

THESIS SEMINAR

(AAE 715)



SUBMITTED BY: RUQIYA HAQ

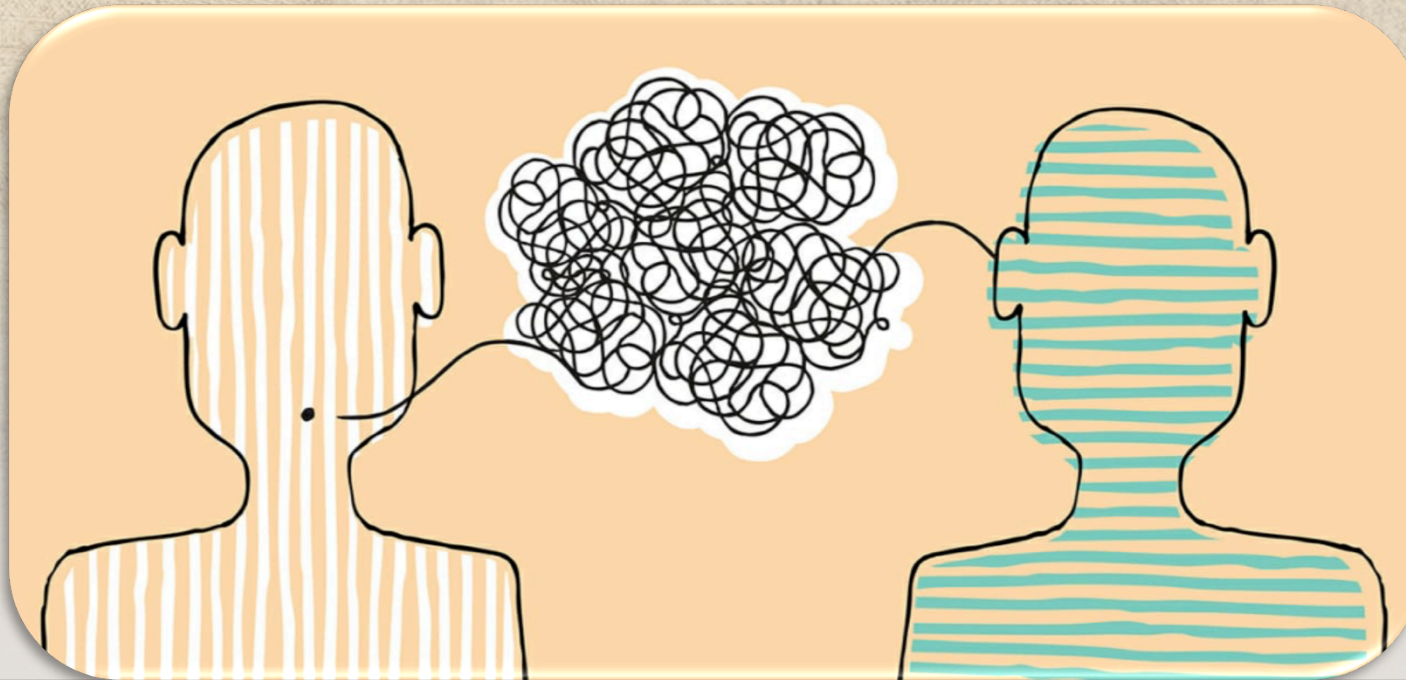
SUBMITTED TO: DR. SHABNAM SYED KHAN & PROF. NAUSHEEN IFTIKHAR

AUGUST 09, 2020

RESEARCH QUESTION



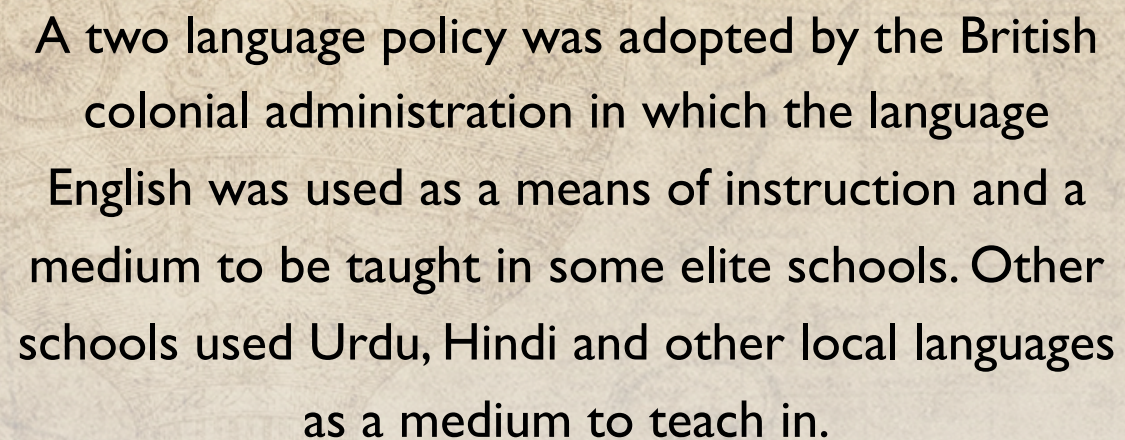
What are the challenges that the ESL students, at art colleges, with diverse regional linguistic backgrounds, face? How do they process, emotionally and academically, the adversities due to deficient command over English language?



ASSUMPTIONS



- ESL students face challenges in art colleges due to regional linguistic backgrounds.
- They suffer and face adversities emotionally and academically due to deficient command over English language

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THEORETICAL FRAMEWORK



- Language barrier for ESL students
- ESL students suffering in writing and communicating
- ESL student's challenges related to emotional wellbeing and self-confidence

PURPOSE



The purpose of the research is to emphasize the suffering of ESL students who face difficulty in communicating in English language, in both writing and practicing in classrooms.

- **Scaffolding** is the term given to the provision of appropriate assistance to students in order that they may achieve what alone would have been too difficult for them. Visual scaffolding is support that includes images and words that can be seen as well as heard. Visual scaffolding is an excellent way to provide comprehensible input to ESL students so that not only will they learn the essential subject content but also they will make progress in their acquisition of English.
- **Lev Vygotsky**, a Russian psychologist, introduced the concept of a zone of proximal development (**ZPD**), which is the notional gap between a.) The learner's current developmental level as determined by independent problem-solving ability and b.) The learner's potential level of development as determined by the ability to solve problems under adult guidance or in collaboration with more capable peers.

Resource: <http://esl.fis.edu/teachers/fis/scaffold/page1.htm>

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