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**Investigating the Role of Teacher's Scaffolding Strategies  
in Enhancing EFL Learners' Speaking Skills  
The Case of Second Year Pupils at Middle School  
Bordj Bou Arreridj**

**Dissertation Submitted in Fulfillment of the Requirements for the Master Degree in  
Didactics**

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## **DECLARATION**

We hereby solemnly declare that the work we are going to present in this thesis “Investigating the Role of Teacher’s Scaffolding Strategies in Enhancing EFL Learners' Speaking Skills” is our original work and has not been submitted for a degree or examination at any other University. The research presented in this thesis is based on our own research and analysis, and all sources have been acknowledged appropriately. We have read and understood the regulations and guidelines controlling the submission of this thesis, and we have followed to them throughout the research. This work is to be carried out and completed Mohamed El Bachir El Ibrahimi University of Bordj Bou Arreridj, Algeria.

## **Dedication**

*Above all, my deep thanks and praises are to Allah the Almighty for granting me the patience and strength to carry out this study and to reach where I am today. Without him, this work would never be accomplished.*

*With deep love and honor, I dedicate this humble work to:*

*The soul of my Father and Grandmother who left us but they still remain in my heart, who dreamed of this special moment and wished all the time to see me graduating. May God have mercy on them and dwell them in his Jannah.*

*To my Mother who was always by my side and supported me with all her might throughout my academic journey.*

*To my Grandfather, my supporter in this life. I am really proud of being your granddaughter and I wish I could do more and more to make you happy and proud of me.*

*To my beloved sisters: Aya, Hanane and Ahlam.*

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*To all researchers who are striving to achieve their dreams. I want to tell you that the journey may seem long but you are not the only one. Keep going, do it for yourself because it is well worth it.*

***Ibtissam***

## **Dedication**

*\*In the name of Allah, the most Gracious, the most merciful\**

*I humbly dedicate this piece of work to my family, my parents especially my:  
mother who accompanied me through every step of this wonderful journey.*

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يقول النبي ﷺ "من لا يشكر الناس لا يشكر الله"

حديث صحيح

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## **Abstract**

The current research attempts to investigate the role of teachers' scaffolding strategies to enhance EFL learners' speaking skill using Walqui's strategies by identifying the different scaffolding strategies that most of the teachers utilize in the classroom during oral sessions. It is conducted at Oucham Saleh Middle School with Second year English Students. In order to achieve the aim, two data collection tools are used: a classroom observation to observe teachers and learners in a natural setting, and interviews to teachers of the speaking module. As far as data analysis is concerned, descriptive analysis is employed to analyze the qualitative data collected from classroom observation, and for the interview a Qualitative Content Analysis is used. The findings of the study have shown that the teachers implement different scaffolding strategies in the speaking module, particularly: 'Bridging, Modeling, Text representation, Contextualization, Schema building and Developing meta-cognition ', affirming that these strategies help students overcome to their speaking problems, develop their language proficiency, build their confidence, develop their meta-cognitive skills, and help them to become more effective communicators.

**Key Terminology:** Scaffolding, Scaffolding Strategies, speaking skill, Middle School, EFL Learners, Teachers of Middle School.

## **LIST OF ACRONYMS**

**EFL:** English as a Foreign Language

**FL:** Foreign Language

**ZPD:** Zone of Proximal Development

**MKO:** More Knowledgeable Other

**QCA:** Qualitative Content Analysis

**IGA:** Information Gap Activity



# TABLE OF CONTENTS

DECLARATION.....	I
Dedication 1.....	II
Dedication 2.....	III
Dedication 3.....	IV
Acknowledgments.....	V
Abstract.....	VII
List of Acronyms.....	IX
Table of Contents.....	X

## GENERAL INTRODUCTION

1. Statement of the problem.....	2
2. Aim of the study .....	3
3. Research Questions.....	4
4. Significance of the study.....	5
5. Research Methodology.....	5
6. Structure of the Dissertation.....	6

## CHAPTER I. REVIEW of the LITERATURE

Introduction.....	8
<b>Section One: Scaffolding Technique.....</b>	<b>8</b>
1.1 Definition.....	8
1.2 Zone of Proximal Development.....	9
1.2.1 The Application of the ZPD in the Classroom.....	10
1.3 Importance of Scaffolding.....	12
1.3.1 The Importance of using Scaffolding Strategies to Enhance Speaking.....	13

1.4 Scaffolding Strategies.....	14
1.4.1 Modeling.....	15
1.4.2 Contextualization.....	16
1.4.3 Bridging.....	16
1.4.4 Schema Building.....	17
1.4.5 Developing Meta-Cognition.....	17
1.4.6 Text Representation.....	18
<b>Section Two: Speaking Skill.....</b>	<b>18</b>
1.5 Definition.....	18
1.6 Importance of Speaking.....	20
1.7 Speaking Components.....	22
1.7.1 Comprehension.....	23
1.7.2 Fluency.....	24
1.7.3 Pronunciation.....	24
1.7.4 Grammar.....	25
1.7.5 Vocabulary.....	26
1.8 Speaking Activities.....	26
1.8.1 Role Play.....	27
1.8.2 Audio-Short Stories.....	27
1.8.3 Information Gap Activity.....	28
1.8.4 Story Telling.....	30
1.8.5 Brainstorming.....	30
1.8.6 The-Talk Show Interview.....	32
1.9 EFL Learners' Speaking Difficulties.....	32
1.9.1 Linguistic Difficulties.....	33

1.9.2 Psychological Difficulties.....	35
1.10 Related Studies.....	37
Conclusion.....	38

**CHAPTER II. Practical Part**

**Section One: Methodology and Design.....41**

Introduction.....	41
2.1 Research Design and Method.....	41
2.2 Research Instruments.....	42
2.3 Population and Sampling.....	43
2.4 Data Collection.....	43
2.5 Data Analysis.....	44

**Section Two: Results and Discussion.....44**

Introduction.....	44
3.1 Findings of Classroom Observation.....	45
3.1.1 Discussion of the Classroom Observation .....	48
3.2 Findings of the Teachers 'Interview .....	54
3.2.1 Discussion of the Teachers' Interview.....	55
Conclusion.....	65

**GENERAL CONCLUSION**

Limitations of the study .....	
Recommendations.....	
References.....	
Appendices.....	
Appendix 1: Teachers' Interview	

Appendix 2: Implementation of Scaffolding Strategies in the Book of Second Year Middle  
School

المخلص

***GENERAL  
INTRODUCTION***

Nowadays, the impact of globalization and the development of technology have led to radical changes in all aspects of life specially in education. The Algerian educational system, as no exception, is witnessing plenty of reforms in terms of learning, teaching methods and approaches to make the students informed of everything new as well as to help them to keep pace with modernity. As we are living in a world that is full of evolution, traditional methods became insufficient to meet the students' needs to learn. Students became demotivated due to old-fashioned methods and strategies applied by the teachers because it does not reflect and serve their interests. Besides, the teachers themselves are always in a constant pursuit to assist their students to achieve the learning process and to meet the students' needs. Thus, the shift from teacher-centered approaches to a learner-centered has received much attention in the last period. A lot of teachers switch the method from focusing only on the students to the approach that depends more on the productivity of the student through scaffolding, collaboration, communication, critical thinking and autonomy.

Scaffolding gives opportunity for both teachers and learners to work together to achieve a common goal. For teachers, scaffolding allows them to provide individualized support and guidance to learners, helping them to develop their skills and construct knowledge gradually over time. This can help to promote engagement, motivation, and achievement in the classroom. For learners, scaffolding provides an opportunity to work with a more knowledgeable other, receiving feedback, guidance, and support that can help them to develop their communication as well as meta-cognitive skills more quickly than they would be able to do on their own. By working together in this way, teachers and learners can create a supportive learning environment that promotes growth, development, and success.

# 1. Statement of the Problem

Speaking is an important skill that must be mastered by many second and foreign language learners. It is the means through which learners can communicate with others to achieve certain goals as well as to express their thoughts, feelings, opinions. Speaking is an essential skill among the four language skills, which also include listening, speaking, reading, and writing. It is a means through which learners can express their thoughts, ideas, and opinions effectively, and to engage with others in a meaningful way. It is particularly important in social and professional contexts, where effective communication is essential for building relationships, collaborating with others, and achieving common goals. In spite of its crucial importance, the majority of EFL Learners find it a challenging skill that it costs a lot of time, energy and requires great efforts that may exceed the capacities of the students which may lead the students to lose the desire to learn. This may also hamper the learning process of student, prevent the teachers from completing the curriculum and from achieving the goals that they have set.

Teachers' scaffolding is one of the techniques that plays a big role in developing the learners' oral performance and create an enjoyable and motivating zone that facilitate the process of learning and make them engaged in the classroom. Scaffolding in teaching is a process of providing learners with support and guidance to help them achieve a specific learning goal. The term "scaffolding" comes from the idea of providing a temporary structure that helps learners to build their skills and knowledge gradually, until they are able to work independently. In the context of language learning, scaffolding can involve a range of strategies, such as providing learners with visual aids, breaking down complex tasks into smaller steps, modeling language use, and providing feedback and correction. The goal of scaffolding is to help learners to build their confidence, develop their skills and knowledge, and gradually take on more responsibility for their own learning. Scaffolding can be particularly effective for learners who are struggling with a particular

concept or skill, or who are new to a language or subject area. By providing learners with the support they need to succeed, scaffolding can help to promote engagement, motivation, and achievement in the classroom.

Scaffolding was introduced by Wood, Bruner and Ross, (1976) extending Vygotsky learning theory "The Zone of Proximal Development or ZPD" through applying it in the process of teaching. ZPD 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,p.86). In other words, it is the gap between what the learner cannot do and what he can do with the help of the more knowledgeable other. In fact, many researchers have already conducted different studies in relation to the development of EFL students speaking skill. However, the implementation of scaffolding strategies effective oral scaffolds that promote EFL students' speaking has not received much attention. Thus it is worth to conduct this research to get a better understanding and gain further information and details about the topic.

## **2. Aim of the Study**

The ultimate aim of this study is to investigate the role of scaffolding techniques on improving second year EFL students' speaking skill. For this purpose, the present research seeks to identify the scaffolding strategies that are mostly used by the teachers of speaking subject. Besides, we attempt to discover the way in which they use these techniques especially through speaking activities. Lastly, the study aims to explore the role of these strategies in developing the students' speaking skill. By doing so, we would like to reach the following objectives:

- To mention and describe the scaffolding strategies used by teachers in the oral module.
- To explore the role of scaffolding strategies on EFL learners' speaking skills.



### **3. Research Questions**

The research questions that we attempt to answer through our investigation are:

**Q1.** What are the scaffolding strategies that the teachers use in the oral module and how do they Implement them?

**Q2.** To what extent scaffolding strategies can enhance students' speaking skill

### **4. Significance of the study**

Using scaffolding to develop students' ability to speak is an important study because it increases the learners' oral proficiency. Moreover, this study is important because it focuses on the techniques that the teachers use to improve their students' speaking skills. The motivation driving this research stems from the importance of speaking in EFL teaching and learning, as well as from the observation that the majority of EFL learners are frequently facing problems and difficulties when it comes to express their thoughts and ideas in an oral way.

Learning to speak English is considered to be one of the essential goals for EFL learners. However, becoming a fluent speaker is not an easy process and at the same time is not an impossible one. Any skill can be improved by practicing it; therefore, it is called "The learning process" where the students are always in need to learn new things, and this is of course can be realized if the teaching strategies are well presented and implemented. learning is a continuous operation of acquiring new knowledge, skills that boosts the learner's confidence to take on challenges as well as unveil new opportunities to find solutions to problems and this will never be granted without the instructor's guide and his important facilities. Through this investigation, novice researchers and even teachers will have different insights and further information about the different scaffolding strategies and they get a clear idea about how to implement them.

## **5. Research Methodology**

The methodological frame work is necessary in any research to answer the research questions. As it has been pointed out, this research is an attempt to show that the investigation of scaffolding strategies using by the teachers help the students to develop and enhance their speaking skill. To fulfill our aim, a qualitative descriptive design will be adopted and a case study will be followed as a research strategy. In this research, an observation and interview will be the mean through which our data will be collected. The observation will be used to examine the teacher's actual implementation of scaffolding strategies in the classroom and to explore students' reaction as well. Besides, the interview is developed for teachers to collect deeper information about their view points, and perceptions toward the use of scaffolding technique as well as the main strategies they use to develop EFL learners' speaking skill.

## **6. Structure of the Dissertation**

The current research is divided into two main chapters. It starts with a general introduction, followed by the theoretical part then the methodological part and it ends with a general conclusion. The general introduction provides the design of the dissertation. It presents the statement of the problem, aim of the study, research questions, significance of the study, in addition to the methodology. Chapter one which is the theoretical part represents a review of the literature and it is divided into two sections. The first section offers a general overview of the scaffolding technique, namely, its definitions, the theory of zone of proximal development with its applications, importance of scaffolding, scaffolding strategies and speaking activities. The second section is devoted to the speaking skill, its definitions, importance, speaking components, the speaking difficulties, some of related studies to the phenomenon and it ends with a conclusion. The second chapter which is the methodological part comprises two sections. The first one is concerned with the research methodology, population and sampling, research instruments and data collection. The

second section presents and discusses in details the data obtained. Finally, a general conclusion is shaped to cover all the items included in the study and provide the results reached.

***CHAPTER I***  
***REVIEW of the***  
***LITERATURE***

## **Introduction**

This chapter aims at providing a comprehensive review of the literature related to the topic under investigation. Accordingly, the whole chapter is divided into two sections of theoretical considerations. The first chapter discusses scaffolding definitions, ZPD theory with its application, the significance of using scaffolding strategies to enhance speaking, the most common scaffolding strategies implemented to teach this skill. The second section introduces one of the most important skills; the speaking skill. we define the speaking skill, we mention its importance, its different components and the speaking activities, we list the difficulties encountered by students while practicing the speaking skill, finally outlines different studies that has a relation to the problem under investigation and it ends with brief conclusion.

