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Implication of Scaffolding Technique for Impactful Communication in English

Ms. Riddhiben Chandubhai Chauhan¹

Research Scholar, P G Department of Education,

Sardar Patel University, Vallabh Vidyanagar

Dr. Alkaben J. Macwan²

Associate Professor, P G Department of Education,

Sardar Patel University, Vallabh Vidyanagar



Abstract

Without communication, living is impossible, and anyone can make their life easier through communication. A language is a tool used by people to interact with one another. An individual will be able to solve every problem on their own if they acquire effective communication skills. The majority of people in this country are not able to speak English fluently, even though it is taught as a second language or as a subject in India. As a result, people are familiar with the English language and they can write it but most of the people are not able to speak fluently in the English language. As a result, ESL students find it very challenging to communicate in English. In this situation, as a teacher, you should support your pupils' ability to communicate in the classroom. The teacher must help the students improve their communication skills by using the scaffolding technique. Through pair and group work, the instructor must actively support the students' development of communication skills in the classroom. Therefore, the scaffolding technique is very important for students' development of communication skills. Students can actively participate in the teaching-learning process by using scaffolding to create a supportive learning environment. Scaffolding helps the learners in developing their The Zone of Proximal Development (ZPD), where students experience a supportive learning environment and also take a more active role in their learning.

Keywords: Implication, Scaffolding Technique, Impactful, Communication

1.0 Introduction

English is taught as a second language or foreign language in India and only certain people can communicate in English well. English is the language in which abundant resources are available and to enrich ourselves we need knowledge of English (Pathak, K. 2005). We establish relationships with each other to satisfy every need in our lives and we make this life easier by using language as a medium for communication. Social interaction is very important for the overall development of a person. In life, people are surrounded by many problems and sorrows but they can relax and solve their problems by communicating with others. By sharing our feelings and emotions we can overcome our stress. Scaffolding technique include interactive activities, such as peer feedback and dialogue to mediate learning, as well as external supports, such as question prompts to guide self-reflection, comprehension-monitoring strategies, and metacognition.



We learn effective communication skills from infancy through signs or languages. Mainly there are three types of communication skills: expressive skills, listening skills, and communication management skills. Although these are the main pillars of effective communication skills, we cannot deny the importance of basic fundamental skills associated with communication and that is emotional skills. There are so many benefits of developing communication skills such as; discussing problems, requesting information, interacting with others, and having decent human relations skills are all part of developing good communicating skills. Thus, the scaffolding technique is used to develop communication skills, learners can develop these skills very easily and effectively.

2.0 ELT in India

British rulers introduced English to India after the establishment of the East India Company in 1600. However, when they discovered that it was easy to rule over Indians, their business objectives altered. Due to multilingualism, they were unable to learn Indian languages so that they start teaching their language to the Indian people. To introduce English in Indian schools, the British hired high-class Indians to work for them. In India, the English language was introduced in this manner. In all Indian states, English is taught as a second language at every level of education, and it is widely used as the primary medium of teaching in higher education. Meghalaya and Nagaland, two states in eastern India, both have English as their official language. Nearly all educational divisions in India now include English as a required subject. The status of English in various boards, colleges, and other institutions, however, is influenced by several social, political, and cultural factors. Even the education provided and the evaluation methods used vary greatly across the nation.

The absence of consistency in the English model provided to students continues to pose a problem for policymakers and educators. While English is considered a second language in the majority of states, some regard it as a third language, with the national language and the regional languages taking precedence. English is the second most popular language in India after Hindi. The most significant language in India is English. As a link language, it is used for communication both within and between states. People adore speaking English, and they respect those who can speak it fluently. Because of this, English-speaking people are viewed as elite in India. the devotion to and esteem for English. English is essential in India's legal,



financial, educational, and economic systems. English is recognized as a helpful language in official circles. The language that is used to connect individuals of various tongues is English.

3.0 Methods and Approaches for English Language Teaching

Today, English is the foreign/second language that is studied the most around the globe. There are many different teaching methods and techniques that have been used throughout the past teaching English, some of which are more well-known and effective than others. Various teaching strategies can be divided into four categories: teacher-centered strategies, learner-centered strategies, content-focused strategies, and interactive/participative strategies. In India, teachers use many teaching methods and approaches to teach the English language like; The Grammar Translation Method (GTM), The Direct Method (DM), The Audio-Lingual Method (ALM), The Structural Approach (SA), and Communicative Language Teaching (CLT). Some of the methods of humanistic approach are; Suggestopedia, The Silent Way (SW), Total Physical Response (TPR), Content and Language Integrated Learning (CLIL). There are some specific basic approaches to teaching English in these modern times are; Task-based Approach (TBA), Project-based Approach (PBA), Lexical syllabus, Usage of smart phones in the classroom.

