

Sveučilište u Zagrebu

Filozofski fakultet

Odsjek za anglistiku

Katedra za metodiku

**SCAFFOLDING IN ELT CLASSROOM: PRIMARY VS. SECONDARY
SCHOOL STUDENTS**

Diplomski rad

Student: Zrinka Rašan

Mentor: dr. sc. Renata Geld, doc.

Zagreb, 2016

University of Zagreb

Faculty of Humanities and Social Sciences

Department of English

TEFL Section

**SCAFFOLDING IN ELT CLASSROOM: PRIMARY VS. SECONDARY
SCHOOL STUDENTS**

Graduation thesis

Student: Zrinka Rašan

Mentor: Asst. Prof. Renata Geld

Zagreb, 2016

Contents

Abstract.....	1
Key words.....	1
1 Introduction.....	1
1.1 Previous research.....	2
2 Theoretical background.....	2
2.1 Basic concepts.....	3
3 The study.....	6
3.1 Participants and data collection.....	6
3.2 The instrument.....	8
3.3 Analysis procedures.....	9
3.4 Results and discussion.....	10
3.4.1 Pilot study.....	11
3.4.2 Main study.....	12
4 Conclusion.....	19
References.....	20
Sažetak.....	22
Ključne riječi.....	22
Appendix 1.....	23
Appendix 2.....	24
Appendix 3.....	24

Abstract

Scaffolding, as an essential part of teaching, enables learners to grasp new concepts with the help of a tutor or their peer and become autonomous. In order to find out whether the ELT scaffolding provided in a primary school differs from the one provided in a high school, a study was carried out in two schools in Croatia. It was conducted through classroom discourse observation during ten lessons in four grades. As the topic of scaffolding in Croatia has yet to be studied more closely, this study presents a small step towards a closer exploration of the complexity that is (English) language teaching.

Key words

Scaffolding, ELT, observation, primary school, high school

1 Introduction

In teaching in general, but especially in language teaching, one of the most important aspects teachers have to consider is scaffolding. This is a dynamic form of help which allows the students to achieve understanding of certain concepts, but also stimulates learning in general, as it enables the learner to become (more) autonomous and the teacher to mediate knowledge rather than impose it to the students. Moreover, Hammond and Gibbons (2005b) state that scaffolding is a concept that “many regard as central to the core business of teaching” (p. 7). It is often subtle, sometimes even subconsciously given by teachers; it is also one of the key factors needed for learning, especially for language learning, which makes it an essential part of English language teaching (ELT). Therefore, it presents an interesting topic as it assists conceptual and linguistic development and at the same time intertwines various aspects of both learning and teaching.

Scaffolding is provided on many different levels and in various ways which greatly depend on the age of the student, and this study explores and shows the similarities and the differences between scaffolding of several different age groups. The study on which this paper is based was conducted in the form of classroom observation in one primary and one secondary (grammar) school in Zagreb, Croatia. In each school a pilot study was conducted,

followed by the observation of two classes during ten English lessons in order to detect and compare the ways and amount of scaffolding used in ELT.

1.1 Previous research

With regard to the investigation of scaffolding in the context of foreign language education in Croatia, we need to stress that the research is scarce. However, the researchers in general have investigated the concept of scaffolding in the context of education for approximately 40 years. In this period it has been researched from various angles. For example, the pioneers of the term, Wood, Bruner and Ross (1976) were the first ones to take a closer look at this aspect of teaching as they explored the difference in the ways and the amount of tutoring of different age groups. Donato (1994) investigates collective scaffolding focusing on peer scaffolding. When talking about newer research, P. Gibbons and J. Hammond, along with A. Walqui should be mentioned as prominent names in this field. Whereas they give a broad perspective, as in Walqui's *Scaffolding Instruction for English Language Learners: A Conceptual Framework* (2006), Gibbons' *Scaffolding learning. Scaffolding language* (2015), or Hammond and Gibbons' *Putting scaffolding to work: The contribution of scaffolding in articulating ESL education* (2005a), some of the new researchers narrow down on the subject by focusing on one of the aspects of learning. Such examples include Chang and her thesis *Visual Organizers as Scaffolds in Teaching English as a Foreign Language* (2006) in which she reviews literature focusing on the visual aspect of learning, and Chi's *Scaffolding EFL Learners' Comprehension of Texts* (2007).

2 Theoretical background

The concept of scaffolding has been researched primarily as a whole (overview of the scaffolding as a concept) or with a focus on one group or one aspect of teaching (e.g. reading or writing). This paper provides a broader view of scaffolding, as it does not focus on only one language feature, as well as a comparison of different age groups. It also presents an attempt to encourage and further inspire this type of research, especially since this field in Croatia is rather unexplored.

Foreign language teaching in Croatia is of great importance, as it is implemented as soon as the child starts school and compulsory from the first grade up during the twelve years of compulsory education. ELT is also offered in some pre-school establishments as a part of additional programs. Therefore, ELT is exceptionally important in Croatian schools, since it is essentially omnipresent in the country; according to Eurostat (2012), in 2012, 99.2 % of pupils were learning English as a foreign language. As a result, by the age of 15 all students are familiar with at least one foreign language, which is in most cases, English.

2.1 Basic concepts

Scaffolding is “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” (Scaffolding, n.d.). This concept is used in both learning and teaching context as a metaphor for assistance that supports student success through modeling, formative feedback and gradual development making it possible to reach the learning target (Palmer 2014, p. 28); it is “a special kind of help that assists learners in developing new skills, concepts or levels of understanding” (Gibbons 2014, p. 16). The term scaffolding in the context of learning was first used by Wood, Bruner and Ross in *The Role of Tutoring in Problem Solving* in 1976 (Hammond, Gibbons 2005b, p. 8). Since then it has been widely accepted in the context of education, since it is regarded that effective teaching is not merely the transmission from one individual to another; it is a collaborative and negotiated social process, in which knowledge is constructed between, rather than within, individuals (Hammond, Gibbons 2005a, p. 8). Therefore, scaffolding presents one of the crucial parts of education in general.

Scaffolding is a dynamic process in which a learner is given a certain amount of help in order to successfully perform a task, simultaneously completing the task and learning. It is safe to say that scaffolding encompasses a variety of activities, creating an intricate and complex aspect that is crucial for learning; yet it is often overlooked or confused with something else. Therefore, it is important to discern what scaffolding is and what it means to both students and teachers.

The term “scaffolding” should not be used interchangeably with the term “help,” since the two somewhat differ. Scaffolding is a kind of help; a temporary help that challenges

the learner and after the help is often given by the more competent party¹, the learner can autonomously perform the task. When talking about education, it is not any form of teacher support, but rather a specific help that enables the learner to achieve a task which would not be possible without support, and as there is a finite goal, scaffolding presents a way of supporting a learner achieve that goal (Sharpe, 2001, p. 43). In other words,

teachers need to provide temporary supporting structures to assist learners to develop new understandings, new concepts, and new abilities. As the learner acquires these skills, so teachers need to withdraw that support, only to provide further support for extended or new tasks, understandings and concepts (Hammond, Gibbons 2005b, p. 8).

Hammond and Gibbons (2005a) further state that scaffolding is present at both the macro and the micro levels (p. 11), since the key of effective teaching lies both in teachers' abilities to plan, select and sequence tasks in accordance with the different levels and abilities of students, and in their ability to make the most of the teachable moment (ibid, p. 10). This defines scaffolding as a combination of the pre-planned and the contingent; teachers provide new learning challenges for their students, and at the same time provide necessary support for meeting those challenges (ibid, p. 11). Therefore, the instructor, i.e. teacher, has to constantly be aware of the learner's progress, evaluate it, and predict the outcomes in order to know what to do next and in what way. Some of the activities and tasks that scaffolding includes are:

- interesting the child in the task;
- reducing the number of steps required to solve a problem by simplifying the task, so that a child can manage components of the process and recognize when a fit with task requirements is achieved;
- maintaining the pursuit of the goal, through motivation of the child and direction of the activity;
- marking critical features of discrepancies between what a child has produced and the ideal solution;
- controlling frustration and risk in problem solving; and
- demonstrating an idealized version of the act to be performed (Bransford et al., 2000, p. 104).

This reflects the complexity of the scaffolding regarding one person; scaffolding the whole classroom becomes even more complex, since it also includes different student-teacher relation and classroom dynamics. Hence scaffolding in the classroom is transformed into “a

¹ Scaffolding can also be provided by the learner's peer(s).

blend of planned and the improvised, the predicted and the unpredictable, routine and innovation” (Walqui 2006, p. 164), and the teacher has to be prepared for this dynamic environment.

