



Wolkite University

College of Social Science and Humanities

Department of English Language and Literature

An Investigation of the Kinds of Scaffolding Strategies Used By English Teachers and Their Implementation to Improve Students` Grammar Skills: the Cases of K₂V₁₄ High School Grade Nine Students.

A Thesis Submitted to the Department of English Language and Literature in Partial Fulfilment of the Requirement for the Degree of Master of Art in Teaching English as a Foreign Language (TEFL).

By: Worku Kassaw

Advisor: Mezemir T. (PhD)

Co. advisor: Tsedale T. (asst. prof)

Jan, 2023

Wolkite, Ethiopia

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WOLKITE UNIVERSITY
SCHOOL OF GRAGUATE STUDIES
APPROVAL SHEET

We hereby certify that we have read and evaluated this Thesis “**An Investigation of the Kinds of Scaffolding Strategies Used by English Teachers and Their ways of Implementation to Improve Students` Grammar Skills: The Cases of K₂v₁₄High School Grade Nine Students**” Prepared under our guidance by **Worku Kassaw Ferede**. We recommend that the Thesis shall be submitted as fulfilling the requirements for the award of a MA degree in TEFL.

Major advisor	Signature	Date

Co-advisor	Signature	Date

As members of the Board of Examiners of the Master of Art Thesis open defence examination, we have read and evaluated this Thesis prepared by **Worku Kassaw Ferede** and examined the candidate. We hereby certify that the thesis is accepted for fulfilling the requirements for the award of the degree of Master of Art (M.A.) in TEFL.

1. _____		
Name of External Examiner	Signature	Date

2. _____		
Name of Internal Examiner	Signature	Date

3. _____		
Name of Chairman	Signature	Date

DECLARATION

By my signature below, I declare and affirm that this thesis entitled, “An Investigation of the Kinds of Scaffolding Strategies Used by English Teachers in Teaching Grammar Skills: The Cases of K₂V₁₄ High School Grade Nine Students” is my own work. I have followed all ethical principles in the principles of scholarship in the preparation, data collection, data analysis and completion of this thesis. All scholarly matter that is included in the thesis has been given recognition through citation. I affirm that I have cited and referenced all sources used in this document. Every serious effort has been made to avoid any plagiarism in the preparation of this thesis.

This thesis is submitted in partial fulfilment of the requirement for a degree of Master in TEFL from the school of Graduate Studies at Wolkite University. I solemnly declare that this thesis has not been submitted to any other institution anywhere for the award of any academic degree, diploma or certificate.

By: Worku Kassaw

Signature:

Date:

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Abbreviation and acronym

CLT: Communicative Language Teaching.

EFL: English Foreign Language.

ESL: English Second Language.

K₂ V₁₄: ketene two village fourteen.

ZAD: Zone of Actual Development.

ZDD: Zone of Distal Development.

ZPD: Zone of Proximal Development.

Abstract

The central aim of the study was to investigate the types of scaffolding strategies used by English teachers and their implementation to teach grammar skills for grade nine students in one high school which is found in Beninshangul gumuz regional state Metekel zone Pawi

woreda namely K₂V₁₄ high school. To attain this objective, descriptive research design was employed. A sample consisted of 52 grade nine students in one section out of 156 grade nine students divided in to three sections and 1 English language teacher was drawn from K₂V₁₄ high school. So as to select the sample population from the total number of population, under simple random sampling techniques, lottery system was employed. To gather the data, classroom observation, interview and questionnaire were used. Classroom observation was used as major data gathering tool. In analysing the data, the qualitative data was expressed through words and percentage was used to analyse the quantitative data. The result showed that English teachers used different types of scaffolding strategies in teaching grammar in the ninth grade level students at K₂V₁₄ high school. The study found modelling, repetition, graphic organizers, providing clear direction, pair work, using simple language and corrective feedbacks as types of scaffolding strategies used by English teachers to teach grammar skills. In addition, the study found ways of implementing scaffolding strategies in the classroom. Based on the findings, recommendations were forwarded to encourage the practice of scaffolding strategies in the school under study.

Chapter One

1. Introduction

1.1 Background of the study

When one thinks about grammar teaching, he/she faces great difficulties cause for headache; because teaching grammar in ESL/EFL still remains an endless argumentative issue. The argument on teaching grammar is held on because of its inclusion and selection of appropriate teaching methodologies and approaches. In other words, the debate comes on the decision of how grammar should be taught. In fact, English language teaching was changed many times in the last few years. That means starting from grammar translation method which is considered as traditional language teaching methods to the current language teaching methods which is called communicative language teaching (CLT). Although grammar translation method is said to be traditional teaching methods, most English teachers are still applying it in Ethiopian language teaching context. As a result of the different kind of suggested grammar teaching methodology, its definition also different from one`s perspective to the others. (Corder,1988; p.127).

Grammar is a rule that governs word arrangement to form meaningful sentences. It is the basic element of language that allows the language users communicate in understandable way. Besides, Penny Ur (1996), notes that grammar is defined as words that are put together to make correct sentences it does not only affect how the units of words are combined in order to make correct sentences but also affects their meaning. In the other word, grammar is a structure in linguistics that has functions to organize the sentence well.

As a result, after the emergence of communicative language teaching approach, less emphasis is given to grammar teaching. It is a turning point for linguists and language educators to seriously review the role of grammar in language teaching (Celce-Murcia, 1991 cited in Siti R, 2007). This is because there are two different views about teaching grammar, that is, explicit and implicit grammar teaching (Howatt, 1984). The conflicting views about how grammar should be taught is generally vacillated between language analysis and language use.

The Communicative Approach to language teaching emphasizes on meaning and how language is used or the functional aspects of language. Although researchers and language educators differ in giving emphasis toward grammatical competency, they all share the same view that grammatical competency has its important role in the development of communicative competence. Hence, three issues emerged related to the role of grammar in language teaching. Firstly, how teachers teach grammar in the classrooms in ways which avoid formalism without losing sight of the fact that grammar is systematically organised (Carter, 1990; p. 117). Secondly, how teachers decide and find ways of teaching grammar which recognize that appropriate and strategic interventions by the teacher are crucial to the process of making implicit knowledge explicit. Lastly, how to cope with the incompatible relationship of grammatical specification in a language syllabus with the nature of language acquisition? This is because grammatical items in the syllabus are carefully selected, ordered,

and tabulated reflecting a linear and straightforward process of displaying language items to be taught, while language acquisition is not a linear and straightforward process but a cyclic one, even a metamorphic one (Rutherford, 1987). The stages and time for each learner to learn or acquire certain aspect of grammatical constructs vary with grade level and background language knowledge.

In line with the above three issues, there is a need to further researches in the area of grammar teaching methodologies. The issue which needs research is that how to teach grammar in relation with communicative language teaching approach. This means how language educators use strategies to relate grammar teaching with communicative language teaching approach. As a result of different views about grammar in language teaching, many methodological plans to the teaching of grammar are emerged. However, there is no single decision about how grammar should be taught rather than different scholars suggested different methods. Generally, grammar teaching can be implemented in different methods based on the educational curriculum, teachers experience and the learners` need. However, the whole students may not understand equally what they have learned by the same teacher and methodology. This variation may result from the learners` background knowledge or learning need. As a result, teachers provide supports to develop their learners` understanding. Therefore, scaffolding strategies play significant roles to facilitate a student`s ability to build on prior knowledge and internalize new information (R. Van Der Stuyf, 2002). So, this study aimed to investigate the kinds of scaffolding strategies used by English teachers and its implementation in teaching grammar skills.

Besides, scaffolding is suggested by different scholars as a significant teaching strategy for developing learners` language competence. Scaffolding is a kind of support provided by teachers to develop the learners` understanding. Scaffolding a student does not mean clarifying the task or telling the answer during the learning experience or event, but it is giving a clue for the learners to reach the answer (Dorn & Soffus, 2001). In other words, scaffolding is providing clues when learners faced difficulties in doing tasks that are beyond their ability. The teacher brought the student to novel levels of skill and understanding by breaking up a task into smaller and more comprehensible steps. Some steps were more complicated than other and required more help.

Applebee and Langer (1983; as cited in Mehdi Arab Ameri, 2016), used the notion of instructional scaffolding as a way to describe essential features of formal instruction. They believed that learning is a process of slow internalization of schedules and procedures available to the learner from the social and cultural context in which the learning take place. According to Vygotsky (1978) a learner has the potential to progress from their actual developmental level to their potential developmental level via scaffolding that occurs during interaction with knowledgeable person. Vygotsky, (1978) labels this potential performance through Scaffolding within the Zone of proximal development (ZPD). Zone of proximal development occurs during an interactive activity where a trainee and a knowledgeable person work together to complete the targeted task. Generally, scaffolding teaching strategies can improve the students` knowledge gap in the case of grammar learning. Generally, scaffolding has important role to improve the learners` ability to language learning. Teachers

also provide scaffolding strategies to the learners whether knowingly or unknowingly. Therefore, this study focuses on the investigation of the kinds of scaffolding strategies used by English teachers and their implementation in teaching grammar skills.

1.2 Statements of the Problem

When communicators are thinking about good communication in a particular language, they are partly considering about the grammatical aspects of the target language. The reason why we are considering about grammatical aspects of the language is that the grammar of a language is the main backbone of a language up on which the entire language system is built. As Alehegn A. (2019), stated “as a flesh of human beings or other animals cannot stand alone without the presence and healthy system of their skeleton (set of bones); in most cases a collection of content words cannot make a meaningful communication unless they are combined with the right forms and structural words”. This is good expression for the inclusion of grammar in second language teaching and learning process. In fact, language form or grammar needs to be mastered by learners to achieve better communication, because grammar is a means by which we organize messages to convey meaningful communication (Nuru, 1996; as cited in Addisu A, 2019). For example, if somebody has good word knowledge, he needs equally grammar knowledge to arrange the words for transferring the message meaningfully. It seems that word knowledge is important for communication. However, making meaningful communication out of grammar may probably be difficult. Thus, the issue of grammar becomes worth and very critical in English language teaching. This does not mean that we have to give little attention or ignore other language skills, which are equally important.

