teacher uses pair work as a cooperative group technique to work in the English classes, on the contrary, 53% which corresponds to 24 students reported that their teacher does not use this cooperative group technique in the English classes.

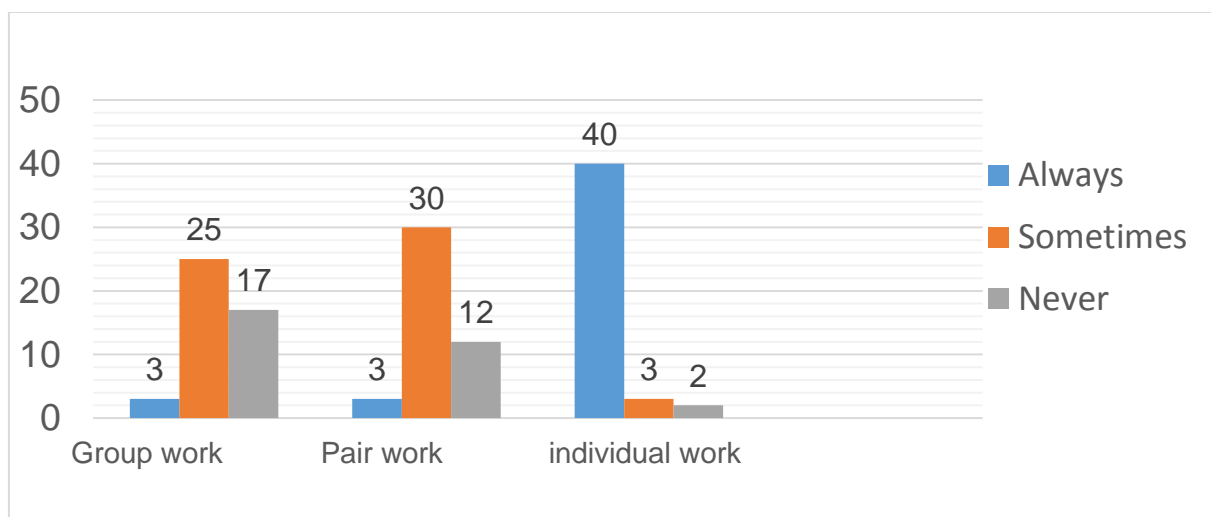
On the other hand, 91% that corresponds to 41 students which are an important amount of participants mentioned that their teacher uses individual work in the English classes to work in the classroom; on the contrary, just 4 students that represent 9% of them indicate that their teacher did not use individual work in the English classes.

Knowing the importance of using cooperative group techniques in the English classes in a research done by Ahmadi Safa and Rozati (2016) found that the EFL learners' listening comprehension improves their abilities and proficiency level through collaborative activities and interactive group work.

According to the results provided, it was also evidenced through the class observations, where teacher frequently lets learners work individually. The learners like to work at their own pace and they feel more comfortable taking actions on their own.

In addition, the teacher in the survey answered that she provides individual work for students because learners consume less class time for groups to meet and it allows blocks out all kind distraction in the classroom with their peers.

Graph 7. How frequently does your teacher provide you with opportunities to work in group work, pair work and individual work?



Author: Jose Anibal Paccha
Source: Students' Questionnaire

The results in graph 7 evidence that 40 students that represent 89% of them indicate that their teacher always provides opportunities to work individually while 3 students that represent 7% claimed that their teacher sometimes provides opportunities to work individually and only 4% that correspond 2 students expressed that they never work individually.

In addition, 7% that corresponds to 3 students indicate that their teacher always provides opportunities to work in pairs while 30 students that represent 67 % claimed that their teacher sometimes provides opportunities to work in pairs. Finally, 12 students that correspond 26% mention that their teacher never provides opportunities to work in pairs.

Moreover, 7% of the participants which corresponds to 3 students indicate that their teacher always provides opportunities to work in groups, while 25 students that represent 55% mention that their teacher sometimes provides opportunities to work in groups. Finally, 17 students that represent 38% of them claim that their teacher never provides opportunities to work in groups.

Frey (2012) holds that in Independent tasks, teachers provide students with opportunities to work alone because it is easier to concentrate on their tasks.

It was evidenced through the direct observations that the teacher does not use cooperative group techniques very often in the classroom. The students worked on their own pace and teacher spends the longer time working on the important topics for them.

Through the survey, the teacher mentioned that she does not use cooperative group techniques in the classroom because individual work allows students to concentrate in the class instructions and minimize the disruptions on the classroom behavior.

Graph 8. How do you feel when work in group work, pair work and individual work?



