EXPLORING SCAFFOLDING APPROACH TO TEACH ENGLISH IN HIGHER EDUCATION

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Abstract

The purpose of this study is to investigate the effectiveness of scaffolding strategies in facilitating English language learning and proficiency among students in higher education settings. This study employs a comprehensive literature review method to systematically examine and synthesize existing scholarly works related to the application of scaffolds in teaching English. The literature review also scrutinizes challenges and considerations in implementing scaffolding, providing a foundation for the identification of gaps in current research and areas that require further exploration. The study explores pedagogical strategies, assess the integration of technology, delve into collaborative learning environments, and investigate real-world applications of the scaffolding in language education.
Keywords: English Teaching, Higher Education, Scaffolding Approach.

Abstrak

Tujuan dari penelitian ini adalah untuk menyelidiki efektivitas strategi perancah dalam memfasilitasi pembelajaran bahasa Inggris dan kemahiran di kalangan siswa dalam pengaturan pendidikan tinggi. Penelitian ini menggunakan metode tinjauan literatur yang komprehensif untuk secara sistematis memeriksa dan mensintesis karya ilmiah yang ada terkait dengan penerapan perancah dalam pengajaran bahasa Inggris. Penelitian ini juga meneliti tantangan dan pertimbangan dalam menerapkan perancah, memberikan landasan untuk identifikasi kesenjangan dalam penelitian saat ini dan bidang-bidang yang memerlukan eksplorasi lebih lanjut. Studi ini mengeksplorasi strategi pedagogis, menilai integrasi teknologi, menyelidiki lingkungan belajar kolaboratif, dan menyelidiki aplikasi dunia nyata dari perancah dalam pendidikan bahasa.
Kata Kunci: Pengajaran Bahasa Inggris, Pendekatan Perancah, Pendidikan Tinggi.

English proficiency is of significant importance in higher education, especially in the context of internationalization and the increasing diversity of student populations. Proficiency in English is

crucial for international students' psychological and sociocultural adaptation, as it serves as a vital resource for effective communication and positive intergroup relations (Yu et al., 2019). Additionally, in the context of specific academic programs, such as training programs for English tourist guides, oral proficiency in English is identified as a critical skill, emphasizing the practical relevance of English proficiency in vocational contexts (Hong et al., 2022). Moreover, the regional integration's lingua franca in the ASEAN context underscores the importance of English proficiency not only for daily communication but also for educational and pedagogical purposes, reflecting its significance in academic settings (Tolentino & Santos, 2020).

The methods used in language instruction have been shaped by a range of factors, encompassing technological progress, educational psychology, and sociocultural viewpoints. The integration of scaffolding instruction in virtual language learning has emerged as a prominent trend, aiming to promote linguistic and academic development (Z. Liu et al., 2022). Additionally, the application of scaffolding models based on educational psychology has been explored in the teaching of Chinese language and literature, reflecting efforts to innovate language education methods in response to emerging internet technology (Zhong, 2022). Furthermore, the role of metacognitive scaffolding in supporting problem-solving skills has been emphasized in the context of chemistry education, highlighting the potential for scaffolding to enhance

learning outcomes in specific academic domains (Vo et al., 2022).

Vygotsky's concept of scaffolding in developmental psychology is a fundamental aspect of his sociocultural theory, which emphasizes the role of social interaction and cultural tools in cognitive development. Scaffolding, as proposed by Vygotsky, involves the support provided by a more knowledgeable individual or peer to help a learner achieve a higher level of performance within the zone of proximal development (ZPD) (Esteban-Guitart, 2018). This concept has been widely influential in contemporary developmental psychology and educational psychology (Vassilieva & Zavershneva, 2020). Vygotsky's work has also been associated with the cultural-historical paradigm, finding extensive application in these fields (Vassilieva & Zavershneva, 2020). The historicity of psychological phenomena, a key aspect of Vygotsky's developmental theory, underscores the importance of understanding the historical and cultural context in which cognitive development occurs (Doria & Simão, 2018).

