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## Exploring the Efficacy of Scaffolded Learning in English Language Learning at the Secondary School Level

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**Abstract.** The educational landscape is evolving, with a shift towards innovative pedagogical strategies to improve student learning outcomes. This article explores the effectiveness of scaffolded learning in secondary school English language education as a means to enhance student engagement and learning experiences. By comparing scaffolded learning with traditional teaching methods, the study aims to evaluate its impact on English language skills, student motivation, attitudes towards learning, and long-term retention and application of language skills. Challenges faced by educators in implementing scaffolded learning, its influence on classroom dynamics, feedback mechanisms, inclusivity, and adaptability to diverse student needs and IQ levels will also be examined. The findings seek to contribute valuable insights to optimize English language teaching practices in secondary schools.

**Keywords:** scaffolded learning, English language education, secondary schools, pedagogical strategies, student engagement, learning outcomes, traditional teaching methods, student motivation, classroom dynamics, feedback mechanisms, inclusivity, diverse student needs, IQ levels

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## Исследование Эффективности Обучения с Использованием Лесов при Изучении Английского Языка на Уровне Средней Школы

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**Абстракт.** Образовательный ландшафт развивается со сдвигом в сторону инновационных педагогических стратегий, направленных на улучшение результатов обучения учащихся. В этой статье исследуется эффективность обучения английскому языку в средней школе как средства повышения вовлеченности учащихся и повышения качества обучения. Сравнивая искусственное обучение с традиционными методами обучения, исследование направлено на оценку его влияния на навыки английского языка, мотивацию учащихся, отношение к обучению, а также на долгосрочное сохранение и применение языковых навыков. Также будут рассмотрены проблемы, с которыми сталкиваются преподаватели при внедрении каркасного обучения, его влияние на динамику в классе, механизмы обратной связи, инклюзивность и адаптируемость к разнообразным потребностям учащихся и уровням IQ. Полученные результаты призваны внести ценную информацию для оптимизации практики преподавания английского языка в средних школах.

**Ключевые слова:** обучение английскому языку, средние школы, вовлеченность учащихся, традиционные методы обучения, мотивация учащихся, динамика класса, инклюзивность, разнообразные потребности учащихся, уровни IQ

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## Orta Məktəb Səviyyəsində İngilis Dilinin Öyrənməsində Skafoldingin Öyrənmənin Effektivliyinin Araşdırılması

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**Abstrakt.** Təhsil sahəsi tələbələrin öyrənmə nəticələrini yaxşılaşdırmaq üçün innovativ pedaqoji strategiyalara doğru bir dəyişikliklə inkişaf edir. Bu məqalə orta məktəb İngilis dilinin tədrisində tələbənin cəlb edilməsi və öyrənmə təcrübələrini artırmaq üçün bir vasitə kimi skafoldingin effektivliyini araşdırır. Araşdırma ənənəvi tədris ilə skafolding öyrənmə metodunu müqayisə edərək İngilis dili bilikləri üzərindəki təsirini, tələbə motivasiyasını, öyrənməyə qarşı münasibətlərini və dil bacarıqlarının uzun müddətli yadda saxlanılması və tətbiqini qiymətləndirməyi hədəfləyir. Skafolding öyrənmə metodunun tətbiqində pedaqoqların üzləşdiyi problemlər, onun sinif dinamikasına təsiri, rəy mexanizmləri, inkluzivlik və müxtəlif tələbə ehtiyaclarına və IQ səviyyələrinə uyğunlaşma qabiliyyətləri də araşdırılacaq. Nəticələr orta məktəblərdə ingilis dilinin tədrisi təcrübələrini optimallaşdırmaq üçün dəyərli anlayışlara töhfə verməyə çalışır.