### **Section One: Scaffolding Technique**

#### **1.1 Definition**

Scaffolding is known as a strategy used by teachers to facilitate learners' transition from assisted to independent performance (Vygotsky,1978). It is a teaching approach that helps students gradually learn more difficult concepts by providing support and guidance from the more knowledgeable other. The theory of scaffolding was first introduced in the late 1950s by Jerome Bruner, a cognitive psychologist. While Scaffolding is a teaching strategy firstly developed by Lev Vygotsky. His research explains sociocultural theory and a concept of the Zone of Proximal development (ZPD).

Raymomd (2000) defined scaffolding as the role of teachers and others in supporting the learner's development and providing support to reach to the next level. Belland,2014; Kim et al.,2018, stated that scaffolding refers to the support and guidance provided by an expert individual to a novice learner to complete a task that would otherwise be too challenging to achieve, beyond the learner's unaided efforts.

Scaffolding is a process in which teachers model or demonstrate how to solve a problem, and then step back, offering support as needed. The theory is explained as, when learners are given the support they need while learning something new, they stand a better chance of using that knowledge independently. Where it was found in early research, that the way parents help their children to interact with oral production helps them make something beyond their independent effort. According to Vygotsky "...theorized that learning occurs through participation in social or culturally embedded experience. In which, Vygotsky viewed that students do not learn in isolation. Instead, learning is strongly affected by social interaction. Learning takes place in meaningful contexts where learners socially interact with the MKO, that type of comforting and safe environment significantly impacts their ways of thinking.

Chen (2016) elaborated that Vygotsky's theory is about guided participation with an adult could assist learners to develop to a higher level of language. Furthermore, based on the nature of scaffolding, many teachers use the concept of ZPD in a variety of ways in education today where they believe that more focus on collaboration and social interaction in learning and teaching could provide positive outcomes.

## **1.2 Zone of Proximal Development (ZPD)**

Socio cultural theory as ZPD is one of the key terms that was developed by Soviet psychologist and social constructivist Lev Vygotsky (1934\_1896). The Zone of Proximal Development (ZPD) refers to the difference between what a learner can do without help and what he/she can achieve, with the guidance of the more knowledgeable other. The term "proximal" refers to those skills that the learner is very close to master. Vygotsky (1978) defined the (ZPD) 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" (p.86).

In other words, the main idea behind the (ZPD) is that, a person with more knowledge has the ability to improve a learner's learning by guiding them through a task above their aptitude. As the student gains more competence, the more knowledgeable other stops the provided guidance until the learner completes the task by themselves. Vygotsky (1978) suggested that when a learner is in the (ZPD) phase for a specific task, offering the appropriate guidance will give the learner enough of encouragement to accomplish the required task. However, if the learner lacks sufficient experience, then the instructor must provide additional support and feedback based on the learner's performance. This helps them acquire new strategies and techniques.

Educators encourage teachers to focus on important components that can aid the learning process and to move easily through the Zone of Proximal Development:

- The presence of someone with knowledge and skills beyond that of the learner (more knowledgeable other).
- Social interaction with skillful tutors that allow the learner to observe and practice their skills.
- Scaffolding, and supportive activities provided by the educator, or more competent peer, to support the student as they are led through the ZPD.

### **1.2.1 The Application of ZPD in the Classroom**

The main content of ZPD is that the most knowledgeable can enhance student learning by guiding them through their learning period. And when the student becomes able to rely on himself, here the teacher gradually stops helping. This rule or strategy is known as “scaffolding”. Borblett (2012) 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.” (p. 03). New methods of learning a second language must be used (Gibbons). Before teachers begin to guide students through the necessary steps, they must first and foremost guide students to learn a concept. The most important point is to fully understand how to apply scaffolding by knowing the needs and interests of the students.

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. First, the teacher evaluates the students to find out their level and locate their ZPD, because identifying the most important concepts that have been mastered by the students makes it easier for them to determine the level. Second, when the teachers have the sequential arrangement in place, they begin directly to draw their lessons and teach new concepts by ZPD, and this is confirmed by Karpov 1998 in his saying "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". Here the main goal for educators is how to establish a sequential order in which one concept is built upon the other. Finally, teachers appropriately structure activities based on selecting appropriate scaffolding strategies to practice the concept, teachers can provide students with concepts considered in any application covered.

When students get too much scaffolding practice, the teacher will gradually remove it until they are sure they have mastered the concepts on their own. In addition, teachers should discuss from time to time topics outside the scope of the lesson to be able to support them and know their learning style and their most important interests; Lucantonio (2011), "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." (p.11)

On the other hand, students can create a ZPD for each other cooperatively and this leads them to better results together. What is important in this is taking into account the age of the student and their interest in moving forward, in scaffolding this plays an important role in choosing the most suitable method for the student. Sometimes older students always have more advantages than others. In this case, students' involvement with each other gives them the opportunity to exchange knowledge and opinions, either working in groups or pairs such as information gap activity. Walqui



(2006) states that “Social interaction has salient importance in Vygotsky’s learning theory; since social interaction precedes the development of knowledge and ability” (p.162) In other words, it is better to encourage students to work in groups so that they have different levels through which each student can add new information to his ideas, and this was confirmed by Vygotsky in his theory of successfully using ZPD, however, teachers can work individually as well.

When applying scaffolding strategies, methods and tasks can be changed from time to time to motivate students more. Gibbons (1999) pointed out « a way of operational using Vygotsky’s (1987) concept of working in the zone of proximal development. » (p.127) Diversity must be used in the use of different methods and strategies so that the student does not feel bored. Vygotsky (1987) cited in Wells (1999) 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’.” (p.314)

ZPD is very useful because it helps teachers to define a lesson plan and create an effective curriculum to be able to know students’ abilities and their new acquisitions and link them to previous concepts, by first identifying the most important difficulties that students face during the learning period by applying the scaffolding strategy.

### **1.3 Importance of Scaffolding**

The need to implement scaffolding do occur when teachers realize that a student is not progressing, as they should, on some aspect of a task or unable to understand a particular concept. Larkin (2005) states that “*Although scaffolding is often carried out between the instructor and one student, it can successfully be used for an entire class*” (p.66). Scaffolding challenges students through deep learning and discovery. It engages students in meaningful, dynamic discussions in small and large groups, motivates learners to become better learners, and propel them to take an

active role in their learning (learning how to learn). Scaffolding provides individualized instruction, where students are constantly building on prior knowledge and forming associations among new information, concepts and language acquisition.

There are two key properties of effective scaffolding in the language learning acquisition. The first one is that it has to be systematic to really work, ie: the teacher must provide the students with support that builds on their existing knowledge and experiences as they learn new skills. The second one, scaffolding is a temporary structure which offers support to access learning, which is gradually removed as the students master the assigned skills and tasks. Whereas scaffolding mainly focuses on providing temporary support and assistance, and works on constructing learners' knowledge. It is important therefore that teachers take the time to meet the new specific language learning needs of each student as they progress through their course. To do this, the best teachers, either consciously or perhaps unconsciously break down language learning into easily manageable chunks of material that builds fluency step-by-step, where teachers use different strategies to better support their students to acquire their language learning needs. Additionally, scaffolding presents opportunities for students to be successful before moving into unfamiliar territory. It enables them to learn content that would be otherwise be difficult or impossible to learn on their own.

Vygotsky' sociocultural theory is centered on the design of instruction through scaffolding, which is a process that systematically increases by promoting prior knowledge and basic tasks and building up to difficult and complex tasks. This process requires the instructor to adapt lesson material and delivery to accommodate students' current proficiency levels and incorporate SLA techniques to bridge to potential levels.

### **1.3.1 The Importance of using Scaffolding Strategies to Enhance Speaking**

An important component of language learning is that of speaking ability. Oral strategies that are referred to as communicative strategies. Mastering those strategies and that ability is crucial in the life of EFL learners, as they help them negotiate meaning where either linguistic structures

or sociolinguistic rules are not shared between a second language learner and a speaker of the target language.

One goal of a language learner may be to speak the foreign language in different oral exchanges and ultimately to be a competent speaker, with the proper use of different scaffolding strategies, that facilitate the learning process by providing the necessary support for the speaker to gain the competence needed to speak fluently. Hedge (2000) comments that:” these speaking skills come into play when learners are unable to express what they want to say because they lack the resources to do so successfully “(p,52). The use of different scaffolding strategies allow learners to build the confidence that helps them tackle more difficult tasks and situations. As students become more proficient, they desire to learn more and more about the subject. scaffolding strategies provide clear sense of direction, i.e; when students begin learn a new speaking skill, all of the necessary steps will be laid out for them in detail, thus eliminating confusion and anxiety.

Goh(2016) concluded that : “ to teach speaking is to facilitate our students’ understanding of speaking processes and scaffold their development of speaking competence in a systematic and theoretically-principled manner “(p.144) .Thus, scaffolding strategies are, then, basic patterns that should slowly but surely become consistently formed into students’ minds so that their structures start sounding more like those of native speakers and less like a translation from their native language to the target language.

#### **1.4 Scaffolding Strategies**

Walqui (2006) suggested six scaffolding strategies to be used by the teachers in assisting their learners so that they can enhance their speaking performance.

### **1.4.1 Modeling**

Modeling is the first phase of scaffolding a student knowledge, where the teacher explains and shows the new concepts. Modeling does not just fall on the teacher though; students can model for each other by trying to speak the target language more frequently. This phase emphasizes on the importance of observation and imitation that takes place from an individual's perspective through the characters portrayed through media, and how it brings a change when it comes to their behavior, knowledge, attitudes and values.

*“Most human behavior is learned observationally through modeling. From observing others, one forms an idea on how new behaviors are performed. And on later occasions this coded information serves as a guide for action “.*

(Albert Bandura,1977).

Bandura is an eminent person in the field of developmental psychology and educational psychology and that has relevance to communication which is modelling theory. In this theory, Albert Bandura stressed on the role of social learning through observation. He believes that people adopt behavior by observing others. According to Bandura, effective modeling requires attention, retention, reproduction and motivation. Various factors increase the amount of attention paid by an individual. It can be complexity, prevalence, or the functional value. Once attention is shown, comes retention to reproduction where the individual executes the activities he/she has observed. Final step is motivation, where an individual discovers a reasonable reason to imitate what he/she been observing. The teacher can also include “thinking aloud “to help students process their thoughts. which involves having students verbally brainstorm half formed ideas.

### **1.4.2 Contextualization**

Celce- Murcia and Olshtain (2000) point out 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.*” (p.11). It focus on teach concept in different real and meaningful contexts; where the teacher frontload lessons with use of relia , media and manipulation to help learners gain context for difficult content. In addition, Walqui (2006) suggests that: “lecturers should embed context-independent academic language in a sensory context” (p.13). Teachers also can scaffold their learning by using authentic material like videos, picture... This strategy helps students recognize the various uses of the oral language.

### **1.4.3 Bridging**

Also known as activating prior knowledge. Bridging is building new concepts on previous knowledge and understanding where the teacher activates students' prior knowledge before the new concept. It is important to use cultural validation and previous experiences to connect to students' prior knowledge to new learning and make sure to stem connections into new lessons. Walqui (2006) states 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 to realize that their everyday knowledge is both valued and desired.” (171)

Implementing bridging in the classroom may encourage students to connect learning to their own lives and sharing with others, in order to develop and enhance 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”. Moreover, teachers scaffold their learners by reminding them what they learned before, assessing students' previous knowledge, after that helping them find new concepts and fit them into their brains. By associating new information with prior knowledge, it can help to

facilitate the learning process, through collecting information and sharing experience they creating and developing a personal link.

#### **1.4.4 Schema Building**

A schema is the basic unit of cognition used in learning new information, as it depends on repeated actions which will later developed. Also focus on the retention of knowledge gained through various experiences.

Walqui (2006), cited in Hanifia (2019) defines ‘Schema Building’ as ‘a process of organizing learners’ knowledge and understanding.’ This definition shows that the teachers need to support their students by presenting a broad knowledge before presenting them with different new concepts, they can use “mind mapping, graphic organizers, and drawing...”as a support” (p.86). This strategy helps understand how things work, how organize knowledge, learners take the new information then connect it to other things that already know, believe, or have experienced, in other words it helps to give students the big picture. As Donovan and Bransford said: “The reason experts remember more is that novices see as separate pieces of information, experts see as organized sets of ideas”.

#### **1.4.5 Developing Meta-Cognition**

The most important priority of this strategy is how teachers support their students in ways that enable them to use the wide range of their thinking. This strategy is considered one of the components of self-regulation, or what is known as “learning to learn or thinking about thinking”. In other words, students learn how to learn using their own thinking, and try to criticize themselves and expand their 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 after wards. From this, students become independent in their learning and discover their

strengths and weaknesses. Also, the primary goal for learners is learning and perception, and their endeavor to use appropriate strategies to organize their ideas like: use-self assessment, note-taking strategies, think aloud... to actively provide opportunities for learners to explain how they learn.

#### **1.4.6 Text Representation**

This Strategy depends on converting linguistic structures into different types of texts. It is important and useful because it focuses on the student's understanding of the new concepts acquired in the class, and to extend their knowledge of text (pictures, visuals, and writing...). Walqui (2006) 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.” (p.175) Here, the teacher's focus is more on how to expand the circle of understanding and application of texts through a new strategy by including a student creating, songs about content, a presentation for a project, or creating a video.

## **Section Two: Speaking Skill**

### **1.5 Definition**

Speaking is one among the four language skills (writing, speaking, reading, and listening) and considered to be the most important skill that is used frequently in any setting. It is the action of transferring information or expressing one's feelings and ideas in speech to build social relationships through communication, expressing opinions, desires and intentions.

According to different author's point of view, the speaking skill has multiple definitions and denotations. According to Bygate (1987), speaking ability involves selecting the correct language forms, using them in the proper order, emulating the communication abilities of native speakers, and conveying meanings that are understandable to the audience. As a result, speaking ability is recognized as a critical aspect of effective communication in the classroom.

According to Widdowson (1998), speaking is “an instance of use, therefore, is part of reciprocal exchange in which both reception and production play a part. The speaking skill involves both receptive and productive participation” (p.59). In other words, speaking refers to a process in which there are two or more than one speaker who use it as a mean to communicate together through producing and receiving the utterance, one of them listen and pay attention and the other one produces a comprehensible output.