When talking about scaffolding, it is necessary to mention Vygotsky and his renowned theory of the zone of proximal development (ZPD). Walqui summarizes ZPD as “the primary activity space in which learning occurs” (Walqui, 2006, p. 160). In other words, this term refers to the ability of tackling a challenge; the learner can master a certain assignment due to the acceptable difficulty of the task and the instructions of the tutor. It is important that the task is not too easy, otherwise the learner will not feel challenged and will lose interest; however, the task cannot be too difficult either, as the learner will feel discouraged. If the criteria for the medium task difficulty are not met, the learner will not learn anything, since the task is out of his/her ZPD.

It is important to state that the context in which the learning occurs is the crucial element; i.e. the presence of a more experienced learner/teacher, and therefore instructions, is an essential aspect for ZPD. The learner does not try to solve the task without any guidance; he/she is supervised and offered direction and help, hence the relation to scaffolding. Accordingly, scaffolding is at the same time challenging and supportive, enabling learners to work within their zone of proximal development (Hammond, 2001, p. 34). Walqui suggests that scaffolding can occur only within ZPD, since working in the ZPD means that the learner (assisted by others) is able to achieve more than he or she would be able to achieve alone (Walqui 2006, p. 163). Hammond and Gibbons (2005b) confirm the statement and add that effective scaffolding can even extend the upper limit of the ZPD; moreover, the learners have the possibility reach beyond their assumed abilities (p. 13). The emphasis is put on the importance of the role of the instructor, as he/she sets the pace and way of learning, and also recognizes (potential) problems and works around them. Of course, the ultimate goal of scaffolding is for the learner to become autonomous, as Hammond and Gibbons (2005a) argue: “[e]ffective scaffolding should also result in ‘handover’, with students being able to transfer understandings and skills to new tasks in new learning contexts, thereby becoming increasingly independent learners” (p. 8). In other words, the main idea of scaffolding is to providing support for all students to be successful today, in order to create independent learners who will tomorrow be able to do the same task on their own (Palmer 2014 p. 57).

In education, the existence of planned curricula also reflects on the classroom scaffolding, as it dictates the syllabus and the pace of the progress through materials. Walqui defines three levels of scaffolding, grading them from macro to micro levels:

First, there is the meaning of providing a support structure to enable certain activities and skills to develop. Second, there is the actual carrying out of particular activities in class. And, third, there is the assistance provided in moment-to-moment interaction (Walqui, 2006, p. 164).

The focus of this study was on the second level, namely activities in class which were observed as individual units. Scaffolding was also observed in the previously mentioned moment-to-moment interaction, which means that the third level was researched as well. The observation of these levels enabled different types of scaffolding analysis which will be presented in the following sections.

3 The Study

The goal of this study was to investigate scaffolding differences between primary and high school ELT classrooms. We hypothesized that the process of scaffolding would differ due to differences in students' age, cognitive maturity and language proficiency. High school students are older and their cognitive and linguistic awareness is more developed; thus, they would need less scaffolding than primary school students. Since there were two classes observed in both schools, the biggest differences were expected to be found between the lowest grade observed in the primary school and the highest grade observed in the high school.

3.1 Participants and data collection

The data for this study were collected in two different schools in Croatia – one primary and one high school. The study had three phases – a pilot study, data collection and data analysis. Prior to the data collection, a pilot study was conducted in 2015, making it possible to test the instruments and methods used for observation. The pilot study consisted of

two observed lessons per class in the high school², and one observed lesson per class in the primary school. The method used was observation throughout which the researcher wrote down the data in a table as shown in Appendix 1. The method proved satisfactory and was used in the main part of the study. All the classes participating in the main part of the study were selected according to the advice given by the teachers participating in the study.

One teacher per school participated in both the pilot and in the main study. It is important to stress that the teaching styles of the teachers observed differ in respect to each other, which can partially be explained by the different age groups they teach.

The primary school teacher had a good relationship with her students. They demonstrated confidence during the lessons and willingness to participate. The teacher motivated them on a daily basis and provided a good learning environment, while creating a family-like setting. The teacher also used the native language in her lessons for restating and explaining. The classroom atmosphere in all her classes (i.e. the ones participating in the pilot and in the main study) is relaxed and pleasant.

The high school teacher had a fairly good relationship with the students. However, it seemed less friendly and more serious than the one the primary school teacher had with her students. One of the reasons might be the fact that the high school students are teenagers, who generally disprove any authority figures at that age. The students were not so eager to participate in the lesson, which resulted in a somewhat weary atmosphere and a greater need for the teacher to try and motivate students. It is also worth noting that the teacher often provided additional materials, mainly texts and audio tapes.

In the main study, lessons were observed in two classes in each school, each class varying in the number of students. The goal was to observe the differences between scaffolding in lower and higher grades, and therefore the observation took place in two classes per school: in the primary school 6th/7th and 8th grade were observed during ten lessons – five during one school year (2014/2015), and five at the beginning of the next school year. It

² It should be noted that the school participating in the study is a grammar school focused on modern languages, as it differs from “ordinary” grammar and vocational schools in terms of certain subjects and the expected level of language proficiency.

should be noted that one class graduated at the end of the first school year, and consequently, for that grade level another class was observed instead.

As previously stated, the number of students varied: in the primary school the first observed class consisted of 19 students, but that number changed after one student transferred at the beginning of the school year 2015/2016. The second observed class counted 20 students, but after their graduation the observation continued in a class of the same grade level (8th grade) and counted only 15 students.

The high school observation was also conducted over ten lessons in two classes: one first grade and one third grade that became second and fourth grade with the beginning of the new school year (freshmen and junior grade became sophomore and senior grade). Three lessons were observed during the school year 2014/2015, and the remaining seven lessons during the school year 2015/2016. The first class (1st/2nd graders) consisted of 29 students, a number that stayed the same during both school years. The other observed class (3rd/4th graders) also had a fixed number of students during both school years, but the number of students present in the lessons observed varied greatly (16-28).

It should be stated that the ten lessons were not observed consecutively due to various lesson plans and testing that took place. It is also important to state that not all students had the same level of language proficiency (and competence), but this situation was to be expected in public schools³.

3.2 Instrument

Data were collected by observation and written in the tables specifically designed for the purposes of this study. The material was created based on the theoretical guidelines and features from Walqui's (2006) *Scaffolding Instruction for English Language Learners: A Conceptual Framework* (2006) in combination with the criteria from Wood, Bruner and Ross' *The Role of Tutoring in Problem Solving* (1976). The data were recorded and classified according to several criteria included in the table as shown in Appendix 1. The criteria are listed and explained in the following section:

³ The expected language level after finishing first four years of English as a first foreign language in primary schools is A1; when finishing primary school, students should have mastered level A2. At the end of grammar school, students' language level should be between interlevel and the individual level (B1+) (National Curriculum Framework, 2010).

Continuity - tasks are repeated (with variations) and connected to one another

Contextual support - exploration is encouraged in a safe, supportive environment; access to means and goals is promoted in a variety of ways.

Intersubjectivity - mutual engagement and rapport are established along with participation; encouragement is provided

Contingency - task procedures are adjusted depending on actions of learners; contributions and utterances are oriented towards each other and may be co-constructed

Handover/takeover - increasing role for the learner as skills and confidence increase; the teacher watches for the learner's readiness to take over increasing parts of the action.

Flow - skills and challenges are in balance; participants are focused on the task and are 'in tune' with each other (Walqui 2006, p 165.)

Direct intervention (showing) – physically showing (eg. pointing), showing examples of finished products, demonstrating

Verbal correction (telling) – verbally correcting learners' mistakes

Verbal correction and reminder (telling) - reminding the learners of the task requirements and correcting his efforts (Wodd, Bruner, Ross 1976, p. 95.)

The materials were tested during the pilot study and were found adequate; therefore they were used in the main study as well. In the primary school four lessons were also recorded as audio tracks. The permission to record audio tracks of the high school lessons was not granted, so the data were collected only in the written form.

3.3. Analysis procedures

The data were collected by observing lessons and on-the-spot classification of the information obtained according to the above described criteria. The criteria were observed individually for each activity, which was marked with the sign +, and where necessary, additional comments were written (for example, when teachers used additional materials such as videos and hands-on activities) in order to make further analysis easier. Audio tracks recorded in the primary school served as a basis for transcripts that further helped in grasping

the context, the methods, and the extent of scaffolding. The written data were analyzed immediately after the observation period finished, while the transcripts were made somewhat later. The transcript of the lessons can be found in Appendix 2.

As previously mentioned, the data were gathered by marking the presence of the following features with a “+” sign in tables based on the following criteria: continuity, contextual support, intersubjectivity, contingency, handover/takeover, flow⁴, direct intervention (showing), verbal correction (telling), verbal correction and reminder (telling)⁵. The analysis began with calculating a total amount of scaffolding features per grade. During the next step of the analysis, the marks were counted to form a total number of a certain individual feature in a particular grade. Additional comments and primary school audio tapes were also taken into consideration, as they provide further information about the methods and the intensity of scaffolding. After the numbers were finalized, they were compared in order to see whether the hypothesis stated is true. Following the primary analysis, several examples were taken and categorized according to the criteria in Walqui (2006, p.170) in order to show the differences/similarities between the ways and methods of scaffolding in primary and high school classes. This was done primarily using the additional information written in the tables during the observation period.