Source : Students' Questionnaire
Author: Jose Anibal Paccha

As Graph 8 illustrates, 62% of participants that corresponds to 28 students affirm that they feel comfortable working in groups while 12 students which represent 27% indicate that they feel very comfortable working in groups and 11 % that corresponds to 5 students claim that they feel uncomfortable working in groups.

In addition, 15 students that represent 33% argued that they feel comfortable when the teacher asks them to work in pairs, 60% which corresponds to 27 students indicate that they feel very comfortable working in pairs. On the contrary, a small number of 3 students that represent 7% expressed that they feel uncomfortable working in pairs.

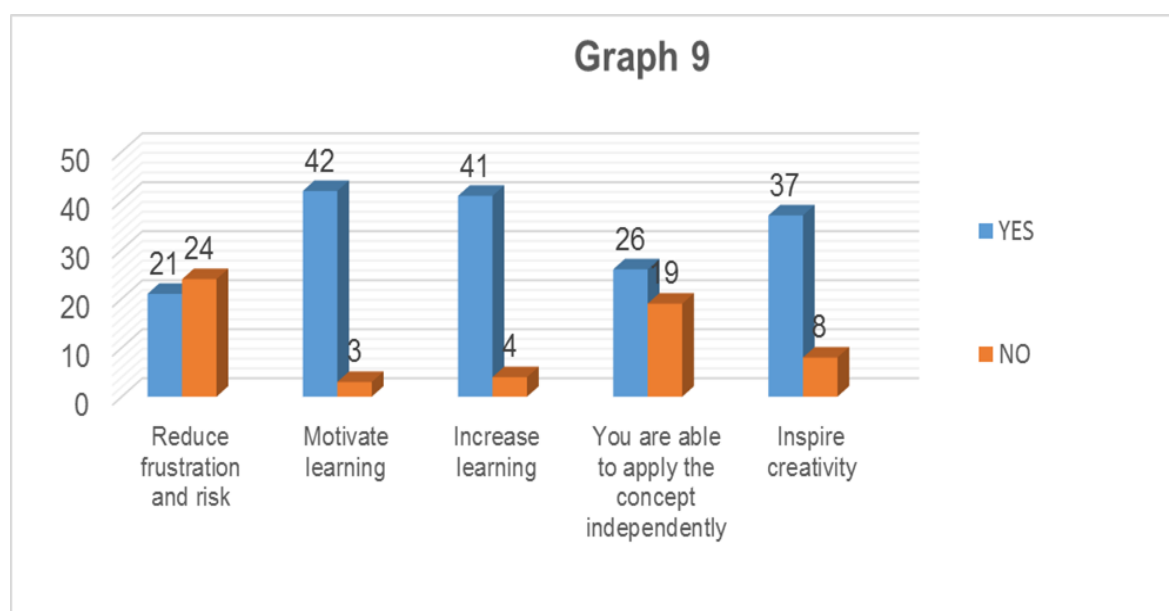
Finally, 36% that corresponds to 16 students said that they feel comfortable when working individually, 6 students that correspond to 13% of them indicate that they feel very

comfortable when working individually and 51% which corresponds to 23 students claim that they feel uncomfortable when working individually.

According to the evidences obtained from observations' classes' when teacher applied those techniques it created a more relaxed environment in the classroom the learners feel comfortable and showed a level of participation higher in the class than individually. In addition, the teacher indicated that she uses group teaching technique because it encourages her students to work and help each other.

In a study carried out by Khaliliaqdam (2014), it was evidenced that scaffolding strategy and collaborative tasks are effective tools to increase speech and language development in foreign language learners. Moreover, he says that group work tasks help to increase interaction among learners, and they are able to produce results in a more efficient way than when they word individually.

Graph 9. Which of the following benefits have you gained with the application of scaffolding teaching strategy in the classroom?



Source : Students' Questionnaire
Author : Jose Anibal Paccha

The results in graph 9 show that 42 students that correspond to 93% express that with the application of this strategy they are motivated to learn, but with just 7% that corresponds to 3 students consider that the application of scaffolding teaching strategy in the classroom does not motivate them to learn. Similarly, 41 students which correspond to 91% believe that the application of scaffolding strategy helps them to increase learning;

however, a small amount of 4 students which represent 9% mention that the application of scaffolding teaching strategy does not help them to increase their learning.

Additionally, the results in this graph show that 82% of the participants which corresponds to 37 students believe that the application of scaffolding teaching strategy inspire creativity while 8 students that represent 18% indicate that the application of this strategy does not help them to be creative to work in the classroom.

