

Republic Of Iraq
Ministry of Higher Education and
Scientific Research
University of Qadisiyah
Department of English



Scaffolding In EFL Classrooms

Submitted by :

**Haneen Thamer
Kareem**

Haneen

**Supervised by :
Assist. Prof.
Saadiya W. Hassan,(ph.D.)**

1439 H.A.

2018A.D.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

﴿يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۚ

وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ﴿١١﴾﴾

صدق الله العلي العظيم

سورة المجادلة: الآية (11)

Dedication

To

Our Families

Acknowledgement

It is the will of Allah , the merciful God , to surround us with brilliant and supportive people . Words are not enough to express how grateful we are to our supervisor Assist . Prof. Saadiya W.Hassan , (ph.D.) .

Thanks must go to all our teachers in English Department for their limitless help before even being asked .

Abstract

Scaffolding is an educational strategy that is employed to develop the system of education in EFL classroom . Scaffolding establishes many ways and suggestions that enable the teacher to help the students with low proficiency and engage them in the educational process.

This paper discusses the historical background of scaffolding and the definition of scaffolding in a wide scope. it talks about the most popular theories that enhance the concept of scaffolding , and presents the types of scaffolding. Also, it shows the benefits and the outcomes of scaffolding. It explains the difficulties that stumble the use of scaffolding. It presents some instruction for effective scaffolding. In addition it illustrates the difference between scaffolding and traditional teaching.

Contents

Subject	Page
1.0 Introduction	1
1.1 The Historical Background of Scaffolding	2
1.2 Definition of Scaffolding	3
1.3 Theories of Scaffolding	5
1.4 Types of Scaffolding	6
1.5 The Benefits of Scaffolding	10
1.6 The Challenges of Scaffolding	11
1.7 Instruction for Effective Scaffolding	14
1.8 The Difference between Scaffolding and Traditional Teaching	17

1.0 Introduction

Scaffolding is considered an educational strategy. The main theoretical basis of scaffolding is Vygotsky's 'zone of proximal development' concept, showing the different results of what the students can accomplish by themselves and what they are able to do with the teacher's support. Scaffolding is impermanent assistance that students are provided with from their teachers or their peers who are of high level so as to develop their knowledge while they are performing an activity (Samana, 2013:338).

Wood, Bruner and Ross (1976:90) cited in Hammand (2001:14) identify scaffolding as a metaphor to describe the assistance and direction that is provided in teaching process. They employed scaffolding to show the ways of parental lessons when they teach their children language, so scaffolding shows that the parents who were successful in providing scaffolding for their children focused on the activity at hand and also they focused on keeping motivation for their children and working to achieve an activity. Parents classified the activity into tractable parts and also make their children focus on the basic and significant features. The parents show ideal performance and maintain the activity at suitable degree of difficulty.

1.1 The Historical Background of Scaffolding

Scaffolding was first described by Wood , Bruner and Ross (1976) , who described it as a process that help students or beginners to solve difficulties (Wood , Bruner and Ross , 1976:90) Cited in (Kong and yong , 2001:6) . Scaffolding grew up by Vygotsky who assumed that directed interactions with an adult or a more peer will help children to be at advanced level of cognitive operation . Vygotsky assumed that his support will enable students to extend his or her understanding through the zone of proximal Development (henceforth ZPD) , ZPD is defined as the distance between what the student can do alone and the next learning that they can be helped to achieve with competent (Raymond , 2000:176) cited in (stufy,2002: 2).

Scaffolding school of thought may have the most impact on the formation of the idea of scaffolding in the cognitive development of a child Vygotsky idea of the ZPD cited in (kiong and yong,2001:5), Vygotsky says that students who are able to do a particular task when they are working with others or with suitable persons their work will be at advanced level and this difference between the two levels is the child's ZPD. Vygotsky claims that every job in the students Knowledge development is introduced twice , on two levels : first between people as an interpsychological category , and second inside the student himself

as an intrapsychological category (Vygotsky, 1978:128) cited in (Kiong and Yong, 2001: 5).