Thus, even though all the aforementioned approaches, methods, and techniques for teaching English have been used, it is still important to learn how to communicate in English. The majority of pupils in India still struggle to communicate in English even after adopting all these methods and techniques for teaching English. In this circumstance, teachers can offer a supportive learning environment for the development of communication skills by using the scaffolding technique.

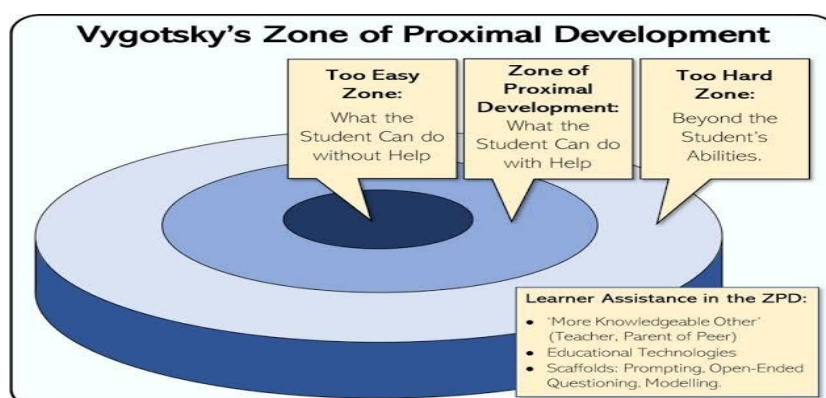
4.0 The Theory of Scaffolding Technique

Jerome Bruner, a psychologist, first introduced scaffolding as a teaching strategy in the 1960s. Scaffolding is a specific strategy for gradually building knowledge and it is an efficient way to explain new material and gives students the chance to actively participate in their learning. It is a process through which teachers provide support initially so that they can work independently. Teachers can achieve this in a variety of ways, including by utilizing students' prior knowledge, segmenting a lesson, encouraging involvement, and offering the necessary support. Scaffolding has many benefits and can be used in conjunction with other

methods like differentiation, which concentrates on offering modifications and various instructional modalities to meet the needs of students.

Jerome Bruner coined the term "scaffolding" first. To convey new ideas, Bruner advised teachers to use language, action, and images. According to Bruner, children need teachers and other adults to actively support them as they begin to learn new concepts.

The scaffolding theory of Lev Vygotsky focuses on a student's capacity to acquire information with the assistance of a more knowledgeable person. A student who struggles to comprehend information on their own may benefit from scaffolding. When other thinkers implemented Vygotsky's zone of proximal development (ZPD) theory in the classroom, Vygotsky's scaffolding got started. ZPD focuses on what a student can accomplish on their own as opposed to what they can accomplish with another person's assistance.



Three concentric circles make up ZPD. The smallest circle denotes what the pupils are capable of learning independently. The abilities a student can perform with the aid of a teacher are represented by the circle around the smaller one. The largest circle denotes abilities that the pupil still lacks, despite assistance.

5.0 Scaffolding Technique in ELT

Scaffolding has won acclaim for its capacity to keep most students interested. When learning is scaffolded, students continuously build on prior knowledge and forming associations among new information, ideas, concepts, and language acquisition. The main purpose of scaffolding is to build student's confidence in learning new information since the teacher still assists them until they can complete the tasks independently.



(Diniyati, K., & Yenni, R. 2020). English language learners are provided the chance and the support they need to learn the language while maintaining high academic standards using scaffolding. Teachers can use scaffolding to give students numerous exposures to new terms, words, idioms, and phrases as well as practice pronouncing new words.

We need to be aware of additional student requirements for curriculum access when working with English language learners. When thinking about scaffolding techniques, it's essential to keep in mind that these procedures not only help students during the lesson but also give them tools for independence in subsequent tasks. Supporting English language learners through procedural scaffolding, instructional scaffolding, and encouragement to generalize the techniques is crucial for teachers.

