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The Role of Language Scaffolds in enhancing College Students' comprehension within Vygotsky's Zone of Proximal Development (ZPD)

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Abstract :

The following study tried to investigate the effect of Scaffolding activities on students 'comprehension skills within Vygotsky's Zone of Proximal Development (ZPD) which leads to a process of brainstorming to reach the ultimate comprehension and understanding of the text. Therefore, the researcher tried to answer the following question: *'Is there a significant difference at ($\alpha=.05$) between the mean scores attained by the experimental group and those attained by the control group on students' comprehension that can be attributed to the effect of language scaffolds on students comprehension within Zone of Proximal Development (ZPD)?* To answer the research questions which were based on this hypothesis, the researcher selected two groups randomly to form the sample of the study. The experimental and the control groups with (15) male female 2nd stage college students in each. The two groups set for pre-test to ensure that the two groups were equal in their comprehension skills before starting the experiment after six weeks of teaching within ZPD both groups set for another post-test to investigate the change . The findings revealed that there were significant differences between the mean scores attained by the experimental group and those attained by the control group in favor of the experimental group due to applying the new **scaffolding activities** within

Vygotsky's **Zone of Proximal Development**. Therefore; the researcher rejected the null hypothesis and accepted the alternative one which indicated that there is a significant differences between the experimental and the control groups. After analyzing the collected data and discussing the results, the researcher introduced a group of suggestions and recommendations.

Key words :

1- Zone of Proximal Development (ZPD)

2- Scaffolding: is the teaching technique that involves providing students with the supports needed to complete a task or facilitate their learning of new concepts.

دور السقالات اللغوية في تعزيز درجة أستيعاب طلبة الكلية من خلال مجال فايكوتسكي للتطور الادنى للاستيعاب

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ملخص :

تحاول الدراسة التالية تقصي أثر نظرية فايكوتسكي حول أدنى مجال للتطور التفكيرى وأثره في نشاطات الطلبة التركيبية(السقالات التعليمية)والتي تحفز الطلبة على العصف الذهني للوصول الى الفهم الشامل للنص التعليمي.لذلك تحاول الباحثة الاجابة على السؤال التالي : هل يوجد فرق ذات دلالة احصائية عند مستوى $(\alpha=.05)$ بين توسط درجات استيعاب المجموعة التجريبية و المجموعة الضابطة والذي يعزى الى أثر المجال التطوري الادنى(ZPD) لنشاطات الطلبة السقالية. وللاجابة على اسئلة البحث المستندة على هذه الفرضية فقد اختارت الباحثة بشكل عشوائي مجموعتين من طلبة المرحلة الثانية في كلية التربية / جامعة صلاح الدين لتكون المجموعة التجريبية والضابطة وبعده (١٥) طالب وطالبة في كل مجموعة . خضعت المجموعتين لاختبار قبلي لمعرفة مستوى استيعاب الطلبة .وبدأت الباحثة تدريس المجموعتين ضمن مجال فايكوتسكي لمدة ست اسابيع و بعدها قامت بالاختبار البعدي لتقصي مدى تطور نشاطات الطلبة السقالية ومدى الاثر الذي احده هذا المجال التطوري.ولقد اظهرت النتائج الاحصائية وجود فرق ذات دلالة احصائية بين متوسط استيعاب المجموعتين لصالح التجريبية والذي يعزى الى تطبيق نشاطات سقالية جديدة ضمن مجال

فايكوتسكي التعليمي لذلك رفضت الفرضية الصفرية للبحث. وبعد تحليل النتائج الاحصائية باستخدام الاختبار التائي قدمت الباحثة عددا من المقترحات والتوصيات.
الكلمة المفتاحية : مجال فايكوتسكي للتطور الادنى (ZPD)
النشاطات السقالية

1. the Problem& its significance

Within the last decades ,many studies were conducted in most of the learning areas taking into considerations Vygotsky's notion Zone of Proximal Development (ZPD). Language Scaffolds are considered as high effective means of learning to improve the commands of language if they are organized within this notion .Rezaee& Azizi(2012) define (ZPD)as the gap between learners' current level of actual development determined by independent problem-solving learning strategy and the learners' emerging or potential level of development. (Rezaee& Azizi, 2012:51). However, language teachers and educators still investigating to which extent Vygotsky's notion affects learning different language learning skills that help them reach better understanding and comprehension and one of them is language scaffolds as they are considered one of the brainstorming strategies. It became evident that most EFL students face difficulty of how to use these scaffolds to comprehend a language cultural text and at the same time interact and response to the teacher's questions inside the classroom. There are numerous scaffolding activities that can take place in EFL classes, but not to scaffolds ideas of cultural texts which needs different kinds of activities that must be done within Vygotsky's zone of proximal development. (Large, A., & Nessest, V., 2000). Traditional activity starts with teachers who assign students to read a text and then wait for students to finish it and the interaction starts within Q&A technique of communication, no effective communication occurs in such learning situations. The effective communication must be done within the students' Visual perception to enhance building their zone of development