In the same context, Florez (1999) defines speaking as “An interactive process of constructing meaning that involves producing, receiving, and processing information.” (p.98). Thus, speaking cannot be apart, it needs for another skill to be performed, which is “the listening” one. This exchange, in turn, encourages the speakers to use the language in social discourse so that they can effectively interact to each other.

Florez (1999) listed some important abilities and information that the speaker should possess:

- ✓ Producing the sounds, stress patterns, rhythmic structures, and intonations of the language.
- ✓ The accurate use of grammar structures.
- ✓ Assessing characteristics of the target audience, including knowledge exchange and relations, or differences in perspectives.
- ✓ Selecting appropriate and comprehensible vocabulary when speaking to the audience, the topic being discussed, and the setting in which the speech act occurs.
- ✓ The use of different strategies to enhance comprehensibility of the utterance, such as focusing on key words, reformulating, and checking learner's understanding.
- ✓ The use of body language and gestures.
- ✓ Focusing on the success of the interaction and modifying components of speech like vocabulary, complexity of grammar structures to increase listener's understanding and participation. (p.3)



Ur (2000) declares that producing a comprehensible language output requires the speaker to be proficient in the correct use of grammar, pronunciation, and vocabulary simultaneously. Spoken language also involves other skills, such as stress, intonation, tone, and speed of speech, as well as nonverbal cues like facial expressions, gestures, repetitions, and pauses. These characteristics are essential for effective communication. Moreover, Hedge (2000) considered speaking as “a skill by which they (people) are judged while first impressions are being formed” (p. 261). Furthermore, students should not only learn how to speak just to enhance their oral performance, instead, students should also learn the appropriate use of language within a given speech community. Therefore, to become competent speakers, students need to engage in a complex mental activity that involves various cognitive processes Hedge (2000).

The examination of previous definitions have shown that speaking is a fundamental skill that requires more attention and practice to be developed in the process of teaching and learning, especially in the context of second and foreign language learning.

### **1.6 Importance of Speaking**

The main goal of learning a foreign language is to become accurate and proficient speakers. Most EFL learners prioritize the speaking skill since it reflects their mastery of the other skills because people who know a language are referred to as "speakers of that language", since they are familiar with the use of the language. Thus speaking seems to be the most significant of the four skills (listening, speaking, reading, and writing). Therefore, in the current era, learning English as a foreign language has become a necessity to communicate and build solid relationships with others. Developing learners' oral performance becomes a necessity and crucial need in EFL classrooms.

Bygate (1987) 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.” (p.01) Bygate describes and emphasizes the importance of speaking in establishing social relationships as well as achieving professional success. In addition, a foreign language is much learnt through practicing it orally, that is; through speaking.

Nunan (1991) states that “The ability to master the art of speaking is the most important factor in learning a second or foreign language, and success is measured by the ability to converse in the language.” (p.39). In other words, speaking is an art of language usage which reflects the reaction of the speaker that can influence the listener positively or negatively depending on the speaker's manner in using it.

Ur (2000) 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. (p.12)*

More clearly, language mastery is demonstrated through one's speaking ability. If learners can master the speaking skill, they are often regarded as having mastered all other language skills. Additionally, many people consider speaking skill and mastering a language to be synonymous.

Celce-Murcia (2001) indicates that “the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication” (p. 203). That is to say, teaching and learning speaking skills is an important component that should be integrated into the EFL curriculum within all levels of education since it reflects people’s thoughts and personalities.

According to Richards (2008), speaking is the main skill used to determine the effectiveness of a course, as it is a mean to measure proficiency in other language skills and sub-skills. On the other hand, Scrivener (2005) argues that “there is no point knowing a lot about language if you

can't use it". (p.146) Scrivener stressed on the fact that the significance of using a language communicatively, is more important than solely knowing it.

In fact, the importance of speaking is more revealed with the integration of the other language skills (listening, reading and writing). Redmond and Virchota (2007) declare that "speakers are at the mercy of listeners." (p.120). In other words, Foreign language learners can improve their speaking and pronunciation skills by listening to and imitating native-like speakers, such as, taking the teacher as the model of fluent speaker. They listen attentively so that they can produce an effective output when the speaking.

Additionally, reading is an effective way to learn new vocabulary, different writing styles, and improve writing skills. In order to improve language productive skills, such as speaking and writing, it is important to develop receptive language skills. The reading skill can enhance students' vocabulary and help them develop their writing and speaking abilities. By reading, students can learn new vocabulary and produce both accurate written and spoken information.

Furthermore, listening, which is a receptive skill, also enables the learners to practice speaking fluently. Consequently, it is very important to take into consideration the four language skills and none of them should be neglected; Speaking, listening, writing and reading cannot work separately, but they form a chain link, where each skill complementing the other in order to achieve the language learning process.

## **1.7 Speaking Components**

According to Harris (1974), pronunciation, vocabulary, comprehension, fluency, and grammar are the five components of speaking skills.

### **1.7.1 Comprehension**

Comprehension refers to the ability to understand and make sense of something, such as a spoken message, written text, or visual image. It involves not only understanding the literal meaning of words, but also being able to interpret and analyze the information presented, make connections between different ideas, and draw conclusions based on the available information. Comprehension is an important component of communication, as it allows speakers and listeners to exchange information and ideas effectively.

### **1.7.2 Fluency**

The most important objective in teaching the productive skill of speaking is to help students become fluent and confident speakers who can express themselves with ease and engage in meaningful conversations with others. By developing their oral fluency, students can become more effective communicators, build stronger relationships, and achieve greater success in both their personal and professional lives.

Hedge (2000) 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.” (p.54) In other words, speaking fluency is the ability to deliver speech in a way that is both rapid and comprehensible, without causing listeners to lose interest or become confused. This involves being able to speak without too much hesitation or effort, allowing the speaker to communicate their ideas effectively and efficiently.

In the same line and according to Zhang (2009), fluency is speaking at a regular rate without hesitating over words and sounds while using excellent English to deliver the speaker's message in a simple, clear, and understood manner. The fluent speaker should utilize effortless, smooth and simple language where it fits the listener's comprehension and produce sentences that are easy to understand and free of any confusion or ambiguity. Brand and Götz, (2011) defined fluency as “the automaticity and speed of speech production” (p.256).

In a different way, fluency in speech refers to the ability to produce spontaneous utterances without pausing or searching for words. Fluent speakers are able to express themselves clearly and effectively, without struggling to find the right words or losing their train of thought. Frequent pausing during speech can sometimes be interpreted as a sign of speech difficulties or problems. However, it's important to remember that even native speakers pause from time to time to gather their thoughts or emphasize certain points. Strategic pausing can be an effective tool for engaging listeners and conveying a message with clarity.

According to Thornbury (2005), 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'. Additionally, Fillmore (2000) identifies four abilities that are essential for fluency. These abilities include: the capability to speak for an extended period of time with minimal pauses, the capacity to communicate in coherent and meaningful sentences, the ability to use language appropriately in various contexts, and lastly, the ability to use language creatively and imaginatively. By cultivating these abilities, speakers can enhance their fluency and become more effective communicators. Thus, learners of a language should pay attention to a variety of factors when producing spoken language.

### **1.7.3 Pronunciation**

The ultimate aim of oral courses is to assist learners to to speak correctly and becoming accurate. As a result, accuracy refers to the ability to use the correct linguistic forms and structures when producing spoken language.

According to Bryne (1986), an accurate utterance is one that is free of errors in pronunciation, grammar, vocabulary, syntax, and effectively conveys the intended message. This means that the utterance is correct in terms of the phonological, syntactic, semantic, and discourse

features of the language. It is important for clear and effective communication, as it ensures that the message conveyed is precise and easily understood by the listener.

Thornbury (2005) defined pronunciation as “the student's ability to produce comprehensible utterances to fulfill the task requirements”. (p.85). Pronunciation on a whole, involves producing meaningful and correct sounds in spoken language. It is the way in which words are spoken and the sounds that are used to convey meaning. Proper pronunciation requires knowledge of the sounds, intonation patterns of the language being spoken, and can be improved through practice and instruction.

According to Celce-Muria (1995) Pronunciation is a critical component of any linguistic code that enables us to understand and recognize differences between languages. Pronunciation is also necessary for achieving meanings in a certain situation. As a result, utterances and pronunciation are intrinsically tied. Therefore, incorrect pronunciation can lead to confusion or frustration. For effective language acquisition, the mastery of speech habits is required.

According to Cook (1994), learning to pronounce a second language requires developing new pronunciation habits and eliminating the influence of the first language's bias.

Harmer (2001) concentrated on pitch, rhythm, intonation, minimal pairings, spelling, and stress as they are related to pronunciation. Learners must understand the form and function of these aspects. Effective language learning requires not only an understanding of these aspects but also the ability to convey meaning. Poor pronunciation can make communication stressful and unappealing for both speakers and listeners.

#### **1.7.4 Grammar**

Grammar is the study of the rules governing the use of language, including the structure of words, phrases, and sentences. The role of grammar is to facilitate the relationship between form and meaning. It involves understanding how words and phrases are formed, how they are arranged in sentences, and how they convey meaning. The study of grammar helps learners understand how

language works, which in turn helps them communicate more effectively in both spoken and written contexts.

### **1.7.5 Vocabulary**

Vocabulary is one of the most essential goals of teaching a second/foreign language.

Semantic development occurs from early childhood until maturity, and children's vocabulary grows as they get older through practice. Learning new vocabulary helps with communication and knowledge acquisition. Thus, the goal of vocabulary development is to help children become self-sufficient learners who can infer or acquire the meanings of unfamiliar terms.

According to Harmer (2001), having knowledge of the various meanings of a word enables speakers to produce well-formed utterances. The primary challenge faced by learners when it comes to speaking fluently is the lack of appropriate vocabulary. For example, when using synonyms that don't carry the same meaning in all contexts, learners may use words improperly. In this way, achieving accuracy in vocabulary entails selecting the appropriate words.

According to Harley (2013), there are two aspects of words which are: recognition and meaning. Word recognition is the process of identifying a word by assessing its familiarity and the availability of all associated information. This process involves several skills, including phonemic analysis, analogies, syllable analysis, sight word mastery, and morpheme analysis, that students use to decode words.

### **1.8 Speaking Activities**

Speaking activities are tasks or exercises designed to promote oral communication and improve speaking skills in a FL. The goal of speaking activities is to provide learners with opportunities to practice speaking in a supportive environment, develop their confidence, fluency, and improve their ability to communicate effectively in real-life situations.

### **1.8.1 Role Play**

Role-playing is an authentic teaching and learning strategy that many students find it enjoyable way to learn, particularly those who like to imitate others. It allows students to discuss real-life issues while reducing their fear of public speaking, as it is often conducted in groups or pairs. Every student is assigned a specific role to play, and the success of the activity depends on the selection of topics that meet students' interests and needs, increasing their motivation and engagement.

According to Hattings (1993) role-playing is an ideal activity for students to use their English creatively, as it helps them practice, stimulate and develop their communication skills in conversation situations they might encounter in real life. In other words, by using role play activity or the "Text of representation" scaffolding strategy, students can transform a text provided by the teacher into practice and get involved in different situations. The teacher provides information to the learners beforehand; such as who they are inside the play, what they feel, and asks them to act the instructions and express their 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 nonthreatening setting, and can create motivation and involvement necessary for learning to occur".

In essence, the "Role Play" activity provides a scaffold for English language learners to practice using the language in diverse contexts while also encouraging them to adopt different perspectives by putting themselves in others' place for a while. It creates a comfortable and motivating environment where students can speak freely.

### **1.8.2 Audio-Short Stories**

Audio short stories are short stories that are told through audio recordings, often produced as podcasts or audiobooks. They can be in a variety of genres and are designed to be listened and even may be in a written way. Many researchers believe that audio stories can be a valuable tool



for language learners, especially when it comes to improving their pronunciation. By listening to native speakers and imitating their pronunciation, students can develop a better understanding of the language and learn to speak it more accurately. Additionally, audio stories can help students improve their listening skills by exposing them to a variety of accents and speech patterns. 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.”

Celce-Murcia (2001) recommends that authentic audio materials, such as audio short stories, should be used as the foundation for in-class activities. These stories are often presented as videos where the story is written and spoken at the same time. After listening to the story, the teacher can ask students to write down the new pronunciation of words they used to mispronounce to differentiate between the pronunciation of words in isolation versus when they are linked in sentences.

By utilizing audio short stories, which are presented as videos by native speakers, students can learn EFL pronunciation correctly and authentically. This technique is referred as modeling. In this case, audio short stories serve as models of proper pronunciation, that can help scaffold and motivate learners to enhance their pronunciation and language skill.

### **1.8.3 Information Gap Activity**

The goal of IGA activity is to share information with each other to complete a task or solve a problem. By doing so, students practice their language skills by asking and answering questions, giving directions, and clarifying information. Information gap activities are designed to encourage students to communicate with each other in the target language and provide opportunities for them to practice their speaking, listening, and critical thinking skills.

Information gap activity involves the "Bridging" technique that is used to facilitate the activity, where students fill in missing information by engaging in dialogue with each other. This activity provides valuable opportunities for learners to practice their speaking skills and simulate

real-life communication scenarios. By exchanging information to complete a task, students can develop their language proficiency and critical thinking skills as well. An example of an IGA could be a "Find the Differences" task, where students are given two similar pictures with a few differences. One student is given Picture A and the other student is given Picture B. They must describe the differences to each other to complete the task. This activity encourages students to use descriptive language, such as "in Picture A, there is a green car, but in Picture B, there is a red car." By working together and exchanging information, students can successfully complete the task and practice their language skills.

Richards (2006) states that "information gap refers to the fact that in real communication, people normally communicate in order to get information they do not possess." (p.18). In an information gap activity, the "gap" refers to the variation of information that learners possess and exchange with each other. For example, in a pair of students, one student (A) might have experienced something and learned a piece of information that the other student (B) didn't experience. However, student B knows something else that student A doesn't know. Thus, through the activity, students can exchange information and fill in the gaps in their knowledge, enhancing their learning experience.

