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SCAFFOLDING STRATEGIES AND THEIR IMPACT IN LANGUAGE ACQUISITION IN A MULTIPLE-LEVELED CLASSROOM OF 8TH YEAR EGB FROM UNIDAD EDUCATIVA BILINGÜE TEJAR, DURING THE SCHOOL YEAR 2019 – 2020.

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RESUMEN:
With the current evolution of classrooms, many of our teachers in the EFL field feel overwhelmed about the ways to try to get their students to a better knowledge using strategies and implementing activities which can contribute to the positive development of a second language acquisition. Yet this may seem an easy task, the truth is, it is not. And just like hundreds of schools with the same problem, Unidad Educativa Bilingue Tejar, in Daule, Ecuador presents the particular case of a classroom that contains students with different background knowledge and skills in the L2, besides being new to the institution. Through the end of the year, it is expected that these group of students are prepared and kept up with the other classes of Eight Grades in order to get ready for the coming year, and also to adapt them to the English curriculum presented by the school. During the writing of this project, the solution to be tested for this problem relies in Jerome Bruner's Scaffolding system (1976), turned into strategies. Through several techniques and methods, the researcher will prove the beneficial use of Scaffolding strategies for these students with varied levels of L2. After some prudential time, another set of observational tools will be applied to test the improvement in the students. With this in mind, the current project will demonstrate the influence that these strategies can have in classes like this.

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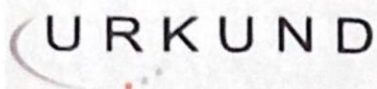
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DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS PATRIMONIALES

El estudiante egresado **STEEVEN ALFREDO FERNÁNDEZ SESME**, declara bajo juramento, que la autoría del presente proyecto de investigación, "**Scaffolding Strategies And Their Impact in Language Acquisition in a Multiple-Leveled Classroom of 8th Year EGB from Unidad Educativa Bilingüe Tejar, during the School Year 2019 – 2020**", corresponde totalmente a el suscrito y me responsabilizo con los criterios y opiniones científicas que en el mismo se declaran, como producto de la investigación realizada.

De la misma forma, cedo los derechos patrimoniales y de titularidad a la Universidad Laica VICENTE ROCAFUERTE de Guayaquil, según lo establece la normativa vigente.

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STEEVEN ALFREDO FERNÁNDEZ SESME

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CERTIFICACIÓN DE ACEPTACIÓN DEL TUTOR

En mi calidad de Tutora del Proyecto de Investigación "**Scaffolding Strategies And Their Impact in Language Acquisition in a Multiple-Leveled Classroom of 8th Year EGB from Unidad Educativa Bilingüe Tejar, during the School Year 2019 – 2020**", designada por el Consejo Directivo de la Facultad de Educación de la Universidad Laica VICENTE ROCAFUERTE de Guayaquil.

CERTIFICO:

Haber dirigido, revisado y aprobado en todas sus partes el Proyecto de Investigación titulado: "**Scaffolding Strategies And Their Impact in Language Acquisition in a Multiple-Leveled Classroom of 8th Year EGB from Unidad Educativa Bilingüe Tejar, during the School Year 2019 – 2020**", presentado por el estudiante **STEEVEN ALFREDO FERNÁNDEZ SESME** como requisito previo, para optar al **Título de Licenciado en Lengua Inglesa, Mención Enseñanza y Administración de Sistemas Educativos En TEFL**, encontrándose apto para su sustentación.

MSc. SARITA DAHIANA ORELLANA BARAHONA

C.I. 091208236-9

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DEDICATION

"This one is dedicated

to all of the people who said I would be nothing.

Just look at me now."

—Charlie Puth, *Look at Me Now*

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INTRODUCTION

With the current evolution of classrooms, many of our teachers in the EFL field feel overwhelmed about the ways to try to get their students to a better knowledge using strategies and implementing activities which can contribute to the positive development of a second language acquisition. Yet this may seem an easy task, the truth is, it is not.

And just like hundreds of schools with the same problem, Unidad Educativa Bilingue Tejar, in Daule, Ecuador presents the particular case of a classroom that contains students with different background knowledge and skills in the L2, besides being new to the institution. Through the end of the year, it is expected that these group of students are prepared and kept up with the other classes of Eight Grades in order to get ready for the coming year, and also to adapt them to the English curriculum presented by the school. During the writing of this thesis project the solution to be tested for this problem is with Jerome Bruner's Scaffolding system, turned into strategies.

In Chapter I, therefore, it is presented the problem of the investigation with the scientific fact which gives support from theoretical foundation, and causes that originate the problem; likewise, the objectives are established in general and specific. Questions of the investigation are formulated and its justification was elaborated in order to indicate its limitations.

Later, in Chapter II, there exists a Literature Review containing similar researches made by authors who struggle with these two variables. Then, the Theories that support these topics, with deep analysis of this author are found. Finally, concepts are presented, and Laws are established as to support the present work.

Chapter III presents the Research Methodology: the types of study, descriptions of the methods and techniques, same as the population and samples, and ending up with the results and analysis regarding the application of some tests, observations, interviews and survey to the whole community involved in the project. During the lines of this Chapter, it can be seen which could be the outcome of the proposed project.

Finally, Chapter IV considers the Proposal Project, featuring a set of strategies in Scaffolding designed for teachers and educators in general to consider at the moment of teaching. Apart from the conclusions and recommendations, this chapter is the main reason for this paper to be written, due to several reasons mentioned in varied classrooms around the country, not to say worldwide.

CHAPTER I

1. THE RESEARCH PROBLEM

1.1. Topic

Scaffolding strategies and their impact in language acquisition in a multiple-leveled classroom of 8th Year EGB from Unidad Educativa Bilingüe Tejar, during the school year 2019 – 2020.

1.2. Background of the Problem

It is not something new trying to learn a new language. Whether by own motives or because it is needed in our jobs, schools, etc., second language acquisition starts to appear as an obligation rather than a preference. As a result, the educational business is immersing in providing services of teaching youngsters or adults a foreign language. According to Klappenbach (2019), a blogger from a community for learning languages, almost 6500 languages are spoken in the entire world, and only 12 are the most spoken, one of them, English. This one, popularly known as a global language form many reasons, is chosen to be studied and mastered. And coming back to the educational industry, English in schools, high schools and universities is rarely not-noticed.

English language development is not something new in these days. Throughout history, many researchers and also interested teachers in the subject have looked out the idea of how to apply strategies and techniques for better comprehension and acquisition of a second language. Specifically speaking to classes and students, the idea of teaching becomes a challenge when it is not as simple as it seems. In many classrooms around the world, the teaching of L2 varies from the different backgrounds, intelligence, and goals that the students bring. All of these and other factors are necessary to understand when starting to teach. Not to say, also the level in which our students begin, and the objectives that we –as teachers- expect to achieve at the end of a period.

Due to the fact of this constant seeking of learning English, methods and techniques have also been evolving. Starting in the 60s with the Grammar Translation Method –one of the earliest yet mistaken ways of learning for its shortcomings (Zhou & Niu, 2015)- new and

varied forms of teaching English have improved until the actual records used in innovative schools and high schools of the world. Still, the results are the same. Classrooms with students who do not achieve the complete program or skills at the end of a determined time. Teachers who lack the correct strategies to make pupils succeed. Skills and textbooks with inappropriate content for specific purpose. As Latin American nations seek to increase their competitiveness and possibilities for economic growth, there are gaps in skills of various types, which represent potentially serious obstacles (Fiszbein, Cosentino & Cumsille, 2016; as cited in (Cronquist & Fiszbein, 2017). English proficiency is one of those skills.

Much has been discussed and written about this problem (Marketing ITEISA, 2018). For instance, researchers and educators, same as psychologists and pedagogics around the globe have studied, tested and analyzed different ways of dealing with effective solutions which can show a good answer to language acquisition in English. Not only the emotional and cognitive parts have been studied, but also the language itself has been studied to dictate the appropriate ways of teaching it. With this in mind, these educators also mention it is necessary to understand mother tongue is firstly learnt and after that, second or foreign language is learnt, too. "It seems highly desirable that an adequate level of competence in the learning of the mother tongue (L1) is achieved before any formal learning of the national language (LN) or a second language takes place through classroom instruction." (Keeves & Darmawan, 2007, p. 19)

Ecuador, not to say other countries of South America, continues to deal with teaching English as a foreign language in its educational system. In 2016, and by educational decree, English is imposed as a language to learn in public schools with the objective "that students will reach A-level proficiency in English and be able to communicate and understand basic topics by the time they turn 11 years old." (Constante, 2016, p. 1)

As the idea of becoming master of a second –and most spoken- language as English is increasing, many schools and high schools plan their students and staff to accomplish specific levels and skills through the different educational years. Nevertheless, preparing a program for a class is not valid until teachers meet their actual students; and despite everything, to test their different levels and actual abilities in this second language, leading to the creation of multiple-leveled classes.

Online blogs and books have not studied this term accurately, but no matter where a teacher goes, he or she will always encounter with this type of classes. In fact, all classes are multi-leveled, even if they are not officially designated as such. A common example is that you find a student with excellent oral skills while other is successful in reading comprehension. Levy (n.d.) explains that a concern with teaching the multiple-level class is holding all of the class' interest and meeting everyone's needs, regardless of their level. Jemal Hogan, a Korean English teacher and blogger, states that these challenges are normally faced when teaching different levels in one single classroom:

> Typically, you may have a few students who can comprehend and speak pretty fluently while there may be others who can understand what you are saying yet struggle with the response. And then you may have some students whose comprehension is so low that they are totally lost. (Hogan, 2015)

Unidad Educativa Bilingüe Tejar, the institution where this research project will take place, is one of the examples –neither the first one nor the last one- to have these types of classes. The English program led in this institution starts from Kindergarten until Third Baccalaureate, and because of the high demand and good results of previous years, many other students from outside of the perimeter have joined the school, increasing numbers to almost 1000 students.

Eight Basic EGB students of the present school year has been separated into three sections: A, B, and C. The first two sections, formed by the seventh graders from last year, differ from section C, which is arranged by newcomers to the school. Since the start of classes in May, and the reports from authorities, this section contains different backgrounds, both academic and emotional, that led up to the indirect creation of a multiple-leveled class. Results evidenced that, since the two other sections can manage normally the program and activities with the teacher, section C struggles to understand and reach the skills presented. By the end of the present school year, it is expected that this class keeps up with the rest of Eighth graders in order to prepare for the demands of next year.

Many of these students, as stated before, are new to the institution and its advanced curriculum. It can be observed that this item was an important reason for them to be in this

classroom in order to be "leveled up". Consequently, there should be a differentiated instruction that can provide the same skills as the other classes have, with varied strategies and techniques that are useful for their learning background. Another cause for this classroom when assembled was the lack of background in English; a task to be achieved collectively with the English teachers of this classroom. As a result, the staff should be prepared for the different problems they are about to face (lack of pronunciation skills, motivation and encouragement to speak in the language, grammar mistakes, etc.).

Analyzing the problem and its perspectives seems an easy task, but trying to find appropriate solutions for such a demanding project is a challenge. Therefore, this research project proposes the elaboration of a manual of activities that use Scaffolding strategies, procedures, and techniques for multiple-leveled classes like this one; with the purpose of introduce better methodologies for the school, classroom and students specifically. Likewise, this manual will become a helpful resource for other teachers and institutions that present this type of classes and seek for an answer.

1.3. Statement of the Problem

How do Scaffolding strategies impact in language acquisition in a multiple-leveled classroom of 8th Year EGB from Unidad Educativa Bilingüe Tejar, during the school year 2019 – 2020?

1.4. Systematization of the Problem

- What is the level of arrangement and background of the students in the second language?
- Which can be some strategies that can be applied for this multiple-leveled class?
- How can Scaffolding systems improve multiple-leveled classrooms?
- To what extent does students' language acquisition enhance thanks to the correct application of the proposal mentioned?

1.5. Broad Objective

To analyze the impact of Scaffolding strategies in the language acquisition in a multiple-leveled class of 8th Year EGB from Unidad Educativa Bilingue Tejar during the school year 2019-2020.

1.6. Specific Objectives

- To establish the main theoretical foundations regarding Scaffolding strategies and language acquisition, through the review of relevant bibliography.
- To identify the level arrangement and background of the students using a diagnostic test.
- To plan Scaffolding strategies that can be applied for this multiple-leveled class and observe their results.
- To describe how Scaffolding systems can improve the language acquisition of these students.
- To evaluate students' English skills enhancement thanks to the correct application of the proposal mentioned with a post-test.

1.7. Rationale of the Study

The present research work seeks to find the accurate strategies that will help students of a varied level of English to achieve goods results while learning this second language. At Tejar, as same as in other private schools, there is a similar organization of classrooms with varied students in all aspects, skills, and abilities in the language. This research project will show that, with the correct application of Scaffolding strategies, the difference in background and knowledge is not relevant and can bring positive results towards their academic and language profiles of the alumni.

In our society, the project to be written will also influence positively. As English is becoming more important among the educational system of the country, it is supreme that private institutions try to prepare better students for their exit profile in Senior Year. "English

will give access to a better education and therefore to a possibility of a better job." (Valle & Patiño, 2018). Also, what English language teaching needs is to have better ways to explain the second language in young minds.

The study will also benefit other educational institutions and teachers in the ELT field who can use the example of this school to apply it in their places; as same as parents and students themselves, who are the ones involved in this research. Since it is the learners' right to receive a good and improved education, new techniques and procedures must be researched and analyzed.

Finally, by the end of the research project, the proposal of a manual, with the contribution of the conclusions and suggestions about the application of this methodology will be written, in a way to improve and innovate new models of ESL classes.

1.8. Scope and Delimitation of the Study

Responsible Unit: Universidad Laica Vicente Rocafuerte de Guayaquil

Responsible: Steeven Fernandez Sesme

Field: Education

Area: English

Population: Students from 8th Year EGB from Unidad Educativa Particular Bilingüe Tejar

Execution period: School year 2019 – 2020
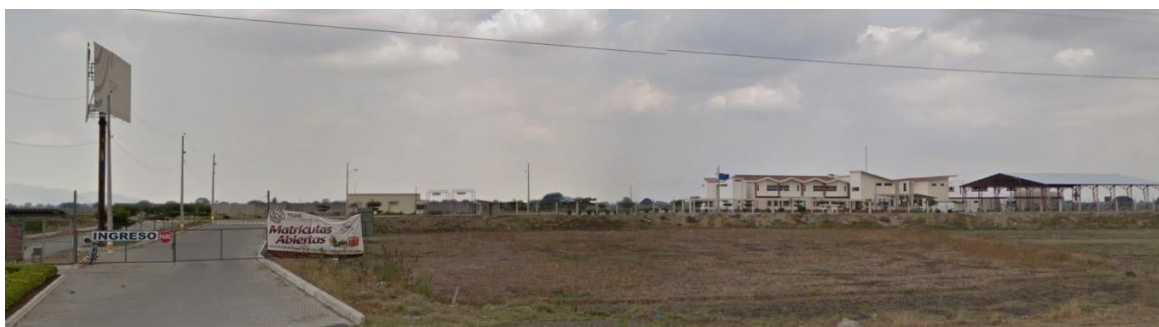
Figure 1: Unidad Educativa Particular Bilingüe Tejar
Source: (Google, 2015)

1.9. Idea to Defend

Scaffolding strategies impact the language acquisition of a multiple-level class of 8th Year EGB from Unidad Educativa Bilingüe Tejar, during the school year 2019-2020.

1.10.   Research Lines

Based on the strategies thought for the students, which can also improve the ways of an English Teacher to perform in class, the present idea follows the direction that this University proposes about Teacher's performance and professionalization, with the sub-line of Communicative skills (since the present project seeks Language acquisition in L2) in teachers and students.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1. Background

Many writers, in their path to achieve their degree in Educators, have insisted in analyzing these and many other problems that English Language Teaching has faced through generations. Some of these authors, also teachers in the moment they started this writing process or teachers-to-be, discussed the advantages of using Scaffolding techniques or trying to improve Second Language Acquisition. Their works, analyzed and interpreted in this section will help to understand the motives for putting these pieces together.

First of all, the institution where the present project takes place has not been abandoned before. Lissette Floril (2019), alumni from Universidad Católica Santiago de Guayaquil, seemed to be the first researcher to treat another problem from Tejar. Although her job is not linked to teaching, this Community Manager planned for her degree thesis a strategic plan for improving communication among teachers of high school from Tejar.

In her research project, the objective was to set up an internal channel of communication among leaders of the institution and teachers from secondary section, since the main problem -was observed- was the effectiveness of institutional mails and memorandums. At the end of the project, the pilot plan was implemented with a social network for the recognition of their work and strengthening of the laces of the members of the institution. This study is a valid proof that, with the help of all members involved, the project can become successful, just like this one.

Now, referring to our variables, Language Acquisition has been dealt not only in the private sector, but with much more intensity in the public system. Teacher Wolegang Cueva (2014), writing for the Universidad Técnica Particular de Loja conducts a study whose work aims to identify and analyze aspects that harm the enhancing of SLA. Due to the excessive amount of students per classroom, little use of classroom resources, inappropriate seating arrangement, students were not improving their second language acquisition. For this study,

Cueva analyzed small populations from five public high schools in Quito, three teachers and three students participating from each institution. As a result of the study, teachers were observed to have small participation in English and tons of interaction in L1; besides, students were identified as lacking motivation in learning since tasks were repetitive and with no meaningful purpose.

Contrary to this present project, the type of research involved in Cueva's thesis work did not present a project plan; so the observation and discussion of the problem was concluded with some opinions of the author regarding the results of surveys and interviews applied to the population:

> The absence of teaching resources and supplementary materials in the classroom is an obstacle for an effective English teaching and does not help to promote language learning. […] Teachers' excessive use of Spanish in EFL classes do not encourage learners' language production, but pushes them to learn by translating every single word, making students learn English the wrong way and causing future language misconceptions. (Cueva, 2014, p. 60)

Most importantly, this author dealt with the consciousness of teachers having large classes with varied language levels in their process. In his observations, Cueva also mentions that "most teachers do not consider students' needs and language level due to having to teach multileveled classes causing learners' demotivation and English language rejection." (p. 60)

Scaffolding is also treated by other Ecuadorian researchers. An example is the thesis work of Karina Izquierdo (2019), which discusses the appliance of Scaffolding in students' writing skills for essays elaboration. This work, from Universidad Casa Grande, presents the effectiveness of Scaffolding strategies to enhance EFL learners' skills in writing. As the group conducted is also expected to get better with the application of this technique, tests were taken to determine usefulness and interviews and reflections were considered for evaluation of innovation.

Towards the end of the research, the study revealed that the application of Scaffolding helped students in their essay structure, quality of writing, and even pair brainstorming. Author highlights that "the students who applied the scaffolding strategies produced a higher

score in writing than the students who were taught without using any scaffolding strategies.".
Finally, her second point focuses in collaborative working, which she establishes
"strengthens students who previously felt intimidated and reluctant to write because they felt
uncomfortable sharing ideas and opinions with others […]" (p. 25)

2.2. Literature Review

Exploring a topic in which strategies are going to be applied to solve a problem is one
of the basics of human life. And as teachers and researches have thought they have explored
and discuss everything about Teaching, the truth is nothing is ever finished said. Many of the
authors discussed in this section have already discussed the same problematics dealt in this
research project; and still their experiences and solutions, also with their opinions and
failures, will play a key part in finding a real solution set for this classroom.

Now, speaking of methodologies in a Teaching field may seem easy since educators
are "erudites" in the topic. Still, talking of strategies for these educators in a different context,
with the varied amount of conflicts to deal in a classroom may not be an easy task to solve.
Not to mention activities and techniques, a useful tool which sometimes gets complicated to
find, no matter how much experience is involved. Indeed, the inexpert mind may find
confusing these terms. A method is an application of an approach in the context of language
teaching. Procedures are the step-by-step measures to execute a method. Techniques are
single activities that come from a procedure. Naturally, various methods apply various
techniques. (Educational Research Techniques, 2015). In other words, there is a structure to
be followed, and every term mentioned must be studied and targeted for a specific problem
in a class. Also, there must be a recognition of the problem which can bring to the methods
and strategies accurate for the conflict to solve.

On the other hand, educators are not the only responsible in these problems. Some of
them are natural, innate difficulties when learning a second language. For instance,
Fernandez (2000) states that challenges can be created when young children start to learn a
new language and they are introduced in environments with a policy of only-able-to-speak-
that-language. Certainly, all learners can struggle when being forced to speak a language they

are learning at the moment, and whether the motivation and encourage of the instructor may be useful, frustration and shyness can appear as a result of that enforcement.

