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ENGLISH LEARNERS' ATTITUDES TOWARDS DEVELOPING READING STRATEGIES THROUGH SCAFFOLDING

Reading skill is the ability of a person to read, understand and interpret the written words on a page of an article or other reading material. Many methods and techniques are used to develop reading strategies of English learners. Scaffolding is one of the most common methods in developing reading strategies of English learners. The current study examined the English learners' attitudes towards developing their reading strategies with Scaffolding. The empirical study involved 47 students from Aisha Bibi High School (fall semester 2022-2023), 12 male and 35 female. The study was conducted to analyze students' attitudes towards developing reading strategies through scaffolding. The empirical study employs a quantitative research method. The results were obtained using The Statistical Package for the Social Sciences (SPSS) version 23.0. The Mann Whitney U-test was used to analyze descriptive results and to see differences between class and gender. The results of the analysis show that the attitude of learners of English was positive towards learning this subject. Statistically, there was no significant difference between the class and gender of participants in training.

Key words: Scaffolding, reading strategies, developing reading strategies, English learners' attitudes.

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Ағылшын тілін үйренушілердің скаффолдинг арқылы оқу стратегияларын дамытуға қатынасы

Оқу дағдылары-бұл адамның мақала бетіндегі немесе басқа оқу материалындағы жазылған сөздерді оқу, түсіну және түсіндіру қабілеті. Оқу стратегияларын дамыту үшін ағылшын тілін үйренушілер көптеген әдістер мен тәсілдерді қолданады. Скаффолдинг-ағылшын тілін үйренушілерде оқу стратегияларын әзірлеудегі ең кең таралған әдістердің бірі. Ағымдағы зерттеу ағылшын тілін үйренушілердің скаффолдинг арқылы оқу стратегияларын әзірлеуге деген көзқарасын зерттейді. Эмпирикалық зерттеуге Айша Би орта мектебінің 47 оқушысы (2022-2023 күзгі семестр), 12 ұл және 35 қыз қатысты. Зерттеу скаффолдинг арқылы оқушылардың оқу стратегияларын әзірлеуге деген көзқарасын талдау мақсатында жүргізілді. Эмпирикалық зерттеуде сандық талдау әдісі қолданылды. Нәтижелерді алу үшін the Statistical package for the Social Sciences (SPSS) 23.0 нұсқасы пайдаланылды. Mann Whitney U-test сипаттамалық нәтижелерді талдау және сынып пен жыныс арасындағы айырмашылықтарды анықтау үшін пайдаланылды. Талдау нәтижелері ағылшын тілін үйренушілердің скаффолдинг бойынша оқуға деген көзқарасы оң екенін көрсетеді. Оқыту кезінде қатысушылардың сыныбы мен жынысы арасында айтарлықтай айырмашылық жоқ екендігі статистикалық түрде көрсетілген.

Түйін сөздер: Скаффолдинг, оқу стратегиясы, оқу стратегиясын дамыту, ағылшын тілін үйренушілердің көзқарасы.

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Отношение изучающих английский язык к разработке стратегий чтения с помощью скаффолдинга

Навыки чтения – это способность человека читать, понимать и интерпретировать написанные слова на странице статьи или другого материала для чтения. Для развития стратегий чтения у изучающих английский язык используется множество методов и приемов. Скаффолдинг – один из наиболее распространенных методов в разработке стратегий чтения у изучающих английский язык. В текущем исследовании изучалось отношение изучающих английский язык к

разработке своих стратегий чтения с помощью Скаффолдинга. В эмпирическом исследовании приняли участие 47 учащихся средней школы Айша Биби (осенний семестр 2022–2023 годов), 12 мальчиков и 35 девушек. Исследование было проведено с целью анализа отношения учащихся к разработке стратегий чтения с помощью скаффолдинга. В эмпирическом исследовании используется количественный метод анализа. Для получения результатов использовался The Statistical Package for the Social Sciences (SPSS) версии 23.0. Mann Whitney U-test использовался для анализа описательных результатов и поиска различий между классом и полом. Результаты анализа показывают, что отношение изучающих английский язык было положительным к обучению по данному предмету. Статистически показано, что не было никакой существенной разницы между классом и полом участников при обучении.

Ключевые слова: скаффолдинг, стратегии чтения, развитие стратегий чтения, отношение изучающих английский язык.

