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Translanguaging as a scaffolding structure in a multilingual group studying English in Sweden.

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This study was conducted in order to find out what translanguaging practices are used in an English learning multilingual classroom and how those practices can create scaffolding structures for the students' language development. By attending a second language English class with adult multilingual students and conducting a structured observation it was possible to achieve gathered material sufficient to answer these questions. In class all the translaguaging incidents were written down and afterwards these incidents were structured into different themes to outline scaffolding structures. After analyzing the notes it was clear to see that in this particular class translanguaging was used as a strategy to develop supportive learning structures. The result shows the translanguaging practices correlation between teacher and students as well as in relation to different types of educational classroom applications. Besides those features the results show some indications about the spoken production of translanguaging.

Keywords: Translanguaging, multilingual, scaffolding structure, second language development

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1. Introduction

1.1. Background

As a substitute teacher in Swedish for adult immigrant students I have noticed the importance of translanguaging. This is a field that I wanted to study further. In a multilingual classroom it is not uncommon that when the students are to produce spoken target language they often substitute words that they are unfamiliar with into a different language where the knowledge of the word is known, which might not even be the native language of the speaker. If it is possible to produce a more precise target language by adding lexical and grammatical structures of another language then that is a good way to make ends meet. I will study this by participating in an English second language (ESL) class on basic adult education and see if and how it is put to practice. By letting students use all of their language capacity translanguaging is a way of achieving target language with the use of students' language resources.

1.1.1. Translanguaging Background

I will use the abbreviation TL when writing about translanguaging in this text even though it is a common form in publications referring to target language, but here it will not. The term TL was first used in 1994 by educator Cen Williams in Welsh (Garcia, 2016:11). Instead of having his students use only Welsh or English in different situations in different classroom context he gave them the possibility to choose between the two whether it was language input or output they were dealing with. This was a different way of developing second language skills since at this point in time the bilingual education merely focused on teaching one language at a time rather than mixing the two. TL is a way to achieve better results due to the allowance of using ones full range of language capabilities without being handicapped by structures such as: we only speak English in this classroom.

1.2. Aim and Question

The aim of this paper is to explore how TL is used in a Swedish adult education ESL- classroom and how that offers scaffolding structures for students learning English as a second language. Scaffolding structures would in this context mean different approaches offered as a way to create learning strategies that support the intake of a second language. The focus of my research are the following questions: What practices of translanguaging are used in a multilingual group studying English in Sweden? How

can those practices create a scaffolding structure for students' development of English as a second language?

2. Literature review

2.1. Traditional bilingual theories

Here is a very brief summary of the second language acquisition from the 1940s – 1990s. In the 40s and 50s the dominant theory about second language learning was founded in the pedagogy of behaviorism (Mitchell, 2013: 50-55). This meant that the focus in teaching lay in the repetition and practice of the second language as well as habit-forming strategies and avoiding negative transferring between the first and the second language. In the 60s, researchers focused on the innate learning, that seemed to exist within each person, and studies that showed that very little negative transfer was actually detected from the first language. More studies were undertaken in the 70s and now the terms conscious and subconscious knowledge were looked into deeper. The 80s brought cognitive psychology ideas into the second language learning theories which pointed to the differences in learning a first language and a second language. It was during this time the advantage of learning a second language structure in earlier years compared to being older was discovered. Features as for example personality, motivation and anxiety are looked upon to understand the differences in the individual learning process. During these years bilingual teaching had much stricter structures focusing mainly on using as much target language as possible rather than using a student's full language knowledge. TL was introduced in the 90s among other bilingual strategies.

