DEVELOPING SOCIO-CULTURAL SCAFFOLDING MODEL TO ELICIT LEARNERS' SPEECH PRODUCTION

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Article Info	Abstract
	This study is concerned with developing scaffolding model to elicit bilingual kindergarten children's English speech production. It is aimed at describing what the teachers need in eliciting their students' speech production; how a scaffolding model should be developed to elicit the children's speech production; and how effective is the scaffolding model in eliciting the children's speech production. The participants of the study are teachers and students of kindergarten at *Mondial School* Semarang. Preliminary research was conducted to describe what the teachers need to elicit their students' speech production. Referring to the need analysis, a scaffolding model was developed to elicit the children's speech production. To explain the effectiveness of the model a try out was carried out on the model developed. Based on the result of the try out, a final model was developed. The findings of the preliminary research suggest that *Mondial School* kindergarten teachers need a scaffolding model to elicit their students' speech production. Referring to the findings a scaffolding model based on speech functions was developed. To explain the effectiveness of the model the developed initial model was tried out. Based on the result of the try out the final scaffolding model was developed. This study concludes that kindergarten teachers of *Mondial School* need a scaffolding model to elicit their children's English speech production. Based on the need analysis, a Socio-cultural Scaffolding Model was developed. Referring to the result of the try out steps it is reasonable to argue that this product of Scaffolding Model is effective in eliciting English speech production of kindergarten students of *Mondial School*. © 2016 Semarang State University

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INTRODUCTION

It is argued that children need support for language learning. Moon (2000:75) illustrated it in how a woman is helping a child to walk. Through her support, the child is learning to stand upright, to walk and gain strength in his legs. Eventually as the child gains strength in his muscles and develops confidence, he will not need any support. She argued that in the same way, children need support for language learning, i.e. assistance to carry out learning activities that they would not yet be able to do unaided. Providing support helps children to gain the knowledge, ability and confidence to eventually function more independently.

Jayne Moon's illustration on how children should be supported in learninglanguage with an illustration of a woman helps a child to walk is insightful. It is obvious that when the child has gained confidence and strength in his muscle, assistance to stand upright and walk is no longer needed. Similarly in learning language, the children assistance to carry out learning activitiesshould cease. It means that knowledge, ability and confidence have been gained by the children that do not need help any more. It can be interpreted that for Jayne Moon independence is a matter of process a child should be assisted to make it happen. Jayne Moon's concern is relevant to the present study and such assistance is realized in the present study with scaffolding activities.

According to Rod Ellis (2006: 31) the central issue of the study of learning foreign language is an attempt to explain L2 acquisition including the systematic development of the learner's language.Systematic development of learners' language reflects a mental system of L2 knowledge which is often referred to as inter-language. He pointed out that the concept of inter-language constitutes one of the first attempts to explain L2 acquisition by answering questions such as 'What is the nature of the linguistic representations of the L2 that learners form?' 'How do these representations change over time?'

Rod Ellis' explanation oninterlanguage is quite explanatory and helpful to understand the learner's effort to form the nature of their linguistic representation. Besides, it is concerned with how the representation is in progress from time to time. Second language acquisition for Ellis should be the focus of the study of learning foreign language.The present study is relevant to Ellis's perspective in terms of the subject of the study that is the children as the learners of the target language.

Sandra Smidt (2009: 21) pointed out that in the framework suggested by Vygotsky children learn and develop within what he called 'cultural', 'historical' or 'instrumental' psychology. She added that by *cultural* he meant the socially structured ways inwhich society organizes the many tasks the growing child encounters and the tools, which may be mental (which means internal or psychological) or physical (which means external or material), that the young child is provided with to master those tasks.

Sandra Smith's concern on children's effort to learn and develop is inspiring to researchers' ideas to conduct a study on learners' language acquisition. Referring to Vygotsky's theory Smidt emphasizes that the tasks and the tools organized by society that the children encounter can be in terms of mental and physical one. It is believed that children learn and develop within cultural, historical and instrumental psychology. However, they are socially structured. It is in line with the enquiry of the present study that is how a model of socio-cultural scaffolding should be developed.