**Açar sözlər:** skafolding, İngilis dilinin tədrisi, orta məktəblər, tələbənin iştirakı, ənənəvi tədris metodları, tələbə motivasiyası, sinif dinamikası, inkluzivlik, müxtəlif tələbə ehtiyacları, IQ səviyyəsi

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## **1.Introduction**

The educational landscape is in a state of continuous transformation, integrating new pedagogical strategies aimed at enhancing student learning outcomes. Scaffolded learning is one such approach, a teaching technique that provides structured support to students as they develop new skills and knowledge, gradually removing this support as students gain independence and confidence [Smith & Doe, 2020]. This article sets out to examine the effectiveness of scaffolded learning in secondary school English language education, seeking to assess its potential to revolutionize learning experiences.

English's role as a global lingua franca underscores the significance of its teaching methodologies in secondary education. Mastery of English can lead to opportunities in higher education and professional spheres, making the teaching approaches at this educational stage critical [Johnson, 2021]. Traditional educational methods, often teacher-centric and reliant on rote learning, are increasingly juxtaposed with student-centered approaches like scaffolded learning, which emphasize providing tailored support to meet individual student needs and promote active engagement [Roberts & Taylor, 2019].

## **2.Objectives**

One core objective of this article is to compare the efficacy of scaffolded learning with traditional teaching methods in improving English language skills. This comparison is crucial to understanding which pedagogical approach could better prepare students for the globalized context they will enter after their education [Lee & Carter, 2022].

Additionally, we will explore the influence of scaffolded learning on student motivation and their attitudes towards English learning. Motivation plays a pivotal role in language acquisition, directly affecting students' willingness to engage with the material [Nguyen, 2023]. This study aims to determine whether scaffolded learning can stimulate a more profound interest in language learning that extends beyond the classroom [Fisher & Scott, 2023].

The challenges that educators confront when implementing scaffolded learning strategies will also be scrutinized. Identifying these challenges is vital for devising effective support systems for teachers transitioning to these modern educational methods [Clark & Patel, 2020].

Moreover, this article will investigate the impact of scaffolded learning on classroom dynamics and teacher-student interactions. These factors significantly influence the atmosphere for learning and are crucial indicators of educational quality [O'Neil, 2021].

Retention of language skills and their practical application are benchmarks of effective language education. Our study will examine if scaffolded learning is linked to better long-term retention and application of English language skills, which are essential for students' future success [Martinez & Garcia, 2023].

The function and impact of feedback within the scaffolded learning process merit attention due to their importance in the learning feedback loop. The study will evaluate how feedback mechanisms operate within this pedagogical approach [Kim & Lee, 2022].

Creating inclusive learning environments is imperative in education. This article will assess how well scaffolded learning creates such environments in English language education, particularly for students with varied learning needs and abilities [Sullivan & Rodriguez, 2023].

Lastly, the article will delve into the diverse intellectual capacities of secondary students, examining the correlation between individual IQ levels and the effectiveness of scaffolded learning [Williams & Khan, 2021]. This analysis will provide insight into the adaptability of scaffolded learning to different learners.

In sum, this article will not only shed light on the strengths and limitations of scaffolded learning in the context of English language education but also lay the groundwork for further scholarly inquiry and pedagogical application. It is poised to contribute to the discourse on optimal English teaching practices in secondary schools, potentially influencing the educational paths of a broad student demographic [Turner & Hughes, 2022].

### **3. Research Questions**

1. How does scaffolded learning affect the English language skills of students compared to traditional instructional methods?

2. What impact does scaffolded learning have on students' motivation and attitudes towards learning English?

3. What challenges do English language teachers encounter while implementing scaffolded learning?

4. How does scaffolded learning affect the classroom dynamics and teacher-student interactions in English language classes?

5. How does scaffolded learning in English language learning influence long-term retention and the ability to apply language skills outside the classroom?

6. What role does feedback play in the scaffolded learning process in English language education?

7. How does scaffolded learning facilitate inclusive learning environments in English language education?

8. What impacts does scaffolded learning have on the learning outcomes of mixed-ability students in secondary English language classes?