as stated by Vygotsky's theory. This perception is one of the most important issues that have an important impact on students scaffolding skills and learning disability .A number of researchers has asserted that there is a relation between students' choice of techniques of brainstorming and visual difficulties and comprehension disabilities .Brainstorming techniques (which are kind of scaffoldings) are very essential in studying the intercultural dimension of language learning. Gokhale, A, (1995). This teaching course (Language & Culture) was based on different processes of analysis and deductions to reach ultimate degree of comprehension so as to help the learners to reach positive and convincing conclusions when answering each question of the course teaching questions.

1.1.Aims of the research

The research aimed at:

- 1- Investigating the role of ZPD in enhancing college students' scaffolding activities.
- 2- Finding out how language scaffolds motivate students to freely express their ideas and thoughts in language and culture course.

1.2.Research Questions

Based on the above aims, the research tried to answer the following questions:

- 1-does teaching intercultural language dimension within students ZPD leads to a better comprehension and understanding?
- 2- Does teaching intercultural language dimension within students' ZPD improves students scaffolding techniques of learning?
- 3- In what linguistic aspects language scaffolds motivates students into a better classroom interaction?

1.3.Study Hypothesis

Based on the above aims the study hypothesized that *“There is no significant difference at ($\alpha=.05$) between the experimental group mean scores and those attained by the control group on students comprehension that can be attributed to the effect of ZPD on the students scaffolding activities.*

1.4.Limitations of the Study

- 1- This experimental study conducted on two classes of second stage students in dept. of English /College of Education /Salahaddin University in Kurdistan/Iraq
- 2- The study was limited to language & Culture course book.
- 3- The course book was titled developing the intercultural dimension in language teaching: A practical introduction for teachers by Michael Byram, Bella Gribkova and Hugh Starkey.

2.Review of Literature

2.1.Vygotsky's the Zone of Proximal Development

Potential development or the zone of proximal development is known as concept of Vygotskian socio-cultural psychology. The term was elaborated for psychological tests in schools (Vygotsky, 1962). Vygotsky believed that testing should not depend only be on the learners' achievements level but mainly on the learners independent development. Thus, the zone of proximal development is the space between what a person can do with and without help. The word proximal defines the way that the assistance provided moves slightly beyond the learners' current competence and building on their existing abilities As stated by Stone (1998), Vygotsky never used the scaffolding meaning of

the notion, Vygotsky stated that learning consciousness is shaped through strategies of interactions with the world. Thus, Learning Development cannot be split from its social and cultural context. This leads to the idea that we can only understand mental processes if we understand the social context of interaction and activities that mediate them. Vygotsky emphasized that social interactions are necessary for development from the very beginnings of any process of learning.

2.2. Classroom Applications of Vygotsky's Theory of ZPD

Vygotsky's zone of a proximal development is very advantageous for teachers, for these levels indicate where the learner is at a given moment as well as where the he/she is going in his or her process of learning. The ZPD has many implications for teaching in the classroom, according to Vygotsky, the curriculum to be appropriate if the teacher plans activities that include not only what children are capable of achieving by themselves, but what they can learn with others help and guidance (Karpov & Haywood, 1998). A teacher may plan the class instruction to provide practice in the zone of proximal development for individual learners or for groups of learners. For example, hints and prompts that helped them during the assessment could form the basis of guided activities. Cooperative learning activities can be planned with groups of students at different levels leaving them to help each other to learn. Scaffolding is a procedure to help the learners to reach their ZPD. In scaffolding, the learner does not simplify the task, but the role of the learner is simplified "through the gradual interference of the teacher as a supervisor" (Greenfield, 1984, p. 119). For example, a young learner might be shown a photo to represent each sound in a word (e.g., three photos for the three sounds in "man"). To master this word, the young learner might be asked to place a photo on the table to show each sound in a word, and

finally the learner might identify the sounds without the photos. When the adult provides the learner with photos, the learner provides a scaffold to help other learner move from assisted to unassisted success at the task (Greenfield, 1984, 117). In a high school laboratory science class, a teacher may help the students by scaffolding their process of learning , first giving students detailed guidance of doing any experiment, then giving them brief guidelines help them to structure the experiment, and finally asking them to make some experiments entirely on their own.