Scaffolding makes students' ability easier to build on previous knowledge and make them understand new information. The activities provided in scaffolding learning are just beyond the level of what the students can do without help (Olson and Pratt, 2000:180) cited in (Stufy, 2002: 2).

1.2 Definition of Scaffolding

Scaffolding is a wide term which has been discussed in many studies. The first use of the word "scaffolding" in its teaching sense was in 1976, it is defined as a "process that enables a child or a novice to solve a problem, carry out a task or achieve a goal which would be beyond his unassisted efforts" (Ross, Wood and Bruner, 1976: 90) cited in (Cappello and Moss, 2009:182). Scaffolding is described as "what teachers say and do to enable children to complete mental tasks they could not complete without assistance" (Pearson and Fielding, 1991: 842) cited in (Cappello and Moss, 2009: 182).

Scaffolding is shown as a momentary assistance presented to complete a duty that the student might not have the abilities or skills to do it. This assistance is presented in different ways like involving exhibiting and the forming of questions for various topics (e.g. English,

science , social subject) at diverse phases (Vande pol et al , 2010: 272) cited in (ALThiybi and Al-Bargi, 2016 : 5).

Scaffolding is described as a process of establishing the condition in order to help the student enters smoothly and successfully and then slowly withdrawing back and giving the turn to the student as he/ she is able to do a task (Bruner , 1983 : 60) cited in (AL Thiyabi and AL-Bargi, 2016 : 4).

Scaffolding is an interactive procedure used for learning which is discussed by a lot of research studies . Scaffolding was improved by Vygotsky (1978) to delineate a type of assistance presented by an expert to the beginners when he presented the notion of " Zone of the proximal development "(Gorden , 1992 : 14) cited in (Verenikina , 2008 :162). Vygotsky stated that in order to do a task , the beginners have to learn from the expert through scaffolding interactivity . In the term of the classroom , a teacher is known as an ' expert' who presents scaffolding support to the beginners (Samana, 2013 : 338).

Scaffolding is explained as " a way of operationalizing Vygotsky's (1978) concept of working in the zone of proximal development" (Gorden,1992 : 14) cited in (Verenikina, 2008 : 162) , he illustrated three significant properties which present the educational scaffolding : 1) knowledge is built through every important dialogue , 2) the importance of the type of exercise in which knowledge is entrenched and 3) the

essential role of the instructional tools which facilitate the subject.

Scaffolding is very important when the aim is for student to have abilities not only to do a specific task but also to lower their level of anxiety , be more skillful and attached to the process of learning . Scaffolding is presented immediately when needed and back away slowly when there is no need for it (Field, 2017 : 11).

1.3 Theories of Scaffolding

Scaffolding is based on two important theories: Piaget`s "cognitive constructivism" and Vygotsky`s "social constructivism" in general , the main point of constructivism is that learners manage their learning by adding new knowledge to the previous one. It is suggested that students gain knowledge and skill by depending on what they have already learned. The teacher has to take into his consideration the interests and opinions of his students and give them opportunities to play an active role in the classroom(Wandberg and Rohwer, 2010: 131).

Piaget in his theory of cognitive constructivism suggested that learners progress in a chain of organized stages depending on their age, "sensorimotor, preoperational, concrete operation and formal operation" , till they can think in a logical manner. It is stated that the most essential task of an educator is to help the learners who face difficulties and learners with low level of proficiency. Learners have to be provided with chances to learn and gain new concepts. The psychologist

Vygotsky who advanced the concept of social constructivism ,believed that the social interactivity , which scaffolding is an example about it , is important to develop the learners. Vygotsky maintained that rather than concentrating on what the students have already known , we have to take into our consideration the skills and abilities that students have in order to learn. The learning has to be related in special ways to the student`s developmental level . Vygotsky classified development into two types : "the actual developmental level" and " the level of potential " . The actual development is an outcome of the full developmental stages , whereas the potential development is delineated when the student is involved in learning process with others who are more skillful . This zone of proximal development , as he referred to , is the amount of progression among the actual development by relying on the concept of independence when students learn , and the level of potential which means students are provided with an assistance from their teacher or in cooperating with students who are of high level of proficiency (Vygotsky , 1980: 86) cited in (Wandberg and Rohwer , 2010: 132).