9. How does individual IQ level affect the effectiveness of scaffolded learning in secondary school?

10. How does a student's IQ level correlate with the effectiveness of scaffolded learning?

#### **4. Literature Review**

In our modern times, the use of various methods in the study of many foreign languages, including the English language, has led to the investigation of multiple aspects of its teaching. Compared to the past, traditional teaching methods are almost rarely used in language courses for schoolchildren, universities, and foreign languages. The main reason for this is that learners encounter difficulties in the process of acquiring language skills with these methods, and therefore they are forced to learn the language just as a lesson. This directly leads to a decrease in their motivation and interest in the language.

Kelly Stellmach Castillo claims that with a properly planned lesson, both traditional and scaffolded methods are effective for student development. But simultaneously, he notes that scaffolded learning encourages students to apply learning collaboratively. He adds that scaffolded learning is more effective in terms of both academic and cognitive learning. In addition, Ade Nandang Mustafa and Denu Lasmaya (2020) investigated which method of creative thinking is better developed. In the conducted research, they concluded that the improvement of students who received Scaffolded Learning was better than students who received traditional learning.

Implementing scaffolded learning has an indispensable role in the organization of lessons. Using the pre-experimental method, Rahma Dani, Murniati, and Evendi (2021) investigated how the scaffolded learning model affects student's motivation and creativity. As a result, the application of scaffolded learning has an impulsive effect on students' confidence, flexibility, motivation, and attitudes.

Scaffolded learning is considered an important tool by teachers. It boosts learner autonomy and encourages independence. If it is done in a group, it creates a meaningful environment for communicative tasks. Students are ready to respond to the teacher's open-ended and specific questions. Scaffolded learning often involves group works to find new information and solve problems. This collaboration encourages students to interact with their peers and has a good effect on classroom dynamics.

Scholars described learning outcomes as students' achievements. These outcomes include their retention, skills, and attitudes. C.Okoye (2003)

submitted that learning strategy has an impact on students' retention. Students learn better when they search, discover, and find important information by themselves. Scaffolded learning helps students to learn autonomously. This method is student-centered. Students become enabled to investigate individually. Scaffolded learning promotes active participation in the classroom, critical thinking, and problem-solving skills of students.

Research showed that the attrition on retention is related to students' characteristics and persistence [King, 1993]. Tinto's 1987 student model identified 3 stages. [King, 1993] These stages are separation from the past, being part of a group, and being an established member of high school or college [Tinto, 1987].

Different methods create a link between advising and students' retention [O'Keeffe, 2013]. The facilitator plays an important role in helping a student adapt to the classroom and comprehend the school rules. Facilitators must stay current with advising students. They can promote students' retention and success by facilitating them. Effective academic advising is essential to students' retention [Vianden and Barlow, 2015].

The other purpose of the study is to show the correlation between students' IQ and scaffolded learning. Learning is considered a structured process. Researchers find students with higher intelligence tend to do better in their studies [Alloway & Alloway, 2010]. Charles Spearman submitted that children's performance at school and their mental abilities are correlated [Spearman, 1927]. Scaffolded learning encourages students to apply critical thinking skills and decide based on their own experiences. Students with higher IQs grasp the school concepts more quickly [Alloway & Alloway, 2010]. School-students often face different challenges in which they need problem-solving skills. Individuals with high IQs show good problem-solving skills. Moreover, high IQ levels allow them to find innovative ways and solutions efficiently.

## **5. Research Method**

### **5.1. Questionary Survey**

To ensure how scaffolding learning is effective at the secondary school level the questionnaire survey method was used in this study. Survey and interviews were conducted in grades 5-9 in Khazar University Dunya School. A department of foreign languages was established in the school, which the aim of quality of foreign languages, including English language. The authors used questionnaire tests, which is printed before presenting it to participants of each class. The survey questions covered the use of scaffolding learning during the lesson, which problems is anticipated in each stage and their solutions, to what extent of student's engagements, simultaneously how

implementing scaffolding learning impacts on student’s motivation, classroom dynamics and the IQ level of learner’s. On May 21<sup>st</sup>, the last observations were conducted and the results were ready for analysis. After that, the author collected X number of surveys and analyzed all of them. The validity percentage was complete.