According to Raymond (2000:176) Vygotsky defined scaffolding instruction as the role of teachers and others in supporting the learner's development and providing support structures to get to that next stage or level. It is supported by Chang, Sung, & Chen (2002:7) who argued that an important aspect of scaffolding instruction is that the scaffolds are temporary. As the learner's abilities increase the scaffolding provided by the more knowledgeable other is progressively withdrawn. Finally the

learner is able to complete the task or master the concepts independently.

It is important to note that Raymond is concerned with the role played by teachers in supporting the learners' development. What is supposed to do by the teachers is to provide learners the support structures to get to that next stage. Chang et.al (2002) supported Raymond's conclusion that scaffolding should be temporary in nature. These concerns are in line with the principle of the present study in developing socio-cultural scaffolding model to elicit the learners' speech production.

Borg and Galls (2003: 569) noted that educational research and development is an industry-based development model in which the findings of research are used to design new products and procedures, which then are systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standards.

Borg and Galls' theory of research and development is quite helpful for the effort of the present study in developing a scaffolding model to elicit learners' speech production. Through the process of systematically field-tested, evaluated, and refined suggested by Borg and Galls it is reasonably to argue that this study is resulting in specified criteria of effectiveness, quality, and standard.

This study is concerned with developing socio-cultural scaffolding model to elicit bilingual kindergarten children's English speech production. It is aimed at describing what the teachers need in eliciting their students' speech production; how a scaffolding model should be developed to elicit the children's speech production; and how effective is the scaffolding model in eliciting the children's speech production.

METHODS

The participants of the research are the teachers and students of kindergarten of *Mondial Education*. They consist of 24 students. Their parents send the children to this school partly for the reason that English is used as the medium of instruction in this school. Most of these preschoolers' mother tongue is Javanese or the Indonesian language. Research suggests that children of four to five-year-old reach dramatic development of language.

Preliminary research was conducted to describe what the teachers need to elicit their students' speech production. Referring to the need analysis, a scaffolding model was developed to elicit the children's speech production. To explain the effectiveness of the model a try out was carried out on the model developed. Based on the result of the try out, a final model was developed.

In this study the project is scaled down by limiting to just a few steps of the R & D. Broadly speaking, the steps include need analysis, developing, and testing. Step1 involves need assessment. Step 2 involves analysis on learners and contexts. Step 3 involves the development of a model. Steps 4 designs and conducts formative test evaluation of the model. Steps 5 designs and conducts summative evaluation.

In Step 1, in assessing needs to identify the goal(s) a preliminary research was conducted. The purpose of such study is to probe deeply and to analyze the intensity of the phenomena under investigation. A research instrument consisting of a questionnaire was implemented to the kindergarten teachers of *Mondial School*.

Step 2 learners' and teachers' context was analyzed. A research instrument consisting of an interview was implemented to the kindergarten teachers of *Mondial School* to find out their needs. The research findings were analyzed to provide the basis of developing a model for teachers of Kindergarten in scaffolding the development of the children's English speech production. Step 3 developed a scaffolding model for teachers in eliciting the children's speech production. The development of the material was based on the need of the teachers in assisting the children' English speech production found in Step 1 and Step 2.

Step 4 was trying out the model.This activity was conducted to examine the

effectiveness of the model. The students' utterances before the treatment were compared to their speech production after the treatment. An utterances rubric was used in this step.

Step 5 was expert judgment on the product. This activity was conducted in order to support the process of improving the effectiveness of the model. Step 6 was revision and development of the final model. This activity was conducted based on the findings of Step 4 and the expert judgment and feedback in Step 5.

RESULTS AND DISCUSSION

The results and discussion of this study are described covering the assessing needs to identify goals, the development of the model, and the analysis and interpretation of try-out of the model as follows.

