

وزارة التعليم العالي و البحث العلمي

Ministry of Higher Education and Scientific Research

⋄ΥΗΞΗΙ⋄⊙⋄ΗΓ⋄V⋄IIΞXX⋄I⋄VΞ⋄⊙I⋄I
X⋄⊙V⋄ΠΞXIIΓ⋄H⋄V⋄XCH⋄CC⋄QIXΞJΞ⋄JJ⋄
X⋄J⋄ΛΛ⋄⋄XII⋄⊙⋄KHΞΠΞIVX⋄XII⋄⋄ΞI

Mouloud Mammeri University of Tizi Ouzou

جامعة مولود معمري

Faculty of Letters and Languages

كلية الآداب و اللغات

Department of English

قسم اللغة الانجليزية



Field of study: English language

Option: Didactics of Foreign Languages

Dissertation Submitted in Partial Fulfillment of the Requirements

For the Master's Degree in English

Title

Teachers' Scaffolding to Promote EFL Students' Speaking Skill:

**The Case of First-Year Students in the Department of English
at Mouloud Mammeri University of Tizi-Ouzou**

Presented by:

Ms. Khadidja HELALI

Ms. Nihad RABIA

Board of Examiners:

Chair: Mr. Akli AOUINE, MMA, MMUTO.

Supervisor: Mr. Mohammed HAMMOU, MMA, MMUTO.

Examiner: Mrs. Nassima AZOUAOU, MMA, MMUTO.

Academic Year : 2019-2020

Dedications

I dedicate this humble work to my precious family for their care, support and help all along my studies.

Special dedication to my parents: Ahcene and Ouardia

To my dear brothers Redouane, Toufik, Slimane,

And their wives

To my lovely sisters Souad, Djamila and Fatima

To all my nieces and nephews

To all my closest friends with whom I shared precious moments,

Particularly my binomial in work, nihad

Khadidja

I dedicate this modest work

To my beloved parents: Mourad and Aicha

To my sisters Feriel, Aida, Chahrazed and her husband

To my gentle old brother Adel

To my nieces and nephews, especially Romaissa and Cerine

To my dear binomial Khadidja, all my friends

And to all the persons I love

For their support all along my studies

Nihad

Acknowledgments

We would like to thank our supervisor **Mr. Hammou Mohammed**. We are sincerely grateful to **Mr. Aouine Akli** for devoting time to our work, for his guidance, advice and support. Special thanks to all members of the broad examiners who saved no time to read and examine this work through their competences and experiences. We would like to express our gratitude to all the teachers who collaborated with us during the data collection and contributed to the fulfillment of our work. We would like also to thank all teachers in the department of English, all the teaching staff and librarians.

Abstract

The present study attempts to identify the scaffolding strategies mostly implemented by the teachers of the speaking module in the Department of English at Mouloud Mammeri University of Tizi-ouzou. Second, it aims at determining whether teachers' scaffolding improves freshmen-students' speaking skill and reduces their oral problems. Lastly, it seeks to determine teachers' attitudes towards the implementation of these techniques in speaking sessions. This study is based on the application of a learning theory: The "Zone of Proximal Development" in teaching; that is Scaffolding as well on "Walqui's Scaffolding Strategies." Two data collection tools are used: a questionnaire and an interview, in which a mixed-method approach is adopted. As far as data analysis is concerned, the quantitative data are analyzed using the rule of three in Microsoft word and Excel. For the qualitative data, the Qualitative Content Analysis (QCA) is used. Indeed, the results of this research provide evidence that all the suggested scaffolding strategies are implemented in speaking sessions, mainly: 'Bridging, contextualization, text representation, schema building and Developing meta-cognition', confirming that these techniques help students overcome their oral difficulties and promote their speaking capacities. Teachers have positive attitudes toward scaffolding; all the respondents confirmed its effectiveness for the development of the students' speaking abilities. Moreover, while proceeding in scaffolding, teachers should be creative according to their students' different learning interests and styles.

Key Terminology: *Speaking Skill, Vygotsky's Theory: Zone of Proximal Development (ZPD), Scaffolding, Walqui's Scaffolding Strategies (2006).*

List of Abbreviations

FL: Foreign Language

EFL: English as a Foreign Language

TEFL: Teaching English as a Foreign Language

TL: Target Language

ZPD: Zone of Proximal Development

CC: Communicative Competence

LC: Linguistic Competence

QCA: Qualitative Content Analysis

MCQ: Multiple Choice Questions

List of Tables

Table 01: Teachers' Academic Degree	36
Table 02: The Respondents' Professional Experience.....	37
Table 03: Teachers' Implementation of Bridging (Scaffolding Technique.....	38
Table 04: Teachers' Method of Providing Tasks in the Classroom.....	38
Table 05: The Application of ZPD: The Right Moment to Remove the Scaffolding	40
Table 06: Scaffolding Role in Reducing Students' Oral Problems	40
Table 07: Scaffolding Strategies Implemented in Speaking Classes	44

List of Diagrams

Diagram 01: Teachers’ Scaffolding to help their students to understand the difficult concepts	37
Diagram 02: Teachers’ Scaffolding Technique (modeling	39
Diagram 03: The Oral Scaffolds Stressed in the Classroom	39
Diagram 04: The Role of Scaffolding in Reducing Students’ Oral Problems	41
Diagram 05: The Importance of Teachers’ Guidance of their Students to Overcome their Learning Difficulties	41
Diagram 06: The Benefits of Scaffolding.....	42

List of Appendices

Appendix 01: Teachers' Questionnaire

Appendix 02: Teachers' Interview

Table of Content

Dedications.....	i
Acknowledgments.....	ii
Abstract	iii
List of Abbreviation	iv
List of Tables.....	v
List of Diagrams.....	vi
List of Appendices.....	vii

General Introduction

• Statement of the Problem.....	01
• Aims and Significance of the Study	02
• Research Questions and Hypotheses	03
• Research Techniques and Methodology	04
• Structure of the Dissertation	04

Chapter One: Review of the Literature

• Introduction.....	06
I. The Speaking Skill	06
I.1.Definitions	06
I.2.Speaking Sub skills.....	07
I.2.1.Fluency	07
I.2.2.Accuracy	08
I.3.The Importance of the Speaking Skill	10

I.4. Communicative Competence.....	12
II. Scaffolding	13
II.1.Definitions	13
II.2.Zone of Proximal Development	14
II.2.1.The Application of ZPD in the Classroom.....	16
II.3.EFL Learners’ Speaking Difficulties	20
II.3.1.LinguisticProblems.....	20
II.3.2.PsychologicalProblems	21
II.4. Scaffolding Strategies.....	23
II.4.1.Modeling	23
II.4.2.Bridging.....	24
II.4.3.Contextualization	24
II.4.4.Schema Building	25
II.4.5.Text Representation.....	25
II.4.6.Developing Meta cognition.....	25
II.5. Speaking Classroom Activities	26
II.6. The Importance of Scaffolding	31
• Conclusion	31

Chapter Two: Research Design and Methodology

• Introduction.....	33
I. Procedures of Data collection and Data Analysis	33

I.1. Research Method	33
I.2.Setting and Participants of the Research	34
I.3.Instruments of Data Collection.....	34
I.3.1.Teachers’ Questionnaire	34
I.3.2.Teachers’ Interview	35
• Conclusion	35
Chapter Three: Presentation of the Findings	
• Introduction	36
I. Presentation of the Findings.....	36
I.1. Results of Teachers’ Questionnaire	36
I.2. Results of Teachers’ Interview	43
• Conclusion	45
Chapter Four: Discussion of the Findings	
• Introduction.....	46
I. Discussion of The findings of Teachers’ Questionnaire.....	46
II. Discussion of Teachers’ Interview	55
• Conclusion	63
General Conclusion.....	64
Bibliography	67
Appendices	

General Introduction

- **Statement of the Problem**

English learning and teaching is a complex process, which is based on the mastery of the four skills of the English language: Listening, speaking, reading and writing. This process is attributed to the creativity of teachers. Among other language skills, speaking is crucial in English learning and teaching. Mastering the speaking skill is achieving an effective communication. It is the means through which learners can communicate with others to achieve certain goals and to express their opinions, intentions, and their point of view. In spite of its importance, the effective techniques of teaching the speaking skill have not received much attention. According to Bygate (1997: 07), Speaking is in many ways an undervalued skill. Besides, “learning just the language system is not the appropriate way for learning how to communicate in the FL, and knowledge of the language code alone does not explain the demands of communication and interaction with others.” Widdowson (2003: 27). Therefore, the main goal of teaching a foreign language (FL) is to be focused on improving students’ communicative skills. EFL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote the oral language.

Teachers’ Scaffolding is one of the techniques which help teachers to create that motivating environment, this technique is introduced by Wood, Bruner and Ross, (1976) extending Vygotsky learning theory (1896-1934) The ‘Zone of Proximal Development’ by applying it in the teaching process. Scaffolding refers to the assistance and support provided to students to learn alone what have been difficult for them to learn on their own, in which it helps them to promote their speaking skill by developing their ZPD. The latter is defined as *“The distance between the actual developmental level as determined by independent problem*

solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers.” Vygotsky (1978:86). Said differently, it is the gap between what a child (learner) can do alone without any help or support and what he is approximately closer to do independently after having been provided with some hints about what to do in a given task. Many researchers have already conducted different research studies concerning the development of the EFL learners’ speaking skill, such as (Bygate, 1987; Kayi, 2006 and Richards, 2008). Nevertheless, the implementation of effective oral scaffolds and activities that promote EFL students’ speaking and communicative skill in real life situations has not received much attention.

One of the problematic areas for FL students is improving their speaking and oral proficiency. In the department of English at MMUTO, some students receive a large amount of theoretical information about the target language (TL). However, when it comes to practise, they do not know how to use it individually. Basically, it is important to scaffold EFL students to practise and recognize the different uses of the oral language by their own.

- **Aims and Significance of the study**

Our work aims at investigating the role of teachers’ scaffolding in EFL speaking classes at Mouloud Mammeri University of Tizi-ouzou, on improving first-year students’ speaking skill. For this purpose, our investigation attempts to reach three main objectives. First, and more importantly, our research seeks to identify the Scaffolding strategies that are mostly used by teachers of the speaking module. Second, it is to determine whether scaffolding techniques implemented by teachers develop freshmen students’ speaking skills. Lastly, it attempts to examine teachers’ attitudes towards these techniques.

Dealing with the notion of scaffolding to improve students' speaking skill is such an important study in which it adds value to the oral expression module. There are many students who are familiar with the reading and writing skills, but they are not fluent speakers. Scaffolding strategies are beneficial not only in improving students' speaking skill, but also in rising the degree of their self-confidence as well regulation, whereby they are encouraged to interact freely to each other about topics they are interested in and they are asked to make use of some rules learnt in other modules, such as phonetics and grammar so that they will be able to speak fluently. As a result, they are enabled to improve their fluency and accuracy by their own while practising the language orally.

On the one hand, this work can help future researchers to take it as being a basis to identify the struggles that EFL students encounter while speaking English and help them overcome their difficulties. On the other hand, the results of this research can be used as an input in English teaching and learning process for a better understanding of scaffolding.

- **Research Questions and hypothesis**

- **Our research sought to answer the following major questions:**

Q1. Which difficulties do first year students in the department of English at MMUTO encounter in speaking?

Q2. Which scaffolding strategies do teachers mostly implement in speaking sessions?

Q3. Does teachers' scaffolding reduce students' speaking problems? If yes, how?

Q4. What are the teachers' attitudes towards the use of scaffolding techniques to develop students' speaking skill?

- **Attempting to answer the present questions, the following hypotheses are raised:**

H1: The students encounter many difficulties in speaking mainly: Linguistic and psychological ones.

H2: Teachers implement a set of scaffolding strategies that are: ‘Modeling, Bridging, Contextualization, Schema Building, Text Representation and Developing Meta cognition.’

H3: Yes, teachers’ scaffolding reduces students’ oral problems by allowing them construct new knowledge independently to the existing one after having been provided with instructions and the desired outcomes.

H4: Teachers hold positive attitudes towards the implementation of scaffolding to promote students’ speaking skill.

• Research Techniques and Methodology

The present research is based on a theoretical framework that deals with scaffolding techniques to improve students’ speaking skill. Our study takes place at Mouloud MAMMERI University of Tizi-ouzou, dealing with the teachers of the speaking module in the department of English. To deeply investigate the phenomenon, we rely on two distinct tools to collect data, namely the questionnaire and interview. The latter is conducted with the teachers of first year students in order to get concrete and deeper answers about how they implement scaffolding and how they proceed. Concerning the questionnaire, we have handed ten questionnaires to teachers aiming at getting as much responses as possible about their experience with the application and the use of scaffolding in classroom.

• Structure of the Dissertation

In terms of structure, our research is designed according to the simple traditional pattern dissertation. Paul Thomson (1999), dealing with one simple topic, starting with a general introduction of the study followed by four chapters. The first one is called ‘Review of the Literature’ chapter, it represents previously investigated works and key terms concerned with the speaking skill and Scaffolding. The second chapter entitled ‘Research Design and Methodology’ in which we stated the methods we used and methodology followed in our

General Introduction

work. The third chapter is named 'Presentation of the findings, this part consists of presenting the results gathered from the questionnaires and the interview as a data collection tools and procedures. The last chapter is labeled 'Discussion of the findings' in which we interpreted the results carried out from the study. Finally, it ends up with a general conclusion of the whole work.

Chapter One

Review of the Literature

● **Introduction**

The present chapter reviews the previous major works, which are related to the issue of the speaking skill and scaffolding teaching techniques. This chapter contains two main parts. The first part is entitled “the speaking skill” wherein its definitions, sub skills and its importance are provided. The second part is concerned with the notion of scaffolding including definitions, basic scaffolding strategies and ZPD theory.

Relying on Vygotsky theory of zone of proximal development (ZPD), EFL oral activities are identified, in which difficulties that students usually encounter while practising the speaking skill are also spotted. Besides, it may contribute to the explanation and exploration of the effectiveness of scaffolding strategies on improving learners’ oral skill.