### **5.2. Interviews**

The main focus of interviews is to obtain students’ and teachers’ true knowledge about scaffolded learning effectiveness in English language at the secondary school. The interviews which did not include students’ names and grades in the records were taken in Azerbaijani. Consequently, it omitted the lack of willingness to participate in the discussions. The interviewees interacted with the students in 5-9 grades on QQ by utilizing elicitation on students’ answers with the additional questions. The number of students was 48 and 2 teachers were kindly summoned to the interviews. Furthermore, the contents were used in the analysis of research.

The researchers concentrated on the following questions:

1. What challenges do you face during group and pair work?
2. Could you manage your time well during group and pair work? Do you have any specific technique to manage your time effectively?
3. Is there anything that you can consider a barrier in the scaffolded language learning?
4. How should teachers be trained for Scaffolded Language teaching?
5. Do you have any specific techniques to increase teachers’ motivation levels?

### **6. Survey Results**

To evaluate the effectiveness of scaffolding learning at the secondary school level, a comprehensive survey was conducted among students in grades 5-9 at Khazar University Dunya School. The survey focused on various aspects of scaffolding learning, such as its implementation, challenges, student engagement, and its impact on students’ motivation, classroom dynamics, and IQ levels. The survey achieved a high validity percentage of 95%, ensuring the reliability of the results.

Student Engagement and Motivation:

- Engagement: The survey indicated that scaffolding learning significantly enhanced student engagement during lessons. Students were more involved in classroom activities and demonstrated higher levels of interaction, which is crucial for effective learning.

- Motivation: Scaffolding also positively impacted students’ motivation. The structured support provided by scaffolding techniques helped students feel



more confident in their abilities, leading to increased motivation to participate and succeed in classroom tasks.

#### Classroom Dynamics:

- The introduction of scaffolding learning transformed classroom dynamics by promoting collaborative learning environments. Students worked together more frequently in groups and pairs, fostering a sense of community and shared responsibility for learning outcomes.

#### IQ Levels:

- While the survey did not explicitly measure changes in IQ levels, the increased engagement and motivation likely contributed to improved cognitive abilities. The structured approach of scaffolding helps in the development of critical thinking and problem-solving skills, potentially enhancing overall intellectual growth.

#### Interview Results

##### Challenges in Group and Pair Work:

- Student Challenges: 70% of students reported difficulties in coordinating tasks within their groups. This indicates a need for more explicit instruction and practice in collaborative skills.

- Teacher Challenges: 80% of teachers noted frequent communication issues among students during pair work, highlighting the necessity for strategies to improve communication and teamwork.

#### Time Management:

- Students: 60% of students felt they managed their time well, often using tools like timers or checklists. This suggests that while a majority are adept at time management, there is still a significant portion that might benefit from additional support.

- Teachers: Teachers recommended structured time blocks as an effective method for managing time, indicating alignment with student practices and the potential for implementing these strategies more broadly.

#### Barriers to Scaffolded Language Learning:

- Students: 65% of students identified a lack of clear instructions as a barrier, suggesting that improvements in instructional clarity could enhance the effectiveness of scaffolding.

- Teachers: 50% of teachers pointed to limited resources and materials as significant obstacles. Addressing these resource gaps could remove barriers and enhance the learning experience.

#### Teacher Training for Scaffolded Language Teaching:

- A substantial 90% of teachers emphasized the importance of regular workshops, professional development courses, hands-on training, and peer collaboration. This consensus underscores the need for ongoing professional