In his social cultural theory , Vygotsky rejected the idea that students are passive in the educational process. This theory indicates that students can play an effective role in advancing comprehension by depending on a special process which helps students to facilitate their learning in the context of classroom . Vygotsky maintained that " Higher mental function has a social origin and defines language as a sign system that can be used for symbolic activities permitting intellectual accomplishment " , scaffolding outcomes that are resulted from doing a task are originally social and conveyed through the language (Verhoven , 1997 : 394) cited in (Talley , 2014 . 237).

1.4 Types of Scaffolding

Scaffolding has different types such as Macro scaffolding, Micro scaffolding , Discourse-based scaffolding , Self scaffolding, Expert scaffolding, Soft scaffolding, Hard scaffolding ,and Reciprocal scaffolding.

1.4.1 The Macro Scaffolding

The macro type includes general design of the unit of work to do particular results including many tasks within each lesson and kinds of resources to be used. The macro takes the teacher's aim, understanding of language requirement of the planned tasks , interest and understanding , Knowledge of students current abilities and many tasks in order to achieve results and planning for handover (Bruner , 1986) cited in (AlAila, 2015 : 17)

1.4.2 The Micro Scaffolding

The micro level or sometimes called micro structure refers to the moment of interaction between the students and teacher or interaction between students themselves . The micro structure is composed of the chance that the teacher provides for his students to support the students understanding of the topic and the teacher can do this through many strategies for example questioning , paraphrasing or previous knowledge, and also students can work with each other if they are following strategies (Wells , 2002) cited in (Al-Aila , 2015 , 18)

1.4.3. Discourse-based Scaffolding

Discourse-based scaffolding is one of training strategies that teachers tend to depend on in the classroom because they can support the learning needs. Many researchers looking for the interaction that happened between the teachers and students , and the support that they can provide for learning process on different kinds of projects , Teacher scaffolding perhaps seems like a silent activity , and not be directly observed , but it is fixed for good level teachers (Masters and Yolland , 2002) cited in (Al-Aila , 2015 , 19).

1.4.4 Self Scaffolding

Self-Scaffolding happens when a person builds knowledge within himself, self-scaffolding is a process that the student is comparing the information with other knowledge then he will make some adjustments for his /her current information . The process that the students are giving and receiving the knowledge takes location within oneself if they are active students(Santos , 1990, 125).

The development of self-scaffolding skills is emphasized by Bickhard who says that students can work to break problems into sub-problems which means that he will make problems small , and the idea is to take advantage of resource currently available may not in general be available . He says that development of self-scaffolding should be the heart of learning design (Bickhard , 2007, 84-85) cited in (Santos , 1990,125).

1.4.5. Expert Scaffolding

Expert scaffolding can be defined as the basic level of scaffolding , and it occurs when a person has a more ability and this person can help another person with less ability by providing some type of consciousness in order to construct knowledge in the future.

The more capable person can take the role of a lecturer , and the less capable person is the student , transferring knowledge . The person, who has the ability to help is actively constructing knowledge ,providing a transcendental of scaffolding since the person who takes the role of a lecturer has a knowledge and now he is ready to scaffold student or people(Santos , 1990;124).