However, with the introduction of communicative language teaching approach (CLT), it seems that grammar is given little attention in second language pedagogy. This could be because, as Dickens and Wood (1989), there was confusion about the importance of grammar for communication. Grammar and communication were perceived as two independent features, rather than as two basic elements necessary for effective language use. Due to the above misconception, as Celce-Murcia (1992) cited Eskey (1983), there is now a belief that if students learn to communicate, mastery of the form will take care of itself (the reverse was true before the introduction of CLT).

However, it is impossible to teach students how to communicate with the absence of grammar because communication is very much determined by grammar knowledge. The points discussed above can be evidences for the inclusion of grammar in English language teaching. But, the way how it should be taught is the basic question which the researchers and language teachers should keep in mind.

According to Addisu A. (2019), in the history of English language teaching, there were two broad methods of grammar teaching. One is a form-focused grammar teaching and the other is a meaning focused grammar teaching approaches. As to the question of effectiveness of the methods, (Prabhu, 1987; states that the methods of grammar teaching are determined based on the goals and needs of learners. If the students need grammar for communication, meaning based grammar teaching approach will be effective. However, if the students need grammar

for translating second language to first language, then form-based grammar teaching will be effective. However, as the prior goal of the current second language learning and teaching process communicative language teaching is developing learners' communicative competence, meaning-focused grammar teaching is believed to be relatively effective. In addition, the language teaching curriculum of Ethiopia suggests the implementation of task based instruction. This task based instruction needs teachers scaffolding to foster the learners' participation in performing tasks in classroom (Addisu A, 2019).

In the area of grammar teaching methods, Muhammad Istiaque Hasan (2020), conducted a research on Teaching English Grammar Using Scaffolding and Collaborative Approach to first year Undergraduate Students at Nottingham University. The findings showed that using scaffolding and collaborative grammar teaching method have important role. In addition, local researcher Addisu Alehegn, (2019), conducted a research on Effects of peer scaffolding on students' grammar proficiency development and quasi experimental design was employed. The purpose of his study was to check the effect of peer scaffolding on students grammar proficiency development. The findings showed that peer scaffolding method is important for grammar proficiency development. However, the current study aimed at investigating the kinds of scaffolding strategies used by English teachers and their implementation to teach grammar skills at K₂V₁₄ high school ninth grade students.

Furthermore, Dwi Ariani, (2018) also conducted a research on scaffolding strategies used by English teachers in teaching reading comprehension skills in the eleventh grade students. The study found five kinds of scaffolding strategies used by English teachers in teaching reading comprehension skills. These are asking question, using simple language, using visual media, using gesture and generating questions. However, this study attempted to check whether those kinds of scaffolding strategies are used by English teachers in teaching grammar skills to the ninth grade students or not.

Although the literature and the research findings recommended that implementing scaffolding strategies and other meaning focused methods have significant roles in teaching grammar skills, many English language teachers of Ethiopian high schools and students do not give focus for scaffolding strategies. Regarding to this issue, Dereje Tadesse (2001), claims most English teachers and students in Ethiopian high school are still applying the traditional grammar teaching method. Besides, Walter, (1997) states although the need for contextualization in ESL grammar instruction has long been recognized, a great deal of traditional teaching methodology in this area still persists. (p. 201). The rationale for using context is so as to familiarize students with the meaning and use aspects of a given form. In order to familiarize students to meaning focused grammar skills, a supportive teaching technique is required. Therefore, scaffolding strategies can facilitate the interaction among teachers and students in teaching learning process. It is with this assumption that the present researcher aimed to conduct a study on investigating the kinds of scaffolding techniques and the implementation of scaffolding teaching strategies used by English teachers to teach grammar skills. With regard to the discussion we have so far, this study tried to answer the following research questions.

1.3 Research Questions

1. What are the kinds of scaffolding strategies used by English teachers to teach grammar skills for ninth grade students?
2. How English teachers implement scaffolding strategies in grammar teaching class?
3. What is the students' response towards scaffolding strategies in learning grammar skills?

1.4 Objectives of the Research

1.4.1 General Objective

The general objective of this research was to investigate the kinds of scaffolding techniques used by English teachers and ways of implementation to improve students' grammar skills at K2V14 high school grade nine students.

1.4.2 Specific Objectives

Specifically, this research aimed at three objectives.

1. This research checked the kinds of scaffolding teaching strategies used by English teacher in teaching grammar skills to the ninth grade students.
2. It looked the teachers' implementation of scaffolding strategies in teaching grammar skills.
3. This study pointed out the ninth grade students' response towards scaffolding strategies in learning grammar skills.

1.5 Significances of the Study

According to Vygotsky, (1978) a learner has the potential to progress from their actual developmental level to their potential developmental level via scaffolding that occurs during interaction with knowledgeable person. So, it is important to give emphasis for scaffolding strategy. Therefore, this study may have some significance. First, the finding of this research can create awareness for grade nine students as well as teacher on scaffolding strategies to facilitate grammar skills. Then, this study will contribute to familiarize the application of scaffolding strategies in whole language teaching. Finally, this study will serve as research gate for other researchers because, it is still under researched area in Ethiopian context.

1.6 Delimitation of the Study (scope)

The study was delimited on one governmental education institution namely: K2V14 high school students who are attending their class in 2022/23 academic year. And the scope of this study was on the implementation of scaffolding teaching strategies used by English teacher to teach grammar skills for ninth grade students. The researcher had a reason why he wants to investigate the implementation of scaffolding strategies in grammar teaching. As the above discussion, scaffolding has facilitative role in developing students ability and the educational curriculum also suggest that the use of task based instruction with the teachers scaffolding is appropriate to achieve the goal of communicative language learning approach. Therefore, the

researcher becomes interested to investigate the scaffolding strategies and their implementation in teaching grammar at K₂V₁₄ high school ninth grade students.

1.7 Limitations of the study

The study incorporated only one government high school which is found in Metekel zone Pawi woreda K₂V₁₄. In addition, the sample size of this study was 52 grade nine students and one English teacher. As a result, the finding of the study is not enough to make generalization in country level. So as to make sound generalization in the country level, large sample size is required. This was limited for the researcher due to his budget and time. Finally, in order to manage this limitation, the study focussed only one school.

1.8 Definition of Key terms

Grammar is a structure in linguistics that has functions to organize the sentence well.

Scaffolding: is a temporary intellectual support which is offered by teacher for the students on their language learning achievement.

Scaffolding strategy: is a teaching strategy which can encourage both teachers and students creativity in teaching-learning process.

1.9 Organization of the Study

This study was organized in to five chapters. The first chapter contained the introductory part of the study including background of the study, statements of the problem, research question, and objectives of the study, significance of the study, delimitation of the study, limitation of the study and definitions of key terms. The second chapter focussed on reviewed literature. The third chapter discussed on the general methodological parts of the study. The fourth chapter dealt with the presentation, analysis and discussion of the data. The last chapter incorporated summary, conclusion and recommendation.

Chapter Two

2. Review of Related Literature

2.1. Concept of Scaffolding as Teaching Strategy

Scaffolding, first used by Wood, Bruner and Ross (1976), refers to instructional techniques used to extend understanding of learners and promote their independence in the learning process. Bruner (1978) defines scaffolding as “the steps taken to reduce the degrees of freedom taken in carrying out some task so that the child can concentrate on the difficult skill s/he is in the process of acquiring” (p. 19). Teachers provide temporary assistance to learners to develop their understanding to complete tasks. This support is given during the tasks which learners cannot accomplish without teacher involvement. The argument here is that, learners will develop new abilities to accomplish similar tasks on their own. In order to enable learners carry out tasks successfully, it is significant to assist them.

Scaffolding is a term used to describe appropriate assistance provided to students to learn what alone would have been too difficult for them to learn on their own. Scaffolding instruction as a teaching strategy originated from Lev Vygotsky’s sociocultural theory and his concept of the zone of proximal development (ZPD). The zone of proximal development is the distance between what children can do by themselves and the next learning that they can be helped to achieve with competent assistance (Raymond, 2000, p.176). The scaffolding teaching strategy provides individualized support based on the learner’s ZPD (Chang, Sung, & Chen, 2002).

Scaffolding is the fortification the expert gives to the apprentice, or the teacher plans for the student, for tackling the task at hand. Scaffolding adapted to the level of the learner in both cases ensures success at a task the child cannot do on his or her own. The amount of scaffolding needed and provided decreases as the skill level of the learner increases. The teacher thus follows a moving ZPD. Ultimately, the scaffolding structure becomes internalized, enabling independent accomplishment of the skill by the learner. For a learner at a given level of skill, a greater scaffold is provided as a task difficulty increases (Richard, & Schamid, 2002). Exploration has demonstrated that higher level of guidance has a greater effect on scaffold learning. But it is not a guarantee of more learning. The efficacy of a higher amount of guidance is dependent on the level of detail and guidance applicability. Having multiple types of guidance (i.e. worked examples, feedback) can cause them to interact and reinforce each other (Vygotsky,1978).

In scaffolding instruction a more knowledgeable other provides scaffolds or supports to facilitate the learner’s development. The scaffolds facilitate a student’s ability to build on prior knowledge and internalize new information. The activities provided in scaffolding instruction are just beyond the level of what the learner can do alone (Olson & Pratt, 2000). The more capable other provides the scaffolds so that the learner can accomplish (with assistance) the tasks that he or she could otherwise not complete, thus helping the learner through the ZPD (Bransford, Brown, & Cocking, 2000).

Based on the above discussion of scaffolding, it can be said scaffolding is a temporary support provided by teachers or other knowledgeable persons to the learners so as to fulfil their knowledge gap. Furthermore, scaffolding makes learners confidential because, the weak sides of the learners are going to be supported by their teachers. Therefore, it is better use scaffolding as a teaching strategy to improve learners` grammar skills. As the discussion we have so far, grammar errors come from different sources in different forms. In order for eradicating those errors, the teacher should use appropriate scaffolding.

