

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

1 INTRODUCTION

In the 2001 census, the total number of people of ethnic minority origins in the United Kingdom was 4.6 million or 7.9 percent of the total population (Office for National Statistics, 2005; Bhattacharyya, Ison & Blair 2003). This resulted, in the UK, debates and policy changes to facilitate the inclusion of minority ethnic pupils to the mainstream education as the

One way that lack of prior schooling is foregrounded in Western educational settings is by constant comparison to their to same-age... peers... (Bigalow, 2010; p, 42)

So, it is evident that these pupils need extra support with their academic subjects beyond their normal classroom lessons. Therefore, many intervention programs, literacy & numeracy, are launched by schools, as the 'instruction, especially formal instruction in schools precede and shape development' (Lantof, Thorne and Poehner, 2015, p. 212), where minority ethnic pupils are taught English language to facilitate access for the mainstream curriculum since 'language...is the most pervasive and powerful cultural artifact that human possess' (Lantof, Thorne and Poehner, 2015, p.210) that is used by human beings as a mediation tool to connect them to the world (Lantof, Thorne and Poehner, 2015). However in schools, the issue of language learning is not addressed separately from the curriculum contents but occur across 'other curriculum area' as well (Conteh & Brock, 2006:2).

Previous England Curriculum (Reading) required schools to enable pupils to read with fluency, accuracy, understanding and enjoyment and to ascertain this phonemic awareness and phonetic knowledge were

regarded crucial (The National Curriculum Handbook, 1999). This can be inferred that pupil - pupil or teacher – pupil interaction is regarded to be of import as

in the field of Second Language Acquisition (SLA), interaction has long been considered important in language learning' (Hall & Verplaese, 2000:1)

where collaborative learning namely scaffolding form a crucial part in the interaction. The word scaffolding

... describe(s) the nature of... (more able individual) tutoring in the language development of young children' P14.

However, in the context of classroom interaction, the term scaffolding implies the temporary assistance that a more able individual provides for a less able one in order to assist him/her to complete a task or develop new understandings, so that they will later be able to complete similar tasks alone (Hammond, 2001: 15).

This paper aims to explore whether the scaffolding or better known as Vygotsky (1978) ZPD theory can be applied to pupils of quasi-similar academic ability with quasi-similar experience in the UK when engaged in collaborative learning activities.

Although there are many studies on the field of scaffolding learning, to my knowledge, there is none that dealt with Somali newly arrived pupils scaffolding each other whilst learning English language phonics. What follows is the context within which the study took place.

2 CONTEXT

The study was placed within the framework of my previous workplace context: a primary multicultural school in Bristol, UK, where the largest group is Black African. There were also other ethnic groups such as British, Indian, Pakistan, Bangladesh, Black Caribbean and other mixed backgrounds.

More than 60% learn English as an additional Language and 25% are at early stage of language development... as they come from other countries and ... have not had any prior schooling.' (Ofsted Report, 2007).

Therefore, the school adopted a literacy programme, *Read & Write Inc*, developed by Ruth Miskin. The programme involves English as Additional Language (EAL) pupils in learning synthetic phonics as they learn the 44 of the English language's common sounds and how to blend them. The teaching of this scheme involves pupils in reading by taking turns and writing short passages. Due to time and space constraints, the focus of the paper will be the reading part of the scheme.

Observations from early teaching sessions revealed that pupils, in general, were not functioning at the same level of ability despite starting the programme at the same time. So, to maximise the learning outcomes of lessons, the author felt to test Vygotsky's Zone of proximal development (ZPD) theory, the so-called scaffolding to ascertain whether scaffolding provided by quasi-similar ability pupils in literacy and with quasi-similar experience in the UK plays a crucial role in developing the reading skills of less able pupils.

The study is based on Vygotsky's sociocultural theory which explains that

(children) are products of their social and cultural worlds and that to understand children, we must understand the social, cultural, and societal contexts in which they develop' (Berk & Winsler; 1995, p.1).