Another problem to add to language acquisition may be the excessive amount of students per classroom. As an example, in Georgia, USA, the amount of English learners from other non-speaking communities has grown up to the 20% in the following five years from the study (U.S. Census, 2011). And if in the US the problem is a constant fear for the educational system, in Latin America, and in detail, Ecuador the problem is alarming. As a major example, in October of 2016, almost 7000 people from diverse contexts and areas entered the Continued Education Center at Escuela Politecnica Nacional, in Quito; all of them to English courses. And with the implementation of a L2 curriculum from the Ministry of Education, more and more people have decided to fill in their empty blanks and look forward to learn English. Adriana Guanuche, director of the Languages Institute from Universidad Salesiana, in Quito appoints that also some analysis towards the level of English of the aspirants is made. In each term, between 5 800 and 6 200 alumni are enrolled. Only a 5% knows nothing about the language, while there is a 50% who manages in an intermediate or low level. (El Comercio - Redacción Sociedad, 2016)

Authors Bell and Bogan (2013) add that "while the numbers of English Language Learners are increasing, the teachers and educational systems receiving them face a challenge." Many of these seem to be specifically to the curriculum and the type of method that the school or the teacher applies to seek a result. As a consequence, they also affirm that "the teacher has to actively scaffold both the ELLs and the English speaking children to build relationships." (Bell & Bogan, 2013, p. 2). In others, the responsibility also relies in how the student deals with the teaching and strategies for achieving the goal set. For this case, the student has to find his or her own purposes, motivations and even classmates who can help them in this process. Nero (2005) thinks that "connecting and affiliating with others of the same language and background strengthens the native cultural identity and supports more positive perceptions." And last but not least, how the parents are involved in this process, or just are not interested in the development of their children towards a new language being learnt at school.

Referring to this last one, sometimes a problem may not be the *who* involved in it, but the *where* it is. Han and Bridglall (2009) think that schools are also a problematic for ELLs. Institutions with crowded classroom space, not enough educational resources (both physical and technological) and a not-so-well school climate may carelessly provide the failure of students from minor groups. In our country, the educational system is ruled as the Ministry of Education's regulations state. However, and due to the noticeable division of the public and private systems; it is mainly the responsibility of the board of directors of the private institutions to see how many students can enter in a class, even if the pedagogical amount has been reached. Some of these who do not care at all. This process has created a multi-diverse scenario for both local educational services.

Scaffolding, mostly attributed to Soviet pedagogue Leo Vygotsky, is not completely his. The original term was proposed by Jerome Brunner, an American cognitive psychologist who dealt the cognitive processes of youngsters' oral production and based his work in Vygotsky's notion of adjustment in the Child's Zone of Proximate Development (1934) . From the late 1950s in which the term came out, educators got fascinated for the idea of how one child can be supported by the differences of instruction in their learning process. Donald Wood and his colleagues (1976), who were the pioneers to use the word *Scaffolding* in the educational context, define it as "a process that enables a child or novice to solve a problem, carry out a task, or achieve a goal which would be beyond his [or her] unassisted efforts." (p. 90)

Nevertheless, Scaffolding never became the heavenly solution that educators were hoping for. It has been tested and used over and over again like a magic trick to see results in real-life contexts. To mention one of these, there was a research study and experiment in the Netherlands, (Van de Pol, Volman, Oort, & Beishuizen, 2015) where 30 teachers of over 20 schools, and almost 800 students were addressed to have a five-lesson project about the European Union through the use of Scaffolding in students' academic achievement, teacher support, and other ways. After the lessons were given, and the results were analyzed, the real magic appeared. Many of the processes applied worked due to the independent work of the students towards the low contingency of support of the teacher, and in the cases where the highest support of the teacher was needed, the independent work increased too.

Undeniably, limitations exist in these cases for not all classes around the globe would work like the one mentioned before. In previous researches, like the one made by Bliss, Askew, & Macrae (1996), Scaffolding was not well-applied. Teachers who had been already trained in a professional development program on scaffolding continued having problems in their classrooms while putting it in practice. This last thought must be interpreted that the strategy is not always the solution, but also *how* it is applied is what causes the radical change. Rosenshine and Meister (1992) agree that "teachers can polish students' those potentials that are out of the range of their current abilities", but how can a teacher do that when he or she is not well-prepared for such a task? Or most importantly, how can be assured that *that* teacher will apply the polishing correctly?

Finally, scaffolding must not be taken only as a resource in initial years of instruction, but something that even adults can take for granted; of course, not taken very seriously in Universities or Colleges. To think of this, there was an excellent developmental project like this in Pakistan. Researchers Aslam et. al. (2017) propose the idea of using these skills to be worked in adults as the Pakistani educational system is not complete enough for the varied and international standars that these students will face once they complete their degrees. But mostly important, the purpose of this research was to demostrate that also advanced students can be assisted through the methodologies of instructed scaffolding which can contribute to a positive ending in the learning environment they are, regardless of the age and level of education a person is.

2.3. Theoretical Foundations

The intention of this study is simple: trying to find a solution of the students in their language acquisition while teachers struggle with a varied amount of levels by the use of Scaffolding strategies which can support the help of leveling up all background knowledge and skills to prepare these students for coming years. Henceforth, it is important to mention all studies and researches that, similar to this one, were thought with the same purpose.

Authors in the educational business, system, or whatsoever it is called have been fascinated by discoveries made by "founding fathers" of these theories of education. To

mention a few, Vygotsky or Piaget, Montessori or Bloom, are always stalked and repeatedly used to demonstrate someone else's studies or thesis. Contrary to this case, the present thesis work seeks to find ideas and works that new, and fresh researchers have witnessed when repeating this arduous process of thesis writing. Indeed, it will be mentioned founding fathers since their terms are mentioned, but the slightest the possible.

2.3.1. The Basics of Second Language Acquisition

Dolores Mori (2018), an English Teacher from Guayaquil, in her Thesis work states a truthful reason for second language acquisition by affirming that:

> Teaching foreign languages is considered a necessity for cultivating exchanges through a dynamic relationship with other countries of the world. First, it is worth considering that one of the bases of economy relations, scientific development in all areas as well as cultural interactions can only have place in countries where education leads the population to be aware of their impact to the society, and moreover the influence of the society onto the nearby and distant communities and countries. (p. 6)

In other words, reasons like the one above were merely a basis to start plotting theories and hypothesis of this language acquisition. Because of these motives, or merely any other purpose, Stephen Krashen developed a Theory and a few volumes about Second Language Acquisition. His first book, Krashen (1987) presented debated ideas towards how this second L2 is learnt. His main five hypothesis referred as Acquisition-Learning, the Monitor, the Natural Order, the Input, and the Affective Filter.

"The Acquisition-Learning distinction is the most fundamental of all the hypotheses this theory and the most widely known among linguists and language practitioners." (Schütz, 1998) This *acquisition* is the product of a not-on-purpose process that is similar to those of the children when starting to learn their mother tongue. Certainly, it relies on significant interaction in the L2. At the same time, this Acquisition-Learning is created by formal instruction and a conscious process, leading to the knowledge of grammar rules. Krashen himself believed that "acquisition" is more vital than "learning".

Secondly, the Monitor hypothesis explains the connection of acquisition and learning. It also defines the influence of the acquisiton *on* the language. Schütz –referring to the work of Krashen- mentioned that

> The system of acquisition is the utterance initiator, while the learning system has the function of the *monitor* or *editor*. […] It appears that the role of conscious learning is somewhat limited in second language performance. Krashen believed that the role of the monitor is - or should be - minor, being used only to correct deviations from *normal* speech and to give speech a more 'polished' appearance. (Schütz, 1998)

The next hypothesis, the Natural Order, was designed through the inspiring research work of Dulay & Burt (1974), Fathman (1975), and others who suggested that the acquisition of grammar structures follows a preditable, ordinary order. This one depended on the independency of the learner's age, L1 education, L2 exposure context and other criteria. However, Krashen disagrees with grammatical sequencing and a language syllabus, since the implication of this natural order, as the name says, should be *natural*.

After that, in the Input hypothesis, Krashen tries to explain the learner's acquisition of the new language. "According with this hypothesis, the learner improves and progresses along the natural order when he or she receives second language *input* that is one step beyond his / her current stage of linguistic competence." (Schütz, 1998). Krashen recommends that, due to the fact that not all learners can have the same linguistic competence level while learning, a natural communicative input is the key when designing a syllabus. That will make sure every single learner receives a suitable input for their actual stage.

Finally, Affective Filter hypothesis stands for Krashen's views about affection play an easy, yet not casual role in L2 acquisition; such as confidence, anxiety, and all feelings related to the psychology of the children. On the other hand, "learners with high motivation, good self-confidence and a good self-image, same as a low level of anxiety, are better equipped for success in second language acquisition." (Schütz, 1998). In order words, when the filter is *on*, language acquisition cannot occur. Still, positive affect is useful, but unsufficient for acquisition to take place.

In a summary, these five hypothesis were only part of the main plot in Stephen Krashen's books about the development of an L2 in people's mind, specially when learning English. Yet, it is important to recall, not everything theorists claim is the divine word. Studies and research must be done for proof; and agreeing with the words of Lizano (2018), "for the accurate learning of a foreign language, […], there exist important factors to consider: motivation, age, access to language, personality, first language development, and cognitive abilities."

2.3.2. Second Language Acquisition Teaching

For many educators in TESOL (Teaching of English to Speakers of Other Languages), instruction of a second language may seem an easy task once graduation is done; but once the lesson plans, grading systems and similar other tasks enter their everyday living, they completely forget the relevance of SLA in the system as well. Michael Lessard-Clouston (2018), from TESOL Connections, presents in his article 5 motives for educators to encourage them to link to read and get involved in second language acquisition.

First, the author mentions that it can be helpful for ELT teachers to find out the learning ways of students. From his perspective, it is not necessary only to know good strategies or techniques, but also to own a good philosophy of teaching, and it can be challenging if the classroom is not part of that inspiration. As he says, "to teach well, one needs to understand learning, so SLA is key." (Lessard-Clouston, 2018). In the same way, SLA can be useful to reflect about the own form of learning that teachers are applying. This reflection seems important to notice how teaching styles are the best practice in ELT. The author recalls that:

> Teachers who know other languages and cultures, for example, should therefore examine their own second/foreign language learning to consider what is relevant from their knowledge and experience for their ESL/EFL teaching. […] A practical issue in many contexts is the use of code-switching with such students when it is useful, such as for classroom management or for quickly explaining grammar or vocabulary. (Lessard-Clouston, 2018)

Another reason that this author discusses the Input, Output and Interaction –a fact that teachers must know since, the better the input they give to their learners, the better or more improved output they should receive-; which is totally linked to the process of SLA for the modeling and designing of speech and materials for the specific level of the learners.

Actually, the process of language acquisition is not whatsoever complete without instruction. This is the part where teachers enter in the field of action. In the previous section, it was discussed that each stage in the SLA theory should be analyzed carefully while the learner is being assessed through various tools and strategies. The same, which are planned by an instructor or, in our case, a teacher. "Since teachers play a big role in their students' language learning process, the tools, teaching methods and classroom environment adopted will ultimately affect their students' progress." (Onnis, 2014). With this information, it should be used by teachers to design the exact strategies and techniques which can complement any of the hypothesis or phases in this L2 learning. With analysis and discussions of the needs of each class individual, teachers can also consider that different people have different ways they use to learn, and therefore, there must be an activity to cover all their needs.

2.3.3. SLA and Linguistics

This section needs to be introduced with the brief separation of terms:

Corpus (Linguistics) findings are based on the observation of a very large number of examples of language use. They are primarily focused on language output and can tell us relatively little (and even if so, indirectly) about the processes behind language learning and production. However, this potential limitation is also a point of possible methodological synergy and fruitful collaboration, bringing together corpus linguistics and experimental methods in SLA research. (McEnery, Brezina, Gablasova, & Banerjee, 2019, p. 76)

It is not possible to do a single research on one topic without having offers of reference from similar perspectives. Linguistics is very connected to this section of Language acquisition due to the naturalistic reasons of communication and speech. From this viewpoint

mentioned above, theories in universal language and its properties have opened a gate in the dicussion of the positive and negative aspects that characterize interlanguage grammars, leading also to the research in L1 and L2 learning process.

Vivian Cook (1993) acclaimed author and researcher, discusses that some of the branches of Linguistics have been utilized with the purpose of SL research. In her book *Linguistics and Second Language Acquisition*, for instance, there are other mentioned areas like sociolinguistics –since the communicative competence is a mejor part in the development of other theories-, phonology –featuring pronunciation, phonetics, and sounds-, among others. Whether unnecessary or not, linguistics is a part in language that must be understood for further analysis and comprehension in order to see all possible factors which can vulnerate the learning of an individual. In this way, Spinner and Gass (2015) agree that "if second language learners create and use linguistic systems, those linguistic systems (called interlanguages) should follow the same constraints as other, more fully developed natural languages." (p. 228)

2.3.4. Psychology into the SLA

In psychology, cognitive theories have had an enormous impact on its research and the applications of the same. Several studies regarding the way learners proces L2 input, attention, awareness or practice, among others, have been useful to explain the results of formers investigations in the same field. Moreover, these interactions have revealed connections and applications to many branches of brain activity and development: one of them, classroom practice. Researchers Dewaele, Chen, Padilla, and Lake (2019) consider the result of psychology benefitial for learning a second, or even third language, as it solidifies "learners and teachers' experiences of flow, hope, courage, well-being, optimism, creativity, happiness, grit, resilience, strengths, and laughter with the aim of enhancing learners' linguistic progress." (p. 1)

To understand psychology, there must be a on-purpose research inside the brain and the personality, same as attitudes and external factors that can stimulate a person into doing activities. Believe it or not, communication (whether in any language) is something that the

brain deals with, along with the derivations in which this is dealt. An example can be the table below, where it is show the hemispheres of the brain with the communicative specializations each one takes.

Table 1:
Principal Hemispheric Specializations of the Brain into Communication

Principal hemispheric specializations	
Left hemisphere	**Right hemisphere**
Phonology	Nonverbal (as babies' cries)
Morphology	Visuospatial information
Syntax	Intonation
Function words and inlfections	Nonliteral meaning and ambiguity
Tone systems	Many pragmatic abilities
Much lexical knowledge	Some lexical knowledge

Source: Introducing second language acquisition – 2nd ed.

Elaborated by: Saville-Troike, M. (1936)

In the same way, learning a language is an activity studied that involves factors like attention, comprehension, awareness of learning, and others. SLA was assumed in the first place to be subconscious; therefore, processes in terms of the mental involvement of the learner did not seem to be a motivation for researchers to find out more of cognitive topics like input, intake and internalization. For instance, learners who have internalized their metacognitive skills are able to recognize their learning progressions are better regulated. Effectiveness in the development of SLA can be improved by devising and implementing strategies that match the best towards the students' activities and goals. "This, in turn, positively influences not only learning outcomes and test performances, but also the learner's motivation." (Pogosyan, 2017)

And while certainly all the attention is focused on the learner, not much has been said about the psychological perspective of teachers as well. In many texts, it is undoubtedly discussed the role of the teacher in classrooms and instructing the student. Based on other researchers, professor Sarah Mercer (2018) manifests that two main reasons make it important to comprehend teachers' psychology: their valuable work with their teaching and

learning processes; and second, because their thoughts, ideas and proffesional skills connect with the quality of the students' performance and so with their teaching excellence.

Mercer also mentions that, as the link connecting the educators and the learners is achieved physically, the cognitive process of the former influences the psychology of the latter one:

> To appreciate how and in what ways interpersonal psychology can be 'contagious', we can draw on insights from various strands of neuroscience such as work on reciprocity, mirror neurons, theory of mind, and brain coupling. These studies show in particular how the emotions and motivation of a key member of a group, such as a teacher or a manager, can be 'catching' for those working with them. (Mercer, 2018, pp. 508-509)

2.3.5. Immersion

During research, many authors have questioned the purpose of the methods in which L2 is being taught, and based on the previous analysis made upon social interaction, there should be ways that offer learners a way of putting everything in practice for mastering of skills. Immersion, commonly used nowadays in lots of educational institutes and academies around the world, seeks for the opportunity of this task. Ceallaigh (2016) expresses that, "Immersion education can be perceived as an enrichment bilingual education model that is most commonly associated with the language majority students who are learning through their L2." According to this author, Immersion students' level of L2 is drastically increased rather than those who are not involved, but learning the language in a subject area. Besides, students who join in these type of programs get better in their receptive skills and do greater L2 proficiency than their peers who join later; even to the point of gaining native-like proficiency.

And yet Immersion may look again like a heavenly miracle, the drawbacks of using it may also affect a learner's grammar, production, and precise vocabulary. Although students' immersion improves receptive skills, being instructed all the time would definitely affect their oral production. Restricted vocabulary; simplified, limited grammar used in

school context, and other effects can be shown. Also, tranferring English syntax and lexicon to L1 makes them not to acquire the desired competences and features as natives. (Ceallaigh, 2016, p. 389)

2.3.6. Social Identity Theory

Zhang Juan (2018) presents the Social Identity Theory as "the identity that EFL learners construct actively […] associated with learners' desires and wishes in the future." Translated, it would be: how comfortable the learner feels in the L2 environment and its community would emphasize the acquisition process and the social factors around him/her.

In everyday life, finding a person's welfare in a target environment is always a breaking point when he or she does not feel comfortable in it. Now, focused in the classroom environment, a learner must feel a connection with the community and the culture of L2, same as how distant or close the individual feels *socially* distance. This will make the student get closer or farther in the acquisition of language goal. "Language can be a powerful means of exercising social control. If you belong to a particular group, this means adopting the linguistic conventions of that group." (Juan, 2018, p. 2)

It is important to take note that it is not only the learner the one who has the control over the social distance, but also from the community. Certainly, a whole group can also have its own social distance from the learner, limitting his / her chances to continue the process. That has been the case of several bilingual authors (Anderson, 1991; Block, 2007; Cervatiuc, 2009), that researched of cases of learners suffering general marginalization, and finally succeeded in their L2 acquisition. Demonstrating that willing is power, it can still be considered to have our learners in safer places where acquisition can take place.

2.3.7. Bilingualism vs SLA

"Language researchers have traditionally drawn distinctions between phenomena of *bilingualism* and the processes and features of *second language acquisition* (SLA)." (Lynch,

2015); and since many educational systems apply in their instructions bilingualism, they still tend to get mistaken that a SLA case is dealt with this.

Having to mark a difference between what is bilingualism, and how it is different from SLA would result in returning to the roots of this paradigm, back to the 16th and 17th century. By history, it is taught that language was an essential characteristic of nationalities –some even prevailed today; those differences were articulated later into theories and research that explain this separation. And though the term *bilingualism* may be ambiguous in the context of the language acquisition, researcher Kelly Wallner (2016) has established in her work some differences for the terms existing:

> These terms include English Language Learners, English as a Second Language, and Limited English Proficiency. English Language Learners (ELL) are people that are learning both their native language and the English language simultaneously. English as a Second Language (ESL) is used to refer to non-native English speakers that are learning English in an environment that speaks English. Limited English Proficiency (LEP) refers to a person that does not speak English as their primary language. (Wallner, 2016, p. 2)

2.3.8. Scaffolding: Essential Features

Scaffolding, single as it sounds, may be confusing since it can also mean "a temporary structure on the outside of a building, made of wooden planks and metal poles, used by workmen while building, repairing, or cleaning the building." (Oxford Dictionaries, 2019), but used in the terms of education, Scaffolding can be interpreted as the metaphor it was first used for. If we consider a child, or any learner –indistinct of age - to be a building that a constructor –the teacher –, all the metal and wooden tools to support this and do not let it fall or get broken are the different activities and special needs that contribute to a final result, that is, language acquisition. With the term of *Instructed* Scaffolding – which for the opinion of the researcher is a much better way of understanding and applying the term in the educational field – authors and professionals have studied the benefits and exploring the risks of using it for classroom purposes. As an example, R. Keith Sawyer (2006) elicits that Scaffolding is a

support specifically tailored to each student; allowing them to have a feasible learning focused in the student, rather than having a teacher-centered experience.

Talking about these supports, Scaffolding tends to put on the spotlight the student rather than the teacher being in front – a feature that also Flipped Classrooms apply, but it is not discussed in this thesis -, ensuring that learning is promoted by resources, compelling tasks, templates, guides, and most importantly, the development of cognitive and social skills. And taking back the metaphor of the building support, when the building is being finished, these metals and wooden aids are removed to finally let the building be on its own. Similarly, Instructed Scaffolding is not a permanent help for the learner, as it is quit as progress is shown. In the end, students learn to be independent by the use of cognitive, affective and psychomotor skills in their educational strategies.

Researchers Beed, Hawkins, and Roller (1991) and Wood and Wood (1996) recognize and state that Scaffolding is staged in three essential aspects, which tend to enhance learning. First, the teacher-student interaction, something that has been part of the educatioanl system since always. "In this first feature, the interaction between both teachers and students help the latter one to relate their own prior knowledge with the knowledge that is being constructed in the meanwhile." (Kong, 2002). From this view point, authors Amerian and Mehri (2014) also add:

> […] the support also plays as a safe guard against any possible unexpected barrier and as a result the learner would not feel frustrated since he knows that through active participation in the task with the assistance of a more knowledgeable person, he can do what he could not have done previously alone. (p. 759)

The learner's Zone of Proximal Development is the second feature discussed. "The zone of proximal development, along with its practical tool, scaffolding, seems to resonate the idea that in the developmental process of learning a second language, the presence of the teacher is necessary." (Amerian & Mehri, 2014, p. 758). In order for it to happen, it is the responsibility of the expert to know the current level of knowledge of their students, and predict the possible etends of that level. In that way, it is ensured that the learner is not rushed towards the goal, and neither goes slow-paced.

Thirdly, the last features defines Scaffolding, as a guidance and support provided gradually, and finally removed when the learner had become more proficient in mastering SLA (Palincsar, 1986). By the end of the scaffolded instruction, learners should automatize the knowledge by themselves, same as independence in the learning.