2.1.1. Teaching Theories

The term TL it is very often used in the context of a scaffolding (supportive learning) technique used in schools (Garcia, 2016:18). A prominent discussion in todays' learning institutions is the use of TL. As people from different cultures and languages are mixing in schools we need to figure out the best way for efficient learning strategies. This is where TL can offer a broader platform for second language acquisition (SLA) than traditional bilingual programs have used. There are many different aspects to be considered when viewing SLA. To get a clear overview there is a need to look into the many different aspects that influence the learning process. Different factors affect the process from input of language to output (Gass, 2008:479-481). When learning a second language the exposure to the second language data starts with a process often referred to as apperceived input. This process is about linking

previous language knowledge to the new language that we are exposed to. For example, if a Swedish person is to learn English it will be valuable for the input process that these languages are similar in structure and furthermore descend from the same branch. A person with the native tongue of Chinese will have different language knowledge and therefore a different apperceived input. These factors will vary between people but there are more factors such as how frequent the second language exposure is, overall knowledge and experience of the world and personal motivation to mention a few. The second step in learning a second language is to transform apperceived input to comprehended input. This is where the learner analyzes the language input to derive meaning whether it is about noticing differences or similarities between the native tongue and the targeted language and then transforming the findings into recognition. Once language data is recognized it is possible to move into the third step which is intake. This part of the process could be described as the stage where the new language data connects with prior experience and knowledge so that the learner can form a hypothesis about the new language and also use and modify them as their language process progresses. Integration is now the next step and it involves the storage of the learner's hypothesis that has been proven to work as a structure within the targeted language. At this stage output is possible but still not a predictable outcome. Factors such as a learner's confidence in his/her ability to perform correct output play an important role as well as knowing how a language should sound but producing it is a much more difficult variable. This process from intake to output is not described in any detail here but this description is merely a short overview of some of the many factors that influence the second language acquisition process (Gass, 2008:479-481).

The term code can be used as a description of a language or language variety in use. If code refers to a specific language or dialect then code-switching would refer to the switching between these codes (Wardhaugh, 2010:98-101). In multilingual communities switching between different languages is a common strategy when communicating. Code-switching can occur if two people are using more than one language when talking to each other as well as one speaker using two (or more) languages when communicating with another person. Code-switching is often used as a tool to mark group belonging or cross a group's boundaries. This kind of switching might not even be a conscious strategy, it might be a natural shift due to different situations (situational code-switching) or a change of topic which leads to the change of language (metaphorical code-switching).

A newer term in the field of learning a second language is TL. This term is different from code switching since TL is a conscious strategy used to develop one's language repertoire (Garcia, 2016:14). The term code switching is similar to TL in the sense that both of the terms refer to the switching between languages but code switching has been perceived as a lack of target language knowledge and has therefore not been welcome into the second language classroom (Park, 2013:50-51). TL is using the whole knowledge of languages a person accesses when producing and learning different subjects for educational purposes, for example when acquiring a second language. In an interview conducted by François Grosjean with Ofelia Garcia, she says "Being able to perform with language-specific features legitimized in schools is not the same as having general language ability or being knowledgeable of content." (Grosjean, 2016). Second language classes have a history of being very strict in their language learning structure. Education has been linked with standardized language and only one language use at a time. At the website of UNESCO we can read under *Theories Supporting The New View Of The Learning Process* that : "A constructivist environment involves developing learning communities comprised of students, teachers and experts who are engaged in authentic tasks in authentic contexts closely related to work done in the real world." If we tie this in relation to language and how people use a mix of varieties to communicate with each other it might show a need to widen the traditional second language environment. Tatyana Kleyn claims that: "Professional development, provided by faculty with a strong foundation in translanguaging, is one way to build capacity and go beyond discipline borders that are often experienced in a very rigid ways in higher education." (Kleyn, 2016:212).

TL could be a possible way to create faster development of a target language but there has to be a conscious effort in providing a scaffolding environment in the classroom. A constructivist environment points to how we, with our social interactions, create our own structure of learning. Lev Vygotsky, a Russian psychologist, claimed that people evolve through social interaction but that culture gives us the tools to create our own reality (Vygotsky, 1987:21).