I. The Speaking Skill

I.1. Definitions

Florez (1999:98) defines speaking as “*An interactive process of constructing meaning that involves producing, receiving, and processing information.*” More explicitly, speaking is are reciprocal exchange in which both reception and production play part. In addition, Widdowson (1985:58) states that “*speaking is a means of oral communication in giving information which involves two elements, namely the speaker is someone who gives the message and the listener is someone who receives the message.*” That is; speaking is an oral exchange made by two participants; the speaker who sends the message and the hearer who receives it, thus, speaking needs a performance of another skill, which is “the listening” one, whereby the speaker produces a comprehensible output and the listeners pay attention, and then tries to practise the output effectively. Moreover; Burns and Joyce, (1997:54) explains that “*...Its forms and meaning are dependent on the context in which it occurs, the participants, and the purpose of speaking.*” In other words, the speaking skill involves forms

and meanings which are different from one context to another, one participant to another as well depending on the purpose of speaking. Hedge (2000:261) states, “...is a skill by which they (people) are judged while first impression are being formed.” Said differently, the oral language shapes, modifies, extends and organizes thoughts, in which speakers can influence their listeners. Besides, Luoma (2004:1) argues that “*Speaking in a foreign language is very difficult and competence in speaking takes a long time to develop.*” So, the speaking skill is not an easy task, it requires competence and practice to reach a successful conversation.

I.2.Speaking Sub-skills

I.2.1. Fluency

The main goal teachers wish to achieve in teaching the productive skill of speaking is the oral fluency; which is speaking for an extended period of time, and to what extent the speaker comfortable and confident is.

Hedge (2000: 54) states that “*The term fluency relates to the production and it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain or inappropriate showiness, or undue hesitation.*” In other words, speaking fluency is the ability to produce a rapid and comprehensible speech without too much hesitation; otherwise the communication will break down because listeners will lose their interest. Fluency has been also defined as “*the automaticity and speed of speech production*” Brand and Götz, (2011 : 256). Shaped differently, fluency is producing spontaneous utterances without pausing and without searching for the words to use in the speech.

Richards, Platt, and Weber (1985: 108) describe fluency as “*The features which give speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions*”. In some cases, a frequent pausing is considered as an indication of having a problem in speaking.

Indeed, native speakers also need to pause from time to time in order to let the listeners catch what they said. According to Thornbury (2005:200), speed is an important factor in fluency as well as pausing. He also suggests some tricks to fill the pauses so that to make the speech sound natural and spontaneous. The most common pauses fillers are ‘uh’ ‘um’, ‘well’ or ‘I mean’. In addition, Fillmore (2000:51) considers four abilities that should be included under the term fluency: First, the ability to talk at length with few pauses; second, the ability to talk in coherent, reasoned and semantically dense sentences; the ability to have appropriate things to say in wide range of contexts, and finally, the ability to be creative and imaginative in language use. Thus, learners should focus on a number of things in their production of the spoken language. In fact, learners seek more to be fluent and they forget about structuring accurate speech though accuracy and fluency goes hand in hand in the production of the speech.

I. 2.2. Accuracy

Spratt, Pulvernes and Williams (2005:34) state that “*Accuracy in speaking is the use of correct forms of grammar, vocabulary and pronunciation.*” In other words, making an accurate speech means paying attention to correctness and completeness of language forms mainly, the grammatical structure, vocabulary and pronunciation. In addition, Skehan (1996 b: 23, cited in Ellis and Barkhuizen (2005: 139) defines accuracy referring “*to how well the target language is produced in relation to the rule system of the target language.*” Said differently, speaking accurately is practising the linguistic rules of the target language correctly in a specific speech. That is, using grammar, phonetics and vocabulary background knowledge in speaking in an appropriate and correct way.

a. Grammar

According to (IELTS, 2001: 15 cited in Hughes 2002), the grammatical accuracy refers to the appropriate use of the variety of grammatical structures that involves the length and the complexity of the utterances.

It is necessary to note that the grammar of writing is distinct from the spoken one. Thornbury (2005) (Cited in Aleb (2016) “An Exploration into the Linguistic Difficulties and its Effects on EFL Learners’ Speaking Production.”) lists the following features of spoken grammar:

- Clause is the basic unit of construction.
- Head+ body+ tail construction.
- Direct speech favored.
- A lot of ellipsis (Omission of elements normally are parts of a certain structure).
- Many question tags.
- Performance effects (hesitation, repeats, false starts, incompleteness, syntactic blends).

b. Vocabulary

According to Harmer (2001:18), the knowledge of the different meanings of a particular word also allows speakers to perform well formed utterances. The main cause of the difficulties encountered by learners while practicing speaking fluency and accuracy, is the lack of appropriate vocabulary, for instance; in the case of synonyms which do not carry the same meaning in all contexts, they sometimes use words incorrectly. Therefore, achieving accuracy in terms of vocabulary refers to the appropriate selection of words.

Yates ((2002:1), cited in (Pourhosein and Gilakjani, 2016) states that “*pronunciation is the production of sounds that is used for making meaning.*” It is then the act of pronouncing words; utterance of speech in an accepted and understood way.

Redmond and Vrchota (2007: 104) state “*It is imperative that you use the correct word in the correct instance and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood.*” Hence, in order to achieve a successful conversation and avoid breakdown communication, the speaker should attempt to make an accurate speech paying attention to grammar, vocabulary and pronunciation.

I.3.The Importance of the Speaking Skill

As it was mentioned previously, our first concern is to bring light on the significant role of the speaking skill in learning a foreign language. Despite its importance, the speaking skill has been underestimated regarding to the other language skills; listening, reading and writing which tend to be more given attention in teaching English as a foreign language.

Nuan (1991:39) states that “*mastering the art of speaking, is the single most important aspect of learning a foreign language, and success is measured in term of the ability to carry out a conversation in the language*” In other words, speaking is an art of language usage, which reflects the speaker, in which the latter can influence the listener positively or negatively, depending on the way the speaker uses the language. For many researchers, learning a foreign language requires more an oral practice than other skills, and it is to be practised with different situations in order to avoid communication breakdowns and misunderstanding. That is to say, speaking is an important skill which deserves more attention in teaching and learning a FL since it reflects people’s thoughts and personalities.

Review of the Literature

It is stated that “*Researchers have shown that the more learners communicate, the more they would practice the target usage of language*” Khoironiyah (2012). So, in order to reach an effective learning of the usage of a target language, the learner needs to communicate and practise it orally. According to Richards (2008:19), speaking is the primary skill for evaluating the efficiency of a course since it is a medium to realize the proficiency in other language skills and sub-skills. Scrivener (2005:146) argues that “*there is no point knowing a lot about language if you can’t use it*”. Scrivener targeted the fact that using a language communicatively is more important than just knowing it.

Ur (2000: 12) declares also that:

Of all the four skills [listening, speaking, reading and writing], speaking seems intuitively the most important: people who know a language are referred to as “speakers” of the language, as if speaking included all other kinds of knowing.

Shaped differently, one’s language mastery is shown in his speaking skill; when learners master this skill, they are considered as if they have mastered all of the other skills.

Moreover, Bygate (1987:1) states that “*Speaking is the vehicle par excellence of social solidarity, of social ranking, of professional advancement and business. It is also the medium through which much language is learnt.*” Bygate describes speaking as the “vehicle par excellence” in which he highlights the importance of speaking in establishing good social relationships and attaining higher professional levels. It is the medium of collaboration for learners’ good oral achievement. Additionally, a foreign language is much learnt through practising it orally, that is; through speaking.

Indeed, the importance of speaking is more revealed with the integration of the other language skills (listening, reading and writing). Redmond and Virchota (2007:120) state that “*speakers are at the mercy of listeners.*” In other words, FL learner improves pronunciation

and speaking skill through receiving information orally by the native-like speaker, such as, taking the teacher as the model of fluent speaker. They listen attentively so that to produce the output effectively when speaking. In addition, Reading is another receptive skill which helps learners to learn new vocabulary, discover different writing styles and improve their writing skill. Al-Mansour (2014) Cited in “The Impact of Scaffolding in Enhancing Reading Comprehension Skills” (2017:03) state that *“Reading involves blending various skills and processes which helps in developing other language skills such as writing and speaking.”* More explicitly, language productive skills (Speaking and Writing) are to be improved through the receptive language skills. The reading skill enhances students’ vocabulary and develops their writing as well speaking abilities; the reader learns new vocabulary and will be able to produce accurate written and spoken information. As well as, the listening skill (a receptive skill) enables the learners practise the speaking skill fluently.

Thus, it is necessary to note that the four language skills; speaking, listening, writing and reading never stand out as individual areas, but they form a chain cycle where you break one ring of the chain then the whole chain would collapse.

I.4. Communicative Competence (CC)

The concept of communicative competence, a term coined by linguist Dell Hymes in 1966 as a reaction to Noam Chomsky’s (1965) notion of “linguistic competence” (LC). Most scholars now consider linguistic competence to be a part of communicative competence. According to Hedge (2000:45), grammatical or linguistic competence refers to the different aspects of the language; syntax, and phonology. Communicative competence refers to FL speakers’ grammatical knowledge, as well as social knowledge about how and when to use utterances appropriately. Hymes (1972) defines communicative competence *“not only as an inherent grammatical competence but also as the ability to use grammatical competence*

in a variety of communicative situations.” In other words, the focus is on being competent on using grammar in communication correctly and appropriately. Therefore, teachers’ role is to help learners to become self-confident and competent communicators by implementing scaffolding strategies where authentic activities are to be based on real life situations.

II. Scaffolding

II.1. Definitions

Gibbons (2009:4) states that *“Literally scaffolding is something placed around buildings, thus enabling the builders to access the emerging structure. As soon as the building can support itself, the scaffolding is removed.”* Said differently, generally speaking, scaffolding is a temporary platform placed around newly constructed building to provide a secured working environment and suitable heights for worker to aid the construction process. The term “scaffolding” is relatively new for educators in teaching and learning process, even though the concept has been around for a long time under other names.

In education, the use of the term scaffolding can be attributed to Wood, Bruner and Ross, (1976:90) who provide the definition of scaffolding as *“a technique that enables a novice to solve a problem, carry out a task or achieve a goal which would be beyond his unassisted efforts.”* Graves and Fitzgerald (2003:69) extended the definition of scaffolding stating that *“Scaffolding enables students to accomplish a task that would be impossible without the scaffold.”* Therefore, Scaffolding refers to the assistance and support given by teachers to learners in order to help them move towards new skills. Furthermore, Hammond and Gibbons (2005:11) describe scaffolding as a *“combination of the pre-planned and the contingent that enables teachers to provide new learning challenges for their students, while at the same time providing necessary support for meeting those challenges.”* Thus, successful scaffolding is based on how contingent, collaborative and interactive the teachers’ didactic

behavior is. In other words, teachers' role is to be a good model for the learners since they are learning contingently and their learning is depended on their model. As well, while teachers are providing new knowledge to their learners, they are asked to support them to interact freely, guide and show them how they handle specific situations.

Moreover, Jerome Bruner (cited in Walqui, A. (2006) *The International Journal of Bilingual Education and Bilingualism*.9:02) coined the term "Scaffolding" as *"a description of the kind of assistance given by the teacher or more knowledgeable peer in providing comprehensible input and moving the learner into the zone of proximal development."*More explicitly, teachers scaffold their learners by providing them a sustainable support and assistance in order to help them to add new knowledge to the existing one in their brain and that is to be done step by step of scaffolding, then the teacher slowly remove the scaffolding, whereby in the end of each tutorial, students can accomplish a task without any assistance from teacher just as scaffolds disappear from educational site when the project nears completion. That noticeable difference between the learners' capacities without any assistance, and what they can do independently after having given support, is called "Zone of Proximal Development".

II.2.Zone of Proximal Development(ZPD)

The concept of "Zone of Proximal Development" was introduced and developed by a Soviet psychologist and social constructivist "Vygotsky" (1896-1934). It has been defined as *"The distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers."*Vygotsky (1978:86).In other words, the zone of proximal development is that gap between what a student can do

Review of the Literature

independently and what they can potentially do with the help of a teacher or more knowledgeable peer. Thus the term 'Proximal' refers to those skills that the learner is close to master.

Furthermore, within the ZPD, there are two levels; the First one is 'The Actual Development Level' which is the upper limit of tasks that can be performed independently. The second level is 'the level of potential development', which is the upper limit of tasks that learner can perform with the assistance of more competent individual.

According to Goldstein, The ZPD can also be considered to be a relational or affective zone. Besides, Vygotsky views the ZPD as the area where the most sensitive instruction or guidance should occur. Goldstein (1999) has characterized the ZPD as "*a socially mediated space that is formed through relationships involving sensitivity and trust.*" In a classroom, this space is created by the interactions between students and their teacher, whereby they are engaged in supportive activities to be practiced in groups, in which that develops students' self-confidence. As Dixonkrauss (1996:18) explains that "*From Vygotskian perspective, the teachers' role is mediating the child's (i.e. learner's) learning activity as they share knowledge through social interaction.*" Indeed, the ZPD was introduced to describe the actual level of development of the learner and the next level attainable through the use of mediating semiotic, environmental tools and proficient peer facilitation.

Lambert and Clyde (2000:20) argue: "*Vygotsky's ZPD presents a restricted view of learning process and reduces the learners' role to one of passivity and dependence upon the adult.*" Said differently, vygotsky's theory is limited to only learning process and learners gain knowledge through being engaged rather than receiving it passively. The main focus of ZPD is on the active position of both teachers and learners, wherein it is necessary to make the learners self-regulators and to rise their degree of self confidence and freedom to share

their own ideas and understanding.

The application of ZPD in practice also was one of problematic. Shayer (2002), [(Cited in Turuk (2008:250) “The relevance and implications of Vygotsky's socio cultural theory in the second language classroom” (5)] argues that “*Despite the attractiveness of the concept of ZPD in its simplicity, its application in practice is more a problematic. Vygotsky himself did not offer much practical advice as to how ZPD might be successfully applied in the classroom.*” In other words, Vygotsky failed to provide much about the effective use of ZPD in classroom. In ZPD, the attention was given to learning in general through social interactions, and it refers mostly to children learning by the help and scaffolding of more knowledgeable peer.

It is important to note that Vygotsky never used the term “scaffolding” in his theories. Nevertheless, Wood, Bruner and Ross, (1976) introduced “Scaffolding” in order to utilize the idea of teaching in the ZPD and apply it in practice.

II.2.1.The Application of ZPD in the classroom

The core idea of the ZPD is that more knowledgeable person can enhance a student’s learning by guiding them through a task slightly above their current abilities. As the student becomes more competent, the expert gradually stops helping until the student can perform the skill by themselves. The fact of pairing instructions with a student is known as “Scaffolding.”Borblett (2012: 03) states: “*The quality of instructions within the ZPD should not be just an accumulation of information to memorize but a means of providing meaningful instruction, in other words, tools for thinking and a way of acting in the world.*” In the case of second language learners, it is to learn new ways of using language (Gibbons, 2015:14).Therefore, before teachers begin guiding students through the necessary steps to

Review of the Literature

learn a concept, they should get a grasp of how these tasks referred to as ‘Scaffolds’, are applicable to students’ everyday life. In fact, that it is to be done through knowing students’ learning needs and interest. The teacher then builds scaffolds on students’ ZPD.

