

Comprehensible Inputs to Scaffold Comprehension of L2 Learners

Melody E. Enrera¹ and Ana Cristina G. Fortes²

¹Teacher II, Casili Elementary School, Gubat Sorsogon, SDO Sorsogon Province

²Associate Professor II, Sorsogon State University, Sorsogon City

Abstract—Scaffolding second language readers comes in many forms. Researches have shown that picture, picture books, video, drawing, translation and gesture aid in listening and reading comprehension. However, little is known about on how L2 teachers effectively use them to scaffold comprehension, especially in the elementary level. Hence, this study investigated the comprehensible inputs used by the teachers in second language elementary classroom. Through classroom observations and interview with teachers and learners, results showed varied comprehensible inputs which the learners have unique experiences to each of them. Picture, drawing and gesture scaffold comprehension through visualization of literal and abstract concepts. Translation scaffolds comprehension by way of knowing meaning of English word which learners are unfamiliar. With the use of video materials, the learners interact with the scenario presented among them and arouse their motivation to learn. The study confirms that comprehensible inputs scaffolding comprehension in a condition that teachers provide appropriate context, usage, and relation to the experiences of these learners.

Keywords—Language Comprehension, Scaffolding, second language, Reading Comprehension, English language

INTRODUCTION

Students who read independently have greater reading comprehension, verbal fluency and general knowledge than those who do not (Auld, 2019). They become better readers, score higher on achievement tests in all subject areas, and have greater content knowledge than their non-reading peers (Cullinan, 2000). The Dual Coding Theoretical Model of Reading (Sadoski & Paivio, 2004) states that reading is a cognitive act that occurs through the modality of senses then separated as codes either verbal (verbal systems) and non-verbal (imagery systems). Verbal includes words, speech or language while non-verbal includes images, pictures, or concrete objects. Using the two systems works better than alone during reading (Lai, 2000). Parallely, the Cognitive Theory of Multimedia Learning states that students learn by using graphics (graphs, photos, maps, animations, and videos) and printed or spoken text (Mayer, 2008). These are received in the dual channels which are auditory/verbal and visual/pictorial (Mayer & Moreno, 2003). Learning means deep understanding of the material by identifying key concepts, mentally organizing information, and integrating this information with prior knowledge (Mautone & Mayer, 2001).

Every child's development begins with the collaboration of an adult in what referred as the Zone of Proximal Development (Vygotsky, 1978). Scaffolding is a temporary supportive structure that teachers create to

assist a student to accomplish a task that they could not accomplish alone (Graves, Watt, & Graves, 1994). Along reading, ZPD means a social interaction that requires an active participation, interaction and involvement of learners (Reza & Mahmood, 2013). Meanwhile the planned instructional scaffolds are often provided by teacher (Haghparsat & Mall-Amiri, 2015). Clark and Graves(2005) identified types of scaffolding in reading. Scaffolded Reading Experience was included. In this framework, various activities serve as scaffolding which are before, during, and after reading. Specifically, under before reading are activating and building background knowledge, pre-teaching vocabulary and under during reading is Supported reading.

Comprehensible input as a method of language acquisition is based on Comprehension Hypothesis which says that we acquire language when we understand what we hear or read (Krashen, 2017). There are optimal comprehensible input whom Krashen and Mason,(2020)hypothesize which are stories done through story-listening and fictional books done through self-selected pleasure reading. These should always include sufficient quantity of new, unacquired language that acquirers are ready to acquire (i+1). Teachers used Comprehension Aiding Supplementation which includes drawing, pictures, gestures, brief translation, and the use of context during story-listening with the

aim of making the unacquired language, words or phrases made more comprehensible (Krashen, Mason, & Smith, 2018). However, in this study Comprehensible inputs refers to picture, video, drawing, translation and gesture. The scaffolding assumption of picture, video, drawing, translation and gesture to unknown English words resulted to language comprehension.

Teaching second language to young children should not be based on explicit teaching of grammar and a pronounced focused on form (Kersten & Rohde, 2013). Teachers should code the content in as many ways as possible to cater different preceptory channels and learning preferences of the children (Burmeister, 2006). Learning of students may increase if auditory and visual channel are simultaneously use during the learning process (Mayer, 1997). Information received from the two channels can be successfully transferred to the long-term memory when the new information is integrated with prior knowledge (Mayer, 2002).

Strategies such as gestures, verbal explanations, repetitions, paraphrasing, lexical networking using related vocabulary, modification of intonation and use of pictures, picture stories, CD's, videos, real objects, hands-on materials are used to help the child get the meaning of unknown second language utterances and helps a child remember new words (Kersten & Rohde, 2013). Incorporating the media (symbols, images, pictures, audio, video, animations, or combination of all) into teaching enhances learners' interest, understanding, and interaction (Abdulrahman, 2020). Goldin-Meadow (2003); Gullberg (2008) affirm that gestures help to convey meaning and to compensate for speech difficulties. Machida (2011) pointed out that ideas and meanings are attached to a particular language use or expression of L1 thus when people try to understand ideas or meaning in a new second language, L1 will naturally play a major role in comprehension.

Research studies had been conducted among tertiary learners of English either as a second language or foreign language to see the effects of picture, video, drawings and gestures to vocabulary acquisition. Tertiary learners were able to comprehend English during listening and reading through the use of pictures (Gruhn, Segers & Verhoeven, 2019) videos (Novayanti, et al., 2018; Yawiloeng, 2020), drawings and gestures (Mason & Krashen, 2018; Mason, Smith & Krashen, 2020). The studies used quantitative method to measure the effects of picture, video, drawings and gestures to

vocabulary acquisition. These authors based their concept of achieving reading comprehension through vocabulary (Wilkins, 1972). While the authors Mason and Krashen, (2018); Mason, Smith and Krashen, (2020) were on their determination on the effects of storytelling to vocabulary acquisition, they used picture, video, drawings and gestures for aiding comprehension of unknown English words during listening and reading. Similarly the use of translation (Alaboud, 2022; Amer, 2019) and videos (Ningsih & Ardi, 2020) aids in listening and reading comprehension among tertiary learners of English. Dargue, Sweller and Jones, (2019) measure quantitatively the effects of gestures to speech for listening comprehension among three years and older who were English native speakers. They determined that gestures are both beneficial whether produced and observed from others accompanied with speech. Shen and Huang (2021) determined the effects of picture books to reading comprehension of kindergarten to elementary English as Foreign Language learners and found out that picture books aid in comprehension in the literal level and ordering task.

