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**ENHANCING PROFESSIONAL
DEVELOPMENT OF ENGLISH
LANGUAGE TEACHERS THROUGH
THE PUDP SCAFFOLDING PROJECT:
INSIGHTS INTO CREATING
AND DESIGNING AUTHOR'S COURSE**

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Abstract

The PUDP Scaffolding Project (Professional Development for English Language Teachers) was implemented in Aktau, Kazakhstan, with the goal of improving the quality of English language instruction. The project aimed to provide opportunities for professional development for English language teachers, equipping them with the skills and knowledge needed to create and design their own courses. The training program lasted 15 weeks and included the participation of 43 teachers. As guiding frameworks for course development, the project used the principles of Constructive Alignment Theory and Backward Design. These approaches ensured that the courses developed by teachers were aligned with the intended learning outcomes and designed to provide students with meaningful and engaging learning experiences. Throughout the program, various interactive methods such as Think Pair Share, Think Write Pass, and Praise Criticism Praise were used to foster a friendly and collaborative environment. These techniques aimed to encourage active participation and effective learning among teachers. A variety of instructional techniques and approaches were used to achieve these objectives. Task-Based Language Teaching, Communicative Language Teaching, Project-Based Learning, Inquiry-Based Learning, and Flipped Classroom strategies were among them. The project aimed to provide teachers with a diverse toolkit of effective teaching strategies that would increase student engagement, foster language acquisition, and promote critical thinking and collaboration by integrating these methodologies.

Keywords: professional development, PUDP Scaffolding, author's course, Constructive Alignment Theory, Backward Design, Think Pair Share, Think Write Pass, Praise Criticism Praise.

Main Provision

The Consortium of Pedagogical Universities, which includes 16 universities from the Republic of Kazakhstan, is participating in a large-scale project funded by the US Department of State and administered by ARELTA (Akmola Region English Language Teachers Association). The partnership between the funding organization, the implementing organization, and the participating teachers demonstrates the region's commitment to improving English language

teaching and learning. This training resulted in the development of programs on English teaching methodology and improving the quality of English teaching by teachers in Kazakhstan's secondary schools and colleges. All trainers who successfully presented and defended their programs received certificates from the United States Department of State.

Introduction

Scaffolding is a teaching method that involves providing learners with temporary support and guidance to help them gradually develop their language skills and abilities. The term "scaffolding" refers to the construction of a temporary structure to support workers while they construct a permanent structure. Similarly, scaffolding in teaching provides learners with temporary assistance that is gradually reduced as they gain proficiency in the language. Scaffolding in English typically entails breaking down complex language tasks into smaller, more manageable steps and providing learners with support at each stage. This assistance can come in a variety of forms, including visual aids, graphic organizers, sentence starters, and prompts. Scaffolding can also include language modeling, feedback, and opportunities for guided practice.

The importance of scaffolding in language learning is emphasized by Halim, N. [1], who identifies four main strategies: modeling, guided practice, collaborative learning, and independent practice. The author focuses on strategies for scaffolding young learners' English-speaking skills and provides practical examples of how teachers can use these strategies in the classroom, such as using visual aids, role-playing, and allowing students to work in pairs or small groups. These examples are useful for teachers who are new to working with young learners or are looking for new ways to engage their students. August, D., and others [2] also provide educators with a comprehensive guide on how to effectively scaffold English Language Learner (ELL) instruction in the English Language Arts (ELA) classroom. They discuss the challenges that ELLs face in the ELA classroom and provide practical strategies and examples of how to scaffold instruction to support ELLs' language development and academic success, such as using graphic organizers and pre-teaching key vocabulary. In addition, the authors emphasize the importance of cultural awareness and sensitivity when working with ELLs. They emphasize the importance of teachers understanding their students' cultural backgrounds and incorporating culturally relevant content and instructional materials into their lessons. Furthermore, the article "Lexical scaffolding in immersion classroom discourse" investigates lexical scaffolding in the context of second language acquisition. The authors intend to investigate how teachers provide linguistic support for their students in immersion programs by using scaffolded talk during classroom instruction, specifically by using simpler vocabulary, repetition, and contextualization. The authors also discovered that the type of scaffolding used varied depending on the students' level of language proficiency. The study made use of audio recordings and transcripts of teacher-student interactions in the classroom. The authors examined the transcripts for instances of lexical scaffolding and classified them according to the type of scaffolding used. Furthermore, Gonulal [3] emphasizes the role of the teacher in scaffolding and offers some practical implementation strategies such as breaking down tasks into smaller, more manageable steps and providing examples and models. Scaffolding is defined by Gonulal as "an instructional technique that provides guidance and support to students as they learn a new skill or concept," whereas Karina Rose Mahan [4] investigates the concept of scaffolding in the context of Content and Language Integrated Learning (CLIL). She gives teachers a framework for scaffolding instruction for students in CLIL classrooms, emphasizing the importance of building on prior knowledge, providing language support, and gradually releasing responsibility to students. The author also includes a glossary of key terms, which readers will find useful. The article has the potential to have a significant impact on the field of bilingual and multilingual education, specifically on CLIL instruction. The author's scaffolding framework for CLIL classrooms has practical applications for teachers and may help to improve student outcomes. Furthermore, Shahron Williams van Rooij [5] investigates the use of the Project Management Body of Knowledge (PMBOK) framework to scaffold project-based learning (PBL) in a classroom

