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The Role of Collective Scaffolding for Second Language Learners: A Study of Students at Different Proficiency Levels of the Spanish Language

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Poster Presentation P68

**THE ROLE OF COLLECTIVE SCAFFOLDING FOR SECOND LANGUAGE
LEARNERS: A STUDY OF STUDENTS AT DIFFERENT PROFICIENCY
LEVELS OF THE SPANISH LANGUAGE**

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Many studies (R. Donato (1994), B. Adair-Hauck and R. Donato (1994), and C. Kinginger (2002)), have focused on the Zone of Proximal Development (ZPD) (L.S. Vygotsky). In the ZPD, students of a second language will learn through interaction with a more experienced speaker, a process called scaffolding. While Vygotsky studied scaffolding between a student and a more advanced speaker, this study ponders the success of scaffolding between students of similar proficiency levels. To study this, 1 pair from each of 3 different levels of Spanish will be studied for their uses of negotiation of meaning (interactions that take place when a misunderstanding occurs). The findings may show scaffolding can occur between students but only at upper levels of proficiency, which may help educators in creating activities for their students.