The Department of Education had tasked several reading initiatives to improve the reading comprehension of the learners including Early Language and Literacy and Numeracy Program (DepEd Order no. 12, s. 2015), Every Child-A-Reader Program (DepEd Order No. 018, s. 2017) and Hamon: Bawat Bata Bumabasa (DepEd Memorandum no. 173, s. 2019). The Department also capacitate teachers on the use of Information Communication Technology through Professional Standard for Teachers (DepEd order no. 42 s. 2017). One of its objectives is to ensure the positive use of ICT to facilitate the teaching and learning process. It would be assessed under DepEd Memorandum No. 008, s. 2023 also known as Results-Based Performance Management System. This is an assessment for teachers on the use of ICT and learning resources related to it inside the classroom. However according to World Bank the learning poverty was 69.5 percent among Filipino school children before pandemic. By November 2021, it was as high as 90 percent from the same source. Then on February 2022, the UNICEF reported more than 85% learning poverty. This situation means 10-years-old children cannot read or understand a simple story.

Based on the researcher observation on the review of related studies, the use of picture, video, drawing, translation and gesture to scaffold listening and reading comprehension has not been studied among elementary

second language learners of English. This research study investigated the comprehensible inputs used by Grade Four teachers during vocabulary pre-teaching and during reading of dialogue, poems, and short stories with picture clues. To see the real scenes in the teaching process, the observations of classes were conducted in naturalistic setting. Further, the scaffolding manner of comprehensible inputs were sought to understand how it scaffolded comprehension.

Research Questions

1. What are the comprehensible inputs provided by teachers during the teaching process?
2. How did pictures scaffold learners' comprehension?
3. How did videos scaffold learners' comprehension?
4. How did drawing scaffold learners' comprehension?
5. How did translation scaffold learners' comprehension?
6. How did gesture scaffold learners' comprehension?

RESEARCH METHODOLOGY

Research Design

This study is qualitative research which is under the descriptive research design to produce data on comprehensible inputs. Under this, methods that were used are: structured observations to produce data on possible comprehensible inputs, and interviews to validate the gathered comprehensible inputs and find out how they scaffolded comprehension.

Research Respondents

The following are the criteria of the informants: for the Five teachers, they should be English teachers in Grade Four, male or female, teaching in 5 elementary schools under Department of Education Province (i.e. school A, school B, school C, school D and school E) for the school year 2023-2024; and for the Fifty learners, ten of them from each observed class whom performed satisfactorily in English class for the first quarter as determined by the teachers.

Research Instrument

To obtain the data of the research questions three instruments were used. These are the observation tool, the semi-structured interview schedules for the learner, and for the teacher.

The observation tool is a self-designed checklist of pre-determined comprehensible inputs and with spaces for

description. Its structure follows the format of a daily lesson log the teachers are prescribed to use for the school year. The last part of the checklist is a space for "other observed but not in the checklist" to give a possibility for other comprehensible input.

The semi-structured interview schedule for the learners consists of three parts. The first part focuses on establishing rapport, stating the purpose of the interview, giving motivation and the timeline of the interview. The second part focuses on: determining if the comprehensible input used is aiding comprehension of the word/words used along with; finding out how the comprehensible inputs scaffold English word/words; and gathering feedbacks on the used comprehensible inputs. The last part is thanking the interviewee for participation.

Also, the semi- interview schedule for the teachers consists of three parts. The first part focuses on establishing rapport, stating the purpose of the interview, giving motivation and the timeline of the interview. The second part focuses on: determining if the comprehensible input used is aiding comprehension of the word/words used along with; finding out how the comprehensible inputs scaffold English word/words; and gathering feedback on the used comprehensible inputs. The last part is thanking the interviewee for participation.

Data Analysis

The research problems and the methods of the inquiry favored the use of thematic analysis. For research question one, deductive approach was use since from the observations comprehensible inputs were pre-determined. For research question two to six, inductive approach was use which means the data determined the themes. Both of these approaches underwent the six steps which are familiarization, coding, generating themes, reviewing themes, defining and naming themes and writing-up (Braun & Clarke, 2006).

RESULTS AND DISCUSSION

The Comprehensible Inputs

The researcher conducted classroom observations and gathered pictures, drawings, videos, translations, gestures and context clues as possible comprehensible inputs. Based on the interviews with the learners and

teachers the comprehensible inputs are pictures, drawings, videos, translations, and gestures.

Picture

Pictures used are the graphics kind which means they are images shown on the screen and on the wall. They are used in vocabulary pre-teaching which is termed as unlocking of difficulties. Another use of pictures is clue to the story. Dialogue, poem, and short stories are the springboards for the grammar, vocabulary, and listening/reading comprehension which were the objectives of the lessons. Specifically, for the grammar objectives, pictures represented the singular and plural concrete nouns with their names written and prepositions with context sentences. Likewise, for vocabulary pre-teaching and during reading context sentences were given.

Example is the used of picture showing preposition on. The teacher read the context sentence Tubby is on Andy's bed. Then the teacher asked the learners to look at the picture. After which, the teacher asked the following questions "What animal is Tubby?", "Where is Tubby?". When the learners answered "sa higdaan", "nasa bed", "nakapatong sa kutson" she pointed out in English "on the bed".