setting. The article highlights the PMBOK framework's key principles and explains how these principles can be applied to PBL to support student learning. The article also gives educators practical advice on how to use the PMBOK framework in the classroom, including tips on project planning, execution, and monitoring. Shahron Williams van Rooij specializes in scaffolding as well. The author explains how the PMBOK framework can be used to scaffold PBL by giving students a clear structure to work with on their projects. The use of the PMBOK framework also helps to ensure that students are engaged in the learning process and that important skills such as critical thinking and problem-solving are being developed. While the framework is certainly useful for scaffolding PBL, it may not be appropriate for all classrooms or projects. The article "What is designed-in scaffolding? Planning and programming practices to maximize student learning" by the NSW Department of Education provides an overview of the concept of "designed-in scaffolding" and its importance in maximizing student learning [6]. The article describes how teachers can use scaffolding techniques to help students to master complex assignments and achieve their learning goals. The article also includes examples of how designed-in scaffolding can be used in the classroom. The article goes into great detail about the concept of designed-in scaffolding, including its definition, benefits, and various scaffolding techniques. The article also includes practical examples of how to use designed-in scaffolding in the classroom, such as graphic organizers, think-alouds, and checklists.

Methods and Materials

The 15-week training program included 43 teachers. The training course concentrated on various techniques and approaches based on Constructive Alignment Theory and Backward Design.

Constructive Alignment Theory and Backward Design are two instructional design frameworks that are frequently used in English classes. These frameworks assist teachers in developing courses that are aligned with the intended learning outcomes and effectively promote students' learning. In this section, we will discuss some approaches and techniques for teaching English that are based on Constructive Alignment Theory and Backward Design.

Constructive Alignment Theory is based on the idea that teaching and assessment should be aligned with the intended learning outcomes. This approach involves breaking down learning outcomes into specific learning objectives, and designing teaching and assessment activities that align with those objectives (See Figure 1).