The following section will deal with literature view on Vygotsky's sociocultural theory namely the Zone of Proximal Development (ZPD)

3. LITERATURE REVIEW

Lev Vygotsky, a Russian psychologist who lived at the beginning of the twentieth century but whose work was not widely translated until late 1960 (Gibbons, 2002, p.7) regarded language acquisition as the most crucial factor for the child's cognitive development as it serves as the bridge between the social and psychological planes (Berk & Winsler; 1995); and understanding an individual's wholeness entails appreciating his/her social world. Citing Vygotsky, (Berk & Winsler, 1995) notes that

Any function in the child's cultural development appears twice, or on two planes. First it appears on the social plane, and then on the psychological plane. First it appears between people as an inter-psychological category, and then within the child as an Intra psychological category...'(p.12).

According to Vygotsky, the transmission of cognition from social environment to the individual who internalises is mediated by tools of the mind or signs namely language. Berk & Winsler (1995) citing (Wertsch, 1985b) emphasised that

...internalization is not a process of copying external plane; rather, it is the process through which an internal plane of consciousness and self-regulation is formed' (p. 24).

Moreover,

Vygotsky's general genetic law of cultural development states that new capacities in the child are first developed during collaboration with adults or more competent peers and then internalized to become part of the child's psychological world. The region in which this transfer of ability from shared environment to the individual occurs according to Vygotsky, is called the zone of proximal development (ZPD)...'(p.24).

Vygotsky defined the ZPD as the distance between what the child is able to do unassisted and what he can do with the help of a more able adult or peer (Vygotsky, 1978) by 'self-regulating.' This self-regulating can be defined as the process by which an individual internalizes an external mediation element in order to complete a task (Lantof, Thorne and Poehner, 2015).

Although, the term scaffolding was first introduced by 'Wood, Bruner, and Ross (1976)' (Gibbons, 2002, p.10) in their deliberation of child-parent talk, it is an essential term which can be compared as a literal scaffolding which is used for the construction purpose. As parts of construction are finished the scaffolding facilities are removed constituting it to be of temporary use in nature. Likewise, the scaffolding of learning needs to be temporary and gradually withdrawn as the scaffolded child becomes able (Gibbons, 2002).

3.1 Effective scaffolding

According to Berk & Winsler (1995) effective scaffolding has components and goals such as:

Joint problem-solving: where two or more learners strive for solving a common problem. *Intersubjectivity-* which is introduced by Newson and Newson (1975) and is

the process whereby two participants who begin a task with a different understanding arrive at a shared understanding. Essential is that the participants work toward the same goal in order to achieve true collaboration and to communicate effectively during joint activity (p.29).

Warmth and responsiveness- regards the emotional part of scaffolding. Children's effective engagement and willingness are maximised when 'collaboration with an adult is pleasant, warm and responsive and the adults give verbal praise...'(p.29).

Keeping the child in the ZPD- the aim of scaffolding and 'education, in general, is to keep children working on tasks within their ZPDs (p.29). This usually can be achieved ...1) by structuring the task and the surrounding environment so that the demands on the child at any given time are at an appropriately challenging level, and, 2) constantly adjusting the amount of adult intervention to the child's current needs and abilities' (p.29).

Promoting self-regulation- the goal of

scaffolding is to foster self-regulation by allowing the child to regulate joint activity as much as possible. This requires the adult to relinquish control and assistance as soon as the child can work independently (p, 30)

When observed peer collaboration, two factors emerged namely no cognitive or social conflict is observed, and that cognitive growth entails a combination of factors such as 'instructions to children, modification in the task to make it appropriate for child participants, and the quality of peer interaction...' (Berk & Winsler, 1995, p.132).

Abikar (2006) conducted a small-scale study drawing on the Bruner's scaffolding, Cummin's threshold hypothesis and Vygotsky's ZPD theory. Participants of the study were an English monolingual, a UK established Somali-born in Netherland and an established Kenyan origin together with a newly arrived from Somalia (the subject).

Participants were required to participate in a geography activity about a Brazilian map and it comprised of two parts: part A was devised as such that it necessitated and promoted an interaction and interdependence by participants whilst also developing the subject's speaking ability. Part B was aimed to boost the cognitive

ability of the subject. Discourse analysis was used to analysis participants' utterances to explore the validity of these theories in terms of the EAL's language development as he worked with peers. The outcome of the study validates the above theories and replicates Tomes & Collier (1997) study.