Introduction

In the modern contemporary fast-paced world English language plays a paramount role in the process of communication, which has four skills: speaking, writing, reading and listening (Herman, H., Ivantara, E. P., & Manalu, D. B., 2020) [1]. In accordance to (Dhillon, B. P. S., Herman, H., & Syafryadin, S., 2020) [2] reading is the significant field in the education sphere among these skills. According to (Georgievna Y. L., 2020) [3] understanding the meaning of the text is the most arduous form of activity. As (Januarty, R., & Nima, H. N. A., 2018) [4] stated that reading is one of the extensive tools which learners must use in order to get encouragement. Reading strategies enable the process of making sense of the text before. In the research, the teaching of reading strategies in secondary school students' reading strategies, metacognitive awareness, reading comprehension achievements were analyzed.

Comprehending the cognitive skills of the individual in the process, which includes the pre-reading, reading sequence and post-reading stages of the reading function, controlling learners and the process and finally, the ability to figure out by receiving feedback can be evaluated as metacognitive activities. A person who has received a good reading education from the basics is able to judge different thoughts and realize the logic based on them and give himself/herself a worldview he/she will have the necessary equipment to create it. In this context, the secondary school students' reading strategies it is important to identify cognitive awareness skills.

The main purpose of reading is to improve reading comprehension and understanding ability in this way. An individual's reading comprehension is directly related to their prior knowledge and lifestyle. Cognitive awareness is a basic skill that includes other dimensions of thinking. Cognitive awareness is very simply; being aware of one's

own way of thinking or way of thinking means that one knows how to get systematic thinking skills. Essentially, cognitive awareness skills are more advanced level of thinking ability that allows people to become "successful students" in all areas of life (Toksun, S. E., 2020) [5].

According to (Estremera, M.L., & Estremera, G.L., 2018) [6] learners can face with problems while reading especially whether the text is in academic language. Reading and reading comprehension closely connected each other. In order to understand concept of the text learners must have to improve comprehension in reading as meaning depth and width. As, (Damanik, A. S., & Herman, H., 2021) [7] mentioned, learners always found out challenges while reading, especially understanding the whole text. There are some reading types, to name but a few: critical reading, intensive and extensive reading. In the researcher's study it was identified that most of learners don't understand process of reading, which includes clauses, phrases moreover, learners think that information is difficult in the text. The next problem for the second language is the fact that learners may not understand concept of the text, confuse style.

In modern decades teenagers use internet in order to get information, while they don't prefer reading. Moreover, reading needs more power and energy, because it may require ability to see well, as well as mind. The main goal of teachers should make a thrilled atmosphere for improving reading comprehension of learners. The fact that, student's the main problem that lack of motivation to read that they have less vocabulary, and pronunciation errors (1). As (Hidayati, D., 2018) [8] mentioned about students who found out reading books have high quality of writing.

English is a foreign language for Kazakhstan's students. Therefore, they can face with problems while learning. In order to tackle these issues they need support and directions of their tutors. The

current article is about the how teachers can support students while learning second language whilst investigating effectiveness of scaffolding approaches in English classroom.

The term of scaffolding is used in many spheres of education. Especially, school students need support their teacher while reading text, in order to pronounce words correctly, understand the meaning of the academic text also to get main point. There are many methods and strategies available in the field of reading. A lot of research has been conducted in this area with very important tasks, such as raising new generations of strategic readers, consequently it is possible to say that it can be loaded.

Using scaffolding approach can improve learner's reading skills; moreover it has positive effects towards reading. While (Piamsai, C., 2020) [10] noted about the significant manual of scaffolding approach in the education process. Moreover, (Jafari, S., Talebinejad, M. R., & Ketabi, S., 2021) [11] claim that scaffolding is a measure aimed to comprehensive development of students in the educational system. Importance of scaffolding is the help person who is less expert or posses less professional skill.

The study of (Akhmetova, A., 2022) [12] mentioned that most of Kazakhstani students, in their young ages, are interested in reading while adults tend to be unmotivated towards reading. According to (Khasawneh, M. A. S., 2021) [13], the trouble and challenge for the learners who have weak level is reading fast. Thus, the following purpose is set in this research study

The purpose of the study

This study focuses on English learners' attitudes towards reading strategies through scaffolding approach. Using Scaffolding at the lesson improves confidence of learner's in learning process. Moreover, the current article investigates effect of scaffolding approach on developing Kazakhstani learner's reading strategies. The current article seeks out to answer to the following research questions.