In order to put Vygotsky’s theory into practice in the classroom, a set of steps are to be followed. Feuerstein et al (1980). [Cited in (Verenikina, I. M. (2003). “Vygotsky's Socio-Cultural Theory and the Zone of Proximal Development”)] explain that “*The idea of dynamic assessment was elaborated on the basis of the ZPD*” therefore, First of all, teachers assess students’ level in order to determine where they are at, and locate their ZPD in regards to some planned concepts so that to spot what concepts their students have already mastered and the ones that are just a step beyond their capability. Sternberg and Grigorenk (2002) In their book ‘Dynamic Testing’ explain that the ZPD reflects the development itself by saying “*It is not what one is, but what can become, it is not what has developed, but what is developing*” thus, teachers locate the students’ ZPD by assessing students’ current level identifying what knowledge they lack as well what is to be developed. Karpov and Haywood (1998), cited in Verenikina, I. M. (2003) state that “*According to Vygotsky, for the curriculum to be developmentally appropriate, the teacher must plan activities that encompass not only what children are capable of doing on their own but what they can learn with the help of others*” When the teachers have the sequential order in place, they start planning their individual lessons and to teach concepts that are within their students’ ZPD, but currently a step above their capability on their own. Teachers’ goal then, is to develop a sequential order in which one concept builds on others. Lastly, teachers structure their activities suitably so that students have appropriate scaffolding for practising the concept. For instance, when teachers stress the ‘Role play Activity’ in the classroom, they can provide students with a diagram which includes new different expressions of a specific concept to be used in the given task; that is

Review of the Literature

implementing ‘Schema Building’ scaffolding strategy. Once they have had plenty of practice with scaffolding, the teacher will slowly remove the scaffolding until the learners have mastered the concept by themselves. According to Lucantonio (2011: 11), “*teachers need both skill and sensitivity to locate the ZPD accurately, to assist contingently, and to know how and when to assist, at the same time to know when assistance should be removed either partially, temporary or completely during a task.*” In other words, teachers’ skill is not enough to locate students’ ZPD and scaffold them accordingly. They should discuss from time to time with their students about topics out of the classroom context in order to attract their attention in the one hand. In the other hand, it helps them to know their students’ learning interest, needs and styles as well the right moment to scaffold, when to remove it and how.

In addition, Donato (1994), cited in Gonulal and Loewen (2018) “Scaffolding Technique” coined the term “Collective Scaffolding” for collaborative situations, in which learners can create ZPD’s for each other and reach better results together. Teachers then can provide their learners with scaffolds where they can learn collaboratively. When applying ZPD at the level of university with the generation diversity in the classroom, teachers should take into account students’ age and interests in proceeding in scaffolding, because that plays a crucial role in providing the appropriate scaffolds; sometimes the older students may have experienced things in which they have more advantages than others. In this case, it is important to provide tasks where students have the opportunity to share and exchange their knowledge by working in pairs or groups; such as, “Information-gap activity.” Walqui (2006:162) states that “*Social interaction has salient importance in Vygotsky’s learning theory; since social interaction precedes the development of knowledge and ability*” That is,

Review of the Literature

Vygotsky in his theory emphasizes that social interactions are crucial for learning development.

Therefore, in order to use ZPD and scaffolding techniques successfully, it is quite significant to encourage students to work in groups where they have different levels in which each student adds new knowledge to the existing one in their brain, consequently, it develops their cognitive abilities. Nevertheless, teachers can instruct tasks to be practiced individually and collectively as well. Changing tasks and methods from time to time motivates students to go forward. It is up to teachers' flexibility in applying scaffolding strategies. Gibbons (1999:127) referred to scaffolding as *"a way of operationalising Vygotsky's (1987) concept of working in the zone of proximal development."* Shaped differently, teachers apply the ZPD theory and work in students' ZPD through Scaffolding. The latter includes various strategies that can fit students' different needs.

Additionally, if the lesson is simplistic and shallow, the student will be bored, thus that hinders motivation. Vygotsky (1987) cited in Wells (1999:314) states that *"The instruction itself should be 'ahead of development' pushing the student to rise above himself."* However, *"if the instruction is too difficult, it surpasses the ZPD to 'the Level of Potential Development' where instruction is not recommended but for tasks that are 'in collaboration with more competent peers'."* (Lui, 2012:03). Therefore, teachers plan their lesson after having done a formative assessment and locating their learners' ZPD. *"The ZPD is helpful for teachers because it highlights the next logical step in their ongoing skill development"* (ibid: 2). In other words, the ZPD helps teachers to determine an effective lesson plan and curriculum that can help learners to promote their speaking abilities. More explicitly, through applying the ZPD, the teacher identifies what learners have already known; he adds new concepts to it and relates it back to their prior knowledge so that they will be able to

understand the new concepts with assistance or scaffolding. To do so effectively, teachers should first know difficulties that their students encounter while practising the speaking skill.

II.3. EFL Learners' Speaking Difficulties

II.3.1. Linguistic Difficulties

In many cases, although students have many ideas in their minds to be expressed, they find difficulties of communicating them orally. These difficulties are due to the lack of linguistic knowledge. The latter includes vocabulary, pronunciation and grammar knowledge. According to (Foppoli, 2009), although EFL situations place a great emphasis on reinforcing the learners' linguistic competence, among the speaking problems are grammar structures, limitations of vocabulary and wrong pronunciation.

a. Inadequate Vocabulary

Cook (2013) states *"Many researchers indicate that real communication is a result of suitable and adequate vocabulary learning"* That is to say, when students lack adequate vocabulary, they will use the TL correctly but inappropriately, and then they will be neither good speakers nor listeners. As they cannot send their ideas to others because they do not find the accurate word to be used in a given situation, they cannot as well grasp what the speaker says and means. In addition, some studies have investigated the speaking difficulties encountered by EFL learners, revealed that lack of vocabulary is one of the most speaking problematic. Such as (Hosni, 2014) elementary schools in Oman, EFL learners in her investigation were struggling to find accurate vocabulary to speak English, they also had problem on assembling sentences which lead them to use their mother tongue.

b. Pronunciation Errors

Pronunciation errors include incorrect production of consonant; vowels; stress patterns and intonations. Students mispronounce words that reflect lack of their experience with English sounds, rhythms and words stress and poor listening to native-like speakers or native ones. Dan, (2006), cited in Diab (2016:340) “The Role of Faulty Instructional Methods in Lybian EFL Learners’ Speaking Difficulties” states that *“One of the elements of comprehensible communication is clear and good pronunciation, otherwise the whole talk exchange will be hard to follow and that stands as a barrier for EFL learners.”* Said differently, correct pronunciation is crucial in achieving a comprehensible communication. Sometimes, when some words are mispronounced, the speaker conveys another meaning that is not the desired message, which leads to misunderstanding and breakdown communication.

c. Grammar Mistakes

According to Ellis (2009: 144), the difficulty in learning grammar can be grouped into three, namely: the difficulties associated with environmental factors of language, with linguistic factors, and psychological difficulties. Although learners have already learnt EFL grammatical rules, when it comes to practice language orally, they usually compare the English language grammar with their mother tongue one which leads to wrong grammatical structures making, sometimes they get stressed when they recognize their mistake after having been misunderstood. Thus, that leads to psychological problems such as anxiety and lack of self-confidence.

II.3.2. Psychological Problems

According to Lin (2013), in addition to insufficient vocabulary, negative psychological reactions are also involved.

a. Lack of Self Confidence

Students may experience different psychological barriers including lack of self-confidence where some students prefer to keep their ideas and opinion to themselves, because they are not sure about the strength of their abilities and they are afraid of misunderstandings and embarrassments in front of the listeners, thus they avoid speaking in classes and in some English speaking occasions.

b. Non motivating atmosphere

In the classroom, teacher is the main responsible for creating a motivating environment where students can express their opinions and ideas freely and confidently without hesitation or fear of being criticized.

Davies and Pearse (2000: 82) suggest some implications for teaching:

Try to create a relaxed atmosphere in your classes so that most learners are not frightened of speaking in front of the class. And do as many speaking activities as possible in pairs and groups so that the learners can speak English without the rest of the class listening.

Additionally, Ur (1996) states many factors that cause difficulty in speaking, and they are as follows:

1. *Inhibition*: Students are worried about making mistakes, fearful of criticism, or simply shy.

2. *Nothing to say*: Students have no motive to express themselves.

3. *Low or uneven participation*: Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all.

4. *Mother-tongue use*: Learners who share the same mother tongue tend to use it because it is easier and they feel less exposed if they are speaking their mother tongue.

II.4. Scaffolding Strategies

Walqui (2006) proposed six scaffolding strategies to be used by teachers in assisting their learners that can reduce the learners' speaking difficulties.

II.4.1. Modeling

According to Albert Bandura (1925), learning can occur by watching others and then modeling what they do or say. Teachers practice modeling through showing and not only telling, they show desired outcomes before students complete a task. It is also known as an observational learning. (Walqui, 2006), cited in (Hanifia (2019:85) "Teachers' Strategies in Providing Scaffolding in English for Young Learners Classroom" explains that "*The purpose of modeling is to develop content understanding and later learners could modify the tasks into their personal use.*" That is to say, after giving students examples of what is required from them, they extend their knowledge by themselves.

There are specific steps in the process of modeling to be followed to get a successful learning namely; attention, retention, reproduction and motivation. For instance, teachers can make use of visual and audio aids taking native speakers' conversations as models of fluent and accurate speech. First, learners must be focused on what the model is doing or showing and pay attention to. Then, they are asked to retain, or remember the appropriate choice of words and expressions used, how they are pronounced and the way they are combined (vocabulary, pronunciation and grammar); this is called retention. Afterward, they will be able to perform what is perceived and committed to memory, which is the production stage. Finally, there must be a motivation which is mostly depended on the instructor. When learners observe their teacher is reinforced for his work and motivated to provide support for them, they get mechanically motivated to copy the model adding their own perception in which that develops their cognitive abilities.

II.4.2.Bridging

Walqui, (2006: 171) explains that *“This technique has to do with valuing students’ prior knowledge and literacies through linking new knowledge to past experience. Confidence is built as students start realising that their everyday knowledge is both valued and desired.”* Bridging is building new concepts on previous knowledge and understanding. Besides, teachers implement “bridging” by encouraging students to connect learning to their own lives and share their connections with others, in which it allows them to interact and develop their speaking abilities. Harraqi, (2017); Tomlinson and Moon, 2013; Walqui and van Lier, 2010 explain that *“Bridging to previous knowledge can also help assess students’ prior knowledge and apply relevant real-world samples.”* More explicitly, teachers scaffold their learners by assessing students’ previous knowledge, reminding them what they have already learned, then helping them to fit new information into their brains by finding out what they have already known about concepts haven’t been taught yet in the classroom.

II.4.3.Contextualization

Celce-Murcia and Olshtain (2000: 11) states that: *“contextualization means putting different actions of speech or writing that occur in classrooms in different and varying situations, basically setting up a context for the communicative interactions to happen.”* Said differently, “Contextualization” is to put the to be taught concept in different real and meaningful contexts rather than teaching it in isolation. Besides, in this technique, Walqui (2006: 173) suggests that *“lecturers should embed context-independent academic language in a sensory context.”* Thus, teachers can scaffold their students through contextualization by using authentic materials; such as videos and pictures aiming at familiarizing unknown concepts through embedding the academic language in sensory environment, whereby that helps them recognize and practice the different uses of the oral language and how to make use

of it in real life situations.

II.4.4. Schema Building

Walqui (2006), cited in Hanifia (2019:86) defines ‘Schema Building’ as *‘a process of organizing learners’ knowledge and understanding.’* In other words, teachers scaffold the students by providing a broad knowledge before introducing new different concepts. Schemas are clusters of meaning that are interconnected, where students need to see the connections. To illustrate, teachers can use ‘mind mapping’ as a technique for providing students’ with examples of different structures and expressions to be used in the given task. “Schema Building” helps them as well see the relationship between various concepts, compare and contrast by working in pair or in groups.

II.4.5. Text Representation

“Text Representation” is based on transforming linguistic constructions into different kinds of texts. (Walqui, 2006: 175) states that *“‘Representing Text’ strategy is meaningful and interesting because the emphasis is placed on the communication that is being carried out rather than on its formal aspects.”* That is to say, it is an effective strategy to scaffold learners to be more interested in new concepts which makes them involved in the classroom. The purpose of the teacher in this strategy is inviting students to extend their understandings of text and apply them in a new way, such as; transforming short stories into dramas.

II.4.6. Developing Meta cognition

According to Grossman et.al (2015), this strategy focuses on how teachers support students in the ways that they can manage their thinking process while doing tasks or learning something. Meta cognition is one of the self-regulation components; it is often defined as *‘learning to learn’*. It is also defined as a process of *“thinking about thinking”* LD Online Glossary (2014). In other words, students “learn how to learn” by thinking about their own

thinking of a specific concept, and attempt to critique themselves so that to know how to improve and extend their current knowledge.

Morin, (2014) explains, “*Meta-cognition involves thinking and reflecting before, during, and after a learning task and it starts when students think about the strategies they will use to perform a task.*” Indeed, Meta cognition is often divided into three parts: planning which happens before the task, monitoring takes place during the task and reviewing occurs afterwards. Students become increasingly autonomous in their learning as they become aware of their strengths as well as weaknesses.

Zimmerman (1990), cited in Hartman, (2001:34) (Meta cognition in Learning and Instruction) characterizes the Meta cognitive processes of self-regulated learners in terms of “*planning, setting goals, organizing, self-monitoring and self-evaluating at various times during the learning process.*” That is to say, learners think about the learning goal the teacher has set, then plan before performing the given task which strategies they will use, organize their ideas by self-monitoring, finally try to evaluate their work and think what to change next time and how to extend it. There are some meta-cognitive strategies which are mostly appropriate for use in the classroom, namely: Think-Aloud (asking students to say aloud what they are thinking); Organizational Tools (such as checklists for solving word problems) and explicit teacher modeling (using role play activity as a modeling technique as well as developing-Meta cognition).