Nearly all the pictures used by the teachers were comprehensible to the learners. This was revealed during the interviews with the learners when asked what the pictures were. According to the teachers, pictures are comprehensible because they represent the real object.

Teacher M- "Picture is very helpful because it is a representation of real object."

Teacher R- "It is real what they can see on the screen, so it is like just real object."

The same with the picture clues in the short story, generally all learners understood the narratives with the picture clues. Two learners understood completely the whole narrative and two learners made up new stories out from the picture clues. In these learners who understood the stories with picture clues, they left out some details that were not included in the picture clues. These details are important to understand the whole story. Therefore, the picture clues were comprehensible input for the concrete information as this is one of a picture's function in reading. As the teachers said:

Teacher V- "In there are setting of the story, character, and the events shown. They followed the flow of the story better through picture clues."

Teacher M- "It is helpful because they get the action, expression and place where they are."

A picture becomes a comprehensible input when it is used along with a context sentence as in the example above. Context is important for according to the teachers; pictures show the real and literal when referring to isolated pictures during the teaching of vocabulary like the plate above. Similarly, this proves why the picture clues in the story serve as comprehensible inputs since the narrative provides context to the picture resulting to literal comprehension. Gruhn, Segers, and Verhoeven (2019) found out the use of pictures with contexts results in comprehension. Specifically, Shen and Huang (2021) determined that story with pictures supported comprehension in the literal level. In the observations, the teachers activated prior knowledge through asking questions in relation to the content of the picture. Mayer (2002) posited that when the learners' prior knowledge is integrated with the picture and context, greater learning occurs. Moreover, juxtaposing the drawing a visual, like picture to its name promotes comprehension (Mason, 2019). The juxtaposition of texts related to the pictures were observed. The teachers observed that pictures are comprehensible inputs for they concretize the texts and through the contexts' provided comprehension of the whole sentence may have been scaffolded. Context sentence, activation of prior knowledge, the juxtaposition of the word with the picture made picture a comprehensible input for unknown English word.

Translation

Translations done were in Filipino, by word or by phrasal in structure. They were used in grammar lesson, fluency lesson, and listening/reading comprehension. They were not part of planned lesson and only done when the pictures and gestures seemed to not work for the learners or when the semantics were abstract. For the translations of changed, similarity, earthquake, escape, sick, kittens, and swollen there were no other comprehensible input used. However, for the words under, above, pawprints, imprisoned and veterinarian they were first shown through pictures with context sentences. Moreover, for the word lick and chase, they were gestured then translated.

The objective of the lesson is to use plural form of regular nouns ending in -f/fe and -y. The translation occurred when the learners were in their group work activity and the teacher was facilitating. A learner asked the teacher about what the word means in the rule of changing nouns ending with -f or -fe. The teacher answered “what is changed?”-“pinalitan”. This translation is a comprehensible input to scaffold comprehension of the word changed which is necessary to carry out the task of forming the plural form. The teachers observed and all the learners agreed that translation to Filipino is a sure way to understand English words.

Teacher R- “Especially if you want the learners understand easily, you will say the word that they knew and they will understand better.”

Learner A- “If the English word is said in Filipino, I can understand it already.”

Another instance of translation to Filipino was this, for the learner to remember that the vowel i should be read long, she asked the learners to notice the similarity of the listed words on the visual. Then she said, similarity is “pagkakatulad”. Through that the learner comprehended the word- similarity then were able to learn the structure of the word such as dine and how it should be read along with other words, which is the objective for reading fluency. However, the other teachers used picture and gesture besides the translations of vocabularies. Translation is their last resort when pictures and gestures seem to fail based on their present evaluation of the learners' behavior confirmed through questions. An example is the word paw print, which is given context in a sentence then the teacher gestured showing her palm and said “the paw print of the lion- marka ng siki ng lion”.

Whether translation is used singly or with other comprehensible inputs, teachers did translation since they have perceptions that translating words to their mother tongue will be comprehensible as Machida (2011) pointed out that ideas and meanings are attached to a particular language use or expression of L1 thus when people try to understand ideas or meaning in a new second language, L1 will naturally play a major role in comprehension. In fact, it becomes a natural response when difficulty arises. This was observed from the teacher who used translation singly or with other comprehensible inputs used. Teachers perceive

translation is beneficial in clarifying new vocabulary, checking students' reading and listening comprehension (Benelhadj Djelloul & Neddar, 2017; Mollaei, Taghinezhad & Sadighi, 2017 & Samardali & Ismael, 2017). Translation is a comprehensible input in scaffolding comprehension of unknown language since the first language has its natural role in clarifying meaning of the target word. Further, with the aid of comprehensible inputs like gesture and picture it scaffolded comprehension.

Gesture

Gestures were done during vocabulary pre-teaching for reading activities. Objectives of the lessons were listening comprehension/reading comprehension and writing composition. Poems and short story were used as springboards. Teachers used gesture either singly or with other comprehensible inputs. The words pour and wash were introduced through gesture with texts written on the board and with speech that gave context. While the word whisper was shown through a picture with context sentence then was gestured, also for the word secret. Gesture of lick and chase were followed by translation. However, for the word paw gesture was singly used.

The word pour was written on the board then the teacher holding a cup gestured pouring. The teacher said “I pour the water.” It is one of the words the teacher decided to unlock before reading a poem about cooking. Unlocking the words is for listening comprehension/reading comprehension. Teachers stressed those gestures done to scaffold comprehension were only comprehensible if the prior knowledge of the learners were considered.

Teacher A- “Based in my present learners, they have prior knowledge already that is why they understood.”

Teacher M- “It is difficult if you are not going to act it out, they knew if it was whispered it is a secret. That is why I thought of that so that they can easily understand.”