3.4 Results and discussion

Preceding the results of this study, a brief summary of findings from previous research will be presented. As noted before, previous research discussing scaffolding focused on aspects of scaffolding different from this research. Wood, Bruner and Ross (1976) were the first ones to introduce the concept of scaffolding, and looked into the amount of tutoring that different age groups need. The results showed that less tutoring is needed as the learners get older. As that research is similar to this study, the hypothesis was also partially based on their results. Turning to the question of peer scaffolding, Donato (1994) found that peers are also capable of effective scaffolding, and that it may result in linguistic development of an individual learner. (Donato 1994, p. 51). Hammond and Gibbons (2005a) came to the same conclusion – students support each other’s learning and they are actively engaged in the shared construction of knowledge with the teacher. Chi (2007) observed scaffolding within

⁴ The mentioned criteria were taken from Walqui (2006: 165).

⁵ The three mentioned criteria were taken from Wood, Bruner and Ross (1976: 95).

the same age group consisting of more and less proficient students, and found that even though the amount of scaffolding stayed the same, the methods changed in accordance with the students' language proficiency.

3.4.1 Pilot study

Before the data collection was done, a pilot study was conducted in both schools. The instrument (Appendix 1) was the same one used for the main study, as it was found to be adequate. It should be noted that the results of the pilot study should not be taken as definite, as the data consists of a very small sample – one lesson per class in the primary school and two lessons per class in the high school. Since the high school observation had the data for two lessons, an average result per class was calculated and then compared with the results for the primary school. The results are shown in Table 1:

Grade	Number of activities (total)	Number of scaffolding features (total)	Number of scaffolding features per activity (total)
6 th	9	39	4,333
8 th	6	25	4,166
1 st	12	50	4,166
4 th	9,5	35	4,117

Table 1. Pilot study results – total numbers of activities and scaffolding features

The highest amount of scaffolding features per activity was recorded in the lowest observed grade in the primary school while the lowest amount was detected in the senior grade of the high school. In comparison with the 6th grade, the scaffolding reduced in 8th grade, supporting the hypothesis that scaffolding reduces as students progress to higher grades. However, the amount of scaffolding in the 1st grade remained the same as in the 8th grade. Compared with the 1st (and 8th grade), the 4th grade showed a small decrease in observed scaffolding. Despite the results showing a slight difference in the scaffolding provided in four classes and overall seemingly confirming the hypothesis to a certain extent, these data were taken from a small sample and should be tested by the main study.

The analysis of the individual scaffolding features was not done for the pilot study as this was to be done for the main study that covers more data and is therefore considered to be more reliable.

3.4.2 Main study

Regarding this part of the study, the results discussed below present the amount of a certain scaffolding feature observed in two primary school and high school classes. It should again be noted that the observation took place during the end of one school year and the beginning of the next, meaning that there was a three month gap in the continuity of students' learning and working habits. This information should be taken into consideration as it presents a certain limitation to the data consistency.

The activities done were recorded as the lesson progressed, simultaneously with their corresponding scaffolding criteria. The scaffolding features were marked independently from each other. During the analysis the number of activities, as well as the total number of scaffolding features, was summed up firstly per lesson, and afterwards per class. The total numbers of marked scaffolding features present are shown in Table 2:

Grade	Number of activities (total)	Number of scaffolding features (total)	Number of scaffolding features per activity (total)
6 th /7 th	71	228	3.211
8 th	67	215	3.208
1 st /2 nd	80	217	2.712
3 rd /4 th	85	229	2.694

Table 2. Main study results – total numbers of activities and scaffolding features

As it can be observed, the statistics show a slight, gradual decrease in total scaffolding from primary to high school, the highest amount being present in the 6th/7th grade, and the lowest in junior/senior class. The results in the table above show that the amount of scaffolding slightly and gradually decreases, which confirms the hypothesis. However, along with exploring the hypothesis, the goal of the study was also to discover whether the scaffolding provided in primary and high school differ, which can be done by observing scaffolding features individually. When they are observed separately, the results are following:

	Grade			
	6 th /7 th	8 th	1 st /2 nd	3 rd /4 th
Continuity	6	5	4	2
Contextual support	36	29	27	37
Intersubjectivity	30	32	37	40
Contingency	23	18	26	19
Handover/takeover	26	27	33	45
Flow	47	43	32	30
Direct intervention (showing)	4	12	3	7
Verbal correction (telling)	36	31	24	23
Verbal direction and reminder (telling)	20	18	31	26

Table 3. Number of individual scaffolding features present

As it can be seen, the amounts of some features present do support the hypothesis that scaffolding reduces as students progress through the educational system. This can be observed for the following: continuity, flow and verbal correction. The decrease for the mentioned features can be explained by the fact that students become more independent learners: they understand what is expected of them and become capable of understanding more abstract concepts. In other words, their linguistic awareness develops. Therefore, there is less need for strongly connected tasks (flow and continuity) and verbal correction, as students can correct themselves.

An increase has been detected for handover/takeover, which was to be expected, as students become more autonomous, and more is expected of them. It is interesting to note an increase in intersubjectivity as well, which continually grows from primary to high school. This might be related to older students' broader perspectives and the ability to connect several cognitive fields, creating an intricate web of (general) knowledge.

Other features such as contingency and verbal direction were more present in the lower grades of both schools and decreased in higher grades. It should be stated that the primary school teacher used the native language along with L2 for giving instructions in order to ensure that all the students understood what is expected of them, as some have a lower proficiency level. However, it is interesting to note that the higher numbers for both these

features (contingency and verbal direction) were recorded in the high school (unlike the hypothesis suggests). The smaller amount of contingency in the primary school can be explained by the fact that the students are a more homogenous group; they have had one teacher who is familiar with their individual abilities and language proficiency. In the high school, this changes as students come from different schools with different background knowledge, and therefore the high school teacher has to adjust the tasks in a larger extent, in order to get to know her students' L2 proficiency. The familiarization of teachers with the students' abilities can be related to the decrease of the amount of contingency in the higher grades of both schools. The same can be applied to the feature of verbal direction and reminder – in higher grades the students already know “how the system works”, i.e. what the teacher expects of them. In lower grades the amount of verbal direction is higher because of the change in the classroom dynamics: in high school, the teacher is a new authority figure with whose methods and expectations the students are not yet familiar; as they get to know the teacher, the amount of her verbal direction and reminder drops.

The amount of direct intervention (showing), as it can be seen, increases from lower to higher grades, and it is more present in the primary school classes. This can be related to the fact that primary school students are younger and tasks can be easier to explain by direct showing, whereas older (high school) students can easily follow verbal instructions (hence a higher amount of previously mentioned verbal directions).

The most interesting results are found for the feature of contextual support. The highest amount of contextual support has been recorded in the higher high school grades, and the lowest amount in the lower high school grades. However, the ratio recorded in the primary school for the given feature was recorded as the opposite: a higher amount was observed in the lower grades, while a lower amount was present in the 8th grade. This does not seem to be related with the students' age or proficiency level, and therefore it might be explained by taking into consideration the classroom atmosphere. As indicated earlier, it was perceived that the primary school teacher generally created a more comfortable and enthusiastic atmosphere while the high school teacher did not manage to do so in that measure. However, each class has their own individual dynamics, so different approaches are necessary. The results for this feature are related to the amount of teachers' ways and attempts to engage with the students, i.e. types of extra materials used. It should also be noted that while the highest number for contextual support was recorded for the high school teacher as she applied it the most, the

number of ways in which the feature was implemented was recorded higher with the primary school teacher. To be more specific, the high school teacher quantitatively used more contextual support, but fewer methods (primarily audio tapes and supplementary materials in the form of photocopied texts), whereas the primary school teacher employed several different methods (audio tapes, video, hands-on activities, posters, overhead projector materials etc.).

Examples of the six instructional scaffolding types according to Walqui (2006, p. 170) used in both schools are presented below. As indicated earlier, the following data was gathered by making additional comments in the tables used during the observation period. The examples from the primary school also include short abstracts from the transcripts⁶ of the audio tapes. The presented data compares, or rather shows the differences between the means and the intensity of scaffolding in both schools.

Modelling

Primary school: Teacher gives clear examples of what is requested for imitation and shows the students the final product of the task.

Example 1: As she explains the task, the teacher shows examples made by other students.