2.3. Understanding the Relationship between the linguistic Scaffolds and the ZPD

There is one consensus among language theorists that Vygotskian socio-cultural psychology and the notion of ZPD is the just of the concept of using language learning scaffolds in the field of teaching English as a second language. However, translating the theoretical background of this theory into piratical pedagogies has been done through different phases. The limited use of the metaphorical word of scaffolding in interpreting the zone of proximal development has been introduced in many ways. Gordon Wells (1999) defined scaffolds as "a way of operating Vygotsky's ZPD concept of working" (1999, p.127). He identified three important characteristics that give scaffolding its particular educational features:

- 1) The necessity conversational nature of the learning discourse by which the learners construct their knowledge.
- 2) The importance of the categories of activities in which knowledge is embedded and 3) the role and type of the teaching artefacts that mediate the process of knowing. (Wells, 1999, p.127) Mercer and Fisher (1993, in Wells, 1999) describe characteristics of the ZPD of responsibility transfer for the learnt task to the student as the major objective of scaffolding in

language teaching. To qualify scaffolding language activities, the teaching and learning process should:

- a) Enable the learners to work on the task which they couldn't have been able to manage or work on alone by themselves.
- b) To help the learner to reach a state of competence which will enable him to complete any learning task by his/her own.
- c) Help the learners to achieve some greater level of independent competence as a result of using scaffolding language activities (Wells, 1999, p. 221). The emphasis of Wells's definition is on the collaboration between the teacher and the learner in constructing language knowledge. Other authors find the metaphorical meaning of the word of scaffolding so limited as compared to the notion of the ZPD.

According to Lave and Wenger (1991) scaffolding controls teachers' performance because it is one-way communication process if it is compared to the notion of the ZPD which focuses on the teacher-learner collaboration, interaction and negotiation. Stone (1998) provides a critical analysis of the metaphorical meaning of the scaffolding in its application to the field of learning problems he pointed out that "a good metaphor is more than a graphic description of a phenomenon. In this sense, a metaphor is not much descriptive in generating new ideas" (Stone, 1998, p. 344). But at the same time it may enhance students' further understanding of the teaching phenomenon. The metaphoric meaning of scaffolding describes the teacher-learner interaction in the classroom. If this view can be applied to classroom teaching, it may take teachers and educators back to a pre-Piagetian, traditional way of teaching by direct method of language teaching. The application of the learner self-regulation should not be hindered by educational systems and limitation of instructions. Vygotskian theory was built on the Piagetian idea of the children active learning with the focus on the role of social interaction in their learning development. This approach has

newly become known as social constructivism (Krause et al, 2003; McDevitt & Ormrod, 2002).

2.4. How does the Zone of Proximal Development apply to SL/FL teaching through intercultural dimension?

Intercultural language dimension is the appropriate environment in which to apply the Zone of Proximal Development theory. As this field of language learning is full of rich social contexts in which lots of scaffolding activities and teaching strategies can be applied in it. Having the student work in pairs or groups is considered only the initial step in Vygotsky's theory of ZPD because grouping is the first step of encouraging students to break social borders between them. The successful application of Vygotsky's ZPD requires an educational management and learning environment dedicated to these principles. Students must be highly involved, must work in collaboration with other students to facilitate learning, and must be familiar with the teaching strategies that are designed within the ZPD. This is in contrast to some old teaching methods which focused on students' memorization of a recited material. What can a teacher use to introduce culture in the language classroom within Vygotsky's model of learning? Part of applications of using language scaffolds within ZPD in the college students language classroom ,the teacher must use some of the following teaching aids to scaffold the main ideas and attitudes of the language and culture course just like in any language teaching course. The teaching tasks can be presented aided with the following learning tools: Commercials-----Videos/movies (made in the students' country)-- videos---News casts--- Festivals news ---Maps-----Songs----- Newspapers-----Photographs-----Stories---- Field trips .language learners can scaffold their learning conclusions through the use of group of learning scaffolds within the ZPD to give good illustrations to the points of views m attitudes and believes of the

intercultural dimension of language teaching the same way as they are used I learning any aspect of ESL/EFL. Techniques of presentation play significant role in socialization of the scaffolding activities inside the classroom. (Berk, & et al, 2001)

