

The Teacher's Roles in Supporting The ZPD in The Students' English Oral Communication Skills based on The PYP Language Scope and Sequence of Grade EY 3A: A Case Study

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ABSTRACT

With the many International schools implementing the bilingual systems in their teaching learning activities, different students who come from different family backgrounds may apply bilingual communication, both at school and at home. For the classroom teacher, one approach to support the students' oral communication skill is through supporting the Zone of Proximal Development (ZPD). In order to make the ZPD happens in the classroom, particularly in the students' speaking skills, the classroom teacher needs to apply some strategies. The research was descriptive qualitative and the tools used to collect data in the study were in the form of observations, interviews and field notes. The results of the research indicate there are six strategies that the classroom teacher used to support the ZPD. Besides that, there were five aspects that the classroom teacher did to support the students' oral communication skills and based on the PYP Language Scope and Sequence, the students demonstrated various common trends in their oral communication skills.

KEYWORDS: language, communication, skill, PYP, ZPD, teacher



Introduction

In building an English-speaking atmosphere, a teacher may apply some strategies in order to support the students' oral communication skills and ultimately make the ZPD (Zone of Proximal Development) happens. ZPD is the difference between what the student can do independently and what the student can do with assistance from more knowledgeable others (1978, as cited in Steward 2009, 13) Making the ZPD happen in the students' oral communication is challenging, considering the divergent abilities and personalities of the students. Therefore, how the classroom teacher optimizes, supports and facilitates the students' English oral communication is certainly significant in order to make the students able to communicate during class activities that apply English as a means of communication, Prihatini (2012, 19) added some examples of class activities that require English as a means of communication, such as spellings, reading, copying, writing, listening to the teacher's commands and presenting in front of the class. However, the classroom teacher ought to consider the students' stages of progress before assigning the students with activities as mentioned above, in order to optimize, support and facilitate the students' English efficiently.

Based on the Primary Years Programme Language Scope and Sequence (PYP Language Scope and Sequence), the students' stages of progress were previously organized based on the students' ages, but it has been changed and organized based on the students' levels of development that are presented in order, from the easiest level to the most complicated level (International Baccalaureate 2009, 8). The International Baccalaureate categorizes the strands



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of language into three categories that are described separately: written strand, oral strand and visual language strand. Each strand is represented by four continuums: listening and speaking; viewing and presenting; reading and writing; and consists of a summary of the expected learning outcomes. Since this study focuses on the oral communication skills, the researcher focuses on the Speaking learning outcomes that are categorized in Phase 2 of the Primary Years Programme Language Scope and Sequence. In response to that, one concern arises, what common trends can be found in the students' oral communication of Grade Early Years class of 3A, based on the Phase 2 of the Primary Years Programme Language Scope and Sequence as part of the Primary Years Programme (PYP) curriculum.

The Roles of the Teacher in Supporting Language Development

Children's language development occurs when there is a complex interaction between them and their parents and other caregivers, in this case, their teacher in class. Adults have various ways to support this development. One example is to respond to the infant's vocal attempts – coos, gurgles, and so on. Talking to children while being engaged in everyday activities, such as feeding, diaper changing, bathing and dressing, is another way that adults can do to support. The complexity of children – adult conversation should increase, as children grow older. However, many parents are unable to talk sufficiently to their children (especially a conversation that involves give-and-take talk) due to their business and other things. In a school setting, there are some other approaches that a teacher can do in class to support the students' language development as suggested by Wardle: observing and evaluating students'



performance and implementing the curriculum (Wardle 2003, 196 - 197). In different section of his book, he implied three ideas of supporting the students' language development (Wardle 2003, 302): listening carefully to children's conversations (language development requires careful and responsive listening), reading a variety of books to children and supporting children's dramatic play.