2.2 Scaffolding related theory and theorists

Scaffolding instruction as a teaching strategy originates from Lev Vygotsky's sociocultural theory and his concept of the zone of proximal development (ZPD). Lev Vygotsky was a Soviet psychologist whose work was surprised after his death in the 1930s and was not discovered by the West until the late 1950s. His sociocultural theory proposes that social interaction plays a fundamental role in the development of cognition (Social Development Theory). Vygotsky theorized that learning occurs through participation in social or culturally embedded experiences. (Raymond, 2000, p. 176). In Vygotsky's view, the learner does not learn in isolation. Instead learning is strongly influenced by social interactions, which take place in meaningful contexts.

A child develops his or her intellect through internalizing concepts based on his or her own interpretation of an activity that occurs in a social setting. The communication that occurs in this setting with more knowledgeable or capable others (parents, teachers, peers, others) helps the child construct an understanding of the concept (Bransford, Brown, & Cocking, 2000). The communication helps the child develop inner or egocentric speech. The inner speech is abbreviated speech for oneself that eventually directs personal cognitive activities. Inner speech is developed as the adult initially models a cognitive process and communicates the steps as in "think-aloud" modelling. Over time and through repeated experiences, the child begins to internalize, and assumes responsibility for the dialogical actions, (i.e. it becomes a private speech spoken aloud by the child to direct personal cognitive activity). In subsequent similar activities the amount and type of modelling and guidance provided by the more knowledgeable other will be reduced until the child is able to complete the activity without these supports or scaffolds, the child's inner speech would now be directing the child's activities. (Jaramillo, 1996). This is also true for language learners. After continuous support by teachers, language learners become independent learners.

The second foundation for scaffolding instruction is Vygotsky's concept of the zone of proximal development (ZPD). The ZPD is the area between what a learner can do independently (mastery level) and what can be accomplished with the assistance of a competent adult or peer (instructional level). (Vygotsky, 1978). Vygotsky believed that any child could be taught any subject effectively using scaffolding techniques by applying the scaffolds at the ZPD. Teachers activate this zone when they teach students concepts that are just above their current skills and knowledge level, which motivates them to excel beyond their current skills level (Jaramillo, 1996, p. 138). Students are guided and supported through learning activities that serve as interactive bridges to get them to the next level. Thus the learner develops or constructs new understandings by elaborating on their prior knowledge

through the support provided by more capable others (Raymond, 2000). Studies have actually shown that in the absence of guided learning experiences and social interaction, learning and development are hindered (Bransford, Brown, and Cocking, 2000).

Another theorist related to scaffolding is Stephen Krashen, a researcher in second language acquisition, introduced theory of comprehensible input. Krashen defined that comprehensible input as understanding of input language that contains a bit beyond the current level of competence ($i + 1$). In other words, the teacher is going to add new knowledge to students which is beyond their actual knowledge. In short, scaffolding can change the learners' actual performance of completing tasks in to the new skill level when the learner and the teacher work together.

2.3 The zones of actual, proximal, and distal, development

One of Vygotsky's most influential ideas was what is usually translated as the zone of proximal development, ZPD, or sometimes as the zone of next development. The ZPD is much referred to, although sometimes in a quite vague way. The zone is not an actual physical space but an activity space a space relating to behaviours or competencies (or potential problems). Vygotsky introduced the idea in the context of assessment, and in particular diagnostic assessment. Vygotsky pointed out that children were normally assessed by being set a task for which they would get no external support. We might think of the term sometimes used in schools: exam conditions. This mode of assessment targets what the student can succeed at unaided. Vygotsky considered that such assessments had limited value in informing teaching - they can show what a student has mastered (their zone of actual development, ZAD) but offer the teacher limited guidance on how to proceed in facilitating further development of thinking or skills.

Vygotsky argued that two students who demonstrated similar performance on such an assessment two students with similar ZAD in terms of the skills or knowledge being tested might have very different potentials for moving on in their learning (very different ZPD). Instead Vygotsky suggested assessing the learner as they worked with an adult or more advanced peer to assess what they could achieve with support - what lay within their ZPD. Vygotsky argued that knowing about the ZPD gave much more useful information to the teacher in planning teaching. In many educational contexts there has been a shift from expecting school learners to work alone on problems in class to pair and group working, or at least allowing pupils to seek advice from their peers when needed. There is an extensive and well-established area of scholarship around cooperative learning (Johnson & Johnson, 2009; Slavin, 1980).

Yet it is still common to suspend these classroom norms and move back to lone working in silence when there is a test. That is appropriate perhaps in terminal examinations, but even then only if we need a summative assessment of what a student can achieve unaided. The continued use of these kinds of tests within education in many contexts seems ingrained. We might point to three trends which suggest that assessing purely within the ZAD is seldom optimal:

- It is now commonly recognised that in the adult workplace very few people work on tasks totally alone without access to support. Rather teamwork is valued (Raybould &

Sheedy, 2005), and modern digital technologies offer easy access to various forms of support even when someone is physically alone; • There has been a strong trend in some educational contexts to persuade teachers to shift the focus of classroom assessment, from summative assessment ('assessment of learning') to formative assessment ('assessment for learning') (Black & Wiliam, 1998); • Given the notion of life-long learning, there is (or should be) no point in a person's educational career which represents the terminal stage of their learning and development (Broadfoot, 1998); so formative assessment is always likely to be more useful than summative assessment. Despite these considerations, Vygotsky's argument that assessment is most useful in the ZPD has had limited impact on high stakes testing in many national contexts, where formal examinations are commonly administered to individuals, working in silence, and usually in closed-book conditions (i.e., with no access to reference works or the internet etc.). The idea of the ZPD has been much more influential in thinking about how teaching and learning activities are set up, at least in the sense of the widespread use of the concepts of the ZPD and scaffolding in discourse around teaching. That is, the ideas are widely referenced, if perhaps less well technically embedded in practice. As explored below, enactment requires careful tuning of teaching, and offering support and structure to learners does not necessarily qualify as scaffolding learning in the ZPD.

The spatial metaphor divides the activity (or achievement) space into three zones. One zone consists of the skills and competencies that a learner has already acquired (the ZAD). Tasks that are set in the ZAD are able to be successfully completed (assuming the learner can be motivated to engage with these tasks) at a high standard with few errors and high accuracy. In some workplaces this may often be what is wanted. The key tasks assigned to a worker should be within their competence so that they will be successful. We usually want the surgeon operating on our loved one, the solicitor arranging our house purchase, the driver of our bus, the bank teller handling our savings deposit, and the lifeguard on duty during our children's swimming lessons at the municipal swimming pool, to all be competent enough to successfully complete the tasks associated with their work. We normally want the qualified worker to practice within the ZAD (even if we acknowledge that there should also be opportunities for professional development).

Outside the ZAD are two further zones that represent competencies not yet attained. Some of these competencies can be considered close to the ZAD (i.e., proximal, within the ZPD). Others are further from existing competence: in a zone of distal development (ZDD) - some 'distance' from the current level of development. When Vygotsky's ideas are applied in teaching, the distinction between the ZPD and the ZDD is not considered to be arbitrary. Activities are considered to fall within the ZPD when a learner who is unable to successfully complete them unaided, is however able to succeed in them with a level of structured support that allows the learner to incrementally master the activity. An activity in the ZDD is (in terms of the spatial metaphor of zones) however too far away from the current level of development to allow the learner to benefit from being supported in the task. The degree of support needed for success on a task that falls within the ZDD is so great that the learner's engagement in the shared activity would be peripheral and not educative.

Vygotsky suggested that the extent of the ZPD; the distance from current development where a learner could effectively learn with support and so extend their development - would vary from person to person. Similarly, in relation to a particular individual, their ZPD might be broader in some areas than others: perhaps a particular learner can only be effectively supported in learning geometry within a narrow ZPD, but their ZPD is more extensive when it is considered in terms of creative writing or spin bowling or perhaps even calculus. These points seem to inherently follow from Vygotsky's line of thought, and should warn us against taking the spatial metaphor too literally: a person's ZPD needs to be seen as occurring in a phase space where the 'distance' from the ZAD to the ZDD will vary in different dimensions. The ZPD has a manifold geometry in a multi-dimensional phase space.

2.4. Providing vicarious support through scaffolding

The notion of scaffolding was popularised by Wood and Bruner and their colleagues (Wood, Bruner, & Ross, 1976) as a metaphor (Maybin, Mercer, & Stierer, 1992) that was useful to explain the implications of Vygotsky's work for pedagogy. Initially the idea was described in the context of a child interacting with an adult, such as a parent, but given Vygotsky's own description of the ZPD, a more advanced peer may take the role of the adult. Indeed it has been suggested that under certain conditions having a gifted learner work with a less advanced learner may both scaffold the less advanced learner, allowing them to progress when working on something in their ZPD, whilst simultaneously ensuring a student who has already mastered the work is engaged in their own ZPD by being asked to work with material at the higher level needed to effectively explain it to another (Taber & Riga, 2016).

As many teachers have recognised, the level of mastery of material required for effective teaching is greater than generally required to demonstrate competence in most formal assessments (Taber, 2009a). The term 'scaffolding' has become widely used, but often in quite vague ways for forms of support that do not necessarily meet the criteria for scaffolding (Pea, 2004; Puntambekar & Hubscher, 2005). Scaffolding implies more than just structuring a learning activity, or offering support. For something to count as scaffolding it has to relate to a task prescribed in relation to a specific learning goal that a learner is not yet able to succeed in unaided, where the scaffolding has been designed specifically to bridge the task demand in the light of the learners' current level, and where it actually allows the learner to be more successful than would have been possible otherwise (Maybin et al., 1992). It has also been argued that true scaffolding must lead in time to the learner developing the capability to succeed in the task unaided, and so must be 'faded' so that the learner gradually takes on full responsibility for the activity (Pea, 2004; Puntambekar & Hubscher, 2005 cited in Taber, 2018).