3.Research Methodology

3.1. Research Population & sampling

The population of the research was limited to the second stage College students .The total number of the participants was (30) students. The study sample was randomly selected. Then the two samples were equalized according to certain statistical procedures of sample equalization, this included *group of variables such as : intelligent test scores , age variable , pre-test scores*, the sample consisted of (30) male/ female students which were randomly distributed on two groups , (15) students constitutes the experimental group and (15)as the controlling group , as shown in table (3) below:

Table (1) Sampling

Group	Section	The sample	Males	Females
Ex.	A	15	7	8
CG.	B	15	9	6
Total		30	16	14

3.2.The Experimental Design

The design of the study is a complete two-group experimental design, thus the sample of the research is divided into two groups: The experimental and the control a pre/ post- test will be administered for each group. The course teacher (researcher) set the two groups for a pre-test. The control group was taught the course book of Language & Culture in a traditional way while the experimental group was taught the lessons by using group of scaffolding activities that enhance their **Zone of Proximal Development (ZPD)** then a post-test was administered

on both groups to investigate the effects of ZPD on enhancing students' language learning and comprehension.

Table (2) the Experimental Design

Groups	Pre-test	Treatment	Post-test
Exp.G	Written Cultural language test-1	Scaffolding learning within ZPD	Written Cultural language test-2
Con.G	Written Cultural language test-1	Traditional technique	Written Cultural language test-2

3.3.Instrumentation

- 1-An achievement Cultural language test was *used as a pre-test* to both: the experimental and the control group of the research.
- 2- An achievement Cultural language test was *used as a post-test* to both: the experimental and the control group.

3.4.Validity and the Reliability of the Instrument

3.4.1.Pre-and Post-test Validity

To determine the validity of this research instrument, both of the pre and post tests were given to a group of jury members. The jury consisted of (4) EL teachers with not less than ten years' experience of teaching college stages with MA degree and PhD in English teaching methods from different universities in Iraq . They all suggested some changes in the post-test to be able to investigate the differences. The researcher modified the post-test design accordingly.

Table (3) the Academic Ranks, Names, and Locations of the Jury Member

No.	Name	Academic Rank	College
1-	Dr .Fatin Khairy Al-Rifai	<i>Prof. (Ph. D</i>	College of Education (ibn-Rushed)Baghdad
2-	Dr. Esmail Fahmi	<i>Prof. (Ph. D)</i>	College of Languages /
3-	Dr. Dhuha Attalla	<i>Assist. Prof. (Ph. D)</i>	Salahadin University.
4-	Dr. Mohammed Al-Jabari	<i>Assist. Prof. (Ph. D)</i>	College of basic Education / Univ. of Mustansiria /Baghdad College of Education /Salahadin University.

3.4.2.The Reliability of the test

Reliability refers to the consistency of the results that follows from the use of a test ". (White & Gunstone, 1992:177) , the test is reliable if it shows the same results over a given period of time. The test was administered to the same group of students (sample) after two weeks. The statistical data has been obtained from the two administrations. Result of Pearson Correlation Coefficient formula comes to be (0.81), while the result of Alpha Cronbach Formula, is (0.82) which sates a fair degree of reliability.

3.5.Procedures of the Study

The study was based on the following procedures:

- 1- Preparing the pre-test for the two groups of the teaching experiment.
- 2- Correcting the participants' papers, and analyzing the collected data, calculating the scores standard deviation and mean scores to the experimental as well as the control groups.
- 3- Preparing the sample lesson plans.

Two lesson plans were designed by the researcher for the two groups of the teaching experiment ,one for the experimental group

which was taught the cultural language texts within the scaffolding activities of the ZPD. The other group the controlling group was taught the cultural texts according to the traditional techniques of teaching any reading comprehension texts that was presenting the topic which was designed in the book as group of questions, asking the participants of the control group to read silently and sometimes loudly, and then asking students to answer the questions that follow each reading comprehension lesson.

4- for the experimental group, the teacher (the researcher) divided the class into (6) groups of students during (6) weeks of teaching, (3) teaching hours per week for each group.

5- The following cultural scaffolds were used in teaching the experimental group to investigate their effects on the students' comprehension skills:

Newspapers-- Music videos-- Festivals-- Illustrations-- Photographs-- Literature-- Stories-- Videos/movies (made in the original country. The main objectives of teaching each lesson were to help the learners to be able to:

a-- Read the material silently in groups.

b-- Discuss all the events in the text together.

c-- Choose the main characteristics of the cultural text.

d-- Summarize them in a scaffolding way within the ZPD.

e-- Create a visual that illustrates the elements of the cultural text to reflect the summarized points.

f- The students create Thinking Maps or pictures to brainstorm answers about the intercultural dimensions of each question in the book which was connected the analyzed text.

g- The teacher introduced the cultural questions as they are written in the book to establish the participants' prior knowledge such as:

What is 'the intercultural dimension' in language teaching? Or what is the meaning of the phrase "the learners as intercultural speakers or mediators"?