The educational scaffolding method has garnered considerable attention owing to its capability to improve educational results, and support students' cognitive development. Scaffolding, as a pedagogical strategy, involves providing temporary support and guidance to learners as they engage in tasks beyond their current abilities, with the ultimate goal of fostering independent learning and skill acquisition (Doo et al., 2020). This

approach has been widely adopted in various academic disciplines, including language and literature, where it has shown promising results in promoting linguistic and academic development (Z. Liu et al., 2022).

The utilization of scaffolding strategies, originating from Vygotsky's sociocultural theory, is extensively employed in the realm of language learning. The application of these scaffolding techniques has demonstrated positive outcomes in fostering the development of language skills in children (Pentimonti et al., 2017). In the process of language learning, scaffolding aids learners in concentrating on tasks by offering frameworks and pathways, enabling them to make decisions regarding the paths to take or aspects to explore. (Z. Liu et al., 2022). Furthermore, the importance of cultural learning in foreign language learning has been emphasized, with researchers investigating the use of scaffolding in facilitating cultural awareness development (C. Chen, 2021).

The objective of this study is to investigate the effectiveness of scaffolding strategies in facilitating English language learning and proficiency among students in higher education settings.

METHOD

This study employs a comprehensive literature review method to systematically examine and synthesize existing scholarly works related to the application of scaffolding in teaching English. The literature search will encompass various databases and reputable sources to identify key themes such as scaffolding in reading, writing, speaking, listening, technology integration, collaborative learning, and real-world applications. By categorizing and analyzing the selected literature, the study will explore pedagogical strategies, assess the integration of technology, delve into collaborative learning environments, and investigate real-world applications of scaffolding in language education. The literature review will also scrutinize challenges and considerations in implementing scaffolding, providing a foundation for the identification of gaps in current research and areas that require further exploration.

RESULT DAN DISCUSSION
Scaffolding for Reading

Scaffolding reading in higher education involves various strategies to support students in developing their reading comprehension skills. Sholeh *et al.* (2019) discuss the implementation of Self-Checking Comprehension Scaffolding (SCCS) is designed to support students' comprehension during voluntary reading.This approach transforms comprehension scaffolding into a self-directed strategy, emphasizing the importance of autonomy and self-regulation in reading comprehension. Furthermore, Fischer *et al.* (2022) introduce the utilization of representational scaffolding within digital simulations to enhance the learning of professional practices in higher education. This approach focuses on using digital simulations to provide scaffolding for students in developing their understanding of professional practices, which can be extended to reading comprehension in

specific disciplines. Additionally, Richardson *et al.* (2022) explore the way instructors conceive and put into practice scaffolding in online courses at the higher education level. Understanding how instructors conceptualize and implement scaffolding can provide valuable insights into effective strategies for scaffolding reading in online higher education environments, where reading comprehension may be a crucial component of the learning process.

Scaffolding for Writing

Scaffolding in writing instruction has been shown to be effective in improving students' writing skills. Direct instruction and strategy modeling have been identified as effective approaches to enhance writing development among upper-primary students (López et al., 2017). Additionally, scaffolded metacognitive writing strategy instruction has demonstrated positive impacts on the writing performance of EFL learners, particularly in the context of IELTS writing tasks (Nourazar et al., 2022). Furthermore, the use of graphic organizers and instructional scaffolding has been critically analyzed, showing the potential to enhance argumentative essay writing performance (Lingaiah & Dhanapal, 2020).

Scaffolding for Listening and Speaking

Scaffolding speaking and listening in higher education involves various strategies to support students' oral communication skills. Sarmiento-Campos *et al.* (2022) explored the effectiveness of the

scaffolding method, based on Vygotsky's Sociocultural Theory, on EFL learners' speaking achievement. The study applied scaffolding techniques such as carrying out dialogs and designing questions from texts to enhance speaking skills. Metacognitive strategy instruction was highlighted as a valuable scaffolding approach for listening instruction in remote teaching (Vellanki et al., 2022). The study emphasized the importance of metacognitive strategy instruction in providing better scaffolding during listening activities, suggesting further exploration of students' use of metacognitive strategies in academic contexts. Puluhulawa, Hafifah and Mayasari (2022) examined students' learning strategies in public speaking classes at the higher education level. The study emphasized the diverse speaking mastery and performances resulting from the application of different learning strategies by students to improve their speaking ability.