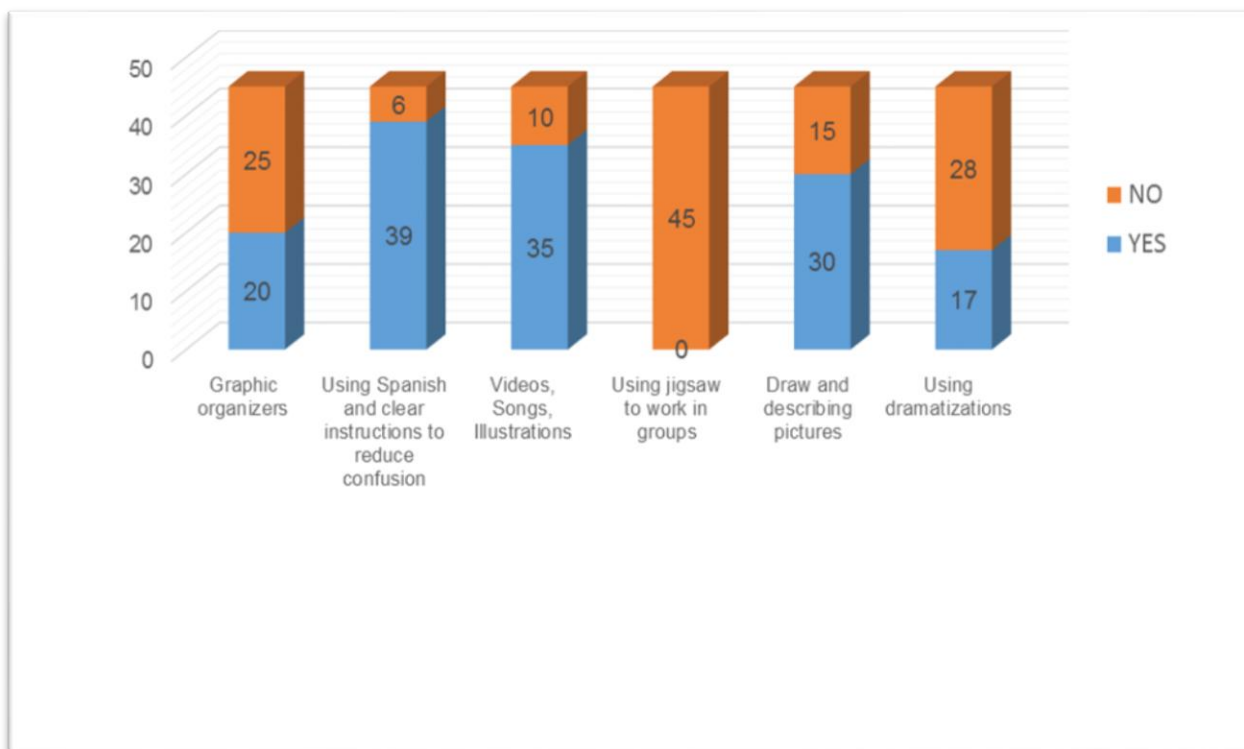
Furthermore, 27% of participants which corresponds to 21 students believe that the application of scaffolding teaching strategy helps them to reduce frustration; in contrast, 24 students that represent 53% consider that the application of scaffolding teaching strategy does not help them to reduce frustration. Finally, 58% that corresponds to 26 students mention that the application of scaffolding teaching strategy in the classroom helps them to apply the concepts independently; by contrast, 19 students that represent 42% said that the application of scaffolding teaching strategy does not necessarily help them to apply the concepts independently.

According to the results obtained from students' questionnaires,' it was also confirmed through observations that scaffolding teaching strategy motivates and engage learners in the learning process in the classroom. Moreover, in the survey she said that scaffolding is an important teaching technique in the language acquisition to facilitate the learning process, gaining students attention and improving the outcomes in the language classroom.

Sutrisno (2012) mentions that through the application of scaffolding teaching strategy it can help students to reduce the level of frustration in the learning process. Moreover, he says that if scaffolding teaching strategy is applied properly it motivates the learners so that they want to learn.

In the same way, Ahangaran, Hejazi, and Razmjoo (2014) conclude that the use of scaffolding writing strategy helps the students to become autonomous in the learning process, and they will be able to complete tasks independently without any assistance from their teacher.

Graph 10. Does your teacher use activities and scaffolding strategies to encourage student's participation in the classroom providing a relaxed and good atmosphere



Source : Students Questionnaire

Author: Jose Anibal Paccha

The results in graph 10 evidence that 87% of the participants that corresponds to 39 students believe that their teacher uses Spanish and clear instructions as a strategy to encourage their participation and provide a good atmosphere in the classroom; on the contrary, a small percentage 13% which corresponds to 6 students believe that their teacher does not use these strategies to encourage their participation and provide a good class atmosphere.

