"The importance of scaffolding in CLIL in Spain"

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Abstract

There is no doubt that the implementation of CLIL in Spain changed the current education system. Students need more help as they are facing a new challenge which includes many difficulties for them. For this reason, the main objective of this paper is to justify and evaluate the importance of scaffolding both for input and output phases, in addition to the justification of its importance throughout the entire learning process. With the aim of justifying the use of scaffolding in a CLIL classroom as an essential element for students to achieve the objectives of each educational stage, this work investigates different authors and psycholinguistic theories related to scaffolding; different techniques that teachers can use in each of the CLIL subjects according to the learning objectives; the importance of the use of ICT to motivate students and the need to adapt learning to new paradigms in education. Therefore, in this paper all these topics are evaluated to finally justify and determine that scaffolding is essential in Primary Education because of some reasons such as students' necessities, motivation factors, academic difficulties, or activities in which they use several skills at the same time, among others.

1.   Introduction

The emergence of the CLIL approach in Spain has forced teachers to change their methodology and their way of teaching. CLIL is an approach in which teachers must have knowledge of two or more disciplines. On the one hand, the foreign language discipline that students use as a means of learning, and on the other hand, the contents of the subject matter.

This new approach in education makes it necessary to identify some important aspects that teachers should take into consideration such as the necessary resources, objectives, content, language, culture, or the different challenges that students encounter when facing a subject that is unknown to them. It is for this reason that the present study aims to evaluate and analyze the importance that teachers have when supporting students to facilitate the learning process.

The main purpose of this paper is to investigate the relationship between a well-prepared scaffolding strategy in all its phases and the academic achievement of the students. In the same way, we will evaluate in-depth scaffolding techniques and teacher´s strategies in the classroom to justify the importance of the support given by teachers and a well-prepared scaffolding process. As stated by several authors related to education, "scaffolding is the necessary support that a student needs to carry out a task with sufficient level" (Molina et al, 2015, p.43).

CLIL does not have a specific curriculum in the educational framework of Spain. This circumstance also forces teachers to maintain a close collaboration both inside and outside the classroom with language teachers and language assistants. It is for this reason that we want to justify through this work the relevance and the most appropriate techniques related to scaffolding taking into account different studies, authors related to scaffolding and linguistic and sociolinguistic theories that give us the keys to understand how students learn and acquire the language and the contents in a CLIL context.

However, when talking about the situation and the development of this program in Spanish schools, we can observe some problems when implementing CLIL. Reports such as the Eurydice Report (2006) highlighted that when implementing CLIL, one of the main problems is that teachers are not trained enough. This is because of a lack of programs to improve teaching strategies, or because of their few abilities. The effectiveness of CLIL implementation depends on some factors such as teachers, legislation, curriculum, school facilities, educational institutions, students, among others.

Some studies assure that early school dropout or the difficulties that students face in various subjects are due to different variables such as "individuals, friends, family, students, classmates, teachers and school" (Rodríguez, Aller & García, 2019, p. 184). One of the main causes of dropping out and school failure is the inappropriate pedagogical approach used by the teacher. Moreover, other factors that affect the school dropout of

students are low self-esteem, having learning difficulties, or having a low cultural level or not having clear academic goals.

According to Martínez & Del Campo (2013), the CLIL approach is well developed in Spain but there are still some aspects that should be evaluated in-depth to understand the effectivenessof CLIL programs and to analyse if they are being developed correctly or not. It is because of this reason, that scaffolding and teacher´s strategies in CLIL should be analysed to evaluate their importance in the schools of Spain, concretely, in the CLIL subject.

The main objective is to demonstrate the importance of scaffolding and the teaching strategies developed by CLIL teachers nowadays. Also, we seek to analyse different contributions from authors related to the field of education and scaffolding and different linguistic and sociolinguistic theories. With this general objective we hope to answer the doubts raised by teachers in this new scenario in which two disciplines are interrelated and in which CLIL teachers should provide as many facilities as they can for their students.