Learning Strategy Approaches

There are two learning strategies, namely: constructivism and direct instruction approaches. Constructivism was introduced by Vygotsky (1978, as cited in Steward 2009, 13) and Piaget (1970, as cited in Lamb 2015, 705), while direct instructional approach is initiated by E. L. Thorndike (Santrock 2009, 6). Direct instructional approach and constructivism offer dissimilar practices in their implementations. Direct instructional approach applies a traditional method in teaching in which the teacher takes more roles, such as directing the students to read and write, the source of correct spelling and the model of learning. The constructivism carries out a different strategy in the learning processes, wherein the teacher is not the center of learning, but the students. The students are encouraged to be active in class discussions, instead of maintaining the silence in the classroom. The teacher uses various learning resources, not limited to printed materials only and assesses the students by using a range of appropriate methods.



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IB Language Scope & Sequence

What the PYP believes about learning language is that language plays a crucial role in the construction of meaning. Language supports the learners and provides an intellectual framework to support the conceptual development and critical thinking. In the IB PYP, language teaching should relate to previous experiences, needs and interests of the students. The language profile of the students in PYP schools may be complex and diverse; however, the influence of the mother – tongue development is significant for all students. The development of the mother – tongue language is important for cognitive development, not only that, it is also important in maintaining the students' cultural identities (Baccalaureate 2009, 1).

Since this paper focuses on the students' oral communication, the learning continuum that is presented is of the oral language (i.e. listening and speaking). The learning continuum is divided into five phases. Each phase is elaborated by different conceptual understanding and learning outcomes. The phases (Phase 1 – 5) together with conceptual understanding and learning outcomes are presented separately.

Zone of Proximal Development

Zone of Proximal Development (ZPD) was introduced by Vygotsky (1978, as cited in Steward 2009, 13) and is defined as having the distance between the actual developmental level as determined by independent problem solving and the level of potential problem solving under adult guidance or in collaboration with more able peers. A similar understanding is stated by Lui (2012, 3) that ZPD



is the difference between what a child can do independently and what he or she is capable of doing with targeted assistance.

Teaching in the ZPD will happen if the teacher knows what he or she wants the students to understand and the teacher has an idea of the skills and knowledge that the students must have in order to reach a certain level of understanding. The tasks and activities that the teacher creates help her or him see what the students understand and see what the students still need to work on. The teacher is observing, assessing, and listening to her or his students in order to understand the thought processes they are using to arrive at their answer. The teacher is adjusting the instruction based on what she or he sees the students have grasped and what they still need to work on, and the teacher is providing feedback that uses the students' strengths to build on their weaknesses (Lui 2012, 7).

Method and Theoretical Framework

The study was qualitative in its nature and the roles of the classroom teacher were described as a dependent variable, the *Zone of Proximal Development* as an independent variable, students' English oral communication skills as an independent variable and the *Primary Years Programme Language Scope and Sequence* as an independent variable. Implementing a descriptive analysis, this research attempted to elaborate an objective portrait of the classroom teacher's roles in supporting the Early Years students of 3A. The research involved a total population of 13 students and 1 classroom teacher as respondents. The tools used in the research were in the forms of observations, interviews and field notes.



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The socio-cultural theory became the foundation in practicing the ZPD approach in the students' oral communication skills. Within the ZPD, there lie three parties that play important role in the ZPD: the teacher, students and environment. The three parties are to come to the same target; which is stated in the Language Scope and Sequence, wherein Phase 2 is the targeted scope and sequence for EY3 students in speaking/oral communication skills, as indicated by Figure 1, representing the conceptual framework.