Research questions

1. What is the effectiveness of scaffolding on reading strategies?
2. Are there any significant differences between mean scores of 9th and 10th grade learners' towards use of scaffolding in reading comprehension?

3. Are there any significant differences between mean scores of male and female participants to use scaffolding in reading comprehension?

Methods and materials

Research design

The descriptive research design was conducted in order to identify effectiveness of scaffolding approach towards reading strategies. Descriptive research consists of different types of questionnaires and fact-finding research. Main the purpose of descriptive research is the description of the set conditions as they exist (Mishra, S. B., & Alok, S., 2022) [14].

The questionnaire was conducted to identify attitude towards scaffolding while quantitative research was based on the quantitative aspect or scope. It is related to the object that can be expressed as: a quantity or something that can be counted. Investigations of this kind involves systematic experimental analysis of observables statistical, mathematical or computational phenomenon techniques in numerical form, such as statistics, percentage (Aliaga, M., & Gunderson, B., 2002) [15]. Quantitative research design was used to achieve the purpose and to answer research question. According to the study, quantitative research design is the method to evaluate to analyze data with numbers

Participants of study

Learners from Aysha Bibi secondary school from Turkestan region were selected to achieve research objectives. Overall 47 pupils participated in the current research study 13 male (28%) and 34 (72%) female learners. 9th grade participants are about 13-14 ages while, 10th grade learners at their 14-15 ages. Levels of English knowledge are Beginner and Elementary. Both grades started learning English language from the 5th grade. They had English classes three times a week. The questionnaire was surveyed between two grades 9th and 10th in order to estimate teacher's support. They spend majority parts of lesson to writing. Reading is undoubtedly major challenge for them as they are L2 (second language) learners. The research study was conducted in the fall term of 2022-2023 academic years. In electing participants purposive sampling method was used, purposeful example is one of the following: the characteristics are defined for a purpose related to the study (Andrade, C., 2022) [16].

Data collection instrument

Questionnaire regarding scaffolding was evolved by (Piamsai, C., 2020) [10]. It was used to evaluate learners' assumptions towards using scaffolding at the English classrooms. And, learners' opinion about tutors' support. The comprehensive questionnaire includes 3 attitudes 31 questions: Cognitive (questions from 1 to 14), Metacognitive (questions from 15 to 26) and Affecting Scaffolding (questions from 27 to 31). As purpose of the recent study is investigate effectiveness of scaffolding on developing English learners' reading strategies items about the reading strategies were selected from Cognitive Scaffolding attitudes including overall 11 items. Questions "I learned useful structures and language expressions from the reading texts" and "I used feedback and comments from my teacher to improve my work" showed learners' attitudes towards reading, also teacher's correcting of their mistakes were useful for them. The instrument was used as a form of Likert scale 4 points (4= strongly agree, 3=agree, 2=disagree, 1= strongly disagree).

According to the number of items in the questionnaire, the Cronbach alpha value is $\alpha = .937$ showed that the questionnaire had high reliability.

Table 1 – Reliability of the scale

| Cronbach's Alpha | N of Items |
|------------------|------------|
| ,937 | 13 |

Data collection procedure and analysis

The questionnaire was selected according to the grade and age of secondary school learners'. Each question was selected to identify attitudes towards effectiveness of scaffolding on learners' reading strategies. All 11 items were intended to be understandable for the participants who have a low level of English. Interpretation work was carried out in advance. It was clarified about the results of findings would be used for the academic purposes, and answers are absorbed intimately, the questionnaire was prepared in Google form. First, the participants were asked to complete the questionnaire on the Google form, moreover they were asked to express their opinions honestly. After collecting whole data The Statistical Package for the Social Sciences (SPSS) 23.0 version was

used to calculate descriptive statistics of research work. In order to define whether parametric or non-parametric would be appropriate to collect data the test of normality was used. According to the results of Kolmogorov-Smirnov and Shapiro-Wilk tests the participants' awareness about scaffolding approach showed the non-normal distribution. As a result of Kolmogorov-Smirnov test, which shows the normal distribution of variables it is observed that the variables show a normal distribution. In order to calculate the results non-parametric tests was used.

Results and discussion

According to the first research question "What is the effectiveness of scaffolding on reading strategies?" The results of descriptive statistics are given below Table 2.