What is the stereotype character?

Students of the experimental Groups were required to making films, directing and managing plan out of the cultural texts in picture forms to answer the questions and all the steps were done through group or pair working. It looks a bit like a comic strips mostly entertaining and related to the project –based approach of learning. This is called scaffolding activities within the notion of ZPD. Through power-point presentations students were ready to produce answers to the teacher questions in a three hours weekly presentation for each group. As the experimental class was divided into six groups, therefore, it was expected to have six different presentations to the six units of the book. The role of the teacher was to give guidance and control steps of learning scaffolds.

3.6.Data Analysis

In order to achieve aims of the present study which were as follow:

- 1- Investigating the role of ZPD in enhancing college students' scaffolding activities.
- 2- Finding out how Brainstorming scaffolds motivates students to freely express their ideas and thoughts in language and culture course.

It was hypothesized that ***“There is no significant difference at ($\alpha=.05$) between the the experimental group mean scores and those attained by the control group on students' comprehension that can be attributed to the effect of ZPD on the students scaffolding activities.*** In order to clarify this, rank, mean scores and standard deviations were calculated for both groups by a specialist statistician of SPSS using Mann-Whitney ranks for the small samples of research as it is shown in the following statistical analysis:

Table 4-Mann-Whitney Ranks Test (paired samples Test)

	group	N	Mean Rank	Sum of Ranks
Pre-test	EXP.	15	16.77	251.50
	Cont.	15	14.23	213.50
	Total	30		
Post-test	EXP.	15	21.93	329.00
	Cont.	15	9.07	136.00
	Total	30		

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pre-	Equal variances assumed	4.359	.046	1.018	28	.318	1.800	1.769	-1.823	5.423
	Equal variances not assumed			1.018	25.233	.319	1.800	1.769	-1.841	5.441
Post	Equal variances assumed	.727	.401	5.770	28	.000	7.933	1.375	5.117	10.750
	Equal variances not assumed			5.770	26.882	.000	7.933	1.375	5.112	10.755
Df	Equal variances assumed	6.680	.015	3.988	28	.000	6.800	1.705	3.307	10.293
	Equal variances not assumed			3.988	19.735	.001	6.800	1.705	3.240	10.360

Table 6-Paired Samples Test (Paired Samples Statistics)

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre	27.43	30	4.847	.885
	post	34.97	30	5.474	.999

Using the T-test formula for two independent groups, it was found out that the computed t-value which is 4.559 is greater than the tabulated T-value which was 1.99 at 35 degrees of

freedom and 0.05 level of significance. This explains that there was a statistical difference between the mean scores in favor of the experimental group which has been taught by scaffolding activities within the Zone of a proximal development. Therefore, the stated hypothesis was rejected and alternative one was stated which revealed that there was a statistically significance difference between the mean score of the performance of the experimental group students and that of the control group students who were taught by the traditional technique.

Table 7-(T-Test Group Statistics)

	group	N	Mean	Std. Deviation	Std. Error Mean
Pre-test	Exp.	15	28.33	5.589	1.443
	Cont.	15	26.53	3.962	1.023
Post-test	Exp.	15	38.93	4.131	1.067
	Cont.	15	31.00	3.359	.867
Df.	Exp.	15	11.27	5.994	1.548
	Cont.	15	4.47	2.774	.716

3.7.Discussion of the Results

The present study aimed at investigating the role of ZPD in enhancing college students' scaffolding activities. The second aim concentrates on Finding out how linguistic scaffolds motivate students to freely express their ideas and thoughts in language and culture course within learners' ZPD would lead to better learning .achieving this goal, three research questions were posed. To answer the first question of the research which inquires whether teaching intercultural language dimension within students ZPD leads to a better comprehension and understanding? By analyzing the results reported in table 7, it can be understood that it does make a significant difference to teach based of learners' ZPD. It

was confirmed that those students who taught within the ZPD did much better than those who did not as they could internalize concepts of the intercultural dimension of the language teaching better and deeper and consequently could obtain higher scores in the test. Comparing the statistical data in the table 7 and table one can easily discover the effectiveness of the technique adopted in this study which has been proved since the performance of the experimental group subjects in the post-test administered at the end of the experiment has surpassed that of the control group subjects. This success is attributed to effect of ZPD on the students scaffolding activities.