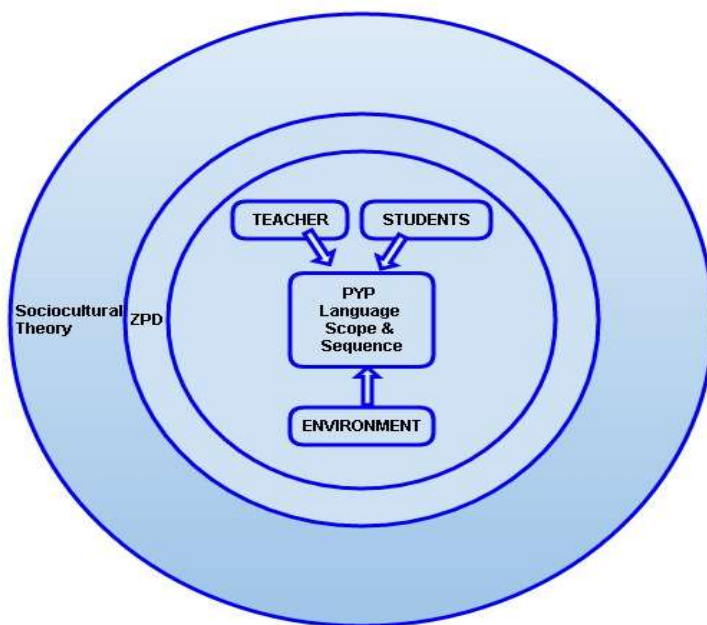


Figure 1 The Conceptual Framework

The Strategies that the Teacher Can Apply to Support the ZPD

In order to provide some practical guidance in supporting the ZPD in class, the researcher presented the ZPD tips that were applicable and easy to use for teachers which have been adapted from Lui (2012, 7). Firstly, the



teacher should identify the target level of knowledge and understanding that s/he wants the students to attain (e.g. for the year, a specific unit or a specific concept) e.g.: by the end of first semester, the teacher wants the students to be able to question and inquire. Secondly, the teacher needs to work backwards from the end-of-unit goal(s). The teacher can ask herself/himself : “What needs to be understood before this goal can be reached?” The teacher develops a model of the learning progression that s/he expects students to follow in order to attain the targeted knowledge and understanding. e.g.: before the students can question and inquire, they have to be able to understand the meaning behind any information that the teacher gives. Thirdly, the teacher creates tasks, activities and problems that allow him/her to gather information about students’ understanding of the topic at hand while they are learning .e.g.: the teacher asks the students to sit on the floor as a group and indicate their level of understanding of the information that the teacher shares, by using their thumbs. Showing thumbs up means they understand, thumbs sideway means they are not sure and thumbs down means they do not understand. Fourthly, the teacher is expected to observe, assess, and listen to student behaviors and inquiries in response to the topic. Frequent assessments, whether formal or informal, allow patterns of strengths and weaknesses to emerge both at the individual and group level. This will help the teacher to identify students’ ZPD. e.g.: During whole group instruction, the teacher keeps a mental note of the skills students display. During small group or partner work, s/he walks around, informally observing what they are able and unable to do. Individual conferences, class work and homework allows the teacher to see students performing at their independent level. Fifthly, the teacher modifies instruction,



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activities and groups based on information s/he gathers about what the students can do independently, what they can do with peers, and what they are struggling with overall. e.g.: for students who are not fluent in English, the teacher may repeat the instructions in simple sentences. Lastly, the teacher works with small groups and individual students. The teacher pushes their thinking by asking guiding questions, modeling and providing demonstrations as necessary .e.g.: the teacher demonstrates what the students are expected to do and explain slowly at the same time.

The Teacher's Roles In Supporting Students' Oral Communication Skills

In a school setting, there are some other approaches that a teacher can do in class to support the students' language development as suggested by Wardle: observing and evaluating students' performance and implementing the curriculum (Wardle 2003, 196 – 197) (Wardle, 2003, pp. 196 - 197) In a different section of his book, he implied three ideas of supporting the students' language development (Wardle 2003, 302): listening carefully to children's conversations (language development requires careful and responsive listening), reading a variety of books to children and supporting children's dramatic play.

