

## DESIGNED-IN SCAFFOLDING: SUPPORTING EFL YOUNG LEARNERS IN CREATING MULTIMODAL TEXTS

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### Abstract

*The research explored the designed-in scaffolding features implemented by the teacher in the English as a foreign language (EFL) young learner classroom to support young learners in creating multimodal texts. The research used scaffolding theory proposed by Hammond and Gibbons (2005) which categorized scaffolding into two fragments: designed-in and interactional scaffolding. The research was conducted in one of the elementary schools in Bandung. It involved one teacher who taught 18 students in 4<sup>th</sup> grade. The data were gained from classroom observation and teacher's lesson plans. The findings revealed that the features of designed-in scaffolding were employed by the teacher in planning and implementing the lesson in the classroom. This research also found that following the designed-in scaffolding features could lead the teacher to structure and provide activities, tasks, and multimodal exposures for the students to be familiar with the multimodal texts. Hence, this research resulted in the pedagogical implication to encourage the teacher to be aware of scaffolding. If the teacher could provide an appropriate scaffolding, the students could gain the assistances, supports, and multimodal exposure for young learners to learn and create multimodal texts.*

**Keywords:** *designed-in scaffolding, multimodal, multimodal texts, scaffolding.*

## INTRODUCTION

In Indonesia, the current curriculum, called Kurikulum Merdeka reintegrates English to be learned in the elementary schools. It aims to develop students' English competence emphasizing six language skills: reading, listening, viewing, speaking, writing, and representing (*Badan Penelitian dan Pengembangan dan Perbukuan*, 2021). The six language skills are mapped into several phases best suited to their language development stages. For example, elementary school students' language development is categorized into three phases: A, B, and C. The initial comprehension of English and spoken English abilities are the main areas of phase A. Phase B highlights spoken English abilities while also introducing written language. Teacher during this learning phase assists the students in realizing that spoken English differs from English writing. Speaking and writing English are the main study topics in phase C, which comes at the finale of primary education.

As the curriculum reformed to start English in elementary school, giving the scaffolding of teaching English to young learners (TEYL) should be appropriately provided by the teacher. Realizing the phases in curriculum as the constructive aids for the students, it exemplifies a scaffolding to support the students' learning. Hammond and Gibbons (2015) explain that scaffolding is not limited to the word help, but it is a special treatment to help the students in learning toward new skills, concepts, and level of understanding. Yawiloeng (2022) adds that scaffolding facilitates students to understand, construct, and opt for the knowledge and skills they have acquired to accomplish higher-level cognitive processes. Teachers are not only giving support, but also considering what kind of support, how much support, and the stages of students' learning (Garside, 2020).

The curriculum also highlights various text modes to be presented in the classroom, one of them is multimodal text (*Badan Penelitian dan Pengembangan dan Perbukuan*, 2021). It appears to facilitate the students' needs that from primary school to high school students spend time, gain, and absorb information not merely from the written words or printed but the features such as images, music, sound, graphics, photo, or videos provided by the technology. Walsh (2011) states that students in school tend to engage in digital and mobile technology activities, such as instant messaging, games, and social media in the classroom. The power of technology can enable reading and writing integrated with various modes, such as images, music, sound, graphics, photography, and film. It makes students' activities become multimodal, and they arrange multiple modes to communicate their ideas valuably (Walsh, 2010; Yi, 2014).

Acknowledging students' needs, conditions, and curriculum demands to start English learning in elementary school, it is potential to explore the scaffolding used by the teacher to incorporate multimodal text in the English language classroom. There were some previous studies that have been conducted investigating scaffolding and employing multimodal in the teaching and

learning process (Ji & Luo, 2019; Hammond & Gibbons, 2005; Howell, 2017; Pacheco, et al. 2021; Hughes, 2010; Yawiloeng, 2022) but in the contexts of young learners are still limited. In Indonesia, the previous research mostly focused on the secondary school or higher education and the research on multimodal text mainly discussed on the analysis of the multimodal texts and did not talk about teacher's scaffolding to support young learners creating multimodal texts. Hence, teachers' scaffolding is spotlighted in this research in the EFL young learners' classroom and to help them in creating multimodal texts.

Scrutinizing the scaffolding for young English learners, the research employed the framework from Hammond and Gibbons (2005) that categorized scaffolding into designed-in scaffolding and interactional scaffolding that are elaborated in the next section. As this research is a part of thesis work, this reported paper limits only one stage of learning and focuses only on designed-in scaffolding. Hence the research addressed the research question:

What are features of designed-in scaffolding employed to support EFL young learners in creating multimodal texts?