2.   Literature review

In order to develop this section and to have relevant data to achieve the general objective, information will be collected from relevant theories in bilingual education. Different historical data, theories, methodologies and strategies related to scaffolding will bedeveloped in this section. In this sense, it is necessary to highlight the theory of Vygotsky (1978) and other relevant authors related to cognitive constructivism such as Piaget (1896- 1980), who has given us the necessary keys to understand how learning works, and in this case the learning of a foreign language, or Krashen (1983) and the five hypotheses for second language acquisition. In the same line, the psycholinguistic theories of learning such as Behaviourism or Constructivism, in which the environment is of paramount in the learning process.

On the other hand, in order to achieve the main objective of this work, which is to demonstrate the importance of scaffolding in CLIL for the progress of students, the characteristics of the stages where scaffolding can be carried out are analysed (input and output scaffolding) and the main scaffolding techniques for effective learning.

2.1.   Theories related to scaffolding

There is no doubt that Vygotsky is one of the best-known authors in the field of education. Histheory is developed within the scope of social constructivism, taking into consideration that children develop the most complicated thinking skills such as creativity, language attention or problem solving when they are in interaction with their surroundings and the environmentaround them.

That is, for Vygotsky, the most important part in learning is the interaction with others in order to reach higher mental processes (Vygotsky, 1978). Furthermore, this author distinguishes between what the student can do independently and what the student can do with the help of others which is related to what he calledthe "Zone of proximal development" (ZPD). We refer to the distance between what the student can do without help and their potential level. For Vygotsky, this potential level is reached with the help of a person with more knowledge than the individual (Molina, Casanova & Anabalón, 2015).
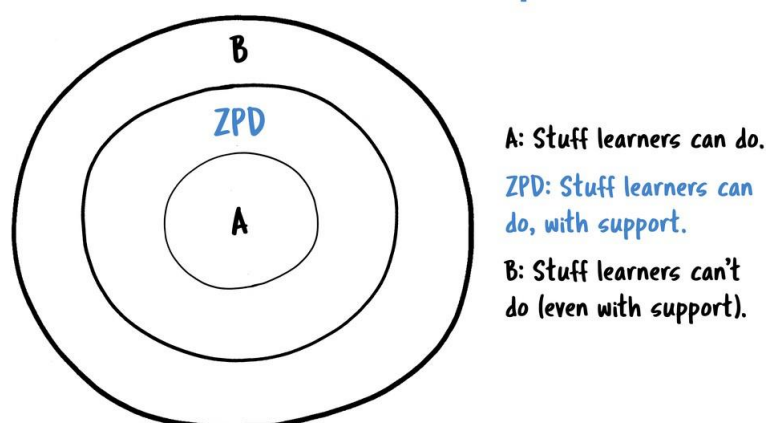

Figure 1. Zone of Proximal Development

Source: https://barefootteflteacher.com/

Another important author related to the importance of scaffolding and constructivism is Piaget (1981), an author related to Cognitive Constructivism. For him, learning a language has a social component and a cognitive component. However, for Vygotsky the most important thing was the social component, so the more the student is exposed to external information, the more he is able to develop (Vygotsky, 1978).

However, Piaget suggested that the students need to go through four different stages to develop in an effective way. This step by step is invariable, so that the child will not acquire specific learning unless he passes from one stage to the other (Heo, et al.,2011). These four stages are summarized in the following ones:

- Sensoriomotor Stage (0-2 years old).
- Pre-operational Stage (2-7 years old).
- Specific-operation Stage (7-11 years old).
- Concrete-operation Stage (12-16 years old).

Piaget adds several important terms to his theory such as assimilation (when new information is integrated into our cognitive patterns or schemata) and accommodation (when new information from outside is adapted, transforming our cognitive patterns).
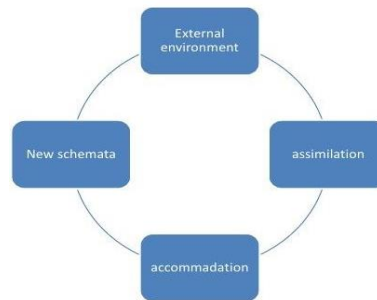

Figure 2. Equilibration
Source: **https://www.slideshare.net/capelton15/jean-piaget-prez**

Piaget's theory is related to scaffolding, since for the learning to take place the child needs interaction with the environment around him. In addition, active learning, interaction with the environment and games are emphasized as essential elements for the development of the individual.