Observing the students is the main role of the classroom teacher. Observing how the students work in class gives important information about their development. The information is used for planning activities that match the students' development. Most of the time, teachers observe how the students works informally. For formal observations, teachers can utilize checklists or assessments to determine whether a student can benefit from



specific services, such as a gifted and talented program or special education, or whether a different program would better match the student's needs. A test is another formal assessment that enables the school to know how each student is progressing on competencies or standards.

Implementing the curriculum involves two major areas – setting up and maintaining the environment, and providing activities, choices, and possibilities for children to meet the curricular goals and objectives. Providing a stimulating and challenging environment requires obtaining equipment, setting up and rotating learning centers, and making sure the classroom is organized in such a way that children can easily find and return materials. Setting up the environment also requires providing images for environmental print, putting a variety of artwork and children's work on walls and bulletin boards, and making sure there are sufficient multicultural materials. Children need to feel the classroom is theirs, relaxed and stress-free. Since young children are concrete learners, wherein they learn at their best when they are given chance to experience the real world around them, activities for implementing the curriculum must focus on hands-on activities, field trips, visitors to the classroom, choice, individualization and self-directed learning.

When speaking with children, it is important to get close. The children should be able to see their teacher's lips and facial expressions, hear their teacher's voice clearly and make eye contact with the teacher. It is important to make the children interested in what the teacher is saying, therefore, the teacher should maintain a close relationship with the students. Not only that, a clear message that the teacher is saying also affects how the students will listen. When a child speaks to his or her teacher, it is recommended for the



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teacher to make comments about what she or he is saying, like nodding the head, adding “mm-hmm”, “Really?” or “Tell me more”(Bennet-Armistead 2005, 20).

One of the best ways for teachers to support language development is by reading books aloud to young children and telling them stories. As young children interact and explore their world, they develop an understanding of how verbal communication works, which is fundamental to developing reading and writing skills. Dickinson and Tabors (2002, 10) stated that oral language is the foundation of early literacy. Through reading aloud and storytelling, teachers are supporting key areas of children's development in print and language exploration as well as in listening and responding. Reading to children helps focus on an oral language and storytelling is reading activity that teachers can do in class. Storytelling is another great way to support language learning. When teachers tell stories that include children's names and personal things about them, teachers are engaging their imaginations while connecting personal relationships with actual events. This strengthens children's understanding of language because these details help children connect language with personality meaningful events (Lockhart 2012, 11 - 12).

In dramatic plays, children are free to try out new words, experiment with complex sentences and express new ideas. Many experts agree that plays provide the foundation for learning and later academic success. For example, research demonstrates the importance of child-initiated play in the development of language and literacy skills. When children determine the direction and content of their own play, they have many opportunities to hear and practice language. When children are allowed to initiate their own play,



they are able to express the choices in words and to interact and converse freely with other children and adults. In a study by The International Association for the Evaluation of Educational Achievement (IEA) Preprimary Project, it is described that children's language performance at age seven was significantly higher when teachers had allowed children to choose their own activities at age four (Lockhart 2011, 3).

The researcher conducted an observation on the EY3A students to see their achievements based on the second phase of the learning outcomes in the PYP Language Scope and Sequence. The learning outcomes were adapted and used as the students' observation checklist. There are fourteen learning outcomes in Phase Two which the researcher attempted to examine. The researcher came up with the second phase after she consulted the PYP Coordinator the proper phase for EY3 students in general, which are between 5 – 6 years old.

The Strategy

The study aimed at describing the roles of the classroom teacher in supporting the *Zone of Proximal Development*, the obstacles in supporting the *Zone of Proximal Development*, the roles of the classroom teacher in supporting the students' oral communication skills and the common trends in the outcomes of the students' oral communication skills based on the study results. The elaboration on each question is as follows.

