

## SCAFFOLDING IN DESIGNING ESP LESSON PLAN

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Introduction. Over the past few decades, scaffolding as an educational technique proved to be a promising method for teaching foreign languages, specifically, for teaching English for specific purposes (ESP). Engineering students throughout mastering the ESP course sometimes struggle with large amounts of new terminology, sophisticated grammatical structures and the ability to conduct meaningful dialogue on professional themes.

Here, the scaffolding technique comes to assist educators and learners as well. Basically, scaffolding in education can be defined as a specific teacher's set of scaffolds aimed to support the student in the process of language acquisition. The concept of scaffolding was introduced by J. Bruner. He gave the following explanation for scaffolding, namely:

- educational and cognitive support that teachers provide to students to help them solve problems that they cannot solve on their own;
- as a form of vicar learning, in which students go beyond themselves through involvement in the teacher's consciousness.

D. Morgan and P. Skaggs explained the notion of scaffolding: scaffolding offers temporary and flexible support that can be quickly and easily assembled and disassembled after completing a learning task.

Main part. In this paper, we aimed to share our experience on ESP material design for Instrumentation Engineering faculty (IEF) students taking into account the most effective tools of scaffolding technique. Future engineers will deal with various types of instruments, devices, sensors, smart technologies, etc. They are to understand the principle of functioning of many of these instruments, reveal the malfunctioning and provide troubleshooting.

First of all, to develop an effective ESP lesson, it is crucial to use only authentic material relevant to students' specialties. It facilitates the learners' better understanding of the new vocabulary when they know the background of the theme. One of the most effective scaffolds to introduce a new topic to students is to provide them with the vocabulary of relevant terms [2]. So after warm-up questions about the new topic we give the students the link to Quizlet flashcards where the new terms were worked out in advance. Again, taking into account the level of a given group, which is also one of the scaffolding methods, we adjust the content of the flashcards: they can contain either the Ukrainian interpretation of terms or their explanation in English. It is also a good idea to review these cards together with students, practicing the pronunciation. Another very effective scaffold is providing the learners with visuals [4]. There could be helpful, for example, diagrams, figures, pictures, etc.

Sometimes we notice that students can't effectively complete the given assignment simply because they haven't understood the task. Thus, we tend to provide the tasks with

examples. And always make sure that students got it.

When designing the tasks on monologue or dialogue speaking, it is essential to provide the speaking frames, the other scaffolding technique which proved its effectiveness.

It was noticed in practice that gradually increasing the complexity of texts provides the students with more soft and unconscious overcoming of the so-called barrier which could appear if students start the learning module with too sophisticated text. The same scaffolding technique relates to the assignments.

Moreover, the teacher is also a kind of scaffold, providing support throughout the lesson. This may involve providing additional examples, prompts, or cues to help students understand what is expected of them. And what is important, the teacher does not provide support on demand but acts in a targeted manner to stimulate and guide the cognitive activity of students at their level or at a slightly higher level. The next crucial aspect is a gradual decrease in support from the teacher as students master the skills and abilities of foreign language acquisition. Simultaneously, another condition is being created - the acceptance of responsibility. Constant self-assessment of the formation of skills and abilities allows students to realize their level of foreign language proficiency, which gives them more confidence in the performance of subsequent tasks and they consciously take responsibility for the result of their activities [5].

Conclusion. Thus, this paper has revealed the most effective tools and means of scaffolding techniques when designing a lesson for ESP students. The application of these methods proved their effectiveness among students, otherwise, the teacher chooses the scaffolds that he or she suggests being the most appropriate for the group, thus adjusting to the students' needs. Also, gradually withdrawing the support, the teacher encourages the students to work independently, a skill, which could be helpful for them in their further professional or self-development.

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