T: [Znači bavit ćemo se reklamiranjem.] Today, if you're not on this side, you will work for an advertising agency, [znači to vam je zapravo jedna agencija za reklamiranje and your task is going to be to help a company to develop a product. [Treat ćete razviti, smisliti nekakav novi projekt.] You will get a clean piece of paper, like this, where you are going to put basic information, a little advertisement about your product. [Znači, na ovom posebnom papiru, na ovom posebnom papiru ćete mi znači napraviti to što treba.] In your books, pg 53, open it and you will have instructions how to-- how to start developing a product. [Ok, znači tu imate upute kako, što vi trebate sve napraviti da biste izreklamirali taj novi proizvod.] Ok, for example, these are some of these (*inaudible*) from last year. For example we have here energy drink that's called „Insaner.“ It says: “New! You had a bad day? You feel sleepy and tired? We have a solution! Insaner is our ranking energy drink found by“ and then your name “Croatian scientist. It gives an insane energy, more than any other energy drink. Insaner has insane, awesome (*inaudible*) taste and it's best for bodybuilders. Buy it now! Just 2\$!

⁶ The transcription key can be found in Appendix 2, and the full transcript is included in Appendix 3.

“You can put your price in kunas, in euros, in American dollars, Canadian dollars, Australian dollars, whatever you like. Or “3 in 1! Mirror and keychain plus hairbrush. This is our new product. It is great solution for little bags. We have hairbrush, mirror and cool keychain which-- take it in house, school, cinema, (*inaudible*). Recommended by Selena Gomez,“ for example. “Only 2\$.”

High school: Teacher explains the task and models by doing the first few examples together with the students.

Bridging

Primary school: Teacher establishes a personal link between the lesson and student’s experience.

Example 2:

T: Ok, what is the most difficult part of foreign language study? Is it grammar, vocabulary, the way you pronounce or spell words--? And what is your favourite part of studying English?

S3 answers.

T: Vocabulary, you like to learn new vocabulary. Ok, Tomislav, tell us about your summer holidays.

S3 answers.

T: Where did you go, what did you do, was it fun--?

S3 answers.

T: You went to the sea, mhm. The Adriatic sea?

S3 answers.

T: Where did you go to the sea, to the island or some place else? (*Inaudible*). Vodice, mhm. Ok.

S3 answers.

T: Do you have summer home there or did you go to an apartment? Apartment. Do you always go to Vodice or sometimes you --?

S3 answers.

T: Couple of years, okay. If you had enough money to go wherever you want, where would you go for the summer holidays?

S3 answers.

T: would you stay in Croatia or you would rather go--? Croatia. Um, sea, mountains--?

S3 answers.

T: Sea, which part? In Vodice again? With lots of money. And what would you do in Vodice with lots of money? Would you go sailing, waterskiing--?

S3 answers.

T: You would buy a boat. A speedboat? Speedboat, sailingboat, (*inaudible*).

S3 answers.

High school: When introducing a new topic, the teacher uses brainstorming as a warm up activity.

Contextualization

Primary school: Teacher embeds language in a sensory context by using audio materials.

Example 3:

T: Okay, now-- Well, I will help you a little bit. I'll help you a little bit. I'll play the text that you have, [znači prvo poslušajte ovaj tekst u knjizi,] (*T plays the CD*) and then it's up to you how are you going to do this.

High school: Teacher frequently uses audio tapes as a part of the materials needed for the lesson.

Building schema

Primary school: Teacher gives a task to preview units in the book in order to find specific information.

Example 4:

T: While I'm speaking with Ramona, Anja and Dario, you will try to find out in your books and workbooks pgs which, which are teaching you about the Past Continuous tense so then we can put rules on the board. [Znači dok ja razgovaram s ovo troje učenika, ja ću vas moliti da negdje u knjizi, neću vam reći gdje, i vježbenici, nadete kakvo je to glagolsko vrijeme, kako se tvori, kakvi su spelling rules-- Work all by yourself and don't speak.

High school: When introducing a new text, the teacher asks students to scan the text and describe the illustrations around it in order to form a general idea about the text.

Re-presenting text

Primary school: Teachers gives a group assignment, suggesting a storytelling approach.

Example 5:

T: It's up to you. You'll need to speak about flying, you have three texts. You can find something else, but there are for people so each person should do something different. Ivan! You can make a play as well. Okay, (*claps*) you can, you can act a story. Somebody can be Icarus or Daedalus or whatever you like.

High school: After reading the text, the teacher always asks students to retell or summarize it.

Developing metacognition

Primary school: Teacher gives the task of self-assessment in which students individually have to make a list of the most difficult irregular verbs for them.

Example 6:

T: If you look at the chart for Past Simple, that's the second column, it says Past tense, and for Present Perfect is Past participle. If the verb is regular, then it's the same, Past tense and Past paritciple, we just add –ed or –d at the end of the verb. Now I'd like you to take your books, the end of the book where the list of irregular verbs is. Pg 176. I'd like you to make your own list of the most difficult irregular verbs for you. Make a list of 30 of them. While you working, and copy them into your notebooks, while you're working I will be speaking with Tomislav, he doesn't have any grades in English, so today we are just going to speak. Ok? So you have few minutes--Yes?

High school: After students read the title of a new text and scan the illustrations, the teacher occasionally asks students to predict what will the text talk about.

As it is shown, the scaffolding methods used by the two teachers differ primarily in depth and intensity. This is mainly related to the students' age (cognitive abilities), but it is also influenced by the individual styles of teaching. However, the presence of all methods is shown in both schools, which suggests that in order to create successful learners and ensure qualitative scaffolding, i.e. comprehension, motivation and ultimately learning, the teacher ought to apply different types of scaffolding, adapted to students' abilities.

4. Conclusion

Scaffolding signifies a crucial aspect of teaching as a process of tutoring and helping a learner achieve certain goals in his/her ZPD while performing a task. As such, it presents an interesting topic for research, especially in Croatia where the subject of scaffolding has not received much attention.

The primary goal of this study was to determine whether scaffolding in primary school and high school differs, and if so, in what ways. The hypothesis suggested that the amount of scaffolding would gradually decrease from the primary to high school grades due to learners' age, i.e. cognitive maturity. The analyzed data suggests that some features of scaffolding do decrease as the students progress to higher grades. However, some aspects have shown different, even opposite results. Despite the results which show that the amount of scaffolding generally slightly decreases as the students progress in their education, this fact requires further validation, as the study had certain limitations (it was not continuous, one of the classes graduated before the study was finished, there is a lack of audio tapes). It was also found that scaffolding changes in terms of the intensity of the features present. As the topic of the study is fairly broad, the study has implications for further, more extensive research, which would provide valuable insight into one of the crucial concepts of teaching that is scaffolding.

References

Bransford, J. D. et al (ed). (2000) *How people learn : brain, mind, experience, and school*. National Academy Press. Washington, D.C. Retrieved from <http://www.csun.edu/~SB4310/How%20People%20Learn.pdf>

- Chang, Y. (2006). *Visual Organizers as Scaffolds in Teaching English as a Foreign Language*. University of Bridgeport . Retrieved from <http://files.eric.ed.gov/fulltext/ED494210.pdf>
- Chi, F. (2007). *Scaffolding EFL Learners' Comprehension of Texts*. National Chung Cheng University, Chia-yi, Taiwan. Retrieved from <http://files.eric.ed.gov/fulltext/ED506098.pdf>
- Donato, R. (1994). *Collective scaffolding in second language learning*. In J.P. Lantolf and G. Appel (eds) *Vygotskian Approaches to Second Language Research* Norwood, NJ: Ablex. Retrieved from <http://sun.iwu.edu/~cisabell/courses/spanish410/donato.pdf>
- Eurostat. *Pupils learning English. Upper secondary general education* (<http://ec.europa.eu/eurostat/tgm/table.do?tab=table&init=1&language=en&pcode=tps00057&plugin=1> Accessed 13/8/2016)
- Gibbons, P. (2015). *Scaffolding Language and Learning*. in *Scaffolding language, scaffolding learning : teaching English language learners in the mainstream classroom*. Second edition. Retrieved from http://assets.pearsonschool.com/asset_mgr/current/201511/gibbonschapter.pdf
- Hammond, J. (2001). *Scaffolding and language*. In *Scaffolding: Teaching and Learning in Language and Literacy Education* (Hammond, J., Ed.) Sydney: Primary English Teaching Association. Retrieved from <http://files.eric.ed.gov/fulltext/ED456447.pdf>
- Hammond, J., Gibbons, P. (2005a). *Putting scaffolding to work: The contribution of scaffolding in articulating ESL education*. *English ESL - And More! Prospect* Vol. 20, No. 1, April 2005. Retrieved from http://www.ameprc.mq.edu.au/docs/prospect_journal/volume_20_no_1/20_1_1_Hammond.pdf
- Hammond, J., Gibbons, P. (2005b). *What is scaffolding?* in *Teachers' voices 8: Explicitly supporting reading and writing in the classroom*. National Centre for English Language Teaching and Research, Macquarie University, Sydney. Retrieved from http://www.ameprc.mq.edu.au/docs/research_reports/teachers_voices/Teachers_voices_8.pdf