II.5. Speaking Classroom Activities

II.5.1. Audio Short stories

Many researchers believe that audio stories play a significant role for students to learn pronunciation; it contributes to the development of students’ ability in listening and speaking as well as pronunciation. Hismanoglu (2006) noted that “*pronunciation teaching is so*

significant for overcoming oral communication to accomplish since it is a vital part of the communicative competence.” According to Celce-Murcia (2001), the use of authentic audio--taped materials should be the basis of in-class activities. The audio short stories are videos where the story is written and spoken at the same time. In the end teacher ask their students to write down new pronunciation of some words they used to mispronounce, and make difference between words pronunciation in isolation and when they are linked in sentences. That is, students listen to a story pronounced by native speakers or native like speakers so that they +learn the EFL pronunciation correctly, accurately and authentically. This modeling technique, where audio short stories are used as models of the correct pronunciation, scaffolds and motivates learners to improve their pronunciation as well as words spelling.

II.5.2. Brainstorming

According to Lince and Defriyanti (2013:02), ‘Brainstorming’ is a group or individual creativity technique by which efforts are made to find a conclusion for a specific problem by gathering a list of ideas spontaneously contributed by its members. That is, students are asked to produce ideas in limited period of time, either individually or in groups. It allows them to feel free to express themselves without being criticized or judged, in which that rises their degree of self-confidence. Mind mapping is a technique involved in Brainstorming which is used for note making. Buzou (2005:04) states that “*mind mapping is a way to note effectively and creatively*”. In speaking classes, it is often used by teachers as a tool to help students’ comprehension and generate ideas quickly and freely.

Pamungkas (2012) defines mind mapping as “*a method to make students find it easy to absorb information into their brain and take it out from their brain.*”Learners need to be given some hints about a given task and let them practice independently so that to develop

their cognitive abilities. Besides, this “schema building” strategy helps students to learn new concepts by relating them in different contexts.

II.5.3. Storytelling

Many studies have been conducted on the use of storytelling as a technique in teaching the speaking skill. “*Storytelling is at the heart of human experience; a means by which we gain a better understanding of ourselves and our world.*” (1992:212). In such activity where human experiences is the basis, contextualization is the best scaffolding technique to be implemented since it is based on students’ own experiences, each one is going to tell a story he/she has already experienced or at least heard about by putting it in a specific context, adding new ideas and their own interpretation so that to develop learners’ cognitive abilities and meta cognition. This technique helps students to improve their speaking abilities in real life situations and improve their creativity. The North Dakota Center states that: Storytelling is an art form through which we have preserved our heritage, passed on traditions, learned skills, and most importantly developed our limitless imaginations.

II.5.4. Role Play

According to Hattings (1993:165), the role play would seem to be the ideal activity in which students could use their English creatively, and it aims to stimulate a conversation situation where students might find themselves, and give them an opportunity to practice and develop their communication skill. In other words, using role play activity or “Text of representation” scaffolding strategy allows students to get involved in different situations by transforming a text given by teachers into practice. The teacher gives information to the learners before practicing it; such as, who they are inside the play, what they feel and they are asked to act the instructions and express the feelings with their own creativity and language knowledge.

Tompkins (1998) claims that

Role play encourages thinking and creativity, lets students develop and practice new language and behavioral skills in a relatively non-threatening setting, and can create motivation and involvement necessary for learning to occur.

In other words, “Role Play” activity scaffold learners to use their English in different contexts, put themselves in others’ place for a while. It creates a comfortable and motivating environment where they can speak freely.

II.5.5.The Talk-Show Interview

Talk-show is one of teaching strategies to motivate students to get involved actively in the teaching learning process. According to Herrell and Jordan, cited in Dwinesa, A (2013: 25), talk-show interview is a strategy that encourages the production of verbal English based on information. That is, in this activity, students learn how to use and represent the target language verbally. Students will experience what it is like being the host of a talk show or being the guest answering questions in front of an audience, where they work in pairs. The host student prepares five questions and writes them on a piece of paper, this question list will be given in advance to the “celebrity” student so that they can prepare an answer for them. It is important to note that the teacher goes around the classroom to make sure that the questions are worded correctly. Hence, when the students work on the interview questions, they attempt to find of suitable words and expressions to use, and attempt to structure and form correct and appropriate sentences grammatically.

II.5.6. Information Gap

An information gap is an activity, in which “Bridging” technique is involved, students fulfill the missing information by talking to each other; each one has some parts of the answers to some kind of a problem or a question. These activities are useful in a way that they

provide opportunities to learners for extended speaking practice and they represent real life communication where they exchange information in order to complete the required task.

Richards (2006:18) states that *“information gap refers to the fact that in real communication, people normally communicate in order to get information they do not possess.”* The gap then refers to that variation of information that the learners possess, and are to be exchanged between them by practicing the information gap activities, in which one (e.g. student A) can experience something where he learnt a piece of information that the other one (student B) didn't experience it ,but he knows something else that (A) don't know.

Harmer (1991: 48) defines information gap as a *“gap between the two (people) in the information they possess, and the conversation helps to close that gap so that now both speakers have the same information”*. Hence, using information gap allows students to get involved in the classroom to interact with their classmates searching for the lacking information, making the FL learning more interesting and motivating as Raptou (2002: 211) in his work *“effectiveness of information gap on the development of learners speaking skill”* declares that *“the students were all happy to do the activity because it was fun and they knew that it was helping them to increase their confidence in speaking French.”* Thus, *“Information gap”* activity allows students work in groups, in which it reduces their inhibition and rises the degree of self-confidence.

II.6.The Importance of Scaffolding

Bruner (1978:19) states that *“Scaffolding refers to the steps taken to reduce the degrees of fear in carrying out some task so that the child can concentrate on the difficult skill he is in the process of acquiring.”* Said differently, Scaffolding as a teaching technique helps learners overcome their speaking difficulties and develop their speaking abilities by

themselves. The teacher role is to scaffold their learners to interact, practise what is beyond their capacities and attempt to extend their existing knowledge by their own only through relying on their teacher's scaffolding strategies. Indeed, Scaffolding benefits learners in many ways:

- It provides some directions that reduce confusions and help them focus on the purpose. As stated by McKenzie (1999), cited in ("Scaffolding for Success"), *"Scaffolding provides clear directions, clarifies the purpose, keeps students on task and reduces uncertainty..."*
- It encourages learners' creativity and develops their Meta cognition. According to Cotterall and Cohen (2003: 159), scaffolding fosters learners' autonomy.
- (Lee, 2003), cited in (Marek (2012:9) states, *"Scaffolding fosters collaboration, respect for one's own and others' ideas, and a growing ability to construct meaning from previous experience."As a result of successes in these incremental challenges, motivation, confidence, and satisfaction are all enhanced.*" (Brownstein, 2001.) Shaped differently, scaffolding allows students share and cooperate with one another, raises their self-confidence as well regulation and develops their communicative competence.

• **Conclusion**

To conclude, this chapter has tackled the main concepts related to the speaking skill and teachers' scaffolding. It focused on Vygotsky 'Zone of Proximal Development' and how applying it in teaching, which led to shed light on scaffolding strategies that improve learners' ZPD so that to promote their speaking abilities. After having stated the difficulties that students encounter while practicing the speaking skill, the most effective oral scaffolds and activities are also provided. Besides, the chapter has highlighted the importance of Scaffolding in improving EFL learners' speaking abilities.

Chapter Two

Research Design and Methodology

- **Introduction**

The present chapter deals with the research methods used to collect and analyze the data. The chapter accounts for the setting and participants of the study. To concretely investigate the implementation of scaffolding in the speaking classes, two distinct research tools are used; a questionnaire and an interview that are addressed to the teachers of the speaking module in the Department of English at Mouloud Mammeri University of Tizi-ouzou.

I. Procedures of Data Collection and Data Analysis

I. 1. Research Method

A mixed method approach has been adopted for both data collection and data analysis. Johnson (2007:112) explains that “*mixed method research is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative viewpoints, data collection, analysis, inference techniques, for the purpose of breadth and depth of understanding and corroboration.*” Said differently, in order to deeply investigate a given research study, it is necessary to use a mixed method approach, in which the data are qualitatively and quantitatively analyzed. In our research, we have used a questionnaire as a quantitative data collection tool and an interview as a qualitative as well as a quantitative instrument of collecting data. The close-ended questions are analyzed using the Rule of Three which is applied as follows: $X = \frac{Z \times 100}{Y}$ in Microsoft Word and Microsoft Excel 2007.

In order to analyze the open-ended questions of the interview, we have used the Qualitative Content Analysis (QCA). Hsieh and Shannon define QCA as “*a method that tends to interpret the collected data, such as text, paragraphs and sentences about the opinions and attitudes of the participants*” (2005:12-78). In other words, qualitative content analysis is a method that allows the researcher to interpret the information provided by the respondents.

The investigator can shape the participants' views and judgments about the investigated topic.

In our study, we have adopted QCA method to analyze the data collected from the interview conducted with teachers of first year students; it aims at knowing their opinions and attitudes toward the implementation of scaffolding and its role in promoting students' speaking skill.

I.2. Setting and Participants of the Research

Our Case study of our work is concerned with the first year students. It has been conducted in the Department of English at Mouloud Mammeri University of Tizi-Ouzou during the academic year 2019-2020. We distributed ten questionnaires to teachers of the speaking module on October, 11th 2020. Besides, we have interviewed five teachers who are mainly engaged to teach the listening and speaking module to first year students.

I.3. Instruments of Data Collection

3.1. Teachers' Questionnaire

Nunan defines a questionnaire as *"an instrument for the collection of data, usually in written form consisting of open and / or closed questions and other probes requiring a response from subjects"* (1992: 231). That is to say, a questionnaire is a research instrument consisting of a series of open and/ or close ended questions for the purpose of gathering information from respondent.

The questionnaire we administered to teachers starts with a brief introduction that explains to the informants the importance of their contribution in our research, followed by eleven close-ended questions and multiple choice questions (MCQ) carefully designed to gather the needed data and to reach the purpose of our research. Ruane (2005: 131) states that *"With closed-ended questions, the researcher provides a set of predetermined (fixed) response alternatives for the respondent to use when answering the question."* That is to say,

a set of proposed answers of a given question are provided to the respondents. The questionnaire is divided into three sections. The first section is entitled “Teachers’ Profile” which includes two questions concerned with the teachers’ background information. The second section contains six questions about the implementation of scaffolding in speaking sessions. The last section covered the teachers’ attitudes toward the implementation of scaffolding in developing students’ speaking abilities in three questions.

3.2. Teachers’ Interview

According to Scott, *“an interview is a purposeful exchange of ideas, the answering of questions and communication between two or more persons.”* In other words, conducting an interview is gathering data through interaction and sharing knowledge about a specific topic. The interview we organized contains eleven questions addressed to five teachers of the speaking module, we used recording with only two of the interviewed teachers. The questions were concerned with the scaffolding techniques, its implementation in speaking classes and its effectiveness regarding students’ speaking skill promotion. It is composed of both open-ended and close-ended questions previously prepared, followed by unplanned and spontaneous questions added during the interview. Therefore, our interview is semi structured.

“Semi-structured interviews are often used when the researcher wants to delve deeply into a topic and to understand thoroughly the answers provided” Mathers (1998). That is to say, while conducting a semi-structured interview, the interviewee is encouraged to answer freely and extend the concepts introduced regarding his/her own knowledge.

- **Conclusion**

To conclude, this chapter dealt with the research design and methodology of our work. It describes the tools and procedures of data collection and analysis. It presents the two

Research Design and Methodology

instruments we relied on to gather data: We have chosen teachers' questionnaire and interview as data collection tools conducted in the department of English at MMUTO. Besides, we have used a Qualitative Content Analysis (QCA) as a data analysis tool for the open-ended questions and the rule of three for the close-ended questions.

Chapter Three

Presentation of the Findings

➤ Introduction

This chapter presents the results obtained from the questionnaire and interview administered to the teachers of the speaking module. It aims at identifying teachers' scaffolding strategies implemented in speaking classes in the department of English at MMUTO, and its impact on the enhancement of students' speaking skill. The findings are presented in form of tables, diagrams, and histograms. The Chapter is divided into two parts. The first part deals with the presentation of results of the teachers' questionnaire. The second part is concerned with the presentation of the findings of the interview.

I. Presentation of the Findings

I. 1. Results of Teachers' Questionnaire

Ten questionnaires have been distributed to teachers of the speaking module. The questionnaire contains eleven questions. The results obtained are as follows:

Q1. Would you mention your academic degree?

Variables	Numbers
BA (License)	00
MA (Master/ Magister)	10
PHD (Doctorate)	00
Total	10

Table01: Teachers' Academic Degree

The aim of this question is to know teachers professional level. The table above shows that all the teachers who fulfilled the questionnaires have a master degree.

Presentation of the Findings

Q2. Please, what is your experience in teaching?

Years of teaching	Frequencies
1 year	3
Two years	2
Three Years	0
Four Years	1
Five Years	1
More than five years	1
Ten years	1
More than ten years	1
Total	10

Table 02: The Respondents' Professional Experience

Table 02 shows that half of teachers have been teaching for no more than two years.

As a result, it is notable that most of them are not sufficiently experienced.

Q3. How often do you help your students to understand the difficult concepts you introduce in the speaking sessions?

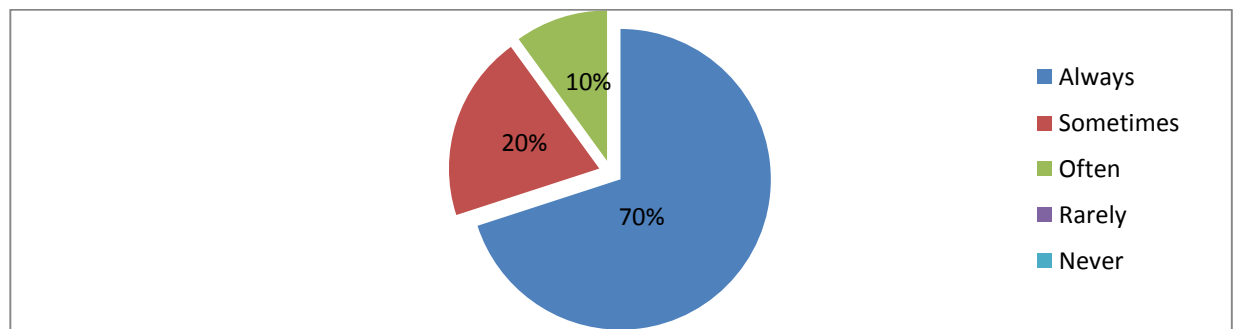


Diagram 01: Teachers' Scaffolding to Help their Students to Understand the Difficult Concepts

Presentation of the Findings

The pie chart illustrates that the majority of teachers (70%) always help their students to understand the difficult concepts. Nevertheless, 20% of participants assumed that they sometimes facilitate the difficult concepts to their students. While 10% asserted that they do it often.