Gagne and Parks (2013) drawing on sociocultural theory conducted a study on peer interaction which involved 29 elementary level grade 6 students (10 – 11 years of age) in the province of Quebec, Canada. The English language is an obligatory subject in the region as it forms part of Francophone school system. So participants have been learning intensive English as a second language (ESL). The study aims to investigate how participants (two teams) scaffold each other whilst carrying a cooperative learning (CL) tasks.

Activities such as Numbered Heads Together, jigsaw, Round-robin/Round-table have been used to realise CL. Each team carried out nine CL tasks over a two week period, and each task took approximately 30 minutes. Videotaped recording, observations and interviews were used to collect the data.

Gagne and Parks (2013) concluded that 'Grade 6 children in an intensive ESL class were capable of providing varied scaffolding to peers as they engaged in CL tasks' (p.203). The strategies resorted to were reported as being: request for assistance (how do you say "rides"?) and other correction.

Also, Rassaei (2014) investigated and compared the effect of two types of scaffolding, namely scaffolded feedback and recast when acquiring a second language (L2). Rassaei operationalised scaffolded feedback using sociocultural approach to language learning which emphasises that 'language learning... entails collaborative negotiation between interlocutors' (p.418). He termed recast as a reformulation of learner's errors. For example, (*there was fox. There was a fox*) and scaffolded feedback as a process engaging the 'learners in correcting their non-target forms in a collaborative manner' (p.418).

The study was guided by two research questions:

- What is the effect of scaffolded feedback and recast on the development of L2 knowledge?
- Do learners benefit more from scaffolded feedback than recast in terms of their L2 development?

78 Persian EFL Learners (a control and two other groups) participated the study and experimental design which involved a pre-test, treatment, and post-test was employed to collect the data. The outcome illustrates that 'scaffolded feedback contributed to higher levels of development compared with recast' (p. 417).

Summarizing the scaffolding literature, it can be elaborated that scaffolding is used for different purposes to advance the learning of a less able learner. What follows is a section of participants of the study.

4. PARTICIPANTS

4.1 The small group of learners

According to Jacques (1991), the existence of a group can only be acknowledged if it possesses the following qualities:

a- Collective perception, b- Needs, C- Shared aim, d- interdependence, e- Social organization, f- Interaction, g- Cohesiveness and h- membership.

The group participated in the activities comprised of four pupils, consistent with Jacques's (1991) explanation that cooperative learning groups are intentionally heterogeneous and consist of two to four members. Three pupils, Halima, Hanad and Sabir, were in Yr3 & Abdullah was in Yr4 (names anonymous).

The ethical guidelines which were adhered to will be considered below.

RESEARCH QUESTION

How effective is the scaffolded reading provided by a newly arrived Somali EAL to another Somali newly arrived EAL with same education experience?

Research questions should be theoretically and practically plausible (Alvesson and Sandberg, 2013)

Theoretically it is an area, to my understanding, not researched previously; and practically it is an important issue because of the number of Somali pupils in the UK schools.

5. ETHICAL

'The term ethics refers to questions of right and wrong' (Fraenkel & Wallen; 2006:54). Likewise, Sikes (2004)

noted that:

Ethics has to do with the application of moral principles to prevent harming or wronging others, to promote the good, to be respectful and to be fair (P25)

Henceforth, the national, as well as international conventions on safeguarding the well-being of the children were adhered to when conducted the study. For example, Article 3 of the United Nations Convention on the Rights of the Child (1989) instructs that when dealing with children, their interests must be prioritised. Likewise, Article 12 (which can also be extended to the young persons) of the above convention instructs that if a child can form his/her views then their views must be respected. Furthermore, the British Education Research Association (BERA) compels that Article 3 and 12 of above should be applied to in research contexts where young people and vulnerable adults are being researched (BERA Ethical Review Guidelines, 2004).

Therefore, prior to the study, verbal permissions were requested from the pupils as well as their parents which were granted. However, the study began two weeks after the author first mentioned it to the pupils; in this to make sure that pupils needed time to fully understand the study. Unexpectedly, after two days pupils showed their excitement by asking the author '*Mr. when can we do the reading (participate in the study)?*' This can be translated as informed consent. Despite the consent I was still careful as Hitchcock & Hughes (1995) explain that teachers doing research in school are faced with ethical and moral dilemmas by raising questions such as

What length can research go to in investigating its subjects? What rights do the subjects of a piece of research have? How can a trust be established or confidentiality and anonymity be guaranteed? (p45).

