

# ENHANCING COMMUNICATIVE COMPETENCE THROUGH SCAFFOLDING: ANALYZING REACTIONS OF STUDENTS IN ENGLISH LANGUAGE LEARNING

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## ABSTRACT

*This research paper explores the impact of scaffolding techniques on enhancing communicative competence among English language learners. Through a qualitative analysis of student reactions, the study examines how different scaffolding methods contribute to the development of language skills. The findings suggest that scaffolding not only aids in comprehension and participation but also boosts learners' confidence and motivation. By analyzing classroom interactions and feedback, the paper provides insights into effective scaffolding practices that can be integrated into language teaching methodologies.*

**Key words:** *Communicative competence, Scaffolding, Reactions, English language learning*

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## 1.0 INTRODUCTION

In the field of language education, developing communicative competence is a primary goal. Communicative competence encompasses the ability to use language effectively and appropriately in various contexts, which is crucial for learners of English as a second language (ESL). One approach to fostering this competence is through scaffolding, a teaching strategy that involves providing continued support to students as they learn new concepts [5]. This paper aims to analyze the reactions of students to the use of scaffolding techniques and assess their effectiveness in enhancing communicative competence. By understanding how students perceive and respond to these methods, educators can better tailor their instructional strategies to meet learners' needs.

## 2.0 REVIEWS

Vygotsky, L. S. (1978) sociocultural theory posits that social interaction plays a fundamental role in the development of cognition. Central to this theory is the concept of the Zone of Proximal Development (ZPD), which represents the gap between what learners can do independently and what they can achieve with guidance [5].

Wood, D., Bruner, J. S., & Ross, G. (1976) introduced the concept of scaffolding, referring to the temporary support provided by teachers or peers to bridge this gap. This foundational theory underscores the importance of scaffolding in educational settings, including language learning [7].

Gibbons, P. (2002) discussed the use of instructional conversations, where teachers engage students in meaningful dialogue to develop language skills [3].

Walqui, A. (2006) highlighted the role of modelling, where teachers demonstrate language tasks and then gradually reduce support as students gain proficiency. These studies emphasize the flexibility and adaptability of scaffolding in catering to diverse learner needs [6].

Hammond, J., & Gibbons, P. (2005) conducted a study that showed how scaffolded instruction significantly improved students' academic language proficiency [4].

Echevarria, J., Vogt, M., & Short, D. J. (2017) found that the Sheltered Instruction Observation Protocol (SIOP) model, which integrates scaffolding techniques, led to enhanced language and content learning among English language learners [2].

### **3.0 OBJECTIVE**

- To develop a reaction scale for assessing the use of scaffolding techniques in developing communicative competence in English.
- To observe and analyze the reactions of students to the scaffolding techniques used for enhancing their communicative competence in English.

### **4.0 RESEARCH QUESTIONS**

- What are the students' reactions to the scaffolding techniques used in their English language learning?
- Do scaffolding techniques help students enhance their communicative competence in English?

### **5.0 COMMUNICATIVE COMPETENCE**

Communicative competence is a fundamental aspect of language learning, referring to the ability to use language effectively and appropriately across different contexts. Developed by Dell Hymes as a response to Noam Chomsky's concept of linguistic competence, communicative competence encompasses not only grammatical knowledge but also the social rules that govern language use. It involves mastery of syntax and vocabulary, as well as the ability to interpret and produce language in ways that are socially and culturally appropriate. For English language learners, achieving communicative competence means being able to participate confidently in everyday conversations, academic discussions, and professional interactions. This comprehensive approach to language proficiency is essential for learners to actively engage in and contribute to their communities and workplaces.

### **6.0 SCAFFOLDING IN LANGUAGE LEARNING**

Scaffolding in language learning refers to the supportive strategies employed by educators to assist students as they develop new language skills. Rooted in Vygotsky's sociocultural theory, this concept emphasizes the importance of providing continuous, structured support to learners, enabling them to accomplish tasks they would not be able to complete independently. Effective scaffolding techniques include modelling language use, providing feedback, using visual aids, and engaging in instructional conversations. As learners gain competence, these supports are gradually reduced, allowing them to become more autonomous. Research has shown that scaffolding not only aids in comprehension and skill acquisition but also boosts learners' confidence and motivation. In the context of English language learning, scaffolding helps students bridge the gap between their current abilities and the desired level of communicative competence, ultimately facilitating a more effective and engaging learning experience.