Q4. Before introducing new concepts, do you remind your students of what they have already learned?

Answers	Frequencies
Yes	10
No	00
Total	10

Table 03: Teachers' Implementation of Bridging (Scaffolding Technique)

Table03 reveals that all the teachers of the speaking module implement the “Bridging” technique in order to facilitate the understanding of the new concepts initiated to their students.

Q5. Do you provide tasks to be practised: individually or in groups?

Variables	Participants
Individually	1
In groups	2
Both	7
Total	10

Table 04: Teachers' Method of Providing Tasks in the Classroom

Presentation of the Findings

Table04 shows that the majority of teachers provide tasks to be practiced sometimes individually, other times in groups. Two teachers prefer to involve their students in group work. Only one teacher opts for individual work.

Q6. How far do you agree with the following statement: “Students speaking capacities can be improve by watching what the model does”?

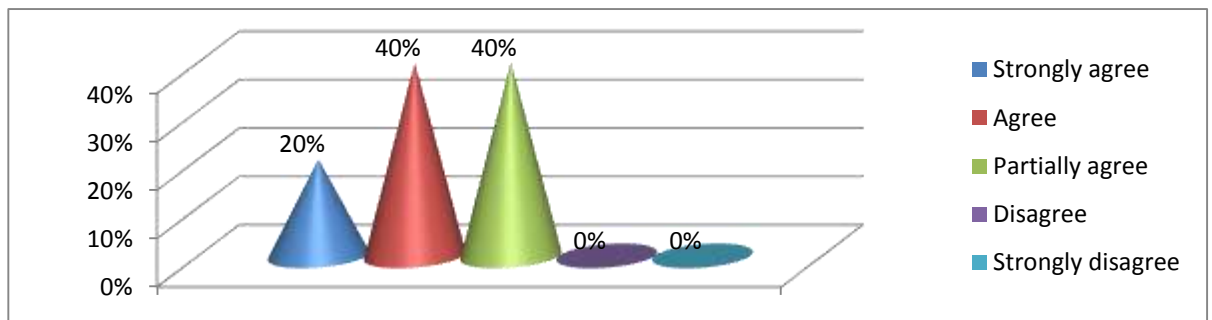


Diagram 02: Teachers’ Scaffolding Technique (Modeling)

Diagram02 demonstrates that 80% is divided to teachers who agree and those who partially agree with the statement; whereas only few of them strongly agree. None of the teachers have shown disagreement.

Q7. What are the oral scaffolds (tasks) do you stress in the classroom?

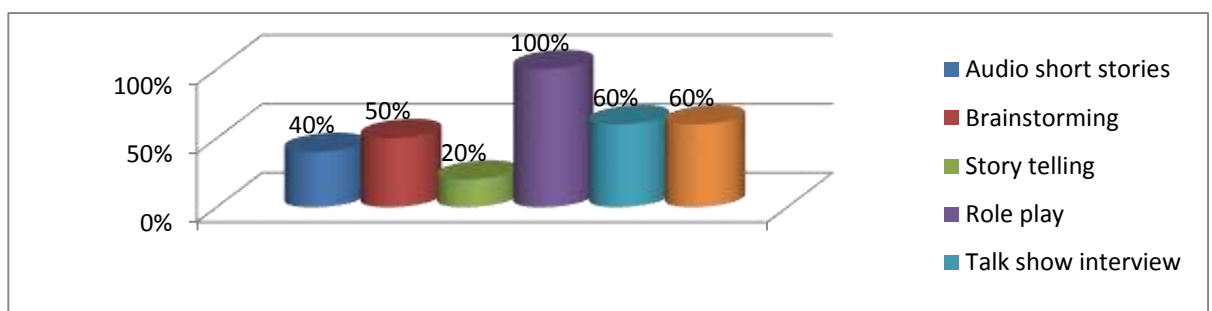


Diagram 03: The Oral Scaffolds Stressed in the Classroom

Diagram (03) illustrates that (100%) of teachers use the role play activity. However, only (40%) of teachers implement audio short stories and (20%) of them apply storytelling in oral sessions.

Q8. I remove the scaffolding when I see:

A- My students have shown understanding of the to-be-learned materials.

B- The students have to work alone by trying again and again.

C- The scaffolding becomes unnecessary and inappropriate.

Variables	Respondents
A	4
B	5
C	1
Total	10

Table 05: The Application of ZPD: The Right Moment to Remove the Scaffolding

Table 05 demonstrates that the majorities of teachers remove the scaffolding when they see that their students have understood the to-be-learned materials and have to work independently.

Q9. Does scaffolding reduce some of your students' oral problems?

Answers	Participants
Yes	08
No	02
Total	10

Table 06: Scaffolding Role in Reducing Students' Oral Problems

Table06 shows that the majority (8 teachers) assume that scaffolding reduces students' oral problems. However, only two of them stated that it does not.

➤ Specify the problems?

A- Reducing linguistic problems

B- Reducing Psychological problems

C-Both

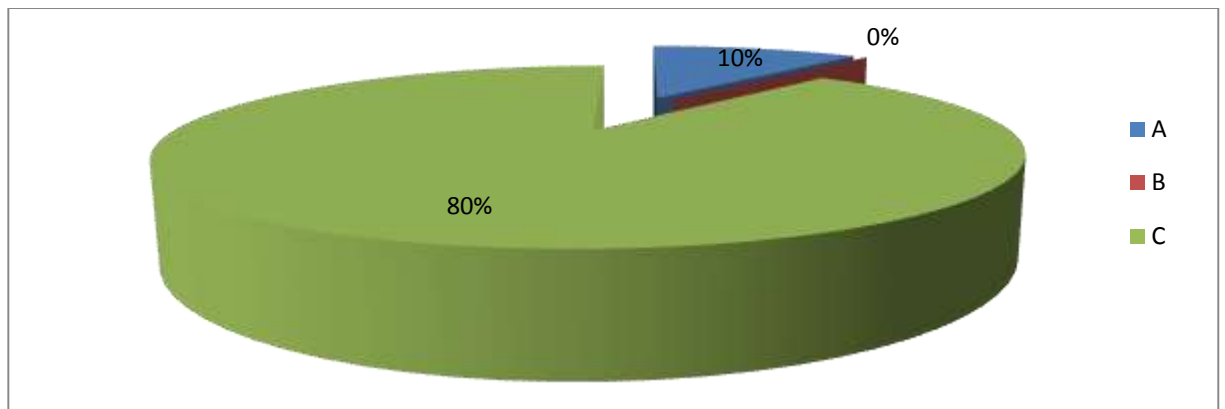


Diagram 04: The Role of Scaffolding in Reducing Students' Oral Problems

Diagram04represents the oral problems reduced by teachers' scaffolding. The majority of teachers assume that scaffolding reduces both linguistic and psychological problems. Nevertheless, 10% of them specified the linguistic problems as the most reduced ones.

Q10. How important is the teachers' guidance of their students to overcome learning difficulties?

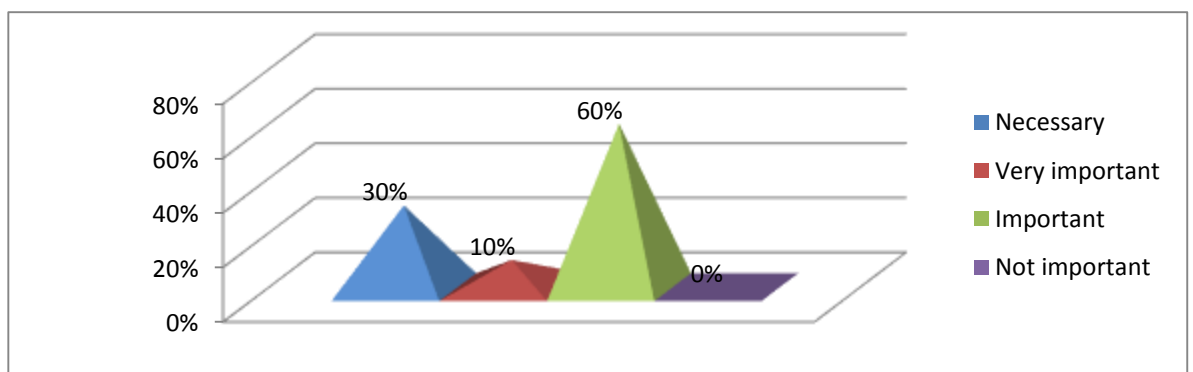


Diagram 05: The Importance of Teachers' Guidance of their Students to Overcome Learning Difficulties.

Presentation of the Findings

Diagram (05) reveals that the majority of teachers (60%) see their guidance of students as an important charge to help them overcome learning difficulties. 30% of the respondents claim that it is necessary to guide the students, and only 10% see that as a very important thing to be taken into account in speaking sessions.

Q11. Would you mention in which way does scaffolding benefit your students in speaking?

- A-** It helps your students to get more focused when speaking.
- B-** It develops their communicative competence.
- C-** It benefits them in raising their self-confidence.
- D-** It allows them to share and cooperate with one another.
- E-** It encourages their creativity and motivates them to interact freely.

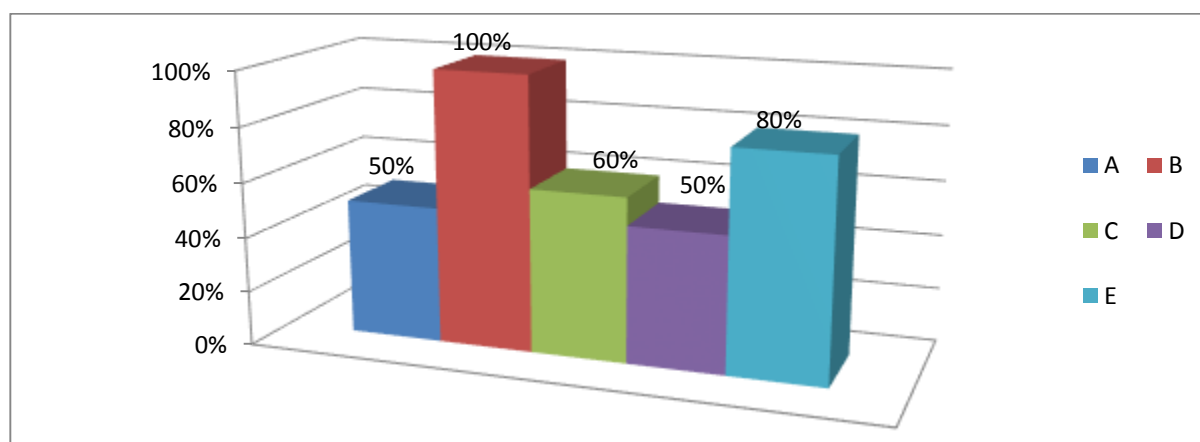


Diagram 06: The Benefits of Scaffolding

From the diagram above, it is shown that all teachers affirm that scaffolding develops students' communicative competence. Besides, 80% of them selected the fourth proposition which states that scaffolding encourages students' creativity and motivates them to interact

freely. Whereas, the rest of the suggested benefits are less considered and recognized by the teachers of the speaking module.

I. 2. Results of Teachers' Interview

Five interviews have been conducted with teachers of the speaking module in the department of English at MMUTO. It contains ten (10) open-ended and close-ended questions. The findings obtained are as followed:

Q1. Do you assess your students' capacities before beginning the program?

- All of the interviewed teachers said that they assess their students' abilities before starting the program.

Q2. What kind of oral problems (linguistic and/or psychological problems) do you notice your students usually encounter while speaking?

- All of the teachers declared that both of the linguistic and psychological problems are faced by their students, but the most common one is the psychological problems such as shyness, anxiety and lack of self-confidence.

Q3. Do you design tasks that can serve your students' promotion of their speaking skill out of the classroom context?

- The majority of teachers assumed that they design tasks that are out of the classroom context.

Q4. Do you guide your students through tasks to reach instructional levels that are beyond their current levels?

- All of the teachers answered yes.

Presentation of the Findings

Q5. Which Scaffolding Strategies do you implement to help them accomplish those tasks that are beyond their current capacities?

Scaffolding Strategies	Percentages of Implementation
<u>Modeling</u>	<u>20%</u>
<u>Bridging</u>	<u>100%</u>
<u>Contextualization</u>	<u>100%</u>
<u>Schema Building</u>	<u>60%</u>
<u>Text Representation</u>	<u>40%</u>

Table07: Scaffolding Strategies Implemented in Speaking Classes

Table07 shows that “Bridging”, “Contextualization” and “Schema Building” are the most implemented strategies. It is noticeable that the “modeling” technique is less used.

Q6. What makes you recognize the suitable time to remove the scaffolding?

- All the teachers answered that the most appropriate time to remove the scaffolding is when they notice that their students have understood and become more involved in the classroom.

Q7. Due to the presence of generation diversity, how do you manage to figure out your students’ learning styles to proceed in scaffolding effectively?

- Most of the teachers declared that in order to proceed in scaffolding effectively, they should know students’ diverse learning styles and needs by discussing with them time to time. However, others said that there is no generation diversity at MMUTO.

Q8. Do you find difficulties in applying scaffolding techniques?

- Some teachers assumed that they find difficulties in applying scaffolding due to lack of time. Other teachers said that they face fewer difficulties, because they know how to manage their time.

Q9. How do you manage your time while implementing these techniques?

- Almost all of the teachers asserted that they allocate the deserved time to each task and informing students the limited time they have to solve the given task.

Q10. How would you consider scaffolding regarding the improvement of your students' speaking abilities?

- All of the teachers judged scaffolding as an effective method.

• Conclusion

The present chapter reported the findings obtained from the questionnaires and interview addressed to the teachers of the speaking module in the department of English at MMUTO. From the results obtained, it is clear that the implementation of scaffolding strategies reduces students' speaking problems. It is then confirmed by all the teachers that scaffolding is an effective method to improve students' speaking skill. The data collected are presented in form of bar charts, pie charts and tables. The interpretation of the results is the concern of the next chapter in which they will be discussed in more details.