Harmer (1991) 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" (p.48). Hence, information gap activities encourage students to engage with each other and work collaboratively to fill in the gaps in their knowledge. By doing so, they are able to interact with their classmates and develop their language skills in a more interesting and motivating way. These activities can help to create a more dynamic and engaging learning environment, which can enhance students' overall learning experience.

In the same line, Raptou (2002) 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.” (p.211). In other words, information gap activities can help to reduce students' inhibitions and increase their self-confidence. By working together and exchanging information, students can feel more comfortable practicing their language skills and speaking in front of their peers. This can help to create a more supportive and collaborative learning environment, which can enhance students' confidence and overall language proficiency.

#### **1.8.4 Story Telling**

There have been numerous studies conducted on the effectiveness of using storytelling as a technique for teaching the speaking skill.

In 1992, the North Dakota Center for the book also began to promote storytelling and festivals. They have stated 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. Storytelling is at the heart of human experience; a means by which we gain a better understanding of ourselves and our world (Storytelling On-line)” (p.212). This means that storytelling is a powerful tool that can help us develop our imaginations and background knowledge.

It is a common way for people to communicate ideas and share experiences. Storytelling can also be used to develop speaking skills. In such type of activity, contextualization is an effective scaffolding technique as it is built on students' own experiences where each one tells a story that he /she heard about or even experience in his life putting themselves in the context. By adding new ideas and interpretations to these stories, students can develop their cognitive abilities and improve their speaking skills in real-life situations. Additionally, this technique can foster creativity and help students to think more critically about the stories they hear and tell.

#### **1.8.5 Brainstorming**

Brainstorming activity is a group exercise that encourages participants to generate creative ideas and solutions to a particular problem or topic. The activity involves a facilitator who presents

the problem or topic to the group and encourages participants to share their ideas and thoughts freely without criticism or judgment. The facilitator writes down each idea on a board or paper, and participants build on each other's ideas to generate new and innovative solutions. Brainstorming activities are often used in education and other settings to promote creativity, problem-solving, and collaboration among participants.

According to Lince and Defriyanti (2013), '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. (p.02) That is, in a brainstorming activity, students are given a set amount of time to generate ideas either alone or in a group setting. This exercise creates a non-judgmental environment for students to share their thoughts and ideas freely, which can help to boost their self-confidence.

Buzou (2005) states that "mind mapping is a way to note effectively and creatively". (p.04) Thus, mind mapping is a technique used in brainstorming and note-taking that involves creating a visual representation of ideas and concepts. It typically starts with a central idea or theme, which is then connected to related ideas and subtopics using branches and lines. Mind maps can be used to organize thoughts, generate new ideas, and explore different connections and relationships between ideas. By using images, symbols, and colors, mind maps can also help to engage the creative and visual parts of the brain, which can lead to more innovative and effective solutions to problems.

Mind mapping is Providing learners with hints or cues about a task can help to guide their thinking and problem-solving processes, while also encouraging them to think independently and develop their cognitive abilities. By practicing independently, learners can develop their skills and knowledge through trial and error, which can lead to deeper learning and understanding. Additionally, the "schema building" strategy can help students to learn new concepts by connecting them to prior knowledge and experiences, which can help to reinforce learning and promote

retention. By relating new concepts to different contexts, students can develop a more robust and flexible understanding of the material, which can help them to apply their learning in new and varied situations.

### **1.8.6 The Talk-Show Interview**

The talk-show interview activity is a teaching strategy that can be used to encourage students to actively engage in the learning process. This activity can help to promote critical thinking, communication, and collaboration skills, as well as provide an opportunity for students to explore and learn about different perspectives and ideas. According to Herrell and Jordan, cited in Dwinesa, (2013), “talk-show interview is a strategy that encourages the production of verbal English based on information. By a way of explanation, in this activity, students learn how to use and represent the target language verbally. (p.25).

The talk-show interview is an activity that enables students to develop their verbal English skills by taking on the roles of a talk-show host and guest, respectively. During this activity, students work in pairs, where they will experience what is it like being the host of a talk show or being the guest through preparing different questions to be answered in front of the audience. The host student prepares five questions and shares them with the "celebrity" guest in advance, who then prepares their answers. It is important to mention that the teacher ensures and check that the questions are correctly worded by going around the classroom. consequently, as the students work on the interview questions, they practice the language by attempting to find appropriate words, expressions, and grammatically correct sentences. Overall, the talk-show interview is an effective way for students to develop their confidence in using the target language.

### **1.9 EFL Learners' Speaking Difficulties**

Most of foreign language learners face different difficulties and problems when it comes to develop their oral performance.

### **1.9.1 Linguistic Difficulties**

Linguistic Difficulties refer to problems that individuals face when learning, understanding, or using language. These difficulties may include issues with pronunciation, grammar, vocabulary, and syntax. Linguistic difficulties can be caused by a variety of factors, including lack of exposure to the language, learning disabilities, and language barriers.

Often, English language learners may have many ideas they would like to express, but they struggle to communicate them orally due to insufficient linguistic knowledge. This may include a lack of vocabulary, pronunciation, and grammar knowledge. As stated by Foppoli (2009), in EFL situations, there is a strong emphasis on developing and reinforcing learners' linguistic competence. However, learners still face challenges with grammar structures, limited vocabulary, and incorrect pronunciation when speaking.

#### **a. Inadequate Vocabulary**

Inadequate vocabulary refers to a lack of knowledge or understanding of words and their meanings, which can make it difficult for individuals to communicate effectively.

Cook (2013) states “Many researchers indicate that real communication is a result of suitable and adequate vocabulary learning” (p77). In other words, if students do not have a sufficient vocabulary, they may use the TL correctly but inappropriately, which can negatively impact their ability to communicate effectively as both speakers and listeners. This can result in difficulty expressing ideas accurately and understanding others' messages. When students lack the appropriate words to use in a given situation, they may struggle to convey their intended meaning, and they may also have difficulty comprehending the intended meaning of others.

Furthermore, some studies have examined the speaking difficulties experienced by English language learners, and have found that inadequate vocabulary is one of the most significant challenges they face when communicating. For instance, (Al Hosni, 2014) in her investigation in elementary schools in Oman, found that EFL learners often struggled to find the appropriate

vocabulary to use when speaking English. Additionally, they encountered difficulties in constructing sentences, which sometimes resulted in them reverting to use their mother tongue language.

### **b. Pronunciation Errors**

Pronunciation errors refer to mistakes or inaccuracies in the way that words are pronounced. These errors can occur when learners are not familiar with the sounds and intonation patterns of the target language, or when they transfer the pronunciation patterns of their native language to the target language.

Pronunciation errors can take many forms, including mispronunciation of consonants, vowels, stress patterns, and intonation. These errors may reflect a lack of familiarity with the sounds and rhythms of English, as well as inadequate exposure to native speakers. Learners may struggle to produce certain sounds or stress patterns because they are not present in their native language, or they may have difficulty distinguishing between similar sounds in English. Dan, (2006), cited in Diab (2016) “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.” In other words, accurate and correct pronunciation is essential for effective communication. Sometimes, when some words are mispronounced, the speaker conveys different meaning that is not the desired message. Mispronouncing words can lead to unintended meanings that can cause misunderstanding and disrupt communication.

### **c. Grammar Mistakes**

Grammar mistakes refer to mistakes in the way that words are used to form sentences. These mistakes can occur when learners are not familiar with the rules of English grammar, or when they transfer the grammatical patterns of their mother tongue language to English.

Ellis (2009) identifies three main categories of difficulties that learners may encounter when learning English grammar. The first category is environmental factors, which refers to the influence of the learner's social and cultural background on their ability to learn grammar. For example, learners who come from a language background that does not have a similar grammatical structure to English may find it more challenging to learn English grammar. The second category is linguistic factors, which refers to the complexity of the English grammar system itself. English has many rules and exceptions, and learners may find it difficult to remember and apply all of them correctly. Additionally, learners may struggle with the nuances of English grammar, such as word order, prepositions, and phrasal verbs. The third category is psychological factors, which refers to the learner's own cognitive and affective processes. For example, learners who have a negative attitude towards grammar or who lack motivation to learn may struggle to master English grammar. Additionally, learners who have difficulty with working memory or attention may find it challenging to process and remember complex grammatical rules.

Sometimes, learners may face challenges when applying grammatical rules they have learned in their English language classes to real-life communication situations especially when it comes to practice language orally. This is because they may unconsciously transfer the grammatical patterns of their native language (mother tongue language) to English, leading to errors and misunderstandings. When learners recognize their mistakes, sometimes they may feel embarrassed, anxious, or frustrated, which can lead to psychological problems that can affect negatively on their self-confidence and motivation to continue learning.

### **1.9.2 Psychological Difficulties**

According to Lin (2013), and besides the linguistic problems there are also psychological factors that may affect the students' performance.

#### **a. Lack of Self-Confidence**



Lack of self-confidence can be a significant barrier for students, preventing them from expressing their ideas and thoughts. This can limit their participation and engagement in the classroom nor they can communicate effectively with others. Usually, students are not fully aware of their abilities to communicate and they remain in constant fear that others will misunderstand them that is why they prefer not to talk.

### **b. Non-motivating Atmosphere**

A non-motivating can be detrimental to students' engagement and learning. It can lead to a lack of interest in class, poor performance, and a negative attitude towards school. A non-motivating atmosphere can be caused by a variety of factors, such as a lack of support, unclear expectations, and a disconnection between the curriculum and students' interests and experiences. Thus, it is the teacher's responsibility to create a motivating atmosphere for the students, it is essential to provide a supportive and inclusive learning environment and pave the way to students discuss freely and confidently.

Davies and Pearse (2000, p.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.

In addition to that, Ur (1996) states many factors that cause difficulty in speaking which are:

- 1. Inhibition:** inhibition can be in manifest in many ways like: self-doubt, fear of failure and making mistakes, fearful of criticism, or shyness.
- 2. Nothing to say:** Students sometimes do not have any kind of motivation 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:** It can be caused by the influence of mother tongue language on their pronunciation, grammar and vocabulary. Learners do so because they may feel more comfortable and find it easier to deliver the utterance.

## 1.10 Related Studies

To situate our study in its relevant context, we shall review below previous studies on investigating the role of teachers scaffolding strategies to enhance students speaking skills.

Previous study was conducted in India in 2021 aimed at investigating the effectiveness of scaffolding instruction for EFL Learners' speaking skills. A test was designed based on the table f specification and measured as pre-test and post-test. The results concluded that using instructional scaffolding was effective in enhancing students' speaking skills and the researcher recommended that teachers should use scaffolding in the classroom in order to build their independency in learning. The results supported the finding of Bailey (2005) and Songsiri (2007), who stated that the speaking ability and self-belief in speaking might be enhanced if a suitable program of study, teaching methods, adequate activities and resources could be provided.

Behzad Rahbar and Seyedeh Zahra Arfaei Zarandi conducted a research study in 2016 in Iran aimed at investigating the effect of intervening and interactive strategies of scaffolding on EFL learners' speaking ability. The research was true experiment and to collect data a pre and post-test were designed. The findings were in line with Wood, D., & Middleton, D. (1975), Yelland and Masters (2007) who approved that successful teachers use scaffolding as an instructional toll to help individual students learn language skills. The results approved what Poorhmadi (2009) and Mahrani and Modarresi (2011) found that scaffolding can improve the reading ability and general proficiency of EFL language learners. Overall, the findings of the Iranian study found that EDL learners' speaking ability was significantly improved after they had been trained to use scaffolding

Moreover, a research study conducted in Indonesia by Diniyati Kesuma and Yenni Rozimela in 2020. The main objective of this research was to describe the implementation of scaffolding strategy used by teachers at Speaking English Course. A descriptive qualitative research using observations, interview, and documentary with two speaking teachers and four teachers observed and interviewed as a sampling. Based on the result of the study, they found that the scaffolding strategies that used by the teachers were set and share the goal of the study.

From the above mentioned studies, it can be said that most of studies focused on the effectiveness of scaffolding but they did not give more attention to how can teachers implement scaffolding strategies in the classroom. As such, and based on the reviewed literature and previous studies, this current study aims to add new study to the body of the literature by exploring the implementation of those strategies and give detailed explanation about how do teachers use them inside the classroom.

## **Conclusion**

To conclude, this chapter aimed to highlight the literature related scaffolding strategy and its significance in language teaching especially in developing the speaking skill.

In fact, the chapter consisted of two sections. The first chapter has tackled the main concepts related to the teachers' scaffolding. Besides, it focused on Vygotsky 'Zone of Proximal Development' and its application in the teaching process which led to shed light on the importance of scaffolding and the different scaffolding strategies that the teachers utilize to promote and enhance their students' speaking skills.

The second chapter has tackled the main concepts related to the speaking skill, its importance, components, providing effective and helpful oral activities as well as the speaking activities. Also

discussed the challenges students face when practicing speaking, adding to that mentioning some of related studies to the problem under investigation.

The next chapter discusses the selected research design and analysis of this study.

***CHAPTER II***  
***PRACTICAL PART***

## **Introduction**

The previous chapter of our work have tackled theoretical issues related to Scaffolding and speaking where it provides an account about each variable. This chapter explains the research design. It proves the methodology and shows the justification of our choices in each step. As such, this chapter is divided into two sections. The first section, describes the selected research approach together with the strategy, the research instruments and the selection of participants. It also provides detailed description of the observation as well as the interview and how the data are collected and analyzed. The following section will be about presentation and discussion of the findings, and it ends with a conclusion. The results obtained will be analyzed qualitatively. The observation will be analyzed using descriptive analysis. For the interview, a content analysis will be applied.

### **2.1 Research Design and Method**

As stated previously, this research aims at investigating the role of teachers' scaffolding strategies to enhance students' speaking skills. Thus, the present research employs an ethnographic design. Ethnography is a research design that involves studying and observing people in their natural environment to gain an in-depth understanding of their culture, behavior, and social interactions. Calhoun (2002) define ethnography as "The study of the culture and social organization of a particular group or community... Ethnography refers to both the data gathering of anthropology and the development of analysis of specific peoples, settings, or ways of life."