Another important author that we are going to analyse is Krashen (1981) and his theory about the acquisition of the second language. We consider that it is essential to mention this author since his theory is directly related to the importance of scaffolding in education. This author established that for the acquisition of a second language, five hypotheses must be taken into account (Lai & Wei, 2019) as they support the idea of the relevant role that scaffolding has in education:

1. Acquisition-Learning Hypothesis. This is related to the idea that there are two different ways to develop competence in the target language. One is through acquisition which is an unconscious process (like the acquisition of the mother tongue) and the other is through prepared learning experiences.
2. The second hypothesis for language learning is the Monitor Hypothesis, which is a device which allows people to edit their production in the second language.
3. The third hypothesis is related to the order in acquisition of the target language. There is evidence that the acquisition follows a predictable order. However, this acquisition cannot correspond to the order in which the language has been taught.
4. The input hypothesis is related to the way the input is acquired. For Krashen: "humans acquire language in only one way-by understanding messages or by receiving 'comprehensible input" (Lai, 2019, p. 1460). This input should be interesting, comprehensible, not grammatically sequenced and it should be sufficient for the children.
5. Finally, the affective filter hypothesis is related to the way in which the learner acquires the new language which is related also to scaffolding techniques used by the teacher in order to help the learner.

Wilson (2000) underlined that people acquire the target language when they are exposed to comprehensible input (i+1). Taking into consideration that their affective filter should be low enough in order to convert the input in "intake", acquisition is more important than learning.

2.2.   *Psycholinguistic theories related to scaffolding*
We are also going to analyse different psycholinguistic theories related to bilingual education in order to identify which of them are the most closely related to the implementation of scaffolding in a CLIL classroom. It is obvious that when the teacher uses a methodology, he or she is developing one or another type of theory based on repetition such as behaviourism or more based on what happened inside the brain of the students (Cognitivism).

Behaviourism is the most ancient theory about language learning. Some of the most well- known authors are Pavlov, Watson, Thorndike, and Skinner. Budiman (2017), when he pointed out the theory of Skinner (1976), highlighted the idea that in behaviourism the importance of learning is a form of stimulus input and output in the form of the response.

Skinner (1976) believed that speakers are born with a blank mind, without any information inside. However, through a process of association between the information they acquire from their environment, the individual responses and the consequent reinforcement, people acquire the necessary information. This theory is based on the SRR (Stimulus-Response-Reinforcement), which is based on the reception of a stimulus that is shaped through an external response. This response can be reinforced or not according if the response is desired or not (Budiman, 2017).
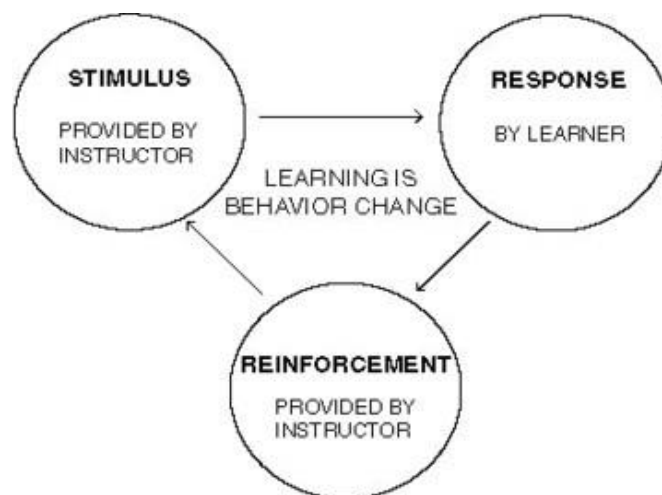

Figure 3. Stimulus-Response-Reinforcement.
Source: **https://sites.google.com/site/chiayeeyong/master/semester-2/adiscussionaboutbehaviorism**

Furthermore, one of the authors who developed a theory related to behaviourism that could be used in education was Pavlov (1849-1936) and his theory of Classic Conditioning. Classic conditioning is a process that Pavlov discovered through experiments on dogs, in which the original stimulus combined with a neutral conditional stimulus give place to a desired action (Budiman, 2017). In his theory, he believed on the assumption that "by using certain stimuli, human behaviour can be changed according to what is desired" (Budiman, 2017, p.105). He conducted experiments using animals because he thought that animals had some things in common with humans.