After the observations and interviews, the researcher was able to collect some data that support to answer the first question of the research; that is related to the strategies that the teacher could apply to support the Zone of



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Proximal Development, based on Lui's theory. The first strategy to apply to support the ZPD in the classroom was identifying the target level of knowledge and understanding for the students to achieve. For the oral communication skills, the classroom teacher decided to target her students to be able to communicate their feelings, their ideas, speak and use their own experiences to share information. The classroom teacher's expectation toward the oral communication skills of the student was aligned with the expected learning outcomes for EY3 students that are stated in the PYP Language Scope and Sequence, which says the students use language to address their needs, express their feelings and opinions; and the students ask questions to gain information and respond to inquiries directed to themselves or to the class.

The second strategy was to develop a model of the learning progression that was expected to be followed in order to attain the targeted knowledge and understanding. Before the students were able to communicate their feelings, their ideas, or speak and use their own experience to share information, which was more challenging, they had to be able to demonstrate simpler verbal tasks, for instance saying thank you, leading the morning prayer before starting the class and simply sharing their holiday experiences. In order to support the ZPD in the students' oral communication skills, the classroom teacher always encouraged the students to say "thank you" when somebody did something for them, they were either their teachers, helpers or peers at school. Aside from saying "thank you", they were encouraged to raise their hands before saying something, to say "please" when they asked permission or ask for help from adults. She also encouraged the students to stand in front of the class to lead the *Good Morning* song and the morning prayer. She would ask the students to



volunteer themselves to be the *Morning Song* and prayer leader of the day but there were times when she herself picked the prayer leader of the day. Before they started the class, the classroom teacher would always want two different students to lead the Morning Song and the prayer. By leading the prayer, the students were trained to practice their oral communication skills in a simple way and at the same time, they built their confidence. The classroom teacher's instruction to thank and lead the *Morning Prayer* and *Good Morning Song* is a model of learning in verbal communication to support the ZPD in class.

The third strategy was to create tasks, activities and problems that allowed the teacher to gather information about students' understanding of the topic at hand while they were learning. The students were learning about various nursery rhymes and one of the nursery rhymes was the Incey Wincey Spider. They sang the song together for several times and recognized the rhyming words at the end of the song. The classroom teacher pointed at a particular student to mention the rhyming words within the lyrics. The next activities of Incey Wincey Spider were sequencing the pictures and writing the lyrics according to the correct picture order without copying the lyrics on the screen. The classroom teacher purposefully created the lyrics writing task according to the students' understanding and that was the reason why she differentiated the task for some specific students. There were two different groups of students for this task. The first group consisted of the students who could sound out or say the phonemes and recognize the letters. They sequenced the pictures of Incey Wincey Spider in order, and then wrote the lyrics according to the sequence. In writing, they were not allowed to copy from the screen, but they had to write it by themselves. If they forgot the lyrics, they



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had to sing and sound out the letters in the words they sang. It was challenging for the first group to sound out the letters and write them down that was shown in the outcome of their writing which was various. The second group worked on simpler tasks, sequencing the Incey Wincey Spider pictures and copied the lyrics from the text according to the correct pictures. They did not sound out the letters before writing the lyrics because they were still struggling with the letters. Even though they were given the text to copy from, it was not that easy to do.

The fourth strategy was to observe, assess, and listen to student behaviors and inquiries in response to the topic. During the nursery rhymes topic, the students took time to accomplish their tasks. The classroom teacher would consistently walk around the classroom to observe, assess, and listen to the students. Two students came to her and showed their Incey Wincey Spider to be checked. She checked the students' work one by one during her observations and assessed them by telling them to read what they wrote in the lyrics. In relation to their oral communication skills, the students were expected to be able to explain to her what they had written. Not only that, their inquiries about the Incey Wincey Spider lead them to practicing their communication skills since they were forced to utter their thoughts to their teacher. Aside from stating their inquiries, they spoke to their teacher as an attempt to get some confirmation of what they thought was what they knew.