### **Scaffolding**

The research reported here took Hammond and Gibbons' (2005) theory of scaffolding. The term scaffolding was firstly introduced by Wood, Bruner, and Ross (1976, as cited in Hammond & Gibbons, 2015) to examine the parent-children talk in the early years. The word is a metaphor to describe the process of learning, as scaffolding is usually used in the constructing and repairing a building and once the process is completed, it was removed. The students construct the capacity to cope with the similar problems in the future. Wilson and Devereux (2014) set out the stages of scaffolding into three processes: (1) Teacher and students collaborate to unravel a problem, (2) students cooperate to solve a similar problem and, (3) students individually solve the problem unaided.

Hammond and Gibbons (2015) explains scaffolding as the short-term support that teacher gives to help the students' learning and complete a similar task unaccompanied by the teacher. Hammond and Gibbons (2005) categorize scaffolding into two fragments: designed-in and interactional scaffolding. Designed in scaffolding is planned by teacher to be implemented in the classroom (Hammond and Gibbons, 2005; Mallows, 2019; Wilson & Devereux, 2014). For example, classroom goals, classroom management, and in the task selection and sequence. While interactional scaffolding is the interaction occurred in the classroom done by the teacher based on what happened on the designed-in scaffolding. Hammond and Gibbons (2005) further explain that designed-in scaffolding postulates the context for interactional scaffolding. Mallows (2019) argue that designed-in scaffolding facilitate the implementation of interactional scaffolding and it turns to support the students to work within their zone of proximal development. The following

table is the detailed features of designed in and interactional scaffolding (Hammond and Gibbons, 2005: 12 -27).

**Table 1: Scaffolding Features (Hammond and Gibbons, 2005: 20)**

Designed-in scaffolding features
• Looking in two directions: students' prior knowledge and selection of tasks in response to curriculum goals,
• task sequencing,
• participant structures,
• semiotic system and planning for message abundance,
• mediational texts and artefacts,
• metalinguistic and metacognitive awareness.

The first feature of designed-in scaffolding is students' prior knowledge, and it is followed by selection of tasks in response to curriculum goals. For example, the teacher considers students' existing knowledge of English, develops clear and explicit instruction, and share with the students. In sequencing the tasks, the teacher carefully prepares the tasks for the students to distinguish the supports for them. For example, prompting students to identify and highlight keywords in the texts, providing visual cues activities, explaining complex or unfamiliar words using everyday language, reframing or restating the task or activity in different way, providing additional clarity or offering alternative perspective. For participant structures, teacher decides to arrange how the students doing the task; individually, in pairs, or in the group.

The next feature in designed-in scaffolding is semiotics system and message abundance. There are several additional semiotic systems that can be used in the classroom, such as spoken language with action, wall charts, graphs, maps, photographs, diagrams, pictures, hands-on activities, physical movement, and gesture (Hammond & Gibbons, 2005). Gibbons (2009) argue that the teacher should provide various sources for the students to access the similar information. It leads to the amplification information for the students to learn the content, rather than simplifying the information. This amplification information called message abundance (Gibbons, 2009; Hammond & Gibbons, 2005). Another semiotic system used to expose the students into multimodal situation is PowerPoint presentation (PPT) utilization. Ji and Luo (2019) used PPT to transform their teaching content. They explained in the design process, teachers can seamlessly integrate various elements such as texts, graphics, images, colors, animations, videos, and background music. By doing so, the teachers can provide students with a multisensory experience, engaging their sight, hearing, and other senses. It revealed that the students are more likely to retain the information and develop a deeper cognitive understanding.

The next features are mediational texts and building metalinguistics and metacognitive awareness. For mediational texts, all the features mentioned before are about the utilization of this feature. The example of mediational text is short story. It can be used providing a focal point

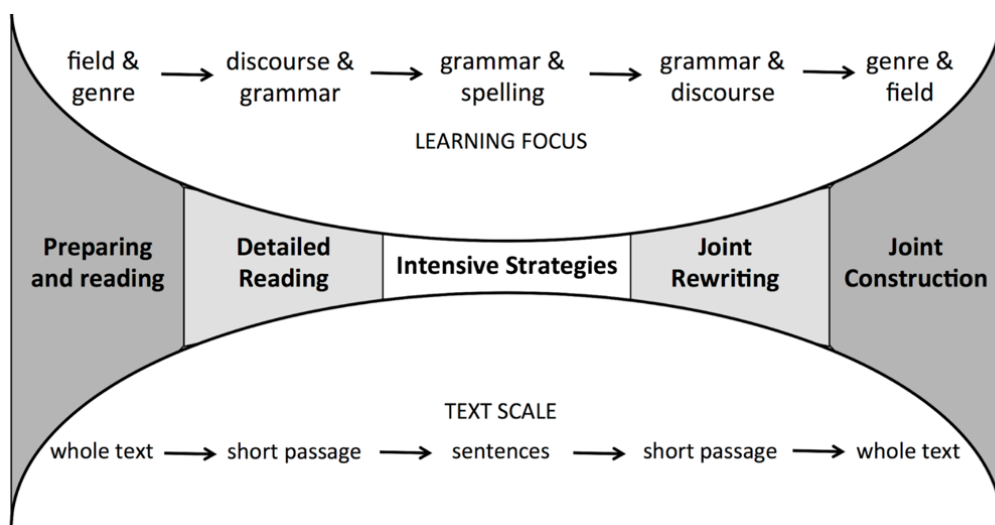
for analyzing elements such as character, themes, or abstract concepts. Lastly, Hammond and Gibbons (2005) highlight the feature of designed-in scaffolding is metalinguistic and metacognitive awareness. It involves the explicit teaching and discussion of language between the teacher and students through specific language, known as metalanguage.