We can understand fading as a process that an autodidact (i.e., one with sophisticated enough metacognitive awareness to effectively manage their own learning) would naturally employ. This can be appreciated in relation to one of the examples drawn upon earlier. Consider a thought experiment of a consumer who successfully built a 'flat-pack' chest of drawers by carefully following the diagrammatic instructions provided to build the furniture, and then decided to order and build an identical second unit; then a third; then a fourth,...

Initially the task requires careful attention to each diagram in the sequence, including identifying parts (e.g., which pieces of wood), fixtures (e.g., which screws or dowels), and the necessary orientations of the parts (e.g., which way around do parts go, and which of the pre-drilled holes do the screws need to go through?) Over time the process of building a unit would become quicker, with less chance of misinterpreting the instructions. Indeed the need to refer to the instructions at all would decrease. (Even on the first item, building several identical drawers would likely be achieved with less time interrogating the diagram for successive drawers). If our hypothetical handy-person had the space and enthusiasm to keep buying further kits and building identical units, they would in time get to the point where they could unpack the components and build the chest without any reference to the instructions, having internalised the whole process - a process that might have seemed overwhelming when initially looking over the instructions for the first build.

In effect the instructions act as a form of scaffold, a support that allows someone (who designed the construction) with the knowledge of how the build proceeds to vicariously enable someone else (a consumer) who has not internalised that knowledge to none-the-less achieve something that is only possible with the knowledge. If the handy-person building multiple units has confidence to refer to the instructions less and less, and eventually not at all, we see the process of fading a scaffold, where the scaffold is incrementally withdrawn as the learner no longer needs it. Now the knowledge represented in the instructions sheet has become internalised by the learner. This is a key process described by Vygotsky - the learner first engages in activity with others more knowledgeable / experienced /skilled on the social or interpersonal plane, and through sharing in that activity gradually internalises the knowledge/skills to the mental or intrapersonal plane where they allow successful individual activity.

In this example, symbolic tools - a set of diagrammatic instructions - allows the more knowledgeable and the novice to engage in a form of shared activity despite not being in the same place, nor engaging in the activity at the same time. Indeed the person creating the instructions may have since retired, become senile, or even died. A person with some prerequisite skills within their ZAD (using a screwdriver, identifying components from a diagram, following stepwise instructions, orientating components into compound configurations, etc.), but without the capacity to construct furniture from the kit of parts, develops the ability to put together a unit in an hour or so. Constructing the chest of drawers has been shifted from a ZPD activity requiring scaffolding to a ZAD activity through one dimension of the ZAD developing as a result of the learning experience. Our modern technologies (including printing and communications and distribution systems) allow the interpersonal plane to be extended beyond synchronous, face-to-face engagement.

What this kind of asynchronous activity does not allow is for feedback from the person in the 'teacher' role. The kind of scaffolding discussed by Bruner and his colleagues allowed the 'teacher' to observe errors and guide accordingly. The do-it-yourself consumer only gets feedback in terms of whether the build appears to be proceeding as the instructions suggests should be the case. We might suggest (only partly tongue-in-cheek) that flat-pack furniture should carry a warning that it should only be constructed by consumers with sufficient

metacognitive nous to monitor their own learning and frequently check their progress towards the intended final outcome of the activity (Taber, 2018).

2.5. Features of Scaffolding

According to van de Pol and colleagues (2010), scaffolding has three key features. These are contingent support, fading of support and transfer of responsibility. Contingent support refers to the adjustment of teachers' scaffolding strategies based on the needs and English proficiency levels of different types of students (Hammond & Gibbons, 2005). Then, scaffolding is fading. This means, scaffolding can be gradually reduced when students can perform their tasks independently (Hammond & Gibbons, 2005 cited in Huan Buu Nguyen, 2019). In other words, when the learners' skills increase, scaffolds gradually decrease. Finally, scaffolding is transferring responsibility. This means, as we have discussed so far, scaffolding is temporary support which is provided by teachers to enable students independent learners. As a result, the responsibility is transferred from the teacher to the students after learners have improved their skills of accomplishing tasks (Reynolds & Daniel, 2018; van Lier, 1996, 2004).

2.6. Functions of Scaffolding

According to Wood et al. (1976) cited in Zia Tajeddin et al. (2020), scaffolding has different functions. These are recruiting interest, reducing degrees of freedom, maintaining pursuit of the goal, marking critical features, controlling the frustration, and demonstrating an idealized version of the act.

By recruiting interest, the teacher primarily try to catch the students' attention to the required steps which can be employed for pedagogical, contextual, or managerial purposes (Buenner, 2013). Belland, Kim, and Hannafin (2013) suggests that recruitment is one of the seminal scaffolding functions classified as motivational, not cognitive support, which demonstrates the teachers' attempts to cope with the students' moment-by-moment interaction. It can be occurred at the beginning of the discussion to warm-up the learners or at the middle of the discussion to engage learners in the discussion and manage distractions. In order to recruit the learners, the teacher can use different techniques such as: visual aids, teacher's intonation, questioning etc. (Zia Tajeddin et al. 2020).

Reduction of degrees of freedom means simplifying to help students accomplish tasks or learn a new concept. In particular, this type of scaffolding is useful when students fail to learn or do tasks, and it can be provided through teachers' rephrasing, using explicit instruction and explanation, and providing visual clues and verbal hints (Zia Tajeddin et al. 2020).

Direction maintenance can occur when the teachers keep the students on track and try to prevent them from regressing to reach the task results. In other words, students should be scaffold to understand the requirement of tasks in hand, the aims of subsequent matters, and the way to get to overall target goals. Accordingly, teachers maintain direction by keeping the students involved in overall learning goals and assess their online comprehension required for turning to the next task. Maintaining direction is used to promote and facilitate students' comprehension even through explicit clarification (Zia Tajeddin et al. 2020).

The other scaffolding function is marking critical features. It is to highlight the important and critical features, thereby making students more conscious of the discrepancies they may have and the ideal solutions to the task. Moreover, pointing out critical features of any tasks, rules, usages, or examples can facilitate students' learning by providing the reason for the matters and enhancing internalization of the learned knowledge (Buenner, 2013; Walsh, 2006).

The last scaffolding function is a demonstration of the idealized version which involves the ideal target structure or modelling of the task. Demonstration of the idealized version provides the most explicit details required to achieve the task goal. Importantly, when teachers cannot help students come up with the correct answer, the idealized version could be demonstrated as the last option concerning time limitation or the nature of the concept (Buenner, 2013). Also, the final type of scaffolding can be applied by teachers to benefit the whole class.

2.7. Concept of Grammar

In the process of learning a second language, grammar is an important element and is considered to be an essential part of both spoken and written language. In other words, considering the fact that learning grammar and improving grammatical knowledge, compared to other dimensions of language learning, has proved to be more challenging, providing appropriate scaffolding strategies becomes a crucial issue that can make a difference between success and failure in learning grammar.

However, learners usually have difficulties in learning grammar. It is believed that grammar cannot be understood easily especially if it is taught traditionally. Despite a multitude number of research in grammar, still there are many problems and difficulties in learners' grammatical knowledge. It seems that it is because of either the insufficiency of the theories underlying these studies or the inappropriateness of the methods of study. Moreover, it's been proven that conventional and so-called traditional grammar-teaching strategies adopted by teachers may, even to a great extent, halt grammar learning processes in students.

Grammar maybe roughly defined as the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning (Ur, 2001: 4). Grammar is a description of the language works. It explains many things. For example, grammar tells us the order in which sentence parts must be arranged. It explains the work done by the various kinds of words-the work done by a noun is different from the work done by a verb. It explains how words change their form according to the way they used. Grammar is useful because it enables us to make statements about how to use our language. These statements we usually call rules. Such rules could not be understood; in fact they could not be formed without the vocabulary of grammar. Grammar then helps us to state how English is used and how we should use it (Warriner, 1986: 3).

Grammar is essentially about the system and patterns we use to select and combine words. In order to communicate well, we must share a common system, which is why people who speak different language cannot understand one another because they are using different system. For people to communicate through language there must be common system and grammar is one of the essential system. People must know about grammar in order to use the language appropriately in social context (Joyce and Burns, 2001: 4). Grammar is a set of rules which describe how a language works. These are rules in the sense that scientific laws are rules: general statements that describe how things are, not moral regulations like the Ten Commandments (Seely: 2000: 11).

In addition, other scholars defined grammar in different perspectives. According to Francis (1954, cited in Hartwell, 1985, p. 109) as cited in Tasneem S. M. & Mirza Md. Adwit Rahman, (2016) there are three meanings of grammar. First, grammar can be seen as the set of formal patterns in which the words of a language are arranged in order to convey larger meanings. Second, when the teaching of grammar becomes a subject of scientific study, grammar becomes the branch of linguistic science which is concerned with the description, analysis, and formulization of formal language patterns. From the third and last perspective grammar has been defined as linguistic etiquette (procedure) focusing on the usage. Generally, standing from these all definitions, it can be seen the necessity of grammar in language learning.

2.8. Background of Grammar Teaching

Over the years, many scholars and language teachers argued on the inclusion of grammar teaching in second language teaching. Scholars and language teachers agreed that teaching grammar is essential in language teaching. However, they still did not decide on the appropriate teaching method of grammar. As a result, grammar teaching methods were changed time to time. According to Kauppinen (2008 cited in Tasneem S. M & Mirza Md. A. R, 2016), methods of grammar teaching were based from two perspectives. These are formalist and functionalist. Formalists such as (Chomsky, 1950s) stressed structural description. In other words, formalists focussed on the grammatical structures in the language. On the other hand, Functionalists like (Halliday, 1970s) saw grammar as the design of texts while advocates of Conversation Grammar.