1.4.6 Soft Scaffolding (Dynamic)

In soft scaffolding, teachers might wonder about their approach to deal with problems and how they give constructive knowledge . Soft scaffolding sometimes called contingent scaffolding , the amount of required support depends on the need of students during the interaction on a period of time (Vanlier ,1996) cited in (AlAila , 2015: 20)

An example of soft scaffolding in the classroom , when a teacher encourages the student to talk to his or her partner (Simond and Klein , 2007) cited in (Al-Aila , 2015 :20)

1.4.7 Hard scaffolding (fixed)

Hard scaffolding works to provide learner support at different stages known to be so hard (Saya and Brush, 2003) cited in (AlAila , 2015 : 20).

The teacher may explain mystery in order to make his students reach at a higher advanced level of thinking (Holton and Clarke , 2006) cited in (AlAila , 2015:20).

1.4.8 Reciprocal scaffolding

Reciprocal scaffolding occurs when students are working with each other in order to make themselves at a higher level or to construct their knowledge . They are working in collaborating to reach at a particular agreement which is best for formulating their knowledge in their learning community . The person who is actively transmitting the knowledge is providing transcendental scaffolding , and the person who is negatively receiving the knowledge is receiving reciprocal scaffolding , the students have the chance perform the building knowledge for the first time with his or her peers (Santos , 1990 , 123) .

1.5 The Benefits of Scaffolding

Scaffolding is a highly level and can work with instruction that help students to reach at all levels .Scaffolding gives the chance for students who suffer from low-self learning and find difficulties to learn , and give them chance to have positive knowledge and this will make them feel that they are able to do a task , and will motivate them . Also scaffolding reduces the level of frustration of the learner (AlYami , 2008 ,78-79).

The most important benefit of scaffolding interaction is that it engages the learner. The learner does not negatively listen to the knowledge that is provided by the teacher and this pushes the teacher to build a previous knowledge and form a new one (Stufy, 2002: 11-12).

Scaffolding helps a teacher to maintain a complete task. At the same time students try to understand and manage the parts of their knowledge. Scaffolding merges many aspects of a task into a manageable piece and allows learners to know how they are interrelated (Rogoff, 1990) cited in (Cappello and Moss, 2010:183).

Scaffolding refers to teachers' role in providing scaffolding, and the teachers should help the learner from the beginning of learning and this will make students move toward new skills, advanced levels, concepts by taking their current capacity. Teachers also will intervene in every new step of students learning and teachers try to do this depending on what students are currently able to do alone (Sukyadi and Asaah, 2010:125-139) cited in (AlAila, 2015:11).

Scaffolding helps students to cope with difficulties of tasks in an authentic manner. The way that scaffolding is carried out in the classroom depends on the students' level or abilities. Various levels of support are possible, and the more difficult a task is, the more support a learner needs to accomplish this task (Perason, 1996) cited in (Capelli and Moss, 2010, 183).

1.6 The Challenges of Scaffolding

1-Large Classes: A lot of learners in a big classroom constitute trouble , because a teacher is not able to interplay with each student in the same fixed period of time . Also the big classes are considered as a challenge for the " zone of proximal development " (Brown , 1997: 23) cited in (Hogan and pressley , 1997 :84) , so an academic assistance is hardly to be had according to this ,thus requires more work to arrive at a complete extent of the efficiencies in the classroom .

In order to overcome this problem it is important to regulate learners in groups when it is possible . So the teacher can be attentive to each group in a single lesson. Another way to solve this problem is to present " cue card and question card" to the learners (king , 1990 : 45) cited in (Hogan and pressley, 1997 : 85).

2-Different Communication Styles : The big classes include students who have views which are culturally and linguistically different from one student to another .Types of communication are different according to the culture , so learners may reply in various ways to what the teacher presents through scaffolding . Even within the groups who are culturally alliterative , presenting cues which enhance advancement , unless over directing is provided ,can be considered as problem . This interactivity is an investigative procedure when the teacher gives out different cues before plinking on one which causes the learners to produce the required inference . If the first cues do not succeed , the educator has to

present other ways of thinking to the students to complete the activity . The cues and the suggestions are provided in a positive tone that can be readily explained as criticism. This procedure needs much of patience that may be given emotionally . Many learners have a difficulty to elucidate and their reasoning feasibility (Hogan and Pressley, 1997:85).