Besides, any research needs a research strategy in order to describe, analyse and interpret classroom behaviour. Biggam (2008) describes the research strategy as the one "...where you describe how you intend implementing your own research study i.e. the strategy that you intend adopting to complete your empirical study" (p.82). In other words, through research strategy, the researcher seeks to observe the characteristics of an individual unit such as: a class, school or community. Therefore, the appropriate strategy that suits our research is the "case study". In this research, the case study in our research is second year middle school where it is used to investigate

the role of teachers' scaffolding strategies in enhancing students' speaking skill, exploring the classroom context in depth.

## **2.2 Research Instruments**

In any piece of research, there is an ultimate need for methods to collect data. This research opts for both an observation and a semi-structured interview. The observation is a useful method for gaining a deeper understanding of a phenomenon, validating or supplementing other data sources and studying behaviour in natural settings. More precisely, we wanted to observe the use of scaffolding strategies implemented by the teacher to enhance students' speaking skills. Cohen et al. (2000) 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." (p.396)

The reason behind selecting the interview was to get more details about the phenomenon as well as to know the teachers' viewpoints in implementing these strategies. Interviews can provide rich and detailed understanding of a phenomenon that may not be possible through other tools such as questionnaires. Specifically, this study has relied on semi-structured interview. A semi-structured interview is a qualitative research method that involves conducting an interview with a set of predetermined questions while also allowing for flexibility in the conversation.

Semi-structured interviews contain unique benefits. A semi-structured interview allows the researcher to collect rich, detailed data from participants that can provide a deeper understanding of the research topic. Moreover, it provides a flexible structure that allows the researcher to follow up on interesting or unexpected responses, which can lead to new insights and ideas. Additionally, it allows the researcher to ask open-ended questions that encourage participants to share their own perspectives and experiences.

## **2.3 Population and Sampling**

The study took place at Oucham Saleh Middle school in Bordj Bou Arreridj. The general population for this study included all second year EFL students (males and females) 75 students. The objectives of choosing a sample is to achieve maximum accuracy in the estimation within a given sample size and to avoid bias in the selection of the sample (Ghedeir & Nesba, 2020). The sample was randomly selected to ensure that each individual from the whole population would have an equal chance of being included in the research.

As far as teachers are concerned, seven teachers of oral module of English at middle school were also a part of our study. The sampling approach used was the convenience sampling, whereby the participants were selected based on their willingness to participate.

## **2.4 Data Collection**

The classroom observation was conducted in the beginning of March with an EFL class at Oucham Saleh Middle School. The observation was conducted in the presence of the teacher where the class consisted of 25 students of both male and female gender. The class duration lasts for one hour. The major focus of this observation was the teacher's implementation of scaffolding strategies to enhance students speaking skills. Moreover, it paved the way to discover how these techniques are implemented in the speaking class. Thus, to examine the role of teachers' scaffolding strategies in enhancing learners speaking skill, an observation checklist was designed through which certain criteria were targeted.

A semi-structured interview was administered to the EFL teachers of second year at Oucham Saleh middle school and other middle schools in Bordj Bou Arreridj. A face-to-face meeting was organized so as to ask for the teachers' consent to take part in this study.

The interview consisted of eleven questions addressed to seven EFL teachers. The questions were used in relation to scaffolding techniques, and its implementation in speaking classes. Data



collection took place after dealing with the classroom observation. From a validity and reliability standpoint, conducting an interview after a classroom observation can help to ensure that the data collected from both tools are accurate and trustworthy. The teachers were selected according to their availability and willingness to participate in the study. The time given to each teacher ranged between 10 to 15 minutes.

## **2.5 Data Analysis**

In this research data were analysed qualitatively and in order to do so we took notes during the period of the investigation as well as we video recorded the sessions. For the observation, we used descriptive analysis. Descriptive analysis is a method of analysing data that involves the collection and presentation of information and it is used to describe and understand the characteristics of a group or phenomenon. For the interview, the study employs Qualitative Content Analysis (QCA). Hsieh and Shannon (2005) 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” (p.12-78). In other words, it is a method that enables the researcher to interpret the information provided by the respondents.

## **Section Two: Findings and Discussion**

### **Introduction**

This section is devoted to data presentation and discussion of the results in order to answer the research questions. This will be achieved through the following steps: the checklist will be analysed through describing what have been observed by the researchers, and for the interview a content analysis will be used. The results will be discussed qualitatively through descriptive interpretation. Finally, this section ends with a brief conclusion.

### 3.1 Results of the Classroom Observation

1. The Role of Teacher's scaffolding:

- 1) Does scaffolding make learners work collaboratively?
  - a. Yes ✓
  - b. No
  - c. To some Extent
- 2) Does scaffolding develop students' speaking skills?
  - a. Yes ✓
  - b. No
- 3) Does scaffolding allow learners to work independently once they have mastered the task?
  - a. Yes ✓
  - b. No

2. Students' Interaction:

1. Are students motivated to learn?
  - a) Yes ✓
  - b) No
2. Do they have positive attitude?
  - a) Yes ✓
  - b) No
3. How is the interaction
  - a) High ✓
  - b) Average
  - c) Low
4. Do learners show the sign of interest to work on hard tasks?
  - a) Yes ✓
  - b) No**
  - c) To some extent
5. The teacher-learner relationship is:
  - a) Good ✓

b) Not good

6. What are the social and communication skills developed by the learners?

a) Discussion ✓

b) Developing meta-cognition ✓

3. Students' speaking Difficulties:

1. Do students face difficulties when they speak?

a) Yes ✓

b) No

2. Which kind of difficulties do they face?

a) Linguistic

b) Psychological

c) Both of them ✓

4. The implementation of scaffolding strategies:

1) Does the teacher implement techniques that help the learners to develop their speaking skills?

a. Yes ✓

b. No

2) Does scaffolding help learners to develop new skills?

a. Yes ✓

b. No

3) Does scaffolding provide enough support to learners to complete tasks?

a. Yes ✓

b. No

4) Is the scaffold appropriate for learners' current level of understanding?

a. Yes ✓

b. No

5) Does scaffolding provide feedback on the learners' progress?

a. Yes ✓

b. No

5. The Role of the Teacher:

1) Does the teacher give feedback to students?

a. Yes ✓

b. No

2) Does the teacher support the group work?

a. Yes ✓

b. No

3) what role does the teacher play in classroom?

a. Facilitator ✓

b. Guide ✓

c. Monitor ✓

d. Motivator ✓

### **3.1.1 Discussion of the Classroom Observation**

#### **The Role of Teachers' Scaffolding**

Throughout the observation, we have noticed that the teacher uses scaffolding technique in her classroom. At the beginning of each session, the teacher maintained interaction with her students in many ways. By giving opportunity to students to participate in the lesson, students had the possibility to engage in discussions with their teacher, and ask questions about what was unclear

for them. This created an enjoyable and positive learning environment where the students instantly became excited to participate.

During the teaching process, the teacher was always sharing information using clear and simple language to explain concepts or provide guidance. In addition, she encouraged her students to engage in collaborative activities such as peer and group work. These activities not only required the students to apply their knowledge and skills to solve problems, but also facilitated the development of their creativity. By working together, the students were able to actively engage with their peers and learn from one another, thereby enhancing their communicative abilities.

After the students demonstrated comprehension of the task and were capable of completing it, the teacher introduced more demanding activities to further challenge them. As a result, a friendly sense of competition arose among the students, motivating them to work independently and assume responsibility for completing assigned tasks. Over time, the teacher began to gradually decrease the amount of support given to the learners, removing scaffolding in the process.

The observation revealed that the teacher offered assistance and direction to the students whenever necessary, particularly when they were working on challenging tasks. The teacher achieved this by demonstrating and providing straightforward examples that resembled the given task.

The teacher used paralinguistic materials such as textbook pictures and flashcards to enhance the comprehension of lessons and challenging tasks. Flashcards were employed to assist students in learning new vocabulary and reviewing crucial concepts within a specific subject area. Likewise, images were employed to help students visualize significant events or ideas relevant to a particular topic or lesson. Therefore, incorporating these paralinguistic materials is an important way to aid students in visualizing and retaining novel or intricate concepts.

The teacher also gave feedback to students as they engage in tasks or projects. The teacher demonstrated active listening. With the aim of identifying any mistakes, she was attentively

observing her students as they expressed their thoughts. In a supportive manner, she delivered feedback using positive language, first highlighting their strengths, and then addressing areas of weakness and mistakes. The feedback encompassed aspects such as pronunciation, grammar, and sentence organization, fostering skill improvement and boosting students' confidence in themselves.

### **Students' Interaction**

The learners exhibited a high level of interaction, exchanging jokes and laughter with the teacher, while maintaining a respectful and controlled classroom environment. The teacher effectively balanced the fun atmosphere with maintaining discipline to ensure things stayed within good classroom management. This positive ambiance motivated the students to engage actively with each other and share their thoughts freely. The teacher's empowering approach fostered intrinsic motivation among the students, encouraging them to express themselves more confidently and cultivating positive attitudes. The students appeared relaxed, focused, and absorbed information with curiosity, indicating a growing desire to further develop their skills.

The learners were consistently engaged in communicative activities by actively participating in conversations and expressing their ideas, thereby sharing knowledge and information. This emphasis on communication skills is crucial for students as it prepares them for real-world interactions in diverse societies, highlighting that learning is not an isolated process. The students' positive attitude and motivation led to active participation, reinforcing their confidence to speak more freely and take an active role in their own learning. The teacher's continuous encouragement further supported their learners' willingness to speak, even in the presence of mistakes.

Group and pair work have been widely used by the teacher to enhance collaboration among learners and alleviate tension, fostering increased sharing among them. Furthermore, this approach has enabled students to develop valuable skills that contribute to effective communication. For

instance, it has boosted their confidence in engaging in conversations with others, facilitating the establishment of positive interactions and stronger connections. Additionally, this method promotes emotional awareness, management, and encourages questioning the surrounding environment.

### **Students' Speaking Difficulties**

During the observation, it became evident that some learners were experiencing challenges in their speaking performance. These challenges predominantly stemmed from linguistic and psychological factors. The linguistic difficulties encompassed insufficient vocabulary and wrong word usage, resulting in difficulties in conveying the intended meaning of their utterances. Grammar mistakes, including incorrect tenses, sentence structure, and word order, were also prevalent. Additionally, it was observed that students occasionally blended the pronunciation of English and French words, such as with words like “traditions” and “table”.

Some students experienced hesitation in participating due to feelings of shyness and embarrassment when speaking in front of their classmates. They were afraid of making mistakes. The teacher consistently encouraged her students to engage in discussions by specifically inviting shy students to share their opinions with their peers. The teacher aimed to create a relaxed atmosphere by using positive and supportive language, even if the students did not respond well or provide correct answers.

### **Implementation of Scaffolding Strategies**

During the observation, the teacher consistently employed various scaffolding strategies to support the learners' speaking skills and facilitate their progress. The teacher utilized several scaffolding techniques, including modelling, whereby the teacher demonstrated tasks and concepts that posed a slight challenge for the students. By showcasing how to perform these tasks, the teacher engaged the learners' attention, prompting them to imitate the demonstrated actions. Following this, the learners were given an opportunity to respond, and they actively participated

alongside the teacher, openly sharing their thoughts and ideas verbally. This collaborative environment encouraged the learners to express themselves more freely and confidently.

Besides, bridging was used constantly by the teacher to remind her students about what was learnt in previous sessions to test her students' understanding of the lessons. During the session, and whenever the students faced difficulties in a given activity, the teacher used bridging to give examples from previous lessons that were studied before to simplify the understanding of the task and refresh their minds to use their prior knowledge. Also, the teacher used this technique to help students understand new vocabulary that is not familiar to students by connecting them to words they already know. For example, the teacher introduced the word "enormous" and asked her students if they know what it means and then bridge to the new word to the word "big" explaining that enormous means really big.

For Schema building, the teacher used mind mapping as a technique for learners to see the connection between the lessons, and to see the differences and similarities between them. This has in fact facilitated their understanding by organizing their new knowledge of new items. They started seeing the relationship between various concepts. They were able to compare and contrast while they were engaging in pairs and groups, constantly speaking and communicating. Moreover, the teacher usually asked students to think of any topic and write a title for it, then write key words related to that topic about what they are going to include using lines and colours to connect them, and then prepare a dialogue or short presentation with their peers. The same thing is true with lessons where the teacher sometimes used to ask students at the end of the session to write the major keywords they have learnt in stick notes and circle them to facilitate their process of remembering what they had previously studied.

Moreover, for contextualization, the teacher attempted to set up a context of a real life situation where learners were asked to role play orally. Contextualization was very successful as students had been actively participating and excited to perform, because it was interesting and



matched their preferences. The teacher has used this strategy due to her desire to engage the students in communicative interaction relevant to their lives.

The teacher employed the strategy of text representation to enhance students' comprehension and foster the development of their speaking skills. By utilizing visual aids, the teacher presented the language in a clear and accessible manner. This approach proved highly beneficial, as it sparked students' interest in new concepts and actively engaged them in the classroom. Consequently, students began participating more frequently in discussions and demonstrated an increased willingness to communicate.

Developing meta-cognition strategy has been used simultaneously with previous ones. With the use of each strategy, meta-cognition was being employed at the same time. Because the teacher was supporting the students in a manner that enabled them to manage their own thinking while accomplishing the tasks, as it made them self-regulating. The learners had also taken an active role in their learning (learning to learn) such as: planning, self-reflection, building their creativity, promoting their problem solving ability and critical thinking which made learners increasingly autonomous.

In fact, with the implementation of scaffolding, students gained the skills of communication and interaction. It helped them in building confidence to tackle difficult tasks, and to empower them to speak more willingly despite the possibility of making mistakes. It has also helped them connect fundamental knowledge to new concepts and enabled them to engage with their own learning and identifying their own weaknesses and points of strength and working more to promote those weaknesses.

Moreover, with the teacher's suitable implementation of scaffolding, it has given students enough support and guidance that has helped them complete tasks that were previously beyond their capacities. This has systematically constructed their experiences and already existing knowledge with the use of scaffolding. As matter of fact, scaffolding has been used in the most

sufficient, balanced way which was very appropriate with the students' current level of comprehension. This approach ensures that an excessive amount of scaffolding, which may impede long-term learning, is avoided, while simultaneously preventing learner frustration caused by insufficient scaffolding.