Even after the emergence of communicative approach to language teaching, the Functionalists' approach of teaching grammar received prominence. Thus, Hassan (2001, cited in Rupert, 2008, p. 4 as cited in Tasneem S. M & Mirza Md. A. R, 2016) described grammatical rules are introduced as the need arises in students' communication. Grammar then becomes more content-based, meaningful and arises from the context.

Based on these different ideas of teaching grammar, the methods of grammar teaching also changed many times. According to Anh (2013, p. 23-24 cited in Tasneem S. M & Mirza Md. A. R, 2016), there are five major approaches to teaching grammar.

1. Traditional Approach /Grammar Translation Method/

Analysis of grammatical rules and translation of written pieces had been primary focus of second/foreign language study for more than 2000 years (Hinkel & Fotos, 2002, Ibid). This approach, traditionally called Grammar-Translation Method (GTM) enabled students to read the literature and develop their minds in target language. (Freeman, 2000 cited in Tasneem S. M & Mirza Md. A. R, 2016). Richard & Rogers (2003, cited in Tasneem S. M & Mirza Md. A. R, 2016) state that this approach focuses language learning as the analysis of language (mental exercising of learning), memorization of grammar rules and bilingual wordlists, which are followed by the application in translation exercises.

2. Audio-lingual Approach

With the growing dissatisfaction with the traditional teaching approach, audiolingual method was introduced in the United States of America in the 1960s, which viewed language learning as a mechanical habit formation (Murcia, 1991, as cited in Anh, 2013, p. 25) as cited in Tasneem S. M & Mirza Md. A. R, (2016). To describe this approach to language learning, Anh (2013, p. 25) cited Freeman (2000) and Richard & Rogers (2003): Certain key structures selected from dialogues are used as the basis for students' pattern drills such as repetition, backward build-up, substitution, transformation, and question answer (Freeman, 2000). These grammar items are sequenced and graded following the principle from simple to complex ones (Richard & Rogers, 2003).

As a result, Teachers as well as researchers became aware about the shortcomings of this method and its popularity started to decrease. They started thinking about a more practical and effective method which will help the learners to be competent user of the second language. This opened the way to the emergence of the cognitive code approach.

3. Cognitive Code Approach

In the late 1960s Noam Chomsky, an advocate of Formalist approach to teaching grammar introduced the theory of Transformational Generative Grammar through Language Acquisition Device (LAD). Chomsky, (1957 cited in Tasneem S. M & Mirza Md. A. R, 2016) believes that language acquisition is a cognitive psychological process rather than a product of habit formation. In Cognitive Approach, first the grammar rules are presented and then the learners are exposed to examples of structures from which the learners could induce the learning principles on their own. Moreover, grammatical errors are considered inevitable, which are corrected through self-correction activities. (Anh, 2013, p. 25).

4. Comprehension Approach

During 1970s and 1980s, the weightage was shifted on the meaning of grammar from the formation of structures. Practitioners presented grammar inductively letting learners discover the meaning from grammatical examples. During the same time, Communicative language Teaching (CLT) came into the scene.

5. Communicative Approach

From the late 1960s, as McDonough & Shaw (2003, p. 17) presented Richard & Rodgers' (2001), there was a boom in European market with emerging possibilities for worldwide professional cooperation and tourism. People used to visit places for business, study, or other purposes, which brought the need for changes in language teaching approaches, under light. As a result, Communicative Language Teaching (CLT) approach was introduced. Since its introduction in 1970s, communicative approach to language teaching has been the most appreciated second language teaching methodology. The objective of CLT, according to Canale and Swain Model (1980) has been developing competency of four components (strategic competence, discourse competence, grammatical competence, and socio-cultural competence) which altogether is called Communicative Competence.

Therefore, CLT has established its importance in language classrooms over other approaches as the learners' needs shifted a long way from comprehending foreign literature to communicating in day-to-day life. CLT being the most recent approach used in language classrooms and as grammar has an important role to play in acquiring learners' communicative competency, the language practitioners have tried to identify the necessity of teaching grammar in language classrooms and even the effective ways of teaching it.

2.9. Characteristics of Grammar

In short grammar should be:

Relevance: relevance to learning in an educational setting

Negotiable: students need to see grammatical explanations as an area of discussion and discovery. If grammar is seen as a resource which language users draw on differently to achieve social purpose, then they can approach grammar as an area of debate such as occurs in other areas of learning.

Reliable: grammar should be able to explain all instances of real language choice to social contexts and purpose.

Accessible: grammar should be available to all learners as an explanation of how language works in particular contexts and available to them as a resources for their own language learning and use.

Communicable: it should be possible to discuss the system of the language as they relate to choice, within social contexts. This will require the development of a meta-language which students can use to explain language choice in the same way as they develop technical language about other fields of learning.

Choosable: grammar should be seen as fundamental to the process of language choice, and students should develop confidence in their ability to use language consciously to achieve their social and educational ends.

Useable: students should be able to use grammar consciously and confidently in their development of spoken and written discourse.

Definable: it should be possible for students to define grammar and to explain how it works in the development of discourse and to relate this to the uses of they make of language within social and educational contexts.

Flexible: grammar should be able to account for language variations which occur in different social contexts. A flexible grammar would be able to explain different uses of language without resorting to condemnation of certain instances as in correct.

Justifiable: students should be able to use their knowledge of grammar to justify, the language choices they make within social and educational contexts. In general, in the wider grammar teaching context, it should fulfil those characteristics to make the learners too confidential and beneficiary in their language learning achievement.

2.10. Ways of Teaching Grammar

Over the past two decades, there have been many shifts in second/foreign instruction. The major change is the shift from an explicit emphasis on language itself to focus on the expression and comprehension of meaning through language. In other words, the shift is from form focused /explicit/ grammar teaching to meaning focussed /implicit/ grammar teaching methods. The theoretical background of the communicative-oriented approach can be based on Krashen's (1981) Input Hypothesis and Natural Approach which express that in order to successfully acquire a second language, L2 learners need to be exposed to comprehensible input and motivation to acquire L2 proficiency.

Generally, two methods for teaching grammar within an EFL/ESL context have been suggested: Implicit/Inductive and Explicit/Deductive.

1. Implicit/inductive/meaning focused grammar teaching method

It suggests a bottom up approach in which students discover grammar rules while working through exercises/tasks (Thornbury, 2006). According to Ellis (2002), implicit learning is defined as acquisition of knowledge about the underlying structure of a complex stimulus environment by a process which takes place naturally, simply and without conscious operations. As DeKeyser (1995) defined implicit learning as learning of rules underlying the complicated pattern of co-occurrence of forms without consciously thinking about the rules (p. 84). Also, implicit learning is defined as learning that occurs without concurrent awareness of what is learned through memorization of instances, inferring of rules without awareness or both (DeKeyser, 1995, p. 380). Characteristics of implicit learning accordingly include the absence of consciousness or awareness or of the operation of rules.

In short, implicit grammar teaching is one of the suggested grammar teaching method that gives great attention on meaning rather than form. In addition, it is a method that allows the learners to acquire grammar knowledge through performing complex tasks. For instance, students may be engaged to reading passage. Then, they read and try to comprehend the passage. At the same time they can aware the rules indirectly while they are reading the passage. Finally, the teacher may ask learners to find out the particular tense form. Generally, there is no direct definition of rules before the tasks and examples are given before the rules are driven. So, as the focus of the current language teaching approach which is CLT, implicit/inductive/ grammar teaching is effective to develop communication competence because, it focuses on meaning.

2. Explicit/deductive/form focused/ grammar teaching method

On the other hand, it suggests a top down approach which is the standard teaching approach that has a teacher explaining rules to the students. In contrast to implicit grammar teaching, explicit learning has been defined by different scholars. Ellis (1994) defined this type of learning as a more conscious operation where the individual makes and tests hypotheses in a search for structure (p. 1). Also, according to DeKeyser (1995), explicit learning occurs with concurrent awareness of what is being learned. This implies as long as generalization takes place and not just memorization of instances - which some sort of rule is being thought about during the learning process. (p. 380). Reber (1993) has argued that implicit learning is

effective when the rule domain is complex, but explicit learning could be effective when the rule domain is simple and the properties of rules are salient.

Based on the above explanation, explicit grammar teaching is said to be highly form focused teaching method. In this method, the learners are expected to be master of the rules. Furthermore, the rules are defined and formulated by either the teachers or the students before any examples are seen. For example, the teacher gives the definition and form of particular tense. Then, students will be asked to construct sentences by using the first defined form. So, great focus is given to memorizing forms. Obviously, CLT discourages this method, because explicit grammar teaching method focuses on form. In fact, this is not the aim of CLT. To sum up, the current language teaching approach is CLT, and its objective is to make learners effective communicator. In order to be effective communicator, grammar knowledge is required. Although grammar teaching is fundamental for good communication, an appropriate teaching method which is encouraged by CLT is needed. As a result, out of the methods we have discussed so far, implicit grammar teaching method can be effective.

Even though, English teachers apply whether explicit or implicit grammar teaching, the whole students may not use correct grammar for communicating fluently. Even students assume they are using correct grammar for communication; there are errors that are committed by learners in using grammar. Therefore, learners need another person to show errors and guide them to improve their understanding towards grammar skills. The students` problem of using correct grammar may be because of their background knowledge or their learning need. So, as the aim of this study scaffolding teaching strategy is good to be implemented in the classroom to reduce the learners` grammar problem since task based instruction with the appropriate teacher scaffolding method was suggested by Ethiopian language teaching curriculum as best method of language teaching (Addisu A, 2019). As it is discussed above, scaffolding teaching strategies can make the tasks easily comprehensible to the students. As a result, most teachers provided different scaffolds to reduce errors and to teach their learners meaning focused grammar. In short, scaffolding can reduce errors that are made by learners during classroom teaching learning process. The following part discusses the types of errors which are occurred in grammar learning.