2.2. Previous Research

Research points to the importance of texts that are culturally connected to the students' own background through their previous experience and knowledge (Garcia, 2016:60). It is possible to see a connection here with the students' language background as a major contributor to a student's whole language knowledge. Even though their

study only points to the relation of text intake/production it might mirror the importance of cultural background and its connection to the use of a particular language as well. It could be plausible to consider students' background, language use and experience when planning other activities such as listening comprehension exercises or word training.

VanPatten's research work has led to a model which he refers to as "Input Process" (Gass, 2008). Part of this process is about how students deal with new words in second language acquisition (SLA). This research states that when students hear a new word they are mostly concerned with knowing the meaning of it. Before the word can be used in different forms there is a need to understand it. If a teacher offers a translation into a student's first language then that would mean that the process of using the word in different forms can continue without the interference of word meaning. Even a study conducted by two students from Sweden, who focused on the importance of using as much target language in the ESL classroom as possible, could in their conclusion see that it was useful to use Swedish to explain, for example, grammar structures (Axelsson, 2008: 28).

Angela Creese and Adrian Blackledge (2010:112-113) have summarized some of their findings in the bilingual classroom as follows:

> Some of the specific knowledge and skills shown by classroom participants in practising flexible bilingualism and flexible pedagogy included the following: 1. Use of bilingual label quests, repetition, and translation across languages; 2. Ability to engage audiences through translanguaging and heteroglossia; 3. Use of student translanguaging to establish identity positions both oppositional and encompassing of institutional values; 4. Recognition that languages do not fit into clear bounded entities and that all languages are "needed" for meanings to be conveyed and negotiated; 5. Endorsement of simultaneous literacies and languages to keep the pedagogic task moving. 6. Recognition that teachers and students skilfully use their languages for different functional goals such as narration and explanation; 7. Use of translanguaging for annotating texts, providing greater access to the curriculum, and lesson accomplishment.

3. Method & Material

The method in this study is a structured classroom observation in a multilingual class learning English as a second language. It is assumed here that, in this classroom, a second language might be a student's third or fourth language. In this text it will still be referred to as a second language in order to keep the focus on language acquisition that

is not the first language. A structured observation indicates that the focus of my observation was pre-determined, meaning I already knew what data I was looking for before entering the classroom that the observation was conducted in (Bell, 2014:214). I wanted to study what forms of TL would occur in this particular class which could be interpreted as having a set mind before collecting the data. As I did not know anything about the teacher or his methods in the classroom there was no obvious expectations of what the result would be or if there were anything to write down. Not knowing anything about the teacher and the class, except that it was a multilingual adult English class, was a way to reduce subjectivity from my part. Too much knowledge about different classroom strategies might have interfered with my first impression and kept me less focused. Having knowledge about what comes next could make an observer pre-determined which could lead to subjectivity. The students were never given the information about the nature of the study, they only knew that I would be sitting in the back taking notes for my C-essay. The intention was to not let anyone become aware of when and how they would be using TL strategies. The teacher was told after the class what kind of research questions was in focus. This was done in order to minimize any misrepresentation of data that knowing and then consciously or unconsciously acting differently could produce. The data collected were the field notes from this particular lesson. Furthermore, focus was also to find out, if TL practices were found, how they could create scaffolding structures for the students´ second language development. This was a less structured part in the observation. Because there was no expectation of if, or how, the TL practices would appear, the field notes were written down as they were presented and the structure of that particular data was analyzed after the class.

3.1. Field Notes

The primary source of material used is field notes describing the context and use of TL within that context from classroom observations. These notes were ethnographically inspired linguistic research (Bell, 2014:17). An ethnographic researcher aims to come to an understanding of how a particular culture works by interacting with the people in that specific environment. In this case there was only observing without interaction in order to understand this particular classroom culture related to TL. I used a total of three hours in an English class observing the student-teacher interactions. It was possible to discuss certain techniques with the teacher while the students were working on assignments together to clarify any questions I had with the material I was collecting.