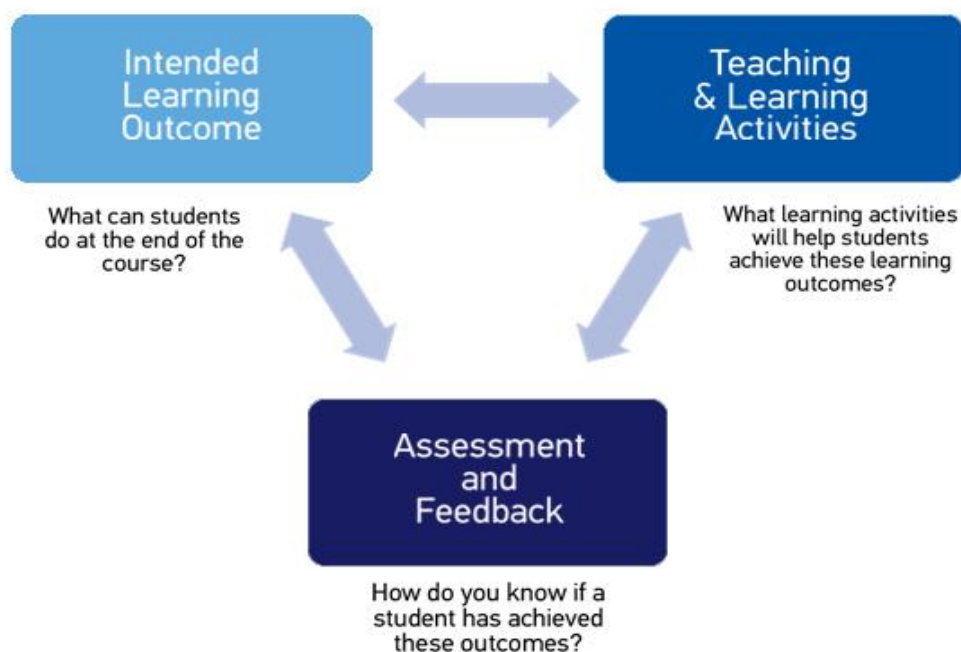


Figure 1- Constructive Alignment Theory

Constructive alignment is a method of instructional design that emphasizes the alignment of learning objectives, teaching activities, and assessment tasks in order to ensure effective student learning. The central concept is to align what students are expected to learn (learning outcomes), how they are taught (teaching activities), and how their learning is assessed (assessment tasks) in a consistent and purposeful manner [7]. Constructive alignment in the context of tertiary English teaching entails developing courses and curricula that align language learning outcomes, teaching strategies, and assessment methods [8]. Furthermore, Guuled Hassan's [9] article investigates how constructive alignment was used in the design and implementation of a course for L2 English beginner undergraduates. He discussed how specific writing skills and competencies that beginner-level students were expected to develop were identified as clear and measurable learning outcomes.

In English language teaching, some of the approaches and techniques that can be used based on Constructive Alignment Theory include:

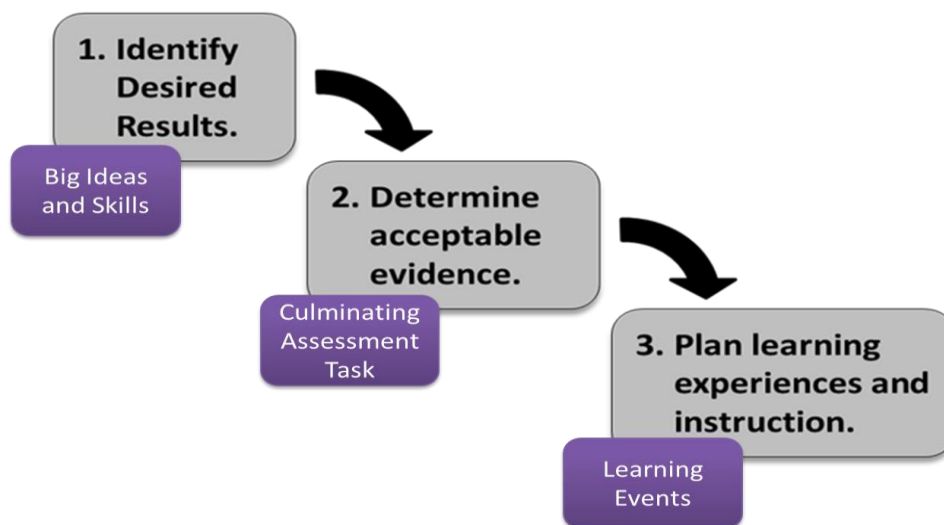
Task-Based Language Teaching approach involves designing tasks that simulate real-life situations and encourage students to use the language in context. The tasks are designed to align with the intended learning outcomes, and students are assessed based on their ability to complete the tasks successfully.

Communicative Language Teaching approach focuses on developing students' communicative competence by creating activities that encourage interaction and communication. Students are encouraged to use the language in everyday situations, and teaching and assessment activities are designed to align with the desired learning outcomes.