- National curriculum framework (2010). Ministry of Science, Education and Sports. Retrieved from <http://public.mzos.hr/fgs.axd?id=17504>
- Palmer, K. A. (2014). *Meeting The Needs Of English Learner Students In The Mainstream Classroom: A Discovery Of Practices Of Effective Teachers*. Retrieved from <http://pqdtopen.proquest.com/pubnum/3646854.html?FMT=AI>
- “Scaffolding.” (n.d.) In *Oxford dictionaries*. Retrieved from <http://www.oxforddictionaries.com/definition/english/scaffolding>
- Sharpe, T. (2001). *Scaffolding in action. Snapshots from the classroom*. In *Scaffolding: Teaching and Learning in Language and Literacy Education* (Hammond, J., Ed.) Sydney: Primary English Teaching Association. Retrieved from <http://files.eric.ed.gov/fulltext/ED456447.pdf>
- Walqui, A. (2006). *Scaffolding Instruction for English Language Learners: A Conceptual Framework*. *International Journal of Bilingual Education and Bilingualism*, 9:2, 159-180, DOI: 10.1080/13670050608668639. Retrieved from <http://dx.doi.org/10.1080/13670050608668639>
- Wood, D., Bruner, J. S., Ross, G. (1976). *The Role of Tutoring in Problem Solving*. in *Journal of Child Psychology and Psychiatry* 17(2):89 – 100. December 2006. DOI: 10.1111/j.1469-7610.1976.tb00381 Retrieved from https://www.researchgate.net/publication/228039919_The_Role_of_Tutoring_in_Problem_Solving

Sažetak

Instrukcijska potpora u nastavi predstavlja jedan od ključnih aspekata učenja uopće. Ovaj se rad bavi istraživanjem odnosa količine instrukcijske potpore i načina na koji se ona vrši u osnovnoj i srednjoj školi. Uzevši u obzir činjenicu da učenici kognitivno sazrijevaju kako

napreduju kroz obrazovni sustav, hipoteza ovog istraživanja pretpostavlja da će se i količina pomoći koju nastavnik pruža smanjiti tijekom nastave u višim razredima.

Ključne riječi

Instrukcijska potpora, poučavanje stranog jezika, promatranje, osnovna škola, srednja škola

Appendix 1

Appendix one contains an example of the table used for classroom observation.

[] – Square brackets indicate native language use.

(*italics*) – Round brackets and italics indicate an action.

(*inaudible*) – The word/sentence cannot be heard properly.

(*crosstalk*) – Multiple speakers talk at once.

-- – The double hyphen indicates a speaker being cut off or trailing off.

Appendix 3

Appendix 3 contains the transcript for the audio tapes of the four observed lessons.

7th grade 2/11/2015

T: Filip-- Ok, Luka-- [Ajmo lijepo sjesti, tiho! Halo, imam troje koji odgovaraju danas jedan test za pokazati-- Šššš! Dajte mi sekundu, moram nešto za kolegu donijeti.]

T: [Hej hej hej! Ovo je sada (*inaudible*). Hey, can I ask you to be quiet for five seconds? I need to do something because my colleague can't do the other thing. Znači Matea, slušaj. S ovim e-dnevnica, znači ako sam ja razrednik nekome, ja mogu ovlastiti nekoga da napiše zamjenu. Ja to moram napraviti sada. Vi morate biti tiho, hvala vam. I nemojte šušcati, nemojte pričati. Nema ni šaptanja, tiho! Luka! Šššš. Mia, to vrijedi i za tebe; tiho budite, molim vas. Redari su Dora i Franka.]

S1: Jušić.

T: Ok, Inis, come here and see your test. (*inaudible*)

T: Ok, unit 2. In your notebooks write schoolwork. I'll give you some dates. Important dates for unit 2.

T writes the dates on the board.

T: Ok, this is not--

S2: [Tiho!]

T: [Ajde sad stvarno--] Ok, this Friday you said you would like to do this part (*T writes on the board*) and that would be Nov 6th. Ok-- Reading comprehension for you is (*T writes on the board*) for the Friday 13th. And test no2 is on Friday Dec 4th. [Ok, kolegica koja vam drži dopunsku je samo rekla da ovaj tjedan neće biti dopunske. Ok? Samo ovako.]

T: Ok, and, um today you are going to be my teachers. So-- Šššš! Unit no2, grammar. (*T writes on the board*) For grammar, we'll be-- we'll be using the Past Simple tense, we've already done this and this is the new tense. But you (*inaudible*). While I'm speaking with Ramona, Anja and Dario, you will try to find out in your books and workbooks pgs which, which are teaching you about the Past Continuous

tense so then we can put rules on the board. [Znači dok ja razgovaram s ovo troje učenika, ja ću vas moliti da negdje u knjizi, neću vam reći gdje, i vježbenici, nađete kakvo je to glagolsko vrijeme, kako se tvori, kakvi su spelling rules]-- Work all by yourself and don't speak.

T (*speaking to the three Ss*): Ok, who wants to go first? Ramona, Anja or Dario?

S3: [Cure imaju prednost.]

T: Ššššš. The Past Continuous. [Ok, Sofia je mislila da danas pišemo (*inaudible*). Ššššš. Ajmo. Inis, ja sam dala zadatak. Filip, start working, both of you. Silvio! My god, you are impossible today, Mission impossible.

(T talks with the three Ss, others do the task) (background noise)

T: Ok, Anja – what did you study for today?

S4: (*inaudible*)

T: Ok. Listen! You need to be really quiet so we can give her a good grade.

S4 talks about (inaudible).

(*Music from the music class can be heard.*)

T: Ok, do you have any fears? (S4 answers)

T: How do you get along with your parents? (S4 answers)

T: Excellent. Anja, good work with (*inaudible*). The work you do at school and home is good. Good. Ok, Ramona. Take a seat, you want to be closer.

T: Ok, everybody's quiet! The Past Continuous tense, you have to teach me about that tense. Ok, Silvio, Ramona is very nervous, can you be quiet? And start working, Silvio, you're not doing a thing, as I can see.

(*Crosstalk. Music from the music class can be heard.*)

T: Ok, are you afraid of anything?

S5 answers.

T: Ramona, that was no need for being nervous. An A is a your first grade in class.

T: Ok, Dario. Would you like to come here or (*inaudible*)? Ajmo.

T: Ššššš. And then it's your turn. Mia will be teaching you about Past Continuous tense. Ok, Nikolina. Ššššš.

S6 talks.

T: Ok. I know (*inaudible*).

S6 continues talking.

T: Ok, are you done with your work? Ok Mia, go to the board and all the way on the top write the title of today's test. [Znači skroz tamo gore, ne na početku, nego na sredini] write the title "The Past Continuous Tense." Not the Present, I see that you were doing the Present, that's the wrong one. Past Continuous tense. Yeah, that's--the present. You need the past. Get the, get the book. It will be easier for you.

T: So, Past Continuous tense, then we need the time expressions-- What are the time expressions for the Past Continuous tense? Any suggestions? [Znači to su vam prilozi vremena, kada se radnja događala.] Ok, raise your hand please. No idea? Ok, yesterday, very good . Ok, Silvio; not every day, yesterday and everything that has to do with the past. Yesterday, two days ago, in year 2001, last century...

S7: [Profesorice, kak se kaže prekjučer?]

T: Two days ago or the day before yesterday. Ok, in year two thousand and something, okay, good.

T: Ok, the day before yesterday, you can go to the board and write the day before yesterday. Samo stavi the day before yesterday. Any other suggestions? Anja? Two weeks ago, very good. Okay.

S8: Last month.

T: Mhm. Okay, so there are plenty of time expressions that you use for the Past Continuous. (*T writes on the board.*)

T: Ok, my next question is how do we form the Past Continuous tense? Inis?

S7: was reading

T: Are?

S7: I was. I reading

T: Aha, so there are two parts.

S7: Was I--

T: Was plus

S7: -ing

S9: wasing (*laughs*)

T: Infinitive plus -ing. Okay, go to the board, Luka. Was. Was. Write was. Was plus infinitive plus -ing. I can't read. I-n-g. (*spells in Cro*). I-n-g. (*spells in Eng*). T-i-v-e (*spells in Cro*) [Jel ti piše tive ili piše--]

S9: Piše itv. (*laughs*)

T: [Ajde to popravi.] Okay, and we are missing one more word in this board. Infinitive, yes, I mean one letter is missing and we are missing one more thing. Besides was-- Matea, you can write -e at the end of the infinitive. Okay, we have was - he said „I was working,“ and what about if you--?