This observation was structured in the way that I was an observer not interacting with the class. When taking notes it was predetermined that if two incidents overlapped, the focus would stay on the first incident in order to document it as correctly as possible. If the second incident would still be easy to remember completely after the first was written down then it might be considered to be documented as long as no other occurrence would appear at that time. For 60 minutes the teacher performed a grammar lecture which meant that there were only a few interruptions when the students needed something clarified, had questions or contributed with information. After a short break there was more grammar review for another 45 minutes. The last hour the students worked with reading and grammar/vocabulary exercises. During the last part of this class it was possible to observe the students when interacting with each other as well as with the teacher. During the lecture there was little interaction between the students, even though it did occur.

3.2. Material

The observed adult ESL class consisted of a teacher who is a native speaker of English and eight students with various native languages which did not include any native speakers of Swedish. It was a three-hour class with a fifteen minutes break. These hours provided 12 pages of handwritten material of different TL practices from both the students and the teacher. Since the teacher and the students wanted to move forward with the actual grammar lecture there was little interruption to talk about word meaning. This became apparent when the students encountered a word they did not know in the targeted language and they consciously switched to Swedish, in order to get their question answered, rather than being caught up in a discussion about word meaning. The fact that a student tried to find the right English term before switching seemed to be a clue to whether it was a conscious act or not meaning that it would be classified as TL rather than code-switching. By noticing how a student used his/her language resource to solve a target language problem it was possible to see whether different communication strategies were used and which ones were TL techniques. There is not a definite way of knowing how conscious students are in their use of different languages but it would be a reasonable assumption that the aim in the classroom is learning and not some social mark of group belonging. Additionally, this class is an adult class gathered by own choice to achieve knowledge of the English language. The teacher explained after the class that he uses all his language knowledge consciously in the classroom even though the term TL was nothing he had studied. Even though he was

not educated about TL it was still a conscious practice and it was done in order for the students to achieve target language knowledge.

3.2.2. Thematic Data Analysis

In this data analysis my goal is to search for TL incidents and categorize them into different themes such as grammar, word knowledge and pronunciation. The description provided here gives information about the details of this classroom's TL incidents. By studying the scaffolding (learning support) practices the teacher provided in this class it became easier to understand the different features of second language development that were offered, such as, word knowledge or grammar, for example. The focus in this particular study was to investigate what practices occurred and how they could create scaffolding practices for the students, table 1 (4. Result) was created to get a clear overview of the scaffolding practices that was noted.

3.2.3. Quantitative Data Analysis

The field notes that were written down made it viable to count the numbers of occasions that TL practices were used. Furthermore, it was possible to compare these numbers in relation to each other. This kind of quantitative categorizing made it easier to understand which different TL techniques were used and to what extent, as well as whether it were the students or the teacher producing them. By quantifying my findings and categorizing them the analysis of the field notes was enriched. Figure 1 and 2 (4.Result) were made to achieve a better perspective of the TL incidents that were found.

4. Result

Table 1. Categories of Themes.

Possible second language development	**TL Scaffolding practices provided**
Word knowledge	Google translation with FL, Quizlet and teacher translating.
Grammar	TL grammatical terms into Swedish by teacher or Google translations into (several) first languages.
Pronunciation, associating sound to memorize pronunciation.	Mnemonics (Key word associating sounds in first language that sounds like a certain word in target language).

In table 1 it is possible to determine what scaffolding practices the teacher provided in the class and what language development was offered to the students. It is shown that practices that support the learning process is offered as a platform for language development. The thematic analysis can show what structures are provided, the actual learning that takes place is another field of study and is dependable on the student's individual input – output process.