Furthermore, researchers firmly emphasise the importance of a) informed consent and b) that nobody suffers as the results of the findings because

If research quality is measured simply by an outcome, without placing data within the context of ethics, such practices can easily continue unchallenged (Walz, 2007).

However, I was concerned about the second part (b) above where more able pupils were supposed to scaffold the less able ones. How might the less able ones perceive this? So prior to commencing the reading activities, Halima and Sabir (the-would-be- scaffolded pupils) were consulted with about their feeling if Hanad and Abdullah hold the teaching sticks and read to them during the second part of the activity. They both informed to the author that they did not mind it. Relieved, the author began the activities. The methodology used will be considered below.

6. METHODOLOGY

In searching for truth,

People have long been concerned to come to grips with their environment and to understand the nature of the phenomena it presents to their senses (Cohen, Manion and Morrison (2011, p.3)

So, the main task for social researchers is how to answer the questions of *why*, *what* and *how*. The *what* questions lead to provide answers by 'describing the features of some phenomenon' (Blaikie, 1993, p.131); the *why* questions are aimed to offer answers that require for explanation whilst the *how* questions are providing answers to questions that need for intervention (Blaikie, 1993).

The ways they realize answering these questions be categorized as '*experience, reasoning and research*' (Cohen, Manion and Morrison (2011, p.3). Citing (Hitchcock and Hughes,1995, p.21), Cohen, Manion and Morrison (2011) emphasizes that the ontological assumptions led to epistemological assumptions and these in turn led to 'methodological considerations and these, in turn, give rise to issues of instrumentation and data collection'(p.3). Cohen, Manion and Morrison (2011) introduced, in addition to ontology and epistemology, a new terminology 'axiology' which they termed as 'the values and beliefs that we hold' (Cohen, Manion and Morrison (2011, p.3). Generally, 'research in the social science is thought of two opposing paradigms' (Curtis, Murphy and Shields, 2014, p.3) namely, positivist and interpretivist

The data generated through the positivism is defined as quantitative data; and the data generated through the interpretivism is defined as qualitative data. As this study is of small scale, qualitative data collection method is employed to collect the data of scaffolding activities

Since 'the activities provided in scaffolding instruction are just beyond the level of what the learner can do alone' (Van Der Stuyf; 2002:2), all the four pupils were grouped in twos and each group consisted of one more able and one less able pupil. They, the less able pupils were required to participate in reading activities comprised of Speed Sound words (Activity A), Green words (Activity B), Red Words (Activity C), read one vocabulary (Activity D), read a text from a book (Activity E) and finally read Speed Words (Activity F) [please see the activities in Appendix (13)] whilst the author recorded the reading. The second part of the activity, pupils was paired: one able and one less able pupil. The less-able pupils were to read while the able ones provided scaffolding in case the first ones make mistakes. The four recording took about 5 -7 minute each session where after the recordings were transcribed and analyzed. The activities took place in the school library as it offered a quiet environment, and the focus was to see whether able pupils could scaffold the less able pupils. Each group performed the activities separately. What follows is the approach used for collecting data.

7. CASE STUDY

Initially, an ethnographic approach was considered as my aim was to '...develop detailed descriptions of activities, events and interpretations' (Curtis, Murphy & Shields, 2014, p.86). However, I was not interested in pupils' shared experience which they attached to the meaning of their '...behaviour, language, events, contexts and lives' (Curtis, Murphy & Shields, 2014, p.86). Moreover, my aim was not, as an insider, 'to uncover shared culture... (which I was trying) to live as a member of the group' (Curtis, Murphy & Shields, 2014, p.86).

Therefore, a case study was chosen as according to Verma & Mallick (1999) it enables an in-depth study and, henceforth, has an obligation in terms of 'legal and ethical protection, to the participants. Subsequently, Wray & Bloomer (1998) explained that a case study is appropriate when an individual's behaviour is worth of observing in 'a sequence of occasions'. This enables to present 'a more genuine picture' as the result of familiarising the case which in turn results leading the investigation to a 'new directions'. Verma & Mallick (1999) Therefore,

... a case study involves the collection of very extensive data on the person or group being studied (p114).