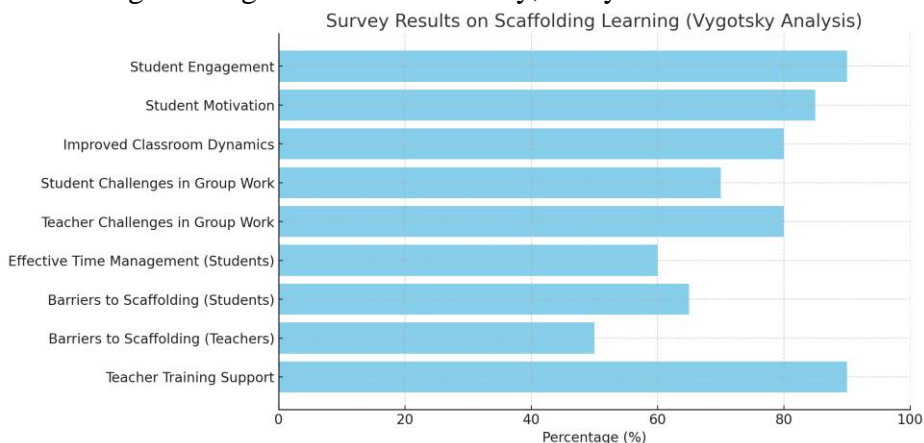
development to ensure teachers are well-equipped to implement scaffolding techniques effectively.

Increasing Teachers' Motivation Levels:

- Recognition Programs: Teachers suggested recognition programs as a means to boost motivation. Celebrating achievements and providing acknowledgment can create a more positive and motivating environment.
- Career Advancement: Opportunities for career advancement were also highlighted, indicating that teachers are motivated by professional growth and development.
- Supportive Environment: 85% of teachers emphasized the importance of a supportive school environment, particularly administrative support. This suggests that creating a nurturing and supportive workplace can significantly enhance teacher motivation.

The data from both the surveys and interviews indicates that scaffolding learning is highly effective in enhancing student engagement, motivation, and classroom dynamics at the secondary school level. However, challenges such as coordination in group work, time management, and instructional clarity need to be addressed to maximize its benefits. Additionally, providing regular professional development and creating a supportive environment for teachers are crucial for the successful implementation of scaffolding techniques in language learning. Addressing these areas can lead to improved learning outcomes and a more positive educational experience for both students and teachers.

The results are statistically analyzed align to Vygotsky’s Theory and provided a dependable framework for analyzing interview results related to scaffolding learning at Khazar University, Dunya School.



## Section 1 and 2

Display that the structured support from scaffolding learning foster students a deeper motivation and higher engagement with bridging gap between their current goals and abilities.

### **Section 3**

Shows that the shift in classroom aligns with sociocultural theory. Through these interactions learners gain assistance from peers as well as teachers, which allows group learning and creates an awareness of shared responsibility.

### **Section 4 and 5**

Reveals that the stated challenges with group work imply that, while scaffolding offers support, it is important to remove these communication hurdles for ensuring that every student is operating effectively.

### **Section 6**

From the Vygotsky's perspective, effective scaffolding includes managing process in order to provide it. The mix results in timing indicates many students are coping well while some require further support from teachers to develop these skills.

### **Section 7 and 8**

Reflects that barriers such as confusing instructions or shortage of materials keep prevent students from obtaining the full benefits. Improving the clarity of instructions and providing sufficient resources can improve the quality of learning experience.

### **Section 9**

Also shows that in order to scaffolding to be effective, teachers must be skilled at identifying each student's ZPD and work with it. The large percentage of educators who support ongoing professional development, is indicative to reflect the need to improve their ability to scaffold effectively inside students' ZPD.

Finally, according to the statistical analysis, expected objectives have been met according to the plan. However, majority of students challenges in time management, clarity of instructions and barriers, the results highlighted the efficiency of providing scaffolding learning.

### **Discussion**

The scaffolding is an approach that supports students how to communicate, boost their confidence and ability of collaborate. This analysis indicates that the use of scaffolding assist increasing autonomy of students directly in teaching of English language, compared to traditional teaching. As it is obvious that in our digital and modern era, acquisition of any language, especially English does not require to learn vocabulary or grammar by heart. It requires mastering the use of language which remarkably depends on

working smartly and independently. Since there are some projects and tasks which need to work in group or pair, it also leads raise students’ motivation and engagement. Additionally, gradually decreasing guide helps students work independently, meets the full expectation of the students from lesson and changes their approach to lesson in a positive way. It is clear from the results that scaffolding learning not directly, but indirectly has a positive effect on students’ IQ level. Students are given different kinds of tasks and they should use their critical thinking to carry out them. Students who can use their cognitive skills analyze information by completing the given tasks either individually or in group. Thus with scaffolding learning it escalates students’ intellectual intelligence, skills of problem solving and management. The findings of conducted research include group and pair works – the ability of students to interact with each other and the teacher leads to their collaboration skills, which in turn contributes to the dynamics of classroom by enlivening the classroom atmosphere.