All learners confirmed during the interviews that they understood words in English because the teachers did gestures.

Learner D- “It is more helpful ma'am if it was act out because it is comprehensible.”

Learner E- “So that I can understand what it is, helpful because it is comprehensible.”

Learner F- “It was done in action so that the learners can know the English of pour and wash.”

Learner G- “First, it should be written on the board so that I can understand it then action will be done.”

If the teachers considered the learners’ prior knowledge before doing gesture for a word and their learners confirmed that they did comprehend the words through gestures, therefore gesture is a comprehensible input for an unknown English word. Adding speech with gestures, done by the teacher promotes comprehension (Hostetter, 2011). Also, gestures are beneficial to the comprehension of learners when they are observed from others (Dargue, Sweller, & Jones, 2019). The above implies that gesture observed from others for a second language becomes a comprehensible input only when the learners have experienced of the word being gestured and it is accompanied by speech that served as context. Dargue, Sweller and Jones, (2019); Hostetter (2011) had gestures for first language in their studies. This might imply that gesture for unknown second language even with contexts given, if the learners had not experienced it firsthand will not be comprehensible.

Video

Videos used were less than three minutes with the aims of introducing vocabularies found in the lesson. They have subtitles and audio. The lessons have objectives on grammar, fluency and vocabulary. The videos for fluency and grammar served as vocabulary pre-teaching. The other video was used in presenting the new lesson. Primarily, the teachers’ reason for choosing videos was to motivate the learners.

For example there is a video with audio and a subtitle that read “Shine rides a bike.” This is a comprehensible input for the words ride and bike. The teacher asked, “Have you tried riding a bike?”, “Who rides a bike in the video?”, “What did Shine do?”. Additionally, this video is a comprehensible input for the story to be read by the learners since this was a part of the story. The objective of the lesson was to read correctly long I words through noticing the vowel I and E separated by a consonant.

All the learners confirmed during the interviews that the used videos were comprehensible to introduced the words picnic and riding a bike. The teacher said when asked the reason why a video a comprehensible input:

Teacher R-“I considered their experiences because children will get natural to learning since their daily experiences were integrated.”

Similarly, the second teacher used videos as inputs together with sentence clues and additional multiple choices of suffixes. During the interview with the learners, the videos for painful and pianist were comprehensible even without the context sentences. The teacher said during the interview that the videos were comprehensible to scaffold the words because learners had prior knowledge of the contents of the words.

Teacher V-“ They knew that if someone is writhing, it is painful. The word pianist was unfamiliar that is why there is a piano. I think we knew as teachers what our learners knew.”

The answers of the teachers during the interviews revealed that the consideration of the learners’ prior knowledge may have contributed to video as a comprehensible input. It was posited by Mayer (2002) that transferring knowledge from the two channels to long-term memory could be successful when information is integrated with existing knowledge. The used of two channels simultaneously may also means better learning (Mayer, 2014). The visuals-the text and images and audio on the video were received by the channels then integrated with the learners existing knowledge resulting to learning. The above implies that a video given the simultaneous presentation of the visual and audio and with the integration of learners’ prior knowledge during the presentation of the lesson make it a comprehensible input.

Drawing

Three words were represented through drawing during vocabulary pre-teaching for the poem Cooking in the Kitchen. The lesson objective was writing composition. The reading activity was used as a springboard of the objective. The words were pot, pan and measuring cup. Hand-drawn objects positioned beside with their names on a blackboard and speech providing contexts of the drawing were done by one observed teacher. After each drawing, eliciting of prior knowledge was done through questioning.

Example, a pot was hand drawn by the teacher as a comprehensible input for the word. The teacher said after drawing “This is a pot.” and write the word beside the drawing. After which, he asked “Do you have this in

your homes?”, and “What is its use?”. The procedures done above are likewise done to the words pan and measuring cup. All learners confirmed that the drawings were comprehensible so that they can comprehend the word pan, pot and measuring cup.

Learner H- “Sometimes I don’t understand it then if Sir drew it, I understand.”

Learner I- “So that I can know what was said.”

Learner J- “I can understand it.”

When the teacher was asked why was the drawing a comprehensible input for the words drawn, the teacher said:

Teacher A- “It is like just the picture, maybe because it is seen and then the learner should have seen the real objects in real life.”

The drawings considered visual were comprehensible input to scaffold comprehension of pot, pan and measuring cup. Based on the above, prior knowledge of the objects should be present for the drawings to be effective in scaffolding comprehension of the words. Studies of Mason and Krashen (2018); Mason, Smith and Krashen (2020) treated drawings as comprehensible aiding supplementation for the unknown language. Juxtaposition of words with drawing support comprehension of unfamiliar words (Mason, 2019). When the visual and auditory channels were used and prior knowledge was integrated there is a chance of greater learning (Mayer, 2014). The above implies that a drawing becomes a comprehensible input when the two channels are used, words were juxtaposed to the drawing and prior knowledge is integrated.

Scaffolding Learners’ Comprehension Through Comprehensible Inputs

Clark and Graves (2005) coined activities in pre-reading, during reading and after reading a Scaffolded Reading Experience. Activities done during teaching involved the use of comprehensible inputs, e.g., picture, drawing, gesture, translation and gesture which scaffolded comprehension through: visualization of picture, gesture and drawing; interaction of video; clarification of translation and; motivation of picture and video.

Visualization

Pictures, gestures and drawings scaffolded comprehension through visualization. Contexts were given through written text and oral speech. They were each discussed, supported by data and given implications below. Pictures scaffolded comprehension of English words in unlocking of difficult words found in the text to be read, during reading as picture clues and in presenting the grammar lesson. Poems, short stories, and dialogue were used for reading activities. In forming the plural form of nouns ending in -f/fe and -y, teacher A and P said respectively:

Teacher A- “They knew already that plural means many by using objects. They will know what and how many, then they will change or add.”