8. TRANSCRIPT AND ANALYSIS

Tape recorders were used to record the independent reading and reading with scaffolding. They were, then, subjected to transcription and analyzed using discourse analysis since it 'has to take account of the social contexts in which the texts are set' (Cohen, Manion and Morrison, 2011, p.574)

Halima's Independent reading & Hanad's scaffolding

Halima read Activities a, b, d ,e and g fluently and confidently without an error. During the activity c, she made errors in 3/16 of words as she twice read 'then' as 'dray'. The third time Hanad provided scaffolding by saying 'then'. Also she incorrectly pronounced the word 'but' as 'bu and then bun'. Again Hanad corrected her saying 'but'. Furthermore, Halima pronounced 'Rocket' as 'Rockit and Rocke..-hesitating' after which Hanad corrected 'Rocket'.

For the activity f, Hanad, for an unknown reason, stopped scaffolding. The author was to scaffold her by offering the correct pronunciation of 'p' when she wanted to sound out 'Zip" which she pronounced as 'b' (this can clearly be contributed to the fact that the letter 'p' does not form part of Somali alphabets). It escaped both, the author and Hanad's attention to correct Halima when she sounded out 'am' as 'ma'. Activity h Halima pronounced Rocket as 'Raok and Racket'. The author was to correct her 'Rocket'.

Sabir's Independent reading+ Abdullah's scaffolding

For activity a, Sabir was unable to recognize 6/23 of letters: 'm, g, h, j, p and w'; subsequently, Abdullah provided scaffolding which enabled him to imitate. Activity (b), Sabir got 2/10 of words incorrect in reading words: 'at read as *int* and *blow* as *black*'. Activity (c) Sabir, got 4/16 of words incorrectly, where subsequently Abdullah provided scaffolding. One of the four words: tag Abdullah could not pronounce well as he spoke with lisp. For example,

(c)

Target word *Tag*

Sabir: *tay*

Abdullah: *dag*

Is pronouncing incorrectly a way of scaffolding? Is this what Vygotsky means the ZPD? Apparently, Abdullah was able cognitively to detect the error and offer help but could not pronounce the letter 't' correctly. Activity (d) Sabir got ¼ of words incorrectly. He read the word *me* to the author as *met*. Again Abdullah corrected him 'me'. Activity (e) Sabir corrected himself when pronouncing 'tag'. This is clearly accepting the Abdullah's correction in activity c. This illuminates the authenticity of the ZPD theory

However, alter on, Sabir reverted back to sound 'tag as tay why? In activity c, Sabir benefitted Abdullah' scaffolding. So why reverting back? Finally in activity h, Sabir got 8/20 of words incorrect. Again the word 'tay pronouncing as *tei* and *tay*'

Summing all up, the study clearly shows that the benefit of the scaffolding of more able pupils to less able pupils is evident. This is consistent with Vygotsky (1978) scaffolding (ZPD) theory

It is the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers (Vygotsky, 1978, p.86).

Furthermore, the study proved that both the more able pupils offered help in reducing the ZPD distance. However, to what extent is the ZPD theory valid in terms of more able pupil speaking with lisp as in the above case? From the study, it is clear that a lisp pupil is unable to provide scaffolding in terms of sounding-out some letters properly.

This seems to raise an important issue; whether the less able pupils could internalize the external form of mediation provided by the more able pupil. This may refer to the issue of competence or performance. Competence can be termed as what an individual actually is capable where performance is what that individual actually displays. This topic, I belief merits further investigation.

9. LIMITATION OF THE STUDY

Time was a limiting factor, for example, the independent reading activities took place before the school time while the time for the collaborative reading activities was negotiated with class-teachers. Also, the tape recording was a new experience to the pupils. If the author tested the tape recording with pupils beforehand; the study might have accumulated invaluable data.

9.1 Implications for my own teaching practice

The study has improved not only the author's understanding of ZPD theory but has given him to look beyond the theory by questioning whether a more able individual who speaks with a lisp can act as a scaffolder in a phonetic activity.