Step 1: Assessing needs to identify goal(s)

In accessing needs to identify goal(s) a questionnaire was administered to all the teachers of Kindergarten level at *Mondial School*. This questionnaire was administered on February 1st 2014 up to April 1st 2014.

This questionnaire is important to make the product designed relevant to the real needs of the teachers. The researcher needs to know what the teachers need to elicit the students' speech production. Initially the questionnaire was asking such questions if all their students speak English, if some of the students are passive and keep silent and whether they give scaffolding that supports the introduction of new expressions of English and take it away when the lesson is understood.

It is significant to find out if they use everyday activities to build vocabulary, for instance, at meal times, they ask their child to name utensils and explain what he is eating and ask him which foods he likes, and which he doesn't; now that their child is putting words and phrases together to make sentences, whether they use scaffolding to model more developed language; as a teacher, he/she needs to know whether she chooses scaffolding strategies that allow students to facilitate their own learning with her help.

It is also important to figure out whether her scaffolding minimizes her students' level of frustration; through scaffolding, whether she moves away from the traditional teacher-centered approach--in which the teacher tells the students everything they need to know--and instead moves towards an approach in which the teacher is simply the guide; whether she thinks that scaffolding allows the teacher to build a bridge from the learners' current knowledge to the information being taught; whether she thinks that through scaffolding, the learner is engaged in an active process of learning whereas the teacher builds on the knowledge the learner has of a particular topic; and whether scaffolding is like a research assignment in which the learner is made to find the solution to unanswered questions and this motivates the learner and gives him an urge to learn more.

The questionnaire was responded positively by each of the ten teachers despite their daily tight schedule of teaching. They have no objection to answer the questions. They submitted the answers in time and most of the questions were answered accordingly. The data quantification indicates that 60% of the teachers agreed to say that their students do not speak English in the classroom whereas 40% said they do. However, 80% of the teachers concluded that their students were not passive. 90% of the teachers said that their classes provide centers and 80% claim that the centers help students speak more whereas 20% said they do not. 100% of the teachers said that their classes introduce different kinds of activities for students to elicit their speech production. 40% of the teachers acknowledge that they give scaffolding that supports the introduction of new expression of English and take it away when the lesson is understood whereas 60% of the teachers said they do not. 100% of the teachers said that they understand that ZPD means the area between what the child currently can solve and what the child can solve with the help of 'competent others'.

Step 2: The development of the model

In order to provide a solid foundation for expanded language learning, an experienced social setting can be adopted. A level of comfort and ease will be enjoyed by both student and teacher when learning-centered model based on a language lesson on previously learned social expectations is used. A group of two or more can be arranged in this socio-cultural activity. Based on what students know about social behavior in a certain setting a conversation can be facilitated. A teacher may say "It's hot isn't it?" while gesturing for the air-conditioner in the classroom that does not work. Previously experienced social settings will suggest to the students that the teacher is asking for their response on that complains. They may agree by saying "It is, isn't it?" or "I don't think it is." Reinforcing interactions with teachers, parents and peers will be the basis of any substantial learning that will occur when using this model. The knowledge of language functions followed by examples of scaffolding talks and its remarks presented in the Appendix.

Step 3: Analysis and Interpretation of Try-out of the Model

The try-out of the developed model was conducted on February 1st up to June 31st 2014 at *Mondial School* involving 24 kindergarten students. The result of the try out is described here to see whether the scaffolding model developed is effective. The try out compared the result of pre-test and post-test. The average score were calculated to determine whether there were some improvements on the students' speech production.

The scores of the pre-test and post-test were based on a scoring rubric. Score 4 means that the response fulfills the demands of task with at most minor lapses in completeness. It is highly intelligible and exhibits sustained, coherent discourse. The Score 3 means that the response fulfills the demands of task with at most minor lapses in completeness. It is highly intelligible and exhibits sustained, coherent discourse.The Score 2 means that the response addresses the task but development of the topic

is limited. It contains intelligible speech, although problems with delivery and/or overall coherence occur. Meanings may be obscured in places. Score 1 means that the response is very limited in content and/or coherence or is only minimally connected to task, or speech is largely unintelligible. Score 0 mans that the response is very limited in content and/or coherence or is only minimally connected to task, or speech is largely unintelligible.

