

UNLOCKING THE SCAFFOLDING ABILITY OF ENGLISH AS ADDITIONAL LANGUAGE LEARNERS

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Abstract

This paper is about a small scale study which looks at how pupils of quasi-similar ability in literacy and quasi-similar experience in the UK can scaffold each other in a literacy intervention session. Participants of the study, four EAL (English as Additional Language) pupils of primary school age who are new to the UK, were paired according to their academic ability. Initially, the two less able pupils were involved in different reading activities separately where afterwards the able ones joined them to provide scaffolding. Using case study as a method of data collection, the study which draws on the socio-cultural theory of Vygotsky found that pupils of quasi-similar ability in literacy with quasi-similar experience in the UK seem to be able to provide scaffolding to EAL pupils of similar ability in literacy and same length of stay in the UK. It was also found that pupils who speak with lips need to be re-scaffolded to ensure proper pronunciation during the scaffolding. The study is carried out as part of my professional development.

Keywords: scaffolding, English as additional language (EAL), quasi-similar, academic ability, primary-school-age