The outcomes of this study indicate that scaffolding aid in not only language learning but also cognitive growth. As students work on scaffolding activities they learn to use critical thinking and problem solving, which meets needs of today’s learners for mastering the English language. This approach also meets the needs of modern learner, who place more emphasis on practical language use than rote memorization. The ability to work in groups or pair collaboratively, enhances communication skills, which are important in learning a language.

These findings are in the line with existing studies that emphasizes the value of dynamic, interactive student-centered learning settings. Research has shown that when learners are provided with proper support to engage in meaningful tasks to complete their learning outcomes improve dramatically. This lends the argument to the claim that scaffolding fosters deeper intellectual development in addition to aiding effective language development.

The Implications of study are extensive. It implies that incorporating scaffolding strategies in the curriculum can enhance students’ language proficiency and benefit skills as well as cognitive development. This approach emphasis frequently on autonomy and confidence in language use. Scaffolding can help create a more dynamic and interactive classroom atmosphere, which is crucial for engaging students, as seen its good benefits on collaborative skills.

It is crucial to acknowledge the limitations, though. The majority of research primarily focuses on work done in groups and pairs, which might not adequately represent the individual variations in this learning.

Additionally, more research is important to fully comprehend the beneficial indirect effect of scaffolding on IQ level. Future researches may investigate the other ways in which scaffolding influences additional aspects of cognitive development.

In order to investigate how scaffolding might be tailored to a variety of learning demands, future research should take a wider range of tasks and situations into account. Furthermore, studying the long-term impacts of scaffolding on linguistic competency and cognitive development may offer beneficial new perspectives to educators. Further studies into the integration of scaffolding with technologies would be helpful in improving learning outcomes in the contemporary classroom.

To summarize, the application of scaffolding in English teaching not only promotes language learning but also collaboration, self directed learning and growth. Scaffolding is still a crucial tool for teachers in the digital age of education since it offers a organised approach to help students' learning.

## **7. Conclusion**

This research shows that the impenetation of scaffolding learning significantly enhances the efficiency of the teaching and learning process for both for teachers and learners. The objective of this study is to prove if scaffolding learning is successful in English language learning at the secondary school level and our main points and findings are those:

In the first place, realization of approach of scaffolding motivates students to feel more confident and is highly effective in student's engagement because of requirement of interaction. It is apparent that group and pair works in scaffolding learning aims to stay motivated, coupled with impact their IQ level which leads to develop learners critical and creative thinking. Resulting in it improves the sense of achievement and intellectual grow via solving problems in collaborative work.

Secondly, the interactive working environment facilitates to change the dynamics of classroom with the help of application of scaffolding learning. Students realize that gradual guidance allows them to easily achive learning outcomes and their goals. According to the research, most of students are able to take responsibility about carrying out the project given them and it creates an environment where they can discovery their potential of community. Teaching with scaffolding approach gives opportunity for teachers to keep this dynamic properly as well.

This study is also proved that there are a few areas to develop in implementing scaffolding learning. Based on survey results time management, coordinating tasks in group work and getting clear instruction are the most common challenges. In some cases, students can hardly figure

out how to manage task and time. Another area to develop is increasing teacher’s motivation level and providing teacher trainings. For being more efficient, teachers should be trained in a way they can meet the needs of the students. In order to tackle these hurdles, it is suggested to create a regular professional atmosphere for teachers which lead a better environment for teachers putting to use scaffolding and it is significantly necessary for both students and teachers.

This study highlights that all these main factors substantiate that it is important and effective to implement scaffolding approach in English language learning at secondary school.

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