2.11. Types of Errors

According to Corder, (1981) errors are the result of interference in the learning of a second language from the habits of the first language. It is something wrong that can be occurred because of the learners` lack of knowledge and it shows the learners` ability. According to Corder, (1981) errors can be existed in different ways:

1. Error of Omission

This error is characterized by the absent of an item that must appear in a well-formed utterance. Although any morpheme or word in a sentence is a potential candidate for omission, some types of morphemes are omitted more than the others. It is caused by the grammatical morphemes are more complex, for example in using tenses, the learner should be aware of the addition of the ending of the verb (-ed, -ing, -s) correctly.

2. Error of Addition

This error is totally the opposite of omission. This is characterized by the presence of an item which must not appear in a well-formed utterance. In addition, the learners add the utterance which is not needed in a sentence, or the learners add some unnecessary element. For example: he didn't played football yesterday. From the example above, the learner want to tell that he didn't play yesterday. The learner knows that to tell the past event, he has to use the past verb, but he puts two items for the same features: didn't and played.

3. Error of Selection

This error is made by the learner where they choose the wrong items in the right place. It is different from omission where the items are not supplied at all; in errors of selection they supply something incorrect. For example: I buyed a novel two days ago. A past tense marker is put by the learner, but it is incorrect.

4. Error of ordering

Error of ordering is the error where the items presented are correct but wrongly sequences. For example, I have pen blue. From this example, the items are correct, but the writer doesn't put the items in the appropriate order.

In general, the above discussed errors are occurred in every second language learning situation. Even the learners may not be aware of their errors until someone shows their error. In order to overcome these errors, teachers should strive to help learners. While teachers try to help their learners, in one way or the other scaffolding teaching strategies are applied. Therefore, understanding about the sources of errors is needed to scaffold learners well.

2.12. Sources of Errors

As Gass and Selinker, (2008; 103) stated there are two main kinds of error sources: inter-lingual and intra-lingual. Inter-lingual transfer is a significant source of error for all learners. The beginning stages of learning a second language are especially vulnerable to inter-lingual transfer from the native language or interference. For example: We heard English learners say "sheep" for "ship". On the other hands, Intra-lingual transfer or intra-lingual interference the negative transfer of items within the target language or put another way, the incorrect generalization of rules within the target language is a major factor in second language learning. So that intra-lingual transfer is happened because of partial learning. For example, he *is was* born in Medan. In this sentence the student only knows to put the verb *is* and *was* at the same time. In addition, intra-lingual interference has some categories:

1. Overgeneralization

This occurs when learner creates a deviant structure on the basis of other structure in the target language. It can be occurred when the learners apply the same grammar form for all verbs/regular and irregular/. For example, there are many verbs that don't take *d* or *ed* in their past form such as: buy (bought), teach (taught) and irregular verbs that has not change in their past form like cut, put and so on. As a result, the student may say *buyed* or *puted* by overgeneralizing the rules of past tenses to be added /d/ or /ed/.

2. Ignorance of rule restrictions

It occurred when learner does not apply the rules to contexts. For example: He made me to drink through expansion of the pattern of the majority of verbs that use infinitival complements, He asked/wanted/invited me to drink.

3. Incomplete application of rule

It is a failure to fully develop structure. Some learners of second language English sometimes use declarative word order in interrogatives. For examples: you have brother? In place of interrogative word order it should be, do you have brother?

4. False concepts hypothesized

It arises when the learner does not fully comprehend a distinction in the target language. For example; the use of `is` as a marker of present tense in One day it is happened. It means, learners should not be informed that one verb has only one purpose.

Generally, in the process of learning a second language, grammar is an important element and is considered to be an essential part of both spoken and written language. In other words, considering the fact that learning grammar and improving grammatical knowledge, compared to other dimensions of language learning, has proved to be more challenging, providing appropriate scaffolding strategies becomes a crucial issue that can make a difference between success and failure in learning grammar. However, learners usually have difficulties in learning grammar. It is believed that grammar cannot be understood easily especially if it is taught traditionally. Despite a multitude number of research in grammar, still there are many problems and difficulties in learners' grammatical knowledge. It seems that it is because of either the insufficiency of the theories underlying these studies or the inappropriateness of the methods of study. Moreover, it's been proven that conventional and so-called traditional grammar-teaching strategies adopted by teachers may, even to a great extent, halt grammar learning processes in students. As a result, errors can occur from different sources in grammar learning such as: the influence of learners' mother tongue (inter-lingual interference) or the target language (intra-language interference). So as to reduce these errors, the teaching methods used by teachers play significant roles. Based on different explanations of scholars, scaffolding teaching strategies allow the learners to develop their language skills. As the aim of this study, let's have some discussion on scaffolding instruction.

Chapter Three

3. Research Methodologies

This part focuses on the methods that will be used in the study. It includes the research design, the instruments of data collection, the sampling techniques and the method of data analysis and other methods.

3.1. The Research Design

This study employed a concurrent mixed research approach (Qual+quan) and descriptive research design. The (Qual+quan) is one of the typologies indicated in Dornyei, (2007) to integrate qualitative and quantitative researches in a single study. Thus, (Qual+quan) refers the higher weight is given to qualitative research and the quantitative part helps to fill the gaps of the qualitative data. In descriptive survey method, data can be gathered from wide population regarding their attitude, practices, opinions, etc. It highly focuses on describing the 'what' of a phenomenon under study. In line with this, Kumar (2006), states that descriptive surveys or studies also serve as direct sources of valuable knowledge concerning human behaviour, attitude and practice. Therefore, as the study aimed at investigating the kinds of scaffolding strategies used by English teachers and their implementation to teach students' grammar skills, descriptive research method was used to reveal the teachers' practice to scaffold their learners.

3.2. Participants of the Study

The participants of this study were grade nine students who were attending their class at K2V14 high school in 2022/23 academic year which is found in Beninshangul Gumuz regional state Metekel zone Pawi woreda.

3.3. Sampling Technique

In K₂V₁₄ high school, there were three sections of grade nine students namely section (A), (B), (C), and there was one teacher who was teaching English language for these three section students. And there were 52 students in each section. Totally there were 156 grade nine students in K₂V₁₄ high school. Among these three section students only one section were selected randomly as participants of this study because, it created good condition for the researcher to observe and to obtain the same data from the teacher and the students in one class. Then, the researcher incorporated all students in one section (52) and 1 their English teacher from this randomly selected section. In short, simple random sampling technique was utilized to select one section students. Then, all students from the selected section with their English teacher were participants of this study.

3.4 Data Collection Instruments

The instruments that used to obtain relevant data for this study were classroom observation, questionnaire and interview. Classroom observation were serve as the main data gathering tool because; the real data on the kinds of scaffolding teaching strategies and their implementation could be obtained through observation. Furthermore, questionnaire and interview were used to crosscheck the data obtained through classroom observation. In general, these data collection tools were important in order to gather data which can achieve

the research objectives of the study. As the study aimed to identify the types of scaffolding teaching strategies used by English teachers to teach students grammar skills and to look the implementation of the scaffolding teaching strategies, the researcher used classroom observation, questionnaire and interview as data collection tools.

3.4.1 Observation

As Dornyei (2007), states classroom observation allows the researcher to see directly what people do in a particular setting. Therefore, classroom observation was used as data gathering tool since the aim of this study was to investigate the types of scaffolding strategies used by English teachers and their implementation to teach grammar skills. As a result, observation can reveal the teachers` practice to implement the scaffolding strategies. In short, classroom observation was used to obtain qualitative data about scaffolding teaching strategies used by English teachers and its implementation. Generally, the maximum amount of data was gathered through classroom observation since it was major data gathering tool to observe people`s practice.

3.4.2 Interview

Interview is one important data gathering tool in order to get in-depth information from the respondents about their attitude and practice. It is this type of interview the researcher attempts to achieve a holistic understanding of the interviewees` point of view or situation about particular issue (Dawson, 2002). In the study to get essential information about the implementation of scaffolding strategies, semi-structured interview was used to obtain qualitative data from the English teacher of grade nine students in K₂V₁₄ high school. This unstructured interview gives freedom for the interviewee to express his/her ideas freely. Therefore, one grade nine English teacher was interviewed about: what kinds of scaffolding strategies he is using to teaches grammar skills, how he scaffolds his learners during teaching grammar skills And how he implement scaffolding strategy because this helps the researcher to cross check the information which was obtained through observation

3.4.3 Questionnaire

The questionnaire is a well-established tool within social science research for acquiring information on participants` social characteristics, present and past behaviour, attitudes and their beliefs and reasons for action with respect to the topic under investigation (Bulmer, 2004). According to Dornyei (2007), questionnaires can yield three kinds of data about the respondents like: factual questions, behavioural questions and attitudinal questions. Among these three questions, the questionnaires were used to collect the data about the students` attitudes on scaffolding strategies used by their English teacher. Therefore, questionnaires were administered to collect relevant data from the 52 grade 9 students of K₂V₁₄ high school; it did not administer to the teacher.

3.5 Data Collection Procedures

Firstly, the researcher contacted the school director and explained clearly the aim of the study and got permission. Then, Grade nine students and their English teacher were requested for their cooperation to be the participants of the study. After getting their permission, the researcher attended the class to observe the overall teaching learning process. During

observation, the data will be gathered from the teacher about the kinds of scaffolding strategies and their implementation, and the observation was performed for three different times. Then, the English teacher of grade nine students was interviewed. Next to the interview, the questionnaire was administered to students.

3.6 Methods of Data Analysis

After collecting the data, the remaining task is data analysis. To achieve the objectives of this study, both qualitative and quantitative data were gathered. The responses of close ended items of the questionnaires were primarily tabulated based on their themes. Then, the data would be analysed by using descriptive statistics method. This means the data was analysed by taking the highest range of the responses and describing in per cent. On the other hand, the analysis of the data that was collected using the interview, open-ended items of the questionnaires and observation were analysed qualitatively in word expression. As Dornyei (2007), claims qualitative data is analysed primarily in word without using statistical expression.