Furthermore, 78% of the participants that corresponds to 35 students mention that their teacher uses videos, songs, and illustrations as strategies and activities to encourage student's participation and provide a relaxing and good atmosphere in class while 10 students that represent 22% indicate that their teacher does not use these strategies to encourage their participation and provide a good class atmosphere. Regarding the use of jigsaws, 100% of the participants that corresponds to 45 students consider that their teacher does not use this activity as a strategy to encourage their participation and provide a good class atmosphere.

Besides, with 67% which corresponds to 30 students revealed that their teacher asks them to describe pictures as a strategy or activity to encourage their participation and to provide a good class atmosphere, but, a considerable amount of 15 students which represent 33% said that their teacher does not use these activities to encourage student's participation and provide a good atmosphere in the classroom.

In addition, 44% of the participants that corresponds to 20 students consider that their teacher uses graphic organizers as a strategy or activity to encourage their participation and a good class atmosphere; however, 25 students that represent 56% indicate that their teacher does not use these strategies or activities to encourage their participation and provide a good class atmosphere.

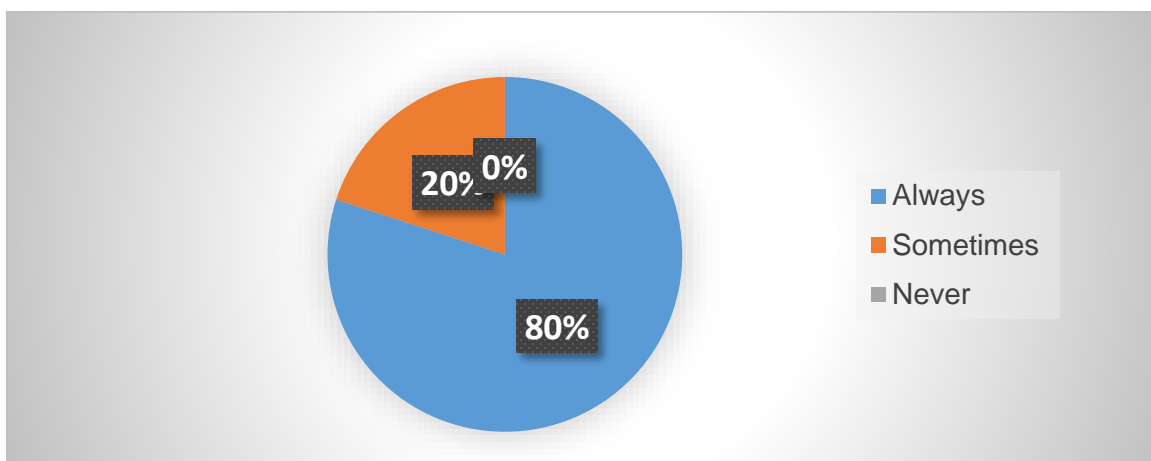
Finally, 38% which corresponds to 17 students expressed that their teacher uses dramatizations as a strategy to encourage learner's participation and provide a good class atmosphere, however, a great amount of 28 students that represent 62 % of participants said that their teacher does not use this strategy in the classroom to encourage learner's participation and good atmosphere in the classroom.

As it is observed, the main activities or strategies that the teacher uses in the classroom to encourage student's participation were the use of Spanish language and clear instructions, and the use of videos, songs, and illustrations. Moreover, the teacher always used digital textbook and screen projector to display the activities in the classroom in a better way and because these were the main didactic materials that the institution provided. It was confirmed by the direct observations.

Besides, in the survey the teacher said that all the scaffolding activities help to improve students' learning and facilitate tutors' work. Also, she claimed that her favorite strategy to use in the classroom is visual aids because it helps students to clarify the meaning of words and gaining learners attention and increasing their motivation.

Lopez (2012) says that the use of text representation consists in that students transform linguistic constructions to another genre like dramatizations, emotions and ideas, personal narrative and historical essays.

The results above relate to Ferlazzo and Sypniewski (2012) who mention that the use of Spanish language allows teachers and learners to use their mother tongue in the classroom to translate specific instructions and important vocabulary words.



Graph 11. Does your teacher show how to develop activities or tasks?