This statement is in reference to the pictures like a knife and knives presented together during the discussion of the grammar lesson. Prior to this lesson, the learners had their learning opportunities in relation to a different objective of forming plural nouns. The teacher perceived that through visualizing plurality and visualizing the object's meaning, pictures for spoon and spoons scaffolded comprehension of the language.

Teacher P- “Ma’am, if there is a picture, it seems like they have idea already about the word that they saw, the idea was there.”

In here Teacher P pointed out that pictures used to unlocked the words encountered in the story visualized the meaning of words even if the words are new to them. For example, the word thorns were shown through a picture of a red rose. The learners according to the teachers, visualized what thorns meant since the learners knew what a rose was.

It can be deduce based on the above that pictures visualize English words through learners’ familiarity with some content of the picture like the rose and plurality of object. This could mean that prior knowledge with the new text and visual worked together for visualization. Comprehension that occurred from such process for example the word thorns and knives when encountered in the story may support reading comprehension.

Moreover, picture clues in the story like Androcles visualized the narratives which refer to what can be seen on the picture clues. On the visualization of the

narratives in which picture clues duplicated, teacher P said:

“Helpful because example this one the action, expression and place where they are. There are the words for those.”

Also, picture clues scaffold comprehension of the story through visualization of the order of events. Teacher P and teacher V said respectively:

“Because the setting and character are there and what is happening on the story is seen on the background. They can follow the flow of the story.”

It can be assumed that the visualization of picture clues to the text may have activated the content (i.e., background knowledge) and language schemata. Researchers suggest that for reading comprehension to occur a reader must possess content schemata, formal schemata (i.e., organizational form) and language schemata (Ahmad, 2006). Carrel (1988) said that these schemata should be appropriately activated to comprehend the whole text. The teachers pointed out that comprehension is only what is seen on the pictures, such as the characters, settings, events, the order of events and the expressions of the characters. Which the study of Shen & Huang (2021) also emphasized that picture clues only helped in literal level and ordering task. Pictures shown before listening to words or text create global spatial information and are reactivated and used as a mental scaffold to facilitate comprehension of the text (Eitel, et al., 2013). This implies that picture clues visualized the texts related to it however some texts are not supported by the pictures, therefore the studies and the teachers’ ideas are justified correct. With the visualization of picture clues and with the help of the teachers, complete comprehension of the story may occur.

The words that were gestured were pour, wash, secret, whisper, lick, chase and paw. They were unlocked in an activity under vocabulary pre-teaching. They were accompanied by context, picture and translation. When the teacher was asked how it scaffolds comprehension of unknown English word, teacher A and teacher P respectively answered:

“Through the body it can be understood because children like to watch tv. Maybe it is easy for them, when they saw it they understood it.”

“Those act-out so that it can be understood. It would be helpful for them to know the word. It is because it can be shown and they can see it too.”

Backed up by evidences whatever form or function, gesture matter for student’s learning (Alibali et al., 2013; Carlson et. al, 2014). On average, gestures are beneficial to comprehension of learners when they are observed from others (Dargue, Sweller, & Jones, 2019). Speech with gestures promotes comprehension to a greater extent than none at all (Hostetter, 2011). These were all observed from the teachers. Additionally, other comprehensible inputs were given. Though the teacher above reasoned out that gesture can visualize because the learners are used to reading gesture from watching television, gestures were presented with speech that provided context like “I wash the plates.”, pictures that show whisper, and translation of the words lick. It implies that the visualization of gestures may had been supported by the other comprehensible inputs used. Further, this suggests that multiple use of comprehensible inputs is beneficial in scaffolding language comprehension.

The last comprehensible input to visualize is drawing. Similarly with pictures, they are visuals used in vocabulary pre-teaching for reading comprehension. The names of the drawings were written beside them. Drawings were accompanied by speech. Immediately followed by asking questions to integrate prior knowledge.

“You can see it, like this measuring cup. There is a clue of lines in there. They can already understand this measuring cup because it can explain that there is a measurement.”

“The eyes can see it, that is why it is known.”

The teacher and learner stated that a drawing is something that can show meaning because it can be seen. However, during the presentation of drawings, the texts(name) were positioned beside them. Additionally, the teachers discussed the used of the drawings through questioning the learners’ prior knowledge.

Imagery has a central role in unfolding children’s ability to develop concept in language (Broudy, 1987). Aside from this, images can maximize meaning (Feldman, 1981). Recently, Mason (2019) posits that juxtaposing drawing and text increase comprehension in reading.

Drawings were utilized to give meaning to unfamiliar words during storytelling. They were juxtaposed with their names and given context in the story (Mason & Krashen, 2018; Mason, Smith, & Krashen, 2020).

Interaction

Videos used were animated song about going on a picnic and a chant video about a girl riding a bike. The other videos just have subtitles and audio. All these were used as vocabulary pre-teach for reading of dialogue and poem in lessons with grammar and fluency objectives.

Teacher R- "So they watched it, they can relate on the video to their personal experience. Because most of the children now at young age they knew how to ride a bike"

Teacher V- "They knew what is piano. It is because they saw that there is a person on the piano, and then the person was asked so it was easy."

It can be deduced that learners interacted with the video content since their personal experiences were there. Interaction of the video in the above situations refers to the learners' personal experience relatedness to the video content. Due to this they took part in singing and chanting. The definition of interaction is about an active participation and having the audience do something in virtual learning situation (Nagle, 2023). Video improved students' comprehension of English story (Ningsih & Ardi, 2020). Also, it has positive impact on the development of pupils four language skills which includes listening and reading. Only the comprehension of the words shown in the video were explored. Assessment on the complete comprehension of the dialogue and poem were not sought therefore this study cannot make any assumption. However, it does propose a definition of interaction occurred through video.