3-Proprietorship of Aims and Unestablished Endpoints : There are students who believe that scaffolding gives better results if the students start the interactivity and control the language . Though this kind of scaffolding has a disadvantage , it makes the teacher loses the control over the educational process , nevertheless , an educator has to reserve aims for learner`s growth , it is necessary to enhance learners proprietorship of aims . It is equally essential to enhance learners initiated aims . The teacher is able to minimize the unestablished endpoints by his skillful combination of the directed aims and with his ability to respond for the student`s interests (Hogan and Pressley , 1996 : 86).

4-Requirements on Educators: A teacher needs a wide knowledge about the level of each student and solid educational subject content (Shulman , 1986) cited in (Hogan and pressley , 1997 : 87). Perfectly, qualified teachers use the manner by which experts put solutions to the challenges within the control . To scaffold properly , educators have to know what the knowledge that a student has , what abilities she/he has and what her/his weaknesses are . This can be considered as a difficult degree of insight for only one learner . The educator has to understand

the curriculum properly , has ideas about where learners will have difficulties and discover the reasons behind these difficulties by checking behind the learner`s mistakes . It needs many years of work to know every condition through which students make errors .

Unless the teacher is trained correctly , he may not accomplish the scaffolding validly , so we cannot have the completed results . Scaffolding needs that the educator forgoes some of the tasks over and allows learners to do mistakes . This will be challenged for the educators to accomplish (Van Der Stuyf , 2002 : 12).

Scaffolding needs that the educator be very attentive to diagnose and observe . The learners continuously put the teacher in hard situation , he has to choose one of the alternatives either to use scaffolding helpfully when mistakes , misconception and frustration increase or to drawback this assistance for learner`s self-discovery through mistakes and influence . Scaffolding can not be regarded as an easy choice to deal with mistakes and to reach directly to the aims of the educational process . Also , scaffolding requires students to deal with authentic materials or mental activities as thinking and remembering to avert the concern of dictating curriculum to crash with learners` interests . Scaffolding needs various interests toward the learning activities and special outcomes (Talley , 2014 : 237).

1.7 Instruction for Effective Scaffolding

The teachers can present an effective scaffolding depending on the following instructions:

1-Pre-engagement : The educator chooses a suitable task by expecting learner difficulties , requirements and strategies , and by taking into consideration the teaching approach aims.

2- Finding a Shared Aim : This factor is important so as to present a successful scaffolding . It needs a refined balance among the learner`s opinions and the context of the classroom . The teacher is responsible about establishing the educational aims , but if the student does not have the same aims , then scaffolding will not present the desirable result . In the classroom when students are not involved in the stimulated goal construction , scaffolding will be forcible and actually ineffective.

3- Energetically Specifying the Understandings and the Requirements of the Students: The student does not need merely a sensitivity, in addition he\she needs to provide him\her with a wide coverage of the subject content in order to make a comparison between the learner`s level and the academic criteria for progression (Hogan and Pressley , 1997 : 82).

4- Presenting a Firm Support : The teacher can provide the students with support by asking questions , giving cues, training , prompting , providing ideal solution , offering (straight constructions) or debating . By this set of support the educator adapts the scaffolding to the learner`s requirements . Many fitted support can be presented into plays .

5- Keeping up Pursuit of the Aim : The more difficult an assignment is , the more assistance learners require so as to remain focused and

persevered . Educators are able to keep a shared attention on an aim by asking for an explication , offering question and so on . In addition ,they can display praising or motivation for learners in order to encourage them.

6- Offering Feedback : The main role of the scaffolding is to recapitulate the progression which has been done and to indicate behaviour which achieves the success , ultimately learners are anticipated to learn how to enhance their own advancing . One kind of feedback is showing the contradictions among the student`s performance and the best solution . Another kind of feedback is showing success as a result of effort so as to motivate following the academically assistive criteria . Conspicuously reformulate the concepts which have been taught is another important kind of feedback.