2.3.9. A Theory of Scaffolding

For having to think about how the term became to the word it is being analyzed in this project, it is necessary to go back into the founding fathers mentioned at the beginning of this chapter. And like it or not, Jerome Brunner (1915 – 2016) and Leo Vygotsky (1896 – 1934) were the pioneers to design such a training tool with the same purpose of using it for language acquisition construction, only differing that Vygotsky started it and discovered it in young infants' L1. It was later on, and inspired in the Soviet's work that American psychologist Bruner noticed and reported his studies in both L1 and L2.

Back in those times, Vygotsky (1978) developed a methodological idea upon children's learning. He noticed that individual knowledge is not enough since learners need to interact with skillful peers for them to learn. In fact, Vygotsky mentioned cases where older generations provided new knowledge and skills to youngsters. As a result, Vygotsky named this phase the famously-known ZPD, or Zone of Proximal Development. His definition is presented as "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 L. , 1978, p. 86)

For those who will never understand the imagery of this ZPD, the website PrepScholar (2018) shows a very resourceful picture of how it is located, in order for teachers to appreciate it:
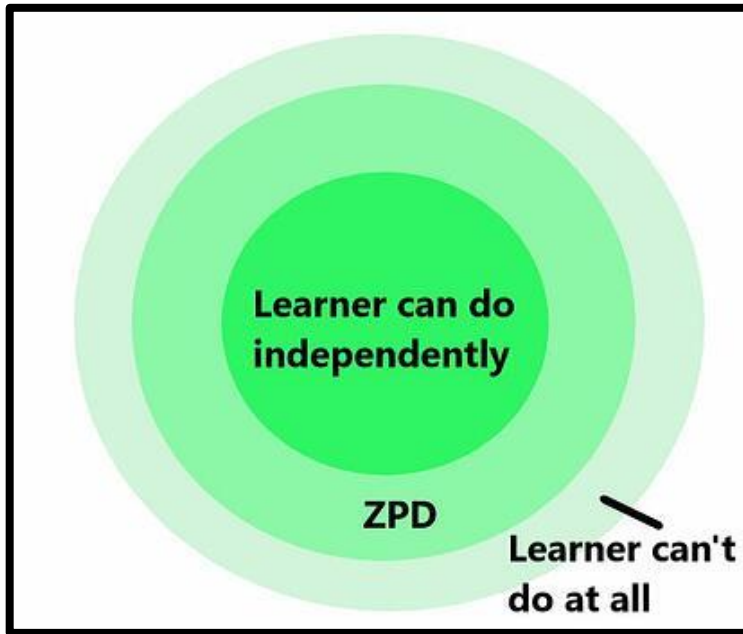
Figure 2: Example of a learner's Zone of Proximal Development
Source: PrepScholar: Vygotsky Scaffolding: What It Is and How to Use It

Elaborated by: Sarikas, C. (2018)

And as fascinating as it sounded in those years, several authors considered Vygotsky's pioneer ZPD a way to forge new generations' minds into understanding and cognition. Sarikas (2018) includes another legend to mention, Dr. Maria Montessori –known for the acclaimed Montessori education philosophy – publishing similar research about this topic, years before. After his death in the 30s, research upon his ideas decreased.

It was not until the 1960s that the Soviet's work was retaken by a new team of psychologists investigating the development of constructivism. Jerome Bruner's description featured young children's oral language acquisition. While his observations, children were provided with informal instructions provided by their parents when they first started to speak. For instance, authors Amerian and Mehri (2014, p. 758) discuss prudentially how one of Bruner's experiments regarding mother-child relationship. In his examination, he investigates the discussion between the mother and the kid and infers that the conduct of the mother while conversing with her kid really reduces the trouble of the assignment, prompts pulling in and keeping the consideration of her youngster, but most importantly, gives a model to tackling the undertakings the kid is confronting.

In conclusion, Bruner thought that when infants started to conceptualize new terms, or language, teachers or adults were needed for active support. First, they are dependent on this support. And as they start to grow, independence in thoughts, skills and knowledge makes this support to fade away. This form of controlled learner-expert interaction is also a reduction of many choices in a child's daily life; or as Wheeler (2017) says: "The simplistic elegance of Bruner's theory means that scaffolding can be applied across all sectors, for all ages and for all topics of learning."

2.3.10. Levels and Forms of Scaffolding

In the words of Brush and Saye (2002), Scaffolding divides in Soft and Hard. They describe Soft Scaffolding as:

A dynamic, situation-specific aid provided by a teacher or peer to help with the learning process. Such scaffolding requires teachers to continuously diagnose the understandings of learners and provide timely support based on student responses. This type of assistance is generally provided "on-the-fly," where the teacher monitors the progress students are making while engaged in a learning activity and intervenes when support or guidance is needed. (Brush & Saye, 2002, p. 2)

Using an example in the educational context, Soft Scaffolding can be applied in the moment that teachers monitor the class and provide helpful answers, feedback or guide to the activity for his or her students. In the same way, this type of Scaffolding changes according to factors such as the needs or the students' dependence during instruction, or when classes are larger and it contains more students with more needs.

Different to Contingent Scaffolding (another name for Soft, but proposed by Leo Van Lier in 1996), there is Embedded or Hard Scaffolding, which can be defined as "static supports that can be anticipated and planned in advance based upon typical student difficulties with a task." (Brush & Saye, 2002). In this type of aided instruction, the task itself is programmed to be helped since the cognitive will be difficult until mastered completely. To illustrate this level of Scaffold, suppose that a Math teacher starts explaining algebraic expressions to a class. Since their cognitive level in the area is low, the teacher will create

hints and clues to assist the students who are not that fast to enhance the topic. Progressively, the hints and clues will disappear until the pupil performs and knows how the class is done. Therefore, the instructor must be always aware of the individual need of the learner in order to see and witness in which precise moment the scaffold should be taken, or to decrease it.

Other authors mention more levels and forms of Scaffolding, but these vary due to the educational setting and reason for their application. For instance, we have Reciprocal Scaffolding, an idea by Holton and Clarke (2006) involving collaborative work in groups. By application of this, each learner finishes adding more knowledge from each member of the group. The scaffolding is mutual by each member and changes constantly as the group works on a task. Then, we have Supportive and Directive Scaffolding, consolidated by Wilkinson, Silliman, Bahr, and Beasman (2000). The first one is characterized by the pattern of Initiation-Response-Follow-up (IRF); if a teacher applies constructive power and exploits the class' responses as a motive for shared learning rather than simply evaluation, there exists a *supportive* scaffolding, making teachers become negotiators and co-constructors of meaning. In Directive Scaffolding, the pattern to follow is the Initiation-Response-Evaluation. For this, teachers assume they only have to give content to learners and assess them at the end. This permits a *directed* participation and induces passive learning, also making the roles of teachers and students oversimplified.

2.3.11. Guidance

It has been mentioned since the beginning of this writing, that it is impossible for a learner to start the process if there is no one beside him / her to support, help and accompany through the goals. For Scaffolding, it is important to find the accurate way to *guide* the students until the achievement of SLA is completely successful. This learning support, like Wise and O'Neill (2009) point out, consists of any interactive form of connection that teachers use to aid and improve learning. In the same way, and stated above, the amount and need of instructed guidance relies on the responsibility of any instructor who notices the learner is having difficulties in the process. Since Scaffolding presents proper guidance for learners moving them towards their learning goals, guidance moderates the cognitive load of

a learner. In summary, students must be advanced towards their learning objectives if intellectual burden is kept under tight restraints by appropriately managed help.

It is thought that the more guidance is provided, the more learning is received; but certainly, it is not. Sweller, Kirschner, and Clark (2009) review that more significant levels of guidance greatly affects scaffolded adapting, however it is not an assurance of all the more learning. Also, guidance assumes a significant job in information maintenance and move. Working by explanations in isolated and having experiences with the material can bring positive and negative consequences. In the first case, researcher Hake (1998) demostrated how physics students could not recall material covered in a traditional lecture class, and support it better by autonomous work. Similarly, the case of worked examples – made and analyzed by Wise and O'Neill (2009)- is agreed since involvement in the material furnishes understudies with what should be known and enabling students to think about past encounters with the substance, at last developing significance from guidance.

The time of guidance is also another key factor to consider. In the daily work, teachers assume that any moment for feedback or error correction is crucial in learning. Many authors, on the other hand, think it is not like that. Anderson et al. (1995) had found that intermediate feedback can lead to the memory not taking in thought the procedure of correction. Mathan and Koedinger (2003) mention that giving input directly after the error makes the student lose the chance to improve evaluative abilities. Finally, Wise and O'Neill (2009) argue again both of these findings and state that not only it proves the importance of feedback upon learning, making it immediate promotes faster problem-silving situations, and delaying it results in better long-term retention.

2.3.12. Scaffolding in Technology (?)

With the current advancement of technology in big steps, teachers are being avoided and replaced for online courses, platforms and even *apps* which can have the same task of instructing a learner towards any goal. No matter if the learner is engaged in playing the piano, learning another language –like the topic of this project- or cooking delicious meals, technology has taken the place of education to the next level. Something that should not be

a scary or stressful time for the expert of the topic: at some point, they will all come to them to reach face-to-face learning. Never mind, it is mandatory in these days to get updated and use technology as an ally, rather that hush it away and continue traditional models of pedagogy and teaching. "Currently, the form of instructions that emerges between teachers and students is mediated through technology and the learning communities exist in the online settings. Thus, it is important to acknowledge the suitable form of support required for the students, especially in an online learning environment." (Jumaat & Tasir, 2014)

Scaffolding, as it is continuously supported, may also enter in the digital era and help learners behind the screen. As it was stated above, the type and level of Scaffolding is managed due to the educational setting and context in which it is needed. If it is mentioned an *online* environment, this type and level of aid needs to be assessed so that the *e-learner* feels supported as if he / she were in a physical classroom. The ongoing spread of innovation utilized in the classroom has opened up the learning condition to incorporate settings like *hypermedia*, *hypertext*, collaborative and *web-based* learning environments. This difficulties the customary learning plan originations of Scaffolding for teachers. (Hannafin, Hill, & Land, 1999; Pea, 2004; Reiser, 2004)

In their study for the Universiti Teknologi Malaysia[1], authors Nurul Farhana Jumaat and Zaidatun Tasir (2014) identified four types of Scaffolding used in online learning:

Conceptual scaffolding helps students to decide what to consider in learning. It particularly guides them to prioritize fundamental concepts. Procedural scaffolding, in addition, assists students in using available tools and resources while strategic scaffolding suggests alternative ways to tackle problems in learning. Finally, metacognitive scaffolding guides students on what to think during learning. (pp. 75-76)

As a matter of fact, this brand new form of Scaffolding is well-recognized. From a positive perspective, Belland (2017) observes CBS[2] as "largely less contingent than one-to-one scaffolding, although, in general, scaffolding embedded in intelligent tutoring systems is

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1 Technological University of Malaysia
2 Computer-based Scaffolding

more contingent than other it." At the end of his study, he states a truth about this innovative method by concluding that CBS has been believed to have an extremely considerable impact size in earlier research, when contrasted with those of comparable intercessions, and this warrants further investigations. (p. 27)

2.3.13. Multiple-Level Classrooms

Why to mention Multiple-level classrooms at the end of the variables' theories? As a way to remember readers about this project, using Scaffolding and finding authors discuss about it is more complex now that the last piece of the puzzle is complete. Due to the fact that there are going to be Scaffolding strategies for this specific case of classroom in their L2, a few basics of Multiple-level classes should be mentioned. Surprisingly as it sounds, very little is found about this type of classroom design has been written. In part, because instructors and experts in the ESL / EFL have recognized it as Multilevel classrooms. The website EnglishClub defines them as "varied", and that is because of the different learning backgrounds and levels of literacy –in both L1 and L2-, and even because of age or nationality.

Not only the different situation and background of the student's L2 acquisition influence but also several other aspects. Melinda Roberts (2007), from Pearson Education in Southern California, states that "a student's individual personality is another factor that affects instruction. Personality plays a huge role in a student's willingness to participate in activities, take risks using English, and become part of the larger classroom community." This author also expresses that the more specific learner's objective is, the more roused he or she will be to go to class. Those, for instance, who are coming to learn English so they can assist their kids with their schoolwork, or so they can improve work, will be more motivated to come to class than the individuals who are coming essentially "to learn English." (p. 1)

In a way of organize the level that this type of classes have, the same author separates them according to their proficiency in the language, and Roberts identifies three:

- **Below-level:** For students who have it difficult to stay aware of the guidance. Normally they need additional opportunity to finish exercises and depend on peer

backing to be fruitful. Additionally, the deficiency and low self-esteem is overwhelming in their cases since they see themselves as *low* in the learning pace. "Below-level students are at risk because they often become frustrated and blame themselves for their inability to learn more efficiently." (p. 2)

- **At-level:** Classmates who are doing admirably well with their present degree of guidance and are advancing as they ought to.

- **Above-level:** Students who overcome the level of proficiency and their language skills are superior that those of the "at-level". Roberts considers these learners to *get it* more quickly than their mates. Contrary, these types of learners are also a risk since they become disappointed with the instructor for not giving them all the more testing exercises. "They can also become bored or disruptive while waiting for the other students to *catch up*." (p. 2)

2.4. Conceptual Framework

Scaffolding: In education, scaffolding refers to a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process. (The Glossary of Educational Reform, n.d.)

Zone of Proximal Development: Refers to the difference between what a learner can do without help and what he or she can achieve with guidance and encouragement from a skilled partner. (McLoad, 2019)

Cooperative learning: A form of active learning where students work together to perform specific tasks in a small group. (Lewis, 2019)

Multiple-level classroom: They include students who communicate in English at a variety of different levels. They may also be considered multi-level because they include students

with different types of learning backgrounds, such as those who have learned orally and those who have learned mainly from a textbook. (EnglishClub, n.d.)

Differentiated instruction: It can be defined as factoring students' individual learning styles and levels of readiness first before designing a lesson plan. Differentiating instruction may mean teaching the same material to all students using a variety of instructional strategies, or it may require the teacher to deliver lessons at varying levels of difficulty based on the ability of each student. (Weselby, 2014)

Language acquisition: Language acquisition is defined as a natural progression or development in the use of language, typified by infants and young children learning to talk. (Encyclopedia of Education, 2002)

Sociolinguistics: Sociolinguistics takes language samples from sets of random population subjects and looks at variables that include such things as pronunciation, word choice, and colloquialisms. (Nordquist, 2019)

Bilingualism: Knowledge and use of two or more languages by an individual or a community. (Vanpatten & Bennati, 2015)

Immersion: A technique used in bilingual language education in which two languages are used for instruction in a variety of topics. (Cummins, 2009)

Learning strategies: Refer to any conscious strategies learners use to acquire language and can be anything as mundane as underlining new words in texts to more social strategies in

which learners actively seek out speakers of the L1 with whom to "practice." (Vanpatten &
Bennati, 2015)

2.5. Legal Framework

The present research may not be complete without the unarguable support of the Law.
For the Ecuadorian educational system, the Constitution of the Republic, and other laws
which apply for this section are mentioned; with the purpose of accomplishing and
demonstrating that models like the present work *should* be done everywhere. After all, *sed
lex, dura lex* [3].

<div align="center">

Constitución de la República del Ecuador

Niños y Adolescentes

</div>

Art. 44.- El Estado, la sociedad y la familia promoverán de forma prioritaria el desarrollo
integral de las niñas, niños y adolescentes, y asegurarán el ejercicio pleno de sus derechos;
se atenderá al principio de su interés superior y sus derechos prevalecerán sobre los de las
demás personas. Las niñas, niños y adolescentes tendrán derecho a su desarrollo integral,
entendido como proceso de crecimiento, maduración y despliegue de su intelecto y de sus
capacidades, potencialidades y aspiraciones, en un entorno familiar, escolar, social y
comunitario de afectividad y seguridad. Este entorno permitirá la satisfacción de sus
necesidades sociales, afectivo-emocionales y culturales, con el apoyo de políticas
intersectoriales nacionales y locales.

Art. 45.- Las niñas, niños y adolescentes gozarán de los derechos comunes del ser humano,
además de los específicos de su edad. El Estado reconocerá y garantizará la vida, incluido el
cuidado y protección desde la concepción. Las niñas, niños y adolescentes tienen derecho a
la integridad física y psíquica; a su identidad, nombre y ciudadanía; a la salud integral y
nutrición; a la educación y cultura, al deporte y recreación; a la seguridad social; a tener una
familia y disfrutar de la convivencia familiar y comunitaria; a la participación social; al
respeto de su libertad y dignidad; a ser consultados en los asuntos que les afecten; a educarse
de manera prioritaria en su idioma y en los contextos culturales propios de sus pueblos y

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3 Translated from the Latin, "The Law is hard, but it is the Law."

nacionalidades; y a recibir información acerca de sus progenitores o familiares ausentes, salvo que fuera perjudicial para su bienestar. El Estado garantizará su libertad de expresión y asociación, el funcionamiento libre de los consejos estudiantiles y demás formas asociativas.

Ley Orgánica De Educación Intercultural, 2011

Art.2.- Principios. - La actividad educativa se desarrolla atendiendo a los siguientes principios generales, que son los fundamentos filosóficos, conceptuales y constitucionales que sustentan, definen y rigen las decisiones y actividades en el ámbito educativo:

f. Desarrollo de procesos. - Los niveles educativos deben adecuarse a ciclos de vida de las personas, a su desarrollo cognitivo, afectivo y psicomotriz, capacidades, ámbito cultural y lingüístico, sus necesidades y las del país, atendiendo de manera particular la igualdad real de grupos poblacionales históricamente excluidos o cuyas desventajas se mantienen vigentes, como son las personas y grupos de atención prioritaria previstos en la Constitución de la República.

g. Aprendizaje permanente. – La concepción de la educación como un aprendizaje permanente, que se desarrolla a lo largo de toda la vida.

Art. 17. - Derechos. –Los miembros de la comunidad gozan de los siguientes derechos:

a. Recibir educación escolarizada o no escolarizada, formal o informal a lo largo de su vida que, complemente sus capacidades y habilidades para ejercer la ciudadanía y el derecho al Buen Vivir.

b. Participar activamente en el conocimiento de las realidades institucionales de los centros educativos de su respectiva comunidad.

c. Fomentar un proceso de conocimiento y mutuo respeto entre la comunidad organizada y los centros educativos de su respectiva circunscripción territorial.

Código de la Niñez y la Adolescencia

Art. 37.- Derecho a la educación: Los niños, niñas y adolescentes tienen derecho a una educación de calidad. Este derecho demanda de un sistema educativo que:

3. Contemple propuestas educacionales flexibles y alternativas para atender las necesidades de todos los niños, niñas y adolescentes, con prioridad de quienes tienen discapacidad trabajan o viven una situación que requiera mayores oportunidades para aprender.

Ley Orgánica de Educación Superior, 2010

Art. 243. - Interculturalidad. La interculturalidad propone un enfoque educativo inclusivo que, partiendo de la valoración de la diversidad cultural y del respeto a todas las culturas, busca incrementar la equidad educativa, superar el racismo, la discriminación y la exclusión, y favorecer la comunicación entre los miembros de las diferentes culturas.

Ministerio de Educación, Currículo 2016 - Lengua Extranjera

Los principios básicos de la propuesta curricular se pueden resumir en:

- El enfoque de lenguaje comunicativo: el lenguaje se aprende mejor como un medio para interactuar y comunicarse y no como un conjunto de conocimientos que se memoriza.
- Enfoque centrado en el estudiante: metodologías de enseñanza que reflejan y responden a las fortalezas y desafíos de los educandos, facilitando su proceso de aprendizaje.
- Habilidades de pensamiento: aprender una lengua extranjera impulsa el desarrollo del pensamiento, así como las habilidades sociales y creativas necesarias para el aprendizaje permanente y el ejercicio de la ciudadanía.
- Aprendizaje Integrado de Contenido para las Lenguas Extranjeras (AICLE): un modelo utilizado para integrar el aprendizaje de la lengua con aspectos culturales y cognitivos, de modo que la adquisición de este lenguaje sirve como motor para el desarrollo de los alumnos.

- Estándares internacionales: el plan de estudios se basa en los niveles y procesos de enseñanza reconocidos internacionalmente para el aprendizaje de idiomas. (MCER)

Los objetivos principales del currículo de inglés como lengua extranjera son:

- Desarrollar la comprensión que los estudiantes tienen del mundo, de otras culturas y de la suya propia y su capacidad de comunicar sus puntos de vista a través de la Lengua extranjera.
- Desarrollar las habilidades personales, sociales e intelectuales necesarias para alcanzar su potencial y participar productivamente en un mundo cada vez más globalizado que opera en otras lenguas.
- Crear un amor por el aprendizaje de idiomas a partir de una edad temprana, a través de experiencias de aprendizaje interesantes y positivas, con el fin de fomentar la motivación del alumnado para seguir aprendiendo.

CHAPTER III

3. RESEARCH METHODOLOGY

3.1. Methodology

During the writing and examination of the problem, the following study seeks to find the precise evidence which can support the idea to defend, as well as main objectives to conclude in the solving of the struggle detected in this institution. To begin with, the tools and instruments for data recollection were prepared, applied and analyzed. Then, the information gotten was interpreted to reach to ideas, later written in this text.