As scaffolding is given for supporting the students to learn, one of the scaffolding techniques is the Reading to Learn (R2L) pedagogy proposed by Martin and Rose (2005). In this research, R2L is employed to help the teacher scaffold the learning. Rose (2019) explains that R2L is a genre pedagogy designed to embed literacy learning in the classroom, which emphasizes the genre writing approach, and the process starts with reading. While the teaching and learning cycle proposed by Gibbons (2009) emphasizes writing, R2L completes the process, which starts the scaffolding from reading activities. Gibbons (2009, pp 94-98) also mentions the term scaffolding detailed reading activities as it is needed during reading activities to build a bridge to a text that supports students.

R2L can underpin the research to be implemented in young learners and EFL contexts. Rose (2019) notes the possibility to adjust R2L following teaching and learning context. When it is for children aged 7 to 12, it aims to engage them in reading and writing activities such as stories for pleasure, factual texts, and evaluating texts, issues, and points of view ([readingtolearn.com](http://readingtolearn.com)). Teachers may choose and use texts from the subject areas being studied to teach reading and writing skills while also learning the content of each subject area. Rather than assigning texts at different levels of capability, R2L can allow all students to read and write at the same level.

In Indonesia, the research conducted by Kartika-Ningsih and Rose (2021) used R2L in biology lessons, and the class was a bilingual classroom (Kartika-Ningsih & Rose, 2021). The aim of the study was to describe how and why R2L effectively develops autonomous skills in L2 science writing. The research has a similar research area to this research that to investigate classroom interaction deeply, but this research focused on preparing reading stage. Therefore, this research follows the stages of R2L's integrated learning sequences, as can be seen in the Figure 1 below:

**Figure 1: R2L's Integrated Learning Sequence (Kartika-Ningsih & Rose, 2021)**



The sequence consists of 5 stages: preparing for reading, detailed reading, intensive strategies, joint rewriting, and joint construction. Martin and Rose (2019) explain the process by which teachers can guide the students based on the text required in the curriculum. As this research only focused on preparing for reading stage, the lesson sequences follow Kartika-Ningsih and Rose (2021) on how to do preparing for the reading stage: (1) the teacher can provide general information about the text to build students' background knowledge. (2) the teacher gives "a step-by-step oral summary" of the text, telling what will happen in it, (3) then reads it aloud. They argue that the activities can support the students in following a challenging text and simply telling them what the text is. The text can be read and discussed in the classroom, and the teacher may let the students read the rest individually.

Thus, the theories of scaffolding (Hammond & Gibbons, 2005; Gibbons, 2009; Gibbons, 2015) and the first stage of R2L (Kartika-Ningsih & Rose, 2021) were employed, combined, and adapted in this research to be implemented by the teacher in the classroom practiced helping young learners creating multimodal texts. The first of the R2L stage activities was used as the scaffolding technique providing support for the students to process multimodal texts.

## METHODOLOGY

This research was conducted in one of the elementary schools in Bandung. The research employed a descriptive qualitative research design. It was chosen to describe the features of scaffolding used by the to assist young learners in creating multimodal in the English language classroom. This design allowed the researcher to get understanding and to capture the obscurity and array of teachers' scaffolding in a lesson. This research involved one teacher and took a role as the participant observer of the research (Creswell, 2012). The teacher teaches in the fourth-grade class with 18 students. This level of students was asked by the teacher taught in English as

additional subject because the school has a program to give the students sufficient exposure to English.

For collecting the data, the research employed classroom observation and documents analysis. In total for the thesis, there were six meetings following the stages of R2L pedagogy and the time to introduce for the students to create multimodal texts. However, in this research, only one meeting was reported to see the scaffolding given by the teacher in the classroom. For each meeting, it took 50 minutes consisting of pre, whilst, and post classroom activities and in line with preparing for reading stage. It was recorded in the form of video and transcribed only on the potential part to be further analyzed. The research employed the observation sheet and checklist filled by the colleague as the non-participant observer who was the EYL practitioner. For document analysis, the teacher's lesson plan was collected to analyze the scaffolding done by teachers in the classroom.