Content-Based Language Teaching involves teaching language skills through subject matter content. The teaching activities are designed to align with the intended learning outcomes, and students are assessed based on their ability to understand and use the language in the context of the subject matter.

Backward Design is based on the idea that course design should begin with the desired learning outcomes and then work backward to design teaching and assessment activities that support those outcomes. This method is divided into three stages: determining the desired outcomes, determining acceptable evidence, and designing learning experiences (see Figure 2).

Backward Design



Wiggins, G. P., & McTighe, J. (2005). *Understanding by design*. Association for Supervision & Curriculum Development.

Figure 2- Backward Design

In English language teaching, some of the approaches and techniques that can be used based on Backward Design include:

Project-Based Learning involves designing projects that align with the intended learning outcomes, and that require students to use the language in real-life situations. The projects are designed to assess students' ability to use the language in context, and the teaching activities are designed to help students acquire the necessary language skills.

Inquiry-Based Learning involves designing activities that encourage students to ask questions and explore topics in depth. The teaching activities are designed to align with the intended learning outcomes, and students are assessed based on their ability to understand and use the language in the context of their inquiries.

Flipped Classroom involves designing teaching activities that encourage students to engage with the language outside of the classroom, and using class time for activities that require interaction and communication. The teaching activities are designed to align with the intended learning outcomes, and students are assessed based on their ability to use the language in real-life situations.

The training sessions were conducted using various methods to establish a friendly atmosphere, including Think Pair Share, Think Write Pass, Praise Criticism Praise, etc. These methods are based on collaboration and interaction.

Think Pair Share is a three-step collaborative learning technique that involves thinking, pairing, and sharing. Students are given a question or prompt in the thinking step and are given time to consider their responses individually. Students are paired with a partner and share their responses with each other during the pairing step. During the sharing phase, pairs present their responses to the entire class. Think Pair Share can be used in English language teaching to encourage students to practice their speaking and listening skills. Teachers, for example, can ask students to consider a topic or question related to the lesson, pair up with a partner, and discuss their responses with one another. This can help students gain confidence in speaking and listening while also allowing them to learn from one another.

Think Write Pass is a technique that combines individual thinking and writing with collaborative sharing. In this technique, students are given a prompt or question and are asked to think and write about their responses individually. After a set amount of time, students pass their papers to a partner, who reads and responds to their ideas. This process can be repeated multiple times, allowing students to receive feedback from different peers. In English language teaching, Think Write Pass can be used to encourage students to practice their writing skills and receive feedback from their peers. Teachers, for example, can assign students to write a paragraph about a lesson-related topic and then pass their papers to a partner for feedback. This can assist students in improving their writing skills, receiving feedback from a variety of sources, and practicing providing constructive feedback to their peers.

Praise Criticism Praise is a technique that involves providing constructive and positive feedback to peers. Students are asked to provide feedback on a partner's work, beginning with praise for what they did well, then constructive criticism, and finally praise for their effort and improvement. Praise Criticism in English Language Teaching Praise can be used to encourage students to provide and receive constructive feedback. Teachers, for example, can assign students to work in pairs or groups to provide feedback on each other's writing or speaking assignments, employing the Praise Criticism Praise technique. This can assist students in developing critical thinking skills, practicing giving constructive feedback, and increasing their confidence in receiving feedback.

Didactic Implementation

The training also aimed to improve students' speaking abilities and provide activities for future use and adaptation in their classrooms. Depending on the specific goals of the training program, the activities provided to teachers using methods such as Think Pair Share, Think Write Pass, Praise Criticism Praise, and so on can vary. However, here are some activities that can be used to improve teaching skills when using these methods:

Think Pair Share: Teachers were given a list of discussion prompts related to the lesson topic and instructed to select one to discuss with a partner using the Think Pair Share technique.

They were asked to reflect on how the technique helped them better understand the topic and engage in collaborative learning after the discussion. They worked in groups to design their own Think Pair Share activity based on the lesson topic. They then presented their activity to the entire class and discussed how it could be used in the classroom.