Therefore, the present project is considered to be following part of a deductive research approach. This type of methodology consists of proving a theory through testing and observation of the same. (Streefkerk, 2019) In the same way, this project work follows the patterns that any deductive research has: an existing theory, a hypothesis based on this theory –in this case, an idea to defend- and the collection of data and results of analysis.

3.2. Type of the Study

The present research is a type of descriptive research. "The goal of descriptive research is to describe a phenomenon and its characteristics. This research is more concerned with what rather than how or why something has happened. Therefore, observation and survey tools are often used to gather data." (Gall, Gall, & Borg, 2007). Since the descriptive research seeks to narrate the characteristics of a problem already noticed, the problem of language acquisition in a multiple-level classroom of 8th Year EGB will be described.

Also, this research becomes field research. The blog QuestionPro defines field research as "a qualitative method of data collection that aims to observe, interact and understand people while they are in a natural environment." (Bhat, n.d.). In the problem found in this institution, the observation, data collection and other instruments used for registering and determine problems will let the study be aimed to find a solution, along with the use of instruments and techniques proposed below.

Finally, the present study is applied research. For a deeper understanding of the term, blogger Kendra Cherry (2019) explains it in summarized words that Applied research alludes to study and research from the point of view of science that intends to take care of handy issues. This sort of research is significant in tackling ordinary issues that frequently affect life, work, wellbeing, and in general prosperity. With this type of research, it is aimed to solve the problem presented; in our case, the lack of strategies to achieve in students a better acquisition in the second language. Therefore, a proposed project is plotted up and presented as a solution.

3.3. Approach

The approach of this study is both qualitative and quantitative.

ThoughtCo's writer Ashley Crossman (2019) provides a definition for Qualitative research: "A type of social science research that collects and works with non-numerical data and that seeks to interpret meaning from these data that help understand social life through the study of targeted populations or places." As a result, this project has a qualitative approach since the focus of the investigation is based on the observation of these students in their language performance, as same as their opinions and difficulties that can be noticed in class.

On the other hand, it is also qualitative due to the results of the grades in the tests to be applied: both the diagnostic, post-test and even the summative evaluations will determine how well the strategies influenced in the academic results. A further explanation of this type of approach adopted by the University of Southern California's Library (2019) is: "Quantitative methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques."

3.4. Research Techniques and Tools

The following techniques will be applied. In each one, the instruments are mentioned.

3.4.1. Observation

In this part of the methodology, there will be an observation for both the teacher and students. Certainly, the spotlight is drawn to the learners' attention. Yet, much of the observation for appropriateness of methods needs to be also done to the teacher in charge, in order to demonstrate the mastering of these techniques. In the words of Olenka Bilash (2009), it tends to be inspected a few parts of the class (schedules, utilization of time, plan, cooperation, showing procedures, the board methodologies, student intrigue, and substantially more.) She insists that watching an educator is regularly an incredible technique for being presented to another and distinctive way to deal with instructing.

For this technique, an observation sheet will be used. This will help to notice any problem presented in the development of the class, in the same way as the students' reaction towards a new class topic and its understanding. Later on, when the proposal project is piloted, there will be more observations carried by both the researcher and the coordinator of the English department to verify success.

3.4.2. Interviews

Hamza Alshenqeeti (2014) expresses his point of view about interviews saying that "interviewing should be adopted as a tool for social research as it facilitates obtaining 'direct' explanations for human actions through a comprehensive speech interaction." As a need to continue exploring perspectives, interviews will be held before and after the application of the present work.

An open-questions interview will be applied to students of this multilevel class to review and understand the background and previous skills in L2 before the arrival to Tejar. Besides, there must be an interview with the teachers in charge of English classes to notice and understand how their work is making progress in the youngsters they teach. Another type of interview will be held with the Academic Coordinator of Languages to determine how beneficial these backgrounds are in the dynamic of the school's English program and the exit profile at the end of the school year. In this case, an interview register format with a set of questions will be needed to record answers and comments of the interviewee.

3.4.3. Tests and Assessments

To see and establish the level and accurate skills in English, a diagnostic test will be taken. These results will determine the beginning and also mark the necessary strategies to be used as part of this research:

> In reviewing the pretest data, a teacher will be able to decide how to spend time in the classroom in teaching a skill set, because there is no reason to spend classroom time on a skill set that students have already mastered. Pretests allow teachers to see the degrees of proficiency students have with the material. (Kelly, 2019)

Finally, at the end of this study, a post-test will be taken to contrast results from the diagnostic and the formative results.

3.5. Research Population and Sample

As presented in the Background of the problem, these strategies are going to be applied to multiple-level classes of Eighth Grade EGB. Having a deeper context of these classes, sections A and B are assembled from members of previous years who have attended Tejar almost since its beginnings. Nevertheless, their level of English is not so accurate neither reaching as far as it is expected in other schools where ESL is mastered at this part of high school. In the case of section C, whose members are completely new to the program and the teachings of the school, same as their varied background knowledge and management of English as a Second Language.

The total amount of students in Eighth Grade EGB is 74; however, the sample it is going to be used is 22 (section C's total students), same as the Language Arts and the Languages Coordinator who will be involved as an outside perspective for this project.

As summarized in the table below:

Table 2:
Population and Sample

Class	Population	Sample	%	Tools
Students	74	22	30%	Pre-test, Interview, Post-test
Teachers	4	4	100 %	Observation sheet, Interview
Directors and Coordinators	3	1	33%	Interview
Parents	74	22	30%	Survey

Source: Unidad Educativa Particular Bilingüe Tejar

Elaborated by: Fernández, S. (2019)

3.6. Results, Findings and Analysis

3.6.1. Students' Pre-test

The first instrument to be used was a pre-test in order to measure how good or bad these students master the English language. The test[4] consisted of four questions, targeting specifically the areas of reading comprehension (a text containing multiple-choice questions), Grammar (the student had to recognize if the sentences were in present, past or future tenses), listening comprehension (by circling the best option to complete the statements) and writing (describing a picture and writing sentences correctly).

Once administered, the results were analyzed: first question by question –in order to a deeper analysis of how well or bad each skill the students master- and later collectively – by the final result of the test. The results are presented in these charts and graphs:

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4 Check Annex 7 for visualization of the same.

Table 3:
Results by Skills in Students' Pre-test

Questions (Skills)	Percentage (collectively)
Q1 (Reading comprehension)	43%
Q2 (Grammatical tenses)	48%
Q3 (Listening comprehension)	49%
Q4 (Sentence structure)	67%

Source: Unidad Educativa Particular Bilingüe Tejar
Elaborated by: Fernández, S. (2019)
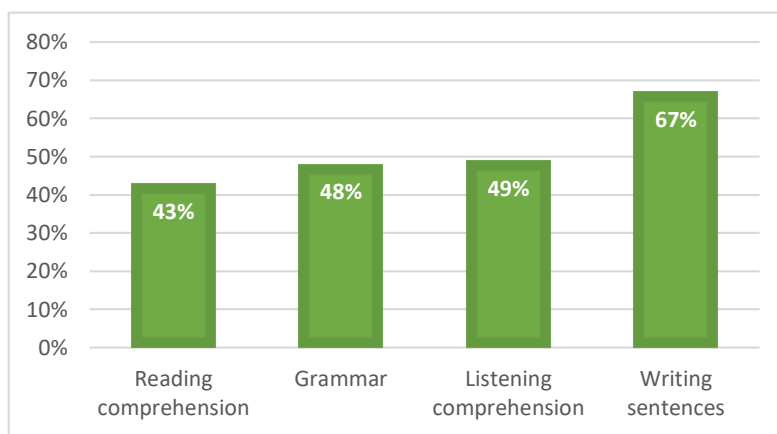
Figure 3: Results by Skills in Students' Pre-test
Source: Unidad Educativa Particular Bilingüe Tejar
Elaborated by: Fernández, S. (2019)

Analysis: In a deep analysis, the intention of this test measured and observe the students to see the struggles and background information they presented at the beginning of both the school year, and this study as well. Individually, the results were analyzed by each skill. For instance, the first question, regarding reading comprehension had a result of 43%. The question for grammar tenses had a total outcome of 48%. Next, the result of the listening comprehension activity had a 49%, and the last exercise of writing sentences –which seemed to be the best of all- scores a 67%. In the graph presented above, the whole percentages form the overall outcome of the test. The reading comprehension of the class is up to a 21%, followed by the Grammar knowledge with 23%. Coming up, listening comprehension with 24%, and the biggest score of 32% in Writing.

The results of the whole class can be seen in the following chart and graph:

Overview results of Students' Pre-test

Grades	Number of students	Percentage
9,00 - 10,00	2	8,70%
7,00 - 8,99	8	34,78%
4,01 - 6,99	11	47,83%
≤ 4,00	2	8,70%
TOTAL	23	100%

Source: Unidad Educativa Particular Bilingüe Tejar
Elaborated by: Fernández, S. (2019)
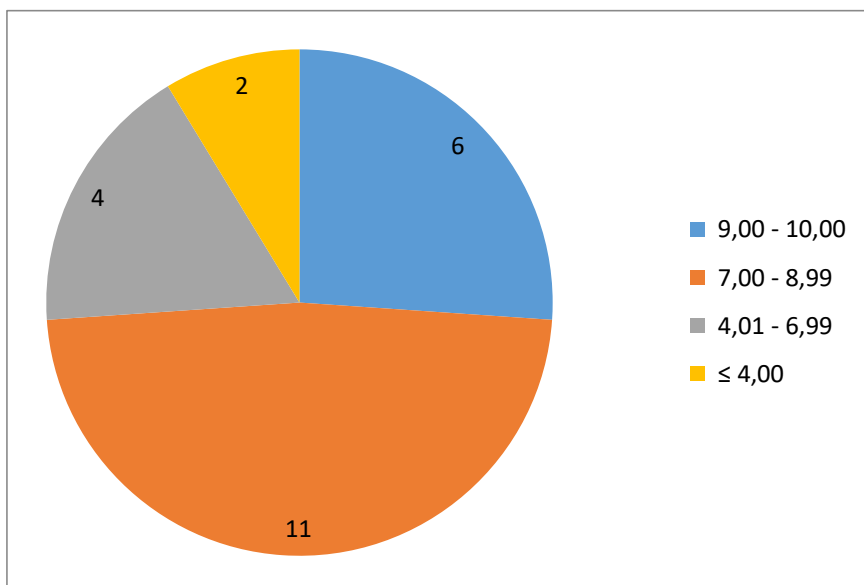
Figure 4: Overall result of Students' Pre-test
Source: Students' Pre-test
Elaborated by: Fernández, S. (2019)

Analysis: The grading scale for this chart was taken from the Ministry of Education's ranking system for grades: scores are separated with 9,00 and 10,00; and their descending results. Therefore, this class where the test was taken contained 2 students with grades between 9 and 10 (8,70%). Followed by that, 8 students got scores among 7 and 8,99 (34,78%). Next, the great majority of students got a score from 4,01 to 6,99 (47,83%). Finally, 2 students could not make it up to more than 4,00 -8,70 %-.

In other words, the not-so-favorable results of these students demonstrate the unbalanced level and mastering of the language in their pre-test scores. It can be seen that there exist good students who demonstrate a mastery of the language, and other who fail in their attempts.

Qualitative Analysis: As a general overview, students felt a little bit overwhelmed as the researcher proposed a test for them. Mostly, the majority presented a surprise as the class read the questions from the paper and started to answer in a fast way. There were doubts indeed, some cleared by the teacher of the class and others by the researcher. The period of time assigned for the test was of 40 minutes, yet many took more time than expected to deliver it. Previously, students had been told that this test would not affect their grades neither their staying in the school. Once finished, there was observed some learners discussing how the test was made, and what others have written in each question. Finally, when the researcher was leaving the class, some students asked for their results or how much they have gotten in it. Once again, they were calmed down in response for the real purpose of the test. In the end, the whole class continued with their English classes.

3.6.2. Students' Interviews

Table 5:
Questions and some answers from Students' Interviews

Questions	Answers
Do you like English? Why / why not?	"Yeah. It´s a very important language." "Yes, but in my opinion is too difficult."
Which skill of English (reading, writing, listening, speaking) do you consider your strongest? Why?	"I think in reading because I can understand some words, but the tests are not that easy." "I'm not good in speaking. That's for sure."
How were English classes given in your old school / high school?	"I had once a teacher that gave us classes in Spanish and not in English." "Not so fine. Here is completely different from what I had there"
Do you consider you have learnt more or less English here at Tejar than in your previous school?	"Definitely." "Yeah, but it's still too difficult for me." "It has costed me a lot, but surely."
Are your English teachers easy or difficult to understand?	"So-so. It depends on the subject." "The Language teacher speaks too fast, and sometimes I don't understand him" "Yeah. All of them speak in English, and I have to ask my classmate to translate me what she said."
Would you like to have more help and assistance through English classes (L. Arts, Science, Social Studies, etc.)?	"Yes. I don't want to feel like a dumb anymore."

"It would be more helpful if we had more help from our classmates that know more English, but yes. Teachers need to help us more. "

Analysis: After the following test and with their results analyzed, it seemed imperative for the researcher, and for the purpose of the project, to see the viewpoint of the learners. Then, the motive of using interviews. During their Language Arts classes, some students were asked to participate in a small interview with the researcher. The idea was to make it less formal and more comfortable for the student in order to get good answers and expand the perspective of this research.

So, in order to start, not all the students from this class were interviewed, but certainly both who got the best grades in the pre-test, same as those who did fail in it. To warm up, it was asked towards the difficulty of the test and how easy or hard it had been for them. One of the interviewed students said it was fine, and that not all the questions were difficult at all. On the other hand, some with the lowest score complained about why the questions were in English rather than in Spanish –he claimed, that was what he used to have in his previous school. In general, answers had varied and justified points of view, each changing in the background of the student interviewed. Another student, whose score is between 7 and 8, claimed how easy the test was, since there were "basic questions like writing the sentences"; questions that for some were the most difficult. It was interviewed one student who did not answer that specific question of Writing, and her answer was that she had the idea of how to write it, but could not make any effort in remembering the words nor the patter of the sentence.

Later in trying to dig up their previous school contexts and their connection to English teaching, answers were more surprising. Most of them arrived to Tejar for varied motives: a few are there because one of their parents is an employee of the institution, many others students come from different schools of the same area, but decided to change to this school

for the recommendations they had heard. Some other, on the contrary live in the rural area of Daule, and their English classes barely existed. A few of them, and due to the compromise they made to the institution, had classes in academies where they improved a little bit their English (at least in the written way).

Linking these ideas, the next questions were related to their tastes for the language, which again presented different ideas. Many said they do like English, and that they hope to speak it by the end of the school year; some others hoped to at least understand it. A few preferred not to give their opinions, but it can be assumed they dislike it. Others enjoy it and see it interesting, though they are terrified for the long amount of hours they have English classes (Language Arts, Social Studies, Science) or the thick, heavy books they carry for classes.

To summarize, they expect to achieve good results towards the end of the year. Their personal goal is to start high school with excellent grades and understand –speak if possible- English. Their hope, as many claimed, relies in their teachers. A few think that they need to be easy to understand in order for them to learn. Others may agree that they (the teachers) have to help them to both the subject and their improvement in the language, since they are new in the school and they feel "unprepared".

3.6.3. Class Observations
Pre-observation

Continuing with the observation and inquiry of the problem, the next step to take was towards the master of the subject: the teacher. From all the subjects in L2 the students receive –Language Arts, Science, Social Studies, School Projects- it was decided that this first one would be more useful to observe. Language Arts, with an amount of 9 periods per week, is the class in which they interact the most with English, and therefore, their second language acquisition. The teacher of the subject was asked to be seen in class and take some observations into account for the purpose of this project. After granting this precious time, it could be registered some of the observations through the use of the observation class

checklist. This tool contains several detailed indicators with rankings from 1-the lowest- to 4 -the fulfilled performance-.

In the observations, the teacher performed a really great job through the two-periods class, which consisted in a workshop activity of an analysis of a text, at the same time, with the checking of a previous activity. In these classes, it could be observed that the whole class keeps a good mood of working and responsibility towards the teacher and also the subject. Their sense of behavior is also very surprising: except for some spaces of jokes –totally normal among teens- and comments about other topics unrelated to the class' activity, they kept in their places discussing and asking possible answers with their partners. Now, in the process of checking material, some details could be noticed, which were caught by the researcher:

- While checking the activities, each student was called by their last name, rather than by their name.
- There was a simple revision of material: no feedback, no comments, no correction of mistakes or content. The activity was done and signed, or it was not complete and was written down for a report.
- There was no cooperative nor constructivist work. Students had been working this activity by themselves.
- Students spoke Spanish the whole time: while asking questions about the task, during the presentation of material, if they had to go to the restroom. Teacher did not encourage them to try English.
- Instructions were not reinforced enough. Once the activity was explained, students got on task, independently if they understood it completely.

Post-observation

As an attempt to try the application of Scaffolding in this class, it was suggested to the teacher to work the day's activities with the use of some activities. Many of them included tapping into prior knowledge, group work and pair work, and showing examples of the activities before starting by themselves. During both the explanation of the topic, and the set

of exercises to be worked, these strategies were used, and the class' atmosphere changed: from something completely formal to a more-dynamic and resourceful class.

Students were even noticing the different changes that the teacher was applying in that class. One of the activities of the topic –the Concept Vocabulary from one of the stories they were reading- consisted in playing Hangman in pairs with the words, until the other found out. There was a final process of grab-up, in which the whole class could identify the words and their closest synonym. Another relevant observation that can be recognized relied on the perspective of the teacher to see whether the learners had understood the instructions and the activity itself. First, it was given a massive instruction. Later, it was demonstrated with a few examples. After being re-explained by one the students, the teacher started to monitor them through the development and to give comments if something was not correct. One last technique suggested for the teacher was the seating arrangement: Students were sitting in rows at the beginning of the class period, but during the whole 80 minutes, there were varied changes in the class organization, same as the grouping of learners. Sometimes, the group was formed by both high-levels and middle-levels, in other pairs, there were sitting one strong-speaking student with a weak-speaking one. In a balanced way, the class itself was complementing one another, something not seen in the first observation.

3.6.4. Teacher Interviews

After the first observation, it seemed important to know these specific details with the class teachers, so an interview mas made. The researcher, later discussing in a one-to-one discussion found some specific facts that could not support what was observed. As one of the teachers mentioned, for instance, that the class should develop autonomous work, they did work the activity on purpose alone. Also, some teachers manifested that their students are still new to him, and as he has not learnt their names yet, he was calling them by list order. Other arguments dealt more with the preparation and personality he influences on his students: due to the fact they are starting high school, responsibility and effort in each class should be demonstrated. Besides, instructions are not repeated to see if students are aware of the teacher's directions and demonstrate how engaged they are to the subject. The last question that was directed with them relied on their adaptation to a new methodology, and

whether that could improve the actual one and try Scaffolding. Positively, all agreed that it would be great why not to apply it, and see how these kids "get along with a new class organization and teaching style".

3.6.5. Coordinator Interview

The researcher asked for an interview with the Coordinator of Languages, Mrs. Paulina Herrera. She is in charge of the whole program of both English and French –third language spoken in the school; in the primary and secondary. During her long 7 years of career in this institution, the complete program has been targeted to use, as she tells the researcher, both Natural Approach and ESL methodologies, along with CLIL and STEM – for cases such as Science, School Projects, etc. Her vision, is to continue implementing great results with her team, since many seniors finish acquiring the B2 level by giving tests for language proficiency.

One of the principal reasons of the interview with this person was to understand why to have multilevel classes assembled, and whether this is made on purpose or not. Definitely, she has had plenty of experience in the field, and as a result, it is her idea that "having students of varied background is helpful for both themselves and the school", in a way in which it is asked for them to put an extra effort to deal with their own problems towards the language and being in a new school. Also, by being with other new students in the same classroom – she claims- students tend to catch up easily since they are focused in their goal. Finally, to clarify the situation of this project, Mrs. Herrera was asked to explain how beneficial it is for these kids to be Scaffolded. Her answer was plenty supported by the fact that classes like this one [Eighth C] "need to have support in their background level. It is a good strategy for both tutoring and improving good results, and Scaffolding is something that must be used because, if you don't use that, it's you're putting your student aside and won't be able to get involved in the activities made in class." (Herrera, 2019)

3.6.6. Survey to Parents

Finally, the last tool to be applied for this project involved the opinion of parents and representatives of the class to be analyzed. Parents who take part in surveys are more likely to understand and support any particular approaches that are being used in school and will support these strategies at home, as claims the website Jigsaw School App (2015). This survey was sent home with the students, and they brought it answered during the week. The same proposed a set of questions regarding the choosing of the school in first instance, then continuing with how well they know their children's English acquisition. In the end, they are also asked about the help of teachers towards the learning of their children, and whether they are in favor of the school implementing new strategies / methods for a better learning environment. These were the results of each question, according to a 1 to 5 scale –being 1 "totally disagree" and 5 "totally agree".

Question 1: Escogí(mos) este colegio por su currículo, mayoritariamente en Inglés.

Table 6:
Escogí(mos) este colegio por su currículo, mayoritariamente en Inglés.