Clarification

Translation is one of the two comprehensible inputs that were not planned. One teacher who used them were unaware that she was translating while the other one did translation after the use of other comprehensible inputs. Translation of "similarity" to "pagkakatulad" for example clarifies that the list of words, through noticing that they have i and e, should be read as long i sound.

Teacher R- "If you like the children to understand it easily, you have to say it in the language that they know. They will understand it fast. Because they came from mother tongue so they knew Bicol and Tagalog, I refer

there. If they did not get the word, I used mother tongue."

Teacher P- "If there is no picture, I need to say it in Tagalog so that it will be easy."

The teachers used translation for purposeful reasons which is for the learners to comprehend fast the objective of the grammar lesson and the words in vocabulary pre-teaching through clarification of meaning. It can be deduced that translation is a handy comprehensible input since they easily clarify meaning and is always available for teachers to use. Teachers perceived that translation is effective in clarifying and explaining new vocabulary (Benelhadj Djelloul & Neddar, 2017; Samardali & Ismael, 2017). On-the-fly translation is translating for clarification and explanation. The used of it has positive impact on the over-all comprehension of the material provided in the English class (Amer, 2019). Though the clarification of a word or by-phrasal, it was observed that translation helped achieved the objectives of the lesson.

Teacher P- "During the evaluations, I always found out that translation helped in achieving the objectives."

Motivation

As mentioned earlier, primarily the used of videos is for motivation according to the teachers. Also, the pictures create the same effect.

Teacher M- "It is helpful because picture can easily aid in story, like getting attention."

Teacher R- "It is because a picture is a sort of aside for the lesson. It is your motivation so that they can easily catch up."

Teacher V- "It is because they are still attach to the things that has pictures. It is like they were attracted. Their focus tend to last if pictures are there and they can see it when its related to the story."

Teacher A- "Because a video is more on interactive, colorful, catchy specially for the children. It is like their interest were arose."

Motivation as scaffolding of videos and pictures were behavioral observations of the teachers among the learners whenever pictures and videos are used. The learners become motivated in the lesson. Motivated

means the learners become interested, their attention is drawn, and they want to finish the learning situations. Consequently, motivation may have scaffolded language comprehension. These findings were supported by the following studies.

Learners with poor comprehension also tend to lose their motivation to read (Mol & Bus, 2011). However, motivation has an impact on the ability to comprehend a text (Toste et al., 2020). Study of Abdulrahman (2020) on the use of pictures and its effects to learners are enhancement of interests and interaction. Also, pictures are source of motivation for the learners making the classroom active and vibrant (Hussain & Khan, 2022). Similarly, videos served as motivation in learning language (Ningsih & Ardi, 2020) and is favored by learners as fun and interesting to use in the class (Jassim & Dzakiria, 2018).

CONCLUSION

The reviewed literatures state that teaching second language to children should be coded to appeal in the different senses, the use of pictures, drawings, videos and gestures to scaffold comprehension of unknown second language are undeniably following that concept. However, based on the discussions made existence of prior knowledge of the learners is a factor for the picture, drawing, video, translation and gesture to scaffold comprehension. Also, context either written or speech provides the definition of the comprehensible inputs and through that they can scaffold for comprehension. Moreover, the simultaneous use of verbal and visual channels during the delivery of the lessons were observed among the learners. Given that they comprehended the unknown English language with the use of the comprehensible inputs, this statement and preceding statements support the Multimedia Learning Theory (Mayer, 2019) and the valuable contribution of prior knowledge in learning situations. These suggest that teachers should use learners' prior knowledge during the use of comprehensible inputs so that scaffolding for comprehension can be effective. Comprehensible inputs scaffold comprehension of L2 learners through visualization, clarification, interaction and motivation. Picture as a visual is read through the lens of experience therefore can be interpret subjectively. For some picture, context and other comprehensible inputs are needed to be use along with it for the learners to have comprehension. Iconic gestures for second language if used in the classroom should be supported with other comprehensible inputs

aside from the context. This is empirical observations of the teachers since according to them knowledge on the content in L1 of the unfamiliar second language should be present among the learners for the gesture to scaffold comprehension. This could mean that gesture alone for unfamiliar second language even with context may not be comprehensible if L1 content of the second language is not known to the learners. The motivation of pictures and videos implies that teachers should be using them more often so that learning will increase among the learners. Due to the limited use of comprehensible inputs, teachers should consider the use of multiple comprehensible inputs both in grammar lesson and reading lesson. Additionally, teachers should facilitate reading of story both giving importance on the narration and picture clues among learners who have poor comprehension.

REFERENCES

- [1] Carrell, P.L. (1988). Interactive text processing; Implications for ESL/second language reading. [Review of the book Interactive approaches to second language reading by P. L. Carrell, J. Devine & D.E. Eskey (Eds.)]. Cambridge: Cambridge University Press.
- [2] Abdulrahman, M.D. (2020). Multimedia tools in the teaching and learning processes: A systematic review. *Heliyon* 6(11). doi: 10.1016/j.heliyon.2020.e05312
- [3] Ahmad, A. (2006). Schema theory and l2 reading comprehension: implications for teaching. *Journal of College Teaching & Learning* 3(7), 41-48.
- [4] Alaboud A. (2022). The Positive Effect of Translation on Improving Reading Comprehension among Female Arabic Learners of English as Foreign Language. *Arab World English Journal (AWEJ)* (13) 424-436.
- [5] Alibali, M. W., Nathan, M. J., Wolfram, M. S., Church, R. B., Jacobs, S. A., Johnson Martinez, C., & Knuth, E. J. (2014). How teachers link ideas in mathematics instruction using speech and gesture: A corpus analysis. *Cognition and instruction*, 32(1), 65-100.
- [6] Amer D. (2019). The Impact of Translation on Reading Comprehension for EST Learners - A Case Study of Computer Science Students at Constantine 2 University. *Sciences Humaines*, 135-150.
- [7] Auld, S. (2019, November 17). Reading daily improves comprehension and student performance. Australian Christian College.