Think Write Pass: A writing prompt related to the lesson topic was given to teachers, and they were asked to write a short paragraph using the Think Write Pass technique. They then gave their writing to a partner for feedback and talked about how the technique helped them improve their writing skills. Teachers were asked to work in groups to create their own Think Write Pass activity related to the lesson topic, which they then presented to the entire group.

Praise Criticism Praise: Teachers were given a sample student's writing assignment and asked to provide feedback on a partner's work using the Praise Criticism Praise technique. They discussed how the technique assisted them in providing constructive feedback and developing rapport with their students.

In addition to these activities, teachers were given examples of how to use these techniques in the classroom and were shown how to use them effectively. Teachers can improve their teaching skills and promote student engagement and learning by giving them opportunities to practice these methods and receive feedback.

Finally, Constructive Alignment Theory and Backward Design are two instructional design frameworks that can be used in the classroom to teach English. These frameworks assist teachers in designing courses that are aligned with the desired learning outcomes and effectively promote students' learning. Teachers can design teaching and assessment activities that align with these frameworks using a variety of approaches and techniques, such as task-based language teaching, project-based learning, and flipped classrooms. Think Pair Share, Think Write Pass, and Praise Criticism Praise are examples of collaborative learning techniques that can be used in English language teaching to promote student engagement and learning. These methods encourage interaction, collaboration, and feedback, which can help students to build their confidence and develop their language skills.

The Project's Outcomes

Despite some difficulties encountered during the training program, the project was a huge success in terms of enhancing the professional development of participating teachers and improving their knowledge and skills in creating and designing author's courses.

One of the difficulties encountered was teacher confusion about the distinction between learning objectives and learning outcomes. As a result, only learning objectives were implemented in schools and colleges, preventing instructional practices from being aligned with desired learning outcomes. To address this issue, the training program clarified and guided teachers on the concept of learning outcomes, assisting them in understanding their significance and effectively incorporating them into their teaching practices.

Another difficulty was the misunderstanding of the approach-method-technique framework, as well as warm-ups and lead-ins. These areas of teaching practice necessitated additional clarification and assistance to ensure that teachers could confidently and appropriately incorporate them into their lessons. The training program addressed these issues by providing clear explanations, examples, and hands-on activities that allowed teachers to understand the distinctions and effectively implement these elements.

The presentation stage of the lesson plan was also challenging for the teachers. To address this issue, the training program emphasized explicit guidance and strategies for creating and delivering engaging and effective presentations. The program aimed to improve teachers' presentation skills and confidence in delivering impactful lessons by providing them with practical techniques and resources.

Despite these obstacles, the training program was a success in terms of professional development for teachers. Teachers gained valuable knowledge and skills in creating and designing author's courses as a result of the program's comprehensive curriculum and hands-on activities. They gained a better understanding of Constructive Alignment Theory and Backward

Design, allowing them to more effectively align their courses with intended learning outcomes. Furthermore, the incorporation of different teaching methodologies such as Task-Based Language Teaching, Communicative Language Teaching, Project-Based Learning, Inquiry-Based Learning, and Flipped Classroom provided teachers with a diverse range of instructional tools to engage and support their students' learning.

Conclusion

The PUDP Scaffolding Project was a success in terms of improving the professional development of English teachers in Aktau, Kazakhstan. The training program gave teachers the skills and knowledge they needed to create and design an author's course using various techniques and approaches based on Constructive Alignment Theory and Backward Design. However, the project encountered some difficulties, including teacher confusion about learning objectives, learning outcomes, approach-method-technique, warm-ups, and lead-ins. To overcome these challenges, the training program could be extended, and more emphasis could be given to these areas. The teachers could also be provided with additional support and resources to clarify their doubts and enhance their understanding. The training program provided the teachers with the necessary skills and knowledge to create and design an author's course using different techniques and approaches based on Constructive Alignment Theory and Backward Design.