S10: were

T: Mhm. Okay, yes, were. Were plus infinitive plus -ing. This is the formula. Okay now you need to know when do I use was and when do I use were. When do I use was and when do I use were? Matea?

S9: [Pa u licima. Prvo je] was, [a drugo je] were.

T: [Dobro, ajmo jedno po jedno. Napi--] Matea can go to the board and write „I was working.“ „I was working.“ Lorena and Franka, please. „I was working.“ Okay, very good. Silvio, „you--?“

S11: was

T: You was working? Okay, do you have any suggestions how to say? You, you, you have you.

S9: Were

T: Okay, Matea is a good teacher today. So, „you were working.“

T: I was working, you were working, umm--Nikolina, what about he, she or it?

S12: Was

T: was working. Go to the board. „He was working,“ but the same goes for (*writes on the board.*) Okay, what about plural, when you have we, you and they? Matea?

S9: Were

T: Were, very good. Go to the board. Okay. (*Inaudible.*) They were working. Okay, what about before they, you have we, [jel tako. Onda iznad toga napiši] we were working. Were working. Okay, perfect. So this is not very (*inaudible*). Okay, I want you now to write five sentences--or, before that, how do I form-- negative sentence? How do I say, Ramona, „ja nisam radila?“

S13: I wasn't working

T: I wasn't working. Go to the board. Wasn't working or I was not working. I wasn't working. Ššššš. Okay, Lorena, how do I say [da oni nisu radili? Oni nisu radili]

S14: umm they weren't working?

T: Excellent, very good. Go to the board. They weren't working. Mhm, excellent, very good. Then we need two questions. „Jesam li radio?“ „Jesam li radio,“ Tara?

S15: Was I working

T: Excellent, „Was I working?“ On the top some place, vi samo ispod. Was I working? Or at the bottom, that's okay.

T: Okay, [jesu li oni radili – Franka?]

S16: [Šta?]

T: [Jesu li oni radili?]

S16: [Jesu li oni radili--] were they working?

T: were they working, very good.

T: were they working, okay, very good. And be careful with the spelling rules. They are the same as in Present Continuous tense. [Znači ista su vam pravila pisanja su vam ista kao kod Present Continuousa. Znači] if you have a sit plus ing you have sitting, double t, if you have have plus -ing, you have having without -e. The spelling rules are exactly the same, these are just reminders. Sit plus -ing, you get sitting, or if the word ends in -e plus -ing, you get having, living, loving, driving. Okay.

T: Okay, homework. Ten sentences in the Past Continuous tense. Make at least 3 to be positive, 3 negative, and 4 questions.

S17: [Možemo prepisati iz knjige?]

T: Yes, you can use the book as help. Okay. Okay, now I need somebody who will clean the blackboard.

S18: [redari]

T: [Redari, može.] I don't know what's wrong, it's very difficult to clean. Use the other sponge. Very difficult to erase.

8th grade 2/11/2015

T: [Ok, spremite (*inaudible*). Ajde, sad ćemo dogovoriti sve. Znam da vam je dosta svega,] this is your last class today. (*Inaudible*.) Šššš. Luka. Ok, let's see. Monday-- Ok, [Ana, ovo je ispričnica za danas, (*Inaudible*). To je danas izostanak? Dobro. Dobro, došao sina peti i šesti sat? To znači treba mi ispričnica za danas i za onaj prošli (*inaudible*).] Is everything alright?

T: [Ok. Ana, ajde ti sjedni kod njega da ja imam ovo ovdje.] Ok, you need your notebooks. Ok, Dominik, you come here and you put your name under „writing skills,“ so you want to do both.

T: Schoolwork, today is Nov 2nd. Welcome. Ok, Luka. Schoolwork, Nov 2nd. Ok. Ok, today we are starting Unit no2. Um, this is the plan for November and the beginning of December. Today is Nov 2nd. [Ok, piši, piši, piši, poslije nema-- Ispravak testa 1. To ste sami odlučili da bude u ponedjeljak, 9.11. Razumijevanje] this time it is going to be very easy. You just have a text and ten questions and you need to write answers and you have text in front the whole time. [Znači razumijevanje za koje ne morate učiti. Srijeda, 11.11., to je sve idući tjedan.] And test no2 is Dec 3rd. [I normalno, svaki sat je (*inaudible*).]

T: Can you see? Ok. Today we'll start with grammar, but also in Nov and Dec you are going to have some teamwork, too. There are only 15 of them, of you, so we, basically, we need 3 teams, 5 people. Ok. So that would mean. So I need 3 team leaders. Ok, let's see. Mia – team leader no1, Danijela team leader no2, aha, and Tara team leader no3.

S1: [Ona ne želi, mogu ja? Profesorice, mogu ja, molim Vas?]

(*crossstalk*)

T: Šššš. Ok, sign your name. Ana, can you write down (*inaudible*). Šššššš. [Ok, Dominik, lijepo napiši.] Ššššš. Ok, it will be much easier if you stand up. So, when you see your name on the board, sit down. Ok, Mia you can start.

(*Team leaders write on board. Crosstalk.*)

T: Hey! Now write down for Unit no2 grammar topics. It's just (*inaudible*). So you're going to have either Past Simple vs Past Continuous. Or Past Simple vs Present Perfect. One important thing that you need for two of these tenses, both Past Simple and Present Perfect – irregular verbs. If you look at the chart for Past Simple, that's the second column, it says Past tense, and for Present Perfect is Past participle. If the verb is regular, then it's the same, Past tense and Past participle, we just add –ed or –d at the end of the verb. Now I'd like you to take your books, the end of the book where the list of irregular verbs is. Pg 176. I'd like you to make your own list of the most difficult irregular verbs for you. Make a list of 30 of them. While you working, and copy them into your notebooks, while you're working I will be speaking with Tomislav, he doesn't have any grades in English, so today we are just going to speak. Ok? So you have few minutes--Yes?

S2: [Profesorice, moramo svatko sam?]

T: [Svatko sam. Svatko sam, u svoju bilježnicu.]

(*Crosstalk.*)

T: Ššššš. But quietly! Quietly, quietly. Infinitive, yes. Past Simple and Past participle. You need it for high school. I assume you know the translation. If you want to write down translation, that's fine. Or, you can come over here so you can see better. Just give us some time. Šššš. Luka, start working, we're busy here. Ok, quietly. That's perfect. Perfect perfect perfect.

(*S3 answers for a grade.*)

T: Ok, do you remember some words that came into English from some other languages?

S3 answers.

T: Do you remember, number zero, for example, comes from--? Arabic, Arabic. Ok. Why do you study English?

S3 answers.

T: Ok, what is the most difficult part of foreign language study? Is it grammar, vocabulary, the way you pronounce or spell words--? And what is your favourite part of studying English?

S3 answers.

T: Vocabulary, you like to learn new vocabulary. Ok, Tomislav, tell us about your summer holidays.

S3 answers.

T: Where did you go, what did you do, was it fun--?

S3 answers.

T: You went to the sea, mhm. The Adriatic sea?

S3 answers.

T: Where did you go to the sea, to the island or some place else? (*Inaudible*). Vodice, mhm. Ok.

S3 answers.

T: Do you have summer home there or did you go to an apartment? Apartment. Do you always go to Vodice or sometimes you --?

S3 answers.

T: Couple of years, okay. If you had enough money to go wherever you want, where would you go for the summer holidays?

S3 answers.

T: would you stay in Croatia or you would rather go--? Croatia. Um, sea, mountains--?

S3 answers.

T: Sea, which part? In Vodice again? With lots of money. And what would you do in Vodice with lots of money? Would you go sailing, waterskiing--?

S3 answers.

T: You would buy a boat. A speedboat? Speedboat, sailingboat, (*inaudible*).

S3 answers.

T: Sailing around the coast. [Dobro. Ima malo pogrešaka u izgovoru, gramatika te muči, ona je sve što je bilo u prošlosti, ali je ok. Sad se moramo dogovoriti-- Sad se moramo dogovoriti za test broj 1. Kad ti to želiš pisati? Djeco, ovako – u četvrtak, akko se čini, dolazi nam Odjel za promicanje odgovornog spolnog ponašanja, i vrlo vjerovatno u to vrijeme, ako oni ne otkažu, ćete imati njihovo predavanje.]

(*Crosstalk.*)

S4: [A koji je to sat?]

T: [Iz-- ja ću vam još u srijedu, to je engleski, to je 12:15. Znači promicanje odgovornog spolnog ponašanja. Pa, ne znam što će biti, u utorak ću ja znati točno, pa ćemo u srijedu to dogovoriti. Znači vrlo vjerovatno i 8.b i 7.b, ali nećete biti zajedno, ne vjerujem da ćete biti zajedno. To vam je nova vijest, to sam i ja tek saznala. Ok, znači ovako, za test imamo (*inaudible*). U srijedu pišeš matematiku, jel tako? U četvrtak --]

S5: [Kemiju.]