Alternatives	Frequency	Percentage
Totally disagree	3	13,63%
Disagree	3	13,63%
Indiferent	1	4,54%
Agree	13	59,09%
Totally agree	2	9,09%

Source: Parents from 8th EGB "C" at Unidad Educativa Particular Bilingüe Tejar
Elaborated by: Fernández, S. (2019)
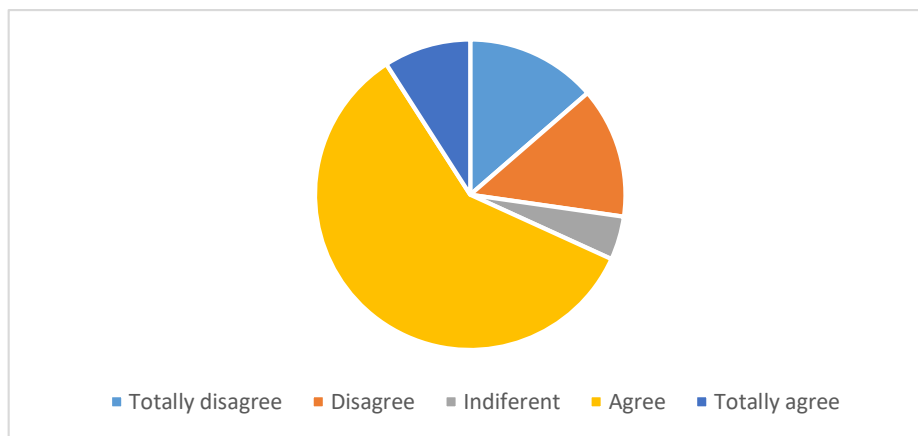
Figure 5: Escogí(mos) este colegio por su currículo, mayoritariamente en Inglés.
Source: Parents from 8th EGB "C" at Unidad Educativa Particular Bilingüe Tejar
Elaborated by: Fernández, S. (2019)

Analysis: Many of the parents agree that they choose the school due to the English curriculum, but not only for that. As it can be seen in the other results, 3 other group of parents did not choose they school for this mere purpose. There are varied results in these questions and their frequency of the answers since representatives had different motives for entering their children to Tejar and its program.

Question 2: Mi representado(a) presenta un buen manejo del Inglés.

Table 7:
Mi representado(a) presenta un buen manejo del Inglés.

Alternatives	Frequency	Percentage
Totally disagree	4	18,18%
Disagree	4	18,18%
Indiferent	-	0%
Agree	6	27,27%
Totally agree	8	36,36%

Source: Parents from 8th EGB "C" at Unidad Educativa Particular Bilingüe Tejar
Elaborated by: Fernández, S. (2019)
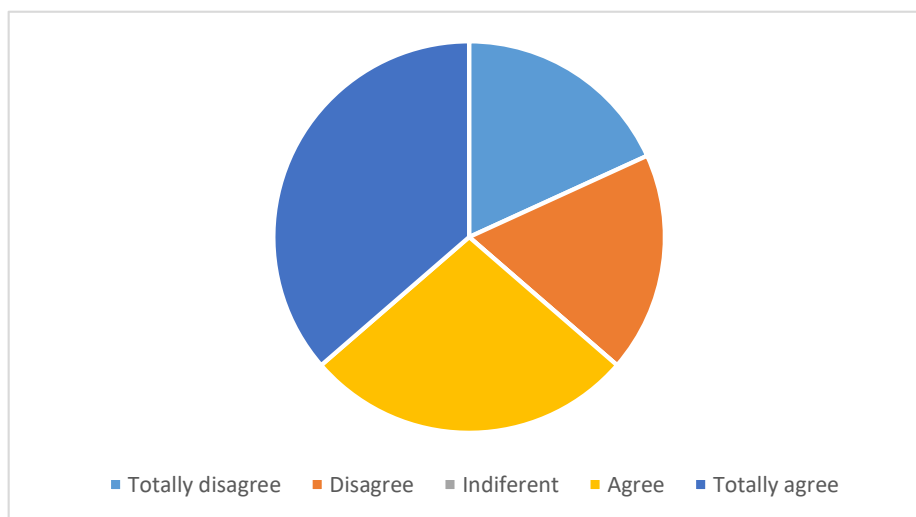
Figure 6: Mi representado(a) presenta un buen manejo del Inglés.
Source: Parents from 8th EGB "C" at Unidad Educativa Particular Bilingüe Tejar
Elaborated by: Fernández, S. (2019)

Analysis: It is assumed that the parents answered this question honestly, or in a way to not make their children feel uncomfortable. It the graph, it can be seen that there is a great majority in the option expressing their child's English management as "totally agree", followed by others who selected a simple "agree". On the other hand, it can be appreciated that parents care about their children's L2, since some answered they disagree and –even totally- to how well their sons / daughters deal with the language.

Question 3: Mi representado(a) presenta dificultades en las asignaturas en Inglés.

Table 8:
Mi representado(a) presenta dificultades en las asignaturas en Inglés.

Alternatives	Frequency	Percentage
Totally disagree	6	22,27%
Disagree	2	9,09%
Indiferent	-	0%
Agree	5	22,72%
Totally agree	9	40,90%

Source: Parents from 8th EGB "C" at Unidad Educativa Particular Bilingüe Tejar
Elaborated by: Fernández, S. (2019)
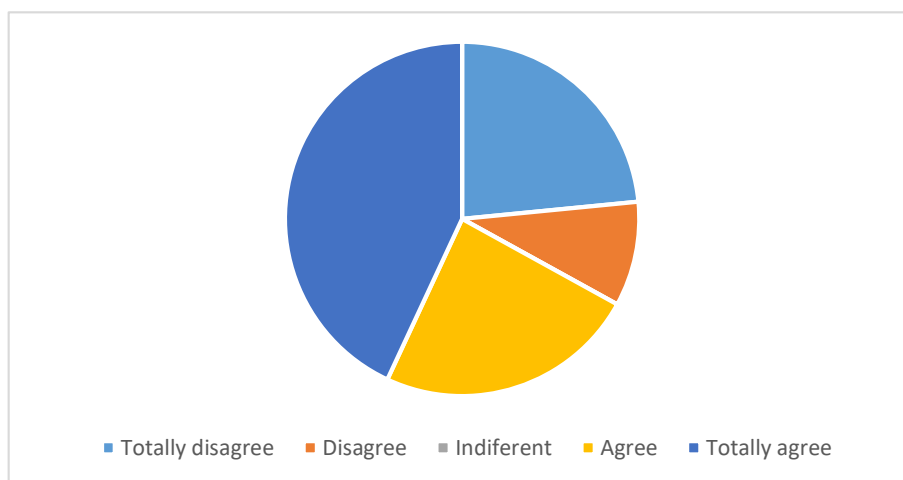
Figure 7: Mi representado(a) presenta dificultades en las asignaturas en Inglés.
Source: Parents from 8th EGB "C" at Unidad Educativa Particular Bilingüe Tejar
Elaborated by: Fernández, S. (2019)

Analysis: Once again, the group of parents may have answered this question honestly, but this time with some previous results coming. There is almost a third of parents who totally disagree with the statement of their children presenting difficulties in the English subjects. As to remark that all surveys were anonymous, we could infer this small group belongs to parents whose children get good grades. Opposite to this, others demonstrate total agreement towards their children's difficulty in L2 subjects; followed by a few who only agree. In both cases, the problem relies in most of the class having a difficulty of subjects in English for their children.

Question 4: Las calificaciones de mi representado(a) podrían mejorar si sus habilidades en el idioma se facilitaran.

Table 9:
Las calificaciones de mi representado(a) podrían mejorar si sus habilidades en el idioma se facilitaran**.**

Alternatives	Frequency	Percentage
Totally disagree	-	0%
Disagree	-	0%
Indiferent	-	0%
Agree	3	13,64%
Totally agree	19	86,36%

Source: Parents from 8th EGB "C" at Unidad Educativa Particular Bilingüe Tejar
Elaborated by: Fernández, S. (2019)
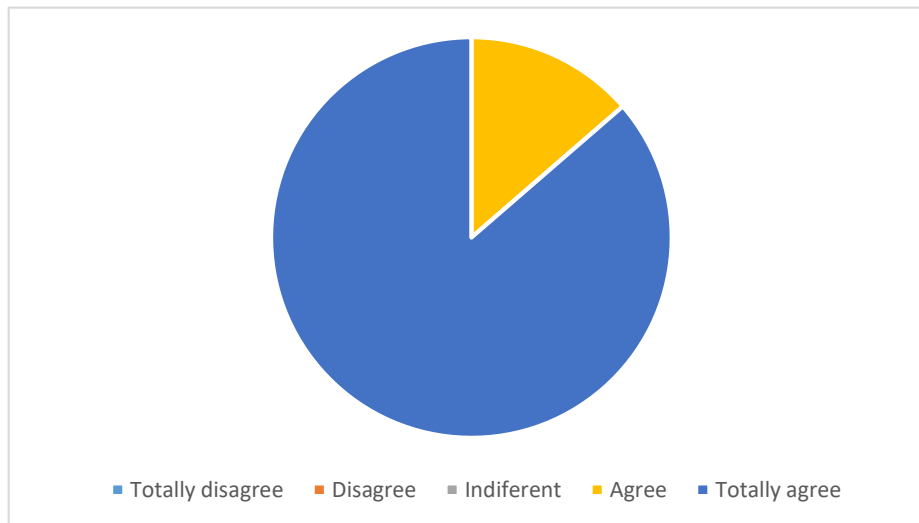
Figure 8: Las calificaciones de mi representado(a) podrían mejorar si sus habilidades en el idioma se facilitaran.
Source: Parents from 8th EGB "C" at Unidad Educativa Particular Bilingüe Tejar
Elaborated by: Fernández, S. (2019)

Analysis: In this question, no negative answers were obtained, but the great majority of parents choose that their children would acquire better grades if their skills in the language are improved. With most of the group's approval, this part of the survey is essential to the project's success if it can be implement for the learners' academic benefit. Also, it can be inferred that parents seek from the institution both the good grades, and the skills in the language.

Question 5: Los profesores saben manejar las dificultades de mi representado(a) en cuanto a aprender el segundo idioma.

Table 10:
Los profesores saben manejar las dificultades de mi representado(a) en cuanto a aprender el segundo idioma.

Alternatives	Frequency	Percentage
Totally disagree	-	0%
Disagree	6	27,27%
Indiferent	-	0%
Agree	9	40,90%
Totally agree	7	31,81%

Source: Parents from 8th EGB "C" at Unidad Educativa Particular Bilingüe Tejar
Elaborated by: Fernández, S. (2019)
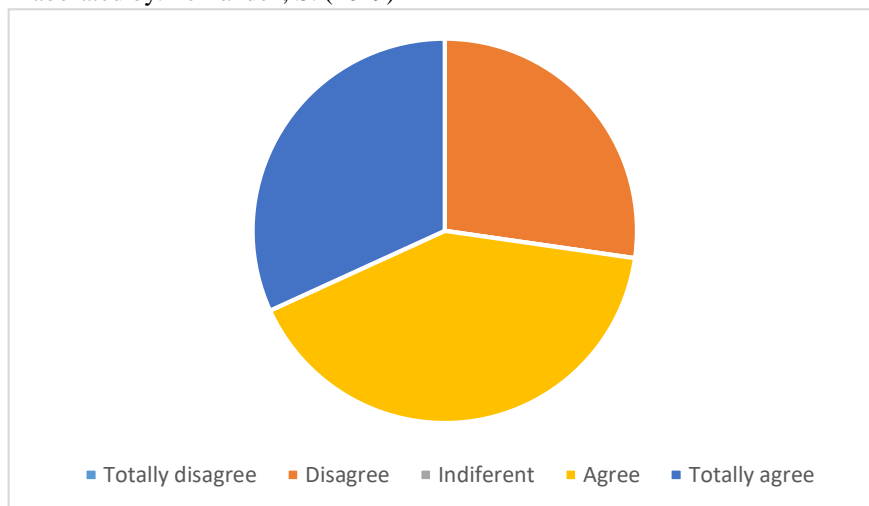
Figure 9: Los profesores saben manejar las dificultades de mi representado(a) en cuanto a aprender el segundo idioma.
Source: Parents from 8th EGB "C" at Unidad Educativa Particular Bilingüe Tejar
Elaborated by: Fernández, S. (2019)

Analysis: The statement asks for reference about what they learners have expressed to their parents about the classes received and how the style of the teacher helps them or sinks them. As a result, it can be noticed some varied opinions: One forth the parents agree with the statement, but not completely. Only a third of the class can fully think of teachers as resources for the kids' learning. What is surprising in this question, there exists some parents who disagree and may think teachers are not prepared enough for their kids.

Question 6: Pienso que el colegio maneja buenos métodos de enseñanza, sobretodo en Inglés.

Table 11:
Pienso que el colegio maneja buenos métodos de enseñanza, sobretodo en Inglés.

Alternatives	Frequency	Percentage
Totally disagree	1	4,54%
Disagree	1	4,54%
Indiferent	4	18,18%
Agree	8	36,36%
Totally agree	8	36,36%

Source: Parents from 8th EGB "C" at Unidad Educativa Particular Bilingüe Tejar
Elaborated by: Fernández, S. (2019)
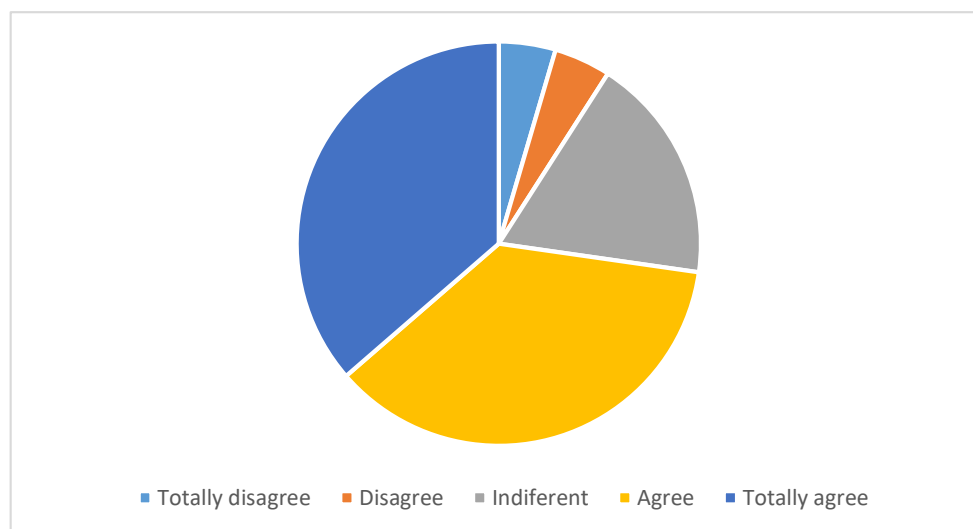
Figure 10: Pienso que el colegio maneja buenos métodos de enseñanza, sobretodo en Inglés.
Source: Parents from 8th EGB "C" at Unidad Educativa Particular Bilingüe Tejar
Elaborated by: Fernández, S. (2019)

Analysis: Even though there are some parents who show indifference in which learning methods Tejar uses in their classes, there is an equal agreement in results about this question. In both options, a positive answer has summarized an almost 70%, leaving behind those who consider not to be using good methods, especially in English.

Question 7: Deberían brindar ayuda y apoyo a aquellos estudiantes que no son tan buenos en el idioma Inglés.

Table 12:
Deberían brindar ayuda y apoyo a aquellos estudiantes que no son tan buenos en el idioma Inglés.

Alternatives	Frequency	Percentage
Totally disagree	-	0%
Disagree	-	0%
Indiferent	1	4,54%
Agree	-	0%
Totally agree	21	95,45%

Source: Parents from 8th EGB "C" at Unidad Educativa Particular Bilingüe Tejar
Elaborated by: Fernández, S. (2019)
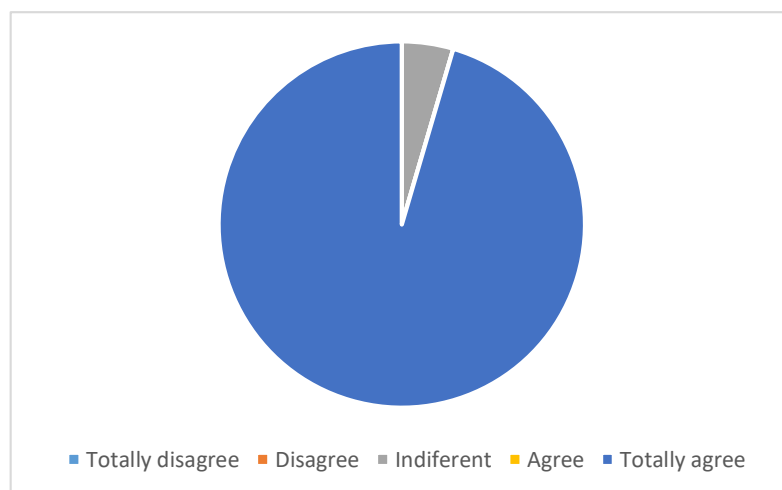
Figure 11: Deberían brindar ayuda y apoyo a aquellos estudiantes que no son tan buenos en el idioma Inglés.
Source: Parents from 8th EGB "C" at Unidad Educativa Particular Bilingüe Tejar
Elaborated by: Fernández, S. (2019)

Analysis: Despite the fact that all parents are focused in their own children's academic progress, the result in this question –and observed in the graph- demonstrate that it should be important to make sure all students succeed in their learning, and support and provide them help until they reach the goal.

Question 8: Los docentes deben aplicar nuevos métodos para que sus estudiantes trabajen en conjunto y de manera colaborativa.

Table 13:
Los docentes deben aplicar nuevos métodos para que sus estudiantes trabajen en conjunto y de manera colaborativa.

Alternatives	Frequency	Percentage
Totally disagree	-	0%
Disagree	-	0%
Indiferent	2	9,09%
Agree	3	13,63%
Totally agree	16	72,72%

Source: Parents from 8th EGB "C" at Unidad Educativa Particular Bilingüe Tejar
Elaborated by: Fernández, S. (2019)

■ Totally disagree ■ Disagree ■ Indiferent ■ Agree ■ Totally agree
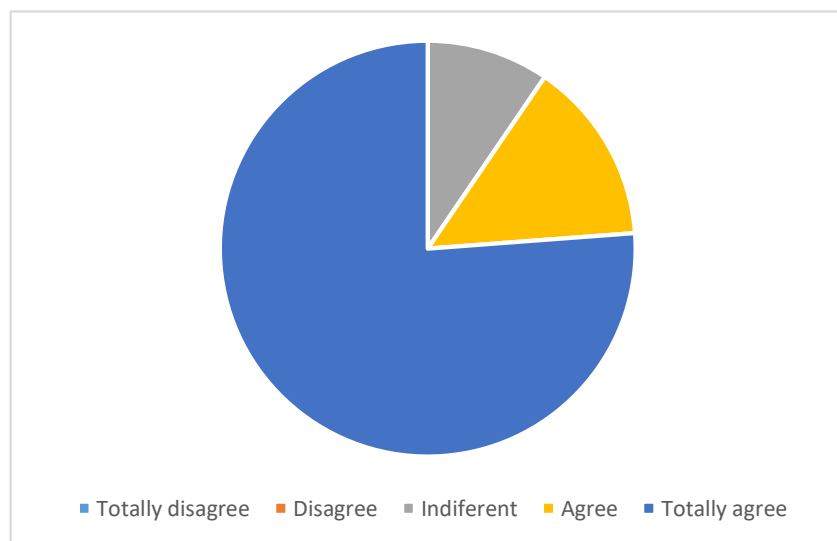
Figure 12: Los docentes deben aplicar nuevos métodos para que sus estudiantes trabajen en conjunto y de manera colaborativa.
Source: Parents from 8th EGB "C" at Unidad Educativa Particular Bilingüe Tejar
Elaborated by: Fernández, S. (2019)

Analysis: Parents agree in general that there must be an intervention of the teacher to apply new methods for the learners to work together and collectively. For the people involved in the area, working in groups or pairs can bring positive –as well as negative- effects in the whole class to improve learning. Yet some still seem to be indifferent towards this topic, the great majority totally agrees and hopes this is implemented.

Question 9: ¿Cuál sería mi posición si aplicaran nuevas estrategias que ayudaran al desarrollo de una segunda lengua en mi representado?

Table 14:
¿Cuál sería mi posición si aplicaran nuevas estrategias que ayudaran al desarrollo de una segunda lengua en mi representado?