The behaviourist theory is related to the scaffolding process because it is similar to the process in which the teacher gives input to the students (Input Scaffolding). The students do some tasks with the help of the teacher, and at the end of the teaching-learning process, they produce an output based on what they have learnt (Output Scaffolding).

When students learn a second language (different from their mother tongue), their brain is not blank. According to Skinner (1976), language learning consists of the formation of new linguistic habits. However, this learning is influenced by an interference of the habits acquired in their mother tongue. For this reason, when teaching a foreign language, teachers should bear in mind that there are already some habits created by the learners in their brain, related to the rules in their mother tongue.

Cognitivism is also related to Cognitive Constructivism. One of the main authors is Piaget (1896-1989) who believed that learning is inside the brain of the student and because of a process of internalization of new information that fits our "schemata". This theory is based on some cognitive process that occur inside the brain of the learner such as problem solving, memory or perception.

According to the learning of the second language, this theory suggests that for language development, this process requires cognitive maturation for certain degree of acquisition. Moreover, when learners acquire new information, this mental schema is restructured for a certain degree, so it is in constant change. Following Piaget, when a learner acquires new information, this is processed inside the brain through a process of accommodation (in a state of disequilibrium related to the schemata) or assimilation (in a state of equilibrium related to the existing schemata).

Finally, regarding the psycholinguistic theories of second language development, constructivism could be defined as the learning that is acquired through a mixture of associations of stimulus-response-reinforcement and a process in which the mental structure interacts with the language that students are acquiring through social interaction (Budiman, 2017).

In constructivism, both internal and external variables interact. For this reason, there is no doubt that psycholinguistic and sociolinguistic aspects should be taken into consideration when analysing the learning through this theory. Vygotsky (1978) is one of the main authors that defended this statement. Moreover, for this theory, it is obvious the relationship between thinking and language as language is related to cognitive processes.

In the same way, according to the use of this theory in the scaffolding process, there is no doubt about the existing relationship between the social interaction and the effective acquisition. It is because of this reason that for

effective learning, cognitive and social aspects should be taking into consideration and in this way, scaffolding is necessary to adjust some desired behaviours.

2.3. *Input and output scaffolding in CLIL*

Then, what is scaffolding? Scaffolding is "the necessary support that a student needs to carry out a task with sufficient level" (Molina et al, 2015, p.43). Scaffolding is related to the help that students need in order to develop a task in a simplified way, which is adapted to their current level.

Meyer (2010), in his theory about the CLIL pyramid, suggested that when planning a CLIL unit, there are some steps which are essential. He highlighted in this pyramid the role of input scaffolding. When planning, the teacher should start from the topic selection regarding the subject (it could be Social Science, Natural Science, Maths or another CLIL subject). After this, input should be given, tasks should be developed and an output is performed by the students. He suggested to develop this CLIL pyramid in the following steps (Meyer, 2010):

- Selection of content (the subject matter)
- Multimodal input (different kind of materials to activate previous knowledge).
- Input Scaffolding (Such as texts, images, mind maps or charts)
- Cognition and Communication (in order to develop HOTS and different forms of communication)
- Output Scaffolding (the kind of output depends on how much input is necessary).

In this model, there is no doubt about the relevance of input scaffolding in the CLIL subject. CLIL teachers should be aware of the difficulty involved in a subject where the language is used as a medium to acquire the content (Coyle, 2007). In this line, some techniques for supporting input should be explained. Input scaffolding is related to how much and what kind of scaffolding is necessary at the beginning so that students can deal with input in subsequent phases.