The fifth strategy in supporting the ZPD was differentiating activities based on the students' levels of competencies that were still doable, meaning that they could do it independently, but not too easy nor too difficult. The reason was if the instructions and activities were too easy for the students, they



would likely be bored since they were not challenged. On the other hand, if the instructions and activities were too difficult, they could be frustrated or disregard it. When the two situations took place in the classroom, the effective and fruitful learning would not occur and the students were not benefitted from it. In the Math subject, the classroom teacher prepared different worksheets for the students with different levels of understanding. In relation to their oral communication skills, the students had to ask if they needed assistance in counting or reading the questions. During the observations, the researcher found some students who had difficulties in counting numbers and, some other students were confused with the terminologies of before and after. Many of them approached their teacher and asked what *after* and *before* was. During the activity, they were active in asking questions in order to clarify things, but they were able to complete work by themselves although the levels of difficulty were slightly higher. The classroom teacher applied the fifth strategy after her observations on the students' abilities in counting the numbers and used her observation results as the foundation to determine the appropriate activity for them.

The last strategy to put into practice was working with small groups and individual students, which the classroom teacher consistently did. When she was working with a small group, she made sure that everyone in the group participated in the activity and understood what they were doing in the group. For instance, during the guided reading activity, she questioned each of the students in the small group she was working with, anything related to the book they were reading. When working with an individual student, she also checked the student' understanding and corrected the mistakes. During the guided



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activity, the classroom teacher took notes of who could not perform well, in terms of reading, answering questions, and pointing at the correct words they were reading. It was interesting that as she was observing them, some students were pointing at the wrong words when they were reading aloud. They did not really know what they were reading, and it was obvious to the classroom teacher that these particular students needed more efforts in reading. In the guided reading activity, the classroom teacher divided the students into three groups with different reading abilities and supplied them with different leveled books as well. When working with an individual student, the classroom teacher persistently checked their work and understanding at the same time. She applied the last strategy, which was working with small groups and individual students in order to see the students' real development after the given help.

The next thing to ask is what hindrances the teacher in supporting the Zone of Proximal Development. An interview with the classroom teacher was carried out to know what she experienced as her hindrances in supporting the ZPD. She realized that to meet different goals of different levels of competencies within the students, she had to differentiate the tasks and the instruction, referring to the respected students. Since she had to differentiate the tasks and instruction, which means more different things to be done by the students, there were more efforts needed in monitoring the students. The other thing was that, they needed to accomplish their tasks independently, with limited assistance coming from the teacher since there were many students to assist and observe.



Teacher Roles

Another question to ask is how the teacher takes roles in supporting the students' oral communication skills. The first role was the teacher listened carefully to students' conversations. When two students were playing, the classroom teacher listened to what they were discussing, then she asked a question to them. One of the students responded to the question. In the conversation, this student looked at the classroom teacher's face when talking and listened to what she was saying. She made her voice clear to him that he responded properly. Not only that, she made comments about what he said by exclaiming "*Fantastic!*" This is appropriate with Bennet's suggestion which was stated that children should be able to see their teacher's lips and facial expressions, hear their teacher's voice clearly and make eye contact with the teacher. He added that it is recommended for the teacher to make comments about what she or he is saying (Bennet-Armistead 2005, 20). When a teacher has a close relationship with his/her students, the students feel comfortable to speak to the teacher, and in that way, the classroom teacher supports the students' oral communication skills.

The second role is the classroom teacher read various books to the students. One of the storybook she read to them was entitled "Say Please" and taught the students to say "Thank you" when somebody did something for them and say "please" when they needed help from somebody else. The classroom teacher consistently promoted this positive attitude to the students. She would ask the students to say "thank you", "please" and "I am sorry" as part of daily verbal communication. During the storytelling, the classroom teacher involved the students and mentioned their names in order to engage



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them with the story that was being told. Sometimes she related the story to their personal experiences, which was effective to make them listen and think. Lockhart (2012, 11 -12) supported the idea that storytelling is another way to support language learning. By relating the students' personal experiences with the story being read, Lockhart argued that the teacher is actually engaging their imaginations while connecting personal relationships with actual events, and this reinforces the children's understanding of the language.