For analyzing the data, the research used thematic analysis following Braun and Clarke's (2006) process. The observation videos were watched several times to identify the potential parts for transcription process. The codes were produced based on the classroom activities done by the teacher and being compared with the lesson plan prepared by the teacher. After that, the themes were generated following the core aspects and determining the features of designed-in scaffolding proposed by Hammond and Gibbons (2005).

## FINDINGS

The result from data analysis presented in this section reveals the features of designed-in scaffolding used by the teacher to support young learners in creating multimodal texts. The stages of learning followed the R2L pedagogy from Kartika-Ningsih and Rose (2020), and for this paper, it used the first stage; preparing for reading, and the lesson was planned and sequenced by the teacher as can be seen in the summary table of the lesson below:

**Table 2: Summary of the lesson**

<b>Lessons</b>	<b>Classroom activities</b>
Pre Lesson	Discussing a picture. Introducing keywords appeared in the text. Doing what's missing game.
Whilst Lesson	Reading aloud. Discussing the text. Matching picture and the activities to learn can and cannot.
Post Lesson	Answering questions about the text. Recapping the lesson.

In this presented research, one lesson was conducted in 50 minutes. The teacher made PowerPoint presentation and used projector and screen to display the lesson. Starting the class teacher displayed the picture of lesson topic on the projector. The objective of the lesson was identifying the activities in the zoo through read aloud activities under the topic 'In the Zoo'. As suggested by Kartika-Ningsih and Rose (2020), the lesson for preparing for reading stage were (1) the teacher can provide general information about the text to build students' background knowledge. (2) the teacher gives "a step-by-step oral summary" of the text, telling what will happen in it, (3) then reads it aloud. In doing the stage, the teacher also added some additional activities to scaffold the learning, help the students understand the language, and give multimodal supports for them. To see how the teacher implemented the features of designed-in scaffolding in a lesson to support young learners creating multimodal text are elaborated in the next section.

### **Looking at two directions: students' prior knowledge and selection of tasks**

Following the features of designed-in scaffolding (Hammond & Gibbons, 2005), the first feature is the lesson that look in two directions: students' prior knowledge and selection of tasks in response to curriculum goals. In this lesson, students' prior knowledge was activated through the discussion activity of the picture prepared by the teacher. The picture was about the zoo and the teacher led the discussion. In the figure 2, it can be seen the teacher displayed the picture of the zoo.

**Figure 2: Displaying picture to stimulate students' knowledge**



The aim of displaying picture is to stimulate the students' prior knowledge and language that made them follow the content regarding zoo. The students may relate to what they have learned, use their knowledge, and produce the language about the zoo. This is line with Hammond and Gibbons (2005) that explain teacher needs to deliberate the students' current level of English language demands of the certain key learning areas, as can be seen in the excerpt 1 below.

### **Excerpt 1**

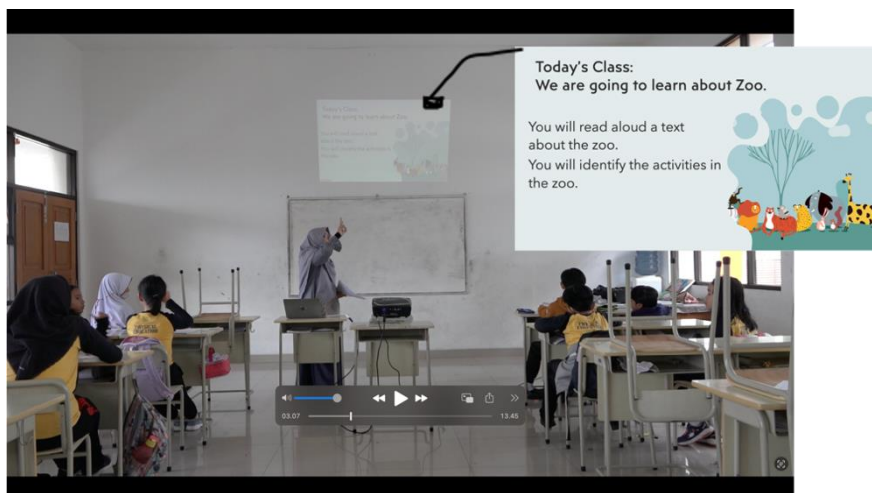


- T : [displaying the picture on the screen]  
What do you see in the picture?  
Ss : Zoo.  
T : Yes, Zoo. Animals?  
Ss : [nodding]  
Sh : Camel.  
T : [checking at the picture] Yes, we have camel.  
Sdp : Gorilla  
T : Gorilla  
Sshv : Giraffe  
T : Yes, giraffe

In the excerpt 1, the teacher prompted the question ‘what do you see in the picture?’. As the students could read in the picture there was a word ‘zoo’, so they could answer the question directly. The teacher also displayed picture to visually aid them extending their knowledge about the lesson topic. It can be seen when the teacher said ‘animals?’ then the students looked at the pictures and mentioned the name of animals shown on the screen. It is in line with Hammond and Gibbons (2005) that the teacher should consider the students’ prevailing knowledge of English. As a result, preparing and displaying picture could help the students to activate their prior knowledge and later be conscious on what they learned and engaged into the learning topic. In this research, it was mentioning the word zoo and the name of animals.