Therefore, it is vital that scaffolding should be used in the most suitable way that enables students to gradually move from simple use of language to more complex language to promote their speaking skills. In addition, the application of scaffolding has provided a supportive learning environment to the students accomplishing tasks together. Allowing them to work collaboratively, sharing their thoughts and knowledge, providing supportive feedback to each other as they progress through the process of promoting their speaking performance.

### **The Role of the Teacher**

The main role of the teacher is to support the students in their pursuit of new knowledge. The teacher tried to understand the most important needs and interests of the students and always tried to guide them and give them the most important needs. The teacher also explained, modelled and used guided practice in the classroom. As such, the students had the ability to accomplish the different tasks.

In addition, the teacher implemented group work and actively monitored the students' progress during these collaborative activities. This approach was based on the idea that students benefit from interacting with their peers to acquire knowledge, as emphasized by Vygotsky's social learning theory. According to Vygotsky, learning does not happen in isolation; instead, it is a social process that is guided by interaction with classmates. In the classroom, the teacher assumed the role of a guide, facilitator, monitor, and motivator, ensuring that students received appropriate support and encouragement throughout their learning journey.

### **3.2 Findings of the Teachers' interview**

Q1. During oral activities, do you speak more than your students or less than your students?

- The majority of the teachers (five of them) stated that they speak more than their students in the classroom.

Q2. What are the difficulties do you notice when your students speak?

- All of the teachers (seven teachers) declared that both linguistic and psychological factors have been noticed based on their students' oral performance.

Q3. Do you direct your students through tasks to reach instructional levels that are beyond their current levels?

- All of the teachers (seven teachers) agreed that they direct their students through high level tasks in order for them to reach instructional levels that are beyond their current levels.

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

- All of the teachers (seven teachers) confirmed that they remind their students about what they have learnt as a warm up which enables students to think logically as well as it is an ideal way to boost participation and engage students in conversation.

Q5. Which scaffolding strategies do you utilize to help your students to accomplish complex tasks?

- All of the teachers answered that they use: Modeling, Bridging, Contextualization, Schema Building, Text Representation and Developing Meta-cognition.

Q6. According to your experience, how do you implement these strategies?

- All of the teachers gave their view points in implementing these strategies. Thus every teacher has his own way to use it.

Q7. At the end of the session, do you design out-class activities to encourage your students to develop their speaking skill?

- The majority of teachers (five teachers) agreed on the idea of providing and designing out-class activities saying that it is a helpful step that enables the students to reinforce classroom learning, provide opportunities for independent learners and promote student engagement and motivation.

Q8. In which way does scaffolding benefit your students to develop their speaking?

- All of the teachers confirmed that scaffolding plays a crucial role in developing the learners' speaking skills. It can build their confidence, develop their language develop their meta-cognitive skills, help them to become more effective communicators and develop their meta-cognitive skills

Q9. In your classroom, do you find any difficulties in applying scaffolding techniques?

- All of the interviewed teachers asserted that applying scaffolding techniques is too difficult and “**time consuming**”.

Q10. As a teacher, when do you think it is appropriate to remove scaffolding?

- The majority of teachers (six of them) asserted that scaffolding should be removed gradually and then removed completely when mastery of the said tasks is demonstrated.

### **3.2.1 Discussion of the Teachers' Interview**

The majority of teachers stated that they try to speak less. They agreed that teachers who dominate speech during the session limit the communicative opportunities that the students need to take to practice speaking. One teacher said “speaking more than students is an old fashioned way of teaching”. Students must be given opportunities to communicate freely and to develop their fluency in speaking. The teachers in this case play the role of “a guide”. They allow students to interact as much as possible, listen to them attentively, correct their mistakes and give them feedback. By doing so, teachers help students to have self-confidence and make them rely more on themselves.

Another teacher said, "It depends on the nature of the lesson and the objectives set, for instance during the presentation of the lesson the teacher would typically speak more than the students as they are the ones delivering the new information, whereas in the speaking activities or the practice part the teacher wishes the role in which he becomes the listener and his students take the stage". Four others asserted that it is vital that the teacher let his students to talk freely and engage in discussion during oral sessions to encourage them to speak frequently and build their fluency. Therefore, in a classroom that employs scaffolding strategies, the teacher will likely speak less than the students. This is because scaffolding is designed to gradually shift the responsibility of learning from the teacher to the students.

As students become more proficient and confident in their skills, they are encouraged to take on more responsibility for their own learning. This means that the teacher's role shifts from being the primary source of information to being a facilitator who provides guidance and support as needed. As a result, students will typically speak more in the classroom, while the teacher will be focused on providing feedback, answering questions, and guiding the learning process.

Speaking can be a challenging skill for many language learners. There are numerous factors that contribute to pupils' reluctance to participate actively which may prevent them to enhance their speaking skill. As it was mentioned previously in the first chapter, there are two kinds of difficulties; Linguistic and psychological. A question has been asked on teachers which is as follows: "What are the difficulties do you notice when your students speak?".

By asking teachers this question, we sought to gain insight into the challenges that students are facing and how teachers are addressing those challenges in the classroom.

All of the teachers declared that both linguistic and psychological factors have been noticed from their students' performance. They stated that linguistic difficulties occur due to several factors such as: students' poor vocabulary, pronunciation and grammar (use of wrong word choice, the use of the wrong tense). That is students encounter challenges in selecting appropriate words for a

given context because they lack vocabulary, also they face issues with the correct morphological combination, as well sentence patterns and types. As an example, one of the interviewed teachers illustrated some of the grammatical mistakes made by his students: "One of my students said: 'I was go to the stadium yesterday' instead of saying 'I went to the stadium yesterday'". Another one used the pronoun 'she' to indicate the word 'Algeria'. This type of mistake may occur when learners rely too heavily on their mother tongue when learning a new language, leading them to follow the grammatical structures and rules of their mother tongue language.

Another teacher declared that "Some of the students struggle with the correct pronunciation of English words and sounds like: they pronounce /s/ as /z/ and /f/ as /v/". On the other hand, the psychological factor occurs due to lack of self-confidence, hesitation of students to speak in front of their peers because of shyness and worries about making mistakes. Most of the teachers asserted that students generally fear of being misunderstood and criticized in front of their classmates.

It should be pointed out that our interview is a semi-structured one, meaning that we have included some other questions whenever it was needed and based on the responses of the teachers. After receiving an answer to this question, we added another question which is as follows: What strategies do you use to help your students overcome their learning challenges?

According to Davies and Pearse (2000), it is recommended to create a relaxed classroom environment to encourage learners to speak without fear. In addition, they suggest incorporating speaking activities using pair and group work to give learners more opportunities to practice speaking English. Dixon krauss (1996) 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." (p.18) Most of the teachers affirmed that it is very important to create such an environment using humor, being approachable and friendly, and encouraging students to share their own experiences and ideas. Additionally, providing opportunities for students to work in pairs or small groups can help to reduce anxiety and increase confidence.

One teacher said that: “first of all teachers must build strong, trusting and collaborative relationships with their students in order to ensure students engagement increases”. Group work and collaborative learning can also be helpful in reducing speaking difficulties of students. When students work in groups, they can practice their speaking skills in a low-pressure environment and receive feedback and support from their peers. It is important to note that group work and collaborative learning may not be appropriate for all students, and teachers should be mindful of individual student needs and learning styles when implementing these strategies in the classroom. One teacher said " When setting up group work, teachers should plan and monitor how to arrange pupils in groups carefully. If not, such group interactions may hinder learning and weaken social relations between pupils". It means that a well-planned group work equals effective language learning and vice-versa. Therefore, it is crucial for teachers to consider factors such as students' language proficiency, different personalities, and learning styles when creating groups. In order to reduce the difficulties that impede learning.

In addition to that in order to raise the level of the students and boost their participation, all of the teachers affirmed that they design hard as well challengeable activities that students cannot done unless the assistance of the teacher.

All of the teachers agreed that they direct their students through high level tasks in order for them to reach instructional levels that are beyond their current levels. In which one teacher said “*In my opinion there are some points that the teacher has to follow such as: breaking down the assignments and the answers, take the lesson off the page, guided practice*”. Meaning that the students are always in need of guidance from their teachers to acquire and build new knowledge by gradually moving them from easy to difficult where the class work should be led in a way that complies with the pupils’ disparities, ie: the more instructions are clear and simple the more students systematically get involved.

Another teacher suggested that *“A free chat is a good idea when students need more words and forms. Where the teacher’s role is to lead, facilitate and make ideas simple and correct his students in a soft way in order for them to reach the desired level of competence”*. By modeling appropriate language and use of vocabulary in the teacher’s speech as well as providing clear examples in written forms allows the students to see and hear how knowledge is used in context. Also, using vocabulary instructions is another way that a teacher mentioned that helps students through tasks beyond their instructional levels i.e: the teacher explicitly teaches new vocabulary words and provides multiple opportunities for students to use these words in context through speaking activities in which, this helps them build their language skills and increase their understanding while the teacher provides instructional support to the students as they work on developing their language skills .

When we asked the teachers about the techniques that they use to scaffold their students’ knowledge, they all answered that they use Modelling, Bridging, contextualization, Schema building, Text representation and Developing Meta-cognition.

All of the teachers affirmed that they follow a certain pattern that helps them initiate in implementing scaffolding strategies. The majority teachers confirmed that they remind their students about what was previously talked and learnt in order to enrich vocabulary, build new concepts, and check their attraction level. In other words, is to locate their ZPD and know the appropriate method to apply in the classroom *“Dynamic assessment”* as Vygotsky called; as the main objective of ZPD assessment is the possibility of building new skills through their assistance and instructors’ scaffolding. One teacher said: *«It is a kind of assessment i.e. assessing their prior -knowledge or what we call it pre-requisites to make sure that they have grasped what have been learnt and pave the way to the presentation of new concepts or terms. Thus assessing prior knowledge can enable both the teacher and the learner to allocate their time and energies in ways that will be most productive. »*. Besides, remind the students of what they have already learnt, as a



warm up enables students to think logically as well as it is an ideal way to engage students in conversation.

They all agreed that at the beginning of the session they start warming up by reminding the students what they have already learnt and this is through simulating their prior knowledge and understanding. They attempt to bridge between what was previously seen and the similarities in the new concept/ lesson as bridging builds new concepts based on previous knowledge. Adding that, most of the teachers advise their learners to connect their learning to their everyday lives, which allows them to develop their thinking skills. Harraqui (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*”. That is, teachers attempt to assess their students’ previous knowledge, by reminding them about what has been already tackled.

In Modelling, all of the teachers said that they model for their students when an activity is difficult to perform. By applying the "I do, you do, we do" method, where the teacher models a short part of an activity while the students are observing (I do), then the learner imitate what the teacher showed them (you do), then after the teacher gives time to the students to solve the activity, they all correct together (we do). Walqui (2006) believes that “*the purpose of modelling is to develop content understanding and later learners could modify the tasks into their personal use* “, this means that modelling is used to make learners more attentive by scaffolding them to develop their cognitive abilities on their own, once they show signs of comprehension on what to do, then scaffolding will be removed in this strategy.

Furthermore, teachers confirmed that they use “mind mapping “to assist learners view the connection and distinction between different notions. This shows teacher implementing “schema building “, where teachers said that they give learners an overview of the parts of the lesson that needs to be memorized before they are introduced to the details of the lesson; that is building detailed items on the basic and simplified ones. By activating their prior knowledge and linking

new information to their already existing one. One teacher provided an example saying that *“if I am going to teach my students about the difference between cats and dogs, I will start by asking them what they already know about cats and dogs”*.

In addition, using authentic materials such as: videos and pictures, is often used by all of the teachers in order to implement contextualization. By acquainting students with unfamiliar concepts, teacher insert the systematic academic language in variant, real and meaningful contexts rather than teaching them in isolation. Walqui (2006) suggests that *“lecturers should embed context independent academic language in a sensory context”*. (p.173) Thus, teachers scaffold their learners through contextualization by putting language items into real meaningful context and giving real communicative value to the language that learners meet.

Moreover, based on the collected data of the interview, it is insinuated that ‘Developing - meta cognition ‘occurs in all of the scaffolding strategies. As students talk to produce thoughts by working together in order for them to collectively promote their language, thinking process, and their reasoning skills. As they monitor, evaluate themselves, and revise their problem solving approach to become more of strategic learners. Walqui (2006) says that *“meta-cognitive development is ensuring that students choose strategies consciously for each activity and evaluating their choices and future choices based on results”*. (p. 177) This means that instructors attempt to supply learners with oral scaffolding tasks that makes them distinguish their weaknesses and strengths, which helps them construct new scaffolds on the existing ones, that is; developing their meta cognition.

In addition, based on the gathered data of the interview, in order to implement these scaffolding strategies, teachers should be well trained to proceed with this teaching concept. As each of these strategies require full and complete comprehension and reliability in implementing them, because they serve different aims and development. Depending on what the students need to promote in their learning, the teacher must choose the suitable strategy and appropriate activities

that provide better understanding to the learners. Where teachers should not apply scaffolding randomly, they must know how it happens, when and with whom, because every learner has a different level in their learning. Therefore, instructors should know the appropriate scaffolding strategy that coincides with the variant learning and communication styles of learners in a way that develops their speaking competence.

Moreover, the majority of teachers agreed on the idea of providing and designing out-class activities saying that it is a helpful step that enables the students to reinforce classroom learning, provide opportunities for independent learners and promote student engagement and motivation. One teacher said: " By designing out-of-class activities, teachers can help students to develop a deeper understanding of the material and to apply their learning in new and meaningful ways." Four others confirmed that out-class activities can also help to build student skills such as critical thinking, problem-solving, and collaboration. In addition, out-of-class activities can provide opportunities for students to explore their interests and passions outside of the classroom. This can help to foster a love of learning and to encourage students to take ownership of their own learning. Overall, designing out-of-class activities can be an important way to support student learning and to promote student engagement and motivation both inside and outside of the classroom.