### **7.0 SAMPLE OF THE STUDY**

The sample for this study was selected using the convenience sampling method, as discussed by Cohen, Manion, and Morrison (2018), which involves selecting participants based on their accessibility and availability [1]. A total of 45 students from Class IX at C. N. Shah Sarwajanik School, Pandoli, were chosen as the sample for this study. To assess the effectiveness of scaffolding techniques in enhancing communicative competence, the study employed a one-group pre-test post-test research design. In this design, the same group of students was assessed both before and after the intervention, enabling the measurement of changes in their language skills resulting from the scaffolding techniques applied during the study.

### **8.0 DEVELOPMENT OF REACTION SCALE**

The reaction scale for this study was developed to assess students' responses to the scaffolding techniques used to enhance their communicative competence. It consists of 10 distinct statements, organized into two main components: 'Joy of Learning English' and 'Teacher's Role.' Each statement was accompanied by a checkbox,

allowing students to indicate their level of agreement based on their personal experiences. A five-point scale was employed to measure students' reactions. This scale provided a detailed understanding of students' perceptions and reactions towards the intervention. The components and the number of statements within each component are provided below.

### 8.1 Components of Reaction Scale

The following are the components of the reaction scale and the number of statements in each component.

**Table 1:** Components and Number of Statements

Sr. No	Components	Number of Statements
1	Joy of Learning English	6
2	Teacher's Role	4
<b>Total</b>		<b>10</b>

## 9.0 DATA COLLECTION

The researcher developed a detailed reaction scale to assess the reactions and learning experiences of the students following the intervention programme. After the intervention, the researcher administered the reaction scale to the students. This administration took place in a controlled environment, ensuring that students could respond thoughtfully and without external influences. This approach enabled the researcher to collect consistent and reliable data on the students' perceptions and experiences. Once the data were collected, the researcher employed the chi-square test for analysis. This statistical method was chosen because it is well-suited for examining relationships between categorical variables, making it ideal for analyzing the students' responses to the reaction scale. Through this method, the researcher could effectively evaluate the impact of the scaffolding techniques used in the study.

## 10.0 DATA ANALYSIS AND INTERPRETATION

The researcher presents the statements and their chi-square values in the table below:

**Table 2:** Data Analysis and Interpretation of Reaction Scale

Sr No	STATEMENT	SA	A	N	D	SD	X <sup>2</sup>
1	I enjoy during learning of English language through the programme.	28	16	1	0	0	70.667
2	I enjoy doing innovative activities in English in the programme.	30	15	0	0	0	80.000
3	I felt very good when I spoke English during the activity.	21	18	3	2	1	41.556
4	I felt very good when other students spoke English during the activity.	13	20	8	1	3	26.444
5	I was confused about what to speak in English during the activity.	6	12	12	12	3	8.000
6	I was afraid to speak English during the activity.	8	17	4	12	4	13.778
7	The teacher gave me appropriate feedback for my English expression during class.	21	15	7	1	1	34.667
8	The teacher encouraged to speak in English during the activities.	25	19	0	0	1	64.667
9	The teacher presented the instructions about the activity in a comprehensible manner.	35	8	0	2	0	98.667
10	The teacher did not scold me for making mistakes in English during the activity.	3	9	6	15	12	10.000

### 10.1 Interpretation

Statement 1, regarding enjoyment of learning English through the program, showed a significant difference in responses with a calculated chi-square value (70.667). Total 28 students strongly agreed and 16 agreed, indicating a high level of engagement and satisfaction. Only one student was neutral, and none disagreed, pointing to a positive reaction to the program.