10. RECOMMENDATIONS

- The use of scaffolding theory is beneficial for an in /out of classroom learning.
- Scaffolding is more suitable for English as Additional Learning pupils especially when it is provided by an individual who share them with their cultural background.
- When learning phonics extra attention needs to be given the scaffolder's ability to sound the letter/word appropriately to ascertain correct phonic transfer.

11. CONCLUSION

The paper shows how the ZPD theory is tested and analysed by pairing EAL newly arrived pupils in the UK in reading activities where more able pupils scaffolded the learning of less able pupils. The paper also explored the relationship between theory and practice in the author's workplace where subsequently reflection is used to develop a personal theory: where the individual providing the scaffolding speaks with a lisp, he/she needs to be re-scaffolded to ensure proper scaffolding.

Therefore the research question: *How effective is the scaffolded reading provided by a newly arrived Somali EAL to another Somali newly arrived EAL with same education experience?* It can tentatively be established that the scaffolding provided by a newly arrived Somali EAL to another Somali newly arrived EAL with same education experience is effective with the exception when the scaffolding pupils speaks in a lisp.

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13. APPENDIX

The activities

Activity A

Speed sounds words

Sabir's Independent Reading

*() wrong. In the brackets as he read it

F	l	m	*(n)	r	s	z	sh	th	ng,nk	b	c	d	g	*(f)	h	*(y)	j	*(h)	p	*(w)	qu	t	w	*(y)	x	y	ch
---	---	---	------	---	---	---	----	----	-------	---	---	---	---	------	---	------	---	------	---	------	----	---	---	------	---	---	----

With scaffolding by Abdullah

Utterance No	Reading	Comments
1	Sabir F l n (s)	
2	Abdullah m	Abdullah intervened quickly and corrected him
3	Sabir m	Accepted correction
4	Sabir n r s v z sh s (th)	
5	Me Tell him if there is error an	
6	Abdullah th	Correcting Sabir as he read s for th
7	Sabir B c d	
8	Abdullah g	As Sabir stopped for g
9	Sabir h j(h)	
10	Abdullah h	Correcting the j for h
11	Sabir P qu t w x y ch	

Activity B

Green Words

Sabir's Independent Reading

at *(int)	hen han	In	On	Up	Day	See	High H igh	Blow *(black)	zoo
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With scaffolding by Abdullah

Utterance No	Initials	Reading	Comments
1	Sabir	---	Hesitated as he was unsure of the word
2	Abdullah	At	Pronouncing for the word
3	Sabir	h a.	Sounding one by one
4	Abdullah	Hen	Completing the word hen for Sabir
5	Sabir	l. n in o. n on up d.a.	Sounding words out one by one. When he came to d.a.
6	Abdullah	Day	Quickly interrupting
7	Me	Wait till completes it	I wanted Abdullah to wait for Sabir to sound the word completely. Is the scaffolding detecting first time error or

			waiting at last? This I my reflection
8	Sabir	See h.igh high, black	Black is error
9	Abdullah	Blue	He wants to correct the word blow
10	Sabir	Blue	Completely accepting Abdullah 's correction
11	Me	Blow	Correcting both of the
12	Sabir	Blow	Accepting my correction
13	Sabir	Zoo	

Activity C

Sabir's Independent Reading (in black ink) Abdullah's scaffolding (in green ink)

Am it then run off tag ran hid big box
Ma it then r.e.n ren o.f off t.a. tay r.a.n ar h.e.d hed big box
Am run dag (ABNS is lisp sounding 't' as 'd')
but get got will help
b. i.t bit g.e.t get get w.i.l will h.h.e.l.p help
but
Rock' et – rocket
r.o.j roj
rocket

Activity C

Red Words

I said you me
I said you met
Me

Activity D

Vocabulary

Tag
t.a tay
tag

Tag
t.a.g tag

Activity E

Abdullah's Independent Reading

	<p>"I am it" said Pip. "You run off and I will tag you". Zip and Tip ran off. Zip hid in a big box. (Text from the book TAG)</p>
Abdullah	<p>I I I not i.t it, said Pip You r.e.n. ran off and the of I will t.a.g tig you z.a.b zab and T.i.p tip r.a.n ran off. z.e.d zed h.id. hid ind i.n in a big box</p>