Table 2 – Results of descriptive statistics

| | N | Min | Max | Mean | Std. Deviation |
|-------|----|------|------|--------|----------------|
| Total | 47 | 1,00 | 4,00 | 2,7698 | ,84430 |

The result of questionnaire about attitudes towards using Scaffolding approach showed average score ($M=2,76$) and ($SD=.84$). It means that secondary school learners have a positive attitude towards Scaffolding approach, it shows the role of scaffolding on developing reading strategies. Moreover each questions analyzed separately.

This research study aimed to investigate English learners' attitudes towards developing reading strategies through scaffolding approach. By researching the current study based on the results calculated above. It identified descriptive analysis of English learners' attitudes towards developing reading strategies through scaffolding approach. The analysis of questionnaire showed high reliability. The first research question was "What is the effectiveness of scaffolding on reading strategies?" According to obtained results showed that learners had positive attitudes towards use of scaffolding at the lesson. The mean score of according to the first research question total score shows implementing reading strategies through scaffolding.

The same positive attitudes towards reading through scaffolding identified in the research (Hong, T. D., & Nguyen, H. B., 2019) [17]. The use of scaffolding strategies reveals clear improvements

in students' attitudes and interests. The results implied that the quality of the scaffolding had beneficial contributions to the students. According to (Yawiloeng, R., 2022) [18] English learners had positive perception using Scaffolding while reading. Moreover English learners' attitudes towards developing their reading strategies through Scaffolding showed positive effect (Bassiri, M. A., 2012) [19].

According to (Wang, Z., Guo, Y., Wang, Y., Tu, Y. F., & Liu, C., 2021) [20] and (Yusuk, S., 2018) [21] the same result found. Mass of learners' agreed with using scaffolding at the English lessons. As (Yawiloeng, R., 2022) [18] mentioned in the research concerning effectiveness of scaffolding while reading, ELT learners totally agreed with

opinion that scaffolding helps to improve reading comprehension. And, there was found high attitudes of English learners towards developing their reading abilities by using scaffolding (Safadi, E., & Rababah, G., 2012) [22]. (Mojarrabi Tabrizi, H., Behnam, B., & Saeidi, M., 2019) [23] stated that there some major benefits of using scaffolding, some of the most useful aspects are developing reading strategies, positive attitude.

However (Fatehi Rad, N., & Jalali, V., 2021) [24] noted that scaffolding doesn't enhance learners' motivation to learn language, moreover there was no found significant effect of scaffolding to improve reading comprehension.

For the each question descriptive analyze carried out. The results are given below Table 3.

Table 3 – Results of descriptive statistics

| | N | Min | Max | Mean | Std. Deviation |
|---|----|------|------|--------|----------------|
| 1. I learned useful vocabulary from the reading texts. | 47 | 1,00 | 4,00 | 2,7234 | ,87730 |
| 2. I gained useful ideas/information/content related to the topic that I had to write from the reading texts. | 47 | 1,00 | 4,00 | 2,7234 | 1,03634 |
| 3. I learned useful structures and language expressions from the reading texts. | 47 | 1,00 | 4,00 | 2,8511 | 1,04213 |
| 4. I learned useful vocabulary from my teacher in class | 47 | 1,00 | 4,00 | 2,8085 | 1,07619 |
| 5. I learned useful structures and expressions from my teacher in class | 47 | 1,00 | 4,00 | 2,7021 | 1,01970 |
| 6. I learned useful vocabulary from the brainstorming activity in class | 47 | 1,00 | 4,00 | 2,6170 | 1,01195 |
| 7. I gained more ideas/information/content from the brainstorming activity in class | 47 | 1,00 | 4,00 | 2,8936 | 1,00508 |
| 8. I learned to evaluate my own work from evaluating my peers' work | 47 | 1,00 | 4,00 | 2,7021 | ,90686 |
| 9. I used feedback from peers to improve my work | 47 | 1,00 | 4,00 | 2,8936 | ,93795 |
| 10. I learned from my teacher's feedback and comments | 47 | 1,00 | 4,00 | 2,7660 | ,96036 |
| 11. I used feedback and comments from my teacher to improve my work. | 47 | 1,00 | 4,00 | 2,7872 | 1,06191 |

11 items were analyzed according to descriptive statistics. The highest results are shown in items: "I gained more ideas/information/content from the brainstorming activity in class" and "I used feedback from peers to improve my work" have (M=2,89), "I learned useful structures and language expressions from the reading texts" (M=2,85) and "I

learned useful vocabulary from my teacher in class" (M=2,80). While, the items "I gained useful ideas/information/content related to the topic that I had to write from the reading texts" (M=2,72), and "I learned to evaluate my own work from evaluating my peers' work" and "I learned useful structures and expressions from my teacher in class" (M=2,70)

moreover “I learned useful vocabulary from the brainstorming activity in class” (M=2,61) obtained minimum results.