Fields (2017) highlighted that CLIL refers to quality in education. When teachers develop a CLIL subject they should take into account so many aspects that they probably did not realise before. She suggested the following: "CLIL is based on some elements: it is holistic education, competence-based learning, learner autonomy, fostering creativity and critical thinking, changing curriculum on how to learn and recognizing the relevance and impact technology has on the lives of our students" (Fields, 2017, p.9).

Fields defined scaffolding as the help teachers give students to achieve intended learning outcomes. For her, when learners receive scaffolding, they lower their anxiety level and they are more open and engaged in the learning process. Her book seems of great interest as she had the opportunity to work with students and educators around the world and she could see how some scaffolding techniques can change education in terms of involvement in the process of learning.

On the other hand, Meyer (2010) defined output scaffolding as the necessary support given to students to help them to create the output of the unit (poster, mind map, interview or presentations among others). This output is related to productive skills (speaking and writing) because is what the students have to produce or create.

There is no doubt that speaking is essential in a CLIL classroom as supported by Coyle (2010). Communication is one of the main features of CLIL in the 4C´s framework. However, this is one of the most difficult parts in the learning process because students have to create the language in a creative way so their affective filter should be low (Krashen, 1985).

However, when the teacher has to select one or another, it is necessary to identify before what are the specific objectives of the task. In this sense, role play activities could be better for CLIL subjects such as Social Science in which students have to perform a real situation related to one problem of the society while in Natural Science activities such as jigsaws are useful in order to exchange information with partners about some topics such as plants, or types of climate.

If we focus the attention on studies that have been carried out during these years according to the implementation of scaffolding in a CLIL subject, we have lots of studies that argue about the importance of scaffolding techniques. However, we can highlight the study carried out by Dutch researchers (De Graaf et al. 2007). These researchers developed a study to check the main scaffolding techniques used by teachers in a CLIL subject. The method they used to gather information was video cameras to record the teachers' strategies used in secondary education subjects. These subjects were: History, Biography, Mathematics and English as a Foreign Language. This study focused the attention on teacher´s strategies such as the use of non-verbal language (facial expressions, gestures, eye gaze, haptics) among others.

Finally, Gerakopoulou (2016) highlighted that there is not a single framework for scaffolding techniques that are used in education. However, each teacher uses one or another technique according to the learning objectives and what they want to achieve in each CLIL unit. Moreover, researchers found that teachers used different scaffolding techniques in their lessons. Walqui summarized them in 6 strategies (Walqui, 2006, pp.170-177).

- Modelling: based on teacher´s demonstrations and the following imitation by students.

- Re-presenting text: convert a text into a written or visual form.
- Bridging: Make connections between new knowledge and previous knowledge of students.
- Contextualizing: support the lesson with pictures, images among other resources.
- Schema building: create schemas to help students understand the concepts and to relate them.
- Developing metacognition: the ability of learners to reflect about their own learning and developing self-awareness or self-assessment.

3.   **Methodology**

There is no doubt that teachers play an important role in the learning of students. They guide and orient the process of learning and they are able to motivate them if they use adequate strategies. Sánchez (2007) points out that the teacher, as a co-protagonist of the didactic act, has some important functions to help students to achieve the learning objectives, such as programming,motivating, informing and evaluating function.

In this way, if the EFL teacher is an expert in the CLIL subject but does not have pedagogical skills, this can lead to rote learning which is not related with the main aim in second language (the acquisition of a communicative competence in the foreign language). When we teach CLIL, we have to take into account that it is not only important to have knowledge about the content-subject and language-subject, but we also have to take into consideration that we work with children. Teachers should adapt the content and objectives of the curriculum to the reality of the classroom, bearing in mind the students' characteristics.

Goleman (1998) defined emotional intelligence taking into consideration ourselves and our relationships. In this sense, he defined it as the capacity for managing and recognizing our feelings and the feelings of other people. Moreover, he emphasized the idea that motivating ourselves and others is essential in order to be emotionally intelligent. Motivation is essential in education and when the teacher is motivated, the teacher will transmit a good feeling to the students. Therefore, it will affect their learning and the acquisition of the target learning objectives.