To find out how significant the effectiveness of the Socio-cultural Scaffolding Model, the result of Pre-test and Post-test were calculated by using t-test formula. Since t value > t table; 33.2976 > 2.000it means that there is a significant difference between the pre-test and the post test. The post test is higher than pre-test. The result showed that students got significant achievement by using Socio-cultural Scaffolding Model. The result proves that the Socio-cultural Scaffolding Model is effective in eliciting the kindergarten children's speech production.

The result of the try out is described to see whether the scaffolding model developed is effective. The try out compared the result of pre-test and post-test. The average score were calculated to determine whether there were some improvements on the students' speech production. An utterance scoring rubric to be referred to in order to figure out the result of the pre-test and posttest as follows was employed.

Score	Performance
5	The response fulfills the demands of task with at most minor lapses in completeness. It is highly intelligible and exhibits sustained, coherent discourse.
4	The response fulfills the demands of task with at most minor lapses in completeness. It is highly intelligible and exhibits sustained, coherent discourse.
3	The response addresses the task but development of the topic is limited. It contains intelligible speech, although problems with delivery and/or overall coherence occur. Meanings may be obscured in places.

2	The response is very limited in content and/or coherence or is only minimally connected to task, or speech is largely unintelligible.
1	The response is very limited in content and/or coherence or is only minimally connected to task, or speech is largely unintelligible.

Speaking Skill Scoring Rubric (Adapted from Michael J. et al 2005)

To figure out how significant the effectiveness of the Socio-cultural Scaffolding Model, the result of Pre-test and Posttest were calculated by using t-test formula proposed by Sugiyono (2013:422).

Since t value > t table: 33.2976 > 2.000 it means that there is a significant difference between the pre-test and the post test. The post test is higher than the pre-test. The result showed that students got significant achievement by using Socio-cultural Scaffolding Model. Considering the result it is reasonable to argue that the Socio-cultural Scaffolding Model is effective in eliciting the kindergarten children's speech production.

CONCLUSION

This study concludes that kindergarten teachers of *Mondial School* need a scaffolding model to elicit their children's English speech production. Based on the need analysis a Socio-cultural Scaffolding Model was developed. Referring to the result of the try out steps it is reasonable to argue that this product of Scaffolding Model is effective in eliciting English speech production of kindergarten students of *Mondial School*.This instructional scaffolding model can be thought of as strategies. Since the role of teachers is critical in instructional scaffolding they should not only be knowledgeable about the content of instruction but should also be taking the role as facilitator with skills, strategies and processes required for teaching.

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Appendix: Socio-cultural scaffolding talks and remarks

No.	Target-competences	Examples of Scaffolding Talks	Target-performances
M-2.1	Interpersonal Exchange Expressing greeting and leave-taking	What should you say when you welcome a friend who just arrives at your classroom?	The class can be arranged for groups of two or more and may be as simple as setting a welcome classroom entrance and facilitating conversation based on social behavior in that setting. In responding the teacher's question a student may say, "Good morning. How are you? While his/her peer may reply "Good morning. I'm fine."
M-2.2	Making introduction and identifying one's self.	Can you introduce yourself and ask your friends who they are?	In responding the teacher's question a student may say "My name's Aza. What's your name?"
M-2.3	Extending, accepting and declining invitations and offers.	What would you say when you want your friends to come to your birthday party?	Referring to the teacher's question a student may say "Would you come to my birthday party? While his/her peer may reply "Okay. I've love to" or "I'm afraid I cannot make it. Sorry."
No.	Target-competences	Examples of Scaffolding Talks	Target-performances
M-2-4	Making and breaking engagements.	When you want your friends to play with you, what would you say?	A student may say "Shall we play together? while his/her peer may reply "I'd love to" or "Sorry I'm busy."
M-2.5	Expressing and acknowledging gratitude.	A friend of yours has just given you a help. What would you say?	A student may say "Thank you. That's very kind of you" while his/her peer may reply "you're welcome."
M-2.6	Complimenting and congratulating.	Imagine that a friend of yours has just won a competition. What would you say to him?	A student may say "Congratulations!" and his/her peer may reply "Thank you."
M-2.7	Reacting to the interlocutor's speech.	A friend of yours says "It's hot, isn't it?" when the air conditioner does not work in the classroom. What would you say to him?	A student may reply "It is, isn't it?" or "I don't think it is"
M-2.8	Showing attention, interest, surprise, sympathy, happiness, disbelief, disappointment.	Let's pretend that your teacher is telling you something. What would you say? When you are interested in her story, what would you say? When you are surprised to what your teacher has	A student may say "I know, Miss." Or "I see, Miss." A student may say "It's lovely, isn't it? A student may say "Really? I can't believe it" A student may say "I'm sorry to hear