Source: Students' Questionnaire

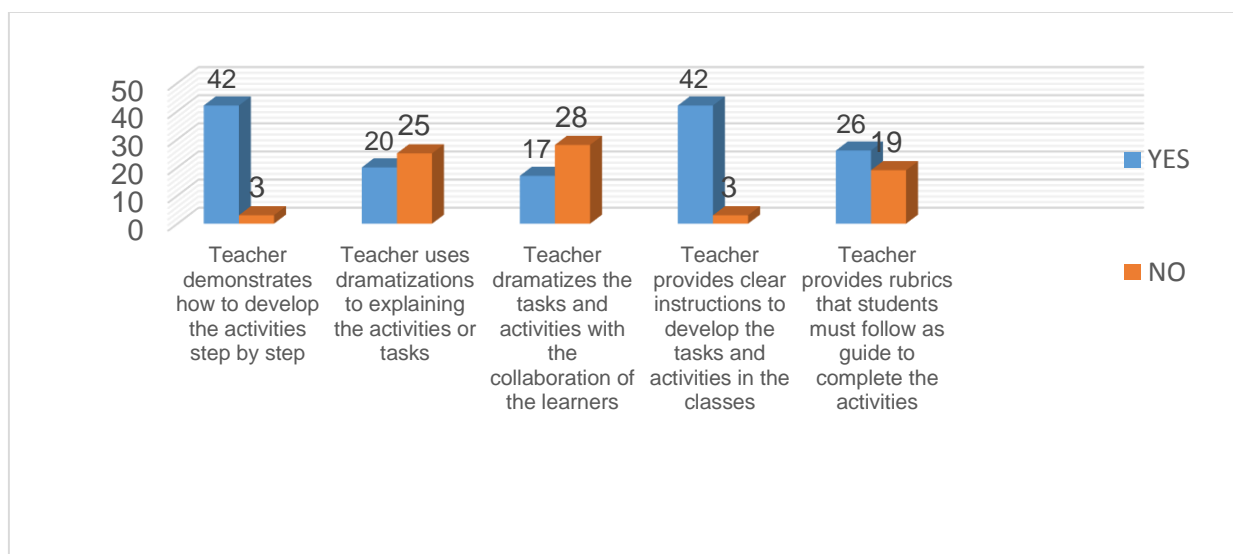
Author : Jose Anibal Paccha

The results in graph 11 show that 80% of the participants which represents 36 students consider that their teacher always shows how to develop the tasks and activities, meanwhile, a small amount of 9 students that correspond to 20% of them mention that their teacher sometimes explains how to develop the activities or tasks.

According to the results obtained during class observations, it was evidenced that the teacher always provides clear instructions step – by – step and examples about how students have to develop the activities and tasks and even the Spanish language was used to provide clear instructions in the teaching process.

Ferlazzo and Sypnieski (2012) suggest that *giving clear instructions* is very useful when students do not understand how to do or follow the activities. Besides, it is necessary to provide written and verbal instructions step- by -step to complete the tasks. In addition, Spencer-Waterman (2014) claims that by using *Brain gym* teachers can include body movements to support or address learning due to the brain and body work both together in a net that help our intelligence and capacity of learning but above all it motivates and reduce the levels of stress in students.

Graph 12. How does the teacher demonstrate their students the way in which tasks should be developed?



Source : Students' Questionnaire
Author : Jose Anibal Paccha

The results in graph 12 show that 93% of the participants that corresponds to 42 students consider that their teacher demonstrates step- by – step the way in which activities should be developed; on the other hand, with only 3 students that correspond to 7% tell that their teacher does not use this strategy to demonstrate how students should complete the tasks.

In addition, 93% of the participants that corresponds to 42 students consider that their teacher provides clear instructions on how to complete the tasks while a small amount of 3 students that represent 7 % indicate that their teacher does not provide clear instructions on how the tasks should be developed.

Furthermore, 58% which corresponds to 26 students reveal that their teacher demonstrates how the tasks should be developed; students also affirm that the teacher uses rubrics that they have to consider as a guide to complete the activities. On the other hand, 42% that represents 19 students indicate that their teacher does not use this strategy to demonstrate how tasks should be developed.

Continuing on, 44% of the participants that corresponds to 20 students indicate that their teacher uses dramatizations to demonstrate how activities or tasks should be developed, on the contrary, 25 students that correspond to 56% said that their teacher did not use this strategy. Finally, 38% which corresponds to 17 students indicate that their

teacher dramatizes the tasks and activities with the collaboration of the students to demonstrate how to do the tasks, nevertheless, a considerable amount of 28 students which represent the 62% claim that their teacher does not use this strategy to demonstrate how the activities will be developed.

During the observations, it was verified that teacher shows how the tasks will be developed through clear instructions step-by step, teacher modeled the activities using visual aids (videos and pictures), gestures and body movements. Besides, in the survey teacher said that those activities ease students learning comprehension and encourage them to practice the language skills that they are learning.

Ferlazzo and Sypniewski (2012) claim that *Modeling* is a way of instruction in which the teacher shows learners how to produce or make the tasks and activities in the classroom. In the same manner, Frey (2012) argues that *in guided instruction* the teacher becomes the coach that provides cues and prompts to solve complex problems related to the topics that are being studied in the class.