T: [Ali u četvrtak će vjerovatno biti to predavanje-- hoćeš pisati onda kada bude ispravak testa, u ponedjeljak? Pišem Tomislav. Onda imaš pravo na ispravak. + Tomislav prvi puta. Ok, good work. Ok, now go back to your seat. Znači malo gramatika ne ne, šteka i muči, ali sam napisala odgovaranje po dogovoru jer smo mi dogovorili.]

T: Ok, I'll get back to you in a second. Ok, the two of you.

T: Ok, let me-- let me see, all done? Very good. [Trebaš uzeti popis nepravilnih glagola--] Ok, are you done with this? Ok, hurry up. Mladen, can you erase the blackboard, please? Ššššš. Hurry up.

T: Ok, just erase the second part where our-- the names are. [Tamo ćeš sjediti-- Pa da, da možeš dalje (*inaudible*). Ajde, onda ćeš tamo kod Davora sjediti cijelo vrijeme. (*Inaudible*) po jednu ocjenu, inače nećemo (*inaudible*).] Davor, he will be your partner in English. I know, I know, but just stop, give us a break. I know that.

T: Ok, Mia, go to the board and all the way on the top write infinitive, past tense and past participle. [Znači složi nam tablicu.] Infinitive. Past tense. And past participle. Mhm, ok. Can you draw the lines in between? Oh, that's a cute one, very wise. Very good, very creative. Ok, Ana, you are going to be teacher now. Take your book. She loves to be the teacher. Ok. We'll start from Danijela. You will pick.. I want you now to close everything - books, notebooks, everything. You will give each student one regular, irregular verb in infinitive and they will have to guess past tense and past participle, ok? [Znači ti ćeš samo zadavati, a ostali (*inaudible*).]

T: Ok, let's see how much we can do, we don't have much time. Ok, one for Danijela. Close the books, close the; Damjan, close everything, please. Ššššš. Ok, Danijela, go and try to do past tense and past participle of this verb. [Nećemo sada ništa, ništa reći] correct or incorrect. We'll wait. One for Ema, please. [Malo manje pišite, tako da stane, da ne moramo ponovo tablicu.] Ema, you can go. Ok, one for Marko. Marko, hurry up. Ok, Luka. One for Luka. Mladen. Ššššš. Davor. Ok, Luka (*inaudible*). Ok.

(*Crosstalk.*)

T: Ok, Lucija.

(*Crosstalk.*)

T: šššššš. Tomislav, don't. Šššš. Not now, maybe after class, but not now. Davor, concentrate. Ok, Tomislav, get ready. Ok, just go, leave the blackboard. Davor, if you don't know how, just put the line or something. Not now, she's going to be a teacher-- I know. Ok, Domagoj, hurry up. Now we need two more for Tara and Damir.

(*Crosstalk.*)

T: Ok, Damir, your turn. Ok now all of you open your notebooks and copy the infinitives and see, checkig your books, if these are the correct answers, ok? Not you, Ana. Ana you can correct the answers on the board. [Znači u bilježnicu trebate prepisati infinitive i provjeriti jesu li točni odgovori na ploči.] Not before, now. [Samo infinitive prepishi, a onda ćete vidjeti na ploči ako je, ako ima tick, znači da je točno, ako ne, treba tražit kako ide.]

(*Crosstalk.*)

T: [Ok, za domaću zadaću navedite 10 nepravilnih glagola (*inaudible*). A prijevod ne morate.] Have a nice day, bye!

T: [Ajde samo dajte skupit idemo, idemo malo statut (*inaudible*). Nećemo (*inaudible*). Šššššš. Ajde idemo malo prema stranu , znači you have to stand up and move your chairs, quietly. Okay? Fold them over there. Još još-- Okay, you two and you two možete ovdje sjesti.]

(*Crosstalk.*)

T: [Čuju se do ovdje-- da.]

S1: [Dobar dan, profesorice.]

T: [Luka, čuje se do ovdje.]

(*Crosstalk.*)

T: [7a, dajte se (*inaudible*) molim vas.]

(*Crosstalk.*)

T: Right, open your notebook, write schoolwork, today is 9 Nov.

(*Crosstalk.*)

T: Okay, Inis and Lorena--

(*Crosstalk.*)

T: Okay, before we start, just to remind you – on Friday, that is Friday 13th, we are going to do reading comprehension. I don't have--

S2: [Nije petak 13., petak je 12.]

T: I know it is. Šššššš. Reading comprehension. [Razumijevanje čitanja. Za to ne trebate ništa učiti, znači to vam je nekakva, nekakvo ponavljanje gdje ja vidim vladate li vokabularom, razumijete li ono što trebate razumjeti.] Um, your task is going to be to read the text , the text is going to be in front of you, all the time. [Znači tekst je pred vama, cijelo vrijeme, i imate ga pred sobom.] You will have a couple of statements, you will need to decide, to decide if they are true, false or you don't know. So write down: reading . This is something that you do in your books all the time. This time you will just need to decide if true, [točno--] (*T writes on the blackboard*)

S3: [Kad to pišemo?]

T (*while writing on the blackboard*): --true --on Friday -- [točno --] false -- [netočno --] and don't know. [To znači ne zna se, podaci se ne spominju u tekstu. --ne --spominju -- (*inaudible*).] You will have the text about a boy who is very good in swimming for example and at one point, there's a statement „He was born in Split.“ But in the text they don't say, they don't name the place or city where, where the boy was born. [Znači ako imate nekakav podatak koji se ne spominje u tekstu i mi ne znamo je li to točno ili netočno, onda ćete samo napisati] don't know, [ne zna se, podatak se ne spominje u tekstu. Znači to vam je to razumijevanje čitanja, imate u svim ovim kružnim testiranjima, natjecanjima, samo treba biti pažljiv u čitanju, pametno zaključiti i vrlo lako zapravo dolazite do jako dobre ocjene.] So this is Friday.

T: [Filip Ivić, gdje mi je? Filipe, na sjednici je razrednica rekla da bi mama došla po (*inaudible*) učitelja. U srijedu ja imam informacije, možda ti ne znaš, ali u srijedu ja imam službeno informacije,

međutim, imamo sjednicu. Tako da ako misliš doći, razgovaraj s njom, ako misli doći u srijedu, onda ovu srijedu neću biti slobodna. Onda ćeš mi reći kada, kada je neki drugi datum kad bi ona željela doći, tako da ne dođe, a nema nikoga slobodnog.] Okay, and today we need to form our teams for Nov and Dec. Now raise if you haven't been a team leader yet. Just stand up.

S4: [Ja nisam bio!]

T: [Vi koji nikada niste bili team leaderi.]

(Crosstalk.)

T: Okay, ššššš. Okay, stop fighting. ŠŠŠššš. Okay, boys, sit down please, šššš. You will do it next year.

(Crosstalk.)

T: In January--ššššš. Luka, thank you for being nice. Okay, how many people are there in this class? 20?

S5: [Osamnaest.]

T: 18? So we need, umm-- 4 groups, that would be-- Okay, let's see.

(Crosstalk.)

T: Franka, no1, Matea no2, Ramona group no3 and Nikolina group no4. Okay, so, sign your names and draw the line. Sign your names and draw the line.

(Crosstalk.)

T: Yes.

(Crosstalk.)

T: Ššššš.

(Crosstalk.)

T: You'll have your chance. Šššššš. Okay, don't forget about Inis and don't forget about *(inaudible)*. Umm, stand up. When you see your name on the board, sit down. Don't make any comments. Silvio! No. Stand up. Tara, stand up. Okay. Franka? Mhm. Just one name and then we'll take turns.

(Crosstalk.)

T: Ššššš.

(Crosstalk.)

T: Ššššš. Okay Matea, hurry up, please.

S5: [Čekajte, profesorice.]

(Crosstalk.)

T: That's it, we have 18 of them, 18 of you, right?

(Crosstalk.)

T: [Matea, nemoj se zezati.] Okay, ladies, thank you. Okay. Your positions today. Okay, group no1 will very quietly put these two desks together. Group no2, Matea's group, these two. Okay, um Dora's group, um, Dora's group, you will be here, but not today. Today you are going to sit here, otherwise you will be there, and Nina's group over there. Ššššš. It's the same rules as you had last year. First plus ššššš. First plus you get for discipline (*writes on the board*), so that means that you work quietly, you use English all the time, and then you have work--

(Crosstalk.)

T: -- and --šššš. Your work assignment today is to find somewhere-- the title-- the topic today is the history of flying. History of flying. Flying. The history of flying, okay. After you sit in your groups, you will have to prepare a presentation about history of flying for tomorrow. [Umm, gdje smo sutra?]