Alternatives	Frequency	Percentage
Totally disagree	-	0%
Disagree	1	4,54%
Indiferent	3	13,63%
Agree	10	45,45%
Totally agree	8	36,36%

Source: Parents from 8th EGB "C" at Unidad Educativa Particular Bilingüe Tejar
Elaborated by: Fernández, S. (2019)
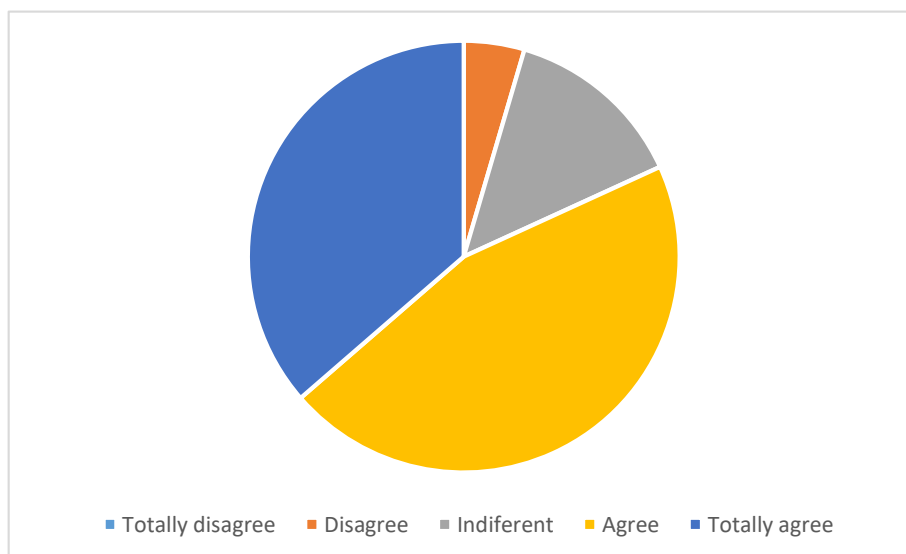
Figure 13: ¿Cuál sería mi posición si aplicaran nuevas estrategias que ayudaran al desarrollo de una segunda lengua en mi representado?
Source: Parents from 8th EGB "C" at Unidad Educativa Particular Bilingüe Tejar
Elaborated by: Fernández, S. (2019)

Analysis: For this question, it was requested that both learners and parents may decide an answer. It is known that change can sometimes produce fear or doubt to try. Therefore, the selection for answer is not fully agreed, but positively countered. This has made that some parents would be in favor of the school using new strategies for a L2 acquisition. Whereas there are less of them or minuscular opinions saying they oppose to this idea, the project's hopes can result in the good eyes of the parents.

Question 10: Si dichas estrategias aplicadas tienen éxito, y el manejo del Inglés de mi representado(a) es notorio, recomendaría el colegio a familiares y amigos.

Table 15:

Si dichas estrategias aplicadas tienen éxito, y el manejo del Inglés de mi representado(a) es notorio, recomendaría el colegio a familiares y amigos.

Alternatives	Frequency	Percentage
Totally disagree	-	0%
Disagree	-	0%
Indiferent	2	9,09%
Agree	3	13,63%
Totally agree	17	77,27%

Source: Parents from 8th EGB "C" at Unidad Educativa Particular Bilingüe Tejar
Elaborated by: Fernández, S. (2019)
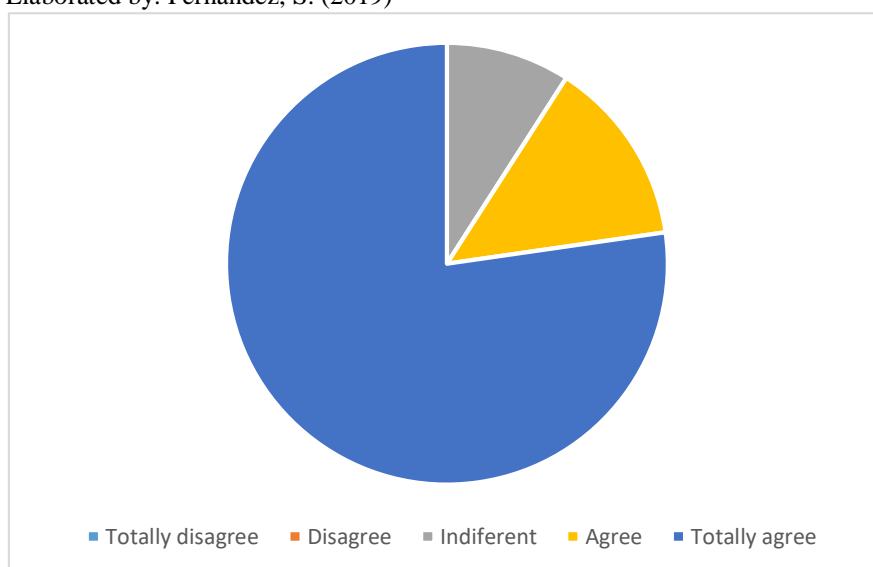
Figure 14: Si dichas estrategias aplicadas tienen éxito, y el manejo del Inglés de mi representado(a) es notorio, recomendaría el colegio a familiares y amigos.
Source: Parents from 8th EGB "C" at Unidad Educativa Particular Bilingüe Tejar
Elaborated by: Fernández, S. (2019)

Analysis: The last question was aimed directly to test effectiveness and results towards the school and their teachers. As it was thought, results were positively: parents would completely recommend the school to their relatives and friends, which can bring benefits to the school's growth and prestige, too. In conclusion, the series of questions connected can assure that, if proposed correctly and noticeable changes are witnessed, the winner is not only the researcher of this project, but the school community as well.

Qualitative Analysis: Since this instrument was shared with both students and Coordinators of the school, there were no major complains neither complications from the parents. Many, in fact, sent messages with their children about surprise when they read the questions; some others applauded the idea of this survey, in order to see how the school feels interested in the improvement of their classes. Questions from the survey were also not so difficult to respond: the idea was that parents understood each statement and try to find a feasible answer that could contribute to the purpose of this project.in conclusion, the obtained answers claim to be a good support for the plan to be presented in the next chapter.

3.6.7. Students' Post-test

As explained in Chapter 1, the present plan has been designed to be observed and applied, hopefully to get better results in the months of its application. Due to the short amount of time in the writing of this Thesis work, results could be noticed as time passed; and besides the first observations, it was asked that teachers started to follow some of the suggestions made in the post-observation for one complete month or partial.

Once this time had passed, Students were told that they were going to be tested again in their improvement towards the language, by the use of a post-test. These tests would be no different from the first one taken, but surely it had further content and deeper skills to be mastered as a consequence of the demanding level of English of the pin the English program. The present post-test consists again of four areas to be evaluated: a reading passage – comprehension questions with multiple-choice answers, types of nouns, adjectives, multiple-meaning words (students had been studying this Grammar topic and therefore it was considered), and further vocabulary (also seen in class). And like the pre-test, after the taking of these papers, results were analyzed by each question or skill and in general:

Table 16:
Results by Skills of Students' Post-test

Questions (Skills)	Percentage (collectively)
Q1 (Reading comprehension)	79 %
Q2 and Q3 (Grammar topics)	77%
Q4 (Syntax)	71%
Q5 (Vocabulary)	61%

Source: Unidad Educativa Particular Bilingüe Tejar

Elaborated by: Fernández, S. (2019)
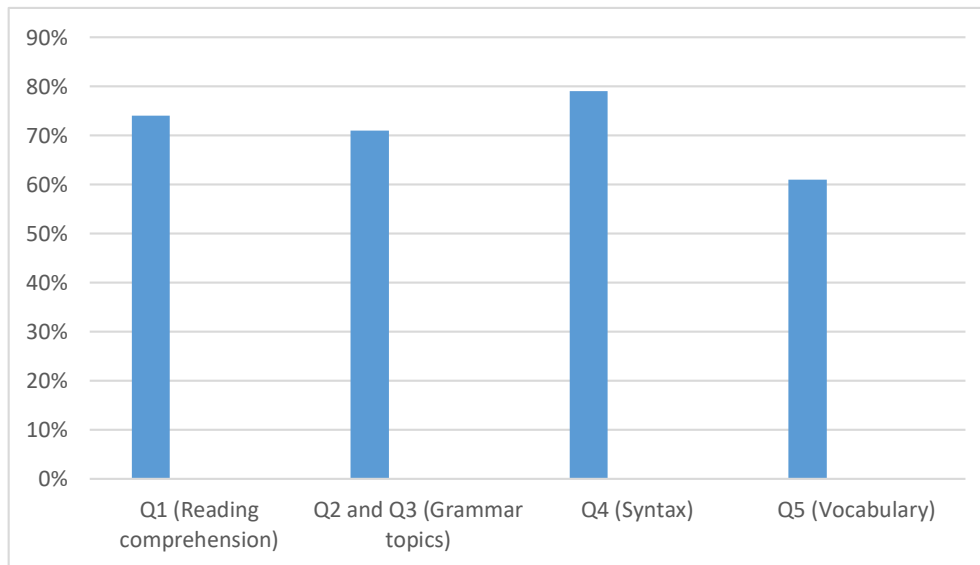
Figure 15: Results by Skills in Students' Post-test
Source: Unidad Educativa Particular Bilingüe Tejar

Elaborated by: Fernández, S. (2019)

Analysis: As it can be noticed in the bar graphs, the results for items like Reading comprehension and Grammar has risen up much more since the pre-test results. It can be attributed mostly to the time spent in this project, same as the variety of strategies applied during these months. The skills of Reading comprehension, as stated above, has increased to a 79%. Grammar also, has a 77% of performance, which can say a lot in comparison with previous results. The new topics added –Vocabulary and Syntax-, since they were not added

to the pre-test, could be replaced in the Writing skill. However, students seem to be getting accustomed with these topics, due to their results (71% in Syntax, 61% in Vocabulary).

In this post-test, these are the overall results:

Table 17:
General results of Students' Post-test

Grades	Number of students	Percentage
9,00 - 10,00	13	56,52%
7,00 - 8,99	8	34,78%
4,01 - 6,99	2	8,70%
≤ 4,00	0	0%
TOTAL	23	100%

Source: Unidad Educativa Particular Bilingüe Tejar
Elaborated by: Fernández, S. (2019)

Figure 16: General results of Students' Post-test
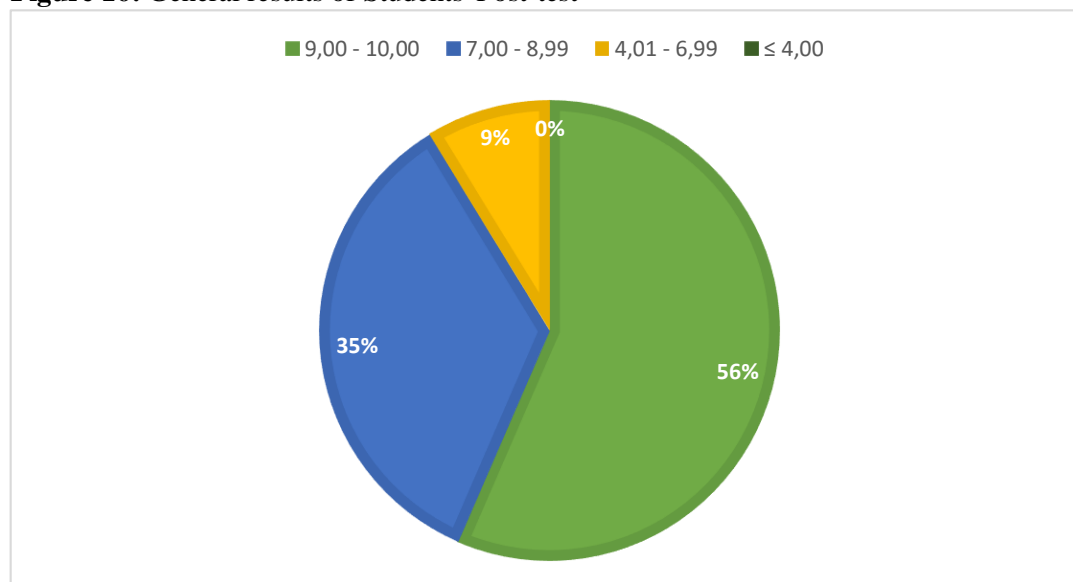
Source: Unidad Educativa Particular Bilingüe Tejar

Elaborated by: Fernández, S. (2019)

Analysis: Taking again the standard score qualification of the educational system, most of the class seems to have gotten a great result, and mastery of the topic. Therefore, 13 students have achieved general scores between 9,00 and 10,00 (56,52%); followed by a group of 8 others (34,78%) who whether have kept in the same position or have risen to grades among 7,00 and 8,99. Finally, 2 students still present problems in learning (8,70%). These last ones have been presenting difficulties in other subjects (English and Spanish as well), which makes their results in this study irrelevant to the engaging of the function of the strategies applied. It has to be understood, obviously, that not all students in a class should be experts neither geniuses in learning.

Qualitative Analysis: Before taking this test to the class, it could be noticed two main aspects: the first one involved their behavior and attitudes. By the beginning of this study, same as the beginning of the school year, the class showed little communication among peers and their lack of confidence was not as it was in the present. Secondly, English language seemed to be something they were not afraid anymore, as they managed through classes the language, or at least were interested in the class' topic.

When the researcher explained the class about the post-test, students did not feel surprised towards a surprise test, yet they were curious again whether their results would affect their actual grades. Once again, learners varied in opinions about the topics. Many agreed they were easy questions, and some of those were already explained in class – something that boost them at the moment they began to answer it. Finally, the test finished and the class continued its normal pace. At this time, the researcher could notice the work that had been done, and the effect it had made in the whole class.

3.7. Preliminary Conclusions

Once all the tools and instruments were applied, the following conclusions could be made:

- In general, the whole class tends to be struggling with the contents of English subjects, according to the background knowledge they have in L2 –some for the better or for the worse.

- The institution demands from this –and the other classes as well- to develop a second language acquisition by multiple methods previously established; yet teachers are not so well prepared towards how to apply these methods for the learners' sake, and as a result, some students tend to have more problems due to the lack of an accurate set of strategies which can benefit them.

- Parents, and so do the learners, expect to get a fluent and good level of English by the end of this first year in high school. As the subject with more English charge is Language Arts, they hope the teacher conquers their fears and helps them to overcome their difficulties for the better. If it results possible, it would turn beneficial for both the school and the community.

- Applied as in a first draft in a single class, Scaffolding seemed to be a helpful tool for this Eight grade to facilitate the process of English acquisition. The varied activities and a diversity of sitting arrangements and class instructions can improve a lot the way learners are receiving their classes.

- By contrasting previous and actual results, it can be observed also that Reading, Writing and Grammar skills have been improved for the better. After a determined amount of time, the continued application of these strategies seemed to be ending up a great source for the learners and educators to continue their English program, same as the acquisition in the language (Figure 17). Many of the students achieved unexpected higher levels of performance, that at the beginning seemed impossible to do so. This, and other external and internal factors in the classroom, made the proposal project be a reality after its implementation. If possible, teachers from the area would continue to apply them to gain more results in students who have not yet made it to a decent English level.
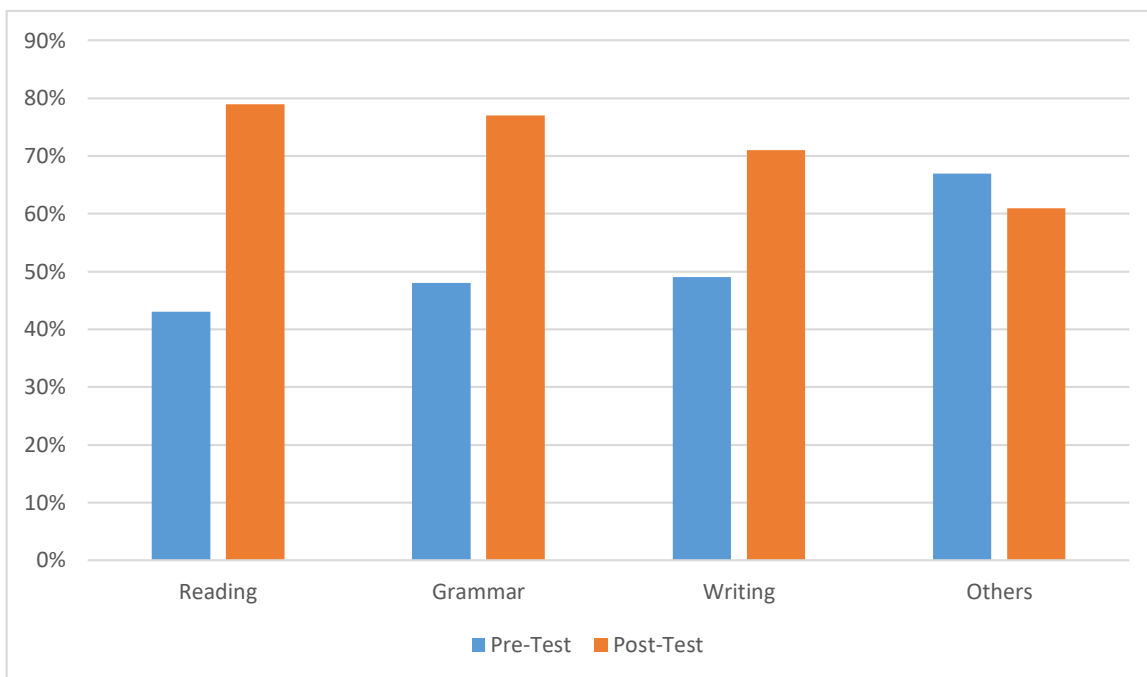
Figure 17: Comparison of Results in Students' Pre-test and Post-test

Source: Unidad Educativa Particular Bilingüe Tejar
Elaborated by: Fernández, S. (2019)

CHAPTER IV

4. THE PROPOSED PROJECT

4.1. Title

Scaffolding Strategies for Multiple-leveled Classrooms in High School Students

4.2. Broad Objective

- To reframe English teachers' methodologies through the use of Scaffolding in their classes in order to succeed a better language acquisition in multiple-level classes.

4.3. Specific Objectives

- To determine a compilation of strategies and activities for teachers in the form of a booklet.
- To apply these set of strategies in classes where there exist different levels of mastery in the L2.

4.4. Outline of the Proposal Project

S1: Show and Tell
- To perform to students examples of what they will be learning.

S2: Mini- Lessons
- To break down information in small pieces of information for learners to comprehend.

S3: Tap into Prior Knowledge
- To askfor experiences, anecdotes and prior concepts that students know for class construction.

S4: Using Visual Aids
- To provide learners easy ways for them to organize information or get concepts.

S5: Pause, Ask, Pause, Review
- To check comprehension of texts or instructions in classroom development.

S6: The Jigsaw Classroom
- To develop strategic seating arrangements for students to support each other through cooperative learning.

S7: Language Chunks
- To motivate learners indirectly to speak L2 through previously-determined phrases already taught.

S8: Using Visual Aids
- To provide learners easy ways for them to organize information or get concepts.

S9: Pair seating
- To develop strategic seating arrangements for students to support each other through pair work.

S10: Peer Checking
- To allow high-level /middle-level students provide help in the class in revision.

Figure 18: Outline of the Proposed Plan

Source: Unidad Educativa Particular Bilingüe Tejar

Elaborated by: Fernández, S. (2019)

4.5. Development of the Proposal
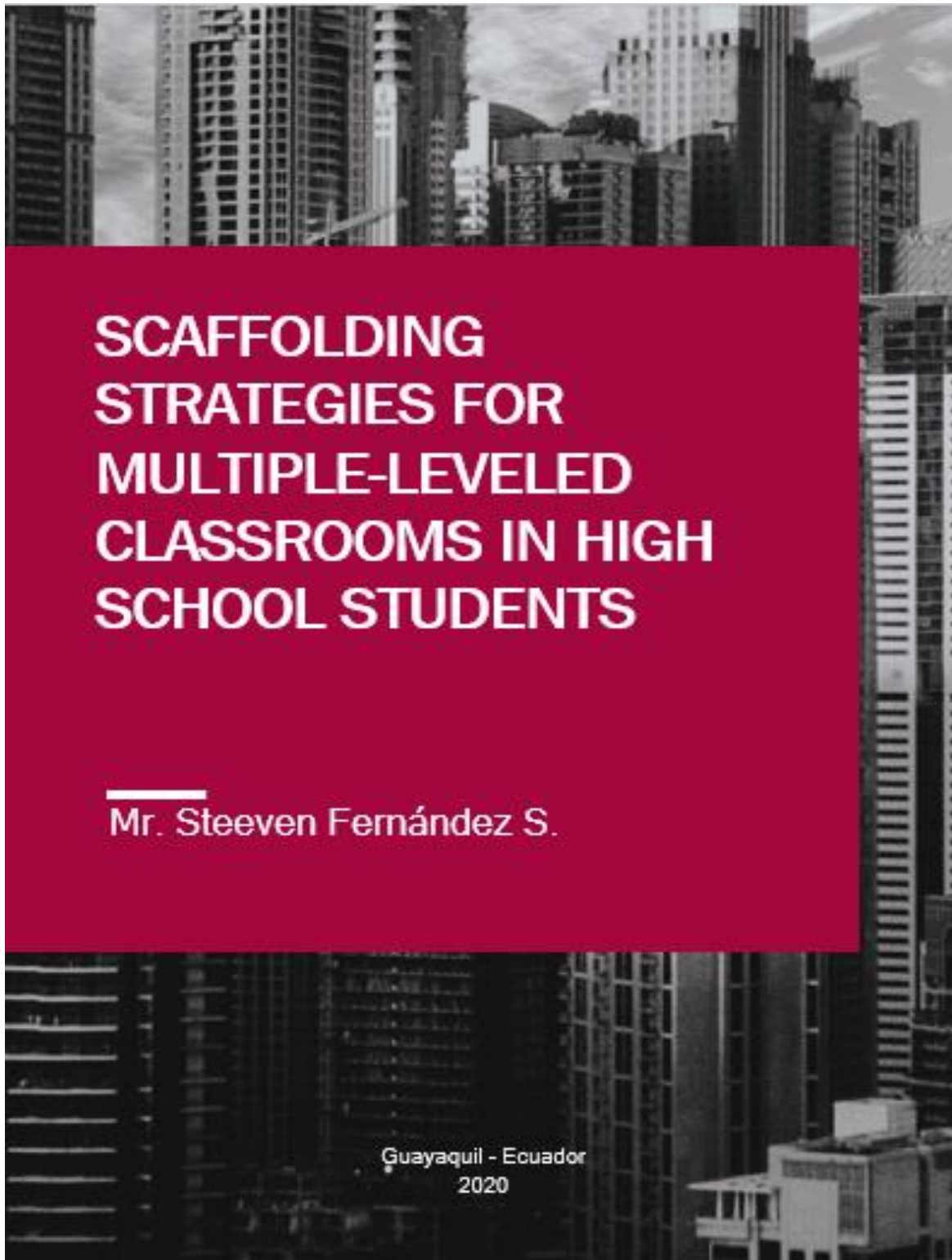
Figure 19: Cover Page of the Proposal Plan
Source: Unidad Educativa Particular Bilingüe Tejar

Elaborated by: Fernández, S. (2019)

Index

Introduction

The present booklet is born from the idea of providing teachers a Scaffolding aid where there are resources, same as information and deep explanation of how students may be balanced when their level of English is not the same. Therefore, the following compilation of strategies becomes a useful tool for teachers (not only in English, but also in other languages as well) to make their classes innovative and helpful for both him/herself and their students.