The results of this study have shown positive benefits through the application of scaffolding strategy on the learning environment in the EFL classroom: the learners feel encouraged and motivated to work in the learning process providing a relaxed environment in the classroom. Besides, the results show that it helped their students to increase their level learning and comprehension in language skills.

CONCLUSIONS

The current research proved that the application of scaffolding teaching strategy plays a significant role in the learning environment in the English classroom. It helps learners to improve their knowledge and create an appropriate environment for students to learn and make the class more dynamic.

Through the application of scaffolding teaching strategy, it was evidenced that learners were engaged and motivated to work, they feel inspired and willing to learn more due to the different kind of the didactic materials and teaching techniques applied by the teacher.

The use of clear instructions, and the strategy modeled talk as part of the scaffolding teaching strategy help students to reduce anxiety and understand what they have to do in order to develop the tasks and activities designed by the teacher.

The most common didactic materials used by the teacher to provide a supporting learning environment in the EFL classroom were; songs, videos, visual aids (images, flashcards, digital textbook, screen projector) which motivated learners so that they want to learn and allow them to make learning more effective, concrete, and meaningful during the lesson

The application of visual aids helped the teachers to establish clear instructions, accurate concepts to make learning more concrete and effective. It aided to attract students' attention, memorize vocabulary and creates a more relaxed environment.

The use of Spanish language by the instructor in the classroom was in order to translate important vocabulary, provide some directions, and main ideas to help students understand the concepts in a better way and have a clear idea of what they have to do during the lesson. It allowed learners to reduce anxiety and gain confidence to be more participative in the class.

The ninety-one percent of students in this study expressed that their teacher did not use cooperative group techniques very often to work in the classroom. It was evidenced by the class observations where teacher made they work individually, it allowed them to work at their own pace and take actions on their own.

RECOMENDATIONS

Taking into account the conclusions obtained from the present research it is important to make some recommendations in order to make the result more effective for the application of scaffolding teaching strategy.

Teacher must use scaffolding techniques to demonstrate how the activities should be developed step by step in the classroom through different strategies.

The teacher should work more in cooperative group techniques such as group work, pair work, small groups in the EFL classroom because it makes students feel comfortable to work together and gives them opportunities to share their ideas and learn from one another.

Teachers have to use visual aids, songs, videos, flashcards, digital textbook and screen projector to engage students in the learning process. Moreover, they should use role plays, games, dramatizations and manipulative objects (realia) to make classes more enjoyable and attractive, and at the same time accomplish the goal of class instruction.

Teachers must encourage their students to use the English language as much as they can in the classroom because it helps them to improve the real communication in the target language and reduce the use of Spanish language in the classroom.

The instructors have to monitor the students' performance closely and provide assistance continuously until the learners become able to work on their own.

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ANNEXES



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja
MODALIDAD PRESENCIAL
TITULACIÓN DE INGLÉS

Estimado estudiante:

Este cuestionario tiene como objetivo conocer su opinión acerca de las actividades y estrategias de apoyo realizadas en las clases de inglés.

La información que usted brindará a continuación se utilizará únicamente con fines académicos e investigativos

STUDENT'S QUESTIONNAIRE

Informative data: Please fill in the information below.

Name of institution:	
Type of institution:	Public () Private ()
Year:	
City:	

Instruction: Mark with X the response that best reflects your personal opinion. Indicate the reason of your response.

1. ¿Su profesor utiliza actividades para activar su conocimiento previo?

Siempre () Algunas veces () Nunca ()

2. ¿Cuál de las siguientes actividades, su profesor utiliza para activar el conocimiento previo?

ACTIVIDADES	SI	NO
El profesor pide que compartan sus propias experiencias relacionadas con el tema.		
El profesor aplica conceptos nuevos vinculados a los que ya conocen.		
El profesor proporciona vocabulario previo apoyado por imágenes o fotos interesantes del tema.		

3. ¿Su profesor utiliza actividades y estrategias para apoyar el conocimiento de acuerdo a las necesidades de los estudiantes y nivel de comprensión?

Siempre () Algunas veces () Nunca ()

4. ¿Cuál de las siguientes actividades y estrategias utiliza el maestro para ayudar a mejorar sus conocimientos de acuerdo a sus necesidades y nivel de comprensión?

Actividades	Si	No
Su profesor utiliza ayudas visuales tales como imágenes y materiales didácticos manipulativos		
Su profesor modela las actividades y utiliza gestos para mejorar la explicación		
Su profesor hace pausas para hacer preguntas y le da el tiempo necesario para analizar y preparar sus respuestas		

5. ¿Cuál de las siguientes técnicas de grupo cooperativo usa su maestro durante la lección en inglés?