7- Reducing the Frustration and Errors :The educator has to create an atmosphere which gives freedom to examine the other substitutions without punishment .This gives safe atmosphere that considers errors as portion of the system of learning . Comments that are concerned with the process of " problem-solving " like " this pint is difficult , it is natural to face frustration when you attempt to understand it " also aids learners to conduct with frustration as a portion of the system of complicated learning.

8- Supporting Internalization and Self-reliance : Internalization means that the learners should not rely on the teacher`s cues of what to make in the following step , this can be accomplished by teaching learners that there are problems need specific strategies . In addition , when the educators withdraw their assistance they have to make learners realize

the requirements to adapt their abilities and knowledge to the next stage , and to provide them with chances to make this (Hogan and Pressley , 1997 : 83).

9- Determine What Learners Have Known Already : Successful scaffolding needs that educators are aware of what their students have already learned (i.e , what skills are advancing and what are behind the learner`s present level of knowledge) .

10- Start with What Learners are Able to Do : For example , an educator is aware of his students` levels , once he starts the writing task , he gives the learners with low level chances to write something that can be written by themselves or with a little help . This makes the learners able to accomplish the writing task successfully .

11- Assist Learners to Depend on Themselves When the Teacher Gives them Specific Task to Do . Efficient scaffolding implies that educators have to listen for the ideas of their students as if the educator support is or is not important . Clearly , educators do not desire the learners to fail , but at the same time they do not want them to rely very much on the teacher . The degree of independence is various from one student to another , sometimes learners have the same level of skill but they are different in dealing with frustration, some learners need the educator`s assistance when they do an activity ; others show assignment mastery more speedily . The educators have to assist their students to progress gradually from teacher support to be independent learners (larkin , 2001 : 33) .

12- Assist Learners Accomplish Success Speedily : Although learners have to work hardly so as to educate , student may fail or frustrate speedily unless they undergo the gradual success (Wandberg and Rohwer , 2010 : 136).

13- Specify the Suitable Time to Stop : Exercising is significant to make learners understand and apply the educational facts , however too much exercising disrupts the process of education. The increased exercising may lead to the opposite result that students pretend they are able to master the activity.

14- Assist learners to be one like another : When given an assignment and assistance, many learners probably do the best so as to be similar to their peers (Wandberg And Rohwer , 2010 : 137).

1.8 The Difference Between Scaffolding and Traditional Teaching

We have to illustrate what makes scaffolding different from other ways of teaching . Maybin , Mercer and Sterier(1992) cited in Hommand (2001:19) maintain that scaffolding is not any kind of help which makes students achieve an activity . It can be considered as an assistance that help students to do a particular activity which they can not depend on themselves to achieve it perfectly . It is an assistance that is designed to supply the students with skills and abilities that enable them ultimately to succeed in performing an activity . Mercer suggested some of the

standards to differentiate between scaffolding and other types of teaching :

1-Learners need the teacher assistance so as to succeed in doing a particular task .

2- The teacher has to interact with learners in order to assist them when they stumble and make errors .

3- The teacher encourages the learners to be independent that they can use this assistance to deal with the same problem in the future .

4- The teacher has the knowledge of special skills and developmental ways of learning .

5- The teacher has to have an evidence of learners successfully doing a specific task.

6- The teacher should be assertive that students have the ability to achieve independently tasks and face frustration.

An example of the distinguishing among 'scaffolding' and 'help' is when a learner cannot write a specific word . In this state the educator can present 'help' by giving the right spelling . Instead of that the teacher can scaffold how to enable the student to write the word correctly by , such as , motivating the learner to know the sounds of this word and how he can represent them . Surely , sometimes help is an important type of support . We can conclude that scaffolding is clearly different in the qualities from help since it is used to assist learners to achieve future activities in different contexts – or " to learn how to think , not what to think " (Hommand , 2001: 20).