"Scaffolding can benefit students in several ways when it comes to developing their speaking skills" this was the response of all the teachers were they declared that scaffolding plays a crucial role in the learners' speaking development. First, scaffolding can help students to build confidence and make them feel more comfortable when they speak in front of others. By providing support and guidance, teachers can help students to overcome their fear of speaking and to develop the skills and confidence they need to communicate effectively. Second, scaffolding can help students to develop their vocabulary and language skills. By providing students with the vocabulary and language structures they need to express themselves, teachers can help students to become more fluent and articulate speakers. Third, scaffolding can help students to develop their critical

thinking, develop their metacognitive skills such as: planning, self-regulation, self-reflection and problem-solving skills. By asking students to analyze and evaluate information, teachers can help students to develop their ability to think critically and to communicate their ideas effectively.

Overall, scaffolding can be a crucial way to support the development of speaking skills in students. By providing support and guidance, teachers can help students to build confidence, develop their language skills, and become more effective communicators.

Since scaffolding requires teachers to work with each student individually in order to identify their current levels and what each student needs, all of the teachers in the interview asserted that applying scaffolding techniques is too difficult and “time consuming”. One teacher commented “*sure, you have to manage time and go straight ahead to the goal to get the best results*”. which means that instructors face some difficulties in applying scaffolding due to the lack of time and the large number of students.

Moreover, all of teachers said that scaffolding requires the teacher to create and prepare materials that will support the students' learning. It also requires the teacher to be available to answer questions and provide guidance as the students work through the material. However, this investment of time can pay off in the long run by helping students learn better.

A teacher said that “*matching scaffolding to students' abilities and levels is very hard because every learner has different strengths and weaknesses*”, which means that scaffolding cannot be a one size fits all approach. Teachers can provide a different types of support to help students of varying levels of knowledge as they work on tasks.

Adding that, too much scaffold support hurts learning in the long run whereas too little support creates frustrated learners. As scaffolding is the application of the ZPD. So the essential gist in applying scaffolding is to locate learners' current level aiming at developing their cognitive abilities accordingly. Where according to Vygotsky's theory, teachers apply the ZPD by providing

appropriate scaffold to each learner's needs and interests in which it permits and develop them to reach higher levels.

The majority of teachers asserted that scaffolding should be removed gradually and then removed completely when mastery of the said tasks is demonstrated, by looking for clues that indicates that their students have understood and became more involved in the classroom. As students become more proficient, and able to complete the tasks independently they feel more confident to accomplish complicated tasks on their own. However, one teacher said that *“scaffolding cannot be removed as students will always face difficulties and be in constant need to the teacher's assistance”*. As scaffolding provides some directions that reduce confusion and help them focus on the purpose. Scaffolding can help students succeed by giving them clear instructions, explaining the purpose of task, keeping them focused and reducing confusion. Whereas another teacher said *“I think it is suitable to remove scaffolding when students are confident to accomplish difficult activities on their own and sometimes it happens naturally when students think that they no longer need my assistance”*.

At the end, the role of a teacher should decrease the support and the learning becomes *“learner centred”*. Where the instructor's guidance is less observable as students grasp new concepts and can perform in a better way. Since scaffolding is known to be a temporary structure designed to be removed, and with too much scaffold will deplete learner independence. Teachers must provide a lot of support at the start of the scaffolding process. Then, they remove their support in stages. This sequential decrease in the degree of support makes up the scaffolding process. At each step, this process gives confidence and the ability to learn a new concept or set of skills. Where every teacher has a different style of implementing and removing scaffolding, depending upon the type of the task, students' prior knowledge and the resources available for learning.

## **Conclusion**

The main aim behind this section was to analyse and discuss the data gathered in relation to the research aim and the research questions. Thus, the results revealed that the teachers implement different scaffolding strategies to enhance second year EFL students' speaking skill as well as they had positive attitudes towards using those strategies in the classroom. The results of the current study also supported by the results of other studies Bailey (2005) and Songsiri (2007) Behzad Rahbar and Seyedeh Zahra Arfaei Zarandi, 2016; Diniyati Kesuma and Yenni Rozimela (2020). Thus, it can be said that the aim of the research has been fully realized and the research questions have been answered.

***GENERAL***

***CONCLUSION***

The present study has investigated the role of the teachers' implementation of scaffolding strategies at Oucham Saleh Middle School in Bordj Bou Arreridj, aiming at asserting its great importance in promoting and developing second year students' speaking skill as a major objective of the study. Besides it has attempted to spot the different speaking difficulties encountered by second year EFL learners and to what extent those strategies can enhance the students' speaking skills by overcoming and reducing from such factors.

In order to answer the research questions, an ethnographic design has been used. To conduct this research, two instruments have been used to collect the data needed which includes a classroom observation and semi-structured interviews. Cohen et al (2000) 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 a situation rather than relying on second hand accounts". (p.396)

To analyze the data gathered, a qualitative method has been adopted. The observation has been analyzed using the descriptive analysis whereas for the semi-structured interview a qualitative content analysis (QCA) has been used to examine the data collected from the teachers' answers. The results and discussion of the observation and the interview has provided the answers to the targeted research questions.

The results exposed that the teachers apply a set of scaffolding strategies as the teachers stated which are " Modelling, Bridging, Contextualization, Schema Building, Text representation and Developing Meta-cognition and through this the first question has been answered. Adding to that, teachers utilize these strategies to scaffold students' knowledge and raise their level through designing a challengeable and hard tasks that are beyond their current capacities to gradually switch the responsibility of learning process from the teachers to students to make them independent and autonomous learners as well as push them to take risks, till they become capable to do it by their



own. Hence, teachers have positive attitudes towards scaffolding and regarded as crucial techniques that the teachers should implement them in the speaking session.

Moreover, came in line with the previous studies mentioned in the first chapter and the findings have shown that the use scaffolding strategies help learners to enhance their speaking skills by developing their Meta cognitive skills such as planning self-regulation and self-reflection. Additionally, helping learners to develop their communicative skills build their confidence and develop language proficiency and fluency and by this, the last question has been answered.

### **Limitations of the Study**

Throughout conducting this study, and just like any other research studies, many constraints has been encountered. Besides time limitation, when we did our research, the main constraint was access to middle schools, which was something challenging to us to seek for other schools to get their acceptance and conduct the study. Moreover, the interview was conducted in a period of quizzes where the teachers were under a lot of pressure, so they could not answer comfortably.

### **Recommendations**

- Offer professional development opportunities for novice teachers to learn about scaffolding strategies and how to incorporate them into their teaching practice. This can include workshops, webinars, or online courses.
- Provide teachers with resources and materials that they can use to implement scaffolding strategies in their classrooms. This can include lesson plans, activity ideas, and teaching guides.
- Encourage teachers to collaborate and share ideas about how to use scaffolding strategies effectively. This can include formal collaboration through professional learning communities or informal collaboration through social media or other online platforms.

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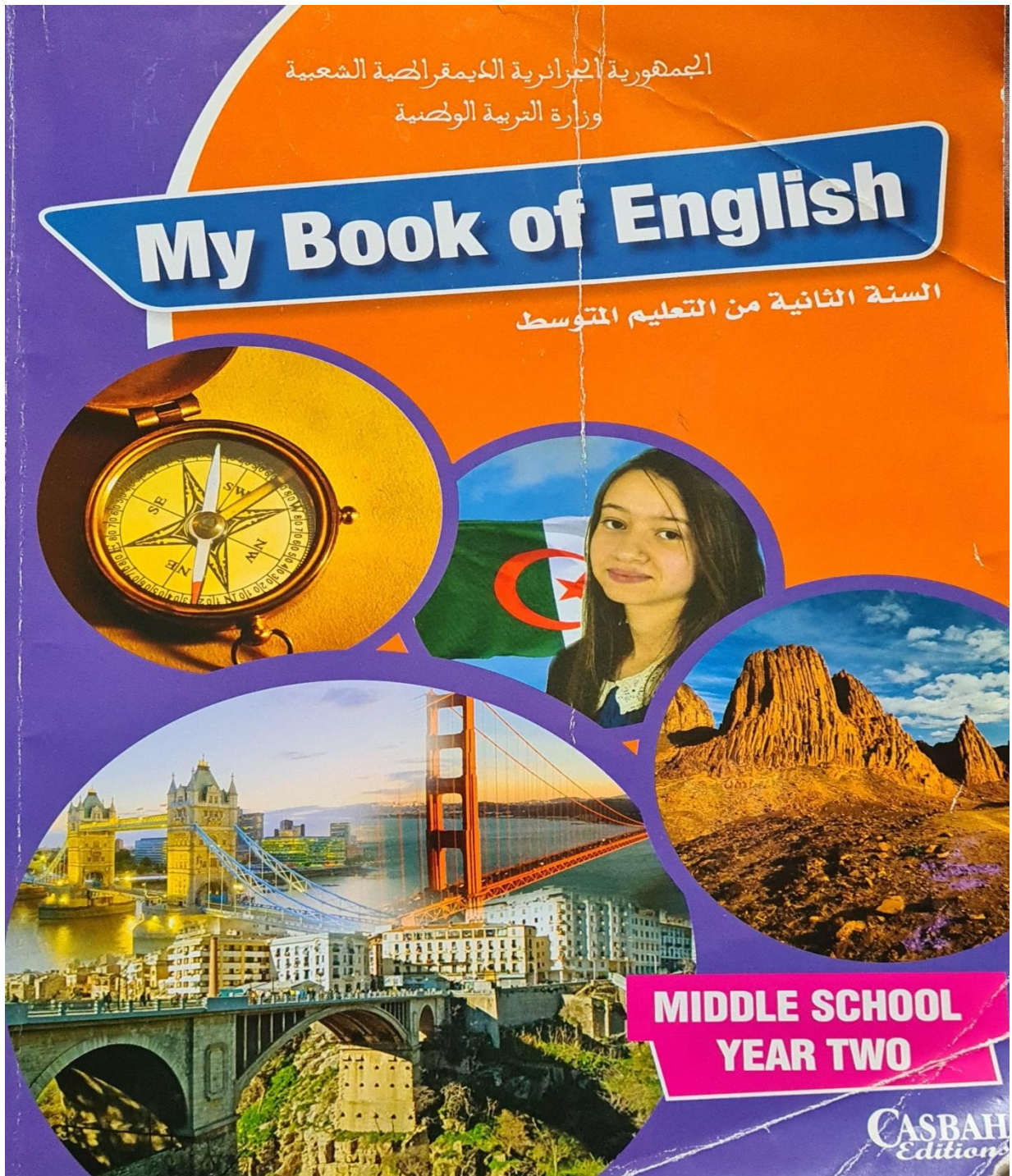
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## **APPENDIX One: Teachers' Interviews**

- 1-** During oral activities, do you speak more than your students or less than your students?
- 2-** What are the difficulties do you notice when your students speak?
- 3-** Do you direct your students through tasks to reach instructional levels that are beyond their current levels?
- 4-** Before introducing new concepts or terms, do you remind your students of what they have already learnt?
- 5-** Which scaffolding strategies do you utilize to help your students to accomplish complex tasks?
- 6-** According to your experience, how do you implement these strategies?
- 7-** At the end of the session, do you design out-class activities to encourage your students to develop their speaking skill?
- 8-** In which way does scaffolding benefit your students in developing their speaking?
- 9-** In your classroom, do you find any difficulties in applying scaffolding techniques?
- 10-** As a teacher, when do you think it is appropriate to remove scaffolding?

**APPENDIX TWO: Implementation of Scaffolding Strategies in the Book of Second Year Middle School**





REPORT: My Partner's Daily Activities

On weekdays, my classmate (*give partner's name*) goes to school every morning and afternoon. She/He has lunch at home. After school, he/she.....

.....  
.....  
.....  
.....

At weekends, she/he .....

.....  
.....  
.....  
.....

**Task 25.** I ask my partner to help me correct and improve my report.

*Creativity is the  
opposite  
of routine*



# SEQUENCE

## 2

### ME AND MY SHOPPING







## I read and do.

**Task.** I read the text and circle the correct answers in the “Bibliographical Notes”.  
When I finish, I answer the questions in the “Reading Notes”.

### Bibliographical Notes

- Type of text:
  - a. descriptive
  - b. narrative
  - c. prescriptive
  
- Type of document:
  - a. web article
  - b. excerpt from a book
  - c. press article

### Reading Notes

1. I give a title to the text:  
.....
2. Who is speaking in the text?  
.....
3. What do the children wear on formal occasions?  
.....
4. Give examples of casual clothes mentioned in the text.  
.....
5. Draw a picture of: “gloves”, “toque”, “mitten”, “tie”, “suit”, “socks”, “blouse” and “umbrella”.  
.....
6. What do Stan and Lily wear in summer, and when hiking?  
.....
7. How does the picture of the tree illustrate the text? Explain.  
.....



I have two teenage children who love shopping for clothes. They go to the mall with their friends every Saturday.

On school days, my son, Stan, likes to wear blue jeans and T-shirts. He only wears a suit on formal occasions like weddings or funerals. He feels comfortable wearing a jacket but not a tie. My daughter, Lily, likes to wear pants. She wears a dress or a skirt and blouse for parties or dinners. She doesn't feel comfortable in high heeled shoes and loves wearing casual and sporty clothes.

In winter, my children wear coats, hats and gloves on cold days. When they go skiing, they put on toques and mittens. My son doesn't like rainy days because he has to wear a raincoat and carry an umbrella. My daughter loves to wear a scarf.

In the summer, Lily and Stan usually wear shorts, caps and sandals to the beach. Sometimes on weekends, we go walking in the mountains so they wear hiking boots and thick woollen socks to protect their feet and toes.

Today is Saturday; my children come home with a bag of clothes each: two sweaters and a pair of leather shoes for Stan. For Lilly: a black belt to wear with her blue dress, a pair of grey pants, a matching jacket and a green blouse.

My children have no problem spending money. They think money grows on trees!

Adapted from:

<http://esldivlabs.vcc.ca/>

# SEQUENCE 1

## ME, MY FRIENDS AND MY FAMILY



I listen and do.