In selecting the task, the teacher decided the tasks considering what curriculum required the students to achieve. As the students were in the phase B, teacher encouraged the students to respond to simple oral and visual texts in English under the topic in the zoo. To do so, the teacher set two main tasks: (1) reading aloud and (2) identifying activities in the zoo in line with the learning objectives. These two main tasks were made visible for the students to access and read it. The teacher showed it on the screen at the beginning of the class, as can be seen in the figure 3.

**Figure 3: Displaying activities to explicitly tell the students.**



Displaying the list of activities on the screen build the students' awareness on what they would learn. The teacher put it on the PowerPoint presentation and display the learning activities to make the students had the clear aims of learning purposes. Based on the observation, the teacher also asked one student to read the screen and asked the whole class to read it together. This finding was underpinned by Hammond and Gibbons (2005) that the important features of scaffolding programs was to develop clear and explicit unit goals and shared it with students. After the teacher selected the two main tasks, the teacher also established additional tasks and sequenced it to be the whole lesson activities, which were elaborated in the next section.

### Task Sequencing

The next designed-in scaffolding is sequencing the tasks. This feature is the subsequent aspect of designed-in scaffolding that should be carefully developed by the teacher. It enables students to gradually develop a deeper comprehension of the lesson (Gibbons, 2009). For this lesson, the teacher structured the lesson escalating the two main tasks. The first activity is introducing key words that would appear in the text (see figure 4).

**Figure 4: Preparing keywords from the texts**



In the figure 4, there were key words chosen by the teacher that would connect to the second task that was read aloud. The teacher guided the students by showing the key words and pictures on the screen. The teacher read the words and asked the students to repeat after her. After that, the teacher made the activity called What's Missing as can be seen in the figure 5.

**Figure 5: Example of Tasks 'What's Missing'**

### Excerpt 2

- T : Ok, now close your eyes. And you will find the missing picture on the screen.  
Come on, H close your eyes, I too.  
Ss : Close their eyes.

- T : Now open your eyes. What's missing?  
Si : I see nothing.  
Ss : [Mumbling]  
Sh : Throw a thing.  
T : [pointing to S]  
Yes, throw a thing.  
Good

The excerpt 2 showed how the teacher gave the instruction to do What's Missing game. The students should close their eyes, the teacher covered one of the key words and picture, and the students guessed the pictures. This activity aimed to make the students say the words and become aware of some activities in the zoo as it was stated as the learning objectives.

After that, the teacher moved to the first main task which was reading aloud (Figure 6). It was one of activities suggested by the Kartika-Ningsing and Rose (2020) in the reading to learn pedagogy. To conduct this activity, the teacher prepared the brief overview, the printed texts, and questions to discuss key information during reading (Rose, 2019).

**Figure 6: Reading aloud activity**



The activities were begun with the teacher told the summary of text made by the teacher before coming to the class as can be seen in the table 3. It was to give the students overview of the text and unfold the students' understanding of the text. Rose (2019) suggests the activities to give a brief preview for the students to make the students know what to expect in the paragraph. After that, the teacher gave the students the texts that included some pictures to give the model of multimodal texts to the students. In the model text, the teacher also attached the mascot of the class to personalize the learning material for the students (see table 4. Printed mediational text). Scott and Ytreberg (1990) say that using the mascot can be the most successful ways of staging language to young learners.

During reading aloud, the teacher also asked some question to discuss and highlight some key information. After the teacher read the whole text, she invited the students to take turn reading the text line by line.

**Table 3: Excerpt of teacher’s text summary**

Role	Excerpt 3	Gloss
T	The text is about all about the ...	
Ss	Zoo	
T	<p>In the first one is about the zoo, what the zoo can do for people and animals.</p> <p>Yang kedua inside the zoo. In this part is about what we can see in the zoo, nanti kita bisa tau ya inside the zoo itu ada apa aja.</p> <p>In the part three itu ada types of zoos. Nanti kita lihat di situ there are different kind of zoos in this world. Nanti kita bisa tahu jenis zoo, mungkin ada zoo yang khusus untuk reptile, let’s see after we read.</p> <p>In part four, it informs us about what we can do and what we cannot do in the zoo.</p> <p>OK?</p>	<p>In the first one is about the zoo, what the zoo can do for people and animals.</p> <p>Second is inside the zoo. In this part, we can know what we can in the zoo, later we can know what’s inside the zoo.</p> <p>In part three, there are types of zoos. Later, we see that there are different kind of zoos in this world. For example, zoo for reptile. Let’s see after we read.</p> <p>In part four, it informs us about what we can do and what we cannot do in the zoo.</p> <p>OK?</p>

In the table 3, the teacher gave the summary of texts. The teacher explained what inside the text was and what would be discussed. Making a summary could be started by identifying the key information as it was part of micro-level of planning (Rose, 2019).