To answer the second question which inquired the possibility that teaching intercultural language dimension within students' ZPD improves students' scaffolding techniques of learning? The result revealed that the learners learn and found out the language cultural differences in a better way if their scaffolding activities were based on the ZPD. If the class educational environment was so social, motivating and supportive, the learners' comprehension mood was strongly enhanced and consequently, by themselves they shared responsibility to accomplish the learning assignment. Therefore, there was no need for the teacher to explain everything in class. He/she needed only to assist the scaffolding activities with the developing zone. This research copes with many studies in the field of ZPD such as Portes and Zady (1994), Gokhale (1995) and Torres (1996) .they all concluded that teaching grammatical rules within ZPD improves learning which means that all linguistic tasks can be done by language scaffolders within Vygotsky's zone. Another reason for students' well developed comprehension may due to their autonomous learning and self-dependent which creates better atmosphere for better learning and longer retention.

Concerning the third question of the research, that is finding out how linguistic scaffolds motivate students to freely express their ideas and thoughts in language and culture course? It could be concluded that T-test revealed positive results for the goodness of the experimental group as one can easily notice the students mean scores and standard deviation differences between the two groups in both the pre-post tests. Based on the results, the researcher noticed that the students coped with different rules to overcome many challenges which Vygotsky regarded as one way of coping with learning problems and finding solutions. It was found that even when the college learners want to start any learning project of the cultural language projects assigned for the experimental group, students were not sure whether they were following the right steps or not which dues to their weak level of potential development. This was one of the strongest challenges face them .which needed lots of work and guidance by the researcher. Such kind of hesitation dues to the lake of working within the ZPD in other language courses in the department. Students were able to imitate actions that go beyond their actual levels of development when the socialized all the steps of the linguistic scaffolds together in each group.

The following were some of the aspects figured out by the researcher:

1-Implementing this technique was enjoyable since it broke monotony and boredom through pottering , making colorful images , imagination as well as creating sense of humor, in some occasions.

2-Using this technique has great influence at a great extent in showing students how to interact with the cultural text to elicit the main ideas in it as well as how to reflect these ideas visually by presenting drawings in a scaffolder way .

3-working within Vygotsky's ZPD reduces students' shyness, anxiety and embarrassment.

4- it also enhances students' scaffolding inputs and encourages their self-confidence to be independent readers and autonomous learners.

5-It makes students active participants inside the classroom through motivating them to take part in classroom activities.

6-This technique gives free rein to student's imagination which influences on his/ her style to present his/ her creative ideas and talking freely to discuss these events. This can be considered the jest of Vygotsky's theory.

7-It motivates students to reach deeper level of comprehension different intercultural attitudes and their relation to language learning.

8-Implementing characters' dialogues in the drawings can improve students' speaking skills.

Conclusions

This paper presented an analysis of the role of scaffolding in its connection to the Vygotskian concept of the zone of proximal development. Scaffolding remains increasingly well-known concept among educators - researchers and teachers. The term appears in the most of the teaching textbooks introduced in modern educational psychology. As language scaffolding activities provide an easy justification of teacher intervention in learning especially when teaching the intercultural dimension of the English language through the linguistic activities. This definitely creates deeper understanding of the theoretical aspect of the scaffolding metaphor which promotes more creative and informed use by educators.

Recommendations

In the light of the conclusions, some recommendations can be drawn here:

- 1- College teachers should be aware of the importance of scaffolding learning activities so as to reinforce students' ability of comprehending intercultural texts that are differs from other grammatical or vocabulary teaching texts.
- 2-Pre-reading techniques can be utilized inside classrooms to motivate students to adopt the best ways in the process of reading and comprehension.
- 3- Language non-native speakers of English must be trained to deduct meanings through using different activities of scaffolding within the ZPD so as to be better social interactors.
- 4-Since intercultural dimension of language teaching is very important not only in learning English but in all fields of understanding the target language cultural attitudes and society concepts , teachers have to prepare their students to reach a deeper level of understanding in reading various English cultural texts.
- 5-Teachers are recommended to provide students with interesting and familiar texts on various cultural topics to be supplementary materials. They have their students apply scaffolding pre-reading technique outside classroom in reading these texts to activate their comprehension and storm their brains with ideas help them to express themselves inside the learning settings.

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