		told you, what would you say?	that."
		When you are sympathetic because your teacher has told you something sad, what would you say?	A student may say "Are you kidding?" or "You are kidding, aren't you?"
		When you don't believe in what you teacher has told you, what would you say?	

No.	Target-competences	Examples of Scaffolding Talks	Target-performances
M-2.9	Information Asking for and giving information.	What would you say when you are disappointed because what your teacher has told you is not what you want to?	A student may say "I don't think it is a good idea."
		Pretend that you want to know what happens today. What would you ask to your friend?	A student might say "Can you tell me what's going on?'
		What would you say when you want to let your friend know that tomorrow will be off?	A student might say "Let me tell you that tomorrow will be off."
M-2.10	Reporting (describing and narrating)	Pretend that you visited museum yesterday. What would say to tell your friend what you saw?	A student might say "I visited a museum yesterday. The building is large. I could see many old staffs there."
		What would say when you want to make your friend happy by telling what saw long time ago?	A student might say "Long time ago, a cute kitty was born. One day it was sick. I was so sad. I sent it to the doctor. The doctor helped it. Thanks God, it survived."
M-2.11	Remembering	When you forgot something and suddenly you remember it, what would you say?	A student might say "I think I forgot something. I need a raincoat!"
M-2.12	Explaining and discussing	A friend of yours what to know why you come late. What would you say?	A student might say "You know, on my way I got a traffic jam. So I could not reach on time"
		What would you say when you want to discuss what you want to play with your friend?	A student might say "Well, we can play hide and seek. It's fun. But it's going dark

No.	Target-competences	Examples of Scaffolding Talks	Target-performances
M-2.13	Opinions Expressing and finding out about opinions and attitudes	You have an idea what to do next Sunday. What would you say to your mother? What would you say when you think that the zoo you have just visited is wonderful?	A student might say "Mommy, I have a good idea. What if we go swimming next Sunday?" A student might say "The zoo is so amazing! Fantastic!"
M-2.14	Agreeing and disagreeing	A friend of yours has an idea what to do together in the break time. What would you say if you don't mind? What if you are objection?	A student might say "I agree with you. Let's make it." A student might say "I'm afraid I don't agree with you. Sorry"
M-2.15	Approving and disapproving	Let's pretend a project is done. All members of the team think it's time to submit. You are the last member who doesn't say a word. They want to know if you think so. What would you say? What if you don't think so?	Alright. I think this project if perfectly done. I approve to submit it." I'm afraid I cannot approve it. We need to make it perfect first.
M-2.16	Showing satisfaction and dissatisfaction	What would you say when the dinner you have is the one you really want to?	A student might say "Great! The food is yummy! I'm satisfied!
M-2.17	Showing dissatisfaction	What if the dinner is not what you really want to?	A student might say "I'm afraid the food is too spicy. I'm not satisfied."
No.	Target-competences	Examples of Scaffolding Talks	Target-performances
M-2.18	Feelings Expressing feeling of love	Your grandfather is so kind to you. What would say?	A student might say "I love you so much, Grandpa!" A student might say "I'm so happy today. Everyone celebrate my birthday."
M-2.19	Expressing feeling of happiness	It's a beautiful day. Everyone comes to celebrate your birthday. What would you say?	A student might say "I'm so sad to hear the news. I'm not the winner." A student might say: "Yeah! I'm pleased to hear that!"
M-2.20	Expressing feeling of sadness	You join a competition but you fail to be a winner. What would you say?	A student might say "I'm worrying