Materiales Didácticos	Si	No
Canciones, videos, audios		
Ayudas visuales (fotos, imágenes, carteles, presentaciones en PowerPoint Presentations, tablas, organizadores gráficos, diagramas)		
Libros, cuadernos, pizarrón, hojas de trabajo, revistas,		
Realía (objetos manipulativos)		

¿Por qué?

6. ¿Cuáles de las siguientes estrategias utiliza su profesor en las clases de inglés?

Tipo de estrategia	SI	NO
Trabajo en grupo		
Trabajo en parejas		
Trabajo individual		

7. ¿Con qué frecuencia ofrece su maestro oportunidades de trabajo en grupo, trabajo en pareja y trabajo individual?

Tipo de estrategia	Siempre	Algunas veces	Nunca
Trabajo en grupo			
Trabajo en parejas			
Trabajo individual			

8. **¿Cómo se siente usted al trabajar en grupo, en parejas o en actividades colaborativas?**

Tipo de estrategia	Cómodo	Muy cómodo	Incomodo
Trabajo en grupo			
Trabajo en parejas			
Trabajo individual			

¿Por qué?

9. **¿Cuál de los siguientes beneficios ha obtenido con la aplicación de la estrategia de enseñanza de andamios en el aula?**

Beneficios	Si	No
Reduce la ansiedad		
Motiva en el aprendizaje		
Incrementa el aprendizaje		
Es capaz de aplicar los conceptos de forma independiente		
Proporciona creatividad		

¿Por qué?

10. **¿Su profesor utiliza actividades y estrategias de andamiaje para alentar la participación del estudiante en el aula proporcionando un ambiente relajado y bueno?**

Actividades y estrategias	Si	No
Organizadores gráficos		
Uso de español y claras instrucciones para reducir la confusión.		
Videos , canciones, ilustraciones		
Rompecabezas para trabajar en grupos		
Dibujos y descripción de dibujos e imágenes.		
dramatizaciones		

Si ()

No ()

11. ¿Su maestro muestra cómo desarrollar actividades o tareas?

Siempre ()

A veces ()

Nunca ()

12. ¿Cómo demuestra el maestro a sus alumnos la forma en que deben desarrollarse las tareas?

Actividades	Si	No
El profesor demuestra como desarrolla la actividad paso a paso.		
El profesor utiliza dramatizaciones para explicar las actividades o tareas.		
El profesor dramatiza las actividades con la colaboración de los estudiantes.		
El profesor proporciona instrucciones claras para desarrollar las tareas y actividades en clases.		
El profesor proporciona rubricas a seguir como guía para realizar las actividades.		

Thanks for your cooperation!!!



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja
MODALIDAD PRESENCIAL
TITULACIÓN DE INGLÉS

Dear teacher:

*This survey has as objective know your opinion about the application of scaffolding teaching strategy in the class of EFL.
The information that you will provided below will be use only with academic and research goals.*

TEACHER'S SURVEY

Informative data: Please fill in the information below

Name of institution:	
Type of institution:	Public () Private ()
City:	

Instruction: Mark with X the response that best reflects your personal opinion. Indicate the reason of your response.

1. How often do you use scaffolding teaching strategy to teach EFL?

Time	Yes	Not
Once a week		
Twice a week		
Three times a week		
Daily		

Why?

2. What kind of scaffolding teaching activities and strategies do you use to support your students learning?

Activities and strategies	Yes	Not
You provide visual aids and manipulative objects		
You dramatize the activities with the collaboration the students for the whole class.		
You translate important vocabulary words to make connections between the concepts presented		
You provide videos and then ask the students to respond verbally or written questions about what they learned.		

Why?

3. Which the following activities do you use to activate the prior knowledge?

Activities	Yes	Not
You use brainstorming as an approach to activating prior knowledge		
You provide pre - vocabulary supported by images or pictures interesting and related with the topic.		
Connecting previous knowledge/learning to new learning.		
Ask students to share their own experiences, or ideas related with the content of the study.		

Why?

4. Do you use activities and strategies to support the knowledge according to students' needs and level of understanding?

Always ()

Sometimes ()

Never ()

Why?

5. Which of the following activities and strategies do you use to help students improve their knowledge according their needs and level of learning?

Activities and strategies	Yes	Not
Using visual aids such as images and manipulative didactic materials.		
Modeling activities and use gestures to improve the explanation.		
Making pause to ask questions, and provide the necessary time to analyze and prepare your answers.		

Why?

6. What the following didactic materials do you use in the classroom?

Didactic materials	Yes	Not
Songs, videos, audio MP3 , speakers		
Visual aids (photos, images, pictures, posters, power points, charts, flashcards, diagrams, graphic organizers)		
Books, notebook, blackboard, outlines , paintings, worksheets		
Realia (manipulative objects).		