The teacher used Google translate with translations into multiple languages on the white board while lecturing grammar. He consciously used tools as Quizlet and Mnemonics to support the learning of English. Quizlet is a digital platform for second language learning through its content of learning tools and games. As their homepage states: "Quizlet is a place where everyone can share knowledge in any subject, at any level and gain confidence as a learner. All the content in Quizlet is created by our users and 87% share what they create or study." Mnemonics is a tool that offers key word associating sounds in a first language that sound like a certain word in the targeted language. For example, it is a good way to learn a target language word by associating it with a native language sound like using the word "bra" in Swedish, which means good, to learn how to pronounce the English word bra (as well as spelling it).

What practices of TL were found in a multilingual group studying English in Sweden? Sitting in the back of the classroom and taking notes as soon as hearing anything that might be classified as TL resulted in many pages of incidents. There were a total of 27 TL occurrences and six of those were produced by the students, nineteen by the teacher and two were produced by the teacher and students together. The students communicated words or phrases in a different language than English 6 times when explaining something and the teacher did it 12 times. A total of 9 times was put into the category of others since it was either a joint effort of production by teacher and students together or another TL strategy that was not put into its own category here. Without asking the students about their language switching intentions there could be no absolute certainty in this regard. But asking the students while it was occurring would have prevented the intention of not making them self-conscious about their TL use. Still, this class was no platform for code-switching but rather a conscious learning platform.

When counting TL methods it was possible to see the kind of methods the students used during this class. The students would use Swedish words when they could not find the correct English word or they would associate words that have the same pronunciation, but not meaning, as in their first language. The association to the sound

of words was something that the students would explain. A student said that a particular word in the targeted language sounded like a word in his first language and this is why he always remembered. They would also use their native language with a classmate to solve different assignments or understand words while producing English together. The students' aim here was to produce correct English by answering different grammatical questions. In order to reach this goal the students used their native tongue to discuss different aspects. This could be interpreted as a conscious strategy to reach the most correct outcome of the assignments. At one point a student repeated the teacher's information in his first language to a classmate in order to confirm that he had understood the information right. Again this could be defined as a conscious way to achieve target language and to validate one's ability to understand. The problem here is that the teacher might not be able to tell whether the information actually was right due to the use of a foreign language. The whole outcome is dependent on whether the student who was asked to confirm actually had the information right. Even so, validating one's understanding of a targeted language is an important part of the learning process. This kind of validation might increase a student's confidence which in turn is a factor that affects the language learning process in a positive way (Gass, 2008:402). Gass and Selinker bring in their book *Second Language Acquisition* up the affective filter cause and explains how the second language learning process is affected by factors such as self-confidence, attitudes and more.

The teacher used Swedish words in order to explain the exact meaning of a word or use Google translate to convert the targeted word into many different languages. Furthermore, the teacher would, if needed, check the Google translate accuracy by using his Swedish knowledge skill to see that the translated word would take the right form. Sometimes a word can belong to several word classes and therefore take the wrong form when translated so it is important to check for those kinds of errors when using this particular tool. Frequently he would add Swedish words when explaining grammar that he knew the students were familiar with. One example was when talking about subordinate clauses, which anyone who has studied Swedish would recognize as "bisatser". The teacher offered this word as a way to explain grammar without getting sidetracked by having to explain this new term in English that would have taken time from the actual grammar lesson. He told me that conversations in English and finding synonyms in English are very good ways to learn vocabulary so it is not a method to be used at all times. He used the smart board actively to broaden the TL process with Google, Quizlet and Mnemonics. The smart board was used to show several language

translations from English, listening to word association in other languages, when feeling that a certain word was especially hard to pronounce and/or remember, as well as using some different material from Quizlet.

