

## SCAFFOLDING STRATEGY IN UZBEK YOUNG LEARNERS' ENGLISH SPEAKING CLASS

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### ABSTRACT

This study investigated how scaffolding strategies can be used to teach speaking in English to young learners in Uzbekistan. A qualitative case study design was employed, with data collected through interviews, observation, and document analysis. The results showed that the teacher used a variety of scaffolding strategies to support pupils' learning, including stimulating participation in communication and interaction, providing explanations, modeling, repetition, confirming understanding, and giving feedback. The teachers also used classroom survey and story role-playing activities to help students practice their speaking skills. The study found that the use of scaffolding strategies and story role-playing activities had a positive impact on learning that takes place in the classroom. Young learners were more excited about learning, their speaking competence improved, and they became more confident. The study recommends that new scaffolding strategy developed with substitution drilling and substitution tables create stress free environment and help young learners improve their productive skills.

**Keywords:** Scaffolding strategy, substitution table, substitution drilling, class survey, story role-playing, young learner.