Chapter Four

Discussion of the Findings

- **Introduction**

The present chapter deals with the discussion of the results obtained from the questionnaire as well as the interview conducted with the teachers of the speaking module in charge with the first year students in the Department of English at MMUTO. The chapter is divided into two parts; the first part discusses the findings of the questionnaire, while the second part is devoted to the discussion of the data collected from the interview. The findings are going to be interpreted using Vygotsky's theory of Scaffolding (the ZPD theory). In addition, the research questions previously mentioned in the General Introduction will be answered as well their hypotheses will be confirmed or refuted.

I. Discussion of Teachers' Questionnaire

I. 1. Section One: Teachers' Profile

This section deals with the discussion of the data collected from two questions concerned with teachers' academic degree and their teaching experience. From the results of the first question (table 01), it is shown that all of the teachers who fulfilled the questionnaire (10) have a master degree. As to the second question, the results (table 02) demonstrates that two teachers have been teaching for two years, three of them have been teaching only for one year, the five teachers left are more experienced.

I. 2. Section Two: The Implementation of Scaffolding in Speaking Sessions

From the results presented in diagram (01), 70% of teachers always help their students to understand the difficult concepts. In fact, implementing scaffolding is to provide a temporary support and help to students to get familiar with new skills. Graves and Fitzgerald (2003:69) states that "*Scaffolding enables students to accomplish a task that would be*

Discussion of the Findings

impossible without the scaffold.”That is to say, scaffolding is to be implemented through providing students with activities and scaffolds that allow them to reach a level that cannot be attained independently. However, (20%) of teachers asserted that they do so only sometimes and (10%) of them prefer letting their students try to understand the concepts by themselves.

It is necessary to highlight that implementing scaffolding is such an important assignment to be applied regularly in the classroom. Therefore, the 30% of teachers who utilize scaffolding lesser should be aware of its importance and necessity.

Bridging is one of the scaffolding techniques which helps students to understand and assimilate the difficult concepts introduced in the speaking classes. From table (03), it is revealed that the “Bridging” technique is used by all the teachers of the speaking module (10). *“Bridging to previous knowledge can also help assess students’ prior knowledge and apply relevant real-world samples.”*(Harraqi, 2017;Tomlinson and Moon, 2013;Walqui and van Lier, 2010).Teachers implement ‘Bridging’ by assessing students’ previous understanding, then relate the new concepts to their prior knowledge, experiences, and interests as well as previously taught concepts.

In addition, *“Social interaction has salient importance in Vygotsky’s learning theory; since social interaction precedes the development of knowledge and ability”* Walqui (2006:162).In order to apply Vygotsky’s theory of scaffolding effectively, it is necessary to provide students with activities that allow them to share and exchange their knowledge by working in groups or in pairs. Table (04) indicates that the majority of teachers (70%) provide tasks to be practiced sometimes individually other times in groups. Indeed, varying teaching methods in the classroom creates a motivating atmosphere and hinders students’ boredom.

Discussion of the Findings

Two teachers assumed that they opt only for group works. In fact, allowing students to share and exchange ideas between them by working in groups raise their degree of self confidence and make them feel competent communicators. However, it is revealed that one teacher provides his/her students with activities to be practiced individually. Scaffolding students to get involved in the classroom through individual work, it is preferable either to be given free topics, in which each student speaks about the topic he/she is interested in or through exposés to be prepared at home and will be presented individually the next sessions.

Moreover, showing students how to complete a given task through observing the model of the desired outcomes is an undeniable scaffold. Modeling, another scaffolding technique, is defined as *“an instructional strategy in which the teacher demonstrates a new concept or approach to learning and students learn by observing.”*(Eggen and Kauchak, 2001) Said differently, teachers scaffold their students by giving hints, cues and examples as models of what is required in a given task as well as a teacher can be the model itself of a fluent and accurate speaker to be followed by students. As displayed in diagram (2), less than half of teachers (40%) agree with the fact that the modeling strategy promotes their students’ speaking abilities and other (40%) of them assumed that being the model to be followed by their students in speaking classes can partially contribute to the promotion of their speaking capacities. Besides, (20%) of teachers strongly agree with the statement (mentioned in the Q6).

Indeed, when the focus in implementing modeling is stressed on the speaking skill improvement, integrating ‘Audio-short stories’ in the classroom as a model of native speakers fluency and accuracy is of a great scaffold to be implemented. Diagram (03) indicates that (40%) of teachers present this scaffold in the classroom. ‘Audio-short stories’ activity allows

Discussion of the Findings

students to learn the correct pronunciation of the target language through listening to short stories told by native like or native speakers. The stories are to be written and spoken at the same time, in which it improves not only their pronunciation but their spelling as well.

Furthermore, teachers as instructors are supposed to prepare different tasks that scaffold their students to develop their communicative competence. Teaching a foreign language is not only about students' knowledge of the of language grammar, vocabulary and pronunciation, but the most important thing is how to use the target language in different situations. Stressing the 'Role play' activity in the classroom provides students with opportunities to use the TL in different contexts, in which "Text Representation", a scaffolding strategy is involved. Focusing on the results shown in diagram (03), the role play activity is used by all the teachers of the speaking module (100%). Teachers implement this activity by providing students with concrete information and clear role descriptions so that they could play their roles with confidence; each one gets his own role to be presented orally in the classroom. Once the role play has finished, students are asked to give their opinion about it and teachers welcome their comments, aiming at discussing what has happened in the role play and what they have learned. Teachers' feedback is to be the last step. They should not interrupt their students while playing the role, but at the end, before correcting students' mistakes, they start by giving them a positive feedback.

Additionally, the "Text Representation" strategy can also be applied by stressing 'talk-show interview' activity, where students work in pairs or in threes experiencing what it is like being the host of a talk show or being the guest answering questions in front of an audience. More than a half of the respondents (60%) have selected "Talk show interview" as the most

Discussion of the Findings

stressed scaffold. In this task, the questions and responses are to be prepared by students according to the type of talk show they like (political, medical, comedic...etc), then teachers provide them only with some hints and cues. This activity allows students think of the appropriate use of words and expressions and motivate them to speak freely and raises also their degree of self-confidence.

As a result, it is implied that 'Text representation' strategy is such a crucial scaffold that develops students' communicative competence. (Ajayi, 2014) explains "...It is applied to construct a deeper sense of meaning in the process of learning and to improve students' language knowledge." In other words, this technique allows students to experience new things, extend their knowledge and develop their Meta cognition. Morin (2014) explains: "Meta-cognition involves thinking and reflecting before, during, and after a learning task and it starts when students think about the strategies they will use to perform a task". While stressing role play activity in the classroom, students, in order to perform their role appropriately, they read first about the different roles involved in the text, try to put themselves in the context, compare between the roles and attempt to think the way they should think while performing the play, in which that develops their imagination and creativity.

Indeed, "Developing-Meta Cognition" is another scaffolding strategy which is often defined as a process of "thinking about thinking"; teachers provide tasks where students review their own thinking of a specific concept, spot their strengths and weaknesses, then extend their current knowledge by their own. As stated by Walqui (2006), "In teaching target language, the teacher has to be able to develop learners' thinking skills, thus they could become more independent language users." It is then up to teachers to provide students with activities which develop their cognitive abilities. 'Developing Meta cognition' involves

Discussion of the Findings

planning, monitoring and reviewing. That is, before doing the given task, students need to set goals and plans of what to do. During the performance of the task, they need teachers' guidance to know if they are in the right line, and finally after completing the task, students should reflect on what went well and what they would do differently next time. Thus, 'Developing Meta cognition' Strategy scaffolds students to become gradually independent learners and self-regulators.

In addition, 'Information Gap' is another useful activity in a way that it allows students to get involved in the classroom to interact, looking for the missing information in which each one adds a new knowledge to the existing one and their variation of information that they possess are to be exchanged between them by working in groups. Tharp and Gallimore (1988:108) define bridging as: "the weaving of new information into existing mental structures." Thus, while stressing information gap in the classroom, 'Bridging' technique is applied between students. (60%) of the respondents have spotted 'Information Gap' as the most stressed one in the classroom. In this activity, one student can remind his classmate of information already learned. As well as they can exchange new information between them. Some students can experience something where they learnt a piece of information that some others didn't experience it, but they know something else that those do not know. Therefore, they feel they enrich their knowledge between them without teachers' involvement, in which it rises their degree of self-confidence and motivates them to express their ideas freely.

Regarding the ZPD theory, the main emphasis is on the active position of both learners and teachers; that is, students are to be involved in the classroom being active learners more than passive. Brainstorming is one of the scaffolds which permit students to express their

Discussion of the Findings

ideas spontaneously without getting criticized or judged. As it is indicated in diagram (3), half of teachers (50%) apply brainstorming in the classroom; that is they implement 'Schema Building' strategy. Before asking students to produce ideas in a limited period of time, teachers build scaffolds on the students existing knowledge through using schemas, such as mind mapping. Teachers use mind mapping in order to provide them with some clues about the relationship between the known concepts and the new ones to be discussed or learned. Besides, teachers can as well scaffold their students to get involved in the classroom through contextualization by providing context which is closer to the students' world experience; such as 'storytelling' activity which concerns asking students to tell on their own words a story that they have already experienced or heard about, adding new acts from their imagination and creativity. Only (20%) of the respondents selected 'storytelling' task as the oral scaffold stressed in the classroom. In fact, as it is said by some interviewed teachers; 'Contextualization' strategy is preferable to be applied by using pictures, videos and more authentic materials.

Therefore, the results of diagram (03) answer the second question of our research study and strongly support the hypothesis mentioned in the general introduction which states 'Bridging, information gap, Contextualization, Schema Building, Text Representation, Developing Meta cognition and modeling' as the most implemented scaffolding techniques. The 'modeling' is partly supported since it is implemented by less than half of teachers. Concerning contextualization, even though teachers are not really opt for 'storytelling' activity, they asserted in the interview that they implement 'Contextualization' in another way and that will be discussed in details in the second part of this chapter.

Discussion of the Findings

Furthermore, through applying the ZPD theory in teaching, teachers should first know their students' current level, cognitive abilities and needs; that is, to locate their students' ZPD in order to proceed in scaffolding effectively, and more importantly, is to know the appropriate moment to remove the scaffolding. From the results of table (05), it is noticeable that half of the teachers (5) remove the scaffolding at the moment their students become able to work again and again independently, and (4) of the respondents asserted that they remove it when they see their students understand the concepts taught. (01) Teacher has chosen the third proposition which states that the right moment to remove the scaffolding is when it becomes unnecessary and inappropriate. In fact, Teachers' scaffolding is a temporary assistance and help provided to students allowing them to promote their abilities independently.

Section Three: Teachers' Attitudes toward the Implementation of Scaffolding to Develop their Students' Speaking Abilities

From the results demonstrated in table (06), the majority of teachers (90%) confirmed that scaffolding reduces some students' oral problems. As it is clearly shown in diagram (04) regarding linguistic and psychological problems, most of the teachers (80%) asserted that scaffolding does not only reduce the students' linguistic problems but it also decreases students' hesitation and increases their self-confidence. In which the hypothesis of the third question mentioned in the general introduction is confirmed. Besides, only one teacher put emphasis on the linguistic problem as the major one reduced through scaffolding. In fact, through the oral practices and guidance provided in the classroom, students' linguistic knowledge will be spontaneously and automatically improved. Additionally, when teachers provide support and assistance to their students to accomplish a challengeable task, students get beyond their fear as well anxiety and express their ideas freely; they become active

Discussion of the Findings

learners as well as self-confident. Hence, teachers' support and guidance plays a crucial role in overcoming students' oral problems. The findings of diagram (05) indicate that more than half of the respondents (60%) assumed that it is important to guide students to overcome their learning difficulties. (30%) of teachers asserted that teachers guidance and support is necessary and (10%) selected teachers' guidance as a very important step to be done. None of the teachers have answered unfavorably (not important) to the question.

Therefore, scaffolding benefits students in many ways. Diagram (06) which is concerned with the benefits of scaffolding in improving students' speaking capacities denotes that all the teachers (100%) opted for the second proposition which states that scaffolding develops students' communicative competence. Besides, it is revealed that the majority of teachers (80%) agreed that scaffolding promotes students' creativity and motivates them to interact freely. *"Motivation has always been central to teach scaffolds."*(Wood et al, 1976) Students' motivation goes hand in hand with scaffolding, in which it decreases their inhibition and raises their self-confidence. The latter is affirmed by more than half of the respondents(60%).As well as, it is assumed by half of teachers (50%) that scaffolding helps students to get more focused in speaking, another half of teachers (50%) has chosen the proposition (D) which states that scaffolding allows students to share and cooperate one another. Thus, all of the proposed benefits had been selected by more than (50%) of the respondents, which implies that they all agree that scaffolding is beneficial for students in many ways.

More explicitly, scaffolding is of a high importance for both students and their teachers. Through its implementation, teachers build a kind of affective relationships with their students which pave the way for a better understanding of their lacks and needs. Indeed,

Discussion of the Findings

establishing such relationships between the teacher and students leads to create an atmosphere where the teaching and learning process takes place effectively. Besides, to feel at ease with the teachers means to be motivated to get involved to learn new things. That is, teachers' scaffolding in general allows students to surpass their ambiguities and reach their objectives by communication and interaction, which are considered as the key to a good mastery of language skills in general and precisely the speaking skill.

I. Discussion of Teachers' Interview

From the data gathered from the interview, all the teachers of the speaking module (05) asserted that they do assess their students' capacities before beginning the program in order to locate their ZPD and to know the appropriate method to apply in the classroom; this is what vygotsky called 'Dynamic assessment'. In fact, the purpose of assessing students' ZPD is building new skills on the students' existing ones through instructors' scaffolding and assistance.

It is important to state that our interview is semi structured; we have added some questions according to teachers' responses. After getting the answer of the first question, another question has been added which is as follows: "Do you add new content to the official program?" *"According to Vygotsky, for the curriculum to be developmentally appropriate, the teacher must plan activities that encompass not only what children are capable of doing on their own but what they can learn with the help of others"* (Karpov and Haywood, 1998). That is to say, to design an appropriate curriculum is to provide students with contents beyond their current capacities and with the needed learning materials. Thus, teachers should provide students with efficient knowledge that allows them to promote their current abilities. Two teachers assumed that they do not only add new concepts, but they completely change the

Discussion of the Findings

program aiming at fitting students' needs and lacks. Other teachers asserted that according to their students' level, they add some points but still related to the actual program.