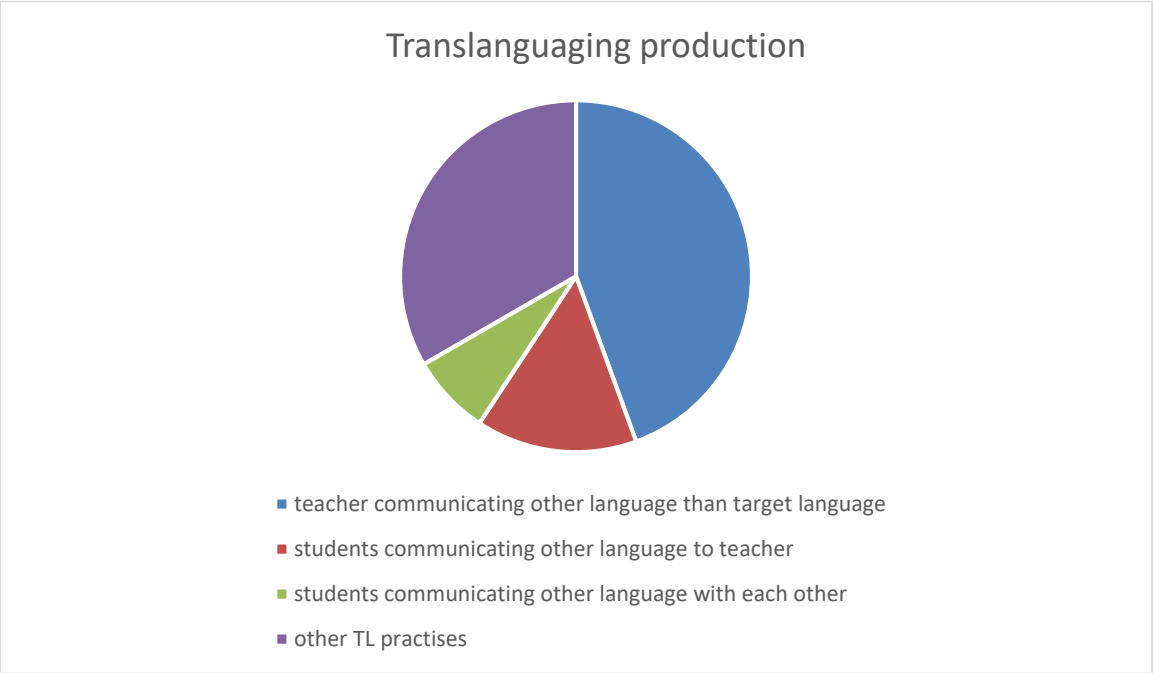

Figure 1. Translanguaging production.

The blue color shows that 44% of the total TL incidents, that were recorded, was the teacher communicating (through speech) another language than the targeted language. The red color shows that 15% of the total TL incidents came from the students using words or phrases in another language while communicating with the teacher. Here it is possible to see that both teacher and students use their first language or other second language knowledge, which is not the target language, while communicating. The green color shows that barely 8% of the incidents occurred while the students communicated another language with each other. 33% were other TL practices such as comparing some of the students' different native languages to grammar structures in English or discussing transferring problems. Figure 1 shows that this classroom uses a variety of TL practices and not only communicating words and phrases in another language than the targeted one. If the red and the green pieces are put together it is also possible to read the students' overall TL communication compared to the teacher's and also in relation to other practices. Within the purple piece, that reflects other TL practices, it might be interesting to know how many belonged to the teacher and how many belonged to the students. This was more difficult to analyze due to the fact that some of these incidents were practices of mutual effort and not possible to categorize as only student or teacher production.