Integrating Technology in Scaffolding

In order to integrate technology into scaffolding for teaching English, it is crucial to consider the use of educational technology in language teaching, particularly in the context of scaffolding. The integration of technology into English language teaching has been shown to enhance interactive teaching activities and bring innovation to the pedagogical process (Adhikari, 2021). Additionally, the presence of technology in classrooms provides new ways of engaging students in

language learning and creates opportunities for teachers to conduct lessons by integrating technology into their classes (Iberahim et al., 2023). Furthermore, the effectiveness of technology in language instruction lies in its ability to serve as a motivating factor and create opportunities for genuine and authentic learning experiences. (Pazilah et al., 2019).

In the specific context of scaffolding, it has been found that the use of scaffolding techniques improves the general English proficiency of English as a Foreign Language (EFL) learners (Alwahibee, 2019). Moreover, implementing the scaffolding teaching model rooted in educational psychology has proven advantageous in the context of teaching the Chinese language., indicating the potential for similar benefits in English language teaching (Zhong, 2022). Additionally, the use of instructional scaffolding microlectures in teaching English reading skills has been explored, demonstrating the potential for scaffolding to enhance English language learning (L. Liu, 2018).

In summary, integrating technology into scaffolding for teaching English has the potential to enhance language learning by providing new and interactive teaching activities, engaging students in the learning process, and improving English proficiency. The use of educational technology, in conjunction with scaffolding techniques, offers opportunities for innovative and effective language teaching methods.

Scaffolding within Collaborative Learning Environments

The integration of scaffolding within collaborative learning environments has been a subject of extensive research. Chen and Law (2016) discuss the significance of scaffolding in individual and collaborative game-based learning, emphasizing its impact on learning performance and intrinsic motivation. This highlights the potential of scaffolding to enhance both individual and collaborative learning experiences. Furthermore, Ouyang, Dai and Chen (2022) conducted a study on the instant and prolonged impacts of instructor support on collaborative programming within small groups.. The findings suggested that students actively employed scaffolding to enhance their involvement in collaborative programming, highlighting the beneficial influence of scaffolding on activities involving collaborative learning. In addition, (Wu, 2020) explored Integrating collaborative problem-solving and cognitive tools to enhance advanced cognitive processing in online discussion settings. The research underscored the utilization of scaffolding as an instructional approach and the implementation of cognitive tools to heighten learners' focus on learning tasks, suggesting that scaffolding has the potential to enhance collaborative learning encounters. These studies collectively underscore the importance of scaffolding in promoting engaged learning, collaboration, and higher cognitive processing within collaborative learning environments. The findings highlight the positive impact of

scaffolding on both individual and collaborative learning experiences, emphasizing its potential to enhance learning performance, intrinsic motivation, and active participation in collaborative activities.

Internship Programs and Language Scaffolding

The teaching internship program plays a crucial role in The enhancement of pedagogical competence in student teachers. (Manasikana & Hartono, 2021). It has been found that the internship affords student-teachers the chance to gain insights from authentic teaching experiences, contributing to their overall development (Zulfikar et al., 2020). This aligns with the idea that internships are central to teacher preparation and can significantly impact the reflective ability and instructional skills of teacher candidates (Nagro et al., 2017). The incorporation of scaffolding within the teaching internship program can further enhance the learning effectiveness of interns, as it provides support and guidance to help them navigate the complexities of the teaching profession. Additionally, the positive impact of the internship program on student satisfaction and motivation underscores its significance in preparing future educators (Dewi & Kartowagiran, 2018).

Therefore, integrating language scaffolding within teaching internship programs can offer valuable support to student teachers, aiding in their development of language teaching skills and reflective abilities. The use of scaffolding techniques within the internship program can contribute to the enhancement of learning effectiveness and pedagogical competence, ultimately preparing interns for the realities of language teaching.