The next activity was the second main task; identifying the activities in the zoo. It was started by matching the pictures to the correct activities. This activity gave the students language focus on modal; can and cannot. After that, the teacher prepared the question and displayed it on the screen to check students’ comprehension of the text.

**Participants structure**

The participant structure as the feature of designed-in scaffolding was found in this lesson. The teacher organized the classroom into the whole class participation and individual learning. For the first activities, the teacher managed the classroom to be the whole class participation as the support could be given not only by the teacher but also the other students when activating their prior knowledge about the zoo, as can be seen in table 3.

In the excerpt, it showed the teacher asking the question to the whole classroom and the students could answer it. The teacher guided the students to see the animals in the picture, and one student mentioned one animal, followed by the other students mentioning the name of animals contained in the picture. This finding is underpinned by Ji and Luo (2019) that point out one of scaffolding teaching steps is grouping and organizing students’ group learning. Hammond and Gibbons (2005) strengthen this notion that participant structure feature provides distinctive support for the students to gain a richer comprehension so the teacher should be able to determine the task for the students to do independently, in pairs, in a team, or with the whole class

participation. For the individual activity, the research found it was combined with the whole class participation. It could be seen in the matching pictures activity, see figure 7.

**Figure 7 Combining individual and whole classroom activities.**

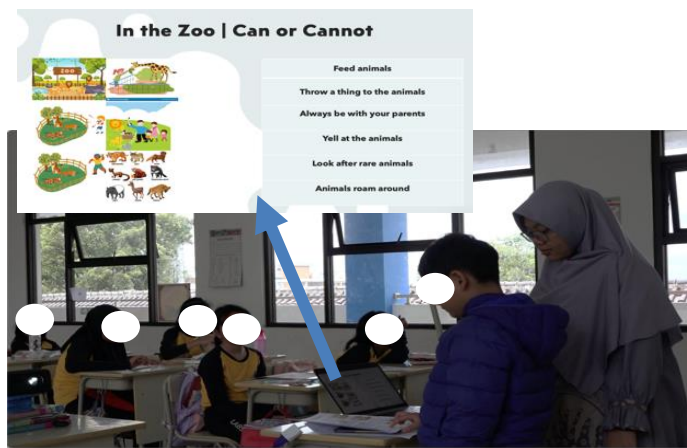


Figure 7 showed the classroom situation how the teacher structure the students to do the task. The teacher asked them to do the task individually but the whole class can see it. The teacher invited one student to voluntarily complete the task in front of the class. In this activity, the teacher also accompanied and led the student personally to finish the task. As it was displayed on the screen, the students' work could be seen by the rest of the class. By doing this, the teacher could directly explain the answer to the whole class. This activity was also found in Hammond and Gibbons (2005) that argue teacher uses intentional and systematic changes in the ways students interact and participate to facilitate their development of language.

### **Semiotic system and planning for message abundance**

The feature of designed-in scaffolding found in this research was semiotic system used by the teacher to support young learners getting the exposure towards multimodal text. Various sources were used by the teacher to give the support for the students in establishing understandings the tasks (Hammond & Gibbons, 2005). The variety of sources should contain the similar information even though it used different modes. Gibbons (2009) notes that providing various sources mean the teacher amplifies the learning, instead of simplifying the information for the students and henceforth called message abundance.



Throughout observation, the teacher showed numerous sources that had same information arranged in PowerPoint presentation. The arrangement could help the teacher following the sequence of tasks planned and decided by her. The teacher stimulated students' prior knowledge through the picture of the zoo. The picture used as the visual support for the students to relate their knowledge into the content. The teacher settled the same information – keywords into several

sources of learning for the students. At first, the teacher showed the words and picture of the keywords in the slide. Second, the teacher reused it to do What's Missing game. Then, the students could access the words in the text while reading aloud activities. In the text, those keywords were in the formed of sentences. Fourth, having the same keywords the teacher added the modal – can and cannot information and made the activity matching pictures to words. PowerPoint utilization was recommended by Ji and Luo (2019) to scaffold a lesson as a multimodal teaching resource to develop students' knowledge.

**Mediational texts and artefacts**

In this research, it revealed that the teacher employed the mediational texts and artefacts as the feature of designed-in scaffolding. The text was multimodal text which adapted by the teacher to accommodate the students' needs of multimodal exposure. The teacher used the text for the whole lessons as the model text. Below is the example of mediational texts in the lesson.