Ss answer.

T: 43, I don't know how it's going to work with no other computer. No, it doesn't ; well, you can do it, we'll grab the computer from someplace or you can do it just with speaking, and you can show some pictures as well. [Ako netko napravi, negdje ćemo ukrasti nekakvo računalo, ako (*inaudible*) ne radi. [Ono što je bitno, šššš, ono što je bitno] that each member of the group speaks. Znači svatko u grupi mora nešto reći.] You have 3 texts in your books and you need to cover. And you need to cover all 3 of them. Matea.

S5: [Znači Inisa nema, on neće pričati.]

T: [Ako ga nema, nema. Znači na njega ne računajte za ovaj] assignment, but there will be some other things. Okay, now-- Well, I will help you a little bit. I'll help you a little bit. I'll play the text that you have, [znači prvo poslušajte ovaj tekst u knjizi,] (*T plays the CD*) and then it's up to you how are you going to do this.

T: Now very quietly form your groups, very quietly. Very quietly form your groups. Šššššš.

(Ss move and comment.)

T: Okay, start working.

T: okay, when it comes to the history of flying, you have some different things in your textbook, but also you can do some research. And you can mention some other people who are important in the history of flying. Remember the Culture spot? Remember the lady pilot and different things. So, it's not strictly the text.

S5: [Možemo preko (*inaudible*)?]

T: Yes. We'll make sure that we find--some computer.

Ss work in groups.

S6: [Profesorice?]

T: Excuse me teacher

S6: Excuse me teacher, can you help me?

T: Of course, I'm on my way.

(*T helps the student and her group.*)

T: It's up to you. You'll need to speak about flying, you have three texts. You can find something else, but there are for people so each person should do something different. Ivan! You can make a play as well. Okay, (*claps*) you can, you can act a story. Somebody can be Icarus or Daedalus or whatever you like.

T: Okay, please speak in English.

T: Ok, Silvio, is that English or Croatian?

S7: [Njemački.]

T: You can speak English. Yes, that would be wonderful. Ššššš. You have to make arrangements inside the (*inaudible*). Just make some arrangements. If you need scissors, they are over there. Yes.

T: Ššššš.

T: That's perfect. Okay, how are you (*inaudible*)?

S8: [Gdje je rječnik?]

T: Over there, in the blue part. Okay, up. Go up. Open it. On the right.

T: okay, you have very little time left.

8th grade 9/11/2015

T: [-- ali onda, nakon, od idućeg tjedna normalno sve--]

S1: Yes

T: [--kako treba. U srijedu ćemo onaj treći sat popodne ćemo pisati razumijevanje, a onaj peti sat koji imamo radimo novo. I, znači, u četvrtak 12. imamo sat razrednika, znači posvećen je sjednici i posvećen je Danu škole, znači imamo (*inaudible*) raspored, tako da ćete znati što se radi. Ovo si sad zabilježite i vi koji pišete ispravak. Luka ti pišeš ispravak ili--]

S2: [Ne]

T: [--odustaješ? Ok. Znači za srijedu, odnosno i danas ćete (*inaudible*) vi koji ćete raditi na tom -- na tome,] we'll deal with advertising. [Znači baviti ćemo se reklamiranjem.] Today, if you're not on this side, you will work for an advertising agency, [znači to vam je zapravo jedna agencija za reklamiranje and your task is going to be to help a company to develop a product. [Trebate razviti, smisliti nekakav novi projekt.] You will get a clean piece of paper, like this, where you are going to put basic information, a little advertisement about your product. [Znači, na ovom posebnom papiru, na ovom posebnom papiru ćete mi znači napraviti to što treba.] In your books, pg 53, open it and you will have

instructions how to-- how to start developing a product. [Ok, znači tu imate upute kako, što vi trebate sve napraviti da biste izreklamirali taj novi proizvod.] Ok, for example, these are some of these (*inaudible*) from last year. For example we have here energy drink that's called „Insaner.“ It says: “New! You had a bad day? You feel sleepy and tired? We have a solution! Insaner is our ranking energy drink found by“ and then your name “Croatian scientist. It gives an insane energy, more than any other energy drink. Insaner has insane, awesome (*inaudible*) taste and it's best for bodybuilders. Buy it now! Just 2\$! “You can put your price in kunas, in euros, in American dollars, Canadian dollars, Australian dollars, whatever you like. Or “3 in 1! Mirror and keychain plus hairbrush. This is our new product. It is great solution for little bags. We have hairbrush, mirror and cool keychain which-- take it in house, school, cinema, (*inaudible*). Recommended by Selena Gomez,“ for example. “Only 2\$.“ And then we have (*inaudible*) for lipsticks, shampoos, um--

S3: [Profesorice?]

T: --singing, tennis shoes, whatever comes to your mind. You are to (*inaudible*) develop new product.

S3: [Profesorice?]

T: Okay. [Znači--]

S3: [Profesorice]

T: [--na ovaj papir pokušajte napraviti to and I would like to see it by the end of the class. Okay? [Pa ću ja malo baciti oko na to. Za vas koji pišete, to je domaća zadaća.] Because you need to have a new product. That's homework. You--if you finish today, that's it.

S3: [Profesorice?]

T: Yes?

S3: [ja imam ispričnicu]

T: I beg your pardon?

S3: [Molim?]

T: [a što želiš reći?]

S3: [Imam ispričnicu.]

T: [Donesi.]

(*Crosstalk.*)

T: [Dobro.

(*Crosstalk.*)

T: [A gdje ste se (*inaudible*)? Kada?]

S4: [Petak]

T: [Dobro. Okay, ja ne znam ništa o tome. Doktorica će dati]

S4: [A treba nam-- nismo imali one]

T: [Dobro, al to ćete onda kad -- mi ćemo ići na sistematski sad uskoro]

(*Crosstalk.*)

T: [Ovo si donio, sad da to unesem.]

S5: [Profesorice?]

T: [To prepishi tamo]

S5: [Profesorice, zar nije da bi se trebali cijepiti prije sistematskog?]

T: [Molim?]

S5: [Ma nema veze]

(*Crosstalk.*)

T: Okay, I'm ready. I'm ready.

(*Crosstalk.*)

T: Ššššš. [Ajmo. Luka, budi najbolji.]

S3: [Jesam, samo sam vas pitao pitanje]

T: [Dobro, Ana. Odmah počnite. Podijelite papire.]

S6: [Profesorice? Mi to radimo u parovima ili sami za sebe?]

T: [Ne,] all by yourself because we need to be quiet because of these. Okay, [Tomislav piše prvi put, imaš pravo na ispravak,] good luck. Then I have (*inaudible*), Mia, come and get yours, please. Damir, this is for you. You should--[Damir, piše gramatika. Isto odustaješ? Dobro, ali onda više nemaš prilika.]

S4: [Nije učio sad.]

T: [Nemoj to raditi.]

S3: [A nisam ni ja učio.]

T: [šššš. Okay, Davor. Davore, imaš ovo i-- tako. Dominik (*inaudible*). Mladen-- I Luka odustaje.]

S7: [Profesorice, možemo odustati od jednog dijela?]

T: [Samo tri. Ako hoćeš, sad su i ovi odustali. Ššššš. Ajmo.] Good luck, everybody.

T: [Jeste vi dečki dobili papire?]

S8: [Ne]

S9: [Ne, nismo dobili ono za pisati, kak si ti glup e]

T: [Šššššš. Kolegica sve snima za svoj diplomski, znači moramo biti danas jako tihi. Ok?]

S9: No. Yes.

T: You still have 15 minutes.

T: Okay, you have 9 minutes left.

T: If you're done with this, do you know how to present it next time? You can-- if you wanna keep it until Wednesday, you can practice reading or whatever. Then you can leave it to yourself. [Znači oni koji su sigurni da znaju kako će to prezentirati, mogu predati, a oni koji žele mogu to predati --]

S10: [u srijedu]

T: [U srijedu.]

T: okay, Luka, sit down. Lucija, (*inaudible*) seat please. People are still working. I need one more dictionary.

S11: [Kod Marka]

T: Lucija, šššššš.

S12: [Profesorice, kak se kaže „kvalitetno?“]

T: [kako želiš reći?]

S12: [Kvalitetne tenisice]

T: Good quality shoes. Or choose something else.

T: ok, Mia collect the papers, please. Ok, Dominik, sit down.

(*Crosstalk.*)

T: [Redari, ploču]

(*Crosstalk.*)

T: [Tko su nam redari (*inaudible*)?]

S13: [Ema i Luka. Ne-- Ema i Ana.]

S14: [Onda su-- Luka i -- Luka i Mia su]

T: [Ajmo lijepo ploču]

(*Crosstalk.*)

T: Very nice, very nice. Very nice!