**Task 1.** Samir is my elder brother. He is a high school student. He's good at English. So, he is helping me to learn the different parts of my body in English. I listen to him and match each part (picture) with its corresponding name.



1. small slanted black eyes

2. big blue eye

3. big green eye

4. small nose

5. big nose

6. short straight black hair

7. long straight black hair

8. long wavy black hair

9. big frizzy black hair

10. long curly black hair

11. hand and fingers

12. ears

13. big mouth with red lips

14. bald head



**Task 2.** I listen again and check my answers. Then, I work with my partner and we correct each other.



## Expressing Abilities and Inabilities

**Task 15.** I work with a group of three partners. I ask each one of them the following questions to know about the things they can or can't do. I write down my partners' names and answers (tick  or cross ) in the questionnaire.

	(Name 1) .....	(Name 2) .....	(Name 3) .....
1. Can you ride a camel?	.....	.....	.....
2. Can you ride a horse?	.....	.....	.....
3. Can you ride a bike?	.....	.....	.....
4. Can you run for half an hour?	.....	.....	.....
5. Can you run a marathon?	.....	.....	.....
6. Can you pronounce the word "plait"?	.....	.....	.....
7. Can you pronounce "braid"?	.....	.....	.....

**Task 16.** I use my partners' answers to my questionnaire to write three sentences about each one's abilities and inabilities using "but".

*Example:*

- Ali can't pronounce the word "braid" **but** he can pronounce the word "plait".
- Zohra can pronounce the word "plait" **but** she can't pronounce "braid".

.....

.....

.....

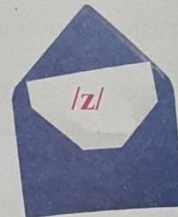
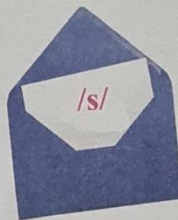
**Task 17.** I work with my partners. We correct each other's sentences.



## I pronounce.

**Task 1.** I listen and put each word from the box into the right envelope.

practises – fridges – bathtubs – washbasins – weekends – bedrooms – eyes – faces  
trainers – shoes – terraces – sofas – abilities – writes – rides – halls – bikes



**Task 2.** I listen again and check my answers.

**Task 3.** I work with my partner. We read again “My Pronunciation Tools (1)” and we correct each other’s answers in task (1).

**Task 4.** I work with my partner. I look at the pictures on page (23) and ask him/her questions about four or five sports as in the example. We read “My Pronunciation Tools (2)” and pay attention to the pronunciation of “can” and “can’t” when we speak.

**Example:** *Me:* Can you lift weights?

*My partner:* No, I can’t but I can go jogging for a long distance.

*Me:* Can you ride a motorbike?

*My partner:* Yes, I can but I can’t ride a horse.

**Me:** Can you .....

**My partner:** No, I can’t but I .....

**Me:** Can .....

**My partner:** Yes, I ..... but .....

**Task 5.** I work with my partner. We change roles and I answer his/her questions. I pay attention to the pronunciation of “can” and “can’t” when I speak.





I practise.

### Describing Physical Appearance

#### 1. Men's and women's wear

**Task 1.** I look at the pictures of garments and cross out the wrong word.



slippers / flip flops



slippers / flip flops



sandals / high heels



sandals / high heels



cowboy boots / hiking boots



trainers / hiking boots



glasses / sunglasses



glasses / sunglasses



cap / hat



bonnet / hat



cap / hat



cap / belt



belt / scarf



socks / leggings



jacket / coat



turtleneck sweater / V-neck sweater



turtleneck sweater / V-neck sweater



jumper / hoodie



leggings / hipsters



pyjamas / nightie



pyjamas / nightie



leggings / hipsters

I can say: sweater, jumper or pullover.

**Task 2.** I work with a group of partners. We compare our answers and correct each other.



## I play and enjoy.

Can I guess the country where I can see these people?

I use the vocabulary clues and circle the right name of the country. If I can't guess, I search the Internet to know more about each country.

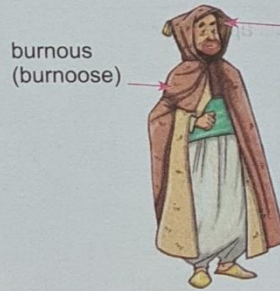


hat

shoulder blanket

colourful skirt

Peru – Mexico



burnous (burnoose)

Yemen – Algeria



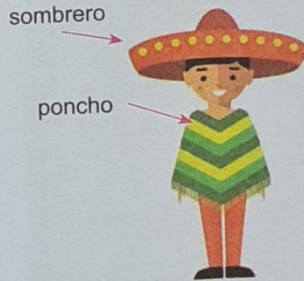
hood

parka

mitten (mitt)

slanted eyes

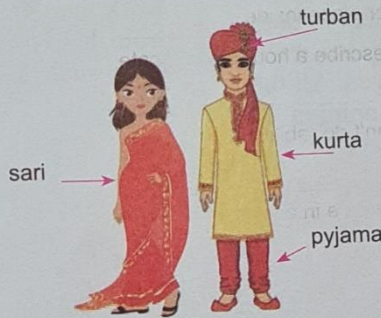
Antarctica – Nunavut



sombrero

poncho

Peru – Mexico



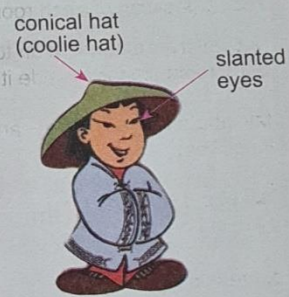
sari

turban

kurta

pyjama

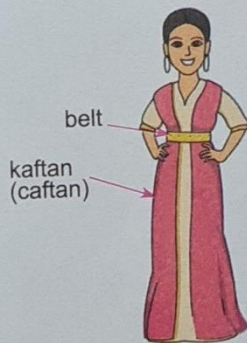
Malaysia – India



conical hat (coolie hat)

slanted eyes

Australia – China



belt

kaftan (caftan)

India – Morocco



fan

layered dress

Mexico – Spain



kimono

clogs

China – Japan



**Task 7.** I listen to the end of Part (2) of the phone conversation between Liz and Razane and cross out the wrong word between brackets.

**Razane:** Poor little boy! And who is the (slim – skim), tall girl with (long – strong) straight blonde hair on the (fourth – first) photo?

**Liz:** That's my favourite (niece – piece), Katie. She's my brother's (youngest – eldest) daughter. She's a teenager like us, so she loves fashion (wear – where)! You can see how slim she is and how she's (dressed – pressed) in a pink (top – shop), a short black (skirt – shirt) and high-heeled shoes. She's pretty. I like her very much.

**Razane:** Thanks for (showing – chewing) me your family photos. I'll send you mine, soon. It's nice to talk to you (over – cover) the phone. Bye, Liz.

**Liz:** Bye, Razane.

**Task 8.** I listen again to the end of Part (2) of the phone conversation between Liz and Razane and work with my partners. We compare our answers and correct each other.

**Task 9.** I work with my partner and ask him/her to describe one of his/her relatives as in the example.

**Example:** **Me:** What does your (*aunt, female cousin, niece, mother, sister*) look like?

**My partner:** She is (*describe her height: tall, short or small*), with (*describe her eyes: size, colour*), a (*describe her nose: size*) and (*describe her hair: length, style: straight – curly – wavy – frizzy, colour*).

**Me:** Is she slim?

**My partner:** .....

**Me:** How does she dress most of the time?

**My partner:** She wears (a *hijab: long dress, scarf over her hair; women's suit: jacket and skirt/trousers together*) and (*eyeglasses: if she can't see very well*).

**Task 10.** I change roles with my partner and answer his/her questions about my male cousin, my nephew, father or brother.



### Now, I can

I can	Yes 	Example	No 	Support me 
describe my physical appearance (height, build, eyes, hairstyle, clothing).				
ask and answer questions about my physical appearance.				
talk about my daily routine activities.				
talk about my free time activities.				
ask and answer questions about daily routine activities and free time activities.				
express my likes and dislikes in relation to these activities.				
talk about my relatives.				
describe my house and the basic furniture in each room.				
interpret a house plan to understand the description of a house (location of each room or place inside).				
design/draw a house plan to describe a house and locate each room or place inside it.				
talk about the activities I can/can't do (abilities and inabilities).				
talk about physically impaired people in a respectful way by using appropriate vocabulary/lexis.				
express possession and talk about my (or other people's) belongings using possessive adjectives and pronouns.				
ask and answer questions about reason/cause.				
use the present simple tense for description (physical appearance, likes and dislikes, daily and free time activities, family, home).				
use the modal "can/can't" to express ability and inability.				
use the interrogative pronoun "why" and the connector "because" to ask and answer questions about reason/cause.				
use location markers to locate rooms and places inside a house.				
pronounce correctly "s" endings in plural nouns and present simple 3rd person singular (he, she, it).				
pronounce correctly the weak and strong forms of "can" and the contracted/short form: "can't".				
identify silent "h" and "d" in some words.				





## I learn to integrate.

### Task:

I am entering a national competition organised by the Algerian Ministry of National Education for middle school students about the “Best Personal Profile” written in English. Competitors are required to upload their profiles to the website of the Algerian Ministry of National Education before December 20th. The first three winners will be offered a four-week English language course in London next summer.

1. To write my profile for the “Best Personal Profile” competition, I need to fill in the missing information in the following table:

KNOWLEDGE	SKILLS	ATTITUDES
<ul style="list-style-type: none"> <li>■ Lexis related to physical description .....</li> <li>■ Lexis related to clothing .....</li> <li>■ Lexis related to daily and free time activities .....</li> <li>■ Lexis related to family relationships .....</li> <li>■ Lexis related to the description of my house .....</li> <li>■ Lexis related to my likes and dislikes .....</li> <li>■ The present simple tense</li> <li>■ The modal “can/can’t”</li> <li>■ The connector “because”</li> <li>■ Location markers (prepositions and adverbs of place)</li> <li>■ Possessive adjectives and pronouns</li> </ul>	<ul style="list-style-type: none"> <li>■ Describing physical appearance</li> <li>■ Describing daily and free time activities</li> <li>■ Describing and locating places (rooms, garage, garden, balcony, stairs, terrace, etc.) in a house</li> <li>■ Reading and interpreting a house plan</li> <li>■ Recording daily activities on a schedule</li> <li>■ Describing family relationships</li> <li>■ Expressing likes and dislikes related to clothing, daily routine and free time activities</li> <li>■ Expressing abilities and inabilities</li> <li>■ Expressing cause or reason</li> </ul>	<ul style="list-style-type: none"> <li>■ Having a tolerant attitude towards others by understanding and accepting the existence of natural physical differences between people</li> <li>■ Learning to be respectful towards people with physical impairments</li> <li>■ Valuing family through the understanding of family ties and relationships</li> <li>■ Valuing healthy physical free time activities, like sport activities</li> <li>■ Understanding that Algerian teen culture is also part of a global universal teen culture with its influential trends in clothing, hairstyles, sport, etc.</li> </ul>





## I think and write.

### Task:

My English friend Liz is asking me to tell her about the place where I live. So, I am going to send her an email with a detailed description of my house and my room. I am also attaching a plan of my house.

1. I need to answer the following key questions before I write my email:


### KEY QUESTIONS

- What kind of house do I live in (*flat, villa, old traditional house*)?
- Where is it situated (*town centre, village, on the seaside, mountains, desert*)?
- How big is my house (*number of storeys, number of rooms*)?
- Does my house have balconies, a terrace, a garage, a garden, a swimming pool?
- Where is each room (*bedrooms, kitchen, dining room, living room, bathroom*) or place (*garden, garage, etc.*) located?
- Where do I sleep: Do I have a bedroom? Do I share it with my brother(s) or sister(s)?
- Which room in the house (*living room, kitchen, etc.*) is my favourite? Why?

2. I also need the information from my listening tasks (19, 21, 23, 25) and "My Grammar Tools" (1, 3, 4).

3. I can now write my email to Liz. I also draw the plan of my house.

This message has not been sent.

	To...	Liz_blacksmith@fastmail.uk
Send	Cc...	
Account ▾	Subject:	My house

Hello, Liz!

Last time, I promised to tell you about the place where I live. Well, I live .....

.....

.....

.....

P.S Find attached a detailed plan of my .....

Kind regards,

.....

4. I work with my partner. We exchange ideas and improve our emails.

## المخلص

يحاول البحث الحالي التعرف على استراتيجيات السقالات(البناء) المختلفة التي يستخدمها معظم المعلمين في الفصل الدراسي أثناء الحصص الشفوية. الهدف من إجراء هذه الدراسة هو التحقق من دور السقالات المستخدمة من قبل المعلمين في تعزيز مهارة التحدث لدى متعلمي اللغة الإنجليزية كلغة أجنبية عن طريق استخدام استراتيجيات والكي. تم إجراؤه في متوسطة وشام الصالح مع طلاب السنة الثانية من اللغة الإنجليزية. للإجابة على أسئلة البحث، تم استخدام أداتين لجمع البيانات: ملاحظة في الفصل الدراسي لملاحظة الأساتذة والطلاب في بيئة طبيعية، ومقابلات مع معلمي وحدة التحدث التي قدمت معلومات عميقة حول استراتيجيات السقالات المستخدمة لتطوير قدرات التحدث لدى الطلاب حيث تم الاعتماد المنهج الايثنوغرافي. فيما يتعلق بتحليل البيانات، تم استخدام التحليل الوصفي لتحليل البيانات النوعية التي تم جمعها من خلال ملاحظة الفصل الدراسي، وللمقابلة تم استخدام تحليل المحتوى النوعي. أظهرت نتائج الدراسة أن المعلمين يستخدمون استراتيجيات السقالات في وحدة التحدث ولا سيما: ربط المعرفة الحالية بالمكتسبات القبلية، والنمذجة، وتقديم النص وبناء المخطط، وضع السياق وكذا تطوير الإدراك الفوقي مما يؤكد أن هذه الاستراتيجيات تساعد الطلاب على التغلب على مشاكل التحدث لديهم، تطوير لغتهم، بناء ثقتهم ومساعدتهم على أن يصبحوا أكثر فاعلية في التواصل.