Utterance No	Initials	Reading	Comments
Me	Thank you very much		
1	Sabir	I and(am)	
2	Abdullah	Am	Correcting Sabir
3	Sabir	Am	Accepting the correction
4	Sabir	Said Pip. You a.t at (run)	
5	Abdullah	Run	Correcting Sabir (the word run)
6	Sabir	Run off	Adopted the word run and continues
7	Sabir	and I will t.a tay	
8	Abdullah	Dag	Correcting the word tag; but Abdullah is lisp and pronounces the 't' letter as 'd'.
9	Me	Tag	Emphasising that the letter is 't' not 'd'
10	Sabir	Seb Seb	
11	Abdullah	Zip	Correcting
12	Sabir	Zip and	Accepted the correction
13	Sabir	T.i.b Tib	The name is 'Tip' not Tib. ABNS as well as me missed it to correct. This can be attributed to the Somali sounding of the letter 'p'.
14	Me	Good	Encouraging Sabir

Abdullah scaffolding Sabir

Activity F

Speed Words

- (1) Sabir's independent Reading
 (2) Sabir's Reading with Abdullah (scaffolding)
 (3) Abdullah's Correction

Am (1) Ran (2) Ant (3) am	Rocket (1) raj (2) raj (3) rocket	Said	It	You
Help	Then (1) Sen (2) En (3) then	Run (1) nen (2) run	Me (1) ne (2) me	I
Off	Tag (1) t. ei (2) tay (3) dag	Ran	Hid (1) hed (2) hed (3) hid	Big
Box	Get	Got	But (1) bet (2) bet (3) but	will

G:

Utterance No	Initials	Reading	Comments
7	Sabir	I will t. a. tay	Incorrectly pronouncing tag
8	Abdullah	Dag	Correcting the word 'tag' but Abdullah is lisp and pronounces the 't' as 'd'
9	Me	Tag	Emphasising that the letter is 't' not 'd'

Halima's Independent Reading

Activity A

Speed sounds words

F l m r s z sh th ng,nk b c d g h j p qu t w x y ch

Halima read all correctly and confidently.

Activity B

Green Words

at	hen	In	On	Up	Day	See	High (1)lgh (2) High	Blow	zoo
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- (1) first attempt
- (2) second attempt

Halima's Independent Reading (in red) while Hanad scaffolding is (in green ink)

Am	it	then	run	off	tag	ran	hid	big	box
		(1)Dray							
		(2) Dray							
		(3)then							
but	get	got	will	help					
(1)bu									
(2)bun									
(3) but									
Rock' et – rocket									
(1)	Rockit								
(2)	Rocke...								
(3)	Rocket								

Activity C

Red Words

I said you me

Halima read all correctly and confidently

Activity D

Tag

Tag

Activity E

Halima's Independent Reading

	"I am it" said Pip. "You run off and I will tag you". Zip and Tip ran off. Zip hid in a big box. (Text from the book TAG)	
Halima	"I ma it" day big	am is read as 'ma'
Author	Good	Encouraging Halima
Halima	"you run off and I will tag you" Zib and Tib ran off. Zib hid in a big box	She reads fluently. From the name Zib, the last letter 'b' as in the case of Sabir has difficult with pronouncing the 'p'
Author	Very very good	I am really pleased with the fluency she reads

Halima's reading with Hanad scaffolding

Utterance No	Initials	Reading	Comments
1	Halima	"I am it" said Pip. You run off and I will tag you. Zib and Tib ra...	
2	Me	what is this, what is this	Meaning the sound 'Tib'. I want to bring her attention to the sound 'p' which she pronounced as 'b'.
3	Halima	Tib	Still failing to pronounce the letter 'p'
4	Me	Tip	Role modelling the sound 'p'
5	Halima	Tip	Pronouncing correctly and continuous the reading.
6	Halima	Ran off. Zip hid in a big box	Concluding the passage with fluency reading
7	Me	Good. That was it	

Activity F

Speed Words

- (4) Halima's first independent Reading
 (5) Halima's second Reading with Hanad (scaffolding)
 (6) My Correction

Am	Rocket (4) raak (5) racket (6) Me rocket	Said	It In It	You
Help	Then	Run	Me	I
Off	Tag	Ran	Hid	Big
Box	Get	Got	But	Will