Furthermore, Students usually face some problems and difficulties while speaking, in which that can be a barrier to the promotion of their oral abilities. Ur (1996) suggests some factors that cause difficulty in speaking namely *'Inhibition, Nothing to say(no motive), Low or uneven participation (only some students are involved in the classroom) and Mother tongue use.'* From the teachers' answers, it is revealed that they strongly support the first hypothesis of the research study which states that students encounter both linguistic and psychological problems. The latter is due to shyness, anxiety and lack of self-confidence; it is asserted that students generally fear of being misunderstood and criticized in front of their classmates. The former is caused by students' poor vocabulary, grammar and pronunciation background knowledge; that is, they tend to face difficulties in choosing appropriate words for a given context because they lack vocabulary, they tend to have also a problem with the correct morphological combination, as well sentence patterns and types. As one teacher illustrated a grammatical mistake made by one of her students as an example: *"one of my students used the pronoun 'she' to refer to 'Paris'."* In fact, this kind of mistakes can be made due to students' tendency of using mother tongue in the classroom, in which that lead them to follow the same grammatical structure and rules of the mother tongue language.

Subsequently, we have added the following question "How do you manage overcoming your students' learning difficulties?" Davies and Pearse (2000: 82) suggest: Try to create a relaxed atmosphere in your classes so that most learners are not frightened of speaking in front of the class. And do as many speaking activities as possible in pairs and groups so that the learners can speak English without the rest of the class listening. All of the

Discussion of the Findings

teachers asserted that they opt for the discussion with their students about context that are out of the classroom context in order to make them at ease, feel relaxed, decrease their inhibition and motivate them to express themselves freely; they sometimes as well try to attract their attention by telling them jokes. Teachers declared that they also tend to provide students with exposés to be prepared at home choosing free topics which will be presented individually the next session.

Moreover, they affirmed the importance of working in groups in overcoming students' learning difficulties saying: when allowing students work in pairs or in groups in a way that each one is going to speak, that in the one hand let them feel they are all equal and raise their degree of self-confidence. In the other hand, they share and exchange linguistic knowledge between them and get habituated to speak only in English even with their classmates. Dixon krauss (1996:18) explains: *"From Vygotskian perspective, the teachers' role is mediating the child's (i.e. learner's) learning activity as they share knowledge through social interaction."* Group works play a crucial role in raising students' self-confidence and encouraging them interact freely. Besides, it is asserted by one teacher that it is also important not to allow students laugh of their classmates' mistakes. In addition, teachers correction should not distract students' speech, they should not correct students' mispronunciation for instance while they speak.

In addition, the majority of teachers confirmed that in order to raise students' level, they do design challengeable tasks that cannot be done without teachers' help or scaffolding. One teacher said, *"Students need much more contextualization to practice those difficult tasks, because language items cannot be learnt in isolation so, I always try to put everything in real and meaningful context."* Hence, 'Contextualization' is such an important strategy that

Discussion of the Findings

scaffolds more learners to promote their speaking abilities. As cited in (Kriti Khare, ‘Contextualizing learning using scaffolding’) “Scaffolding is one such process that allows the students to work in a contextualized setting and solve problems while focusing on building the associated skill.” Teachers then scaffold their students to interact freely by providing them with contexts which are closer to their world experience using authentic materials. From the recorded data, it is declared that in the case of our department, there is a lack of the needed means and materials for the speaking classes. Sometimes, even some materials are brought by students when dealing mainly with ‘Contextualization’ and ‘Text Representation’ strategies.

The majority of the interviewed teachers assumed that they implement contextualization using other tasks apart from the ‘storytelling’ activity which got only (20%) in data collected from the questionnaire (see diagram 03); such as subtitled videos, in which students before watching the video with subtitles, the teacher allows them try to guess first the concept of the video, understand and assimilate the new terms. Afterward, students will be able to see the difference between their vocabulary, grammar and pronunciation knowledge before and after watching the subtitled video. They also assumed that sometimes due to the lack of materials they implement contextualization just through allowing students to choose topics they are interested in according to their real world and life experience.

Furthermore, in order to make students more focused when speaking, at the beginning of the session, before introducing new concepts to them, teachers should remind them what they have already learned or start by assessing their prior knowledge and understanding. It is revealed that this strategy is implemented by all the teachers of the speaking module (100%). It is declared by three teachers that they do assess students’ prior knowledge at the beginning of each session before moving to new concepts so that to make sure that they have understood

Discussion of the Findings

the previous lesson and are ready to add new knowledge to the prior one. Others assumed that they start the speaking session by a brief reminding of the previous taught concepts. Indeed, the teacher should be the bridge that helps students to reach a new skill; that is adding new information to their existing one technically and step by step so that to assimilate the details easily later. Moreover, (60%) of the teachers asserted that before introducing to students the ‘to be discussed concepts’, they opt for ‘mind mapping’ in order to help students to see the relationship and differences between different notions, which reveals teachers’ application of ‘schema building’ strategy. The latter provides students with an ability to distinguish between central and peripheral information, compare and contrast between various concepts. It is defined as “*a process of organizing learners’ knowledge and understanding*” Walqui, (2006). That is, ‘Schema building’ strategy is giving students an overview or outline of the parts of the lesson to be memorized before teaching the details; that is, building detailed items on the basic and simplified ones.

Nevertheless, regarding the ‘modeling’ technique, it is declared by one teacher “*I think this strategy is for kids, not for the high level students because they can do it on their own; for example watching native speakers’ videos at home.*” In fact, the ‘model’ of the desired outcomes can be a set of clear examples, videos, pictures or the teacher himself that students follow in order to extend their knowledge and understanding. ‘Modeling’ has not received much importance, only (20%) of the teachers who opt for it in the classroom. When implementing modeling in the classroom, is not just allowing students to watch or hear the model without any practice, but there is teachers’ guidance which is vital in scaffolding and in handling students’ speaking difficulties.

Discussion of the Findings

“The purpose of modeling is to develop content understanding and later learners could modify the tasks into their personal use” Walqui (2006). Modeling is to be used in order to make students more focused and to scaffold them to promote their cognitive abilities on their own, once they understand what to do in a given task, the scaffolding will be removed. Some teachers declared that scaffolding is necessary in teaching; they cannot totally remove it, but reduce it and keeping their guidance. Other teachers asserted that scaffolding is temporary so it is to be implemented only to some extent, when they notice students’ participation and involvement in the classroom which means that they have understood, teachers do remove the scaffolding and letting them develop their understanding independently. *“As the learner’s knowledge and learning competency increases, the educator gradually reduces the supports provided”* (Ellis, Larkin, Worthington, n.d) ; that is, teachers offer progressively less assistance and scaffolds to students when they start mastering the new knowledge.

Moreover, according to the data collected from the interview, it is implied that ‘Developing-meta cognition technique is involved in all the scaffolding strategies; that is to say, teachers, through their scaffolding, allow students to review their own thinking and understanding ,then identify the appropriate way to extend and develop their knowledge by their own. *“Meta cognitive development is ensuring that students choose strategies consciously for each activity and evaluating their choices and future choices based on results.”* Walqui (2006:177). In other words, teachers provide students with oral scaffolding activities that enable them to spot their weaknesses and strengths, in which it helps them to build new scaffolds on the given ones, that is; developing their Meta cognition. Indeed, as it is previously mentioned, Scaffolding is the application of the ‘ZPD’. So, the essential gist in

Discussion of the Findings

scaffolding is locating students' current level aiming at developing their cognitive abilities accordingly.

According to Vygotsky's theory, teachers apply the ZPD theory by providing appropriate scaffold according to each student's needs and interests in which it allows and promotes them reach a higher level. However, the implementation of individualized scaffolds in a classroom with a large number of students would be challenging and time consuming. Besides, if they assess their students' level collectively, it would be easy to misjudge students' ZPD as well. It is asserted that some teachers face some difficulties in implementing scaffolding due to the lack of time. In fact the 'speaking' module needs more than two sessions per a week, because students need to practice the language orally in order to easily assimilate and memorize the theoretical framework of the language learnt, mainly grammar and phonetics rules.

Furthermore, in order to implement scaffolding appropriately, teachers should be well trained before proceeding in scaffolding; For instance, When applying the "Bridging" technique, teachers' role is to extend students' knowledge step by step; that is to be done through a brief reminding of students' prior knowledge, then allowing them to add new information to it on their own through stressing an appropriate task; such as 'Information Gap' activity where students work in groups or in pairs in order to find the missing information. In this activity, each student possesses a knowledge the other one does not. So, when they share and exchange knowledge between them, they add new information to the existing one.

Discussion of the Findings

Regarding time management in applying scaffolding strategies, teachers assumed that they manage their time by organizing themselves; that is, at the very beginning of the session, they inform their students the limited timing they have to accomplish a given task. As a result, they notice students become more dynamic and active trying to finish at time. As well as, it is claimed that implementing scaffolding techniques is not an easy task to do, teachers should not implement scaffolding randomly, but they should know how it occurs, when and with whom it should be applied. In fact, teachers should know the appropriate scaffolds which match the divers learning and communication styles of students in a way that promote their speaking capacities.

One of the interviewed teachers declared *“in our department, students are all the generation of technology, we don’t face the diversity of learning styles”* which implies that all students like learning through visual and audio aids; that is to say, they opt for communicative learning style. It is assumed as well, although there is no generation diversity in the department of English at MMUTO, teachers believe that students have different learning styles, it is up to teacher flexibility in varying methods of teaching to attract students’ attention and hinder their boredom. Scaffolding techniques can differ from one activity to another, in which each student’s learning style can be applied. In addition, it is asserted by all teachers that teaching and learning process cannot be effective without scaffolding, especially when teaching the speaking module. That is to say, teachers have positive attitudes towards the implementation of scaffolding regarding the speaking module in which the third question of our research study is answered and its hypothesis is confirmed.

Indeed, in our research study, there are some potential limitations that should be mentioned. Due to the lockdown that lasted for five months, we proceed in researching with a

Discussion of the Findings

limited methodology; that is data collection instruments were limited only to a questionnaire and an interview, noting that it was expected to conduct a classroom observation as a third data collection tool. In addition, with the limited access to the respondents, we have chosen a census of ten participants rather than a sample. However, these limitations have not undermined the quality of our dissertation since all the research questions have been appropriately answered regarding the results gathered.

- **Conclusion**

The discussion of the data obtained from the questionnaire and the interview answered the fundamental research questions and confirmed the hypotheses. The first research question about students' speaking difficulties, its hypothesis states both of the linguistic and psychological oral problems is confirmed. Besides, The most implemented scaffolding strategies in the speaking classes have been identified confirming the second research questions' hypothesis; In the t hypothesis, the strategies which have been suggested namely; Modeling, Bridging, contextualization, schema building, text representation and Developing Meta cognition are confirmed. The modeling strategy has been partially supported apart from the other techniques. In addition, the role of scaffolding in reducing students' oral problems has been explained supporting the hypothesis of the third research question which denotes that scaffolding develops students' oral capacities. Finally, the data confirmed the teachers' positive attitudes towards the implementation of scaffolding in the speaking classes answering the fourth research question and confirming its hypothesis.

General Conclusion

General Conclusion

The present study has investigated teachers' implementation of scaffolding techniques in the Department of English at Mouloud Mammeri University of Tizi-ouzou, aiming at determining its importance and role in promoting first-year students' speaking skill. Moreover, it has attempted to identify teachers' attitudes towards scaffolding as a technique to reduce the students' speaking problems.

For the sake of answering the advanced research questions and confirming or refuting the suggested hypotheses in the General Introduction, a mixed method approach has been used. Both of the quantitative and qualitative methods have been adopted in order to analyze the data collected. Indeed, regarding the instruments used in our research, it was limited to a questionnaire and an interview; a classroom observation has been canceled. Cohen et al. (2000: 396) explain: "The distinctive feature of observation as a research process is that it offers an investigator the opportunity to gather 'live' data from naturally occurring social situations. In this way, the researcher can look directly at what is taking place in situation rather than relying on second-hand accounts."

In fact, although we have not adopted the classroom observation, a semi-structured interview has been deliberately designed to teachers so that to get more details and deeper information. Thus, the findings collected from the two used instruments in our research have provided the needed data. Ten teachers of the speaking module have been selected to fulfill the questionnaire, and five of them have cooperated as interviewees. In order to analyze the quantitative data gathered from the questionnaire, a rule of three has been implemented. In addition, a qualitative content analysis method has been used to examine the data collected from the open-ended questions of the interview designed to teachers.

The discussion of the results of the questionnaire and the interview has provided answers to the fundamental research questions. The results revealed that teachers in the Department of English at MMUTO help students to overcome the speaking difficulties they usually encounter while practicing the English language orally; namely the linguistic and psychological problems suggested in the hypothesis of the first research question. Besides, teachers proceed in solving those problems by applying a set of scaffolding techniques as it is stated that ‘Bridging, Text representation, Schema building, Contextualization and Developing Meta cognition’ as the most implemented ones, confirming the second research hypothesis. It is shown as well that the ‘modeling’ strategy is implemented by less than half of teachers, in which the third hypothesis of the question is partially supported. In addition, teacher sopt for these strategies in order to scaffold students to accomplish challengeable tasks that are beyond their current capacities, in which the suggested hypothesis of the third research question which states that ‘scaffolding challenges students to do things they have not been able to do before on their own in a way that it does not only improve their linguistic knowledge, but it rises their self confidence and regulation as well’ is confirmed.

Indeed, the findings have been interpreted regarding the Zone of proximal development, Vygotsky’s theory of scaffolding, which is to be applied through providing students with tasks that are beyond their current abilities. The latter should be already determined through assessing students’ ZPD; that is, to know what tasks they can accomplish independently without any assistance and what they can do with teachers’ temporary help, aiming at scaffolding them to reach higher level by their own. In addition, it is affirmed by teachers that scaffolding contributes to students’ promotion of their abilities in

General Conclusion

a way that it improves not only their linguistic knowledge but also raises their self-confidence which confirms as well the hypothesis of the third research question previously mentioned.

The scaffolds provided to students enable them to be more focused when speaking, in which that develops their communicative competence and creativity, that is, it allows them to interact freely, cooperate with one another and go beyond their anxiety and shyness. Hence, teachers have positive attitudes towards scaffolding, as it is declared that it is an effective method to be implemented in speaking sessions.

Furthermore, some suggestions for further research have been recommended for better promotion of students' speaking skill. Indeed, teachers are required to use authentic materials with their learners during the oral classes. For instance, teachers are recommended to use songs, subtitled videos and games that motivate students to promote their fluency and accuracy. Besides, teachers should provide topics that students are interested in so that to let them speak freely and increase their talking time, that is to say, making them more active and involved in the classroom. In addition, teachers should be creative in teaching the speaking module in order to fit students' learning styles; such as, choosing stories students may appreciate so that they will always be interested and enthusiastic when learning English. Additionally, teachers should pay attention to the way they correct their students' speaking mistakes, that is, not to interrupt them while speaking, allowing them carry on talking despite their errors and correct them at the end of their speech.