Statement 2, focusing on enjoyment of innovative activities in English, also revealed a significant difference with a chi-square value (80.000). A significant number of students (30) strongly agreed and 15 agreed, showing that the innovative activities were well-received and appreciated by the students. No students were neutral or disagreed, reflecting the effectiveness and enjoyment of the activities.

Statement 3, addressing students' feelings when speaking English during the activity, showed a chi-square value (41.556). Most students (21) strongly agreed and 18 agreed that they felt good when speaking English, indicating a generally positive experience. However, some students were neutral (3), disagreed (2), and one strongly disagreed, which suggests that speaking activities were appreciated but also presented challenges for some students.

Statement 4, related to students' feelings when other students spoke English, had a chi-square value (26.444). Thirteen students strongly agreed and 20 agreed that they felt good when other students spoke English, showing a positive response to peer interactions. However, eight students were neutral, one disagreed, and three strongly disagreed, indicating that the peer interactions had a mixed impact on students.

Statement 5, assessing confusion about what to speak during the activity, resulted in a chi-square value (8.000). Six students strongly agreed and 12 agreed that they were confused, with an equal number of students neutral (12), disagreeing (12), and three strongly disagreeing. This indicates that confusion was a significant issue for some students, highlighting the need for more support in guiding their language use.

Statement 6, concerning fear of speaking English, showed a chi-square value (13.778). Eight students strongly agreed and 17 agreed that they were afraid to speak English, while four were neutral, 12 disagreed, and four strongly disagreed. This suggests that fear was a barrier for some students, pointing to the importance of fostering a supportive and encouraging learning environment.

Statement 7, focusing on the appropriateness of the teacher's feedback, showed a chi-square value (34.667). Twenty-one students strongly agreed and 15 agreed that the teacher provided appropriate feedback, with seven students neutral, one disagreeing, and one strongly disagreeing. The generally positive response to feedback indicates that the teacher's support was mostly effective, though some students felt it could be improved.

Statement 8, addressing the teacher's encouragement to speak English, revealed a chi-square value (64.667). Twenty-five students strongly agreed and 19 agreed that the teacher encouraged them to speak English, with only one neutral response and no disagreements. This indicates strong support from the teacher and a positive impact on students' willingness to engage in speaking activities.

Statement 9, concerning the clarity of the teacher's instructions, had a chi-square value (98.667). Thirty-five students strongly agreed and eight agreed that the teacher presented instructions clearly, with no neutral or disagreeing responses, and only two students strongly disagreeing. This overwhelming positive response reflects the teacher's ability to deliver clear and understandable instructions, enhancing students' comprehension of the activities.

Statement 10, focusing on the teacher not scolding students for making mistakes, showed a chi-square value (10.000). Three students strongly agreed and nine agreed that the teacher did not scold them for mistakes, with six students neutral, 15 disagreeing, and 12 strongly disagreeing. This indicates mixed perceptions, suggesting that while some students felt supported in making mistakes, others may have felt that mistakes were not fully accepted in the classroom.

### 11.0 FINDINGS

The findings of the first component showed that students had a very positive reaction to learning English and participating in innovative activities. Most students enjoyed the lessons and found the activities engaging. This suggests that the scaffolding techniques used in the programme were effective in engaging students and enhancing their enjoyment of learning English.

The findings of the other component reflected mixed reactions to confidence and teacher support. Students had varied responses regarding their confidence in speaking English and the support they received from the teacher. While most students felt encouraged and received helpful feedback, some expressed confusion or fear when speaking. This indicates that while the scaffolding helped many students, additional support may be needed for others to feel more confident in their speaking abilities.

## 12.0 CONCLUSION

This study examined the impact of scaffolding techniques on enhancing students' communicative competence in English. The findings show that scaffolding significantly increases student engagement and enjoyment in learning activities. Most students had positive experiences with the innovative activities, indicating that these methods were effective and enjoyable. However, there were mixed reactions regarding confidence in speaking English and teacher support. Overall, scaffolding is a valuable strategy in language learning, but it must be flexible and responsive to students' varying confidence levels and support needs.

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