- <https://www.acc.edu.au/blog/reading-comprehension-studentperformance/#:~:text=Students%20who%20read%20independently%20have%20greater%20reading%20comprehension%2C,have%20greater%20content%20knowledge%20than%20their%20non-reading%20peers>
- [8] Benelhadj Djelloul, D., & Neddar, B. A. (2017). The Usefulness of Translation in Foreign Language Teaching: Teachers' Attitudes and Perceptions. *Arab World English Journal for Translation & Literary Studies*, 1(3). DOI: <http://dx.doi.org/10.24093/awejtls/vol1no3.11>
- [9] Broudy, H. S. (1987). *The Role of Imagery in Learning*. Getty Center for Education in the Arts- the University of Michigan.
- [10] Burmeister P. (2006). Immersion und Sprachunterricht im Vergleich. In M. Pienemann, J.-U. Keßler & E. Roos. (eds.), *Englischerwerb in der Grundschule. Ein Lehr- und Arbeitsbuch*. Paderborn: Schöningh/UTB. 197–216 in Kersten, K., & Rohde A. (2013). Teaching english to young learners. *Language acquisition and use in multilingual contexts*, 107 - 121. <https://lucris.lub.lu.se/ws/files/5329199/4075031.pdf#page=108>
- [11] Carlson, C., Jacobs, S. A., Perry, M., & Church, R. B. (2014). The effect of gestured instruction on the learning of physical causality problems. *Gesture*, 14(1), 26-45.
- [12] Clark, K. F., & Graves, M. F. (2012). Scaffolding students comprehension of text. *The Reading Teacher*, 58(6), 570-580.
- [13] Cullinan, B. E. (2000). Independent reading and school achievement. *School Library Media Research*, 3,1-24.
- [14] Dargue N., Sweller N., Jones M., (2019). When Our Hands Help Us Understand: A Meta-Analysis Into the Effects of Gesture on Comprehension. *American Psychological Association-Psychological Bulletin*, 145(8) <http://dx.doi.org/10.1037/bul0000202>
- [15] De Vera B. O.(2022, April 01). Lockdown's impact: Unicef cites poor reading skills among PH kids. *Inquirer*. <https://newsinfo.inquirer.net/1576573/lockdowns-impact-unicef-cites-poor-reading-skills-among-ph-kids#ixzz7dK0yOURw>
- [16] Department of Education. (2015). DepEd Order No. 12, s. 2015. <https://www.deped.gov.ph/>
- [17] Department of Education. (2017). DepEd Order No. 42, s. 2017. <https://www.deped.gov.ph/>
- [18] Department of Education. (2017). DepEd Order No. 42, s. 2017. <https://www.deped.gov.ph/>
- [19] Department of Education. (2019). DepEd Memorandum No. 173, s. 2019. <https://www.deped.gov.ph/>
- [20] Department of Education. (2023). DepEd Memorandum No. 008, s. 2023. <https://www.deped.gov.ph/>
- [21] Eitel, A., Scheiter, K., Schüler, A., Nyström, M., & Holmqvist, K. (2013). How a picture Facilitates the process of learning from text:Evidence for scaffolding. *Elsevier Learning and Instruction* (28), 48-63.
- [22] European Commission, Directorate-General for Translation, (2013). *Translation and language learning : the role of translation in the teaching of languages in the European Union : a study*, Publications Office of the European Union. <https://data.europa.eu/doi/10.2782/13783>
- [23] Feldman, E. B. (1981). *Varieties of visual experience*. New York: Harry N. Abrams.
- [24] Goldin-Meadow, S. (2003). *Hearing gesture: How our hands help us think*. Belknap Press of Harvard University Press. Retrieved from <https://doi.org/10.2307/j.ctv1w9m9ds>
- [25] Graves, M.F., Watt, S., & Graves, B.B. (1994). *Essentials of classroom teaching: Elementary reading*. Boston: Allyn & Bacon.
- [26] Gruhn S., Segers E., Verhoeven L., (2019).Moderating Role Of Reading Comprehension In Children's Word Learning With Context Versus Pictures. *WILEY Journal of Computer Assisted Learning*, 36, 29–45.
- [27] Gullberg, M. (2008). Gestures and second language acquisition. In *Handbook of cognitive linguistics and second language acquisition*. Routledge.
- [28] Haghparast, Sh. & Mall-Amiri, B. (2015). The comparative effect of two scaffolding strategies on intermediate EFL learners' reading comprehension. *International Journal of Language learning and Applied Linguistics world*, 8(2), 217-231.