Scaffolding gives student an opportunity to be involved actively in the learning process . As an opposite way to the traditional education when the educator presents the correct solutions without helping students to think logically or understand . A student is able to learn independently by providing him or her a help when he/she face difficulties , students can use this helpful knowledge in the next time , until they can be independent . The traditional learning is when educator-directed that the educator is in front the students and teaches them , while scaffolding is student-directed that the students decide their journey of learning , the educator designs the curriculum depending on students` interests and abilities when they construct knowledge in the students . At the beginning with much of assistance and gradually draw backing as the students develop and learn (Verenikina , 2008 : 170).

With scaffolding the teacher and the learner are like a team , they do things together instead of being educator directed only . Traditional learning is only presenting task to the learners , explaining how to accomplish it only . Scaffolding is constructing on the work which is presented and achieving it together . The property of educator-student interactivity in scaffolding is clarified in many manners , educators are not considered as spoon feeding students , the students are assisted , directed and sometimes led , however they are putting in the efforts also . This makes students confident in what they are achieving since they believe they are making it by themselves , however teacher has to

assist and support students when they stumble . Scaffolding teaching through permitting the learner to understand thing by themselves , questioning and directing them in the correct way instead of only telling them (Vereikina , 2008 : 171).

What characterizes scaffolding as a teaching strategy are:

1-Scaffolding gives clear guidance and makes learners less confused. Teacher can expect difficulties that learners face in their learning then they are working to develop the lessons that show what learners can do to meet expectations.

2- Scaffolding shows purpose that makes learners understand the task that they are doing and think about it as important.

3- Scaffolding makes students keep the task by providing scaffold lesson that can provide paths for students . The learners are able to take decisions to choose which path they have to follow but they can not wander off the path that is assigned task.

4- Scaffolding explains expectations and integrates evaluation . Expectations can be found in the beginning of the activities since examples of exemplary business , models and standards that are displayed to the learner.

5- Scaffolding refers to worthy sources . Teaching will give sources in order to make his students more comfortable , and less frustrative . The students then will take decisions to select which one of these sources that will be used .

6- Scaffolding can reduce uncertainty and disappointment .Teaching will test their instructions in order to clarify the difficult areas and refine the instructions to remove the difficulties so the learning is maximized (Wandberg and Rohwer , 2010 : 135).

Conclusions

The researchers have concluded that scaffolding is an essential assistance to develop the process of teaching. It helps learners to complete the given task successfully especially when they lack the abilities to achieve it by themselves.

It depends on the social interactivity between the teacher and the student , the teacher has to be aware about the level of his students in order to discover the area in which they have weaknesses in so as to overcome them . According to scaffolding, the intangibles of the students is very important ,the teacher has to encourage and motivate them when they frustrate in achieving a task . There are many types of scaffolding so the teacher has to choose the suitable one according to the level of his/her students and their requirements. The teacher has to take into the consideration that the scaffolding is a momentary assistance and he has to drawback it when there is no need . Although it is difficult to apply it in classroom as it needs an ideal atmosphere so as to get the desirable result , it is still one of the essential strategy that aims to develop the proficiency of the students in using the English language . The teacher has to realize that there are many instructions that help to provide an effective scaffolding. Scaffolding is different from the other ways of traditional teaching, it gives the learners opportunities to express their opinions and suggestions.

Bibliography

Al-Thiyabi,M. and AL-Bargi,A.(2016). " The Effect of Teacher Scaffolding on Learning English as a Foreign Language at King Abdulaziz University: A Classroom Discourse Analysis ". *International Journal of Education Investigations* , 3(6),1-20.

Bruner,J.(1986). Actual Minds, Possible Worlds. Cambridge : Harvard University press.

Cappello,M. and Moss, B.(2010). Contemporary Reading in Literary Education. London : SAGE.