According to the second research question “Are there any significant differences between mean

scores of 9th and 10th grade learners’ towards use of scaffolding in reading comprehension?” the Mann Whitney U-test was used to obtain data whether there is a significant difference according to grade. The results are given Table 4.

Table 4 – Results of Mann-Whitney U-test

| Grade | | N | Mean Rank | U | p |
|-------|----------|----|-----------|---------|------|
| Total | 9-grade | 13 | 30,19 | 140,500 | ,055 |
| | 10-grade | 34 | 21,63 | | |

*p<0.05

As mentioned above, Mann Whitney U-test was used to identify scores of 9th and 10th grades’ opinion enhancing reading abilities through scaffolding approach. The obtained result shows that there is no found significant difference between mean scores of grades. Data demonstrates that 9th grade (M=30,19) picked up higher score than 10th grades (M=21,63).

The second research question identified inequality between 9th and 10th grade learners towards use of scaffolding in reading comprehension. The research question identified exceptional result, which demonstrated that there was no difference between participants’ grade. Both, 9th and 10th grade learners’ support using scaffolding approach not only while reading but also in any lessons. Scaffolding can improve learners’ literacy competency, moreover

the same results were obtained. There was no significant difference between grades’ opinion about scaffolding in developing their reading strategies. (Brevik, L. M., 2019) [25] investigated 9th and 10th grade learners’ reading comprehension and role of scaffolding in lessons. No difference was shown in descriptive analysis. The same positive opinions were delivered by 4th and 5th grade learners. They support using scaffolding in their English lessons, and believed that it improved their reading strategies (Spichtig, A. N., Gehsmann, K. M., Pascoe, J. P., & Ferrara, J. D., 2019) [26].

In order to describe opinion towards scaffolding approach, the Mann Whitney U-test were used in further analysis to identify if there are any significant difference between male and female participants (See Table 5).

Table 5 – Results of Mann-Whitney U-test

| Gender | | N | Mean Rank | U | P |
|--------|--------|----|-----------|---------|------|
| Total | Male | 12 | 25,79 | 188,500 | ,598 |
| | Female | 35 | 23,39 | | |

*p<0.05

So that, to present scores of participant’s attitudes towards developing reading strategies through scaffolding, in order to determine whether there is a significant difference according to the gender variables.

The collected data shows that there is no significant difference between male and female participants. The clear results demonstrates that male

participants attitudes towards scaffolding approach is highest than female. Male (M=25,79) and female (M=23,39).

The last research question “Are there any significant differences between mean scores of male and female participants’ to use of scaffolding in reading comprehension?” “ The outcomes of independent sample t-test revealed that there was no difference

between male and female participants, while they had positive attitudes towards using scaffolding in developing their reading strategies.

(Fatehi Rad, N., & Jalali, V., 2021) [25] concluded that male and female learners' opinions towards using scaffolding in their reading process showed completely positive capacity. Moreover, according to (Nourazar, S., Kakvand, R., & Aliasin, S. H., 2022) [27] found out comparable results, male and females' opinions towards scaffolding were same confident. Both male and female participants felt comfortable in developing their reading strategies by using scaffolding. There was found comparisons between male and female participants' motivation of reading by using scaffolding (Bassiri, M. A., 2012) [19].

The English learners' attitudes on the use of scaffolding shows positive attitude which related to work Piamsai, C., 2020) [10]. Besides, the most extensive tool for learners tend to be their teachers' support whilst reading literacy texts.

Conclusion

The recent study identified English learners' attitudes towards developing reading strategies through scaffolding. Accordance to descriptive analysis some clear results were found. Based on the results of this scientific article, we can summarize this study as follows: there are many benefits of using scaffolding for learners, due to the fact that it supports in the process of not only reading, also developing other communicative skills. The role of scaffolding is important for both tutors and learners. It helps to pronounce words correctly, understand the meaning of the text, and most importantly, solve problems that arise in the learning process. To sum up, learners' attitudes towards enhancing reading by scaffolding was confident. Moreover, there was no considerable distinction between grade and gender. Therefore, there is recommendation for teachers, to enhance using scaffolding in each lesson, to use scaffolding to develop reading abilities.

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