6.0 Communication Skills

Giving, receiving, and sharing information, thoughts, or emotions with others is referred to as communication. Communication skills can be defined as the transmission of a message that involves the shared understanding between the contexts in which the communication takes place (Saunders and Mills, 1999). In a school, communication is essential. The consensus is that only 50% of knowledge and 50% of communication abilities are necessary for effective teaching. Therefore, it is important to be skilled in all four forms of communication: listening, speaking, reading, and writing. To understand information more clearly and quickly, both for yourself and for others, effective communication skills are crucial. Students' perceptions of school, their position in the classroom, their abilities, and their motivation to succeed can all be positively impacted by the way teachers interact with them. The success of every endeavor in our lives depends on effective communication, which is crucial for the teaching field as a whole. To effectively communicate, one must talk, listen, observe, and empathize. Communication can be verbal, nonverbal, or written.

- In verbal communication, spoken words and face-to-face interaction are used as the message's oral means.
- Facial emotions, posture, eye contact, hand movement, and touch are all examples of nonverbal communication.
- The ability to convey ideas through written language is known as written communication.



7.0 Scaffolding Technique for Communication Skills Development

An approach that can be used to incorporate different kinds of learning activities is scaffolding. Scaffolding has three main functions they are to build students' knowledge, to give temporary support, and to specify micro and macro skills (Hammond, J. 2001). Individuals are not born with a fixed set of communication abilities. Through awareness, training, and practice, it can be developed and improved. In India, most people still struggle to speak English effectively despite having a basic understanding of the language and the ability to write it. Here, pupils frequently become perplexed and hesitate when speaking English. Poor speaking ability was a result of this circumstance, and the teaching-learning process was severely affected.

7.1 Classroom Process

- Before implementing the scaffolding technique in the classroom, select tasks that align with the curriculum's objectives and the requirements of the students.
- Enabling students to set their own learning objectives on their present ZPD may inspire them to work harder.
- When guiding learners through a tasks, use a variety of instructional supports, such as questions, diagrams, and discussions of related stories, to help them make connections between the information they are learning and the knowledge they already possess.
- As students become more comfortable with new material, encourage them to use less instructional support so that they can finish the task on their own.
- Provide discussion prompts to support discussion.
- Allow students to collaborate with other students often as they discuss the learning.

7.2 The Role of the Teacher

To teach in accordance with the ability and capability of the students a teacher needs to adopt such skills of communication which motivate the students towards their learning process (Sng Bee, 2012). Technical proficiency is not a factor in how well a lesson is delivered; rather, it depends on the teacher's approach.

- Making class interactive and engaging for students.
- Provider of resources



- A teacher's ability to communicate effectively is crucial for interaction with pupils, classroom management, and the delivery of instruction.
- The role of teachers in supporting the learner's development and providing support structures to get to that next stage or level (Raymond, 2000).
- Teachers can identify each student's Zone of Proximal Development in small classes. They can modify the format of instruction for each student based on their ZPD using that knowledge.

7.3 The Role of Learners

- Actively participate in group work and pair work. They can readily share ideas and develop their communication skills by working in groups.
- Practicing good listening in the classroom. Active listening entails paying close attention to what teachers say.
- Participate in the question-and-answer phase of the teaching-learning process.
- Express your own opinions in class. The student can boost their confidence by expressing their viewpoint.
- Be respectful of other students' opinion because it is an important aspect of communication.
- Allow everyone an equal opportunity to communicate.
- When practicing communication in the classroom, make an effort to use appropriate body languages, such as eye contact and gestures.

8.0 Advantages of the Scaffolding Technique

- Students experience a supportive learning environment.
- Students feel free to ask questions, provide feedback, and support their peers.
- Teachers become facilitators of knowledge rather than content experts.
- Students take a more active role in learning.
- Students can take ownership of the learning and their classroom as a community of learners.
- Scaffolding challenges students to learn past their current knowledge of a topic with the help of others. It enables them to learn content that would otherwise be difficult or impossible to learn on their own.



- Scaffolding technique promotes engagement and discussion between pairs and small groups of students to expand comprehension of learning material. Learners and teachers can collaborate and become more engaged with the content than they would if working independently.

9.0 Conclusion

There are so many methods and approaches being used by English teachers in India, but here in this research paper, the researcher introduced the scaffolding technique in ELT for the development of communication skills of students. In the teaching-learning process when students get confused or need some help from their teachers or adults and after getting active support from their teachers or adults students can learn by themselves. So through scaffolding, learners get more confidence and motivation to participate in all tasks and activities for the development of communication skills. Through the scaffolding techniques, various learning difficulties can be overcome and make the student an effective producer of language.



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