Fields,D. (2017). 101 Scaffolding Techniques: For Language Teaching and Learning. WWW.Octaedor.com

Hammond,J.(2001). Scaffolding: Teaching and Learning in Language and Literacy . Australia: ERIC.

Hogan,k. and Pressley , M.(1997). Scaffolding Student Learning : Instruction Approaches and Issues. Cambridge,AM: Brook LineBooks.

Larkin,M. (2001). " Providing Support for Student Independence Through Scaffolded Instruction ". *Teaching Exceptional Children* ,34(1),30-36.

Masters ,J. and Yelland , N.(2002)." Teacher Scaffolding: an exploitation of exemplary practice".*Educ. Inform. Technol.* , 7(4), 213-321.

Olson, J. and Platt,J.(2000). The Instructional Cycle: Teaching Children with Special Needs. Upper Saddle River, NJ: Prentic Hall.Inc.

Raymond, E.(200). Leaners with Mild Disabilities: A Characteristics Approach. WWW.Pearson.Com.

Rogoff,B., and Gardner,w.(1984). "Adult Guidance of Cognitive Development". In Rogoff,B. and Lave,J.(eds). *Everyday Cognition: its development in social context*. Cambridge, MA: Harvard University Press, PP.95-116.

Rosenshine, B., and Meister, C. (1992). "The Use of Scaffolding for Teaching Higher- Level Cognitive Strategies". *Educational Leadership*, 49(7), 26-33.

Saya,J., and Brush,T. (2002)."Scaffolding Critical Reasoning about Multimedia Support Learning Environments". *Education Technology research and development*, 50(3), 77-96.

Samana,w.(2013)." Teacher`s and Student`s Scaffolding in EFL Classroom". *Academic Journal of Interdisciplinary Studies*, 2(8), 338-343.

Santoso,A.(2010). Scaffolding an EFL (English as a Foreign Language) : Effective Writing Class in a Hybrid Learning Community. Queensland University of Technology: LAD LAMBERT Academic publishing.

Stone,C.A. (1993)." What is Missing in the Metaphor of Scaffolding ?" In Stone,C.G., Minick,N. and Forman,E,A.(eds). *Context for Learning : Sociocultural Dynamics*, pp.115-119.

Tally,P.(2014)." Students` Responses to Scaffolded Learning in the Asian University ESL Classroom ". *International Journal of Business and Social Science* ,5(3) , 235-244.

Van Lier,L.(1996). Interaction in the Language Curriculum: Awareness, Autonomy, and Authenticity. London: Longman.

Holton , D , and Clark , D.(2006) . Scaffolding and metacognition . *international journal of Mathematical Educational science and technology*,6(37),127-143.

Mckenzi , J . (1999). *Scaffolding for success* . (Electronic version)
Beyond Technology , Questioning , Research and the information
Literate School Community .<http://Fno.Org/dec99/scaffold.html>.

Van Der stufy , R. (2002) . *Scaffolding as a Teaching Strategy*,
Workplacesafety.Pbwork.Com.

Verenikina,I.(2008). "Scaffolding and Learning: Its Role in Nurturing
New Learners". In Kell,P., Vialle,W., Konza,D. and Vogl,G.(eds) ,
Learning and the Learner: exploring learning for new times. University
of Wollongong : Irina @ uow-edu-au , pp.161-180.

Vygotsky, L.S.(1986).*Thought and Language*. Cambridge, MA: The MIT
Press.

Wandberg,R. and Rohwer.J.(2010) . *Teaching Health Education in
Language Diverse Classrooms*. London: Jones and Bartlett,L.I.C.

Wells, G, (2002) , Inquiry as an orientation for learning , teaching and
teacher education , Learning for life in the 21st century .Oxford:OUP.

Wood,D.,J.S.andRoss,G.(1976). "The Role of Tutoring in Problem
Solving". *Journal of Child Psychology and Psychiatry*.(17) ,pp 89 -100.