3.7 Ethical Considerations

After receiving official letter of cooperation from Wolkite University, the researcher communicated all concerned bodies like school director and individual participants legally and smoothly. The purpose of the study was explained clearly and understandably for all respondents. And any communication with the concerned bodies was accomplished at their voluntarily consent without harming and threatening the personal and institutional well-being. In addition, all information which was obtained from individual respondents and the teacher was kept confidential.

Chapter Four

4. Results, Discussions and Findings

4.1 Introduction

The primary objective of this study was to investigate the implementation of scaffolding strategies used by English teachers to teach grammar skills. To achieve this objective, classroom observation, interview and questionnaire with close ended items were administered to grade nine English teacher and grade nine students at Metekel zone Pawi woreda K₂V₁₄ high school.

Accordingly, the classroom observation was performed to gain relevant data from the teacher on the types of scaffolding strategies and their implementation in teaching grammar skills. In addition, interview questions were administered to the teacher. Furthermore, 52 grade nine students responded to the questionnaire and this was assumed to be adequate for the analysis.

The analysis was made based on the following research questions raised from chapter one of this study.

4.2 Result of the Study

4.2.1 Kinds of scaffolding strategies used by English teachers to teach grammar skills.

The answer for this question was presented from the result of classroom observation. Based on the classroom observation, the study found some scaffolding strategies used by English teacher to teach grammar skills. Some of scaffolding strategies used by English teachers to teach grammar skills were presented below.

Table 4.1: Classroom observation check lists

No	Items	Yes	No	Not observed	Notes
1	Grammar lessons and activities are appropriately scaffold for learners at varying proficiency levels (as needed in the class).	✓			
2	The teacher provides instructional scaffolds in grammar class (e.g., modelling, repetition of language, clear directions etc.).	✓			
3	The teacher provides materials that are scaffolded for learners (e.g., graphic organizers, sentence stems, and home language support etc.).	✓			
4	Students are intentionally	✓			

	grouped to support their engagement in activities (e.g., pair work, home language groups etc.).				
5	Topics are defined clearly.	✓			
6	Corrective feedbacks are provided.	✓			

A. Modelling: This is one of the scaffolding strategies used by English teachers to help their students improving grammar skills. It is a teaching strategy where a teacher explicitly shows the students how to complete an activity or assignment before the students begin. In short, it means the teacher shows the way how a sentence is constructed by using particular tense then the students try to produce their own sentences. As the researcher observed in the classroom, the teacher primarily defined about a particular tense then provided model sentences. Based on the sentences provided by the teacher, students tried to construct additional sentences.

B. Repetition: As the classroom observation showed, the teacher often repeated the topic and other elements in the class. This method helps to give more emphasis for the topic and to enable students memorize what they have already learned.

C. Providing clear direction to the students: it can ensure that they fully comprehend what they need to do to achieve in your classroom. It may reduce their confusion and confirm the teachers` expectations so that they can be happy and successful in school. As the researcher observed, the teacher provided clear directions to the students. This helps the students to understand what they are going to do in the class.

D. Graphic Organizers: are visual tools which support learners in processing, ordering, and recording information. This helps to broaden the learners` understanding about particular information. As the classroom observation showed, the teacher used graphic organizers to compare the past and present features of someone to make clear the difference between past tense and present tense. Sometimes, teachers use title, heading, caption and so on to create conceptual frame work to in the learners` mind. This is extremely useful to make the topic easy. By using this type of scaffolding strategy, students develop their grammar skills easily. These were the scaffolding strategies used by English teachers in teaching grammar skills as the classroom observation showed.

E. Questioning: it is one of scaffolding techniques that helps learners to be active participants. In other words, it has the role of collecting the learners` attention. As the researcher observed, the teacher provided partially completed questions to the students. These partially completed tasks allow the students to remind the rest of the answer. In addition, these kinds of tasks become easy to the students, because the tasks are Brocken down from complex to simple tasks. In short, questioning is one of the scaffolding strategies which are found by this study.

F. pair work, corrective feedback and using simple language: these also another scaffolding strategies used by English teachers in grammar class which were found in this study. In pair

work a student learns from another student in the form of discussion. By providing corrective feedbacks, the teacher showed the correct way of speaking or writing using particular grammatical rules. In fact, the teacher used corrective feedbacks many times during grammar class. In addition, using simple language is also one of the good scaffolding strategies to teach grammar skills. In order for making the topic easy and understandable, the teacher often used simple language. Generally, as the researcher has already observed, the teacher first defined the topic and every activities in grammar class were appropriately scaffold in different way.

In addition to classroom observation, the interview result showed that the above mentioned scaffolding strategies were found in this study namely: modelling, repetition, providing clear direction to the students, graphic organizers, pair work, and corrective feedback and using simple language.

4.2.2 Implementations of Scaffolding Strategies Used By English Teachers in Teaching Grammar Skills.

Based on the result of classroom observation, there were steps to implement the above listed scaffolding strategies.

1. Topic selection: the teacher first select relevant topics to the level of the students to determine the appropriate scaffolding strategies. This helps the teacher which kind of scaffolding strategy is needed to make the topic understandable.

2. Brainstorming: this technique has an initiative role for learners. By asking students about a given topic, the teacher can open the way to the discussion point. As the researcher observed, the teacher often asks his students about the selected topic before the actual discussion. At that time, the learners tried to explain their idea about the topic by using their background knowledge.

3. Actual discussion: in this phase, the teacher is expected to provide clear explanation about the selected topic. The teacher should give examples, justifications and forms about a topic to make the lesson simple and clear. Based on the result of the observation, the teacher tried to explain the topic and give examples. Then, the students tried to produce their own idea about the topic. During producing an idea, a student might commit an error. Therefore, the teacher corrected the student by using one of scaffolding strategies called corrective feedback.

In actual discussion all kinds of scaffolding strategies could be presented. When the teacher gives an example at beginning, it is called modelling. Sometimes, teachers repeat a particular idea many times either to give emphasis for the topic or to insert the topic in the learners` mind, so that repetition is implemented. In addition, when the teacher needs to compare things or people or to make the topic clear, he/she may use graphic organizers. Furthermore, when the teacher gives activities for students, he/she provides clear direction to show students how to do the activities. Generally, all these scaffolding strategies were implemented in the classroom as the classroom observation result revealed. The teacher also proved the above ways of implementing scaffolding strategies during the interview session.

Table 4.2: summary of the students` response on the implementation of scaffolding strategies.

No	Items	Scale	Number	Percentage (%)
1	The teacher provides appropriate scaffolding strategies during grammar class (e.g. modelling, questioning, simple language etc.).	Never	-	-
		Rarely	6	11.53%
		Sometimes	19	36.53%
		Always	27	51.94%
		Total	52	100%
2	The teacher practices different scaffolding strategies by considering the learners` level.	Never	4	7.7%
		Rarely	8	15.3%
		Sometimes	9	17%
		Always	31	60%
		Total	52	100%
3	The teacher selects appropriate topics based on the students` grammar knowledge.	Never	6	11.53%
		Rarely	11	21.15%
		Sometimes	27	51.92%
		Always	8	15.4%
		Total	52	100%
4	The teacher gives corrective feedback to improve the learners` understanding.	Never	-	-
		Rarely	5	9.6%
		Sometimes	18	34.6%
		Always	29	55.8%
		Total	52	100%
5	The teacher explains the given grammatical topic clearly.	Never	-	-
		Rarely	7	13.5%
		Sometimes	10	19.2%
		Always	35	67.3%
		Total	52	100%
6	The teacher gives different activities to measure grammar skills.	Never	-	-
		Rarely	5	9.6%
		Sometimes	19	36.55%

		Always	28	53.85%
		Total	52	100%
7	The teacher uses simple language to make the topic clear.	Never	5	9.62
		Rarely	8	15.33
		Sometimes	12	23.1
		Always	27	51.95
		Total	52	100%

As it can be seen in table 1, the students responded that their English teacher used different scaffolding strategies to teach grammar skills. As table 1, item 1 showed, the majority (51.94%) students responded that their teacher used appropriate scaffolding strategies to teach grammar skills such as modelling, questioning, simple language etc. As table 1, item 2 inferred, 60% of students responded that their teacher provides scaffolding strategies based on the learners' understanding level. According to table 1, item 3, 51.92% of respondents replied that their teacher did not select topics regularly by considering their knowledge level. However, as the researcher observed in the actual classroom, the topics which were presented by the teacher were appropriate to the learners' grade level. Based on table 1, item 4, 55.8 respondents answered that the teacher often used corrective feedbacks in order for improving the students' understanding. Moreover, table 1, item 5 revealed that 67.3% of students replied that the teacher clearly defined and discussed the given topics. Obviously, this definition and discussion is the main part of teaching. By defining a given topic, the teacher enables his/her learners to understand the expected skills. Furthermore, table 1, item 6 showed that 53.85% of the respondents responded that the teacher gives activities to measure the students' understanding. As questioning is one of the scaffolding strategies, the teacher gives activities for students. Finally, as table 1, item 7 referred, 51.95% respondents replied that the teacher used simple language to make the topic clear. Using simple language is helpful to make complex topics easy and understandable.

4.3 Discussion

This part shows the connection of the results which were found in this study with theories and previous researches.