To conclude, Scaffolding is a useful method that helps students to develop their speaking abilities. Thus, it is up to teachers to use the appropriate oral scaffolds that correspond to students' needs and interests. Hopefully, our work will open new perspectives for further researchers regarding Vygotsky's theory of scaffolding; zone of proximal development and its implementation for the enhancement of the students' speaking skill.

Bibliography

Bibliography:

- Alwahibee, K.M. (2019) The Impact of Scaffolding Techniques in Saudi English Language Learners' Speaking Abilities. *International Journal of English Linguistics*. 9 (2) [Online]. Available from: <https://doi.org/10.5539/ijel.v9n5p37> [Last accessed: September,16,2020]
- Amru, B. A. (2016) Storytelling to Improve Speaking Skills. *English Education Journal (EEJ)*. 7(2), 194-205.
- Aleb, S. (2016) An Exploration into the Linguistic Difficulties and its Effects on EFL Learners' Speaking Production. *Master Dissertation*, Mohammed Khaydhar University: Biskra.
- Afrei.Z. (2016) Enhancing Speaking Abilities through Intervening Scaffolding Strategies. *Theory and Practice in Language Studies*. 6(11), 2191-2195.
- Al Eissa, A. (2017) The Impact of Scaffolding Strategies in Enhancing Reading Comprehension Skills of University Students in a Saudi Context. *International Journal of Linguistics*. 9 (5). [online] Available from: <https://doi.org/10.5296/ijl.v9i5.11798>. [Last accessed: July25, 2020].
- Al Hosni, S. (2014) Speaking Difficulties Encountered by Yong EFL Learners. *International Journal on Studies in English Language and Literature*. 2(6), 2347-3134.
- Bernice, M. (2017) Scaffolding Strategies for English Language Learners, *Doctoral Dissertation*, Fodham University: NewYork.
- Bygate, M. (1987) Speaking. In: Candlin, C.N. and Widdowson, H.G. (eds.) *Language Teaching: A Scheme for Teacher Education*. New York, Oxford University Press, pp.3-113.
- Baouane, A. Arab,M (2018) In-Class debates in Improving EFL Learners' Speaking Skill: The Case of Third Year Students in the Department of English at MMUTO, *Master Dissertation*, Mouloud Mameri University: Tizi-Ouzou.

- Carsten,A.(2016) Designing Linguistically Flexible Scaffolding For Subject-Specific Academic Literacy Interventions. *Per Linguam* 22(3), 1-12.
- Diab,S. (2016). The Role of Faulty Instructional Methods in Lybian EFL Learners' Speaking Difficulties. International Conference on Teaching and Learning English as an Additional Language, GlobELT, 14-17 April 2016, Antalya, Turkey. In *Social and Behavioral Sciences*. (232), 338 – 345.
- Effendi, M.S. et.al (2017) A Study on Grammar Teaching at an English Education Department in an EFL Context. *International Journal on Studies in English Language and Literature (IJSELL)*. 5(2), 42-46. [Online]. Available from: <http://dx.doi.org/10.20431/2347-3134.0501005> [Last Accessed: December5th,2020]
- Fithri, U.K. (2012) Improving Students' Speaking Skill Using Scaffolding Strategy, *PhD*, Department of English, Sebelas Maret University: Surakarta.
- Goh, C. C.M. (2017) Research into practice: Scaffolding Learning Processes to Improve Speaking performance. *Language Teaching*. 50(2), 247-260.
- Gonulal, T and Loewen, S. (2018) *Scaffolding Technique*. [On line] Available from: https://www.researchgate.net/publication/322751945_Scaffolding_Technique [Last accessed: Decembre3rd, 2020.]
- Hanifia, A. (2019) Teachers' Strategies in Providing Scaffolding in English for Young Learners Classroom, *Master Dissertation*, Universitas Pendidikan Indonesia Bandung: Indonesia.
- Harraqi, M. (2017) Review of Aida Walqui's Scaffolding Instruction for English Language Learners: A Conceptual Framework. *American Journal of Art and Design*. 2 (3), 84-88.
- Hammour, N. Ould ouali,L. (2018) Investigating the Teaching Techniques to Integrate Shy Students in Classroom Interaction: The Case of First Year BMD Students in the Department of English at MMUTO, *Master Dissertation*, Mouloud Mamari University: Tizi-Ouzou.

- Hilliard, A. (2014) Spoken Grammar and Its Role in the English Language Classroom, *English Teaching Forum*. 52 (4), 2-13.
- How to improve Meta Cognition in the Classroom [Online]. Available from: www.innerdrive.co.uk/improve-metacognition/ [Last accessed: October13, 2020]
- Jondeya, R. S. (2011) The Effectiveness of Using Information Gap on Developing Speaking Skills for the English Graders in Gaza Governorate Schools, 'Magister Dissertation', Al Azhar University: Gaza.
- Kayi, H. (2006) Teaching Speaking: Activities to Promote Speaking in a Second Language. *The Internet TESL Journal*. 12(11), 1-6.
- Kouicem, K. Saadi, H. (2010) The Effect of Classroom Interaction on Developing the Learner's Speaking Skill. The case of third year LMD students of English at Constantine University, *Master Dissertation*, Mentouri University: Constantine.
- Maximilian, B. (2014) *The Role of Contextualization in Teaching and Learning English*. [Seminar] Linguistic and Teaching English. Grade 02, University of Wurzburg, Neuphilologisches Institut: Germany.
- Mc Kenzie, J. (2000) *Beyond Technology: Questioning, Research and the Information Literate School*. Available from: <https://www.researchgate.net/publication/234618110> [Last accessed: October13, 2020]
- McLeod, S. (2019) *What is the Zone of Proximal Development? Simply Psychology: Psychology*. Available from: www.simplypsychology.org/Zone-of-Proximal-Development. [Last accessed: September25, 2020]
- Nunan, D. Wong,L.L.C. (2011) The Learning Styles and Strategies of Effective Language Learner. *System*. 39(2), 144-164. Available from: <https://www.sciencedirect.com/journal/system/vol/39/issue/2> [Last accessed: November 3rd, 2010]

- Natsir,R.Y. (2016) Improving Students’ Speaking Ability by Using Synchronous Communication Strategy. *Exposure Journal* 130. 5(2),1-24.
- Pourhossein, A. G. (2016) English Pronunciation Instruction: A Literature Review. *International Journal of Research in English Education*. 1(1), 1-6. [Online]. Available from: <http://ijreeonline.com/article-1-21-en.pdf> [Last accessed: August28,2020]
- Puntambikar, S and Hubscher, R. (2002) Scaffolding in Complex Learning Environment: What we have gained and what we have missed. *Educational Psychologist*. 40(1), 1-12.
- Qureshi, I. A. (2015) The Importance Speaking Skills for EFL Learners, *Master Dissertation*, Department of English, Alama Iqbal Open University: Pakistan [Online]. Available from: <https://docplayer.net/21201392-The-importance-of-speaking-skills-for-efl-learners.html> [Last accessed: September14,2020]
- Rachel.R. (2002). “*Scaffolding as a Teaching Strategy*” [Online]. Available from: <http://ateachingpath1.weebly.com>. [Last accessed: October13, 2020]
- Rokni,J.A. (2013) The Effect of Listening to Audio stories or Pronunciation of EFL Learners. Golestan University: Iran.
- Renny Dwi, N. (2018) The Use of Storytelling Technique to Improve Students’ Speaking Skills of Grade VIII in SMPIT Al Khayraat. *English Language Teaching Journal*. 7(3), 185-194.
- Shabani,K. Khatib,M & Ebadi,S (2010) Vygotsky’s Zone of Proximal Development: Instructional Implications and Teachers’ Professional Development. *English Language Teaching*. 3(4), 237-248.
- Shima,G. (2014) Investigating the Effects of Story Retelling Technique as a Closed Task vs. Story-Completion as an Open Task on EFL Learners’ Speaking. *International journal of English and Education*. 3(3), 17-25.

- Srihandayani, T. Marlina, L. (2019) Using Brainstorming Technique in Speaking Activity for Senior High School Students. ' *Journal of English Language Teaching*. 8(1), 22-32.
 - Tomlinson, B. (2001) Materials Development. In: Richards, J.C. (2008) *Teaching Listening and Speaking From Theory to Practice*. Portfolio. Cambridge: London, SEAMEO, pp.269-278.
 - Topiciu, M and Myfliu, J. (2015) Vygotsky Theory on Social Interaction and its Influence on the Development of Pre-school Children. *European Journal of Social Sciences*. 2 (3), 172-179. [Online]. Available from: <http://dx.doi.org/10.26417/ejser.v4i1.p172-179> [Last Accessed: December 3rd,2020]
 - Trif, L. (2015) Training Models of Social Constructivism. Teaching Based on Developing a scaffold. *Procedia-Social and Behavioral Sciences*.180, 978-983.
- Turuk,M.C. (2008) The Relevance and Implication of Vygotsky's Socio cultural Theory in the Second Language Classroom. *ARECLS*. 5, 244-262.
- Verenikina, I. M. (2003) *Vygotsky's Socio-Cultural Theory and the Zone of Proximal Development* [Online]. Available from: <https://ro.uow.edu.au/sspapers/3201> [Last accessed: June20, 2020]
 - Wilson,K. (2014) Scaffolding Theory: High Challenge, high support in Academic Language and Learning (ALL) Contexts. *Journal of Academic Language and Learning*. 8(03), A91-A100.
 - Wu,W.C.V ; Marek,M and Yen, L.L. (2012) Promotion of EFL Student Motivation, confidence, and satisfaction via a learning spiral, peer-scaffolding and CMC. *International Journal of Computer-Assisted Language Learning and Teaching (IJCALLT)*. 2(4), 54-75.
 - Yeschenko, M. R. (2017). Improving Meta cognitive Awareness and Authentic Teaching Practices through Scaffolding Goal Setting and Reflective Practices with ECD Majors at the Community College Level. *Doctoral dissertation*, Duquesne University: California.

- Zia,T. Minoo,A. Kamrani,Z. (2020) Functions and Strategies of Teachers’ Discursive Scaffolding in English-medium Content-based Instruction. *Iranian Journal of Language Teaching Research*. 8(3), 1-24.
- Zyoud. M. M. (2016), “*Theoretical Perspective on How to Develop Speaking Skill among University Students*”, [Online]. Available from: https://www.researchgate.net/publication/297013831_THEORETICAL_PERSPECTIVE_ON_HOW_TO_DEVELOP_SPEAKING_SKILL_AMONG_UNIVERSITY_STUDENS [Last accessed: July14, 2020]

Appendices

Appendix 01

Teachers' Questionnaire

Dear teachers,

The present questionnaire is conducted in order to collect data regarding Teachers' scaffolding to promote their students' speaking skill. Your answers and opinions will be used only for academic purposes.

❖ *You are kindly requested to tick the appropriate box (es).*

Thank you in advance for your contribution!

Section One: Teachers' Profile

1. Would you mention your academic degree?

- BA (Licence) ☐
- MA (Master/ Magister) ☐
- PHD (Doctorate) ☐

2. Please, what is your experience in teaching?

- One year ☐ - Two years ☐ - Three Years ☐
- Four years ☐ - Five years ☐ - More than Five years ☐
- Ten years ☐ - More than ten years ☐

Section Two: The Implementation of Scaffolding in Speaking Sessions

1. How often do you help your students to understand the difficult concepts you introduce in the speaking sessions?

Always ☐ Sometimes ☐ Often ☐ Rarely ☐ Never ☐

2. Before introducing new concepts, do you remind your students of what they have already learnt?

Yes ☐ No ☐

3. Do you provide tasks to be practiced :

Individually? ☐ In groups? ☐

4. How far do you agree with the following statement: “students’ speaking capacities can be improved by watching what the model does”?

- Strongly agree ☐
- Agree ☐
- Partially agree ☐
- Disagree ☐
- Strongly disagree ☐

5. What are the oral scaffolds (tasks) do you stress in the classroom?

-Audio short stories ☐ -Brainstorming ☐ -Storytelling ☐
-Role Play ☐ - Talk show interview ☐ -Information Gap ☐

6. I remove the scaffolding when I see that:

- A-** My students have shown understanding of the to-be-learned materials. ☐
- B-** The students have to work alone by trying again and again. ☐
- C-** The scaffolding becomes unnecessary and inappropriate. ☐

Section Three: Teachers’ Attitudes toward the Implementation of Scaffolding to develop their Students’ Speaking Abilities

1. Does scaffolding reduce some of your students’ oral problems?

Yes ☐ No ☐

➤ If yes, would you specify the problems?

A- Reducing linguistic problems (mispronouncing words, grammar mistakes, lack of vocabulary and fluency) ☐

B- Reducing psychological problems (decreasing hesitation and increasing students' self - confidence) ☐

C- Both ☐

2. How important is the teachers' guidance of their students to overcome learning difficulties?

Necessary ☐ Very Important ☐ Important ☐ Not important ☐

3. Would you mention in which way does scaffolding benefit your students in speaking?

- It helps your students to get more focused when speaking ☐

- It develops their communicative competence ☐

-It benefits them in raising their self-confidence ☐

- It allows them to share and cooperate with one another ☐

- It encourages their creativity and motivates them to interact freely ☐

Thank you for your Contribution!

Appendix 02

Teachers' Interviews

- 1.** Do you assess your students' capacities before beginning the program?
- 2.** What kind of problems (linguistic and/or psychological problems) do you notice your students usually encounter while speaking?
- 3.** Do you design tasks that can serve your students' promotion of their speaking skill out of the classroom context?
- 4.** Do you guide your students through tasks to reach instructional levels that are beyond their current levels?
- 5.** Which scaffolding strategies do you implement to help them accomplish those tasks that are beyond their current capacities (modeling, Bridging, contextualization, schema building: e.g. using mind mapping...), text representation(e.g. transforming short stories into dramas,...etc))
- 6.** What makes you recognize the suitable time to remove the scaffolding?
- 7.** Due to the presence of generation diversity, how do you manage to figure out your students' learning styles to proceed in scaffolding effectively?
- 8.** Do you find difficulties in applying scaffolding techniques?
- 9.** How do you manage your time while implementing these techniques?
- 10.** How would you consider scaffolding regarding the improvement of your students' speaking abilities? Is it effective or ineffective?