Why

7. How frequently do you use the following cooperative group techniques?

Group techniques	Always	Sometimes	Never
Group work			
Pair work			
Collaborative activities			

Why

8. **How do the students feel when working in group work, pair work and collaborative activities?**

Group techniques	Comfortable	Very comfortable	Uncomfortable
Group work			
Pair work			
Collaborative activities			

Why

9. **From the following options, select the principal benefits that the application of scaffolding teaching strategy provides to your students.**

Benefits	Yes	Not
Reduce frustration and risk		
Motivate learning		
Students are able to apply the concept independently		
Inspire creativity		
Students are able to apply the concept independently		
Increase learning		
The learners' behavior can be monitored and controlled.		
Scaffolding strategy facilitates organization and collaboration for the students.		

Why?

10. Do you use activities and strategies to support and motivate student's participation in the classroom?

Activities and strategies	Yes	Not
Draw and describing pictures, photos, landscapes		
Use jigsaw to work in groups.		
Videos and chants		
Use of first language		
Use dramatizations to demonstrate the activities or tasks.		
Graphic organizers		
Pictures sequencing; use a set of pictures that tell a simple story or that illustrate a sequence.		
Playing mime games to learn action verbs.		

11. How often do you use modeling activities to provide students with clear instructions?

Always ()

Sometimes ()

Never ()

12. Which the following modeling activities do you use to provide students with clear instructions?

Activities	Yes	Not
You model the tasks or activities using visual aids (provide instructions watching a videos) kinesthetic instructional techniques(movements)		
Teacher thinks aloud as she/he models		
You explaining how to do something step by step		
You use outlines or rubrics that students must follow to complete the activities or tasks.		
You uses dramatizations to explaining the chores.		
Teacher remodels the steps about the activities or tasks when there is confusion		
You make dramatizing the tasks and activities with the collaboration of the learners.		

Why

Thanks for your cooperation!!!



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
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MODALIDAD PRESENCIAL
TITULACIÓN DE INGLÉS
OBSERVATION SHEET

1. The teacher uses scaffolding teaching strategy to teach EFL in the classroom.

Yes ()

Not ()

2. The teacher uses scaffolding teaching activities and strategies to support students learning such as;

Activities and strategies	Yes	Not
You provide visual aids and manipulative objects		
You dramatize the activities with the collaboration the students for the whole class.		
You translate important vocabulary words to make connections between the concepts presented		
You provide videos and then ask the students to respond verbally or written questions about what they learned		
You use brainstorming as an approach to activating prior knowledge		

3. Teacher provides activities or strategies to activate prior knowledge.

Activities and strategies	Yes	Not
Teacher uses brainstorming as an approach to activating prior knowledge		
Teacher provides pre- vocabulary supported by images or pictures interesting related with the topic		
Teacher connects previous knowledge /learning to new learning.		
Teacher asks students to share their own experiences .or ideas related with the content of the study		

4. Teacher uses didactic materials to scaffold learning.

Didactic materials	Yes	Not
Songs, videos, audio MP3 , speakers		
Visual aids (photos, images, pictures, posters, power points, charts, flashcards, diagrams, graphic organizers)		
Books, notebook, blackboard, outlines , paintings, worksheets		
Realia (manipulative objects).		

5. In the application of scaffolding teaching strategy teacher uses the didactic materials appropriately.

Yes ()

Not ()

6. The teacher uses the following cooperative group techniques in the classroom:

Group techniques	Yes	Not
Group work		
Pair work		
Collaborative activities		

7. The students feel comfortable working in cooperative group technique in the classroom.

Yes ()

Not ()

8. The application of scaffolding teaching strategy provides students with the following benefits:

Benefits	Yes	Not
Reduce frustration and risk		
Motivate learning		
Students are able to apply the concepts independently		
Inspire creativity		
Increase learning		
The learners' behavior can be monitored and controlled		
Scaffolding strategy facilitates organization and collaboration for the students		

9. With the application of scaffolding teaching strategy, students feel motivated and relaxed:

Yes ()

Not ()

10. The teacher uses the following strategies to model activities to provide the students with clear instructions:

Strategies and model activities	Yes	Not
You model the tasks or activities using visual aids (provide instructions watching a videos) kinesthetic instructional techniques (movements)		
Teacher thinks aloud as she/he models.		
You explaining how to do something step by step.		
You use outlines or rubrics that students must follow to complete the activities or tasks		
You uses dramatizations to explaining the chores		
Teacher remodels the steps about the activities or tasks when there is confusion		
You make dramatizing the tasks and activities with the collaboration of the learners		