**Table: 4 Mediational Texts used by the teacher**

Printed Texts	Displayed Texts
 <p><b>All about the Zoo</b></p> <p><b>What is a Zoo?</b>      A zoo is a place where many different animals are kept. There are lots of different species to see. They need lots of space for all the animals to roam around.      Zoos are there for people to enjoy.      Zoos also have a very important job to do in looking after rare animals.      Rare animals are kept in zoos to make sure they don't die out.</p> <p><b>Inside a Zoo</b>      In the zoo, we can see mammals that live on land, such as tigers and lions. We might see reptiles such as lizards and snakes in glass containers that are warm. There are often water animals such as turtles as well as birds and parrots and other flying animals.</p> <p><b>Types of Zoo</b>      There are different types of zoos. We can go to an aquarium which has different aquatic animals to see. We might visit a petting zoo. Petting zoos have farm animals that we can touch and feed.      If we are lucky, we might get to go on a safari. That involves driving through a park to see the animals from your car window.</p> <p><b>Dos and Don'ts in the Zoo</b>      In the zoo, you have to follow the rules such as:      • you cannot yell at the animals,      • you cannot throw objects to the animals or cage,      • you cannot feed the animals,      • and you always have to be with your parents.</p> <p><small>Text is adapted from <a href="https://www.twinkl.co.uk/resource/all-about-the-zoo-differentiated-reading-comprehension-activity-206">https://www.twinkl.co.uk/resource/all-about-the-zoo-differentiated-reading-comprehension-activity-206</a></small></p>	 <p><b>All about the Zoo</b></p> <p><b>What is a Zoo?</b>      A zoo is a place where many different animals are kept. There are lots of different species to see. They need lots of space for all the animals to roam around. Zoos are there for people to enjoy. Zoos also have a very important job to do in looking after rare animals. Rare animals are kept in zoos to make sure they don't die out.</p> <p><b>Inside a zoo</b>      In the zoo, we can see mammals that live on land, such as tigers and lions. We might see reptiles such as lizards and snakes in glass containers that are warm. There are often water animals such as turtles as well as birds and parrots and other flying animals.</p> <p><b>Types of Zoo</b>      There are different types of zoos. We can go to an aquarium which has different aquatic animals to see. We might visit a petting zoo.      Petting zoos have farm animals that we can touch and feed. If we are lucky, we might get to go on a safari. That involves driving through a park to see the animals from your car window.</p> <p><b>Dos and Don'ts at the Zoo</b>      In the zoo, you have to follow the rules such as, you cannot yell at the animals, you cannot throw objects to the animals or cage, you cannot feed the animals, and you always have to be with your parents.</p>

The research found that the teacher gave the printed texts to the students and displayed texts on the screen. The teacher adapted the texts from Twinkl.com with some modification from to adjust students' contexts. She also added some pictures to give the students multimodal exposure when view and read the texts. The printed and displayed texts are used by the teacher to make the students keep following the reading. The observation revealed that when the teacher

read the text, the students could focus on their own texts and when the teacher led the discussion the students could see the texts displayed on the screen.

### Showing metalinguistic and metacognitive awareness

In this research, the teacher showed metalinguistics and metacognitive awareness which the aspects were taken from Hammond and Gibbons (2005) model of scaffolding. In this research, the teacher could demonstrate her awareness on metalinguistics and metacognitive. It was revealed based on what have been mentioned in the previous features. The teacher could identify students' English level, then select and sequence the tasks to be implemented in the classroom. Besides that, the teachers showed how to use language to review previous material and use it as a foundation to introduce the new concepts and language, as can be seen in the excerpt 4.

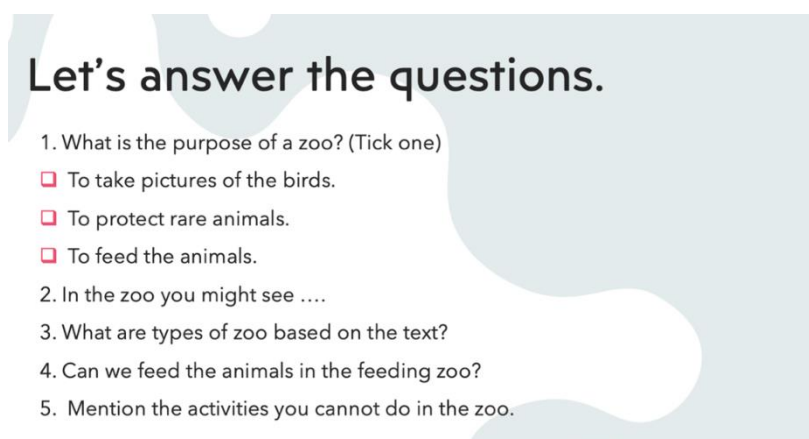
#### Excerpt 4

- T : Now, we are going to read, .... And feed animals. Do you know what is feed animals?  
SAd : No  
T : Feed animals  
[using gesture like giving food to animals]  
Ss : Nod. *Kasih makan, kasih makan, kasih makan.*  
T : Yes, give the food to the animal.