They can be used in any order, and in any activity. Whenever they are needed, one or more may be applied. The purpose of these is to succeed with the class for a better workout in learning.

Strategy #1: Show and Tell

Objective: To perform to students examples of what they will be learning.

Time: 5 - 10 minutes

Resources: According to the subject and class topic, materials can differ.

Designed for: Class construction, Concept explanation, Class opening.

Procedure and Suggestions:

- In your class planning, design a way for the students to learn something by observing the process or being aware of what they are going to observe while you are explaining.
- While in the explanation, get the class together or make them observe what you prepared. In the case of Science classes, be aware of safety protections if the observation involves chemicals. For Language or other classes, videos of real-life performances can do the work.
- For exercises, you can work a few before they start on their own.
- If necessary, repeat in a slow way until students have noticed the explanation.
- Verbalize explanations as the class notices what you are doing. This gives the class a better understanding and inner comprehension.

Figure 20: Teacher doing Show and Tell Strategy
Source: Pinterest (2019)

Strategy #2: Mini-lessons

Objective: To break down information in small pieces of information for learners to comprehend.

Time: 10-15 minutes (according to the topic)

Resources: According to the subject and class topic, materials can differ.

Designed for: Class construction, Concept explanation.

Procedure and Suggestions:

- During class explanations, or big class topics, have some time for learners to understand small or brief definitions of terms. This will move slow-paced students progressively until great information concepts.
- For small learners, visuals can be very supportive. You can create small concept maps with the information to reach the more difficult definitions or topics planned.

Figure 21: Examples of small concept maps
Source: Pinterest (2019)

Strategy #3: Tap into Prior Knowledge

Objective: To ask for experiences, anecdotes and prior concepts that students know for class construction.

Time: 10-20 minutes (according to the topic)

Resources: Brainstorming, directed questions

Designed for: Class opening, Class explanation, Grab-up

Procedure and Suggestions:

- According to the topic, and the questions, start by eliciting some questions for the students to remember or provide examples with their own life experiences of the topic seen.
- Direct the questions in things that learners have already experienced.
- Offer hints or suggestions so they provide you the answer you want.
- Once the connection is done, make sure they can continue relating the new information with what is being discussed.

Figure 22: Prior knowledge questions in students
Source: Calvary Chapel (2018)

Strategy #4: Using Visual Aids

Objective: To provide learners easy ways for them to organize information or get concepts.

Time: 10-15 minutes.

Resources: Graphic organizers, concept maps, diagrams, pictures, charts, etc.

Designed for: Class opening, Class explanation, Grab-up

Procedure and Suggestions:

- Let learners know that information does not necessarily can have big paragraphs and items followed one after the other. Provide different suggestions of mind maps, word clouds, concept maps, graphic organizers, etc. for them to choose and feel comfortable using at the moment of adding new information in class.

- Through the activities (whether as a new class topic, or to summarize information), ask them to write in their notebooks, or in poster papers summarized information taken from books or articles.

- If necessary, monitor if the class manages correctly these aids.

Figure 23: Visual aids as a tool for class development
Source: MargD Teaching Posters (n.d.)

Strategy #5: Pause, Ask, Pause, Review

Objective: To check comprehension of texts or instructions in classroom development.

Time: 5 minutes.

Resources: Open questions, directed questions

Designed for: Class stages in general

Procedure and Suggestions:

- As the title suggests, it is important you follow this pattern for some moments along your class to check your learner's pace and understanding. It can be applied in any moment, and not only for reading, but also for checking comprehension of class instructions.
- Before starting the activity or instruction, provide the class some time to get ready. Then, direct them to one or several questions to confirm understanding. Typically, it is said to ask two students: the one who is ready and knows what to do, and the one who is not sure what to say. Develop the activity proposed after the questions.
- Stop the class and elicit some comments about the activity or to check how the work is being done.
- Prepare questions ahead of time, and make sure they are specific, guiding, and open-ended.

Figure 24: Teacher using questions for comprehension
Source: Book Source Banter (2016)

Strategy #6: The Jigsaw Classroom

Objective: To develop strategic seating arrangements for students to support each other through cooperative learning.

Time: 40 minutes (according to the class activity).

Resources: Classroom space available (according to the number of students per class)

Designed for: Class stages in general

Procedure and Suggestions:

- Traditionally, classroom seating arrangement has been an aspect that teachers do not really notice when presenting new content or working with their learners. In this strategy, it is asked that students are assigned groups unaware of their cognitive levels in the L2.
- Ask the class to form small groups of 3, maximum 4 students per group. Elicit the above-level students to get together with the below-level and the at-level ones. Make sure they are not grouped by friendship or gossiping, which will not contribute to the purpose of the classroom development.

- Separate groups as small, independent islands through the room. Make sure they can have a good perception of light and sight to the board. Also, avoid keeping in contact with other groups closer.

Figure 25: Designed example of the "Jigsaw classroom"
Source: Pinterest (n.d.)

- Continue with your class as usual. Despite the fact that the grouping of students will keep them talking with the rest of the members, make sure you catch them in the class and engage them through the process.

- Once activities or exercises are delivered, motivate the above-level learners to provide support to the at-levels or below-levels. That does not mean you are not going to continue the work of motivation, but assign it as a challenge if these type of learners are done with the current work.

- Monitor the work of the whole team. If successful, congratulate them for the job done.

- One of the most common difficulties you can also encounter is the real support that students below-the-level receive from superiors. Many may think "helping" is synonym to "let them copy your answer". Check this, and correct peers who are doing it. Motivate them to make the other members understand what *help* really means, especially for the benefit of the whole class.

Figure 26: Leading students providing help to weak learners
Source: TeacherHUB (n.d.)

Strategy #7: Language Chunks

Objective: To motivate learners indirectly to speak L2 through previously-determined phrases already taught.

Time: 5 minutes.

Resources: Oral production, Wall charts, Flashcards, etc.

Designed for: Classroom language

Procedure and Suggestions:

- Through the class it can be normal to hear students speaking in L1, especially at the beginning of class periods or when beginning the school year. Suggest learners to use small pieces of everyday-language to use in the development.
- Progressively, add more phrases in order to improve the complexity of their speech.
- It can be useful for learners to have the phrases somewhere visible. Provide them flashcards, oral repetition or writing the chunks on the board / wall / bulletin board to recall them if needed.
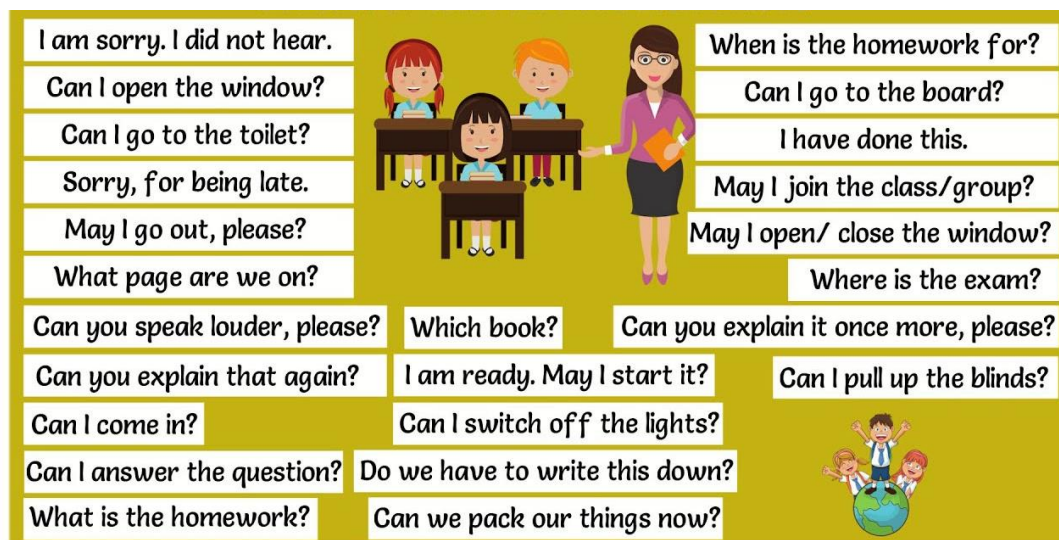
Figure 27: Basic examples of English chunks
Source: Learn English (2019)

Strategy #8: Pair seating

Objective: To develop strategic seating arrangements for students to support each other through pair work.

Time: 40 minutes (according to the class activity).

Resources: Classroom space available (according to the number of students per class)

Designed for: Class stages in general

Procedure and Suggestions:

- Establish classroom arrangement in pairs in the positions you prefer, as long as there are two students working together. The pair seating arrangement will be traditionally aligned in rows or columns, but you can seat the class as independent island s along the classroom space.
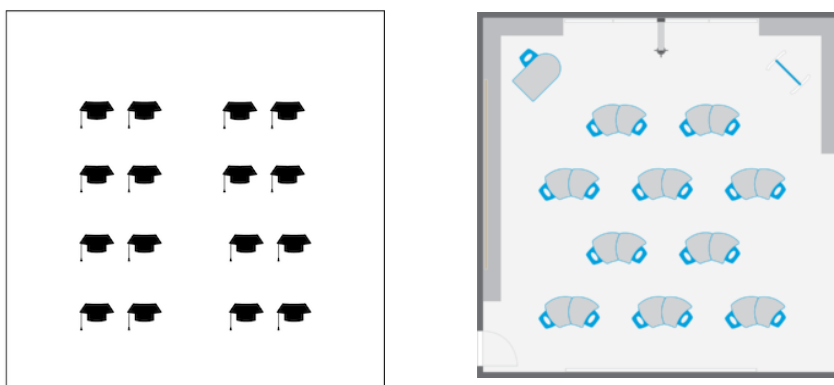
Figure 28: Forms of pair seating
Source: Yale Poorvu Center for Teaching and Learning (n.d.); MooreCo (n.d.)

- As in the strategy of the Jigsaw Classroom, this Pair seating is supposed to be targeted as students are assigned in pairs unaware of their cognitive levels in the L2. Therefore, plan how to pair students to benefit each other: you can put together an above-level with a below-level, or complement two at-levels.
- The seating can also advantage the discipline and behavior of the class: if necessary, seat together students who need a constant supervision with one that leads the class in a positive way; this can improve the class environment for the better.

Strategy #9: Buddy Reading

Objective: To develop strategic pair work and assisted support from above-level students to beginner students.

Time: 3-5 minutes (according to the activity).

Resources: According to the activity

Designed for: Reading comprehension classes

Procedure and Suggestions:

- Pair up students as in the previous strategy, focusing in the level of reading speech and fluency they both have.
- In the text assigned, the below-level student will start reading, while the more-experienced partner will listen and assist his/her classmate by making sure the reader is pronouncing the words correctly.
- The "buddy" can also ask questions after the reading, in order to make sure the reader comprehended what they just read. Then the advanced student takes a turn reading aloud to their buddy, and again can check for comprehension from listening.
- It can be presented first with the whole class and the teacher. Select some readers for the first-read and you can correct them out loud to elicit good pronunciation and understanding in context.
- With this strategy, we can also ensure the high-level students don't get bored while reading, but they can unconsciously improve their classmate's reading skill. Vice versa, the lower-level classmate will require less and less support from his buddy as he / she starts mastering reading.

Figure 29: Partnership in Reading
Source: Coolderry NS (2014)

Strategy #10: Peer Checking

Objective: To allow high-level /middle-level students provide help in the class in revision.

Time: 5-10 minutes (according to the activity)

Resources: According to the activity

Designed for: Class activities, Grab-up, Writing classes

Procedure and Suggestions:

- This strategy is thought specifically for those learners who finish activities fast. As this usually becomes a problem for both the learner (who ends up feeling bored) and the Teacher (who may not have any other activities prepared yet), ask these type of learners to provide you help by checking their classmates' work and answers.

- Set an assignment, and provide normal time for the whole class to finish the activity. Having in mind that some may finish their activity faster, check their answers first. If the activity is correct, assign them to replicate your work in their classmates. The students must not tell them the correct answers, but rather invite them to explain their classmates how the activity should be done.

- You can also direct these learners to monitor their mates to finish the exercise, as it usually happens in the class.
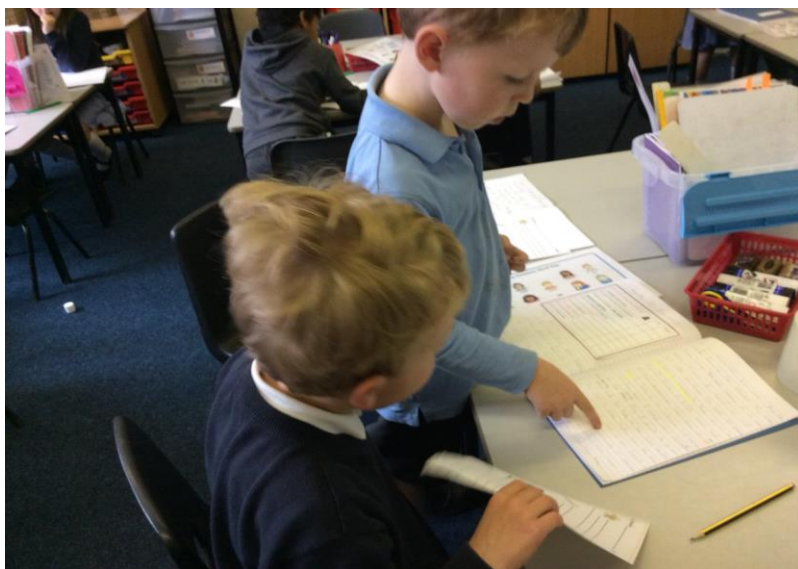
Figure 30: Peer checking
Source: @Miss_HVickers (via Twitter)

- For writing classes, this can be a great aid to work in peer editing and revision. In the same way, check above-level or at-level students' work first, and invite them to monitor, check or provide assistance to the rest of their members.
- According to the number of students in the class, you can assign more than one below-level student to the students who are available.
- This strategy can also work if "your hands are full". As teachers usually have more than 15 members in our classes, and we cannot divide ourselves for those 15, Peer checking should be a release in the pressure of helping all students at the same time.

Figure 31: By peer checking, confidence and solidarity is taught.
Source: @Miss_HVickers (via Twitter)

4.6. Impacts / Benefits

High school students in the Ecuadorian classrooms deserve better approaches for them to learn a foreign language. In this project, it is expected to be worked, fulfilling the teachers' strategies for supporting any learner's in their second language acquisition, despite of their current level of mastery when starting.

As stated in Chapter I, the idea of finding new sources for teachers to provide help to the learners is imperative. By applying some –not to say all- of the proposed strategies in a determined or long time period, the students would start to get accustomed to a system of provided aid implemented periodically until they work independently classes. Benefits not only include the teachers and the class, but it also rises prestige to the institution itself, since it can be demonstrated how parents support and claim their children's successful L2 acquisition.

During the writing and researching of the present Thesis work, it could be noticed how little or almost-non-existing is discussed about multiple-level (multilevel) classes. Another impact of this project finds to call out teachers and educators in the area about how we can take our students and involve them in a deep role when Scaffolding is implemented. Students will always tend to feel useful for both the classroom and the Teacher, and with some of the strategies presented, learners would proactively participate and involve themselves in everyday classes, as tutors or assistants of teachers for the sake of the annual objective: "Peer tutoring activities — whether occasional or frequent — can deliver research-backed benefits to both the student-tutee and student-tutor, not to mention teachers." (Guido, 2017)

5. CONCLUSIONS

Since the beginning of this Thesis, the problem had been there, hidden from the rest of the community, and there had been even previous classes arranged like the one of this research. Despite the fact that most institutions and schools manifest the same case, there has not been any form of aid for the learners of the same. It can be concluded that there were not accurate strategies that could be used to assist the learners through their adaptation to high school and, if there were, teachers in the Foreign Language area were not instructed to scaffold the learners with less-advantageous skills in L2. Even in other studies, as the research was being written, it could be drawn that multilevel classrooms are not new in English Learning Research. Although teachers have always been aware of this *habit* of having variety of learners in their classes, the truth is many of them do not often do something about it.

When the project started, and observations and interviews were made, the Coordinator of Languages suggested that classes like this Eighth grade should be assembled when new students arrive to the school; something that to the researcher did not sound very pedagogical at first. But, whether or not it sounds correct indeed, the truth is these multiple-level classes work better for the whole institution and the learners themselves. Certainly, it was observed through the time of the project application and researching that students improved for the better –and because of social pressure the researcher dares to say.

Through the pre-test and the interviews for the students and teachers, grades and levels in this classroom were very low, and challenge for the educators rose as they were asked to level up these students for next year. For instance, many of them were also reluctant to try to change the comfortable way in which many ruled their classes, same as the way students were customed to learn. Later, when the first draft of the proposed Scaffolding strategies was applied, and the short period of observation made the researcher possible to corroborate how well the learners were encouraged to continue and stood out in their acquisition of English in their everyday classes. During this time, this change affected also teachers' performance to evolve their classes for the better. They recognized many of these strategies interesting to apply, and interiorized for their own in further classes. Finally, when

the post-test needed to be taken, the whole class was more than accustomed to English tests, making results overcome those of the beginning.

As a small reflection, it should be remarked that the time period of the draft Scaffolding applied was of only 6 weeks (one partial in the Ecuadorian educational system). If results over that time increased drastically for the best, how much could it have been done using the actual proposal, and with during the whole school year? It could be beneficial for the teacher and their pupils to have them recognized and targeted since the beginning, in order to improve their skills and second language proficiency through the school year. With this in mind, new performances would be demonstrated, and more could be done.

6. RECOMMENDATIONS

As an overview, the suggestions below should be considered:

- First, Scaffolding is something that all teachers in the English field should apply. Despite the fact that this project targets multilevel classrooms, the set of strategies could benefit greater normal classes.
- Again, it should be something transitory, never dependent for the learner. In order for teachers to guide their students towards knowledge, Scaffolding does the work. However, teachers must seek in their students the independency and autonomy in their classes, that is why scaffolding the learners is also something gradually.
- As demonstrated in the proposal, seating arrangement is a great source for the teacher –and so for the students- to have active, more-engaged classes. Make sure students are not fixed in their chairs and tables like a prison, but rotate and transform the classroom environment for something new to test. Pair seating, and small-group works (monitored through motivation and discipline) are great bases of learning.
- Peer checking saves time for both teachers and learners. Avoid having bored, even sleeping students who finish their tasks with an advantage of time. Present them as helpers in your class for a fast development and support for others.
- Although it may seem as a terrible idea, it has been demonstrated how advantageous is to have classrooms composed with students in varied levels of mastery in L2. Indeed, leveling them all is going to take a lot of time and effort, not to say courage and motivation, yet it can also produce great results towards the end.
- Strategies used with Scaffolding have to be used since the very first moment. With the experience and "detection technique" of which are the lowest students in a class, teachers should plan which approaches they should use for those learners to boost them up and invite them to overcome their fears and problems.

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8. ANNEXES

Annex 1: Identification of Variables

Dependent Variable: Scaffolding Strategies

Independent Variable: Language Acquisition in a Multiple-Leveled Classroom

Annex 2: Operationalization of Variables

Table 18:
Operationalization of Scaffolding Strategies

Variable	Dimensions	Indicators
Scaffolding Strategies	Social	Support of Students' metacognitive activities
		Support of Students' cognitive activities
	Technological	Strategic resource management
		Inquiry pathway
	Emotional	Beliefs about self-identity
		Feelings about school expectations
		Fostering children's engagement
		Increasing Teacher and Student joy in instruction

Source: Unidad Educativa Particular Bilingüe Tejar

Elaborated by: Fernandez, S. (2019)

Table 19:
Operationalization of Language Acquisition in a Multiple-Leveled Classroom

Variable	Dimensions	Indicators
Language Acquisition	Social	Interaction as the genesis of language
		L2 variation
		Input and interaction
	Language learning support	Meaning making
		Relationships and interdependence
Multiple-Leveled Classroom	Positive	Reflects the overall emotional tone of the classroom and the connection between Teacher and Students
	Negative	Reflects the overall level of expressed negativity in the classroom

Source: Unidad Educativa Particular Bilingüe Tejar

Elaborated by: Fernandez, S. (2019)

Annex 3: Class observation Sheet

CLASS OBSERVATION CHECKLIST

1. General Information

Observed Teacher: _____

Evaluator: _____

Evaluation's date: _____

Class period evaluated: _____

Area/ Topic of the class _____

Level/Grade/Course _____

Score: The rating scale is from 1 to 4, use 1 for the lowest performance and 4 to indicate that the teacher fullfills the expected performance.