Addressing Common Challenges in Implementing Scaffolding

In higher education, implementing scaffolding faces several challenges that impact the learning process. The absence of specialized architectures for academic big data ingestion has resulted in difficulties during implementation. (Amare & Simonova, 2021). Additionally, the conception and execution of scaffolding in courses within the online higher education domain. are crucial to sustain students' interest and overcome challenges, ultimately helping students achieve their learning objectives (Richardson et al., 2022). Furthermore, the higher education sector has been greatly affected by the COVID-19 pandemic., challenging the accessibility of education (Selelo & Manamela, 2022).

Moreover, the study of activity-based learning (ABL) in higher education institutions has identified cognitive, affective, and behavioral outcomes, as well as challenges in its implementation (Kurian, 2022). Additionally, the integration of digital tools in education, particularly in the context of Industry 4.0, presents challenges and opportunities for implementation in the education sector (P & Karthikeyan, 2021). Furthermore, a meta-analysis of scaffolding effects in online learning in higher education has been conducted, emphasizing the

importance of scaffolding in enhancing learning outcomes (Doo et al., 2020).

Simulation-based learning provides chances to rehearse intricate skills in higher education and employ various forms of scaffolding to support efficient learning (Chernikova et al., 2020). Similarly, the integration of findings from empirical studies on scaffolding in STEM education using computer-based methods highlights the potential of scaffolding to assist learners in navigating ill-structured, problem-centered curricula (Belland et al., 2017). Additionally, the introduction of representational scaffolding for digital simulations aims to advance the learning of professional practices in higher education (Fischer et al., 2022).

Strategies for Overcoming Obstacles

To overcome common challenges in implementing scaffolding in higher education, several strategies can be considered based on relevant research (Chernikova et al., 2020). They highlighted the positive effects of technology use and scaffolding on learning in higher education. This suggests that leveraging technology as a scaffolding tool can be beneficial. Additionally, Belland *et al.* (2017) emphasized the need for subsequent studies could employ methodologies such as meta-regression to explore the correlation between specific learning objectives, assessment levels, and scaffolding strategies. This indicates the importance of conducting in-depth analyses to understand the impact of scaffolding on specific

learning outcomes. Furthermore, Richardson *et al.* (2022) discussed the formulation and execution of scaffolding in online courses within higher education. Their analytical strategy for developing a case description can be valuable in understanding how scaffolding is conceptualized and applied in different educational contexts. Additionally, Kim, Belland and Walker (2018) highlighted the effectiveness of computer-based scaffolding in the context of problem-based learning for STEM education. This suggests that integrating computer-based scaffolding tools can address challenges such as high student-to-teacher ratios.

CONCLUSION AND SUGGESTION
Conclusion

The significance of scaffolding in teaching English within higher education emerges as a pivotal element in fostering effective language learning environments. The exploration of scaffolding strategies across reading, writing, speaking, listening, and technology integration underscores its indispensable role in facilitating a comprehensive and supportive educational experience.

This study serves as a call to action for continued exploration and implementation of scaffolding practices in English language instruction. Educators are encouraged to engage with scaffolding methodologies, experiment with various approaches, and share their experiences to contribute to a

collective understanding of best practices.

As scaffolding becomes an integral part of language pedagogy in higher education, the potential impact on improving language proficiency and overall educational outcomes is significant. Enhanced language skills not only empower students academically but also prepare them for success in a globalized world. By embracing scaffolding, educators can contribute to the development of proficient, confident, and critical communicators, thereby enriching the educational landscape and fostering lifelong learning.

Suggestion

This research serves as a compelling call to action, urging educators to actively engage in the exploration and implementation of scaffolding practices in English language instruction. By encouraging educators to experiment with various scaffolding approaches, the study aims to create a collaborative platform for sharing experiences, contributing to a collective understanding of best practices in language pedagogy.

As scaffolding becomes an integral part of language instruction in higher education, its potential impact on improving language proficiency and overall educational outcomes cannot be overstated. Enhanced language skills not only empower students academically but also equip them for success in an increasingly globalized world. Through the adoption of scaffolding methodologies, educators play a crucial role in developing proficient, confident, and critically-minded communicators, thereby enriching the educational landscape and fostering a culture of lifelong learning.

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