M-2.21	Expressing feeling of pleasure	Your mother is telling you that tomorrow you can go with her to go shopping. What would you say?	about it!"
M-2.22	Expressing feeling of anxiety	Someone told you that your mother will be away tomorrow. What would you say?	A student might say "I don't like it! Leave me alone!"
			A student might say "I know it's embarrassing me."
M-2.23	Expressing feeling of anger	When you are angry what would you say?	A student might say "Oh, it's so painful to me"
			A student might say "Thanks God, it' relieving."
M-2.24	Expressing feeling of embarrassment	What would you say when you are embarrassed.	
M-2.25	Expressing feeling of pain	When something is hurting you what would you say?	
M-2.26	Expressing feeling of relief	When something worrying you eventually is eventually settled, what would you say?	

No.	Target-competences	Examples of Scaffolding Talks	Target-performances
5. M-2.27	Expressing feeling of fear	What would you say when you are scarred of a film you are watching?	A student might say "The film is scarring. Can you switch the channel, please"
			A student might say "What such an annoying boy he is. I don't like him"
M-2.28	Expressing feeling of annoyance	When you don't like the manner of a boy who is teasing you all the time, what would you say?	A student might say "Wow! I can't believe it. It's real surprise!"
M-2.29	Expressing feeling of surprise	When you are surprised by present you have just got from your grandfather, what would you say?	A student might say "Miss, what if we do our project in the playground?"
M-2.30	Suasion Suggesting	The air conditioner in your classroom is not working. But you have to complete a project. It's hot, isn't it.? Your teacher has no idea what to do. What would you suggest?	Mommy, I need a jacket. This one is too old. Can you buy me a new one, please? Okay students, it's time to have a break. Now tidy up your toys, please."
M-2.31	Requesting	You want a new jacket. What would say to your mother to buy it for you?	A student might say "Now, color these pictures!"

M-2.32	Instructing	Let's pretend that you are a teacher. What would say when you want your students to tidy up the toys they have played with?	
M-2.33	Giving orders	Let's pretend that you are the leader of a group. What would say to the members of the group when you want them to color some pictures?	

No.	Target-competences	Examples of Scaffolding Talks	Target-performances
M-2.34	Advising	Your friends find it difficult to dive in the swimming pool. What would say to advise him?	A student might say "All you need to do is close your nose and your mouth and then jump into the water."
M-2.35	Warning	Your friends are playing with the monkey bar in the playground. What would you say to them that they can get accident unless they watch their steps?	A student might say "Okay guys, take care of you. Watch your steps. You can get hurt if you fall down."
M-2.36	Persuading	You want your mother to buy you an android. What would you say to her?	A student might say "Mommy, I like android very much. But Aunt Steffie is not quite happy if I borrow her android all the time. I think I should have one of my own."
			A student might say "Come on, Nadya. Don't give up. You can make it. All what you need is make a try again and again."
			A student might say: "You will fail on your quiz."
M-2.37	Encouraging	A friend of yours finds it difficult to complete her project. She gives up. What would you say to encourage her to make another try?	A student might say "Can you do me a favor? I need to lift up this box, but it's too heavy for me to do it."
M-2.38	Discouraging	What would you say to a friend who doesn't want to study for the quiz?	
M-2.39	Asking for	What would you say if you want to ask for help to a friend?	