The third role is supporting the students' dramatic play. At the beginning of the year, the classroom teacher arranged the classroom in such a way that it allowed the students to explore their social skills. She set up a role-play corner in the classroom by putting a toy kitchen set, two tables, some chairs, a toy cash register and other toys to create a mini restaurant for the students. The students were given the opportunity to play restaurant and act as customer, chef, waiter or waitress and cashier. Lockhart (2011, 3) mentioned that in a dramatic play, children are free to try out new words, experiment with complex sentences and express new ideas. He added that when children are allowed to initiate their own play, they are able to express the choices in words and to interact and converse freely with other children and adults. The students were playing restaurant in the role-play corner that the classroom teacher had prepared for the students to play with. They created their own role-play and acted as customer, waiter, waitress and cashier. The dialogue above shows how the students conversed freely and expressed their ideas easily. During the play, they listened to each other and practiced their oral communicating skills.

The fourth role is observing and evaluating the students' performances. The classroom teacher took roles in supporting the students' oral



communication in relation to observing and evaluating the students was by building an in-depth dialogue with the students, either during the class hours or during the conference. She threw some questions to the students regarding their performances, what they thought about themselves at school. By asking such questions, she encouraged them to speak on their behalf. Apparently, this was not an easy task for them, since they had to really think and reflect on themselves before they spoke and she as the teacher expected the proper answer from them. By building a dialogue with the students, the classroom teacher endorsed their oral communication skills.

The fifth role is implementing the curriculum. Within the curriculum, there are formative and summative tasks for every subject to carry out as the assessments. By conducting an interview as the formative and picnic as the summative task, the classroom teacher supported the students' oral communication skills because the students were encouraged to speak to each other. As what has been mentioned before that in implementing the curriculum, a teacher should set up and maintain the environment, also providing activities, choices and possibilities for children to meet the curricular goals and objectives. For the formative and summative tasks, the classroom teacher set up and maintained the environment conducive for the students to learn. She provided activities (peer interviews and picnic) to meet the objectives of the "Who We Are" unit, demonstrating empathy and caring for others and a desire to be helpful, developing friendships with peers, developing relationships with adults, and respecting the feelings, opinions, and perspectives of others.

The last question is what the common trends are in the outcome of Early Year 3A students' oral communication skills based on the study results. From



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the observations, the students showed several common trends that meet the expectations of Phase 2 of the Primary Years Programme Language Scope and Sequence: the students realized that people speak different languages, the students realized that word order can change from one language to another, the students used their own grammar styles as part of the process of developing grammatical awareness, the students were able to name classmates, teachers and familiar classroom and playground objects, the students used gestures, action, body language and/or words to communicate needs and to express ideas, the students understood simple questions and responded with actions or words, the students joined in with poems, rhymes, songs and repeated phrases in shared books, the students listened and responded to picture books, showing pleasure, and demonstrating their understanding through gestures, expression and/or words, the students interacted effectively with peers and adults in familiar social settings, the students told their own stories using words, gestures, and objects/artifacts, the students followed classroom directions and routines, using context cues, the students repeated/echoed single words, the students used single words and two word phrases in context and the students used mother tongue (with translation, if necessary) to express needs and explain ideas.

Conclusion

Based on the data analysis about the teacher's role in supporting the Zone of Proximal Development in the students' oral communication skills based on the Primary Years Programme Language Scope and Sequence, it can be concluded as follows:



1. The classroom teacher should observe mindfully the process in which the students can perform and cannot perform independently so that the teacher can provide appropriate tasks or activities according to their abilities.
2. It needs more effort to monitor the students who are on different tasks at the same time and to provide various activities based on their competencies.
3. The classroom teacher is required to be responsive to the students' interactions and to facilitate the students with the equipment that triggers the students to interact with one another.
4. Generally, the Early Years of 3A students meet the expectations of Phase 2 of Primary Years Programme Language Scope and Sequence.

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