In the excerpt 4, the teacher showed that she used the language to introduce the language. She also used the gesture to make it more clear for the students the meaning of the words. It can be seen in the next line; the students used their first language mentioned the meaning of 'feed the animals.

Throughout the observation, the teacher also showed how to provide the opportunities for the students to express what they have learned. It was done by addressing some questions displayed on the screen, as can be seen in the figure 8.

**Figure 8: The example of questions to express what students have learned.**



In the figure 8, the teacher prepared the questions to be answered by the students and it was also displayed on the screen. The students could answer it together led by the teacher. It was the proof on how the teacher enabled the students to express what they have learned. Besides that, the teacher also wrapped up the class by asking some questions for the students to reflect on what they have studied. As can be seen in the excerpt 5.

**Excerpt 5**

T: Ok. What have we learned today?  
Ss: All about the zoo.  
T: All about the zoo.  
Ss: What's the zoo  
T: What is the zoo  
Ss: Inside the zoo, Dos and Don'ts  
T: How do you learn?  
Ss: Good  
T: What did you do?  
Kita ngapain aja?  
Ss: read aloud, play games,  
T: yesss

In the excerpt 5, the teacher provided the time and asked the question for the students to point out what they have learned. The teacher prompted the students to reflect on what they have learned, encouraging the students' metacognitive thinking. The students could recall and summarized their knowledge about the zoo that demonstrated their metacognitive awareness. The teacher asked another question on how the students learned. By asking about their learning activities, the teacher promoted metacognitive reflection. The students think about the methods they use, such as reading aloud and playing game.

Throughout all the findings presented above, in supporting young learners to create multimodal texts, the research revealed that in this lesson the teacher could plan and implement designed-in scaffolding for the students, as all features of designed-in scaffolding could be found. It was underpinned by Hammond and Gibbons (2005) and Kibler, Walqui, and Bunch (2015) that designed-in scaffolding embodied in the instructional field refers to the intentional support and assistance that teacher purposefully incorporated into their lesson planning. It involved the thoughtful selection, sequencing, and consideration of activities that effectively support and scaffold students learning.

In this research, young learners were given the multimodal exposure to make them familiar with the multimodal texts. It was revealed from the designed-in scaffolding features of semiotic system followed by the message abundancy aspects used by the teacher in the learning. How the teacher sequenced the tasks were in accordance with the message abundancy, that the teacher focused on the learning objectives but provide various activities and sources for the



students to access. This is in line with Yawiloeng's (2022) research that reveal multimodal texts such as visual texts, photos, images, and pictures can enhance students' learning, especially in reading. However, the exposures were not limited only on visual, the teacher in this research used gesture and read aloud activities that produced sounds as the aid for the students. This is in line with Sari and Rozimela (2021) scaffolding can be in the form of verbal prompt, giving feedback, and drillings.

## CONCLUSION AND SUGGESTION

The research findings could verify that the teacher implemented all features of designed-in scaffolding to support young learners in creating multimodal texts. The scaffolding can be seen from the classroom observation and lesson plan made by the teacher. From the classroom observation, it was identified the features of designed-in scaffolding implemented in the classroom. Starting from the first feature, the teacher demonstrated the ability to consider students' prior knowledge and then extended it to select the tasks. In this feature, the teacher also considered multimodal exposures into multimodal texts. The teacher employed written text, pictures, and gestures to deliver a lesson. The next feature shown by the teacher was task sequencing. The teacher could plan the tasks and activities and escalate them into learning activities for young learners. The sequence of tasks also led the teacher to decide how to structure the students to do the tasks. The teacher in this lesson decided to make learning that was an individual task and the whole classroom participation. In this research, the feature of the semiotics system could reveal how the teacher gave the multimodal exposure as the process of creating multimodal texts. It would be a starting point for the students to know and be familiar with the texts.

As this research was part of the thesis work, there was only one meeting to be identified. But further research, might involve more lessons, and it may give more comprehensible insights to see the sequence of learning from the beginning to the end of the lesson. Further research should be conscious that not all the activities used in this research might be suitable for all classrooms and students. However, the teacher can adjust the activities and follow the features of designed-in scaffolding presented in this paper to be more applicable in their contexts and classroom. In addition, the teacher can give multimodal exposures and use different media, such as video, interactive learning platforms, or even another hands-on activity that not always involving an advanced or sophisticated learning platform.

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