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Scaffolding and co-operative learning

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Stellingen

Scaffolding and Cooperative Learning: Effects on Reading Comprehension and Vocabulary Knowledge in English as a Foreign Language

Sri Wachyunni

1. Reading for comprehension may lead to incidental vocabulary gain, but acquisition in vocabulary gain also strongly depends upon the individual effort of paying more attention to unfamiliar words found in the text (Chapter 2).
2. Since scaffolding is a dynamic intervention finely tuned to the learner's ongoing progress, the support given by the teacher during scaffolding strongly depends upon the characteristics of the situation, for example the type of task and the response of the student (Chapter 2).
3. Scaffolding never looks the same in different situations and is not a technique that can be applied in every situation in the same way (Chapter 2).
4. Scaffolding does not always lead to an immediate improvement of reading comprehension, but may possibly facilitate a later transfer effect (Chapter 5).
5. The lower the ability of the learners, the more scaffolding they need (Chapter 4).
6. Together with scaffolding, the level of ability in reading comprehension contributes to a strong main effect on reading comprehension gain (Chapter 5).
7. In cooperative learning conditions, attitude towards group work, including how students behave, do, and think in groups, may have a relationship with learning gain (Chapter 2).
8. The more positive the attitude of the students is, the more accountable the individuals are, and the more comfortable a group works, the higher the gain is (Chapter 6).
9. Students' attitudes always change and develop in unique and unpredictable ways; it is not a simple sum of behavioral, affective, and cognitive indicators (Chapter 7).
10. Doing research on scaffolding and cooperative learning reminds me that helping each other -- in education, social, economical, cultural, spiritual, and many other dimensions -- is the essence of a good life.