N°	INDICATORS FOR TEACHING AND LEARNING PROCESS	1	2	3	4
1	Shows a weekly plan approved by the coordinator/principal.				
2	Starts the class tapping prior knowledge.				
3	Develops motivating activities to introduce the objective/topic.				
4	There is a logical sequence in each stage of the class				
5	Builds knowledge along with his/her students.				
6	Poses questions that encourage thinking.				
7	Uses a variety of strategies and didactic resources.				
8	Promotes reflection, argumentation and validation of what is learned				
9	Applies assessment as a formative and inquiring process.				
10	Gives feedback to the students aiming to an ongoing improvement.				
Observations:					

N°	INDICATORS FOR ENVIRONMENT AND ORGANIZATION	1	2	3	4
1	Starts the class on time.				
2	Treats students with respect, kindness and warmth. (Calls them by name)				
3	His/Her personal appearance is neat.				
4	Uses clear and accurate language.				
5	Uses an appropriate tone of voice.				
6	Finishes the class on time.				
7	The room is clean, adequate and in order.				
8	Promotes, among peers, opinions, communication or suggestions in a respectful way.				

N°	INDICATORS FOR MEDIATION OF LEARNING	1	2	3	4
1	Reinforces the explanation of the class to the students that show difficulties during the learning process.				
2	Accepts and gives positive feedback to student's answers..				
3	Pays attention to diversity with adaptation or inclusion strategies, according to each case.				
4	Encourages cooperative and constructivist work.				
5	Accepts and incorporates student´s contributions to the class.				
6	Motivates students to approach problems using different perspectives.				
7	Uses mistakes as an opportunity to learn.				

FEEDBACK:

THINGS TO BE IMPROVED:

TEACHER´S COMMENTS:

Evaluator's signature

_____

Observed teacher's signature

_____

Annex 4: Interview to Teachers

ENTREVISTA A DOCENTES

Colaborador/a: _____ Cargo:_____

PERSONA QUE ENTREVISTA:

Rectora: ☐   **Coordinador(a):** ☐   **Insp. General** ☐   **Otro:** ☐

MOTIVO:

_____

_____

_____

DESARROLLO Y OBSERVACIONES/RECOMENDACIONES DE LA ENTREVISTA:

_____

_____

_____

CONCLUSIONES, ACUERDOS, COMPROMISOS:

_____

_____

_____

Esta entrevista constituye: Felicitación/Logro Aspectos a mejorar   Otro: _____

Guayaquil, _____ del 20__

_____   _____

ENTREVISTADO/A   **ENTREVISTADOR/A**

INTERVIEW TO TEACHERS - QUESTIONS

Objective: To get more information and opinions for the present project of applying Scaffolding strategies in Eighth EGB classes with multilevel students at Unidad Educativa Particular Bilingue Tejar.

1. How many years have you been as a teacher in this school?

2. Do you consider that your students have a good level of English according to their grade and age? Why?

3. Do you consider your classes *multilevel*? Why / why not?

4. Which are some of your own strategies / methods to apply with your students?

6. Have you heard of Scaffolding? Would you consider it useful or not? Why?

7. Would you consider beneficial that Scaffolding strategies should be applied in these multilevel classes for a better L2 acquisition? Why / why not?

Annex 5: Interview to Students

INTERVIEW TO STUDENTS

Objective: To know the context and identify the previous problems of the students of Eighth EGB from Unidad Educativa Particular Bilingüe Tejar,

1. Do you like English? Why / why not?

2. Which skill of English (reading, writing, listening, speaking) do you consider your strongest? Why?

3. How were English classes given in your old school / high school?

4. Do you consider you have learnt more or less English here at Tejar than in your previous school?

5. Are your English teachers easy or difficult to understand?

6. Would you like to have more help and assistance through English classes (L. Arts, Science, Social Studies, etc.)?

Annex 6: Interview to Coordinators and Directors

INTERVIEW TO COORDINATORS AND DIRECTORS

Objective: To get more information and opinions for the present project of applying Scaffolding strategies in Eighth EGB classes with multilevel students at Unidad Educativa Particular Bilingue Tejar.

1. How many years have you been executing your charge?

2. What is the principal methodology / strategies that the school applies for L2 acquisition?

3. During the years of your Coordination, how have these methods / strategies worked for good or bad?

4. Have teachers applied these strategies, or do they implement new ones, according to their teaching styles?

5. Do you consider favorable multilevel classes? Why?

6. Have you heard of Scaffolding? Would you consider it useful or not? Why?

7. Would you consider beneficial that Scaffolding strategies should be applied in these multilevel classes for a better L2 acquisition? Why / why not?

PRE-TEST

Name: _____   **Class:_____**

1. Circle the letter of the correct answer to each question about the passage about Emperor Penguins. (3 pts)

EMPEROR PENGUINS

Description: The emperor penguin is the world's largest and tallest penguin. It is also the heaviest penguin, with some individuals recorded at nearly 100 pounds. Adults have a black head, back, tail, and wings. The underparts are dingy white. The sides of the neck are marked with a large golden or yellow stripe. In addition, there is a varying amount of gold on the upper breast. Like most penguins, the emperor penguin has thick, waterproof feathers that cover the entire body except for the bill and feet. Emperor penguins normally live about 20 years in the wild, though some individuals have been recorded at 40 years of age.

Diet: Crustaceans, krill, and small fish. Emperor penguins will dive to depths of 800 feet in search of food. Most dives last 3–6 minutes.

Predators: Sharks, leopard seals, and orcas. Chicks are vulnerable to predation from south polar skuas.

Range: The Emperor penguin is found throughout the Antarctic perimeter. It is the only species of penguin to breed during the Antarctic winter. Breeding takes place about 60 miles from the coast in the Antarctic interior, where temperatures regularly drop to -40 degrees Celsius. The trek from the Antarctic coastline to the breeding grounds was the inspiration for the movie "March of the Penguins."

Nesting: Female emperor penguins lay a single egg in May or June. After the egg has been laid, the female must immediately feed in the ocean. First, the egg is carefully transported to the male, who incubates the egg under a brood patch that rests above the feet. Occasionally, the transfer is unsuccessful and the egg rolls onto the ice and instantaneously freezes. The male will incubate the egg for up to 65 days! During this time, he will not eat a single meal. On particularly cold days, hundreds of male penguins may
gather together in a compact huddle to warm themselves in the pounding Antarctic winds. In about two months, the female returns and locates her mate and chick by sound. She regurgitates food stored in her stomach to feed the growing chick. The male then takes his turn feeding in the ocean and returns after about a month, at which point both parents tend to the chick by regurgitating food and keeping it off the ice. Once the chick is about seven weeks old, it joins other chicks in a crèche (huddle) to keep warm.

Status: Populations of emperor penguins are thought to be stable. Estimates indicate about 200,000 breeding pairs.

1.) Which of the following animals only preys on penguin chicks?
a.) orcas   b.) sharks   c.) seals   d.) skuas

2.) Select all of the following that are TRUE.
a.) After the egg is laid, the male ventures off to the sea first.
b.) The female locates her chick by sight.
c.) Both parents will feed chicks by regurgitating food.
d.) The female locates her chick by sound.

3.) Which of the following scenarios is unlikely?

a.) Finding an emperor penguin after it has been underwater for 10 minutes
b.) Finding an orca that has just eaten an emperor penguin
c.) Finding an emperor penguin that is about 20 years old
d.) Finding an emperor penguin that weighs 80 pounds

4.) Which of the following is NOT true?
a.) After the female lays the egg, the male must immediately feed in the ocean.
b.) Sometimes, the egg transfer from the female to male results in the egg freezing.
c.) The female lays an egg during the Antarctic winter.
d.) The male incubates for more than two months without eating

5.) What color is the tail of the emperor penguin?
a.) white   b.) yellow   c.) black   d.) orange

6.) Where do emperor penguins breed?

a.) along the coast   b.) South America   c.) in the water   d.) the Antarctic interior

2. Write in the lines if the sentences are in PAST, PRESENT or FUTURE. (2 pts)

1. I am on holiday at the moment. _____

2. I will be seeing my nan and granddad next week. _____

3. I went shopping to Asda with my mum on Wednesday. _____

4. Next week is the Easter holiday. _____

5. This year I am in class 10. _____

7. Next year I will be in class 12. _____

8. Last year I was in class 7. _____

9. For my birthday I had lots of new toys. _____

10. At Christmas, I received a really good book. _____

3. Circle the word that you hear to complete the sentences of the report about McDonald's new "McCafés" (3 pts)
http://www.saberingles.com.ar/listening/104.html

a) McDonald's, the fast-food company, is heating up competition with the Starbucks Coffee Company. McDonald's plans to put **beverage / coffee** bars in its fourteen thousand restaurants in the United States.

b) Just like Starbucks, each coffee bar would have its own barista, the person who makes and serves the **coffee / drinks**.

c) Still, the move to compete against Starbucks carries some risk. Some experts say it could slow down **sellings / service** at McDonald's restaurants.

d) Starbucks, on the other **hand / side**, has faced slower growth and increasing competition. Its stock has lost about half its value since last January.

e) Lately Starbucks has added more foods, including breakfast foods, and put drive-through **doors / windows** in some stores.

f) Millions of people have a taste for Starbucks. But last **month / year**, McDonald's Premium coffee got some good press.

4. Write 5 sentences about the people at the airport after looking at the following scene. (2 pts)

1._____

2._____

3._____

4._____

5._____

Rubrics:

0,50 pts – Conventions: Grammar, spelling, punctuation

0,50 pts – Organization
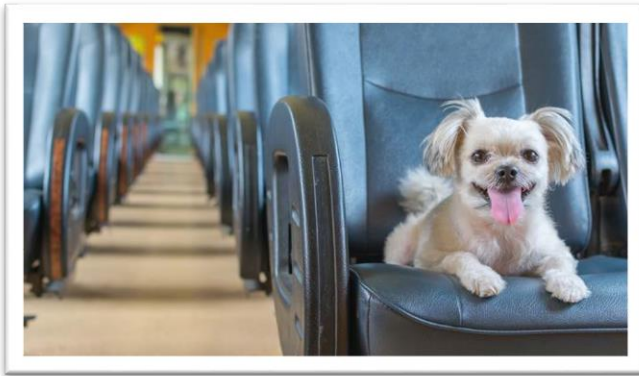
0,50 pts – Expression

0,50 pts – Legibility

POST-TEST

Name: _____   **Class:** _____

1. **READING: Read the story and circle the best option to the questions. (2 pts)**

"The Flying Dog"

(1) I was two when my family left for a year abroad and three when we came back. I try to picture my parents dragging me and a dog across the Atlantic Ocean to live in Germany for a year. But they were not shy about setting off to new places. My head hurts just thinking about all of the luggage. They packed some of the weirdest things. My dad, for example, packed cookie sheets. Did he think there would be no cookie sheets in the entire country of Germany? My mother detailed our family's journey that year in a journal she kept and later passed on to me:

(2) *July 18, 1991: We boarded the plane with everything we wanted to have for the next year. Two adults, one small child, one dog, six pieces of luggage, six carry-on bags, one car seat, and one dog crate. Flying was new to one of us—the dog.*

(3) *Near 11:00 p.m., we finally found ourselves "settled" on the plane and heading out over the Atlantic Ocean. Jackie, my little darling girl, was less than thrilled to be confined to an airplane. She kicked and kicked and kicked her feet, over and over. It was no use getting her to stop—but I hoped that the other passengers wouldn't think I was a bad parent!*

(4) *We all breathed a sigh of relief when the plane took off. Just as we were drifting off to sleep, the captain made an announcement. "Ladies and gentleman, the heat is not working in the compartment where the animals are kept. We cannot risk flying without heat for the animals. We are going to turn around and land in Boston. Once the problem is fixed, we will be on our way again."*

(5) *Once we landed, I sent Charlie up to find out what was going on. He reported back that*

the dog was just fine. I asked if we could get upgraded to first class. "They're already working on it," Charlie replied. "Oh, and, Baxter is the only animal on the plane. Baxter just singlehandedly turned around a plane of 350 people—and got us first class seats!"

1. **Which quotation from paragraph 1 best shows that the paragraph is written from a first-person point of view?**
    a. I try to picture my parents dragging me and a dog across the Atlantic Ocean to live in Germany for a year.
    b. But they were not shy about setting off to new places.
    c. They packed some of the weirdest things.
    d. Did he think there would be no cookie sheets in the entire country od Germany?

2. **Which of the statements is true about the point of view used in paragraphs 2 and 3?**
    a. The paragraphs are written from a third-person point of view, shown by the fact that the mother is the narrator.
    b. The paragraphs are written from a third-person point of view, shown by the fact that they were written in the past.
    c. The paragraphs are written from a first-person point of view, shown by the fact that the narrator uses the pronouns *she* and *her*.
    d. The paragraphs are written from a first-person point of view, shown by the fact that the narrator uses the pronouns *I* and *we.*

3. **Which of the following <u>best</u> states the contrast developed between the characters' perspectives in the passage?**
    a. The daughter shares her amusement about a past event. The mother tells what is like to live through the event.
    b. The mother shares her amusement about a past event. The daughter tells what it was like to live through the event.
    c. The daughter shares happy memories of her childhood. The mother tells about the negative parts as well.
    d. The daughter sees only the negative side of the family voyage. The mother makes a more positive view.

4. **What can you <u>infer</u> about the character traits in the passage?**
    a. The narrator's mother is a professional writer.
    b. The narrator lives to travel the world.
    c. The narrator's parents are not good problem solvers.
    d. The narrator's father is not always practical.

2. **Conventions: Write *Common, Proper or Possessive* to describe each underlined word. (1,50 pts)**

a. Jing-Mei never bothered to learn how
   to play the <u>piano</u> correctly.   _____

b. The piano teacher lived on <u>Elm Street</u>.   _____

c. <u>California</u> is a very large state.   _____

d. In the 1930s, <u>Shirley Temple's performances</u>
   were very recognizable.   _____

e. The city is near the <u>Pacific Ocean</u>.   _____

f. At the show, <u>Jing-Mei's performance</u> seems
   excellent to Mr. Chong.   _____

3. **Word Study: Circle the word that correctly completes the sentence. (1,50 pts)**

   a. The shirt was so (expensive, inexpensive) that Jim decided to buy two.

   b. The exciting movie was filled with lots of noise and (action, inaction).

   c. Tim's apology was (sincere, insincere): he said he was sorry only because he had to.

   d. The (active, inactive) volcano has not erupted for over 10.000 years.

   e. At 40 degrees, the heat was (tolerable, intolerable).

   f. Marcy knows her problem: she has all the answers (correct, incorrect).

4. **Word Study: Read each sentence, and choose the definition that best matches the use of the underlined word. (2 pts)**

   a. In his dream, William sprouted wings and could <u>fly</u>.
      ➢ To soar through the air   ➢ An insect

   b. I had a hard time being <u>patient</u> while my sister shopped for a new dress.
      ➢ A person admitted to a   ➢ Able to wait for a long
         hospital   period.

   c. Please, don't <u>stamp</u> your feet as you walk down the hall!
      ➢ The postage on a letter   ➢ Bring down heavily

   d. I had to clean my computer <u>monitor</u> because it was all dirty and dusty.
   ➢ Screen   Supervise

5. Vocabulary: Write a synonym for each of the following words. (3 pts)

a. Influence: _____

b. Generosity: _____

c. Discordant: _____

d. Squabbling: _____

e. Indignity: _____

f. Perseverance: _____

g. Bond: _____

h. Encourage: _____

i. Discordant: _____

j. Reproach: _____

ENCUESTA A PADRES DE FAMILIA

Estimado(a) Representante,

Por medio del presente, solicitamos a usted(es) encarecidamente que respondan la siguiente encuesta, con el propósito de mejorar o revisar nuevas metodologías de enseñanza con respecto a la educación de sus hijos en el área de Lengua Extranjera. Marque con una X en los siguientes enunciados de 1 a 5, siendo 1 EN TOTAL DESACUERDO y 5 TOTALMENTE DE ACUERDO. ¡Gracias por su colaboración!

1 – En total desacuerdo 2 – En desacuerdo 3 – Indiferente 4 – De acuerdo 5 – Totalmente de acuerdo

Preguntas	1	2	3	4	5
Escogí(mos) este colegio por su currículo, mayoritariamente en Inglés.					
Mi representado(a) presenta un buen manejo del Inglés.					
Mi representado(a) presenta dificultades en las asignaturas en Inglés.					
Las calificaciones de mi representado(a) podrían mejorar si sus habilidades en el idioma se facilitaran.					
Los profesores saben manejar las dificultades de mi representado(a) en cuanto a aprender el segundo idioma.					
Pienso que el colegio maneja buenos métodos de enseñanza, sobretodo en Inglés.					
Deberían brindar ayuda y apoyo a aquellos estudiantes que no son tan buenos en el idioma Inglés.					
Los docentes deben aplicar nuevos métodos para que sus estudiantes trabajen en conjunto y de manera colaborativa.					
¿Cuál sería mi posición si aplicaran nuevas estrategias que ayudaran al desarrollo de una segunda lengua en mi representado?					
Si dichas estrategias aplicadas tienen éxito, y el manejo del Inglés de mi representado(a) es notorio, recomendaría el colegio a familiares y amigos.					

Annex 10: Validations of the Proposed Project

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

Validation of the Proposed Project Plan

SCAFFOLDING STRATEGIES AND THEIR IMPACT IN LANGUAGE
ACQUISITION IN A MULTIPLE-LEVELED CLASSROOM OF 8TH YEAR EGB
FROM UNIDAD EDUCATIVA BILINGÜE TEJAR, DURING THE SCHOOL YEAR
2019 – 2020.

Rating Scale

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect	✓				
Social impact	✓				
Feasibility	✓				
Relevance	✓				
Originality	✓				
Language	✓				
Comprehension	✓				
Creativity	✓				

Comments:

The activities support the content of the theoretical framework.

Name:	Janeth Mora	
Occupation:	English Director	Signature
Phone number:	0990536501	

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UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

Validation of the Proposed Project Plan

SCAFFOLDING STRATEGIES AND THEIR IMPACT IN LANGUAGE ACQUISITION IN A MULTIPLE-LEVELED CLASSROOM OF 8TH YEAR EGB FROM UNIDAD EDUCATIVA BILINGÜE TEJAR, DURING THE SCHOOL YEAR 2019 – 2020.

Rating Scale

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect	✓				
Social impact	✓				
Feasibility	✓				
Relevance	✓				
Originality	✓				
Language	✓				
Comprehension	✓				
Creativity	✓				

Comments:

Las estrategias a aplicar son muy importantes en todas las áreas del campo educativo, ya que nos presta nuevas rutas para aplicar en los salones de clase donde nuestros estudiantes serán los beneficiados y verdaderos protagonistas.

Name:	MSc. Norma Pantaleón Rivas	Norma Pantaleón
Occupation:	Vicerrectora Académica	
Phone number:	0959174013	Signature

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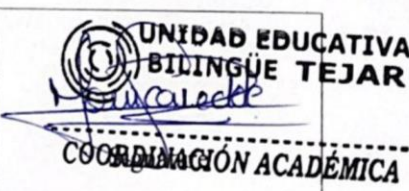**Validation of the Proposed Project Plan**

SCAFFOLDING STRATEGIES AND THEIR IMPACT IN LANGUAGE ACQUISITION IN A MULTIPLE-LEVELED CLASSROOM OF 8TH YEAR EGB FROM UNIDAD EDUCATIVA BILINGÜE TEJAR, DURING THE SCHOOL YEAR 2019 – 2020.

Rating Scale

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect	✓				
Social impact	✓				
Feasibility	✓				
Relevance	✓				
Originality	✓				
Language	✓				
Comprehension	✓				
Creativity	✓				

Comments:

The strategies presented are useful for the students showing difficulties in acquiring the desired English level for their levels. They also help to create a better language environment for learning

Name:	Mónica Recalde Salame, M.M.
Occupation:	Coordinadora de Basica Superior y Bach
Phone number:	0998673598

UNIDAD EDUCATIVA BILINGÜE TEJAR

COORDINACIÓN ACADÉMICA

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Validation of the Proposed Project Plan

SCAFFOLDING STRATEGIES AND THEIR IMPACT IN LANGUAGE
ACQUISITION IN A MULTIPLE-LEVELED CLASSROOM OF 8TH YEAR EGB
FROM UNIDAD EDUCATIVA BILINGÜE TEJAR, DURING THE SCHOOL YEAR
2019 – 2020.

Rating Scale

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect	✓				
Social impact	✓				
Feasibility	✓				
Relevance	✓				
Originality	✓				
Language	✓				
Comprehension	✓				
Creativity	✓				

Comments:

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_____

Name:	Adalgisa Ruiz Sánchez	
Occupation:	Rectora	*(signature)*
Phone number:	0981272952.	Signature

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"TEJAR"

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Annex 11: Photographic Evidence