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ПОВЫШЕНИЕ ПРОФЕССИОНАЛЬНОГО УРОВНЯ УЧИТЕЛЕЙ АНГЛИЙСКОГО ЯЗЫКА ЧЕРЕЗ ПРОЕКТ PUDP SCAFFOLDING: ИДЕИ СОЗДАНИЯ И ПРОЕКТИРОВАНИЯ АВТОРСКОГО КУРСА

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Аннотация

Проект PUDP Scaffolding (Профессиональное развитие учителей английского языка) реализован в Ақтау, Казахстан, с целью повышения качества обучения английскому языку. Проект направлен на предоставление возможностей профессионального развития учителей английского языка на развитие навыков и знаний, необходимых для создания и разработки авторских курсов. Программа обучения длилась 15 недель, в которой приняли участие 43 учителя. В качестве основы для разработки курса в проекте использовались принципы Constructive Alignment Theory и Backward Design. Эти подходы, разработанные учителями, соответствуют данному курсу и намеченным результатам обучения, направленные на предоставление учащимся значимого и увлекательного опыта обучения. На протяжении всей программы использовались различные интерактивные методы, такие как Think Pair Share, Think Write Pass и Praise Criticism Praise, для создания дружественной атмосферы коллаборации. Эти методы направлены на поощрение активного участия учителей и их эффективного обучения. Для достижения данных целей использовались различные методы и подходы. К их числу относятся: целевое преподавание языка, преподавание коммуникативного метода, проектное обучение, обучение на основе запросов и стратегии перевернутого класса. Проект направлен на то, чтобы предоставить учителям разнообразный набор эффективных стратегий обучения, которые повысят вовлеченность самих учащихся в изучении языка, а также способствующие развитию их критического мышления и сотрудничества за счет интеграции данных методик.

Ключевые слова: повышение квалификации, PUDP Scaffolding, авторский курс, Constructive Alignment Theory, Backward Design, Think Pair Share, Think Write Pass, Praise Criticism Praise.

КӘСІБИ ДЕНГЕЙІН АРТТЫРУ, АҒЫЛШЫН ТІЛІ МҰҒАЛІМДЕРІНІҢ ЖОБАСЫ АРҚЫЛЫ PUDP SCAFFOLDING: ИДЕЯЛАР ҚҰРУ ЖӘНЕ ЖОБАЛАУ АВТОРЛЫҚ КУРС

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Аңдатпа

Қазақстанның Ақтау қаласында ағылшын тілін оқыту сапасын арттыру мақсатында Scaffolding PUDP жобасы жүзеге асырылды. Жоба авторлық курстарды құру және әзірлеу үшін қажетті дағдылар мен білімді дамытуға ағылшын тілі мұғалімдерінің кәсіби даму мүмкіндіктерін ұсынуға бағытталған. Оқу бағдарламасы 15 аптаға созылды, оған 43 мұғалім қатысты. Курсты әзірлеу үшін негіз ретінде жобада Constructive Alignment Theory

және Backward Design қағидаттары пайдаланылды. Мұғалімдер әзірлеген бұл тәсілдер оқушыларға маңызды және қызықты оқыту тәжірибесін беруге бағытталған осы курстан және белгіленген оқу нәтижелеріне сәйкес келеді. Бағдарлама барысында ынтымақтастықтың достық ахуалын қалыптастыру үшін Think Pair Share, Think Write Pass және Praise Criticism Praise сияқты түрлі интерактивті әдістер қолданылды. Бұл әдістер мұғалімдердің белсенді қатысуын және оларды тиімді оқытуды ынталандыруға бағытталған. Осы мақсаттарға қол жеткізу үшін әртүрлі әдістер мен тәсілдер пайдаланылды. Олардың қатарына тілді мақсатты оқыту, коммуникативтік әдісті оқыту, жобалық оқыту, сұраулар мен төңкерілген сыныптың стратегиясы негізінде оқыту жатады. Жоба мұғалімдерге оқушылардың тілді үйренуге қатысуын арттыратын, сондай-ақ осы әдістемелерді біріктіру арқылы олардың сыни ойлауы мен ынтымақтастығын дамытуға ықпал ететін тиімді оқыту стратегияларының алуан түрлі жиынтығын ұсынуға бағытталған.

Түйін сөздер: біліктілікті арттыру, PUDP Scaffolding, авторлық курс, Constructive Alignment Theory, Backward Design, Think Pair Share, Think Write Pass, Praise Criticism Praise.