No.	Target-competences	Examples of Scaffolding	Target-performances

		Talks	
M-2.40	Granting	What would you say if you want to grant something to a friend of yours?	A student might say "I'm done with my project. You can take this robot. It's for you if you like it." A student might say "I'm afraid I cannot lend you my violin, sorry."
M-2.41	Withholding permission	A friend of yours wants to borrow your violin but you are objection because he is such rude person. What would you say?	
6.	Problems	When you are not happy	A student might say "Hi guys, Don't make noise! I don't like your being noisy! I can't hear a word! I don't understand what Miss' question is!"
M-2.42	Complaining	because your friends are noisy when you are answering your teacher's question, what would you say?	A student might say "Why are speaking "bahasa", Miss? I think everyone should speak English.
M-2.43	Criticizing	Everyone should speak English at school but your teacher speaks Indonesian in the classroom, what would you say to criticize her?	A student might say "I don't think it's a good idea to make our tape recorder broken." A student might say "I'm afraid Bryan has broken this tape recorder."
M-2.44	Blaming	The tape recorder in your classroom Is broken. What would you say when you want to blame on it?	
M-2.45	Accusing	You know that someone has broken the tape recorder. What would you say when you want to accuse him?	

No.	Target-competences	Examples of Scaffolding Talks	Target-performances
M-2.46	Admitting	What would you say when you want to admit that you have broken the tape recorder?	A student might say" "Sorry, it's all my fault."
M-2.47	Denying	What would say when you want to deny that you have broken the tape recorder?	A student might say "I didn't do it. It's not my fault!"
M-2.48	Regretting	What would you say when you want to regret on that you have broken	A student might say "I regret to say that I have broken the tape recorder." A student might say "I would like to

No.	Target-competences	Examples of Scaffolding Talks	Target-performances
M-2.49	Apologizing	the tape recorder? What would you say when you want to apologize for your having broken the tape recorder?	apologize for I have broken the tape recorder." A student might say "It's alright."
M-2.50	Forgiving	What would you say when you want to forgive your friend who has broken the tape recorder?	A student might say "I wish I can build a tower with these blocks."
7. M-2.51	Future scenarios Expressing wishes	Your class has a project with blocks. What would you say when you wish you can build a tower?	A student might say "I hope I can celebrate my birthday next month at school."
M-2.52	Expressing hopes	The first day of next month will be your birthday. You hope you can celebrate it at school. What would you say?	

No.	Target-competences	Examples of Scaffolding Talks	Target-performances
8. M-2.53	Expressing desires	What would say when you want to invite all your friends at the birthday party?	A student might say "I want to invite all of my friends at the party."
M-2.54	Expressing and eliciting plans	What would you say if you plan to play violin to entertain your friends at the party?	A student might say "I plan to play violin to entertain everyone at the party."
M-2.55	Expressing and eliciting goals	You want to tell your friends that you practice dancing everyday because you want to join the last year celebration at school. What would you say?	A student might say "I practice dancing everyday so that I can join the last year celebration at school." A student might say "I want to join a vocal class on Monday."
M-2.56	Expressing intentions	You want to tell your teacher that you intend to join the vocal class on Monday. What would you say?	A student might say "I promise I won't come late again at the violin class."
M-2.57	Promising	What would you say when you want to make promise that you won't come late again at the violin class?	A student might say "Mommy, I know it's a pay day for you today. I guess you will go shopping next Sunday."
M-		You know that it's a pay	A student might say "Hi. You must be Cathy. Right? My name is Aza.

No.	Target-competences	Examples of Scaffolding Talks	Target-performances
2.58	Predicting	day for your mother today. What would you say when you want to predict that your mother will go shopping next Sunday?	
M-2.59	Speculating	You join your grandfather to pick up a guess. You have not seen her before. You only know her name. What would you say to her when you meet her at last?	
9.M-2.60	Discussing possibilities of doing something	You have just arrived at Bandungan Resort with your family. What would you say to everyone about possibilities of doing something?	A student might say "Listen guys. I think we can go swimming, riding on a horseback, and buying fruits here."
M-2.61	Discussing capabilities of doing something.	What would you say to your aunt that you are capable of playing games and making a call in her Android?	A student might say "I can play games in your Android. I can also make a call with the gadget."