- [29] Hostetter, A. B., & Alibali, M. W. (2008). Visible embodiment: Gestures as simulated action. *Psychonomic bulletin & review*, 15(3), 495-514.
- [30] Hussain S. , Khan H. K., (2022). The Role of Images in the Teaching and Learning of English: Practices, Issues, and Possibilities. *Pakistan Languages and Humanities Review*, (6), 4.
- [31] Jassim L. L., Dzakiria H.,(2018). The Impact of Using Video in Developing English Language Proficiency. *The Journal of Social Sciences Research*, 4, 16-22.
- [32] Kersten, K. , & Rohde A. (2013). Teaching english to young learners. *Language acquisition and use in multilingual contexts*, 107 - 121. <https://lucris.lub.lu.se/ws/files/5329199/4075031.pdf#page=108>"
- [33] Krashen S., Mason B., & Smith K. (2018). Some new terminology: comprehension-aiding supplementation and form-focusing supplementation. *Journal of English Language Teaching*, 60(6), 12-13. <https://journals.eltai.in/index.php/jelt/article/view/JELT600604>
- [34] Krashen, S. (2017). The case for comprehensible input. *Language Magazine*, 7(1), 1-6.
- [35] Krashen, S., & Mason, B. (2020). The optimal input hypothesis: Not all comprehensible input is of equal value. *CATESOL Newsletter*, 5(1), 1-2.
- [36] Lai , S.L. (2000). Influence of audio-visual presentations on learning abstract concepts. *International Journal of Instructional Media*, 27(2), 199.
- [37] Machida, S. (2011). Translation in Teaching a Foreign (Second) Language: A Methodological Perspective. *Journal of Language Teaching and Research*, (2), 740-746.
- [38] Mason, B. & Krashen, S. (2018). American Students' Vocabulary Acquisition Rate in Japanese as a Foreign Language from Listening to a Story. *Turkish Online Journal of English Language Teaching (TOJELT)*, 3(1), 6-9.
- [39] Mason, B. (2019, November 5). Comprehension Aiding Supplementation: CAS-Drawing. Beniko Mason. Comprehension-Aiding Supplementation: CAS-Drawing. beniko-mason.net
- [40] Mason, B., Smith, K., & Krashen, S. (2020). Story-listening in Indonesia: A replication study. *Journal of English Language Teaching*, 62(1), 3-6.
- [41] Mautone, P. D., & Mayer, R. E. (2001). Signaling as a cognitive guide in multimedia learning. *Journal of Educational Psychology*, 93(2), 377-89. Retrieved from <http://www.cs.uu.nl/docs/vakken/b3elg/opdrachten/Mautone.pdf>
- [42] Mayer R. E. (Ed). 2014. *The Cambridge handbook of Multimedia learning* (2nd ed.). Cambridge University Press.
- [43] Mayer, R. E. (1997). Multimedia learning: Are we asking the right questions?. *Educational Psychologist*, 32(1), 1-19.
- [44] Mayer, R. E. (2002). *Multimedia Learning. Psychology of Learning and Motivation*, (41), 85-139.
- [45] Mayer, R. E. (2008). Applying the science of learning: evidence-based principles for the design of multimedia instruction. *American Psychologist*, 63(8), 760. Retrieved from http://www.education.ucf.edu/Rtp3/docs/RTP3_Mayer_Article_Applying_the_Science_of_Learning.pdf
- [46] Mayer, R. E. (2014). *The Cambridge Handbook of Multimedia Learning*. New York:Cambridge.
- [47] Mayer, R., & Moreno, R. (2003). Nine ways to reduce cognitive load in multimedia learning. *Educational Psychologist*, 38 (1), 43-52.
- [48] Mctigue, E. (2009). Does Multimedia Learning Theory extend to middle-school students?. *Contemporary Educational Psychology*, 34(2), 143-153.
- [49] Mol, S. E., & Bus, A. G. (2011). To read or not to read: A meta-analysis of print exposure from infancy to early adulthood. *Psychological Bulletin*, 137(2), 267.
- [50] Mollaei F., Taghinezhad A., & Sadighi F. (2017). Teachers and Learners' Perceptions of Applying Translation as a Method, Strategy, or Technique in an Iranian EFL Setting. *International Journal of Education & Literacy Studies*, (5)2.
- [51] Nagle, S. (2023, July 24). The Difference Between Interaction and Engagement. <https://www.linkedin.com/pulse/difference-between-interaction-engagement-stephen-nagle#:text=There%20is%20a%20core%20difference,they%20are%20valuing%20the%20content.in>
- [52] Ningsih D. S., Ardi H.,(2020). Improving Students' Comprehension of Short Story by Using Video.

Advances in Social Science, Education and Humanities Research, (463), 312-315.

- [53] Novayanti A. N.N., Shinta M. N., Mursalim M., Jaya A., (2018). The Effect of Using English Videos on Vocabulary Achievement at the Fifth Grade of Elementary School 10 Poasia. *Advances in Social Science, Education and Humanities Research*, 231, 12-14.
- [54] Oseña-Paez D. (2022, August 10). Why 9 out of 10 Filipino children can't read. *The Manila Times*. <https://www.manilatimes.net/2022/08/10/opinion/columns/why-9-out-of-10-filipino-children-cant-read/1854046>
- [55] Reza, Gh., & Mahmood, D. (2012). Sociocultural theory and reading comprehension: The scaffolding of readers in an EFL context. *International Journal of Research studies in Language Learning*, 2(3), 67-80.
- [56] Sadoski, M., & Paivio, A. (2004). A dual coding theoretical model of reading. *Theoretical models and processes of reading*, 5, 1329-1362.
- [57] Samardali, M. F. S., & Ismael, A. M. H. (2017). Translation as a tool for teaching English as a second language. *Journal of Literature, Languages and Linguistics*, 40, 64-69.
- [58] Shen S. & Huang T. (2021). The Complex Effects of Picturebooks on English as a Foreign Language Reading. *International Journal of Applied Linguistics & English Literature*, 10(5), 68-79. <https://www.doi.org/10.7575/aiac.ijalel.v.10n.5p.68>
- [59] Toste, J. R., Didion, L., Peng, P., Filderman, M. J., & McClelland, A. M. (2020). A meta-analytic review of the relations between motivation and reading achievement for K–12 students. *Review of Educational Research*, 90(3), 420–456.
- [60] Vygotsky, L.S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- [61] Wilkins, D. A. (1972). *Language and Languages Study and Teaching*, Applied Linguistics. Cambridge MIT. Retrieved from <https://archive.org/details/linguisticsinlan0000wilk/page/n5/mode/2up>
- [62] Yawiloeng, R. (2020). Second Language Vocabulary Learning from Viewing Video in an EFL Classroom. *English Language Teaching*, 13 (7)