Sánchez (2007) underlined that there are some factors that affect motivation in teachers and highlighted as some of these causes the following: the salary, peer competitiveness, administrative controls and the evaluation of the duties as a teacher. Due to the difficulty hidden in CLIL subjects, teachers should use some techniques related to emotional intelligence in order to facilitate acquisition and to lower the affective filter of students so they can be more relaxed and motivated (Krashen, 1981).

Some of the aspects that promote a positive learning environment are the following (Mortiboys, 2012):

- Establish clear goals.
- Give feedback to the students after a task.
- Establish an alignment between objectives, tasks and evaluation.
- Establish rewards if they achieve the objectives.

Besides, teacher´s strategies are essential to support students' acquisition. They are closely related to emotional intelligence and Mortiboys (2012) established them in relation to teacher´s actions in classroom:

- Use the student´s name. In this way, they have an active role in the classroom and they feel more motivated.
- Use eye contact. There is no doubt that verbal language is essential in a CLIL classroom, but we have to assume that non-verbal language helps the CLIL teacher to transmit a variety of information that help our students to understand what we expect from them.
- Refer to our students' works. In this way, they feel like they are an essential part of the CLIL classroom as they have an active role, they feel more motivated and with a sense of achievement, which is essential to reach the didactic objectives.

As we all know, when the teacher prepares the learning environment in a CLIL lesson, there is no doubt that classroom organization should be taken into consideration as well. To facilitate learning, group work is essential as the students are able to cooperate and share some possible doubts. Teacher´s strategies to promote acquisition should take into consideration the diversity of children and mixed ability students.

For this reason, when preparing scaffolding in classroom, some techniques mentioned above should be used, as well as students' position in classroom, having a mixture between fast finishers, slow learners and average students. We should know what the characteristics of each of our students are bearing in mind mixed abilities in our classroom.

In the same way, to help students to acquire what is proposed in the current legislation, a learner-centred approach

should be used as a methodology to scaffold students as they are conscious of their own learning and they have more autonomy. The teacher is a helper who advises what to do but without teaching directly and this fosters motivation which is essential.When the teacher follows this approach, he or she is a facilitator so the main purpose is to help students with some doubts and move around the classroom, which is very different fromthe teacher-centred approach.

In this sense, materials and resources are very important in order to facilitate acquisition of students. The selection of them by the teachers is crucial to ensure a satisfactory learning. When teachers select materials, they should consider the type of students, the type of activity, the materials and resources available and how these materials are going to be used to reach the learning objectives. Some of the materials that can help the learners in a CLIL subject and that are related to scaffolding are the following:

- Visual materials: flashcards, posters, realia, magazines, picture dictionaries, board gamesamong others.
- Auditory materials: Songs, story-telling and different types of listening.
- Audio visual materials: Interactive white board (IWB), interactive games, applications (Class Dojo, Kahoot or Plickers), videos in YouTube or DVD.
-

Printed materials: worksheets (fill in the gaps, crosswords, selecting information or clozesongs).
And since our students are used to using technology intheir daily life, ICT in CLIL is essential and we can see some apps that support the teaching-learning process and which are a form of scaffolding for students in the next table:

ICT resource	Procedure	Benefits for students
Class Dojo	It is a virtual school classroom that works based on student behaviour. The grade for each student depends on the teacher.	Students are motivated to get more points; parents are informed of their children behaviour.
Kahoot	A virtual tool to learn and review contents in a motivating way. It is used as if it was a contest.	The use of gamification in class is motivating for them. They learn contents without a lot of effort.
Plickers	Virtual tool that allows students to carry out tests and questions in an attractive way, and obtain the answers in real time.	They can see in real time who has answer correct and who has given an incorrect answer. It is based on gamification.
Edpuzzle	Edpuzzle is an online tool that allows teachers to check through online videos and inserted questions if the students have understood a specific topic.	It allows teachers to edit and modify online videos to adapt them to the needs of the classroom.
Quizziz	This is a gamification platform that allows teachers to create their own online questionnaires and send them to students through a web browser and a very simple intuitive platform.	Teachers can analyse the results once the students do the quiz. In the same way, teachers can give feedback to students.
Voki	It is an online tool that allows teacher to create an avatar based on indications that we, as teachers, provide.	It is useful to practice Flipped Classroom as students can watch a video explanation before they come to class.
Cerebrity	With this tool, students are able to work on educational knowledge and topics about the general world like (cinema, television, sports and so on) through small games of questions and answers.	It is simple and intuitive to use. It also has a section for teachers to check the students' progress in an easy and intuitive way.