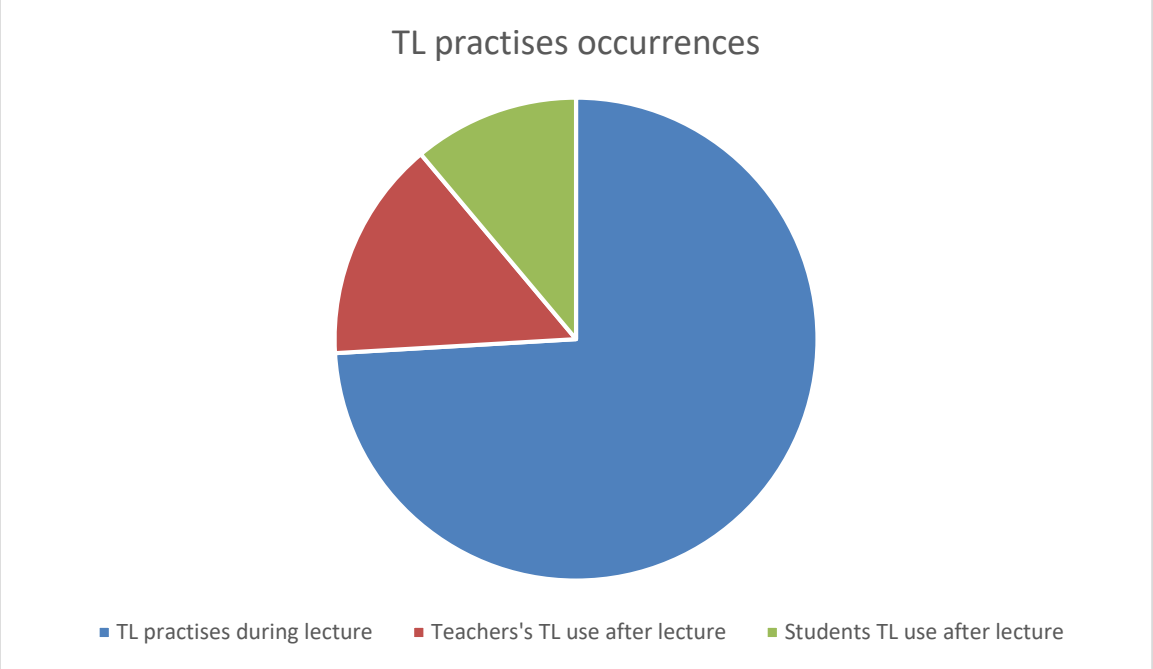

Figure.2. TL practices occurrences.

Figure 2 shows the number of TL incidents while the teacher was lecturing (blue) and when he was not (red and green). During this class TL techniques were used 20 times (different practices) during the grammar lecture and 7 times after the grammar lecture. By using figure 2 it is possible to see the total amount of incidents (blue, green and red) or compare the TL use from students in relation to the teacher when not lecturing, meaning that it is possible to compare only the red and green parts in correlation to each other. It shows two different aspects when looking at these numbers which provided more information about this particular lesson. It showed that when the teacher was not lecturing the number of the students TL use decreased. This is not surprising considering that mostly the lecturer speaks during a lecture and this suggests that there is more of a student-teacher interaction in the classroom when there is no lecture. Figure 1 also shows the teacher's and students' mutual TL production (purple part) which was neither teacher only nor student only communication and therefore put in "other TL practices".

Using TL in the multilingual classroom is a possible learning technique that could provide a thread that binds different cultures together in the classroom, allowing everyone to use their unique language knowledge without the restriction of how the road to second language acquisition should look like. For example, in order to fully understand a text it could be beneficial to read it in both the native tongue and the targeted language. If the aim of the specific text is to produce a summary or analysis of it then the student could spend more time producing the summary or analysis rather than

translating all words or phrases that are unclear to the reader. Another example could be when the teacher is explaining grammar, if the aim is to teach grammar then word knowledge could be a hinder and take up valuable time instead of using translating tools that gives the right grammatical terms in several different languages. By using these kind of tools the teacher could save time and the whole class could more easily access the grammar structure without getting side-tracked by translating new grammatical terms given in the targeted language. In this case it is assumed that the students already have the grammar knowledge from the native- or maybe even another second language.

5. Discussion

The question of: "What practices of translanguaging were used in a multilingual group studying English in Sweden?" were explained in the result section (4). The next aim of this study was the question:" How could those practices create a scaffolding structure for students' development of English as a second language?"