- According to Pea, (2004) cited in Taber, (2018), **modelling** is one of the appropriate scaffolding tool which enable language learners develop their language skills. It is a teaching strategy where a teacher explicitly shows the students how to complete an activity or assignment before the students begin. During the discussion of the topic, the teacher first defined the topic, and then gave model examples to the students. Finally, students did what they need to do. Based on the result of observation, interview and questionnaire, this study found modelling as one of the scaffolding

strategies used by English teachers to teach grammar skills. According to Bradley, (2004) cited in Yunus Yildiz and Bunyamin Celik, (2020), there are three types of scaffolding strategies which are helpful for language learners. These are:

- **Simplifying the language:** The teacher can simplify the language by shortening selections, speaking in the present tense, and avoiding the use of idioms. A research which was done by DWI ARIANI, (2018) found using simple language as one of scaffolding strategies. As the data obtained from classroom observation and questionnaire, the teacher often used simple language to make the topic clear. By using simple language, the teacher can transfer the required information to the students, and the students can receive the information without any confusion. In short, using simple language is another scaffolding strategy used by English teachers in teaching grammar skill which was found by this study.
- **Asking for completion:** The teacher can have students choose answers from a list or complete a partially finished outline or paragraph. Dwi Ariani, (2018) found asking question as scaffolding strategy in his research. As the result of classroom observation and questionnaire showed, the teacher asked different probing questions during the discussion part. At that time the students tried to answer the question while some clues were given by the teacher. As a result, questioning also one of the scaffolding strategies used by teachers to teach grammar skills. This study proved questioning as scaffolding strategies by the result of classroom observation and questionnaire.
- **Using visuals (Graphic organizers):** The teacher can present information and ask for students to respond through the use of graphic organizers, tables, charts, outlines, and graphs. Dwi Ariani, (2018) also found using visuals as scaffolding strategy in his study. As the researcher observed, the teacher used different graphic organizers like photograph, heading and sub headings. Once in the classroom, the teacher asked students to describe the physical appearance of Cristiano Ronaldo by using 'used to'. During that time, the teacher provided two photographs of Ronaldo at the year of 2013 and 2023. As a result, the students easily described the physical appearance of the person. Generally, in such cases, graphic organizers are useful. So, graphic organizer is found as scaffolding strategies used by English teachers to teach grammar skills. In addition, there are another scaffolding strategies used by English teachers in grammar class which were found in this study.
- **Engaging students in pair work:** According to Scrivener (2005), cited in TamannaTouhid, (2018), pair work refers to a kind of classroom interaction which involves one student to work with another student in order to do a communicative activity, giving feedback and discussing on an issue. Harmer (2007) adds that students can do a variety of tasks if they are put in pairs for doing an activity. Storch, (2005) relates the concept of pair work to social constructivist view of learning which believes that the development of human is influenced by surrounding social activities. According to Vygotsky's (1987) socio-cultural theory, learners' cognitive process developed through interaction between people. In this theory, teachers and peers work as facilitators during the process of imitation and Zones of Proximal development (ZPD). Fitria (2016) adds that the imitation process requires learners to involve in communicative process and encourages them to correct each other's mistakes by

providing effective feedback. As the researcher observed, the teacher often engaged students in pair work to discuss on a particular topic and to do grammar tasks in pair. Therefore, pair work is one of the scaffolding strategies used by English teachers to teach grammar skills as the result of classroom observation, interview and questionnaire showed.

- **Providing corrective feedbacks:** feedback can be defined as a teacher response to learners' performance identifying their weaknesses and strengths by indicating or correcting their errors, supporting and checking their correct responses, and providing them with new knowledge about the target language. Ellis, (2005) cited in Amina Elbadri Dabboub, (2019) claims that providing learners with feedback could foster their language learning as well as acquisition when providing the correct forms or strategies to correct their errors. As the researcher observed, the teacher provided indirect corrective feedbacks to indicate the students' error. At that time, the students had a chance to provide the correct form of their answer. The teacher simply showed the error by circling or underlining the error part of the learners' work, and he allowed the students to correct their grammatical error while writing a sentence or paragraph. In short, corrective feedback is one of the scaffolding strategies used by English teachers to teach grammar skills as it has a facilitative role to improve the learners' grammatical knowledge.

The next part showed the discussion on the implementation of the above listed scaffolding strategies used by English teachers to teach grammar skills.

As the result of classroom observation and interview described, the teacher used some techniques to implement scaffolding strategies in grammar classroom. First, the teacher selected a topic based on his lesson plan. After identifying the topic, the teacher put his expectation about the constraints which might occur on the learners. For example, the teacher came with a picture to teach about the usage of 'used to'. This indicates that the teacher decided about the topic he is going to teach (the usage of used to). This helped the teacher to know what kind of scaffolding strategy is needed. So, before coming to the class, the teacher would be ready to support his students. Second, the teacher began the class by brainstorming questions. Most of the time, the teacher asked the students to discuss in pair on the brainstorming questions. During that time, the teacher understood the background knowledge of the learners. As a result, engaging students in pair work and questioning scaffolds were implemented. Finally, the teacher began the actual discussion of the selected topic. In this phase, the teacher gave clear definitions, examples and clarifications by using simple and direct language in order to make the topic clear. While providing examples, the teacher implemented modelling technique. Then, based on the teacher's model examples, the students constructed their own sentences based on the topic. During this time, students might commit errors, so the teacher's corrective feedback is required to correct the learners' error. Therefore, the teacher implemented the scaffolding of providing corrective feedback. These ways of implementing scaffolding strategies were observed by the researcher in the classroom, and the teacher responded about the implementation of scaffolding strategies during the interview session.

Chapter Five

5. Summary, Conclusion and Recommendation

5.1 Summary

The major objective of the study was to investigate the types of scaffolding strategies used by English teachers and their implementation to teach grade nine students grammar skills at K₂V₁₄ high school.

In order to address the basic research questions, K₂V₁₄ high school which is found in Metekel zone Pawi woreda was purposively selected. In this school, there were 156 grade nine students that divided in to three sections (52 students in one section). From those three section students one section students were selected as a sample through simple random sampling (lottery system) as they were in the same class level and they were taught by the same teacher, and one English language teacher was selected comprehensively.

To gather the necessary data, classroom observation was employed to collect the data related to the kinds of scaffolding techniques used by English language teachers and their ways of implementation. Besides, interview also used to gather the data about the implementation of scaffolding techniques. This interview was administered only for the English teachers. In addition to classroom observation and interview, questionnaire also administered to 52 grade nine students regarding to their response on the types of scaffolding techniques used by their English teacher and their ways of implementation.

Accordingly, to analyse and interpret the data obtained through classroom observation and interview thematic expression was employed. In other words, the data was discussed and expressed in word. Furthermore, the data obtained through close ended questionnaire were analysed by using the range of the response given in each items. Finally, after analysing and interpreting the data, the outcomes were existed.

As the data analysis showed, grade nine English language teachers used different kinds of scaffolding techniques to teach grammar skills. Those different kinds of scaffolding techniques found by this study were modelling, using visuals, engaging students in pair work, providing clear direction, corrective feedbacks, using simple language and asking for completion. In order to implement these kinds of scaffolding techniques, teachers used the following ways. These were selecting appropriate topics, brainstorming questions, actual discussion and feedbacks. On the basis of the implementation of scaffolding techniques, the students responded that their teacher used different kinds of scaffolding techniques to develop their grammar skills with easy and clear methods of implementation.

5.2 Conclusion

Based on the major findings of this study, the following conclusion was given.

First, like other language skills, grammar skills could be improved through scaffolding teaching techniques. As a result, K₂V₁₄ high school grade nine English language teachers provided different scaffolding techniques to teach their students. Second, Students look interested by the usage and implementation of scaffolding techniques in grammar class.

Finally, Even though teachers were interested to provide and implement scaffolding techniques for better teaching learning process, large number of students and limited time were considered as constraints.

5.3 Recommendation

On the basis of major findings of the study the following recommendations were forwarded.

1. As different scholars stated that scaffolding has significant role on the improvement of students` current skills and knowledge. As a result, every teacher had better use scaffolding teaching methods in every grade level, because scaffolding could be provided in different level. It also useful for other disciplines not only in language teaching.
2. In order to address scaffolding techniques in classroom, the number of students in one section should be manageable. This helped to support the whole students in the given time. So, make the number of students manageable.
3. The teachers should strive to support their students because; every educational support needs day to day strive of individuals.

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Appendices

Appendix 1

Classroom observation check lists in order to gather the data related to the kinds of scaffolding strategies used by English teachers and its implementation in teaching grammar skills at K₂V₁₄ high school grade nine students.

No	Items	Yes	No	Not observed	Notes
1	Grammar lessons and activities are appropriately scaffold for learners at varying proficiency levels (as needed in the class).				
2	The teacher provides instructional scaffolds in grammar class (e.g., modelling, repetition of language, clear directions etc.).				
3	The teacher provides materials that are scaffolded for learners (e.g., graphic organizers, sentence stems, and home language support etc.).				
4	Students are intentionally grouped to support their				

	engagement in activities (e.g., pair work, home language groups etc.).				
5	Topics are defined clearly.				
6	Corrective feedbacks are provided.				

Appendix 2

Interview questions that were administered to the teacher to support the data gathered from observation.

1. What kind of scaffolding strategies do you provide in grammar teaching class?
2. How do you implement scaffolding strategies in grammar teaching class?

Appendix 3

Questionnaire which was administered to the students to identify the students` response regarding to their teacher`s practice of scaffolding strategies and its ways of implementing the scaffolds in grammar class.

No	Items	Scale	Number	Percentage
1	The teacher provides appropriate scaffolding strategies during grammar class (e.g. modelling, questioning, simple language etc.).	Never		
		Rarely		
		Sometimes		
		Always		
		Total		
2	The teacher practices different scaffolding strategies by considering the learners` level.	Never		
		Rarely		
		Sometimes		
		Always		
		Total		
3	The teacher selects appropriate topics based on the students` grammar knowledge.	Never		
		Rarely		
		Sometimes		
		Always		
		Total		

4	The teacher gives corrective feedback to improve the learners` understanding.	Never		
		Rarely		
		Sometimes		
		Always		
		Total		
5	The teacher explains the given grammatical topic clearly.	Never		
		Rarely		
		Sometimes		
		Always		
		Total		
6	The teacher gives different activities to measure grammar skills.	Never		
		Rarely		
		Sometimes		
		Always		
		Total		
7	The teacher uses simple language to make the topic clear.	Never		
		Rarely		
		Sometimes		
		Always		
		Total		