Table 1: Apps to use scaffolding

Source: Own elaboration

Díaz Granados (2007) highlighted that parents, educators and experts agree that the two main problems children encounter on the Internet are the inappropriate content that appears when they see a confusing word in a search engine and the anonymity of chats, whichallow adults to come into contact with children. In this sense, there is no doubt that the main objective is to form a critical position of childrenabout the use of the Internet. Once we have explained the use of ICT tools in the classroom, it is necessary to understand how ICT is related to scaffolding in CLIL.

When we plan a didactic unit in CLIL we should bear in mind that we have to set content and language objectives. This is a difficult process and we have to bear in mind that this is a challenge for students (Carretón, 2012). In this way, we should prepare materials and resources in advance to motivate our children and to integrate the characteristics of both subjects so as to make the learning process visible and useful for them.

4. Discussion of results

Once we have analysed the literature that deals with the importance of scaffolding and the strategies that teachers use in the CLIL classroom for effective learning ofthe language and the content subject, it is time to evaluate and

analyse the results obtained to compare them with the current knowledge about the subject and the psycholinguistic and sociolinguistic theories that are related to it.

Regarding the implications of the results obtained after the research, we are able to see how scaffolding is beneficial in any learning process. Scaffolding provides students with the necessary help to achieve their potential development, as argued by Vygotsky (1978). It is clear that some students will need more help than others to achieve the learning objectives, but the reality is that students need support during some stages of the process of learning to achieve optimal development in Primary Education. In addition, the complexity of the CLIL subject in which two disciplines complement each other makes it necessary to adapt the teaching-learning process to promote simpler learning adapted to the students' ability.

On the other hand, theories and authors related to scaffolding such as the theory of Vygotsky (1978), Piaget (1981) or Krashen (1981) also justify the implementation of the scaffolding process at each educational stage. This is because it offers great benefits to students and it helps them achieve learning objectives at every stage of their development. In the same line, psycholinguistic theories such as Behaviourism, Cognitivism and Constructivism also justify the importance of external support. These theories argue about the relevant role of reinforcement, the social interaction to achieve objectives and the process of imitation in order to acquire knowledge in any discipline. With this imitation in the learning process, students are able to follow a model in order to develop the activities and tasks of CLIL units.

Once the importance of scaffolding has been justified and evaluated, it is necessary to analyse and evaluate in depth what are the best techniques that teachers can use in the CLIL classroom in order to help students in the different skills. For this reason, the input and output scaffolding techniques are necessary as they facilitate the work of the students, in many cases serving as models, examples or motivation items to start a task in a CLIL module. As we have analysed, some of the best input and output techniques to implement in a CLIL classroom are those related to the most difficult skills for EFL learners such as speaking and writing.

Input techniques based on a series of steps before the final task include, but are not restricted to, searching on the internet, matching and joining tasks in which students practice certain grammar and vocabulary, or activities in which they have to transfer information from a text into a chart or techniques based on the matching of sentences or words with the corresponding image. Following these input techniques, students are able to perform the tasks with enough less difficulty than if they do the tasks without any scaffolding technique.

Regarding output techniques, as we have seen before, are based on the performance of the two productive skills (speaking and writing). They are related to the speaking skill in which the students have to share information in a debate with their peers in order to enrich their knowledge or solve a problem, or they have to use the language in a simulated performance which will help them to practice certain grammatical aspects and vocabulary, or tasks related to the sharing of information between students in order to complete a specific activity.

Regarding writing output techniques, they are based on the consolidation of the writing skill before producing a large text. There is no doubt that writing is one of the most difficult skills for children as they have to produce the language in a creative way and they have to show how much grammatical structures and vocabulary they have learnt and consolidated during the learning process. In this way, activities such as the rewriting of some difficult words to remember in an easier way the combination of words to form a complete sentence which can be adapted if they combine other words to create meaningful sentences or the creation of a full writing text based on a complete example are useful for students in the Primary Education stage.