When summarizing the teacher and the students' TL conversations it was possible to analyze how frequently it occurred and how it was put into practice. By writing down how the teacher used Google Translate, Quizlet and Mnemonics to expand the association to the students' different language capabilities it was possible to see how scaffolding structures were offered for the development of English as a second language. The different methods of TL that were used worked as communicative strategies to keep a flow in the discussions and the information management. Without getting interrupted by word gaps in the targeted language the discussion could continue with its real aim in focus. This was a teacher consciously using TL as a method to take advantage of the whole repertoire of language knowledge that he and the students possesses, as well as using other helpful tools, to achieve the targeted language. TL was offered in this classroom as a part of creating scaffolding structures for the students. As Kleyn states "By building on home language practices, students are better positioned to learn an additional language and learn content in general." (Kleyn, 2016:213).
As mentioned earlier (2.2. Research), even with the intent of using as much target language as possible in a classroom Axelsson's study concluded that it was useful to explain certain grammar in Swedish rather than English in order for the students to better understand the grammar discussed (Axelsson, 2008: 28). This seemed to be the case with the observed class as well when TL practices were used to achieve full focus on grammar and not solely the production of the targeted language. If we were to assume a classroom setting where the teacher only used the targeted language and the

students were only to produce targeted language would it be valid to believe that the interaction between students and teacher would be less frequent? If culture and language gives us different tools should we be given the opportunity to use these tools in the ESL classroom?

As this particular class had freedom to use TL in their communication with each other and the teacher it provided the research with quite a large amount of data. Even though it was easy to see a good flow in conversations due to the TL practices this observation tells nothing about how the students perceive these practices as scaffolding or not. However, Garcia 2016 shows that the majority of students in a multilingual class are in favor of TL strategies as a scaffolding device (Garcia, 2016:76-77). In order for a technique to be scaffolding it needs to provide supporting structures that enable students with the possibility of achieving second language knowledge. This could be practices such as offering a variety of learning methods. Table 1 shows different kinds of TL scaffolding practices provided in this particular class and lesson and what possible target language development it offers. Language development can only be offered because if a student actually learns will be depending on the whole individual intake – output process. Keeping our minds open towards how acquiring a second language should look like and be taught could benefit the students if this make teachers recognizing their full language knowledge. By, in this study, assuming that the intake – output process is one thing and that providing different scaffolding devices another it is possible to focus on how TL practices can create scaffolding structure for the students. When looking at figure 1 the word knowledge scaffolding structure provided was Google translation with first language, Quizlet and teacher translating. Quizlet being a digital platform that for example provides reading, hearing, pictures and different types of games and problem-solving. Even though it is possible to see that these methods offer several learner types to be involved the focus is whether it offers a scaffolding structure for the student. Due to the problem that it is impossible to know how the students feel about this without asking it could be assumed that, at least, these methods offer a framework for a possible language platform where second language learning could take place. By making that platform as wide as possible, by allowing different techniques such as TL, this could enable more students to acquire second language knowledge. In this specific class, at this specific lesson, it was possible to see that TL did create scaffolding structures for the students. TL was being used to move discussions and lectures forward and it allowed an interplay between students and teacher on a more equal platform where communication were in focus. This platform

recognized students and teacher to communicate language without the need to correct any specific words while communication still was ongoing. This way it is possible to open up for input- output process which is the whole idea behind scaffolding practices.

6. Conclusion

With the intent of finding answers to: What practices of translanguaging are used in a multilingual group studying English in Sweden? How can those practices create a scaffolding structure for students' development of English as a second language? I conducted a study by observing an adult multilingual class learning English as a second language. Data was collected and analyzed. By analyzing the data collected it was possible to see that TL was a consistent way of performing and learning targeted language in this particular class. The different TL techniques the teacher offered were used as a way to provide the students with scaffolding structures such as word, sound and grammatical associations to their previous language knowledge. The students were free to combine a broad range of their language capabilities in order to acquire the targeted language. Even though a study would have to be conducted in order for us to know whether the students' language process progressed from these practices, it is possible to see that these studied TL techniques offers a scaffolding structure by serving several different learning strategies.

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