These techniques become necessary elements for students when they face a subject that hides difficulties and challenges such as Natural or Social Science taught with the medium of a foreign language. When students follow these scaffolding techniques, they acquire enough resources and abilities to face difficult subjects such as the two mentioned above. In the same way, we should evaluate the important role of ICT for students in Primary Education. As we have seen in previous sections, ICT tools facilitate the acquisition of students and they are closely related to the necessary support and motivation students need to complete a task with good results.

Finally, we should qualify how important and necessary is the role of the teacher and classroom organization when learning. We have seen in previous sections that materials and resources facilitate acquisition of students. In this way and taking into account all the information analysed, the selection of materials by the teachers is crucial to ensure a satisfactory learning taking into consideration the variety of students, activities and resources available.

5. Conclusions

As established at the beginning, the main objective of this paper was to demonstrate the importance of scaffolding and the strategies developed by CLIL teachers in the classroom. The aim was to carry out a bibliographical review through various theories, authors and updated information about the CLIL scenario in our country and the theories that support its importance. And as we have been able to justify throughout the literature review, we have provided clear evidence that not only in a normal learning environment the support and help of the teacher is necessary, but also in a CLIL environment due to the difficulty that this subject entails. In this sense, it becomes even more necessary.

At the beginning of this paper we argued about the necessity to carry out this research because the CLIL subject is relatively recent in our educational environment so we related this research directly to the objective of the work. Furthermore, there is no doubt that many teachers feel a lack of resources, information and specific training to tackle a CLIL subject, since many of them are only foreign language teachers or content-subject teachers and they don't have any training in order to develop a lesson in a CLIL setting. Therefore, it is essential to carry out research on the most appropriate strategies and techniques to help students achieve the learning objectives of each academic year.

The importance of scaffolding in CLIL was related to the theories and authors that highlight scaffolding principles in their general characteristics. Some of these theories are Behaviourism and Constructivism which focus the attention on the relevant role of the environment and support. After a detailed research and in-depth analysis of authors and theories that highlight the importance of student support, we can determine its relevance based on highly relevant references in the fields of psychology, linguistics and sociolinguistics.

We can also conclude, after a detailed explanation of input and output scaffolding techniques, that these techniques are essential to support the production of speaking and writing in a CLIL environment, which are difficult to perform for Primary students. But not only are these techniques necessary to help students understand the new input that is offered to them or to be able to produce an output according to what they have learnt, but also these techniques also favour discovery learning, being the student an active agent in this process and being able to be creative and use the resources in a way to favour the process of learning.

These techniques are essential for the student to practice the contents in a controlled and motivating way, which will improve not only the academic results, but also the self-esteem and the feeling of achievement and improvement of them. In addition to these scaffolding techniques, other strategies carried out by teachers are essential as we have seen in the literature review. Thus, we can conclude that the teacher has an essential role in this process. This is because through emotional intelligence or the adequate preparation of classroom spaces and materials to carry out the different tasks, the teacher manages to help students achieve their goals, taking a motivating role all the time.

In addition to emotional intelligence and the preparation of spaces and organization within the classroom, we have been able to observe how the role of ICT is equally indispensable. Due to the irruption of new technologies and their importance in our society as an element that students use in their daily routine, it is obvious that their use through various ICT applications, such as EdPuzzle or Kahoot adapted to the current educational reality, helps students to improve their performance, to encourage teamwork and to motivate them. It is for this reason that these elements are directly related to scaffolding, since all of them have the main objective of facilitating the learning process of students in an educational environment.

To conclude and after a detailed reflection of all the points analysed in this paper, we can highlight that each of the elements studied and evaluated demonstrate the importance of scaffolding as an indispensable element in the educational reality, not only for students who can be beneficiated from these techniques, but also for teachers who can see how students are more motivated each day. This situation is also good for teachers who can develop their work in a better way being conscious that their students are developing the activities with the necessary support according to their age and level.

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