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Title

Developing EFL Learners′ Oral Performance through Implementing Instructional Scaffolding Technique

The Case of First Year Undergraduate Students at the English Department

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Dedication

To my ideal parents Ammar and Nouara, who provided me with continuous

prayers and support.

To my beloved husband Labidi, who supports me with his love and

understanding.

To my lovely sisters Amina and Khadidja

To my wonderful brothers, Abd Elhamid and his wife Asma Mohamed Najib

and Mossaab and his fiancee Amina

To my angels Chiheb, Baraa, Mounib, Amir and the little princeYamen.

To my friend Manel, for her support and kindness.

Dalila

Dedication

I dedicate this work to the soul of my mother who has always been my

guiding light and my backbone

To my family and all my beloved ones for their encouragement and support

Special thanks to my friend Dalila for her patience, commitment and hard work

Manal

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Abstract

The present study aims at investigating the effect of instructional scaffolding technique on developing EFL learners' oral performance and the teachers' attitude towards applying this technique in EFL speaking classrooms. The target population is first year under graduate students and their teachers of oral expression at the department of Letters and English Language, at Kasdi Mesbah University, Ouargla (Henceforth KMUO) during the academic year 2019/2020. Speaking proficiency is very challenging to be developed for both EFL students and teachers. Thus, we hypothesized that there is a positive effect of classroom implementation of instructional scaffolding on enhancement of the students' oral performance. To achieve the research objectives we opted for a quasi –experimental study design as well as teacher's interview to collect more information about the impact of instructional scaffolding technique on students' oral performance. The experimental study has been conducted by means of pre-test, training sessions and post-test. The pre and post tests were addressed to a randomly chosen group that consists of (25) students. An interview was conducted with (02) oral expression teachers. The analysis of the data from the two tests and the interviews have revealed the significance of applying instructional scaffolding technique to promote EFL students' oral performance, as well as the teachers' readiness to apply the target technique in EFL speaking classrooms. Thus, it is recommended to undertake instructional scaffolding technique to support the students and help them overcome their speaking difficulties.

Key words: speaking difficulty, scaffolding technique, speaking skill, performance, fluency

List of Abbreviations

EFL: English as Foreign language

KMUO: Kasdi Merbah University Ouargla

ZPD: The Zone of Proximal Development

Q: Question

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Background of the Study

Speaking is a fundamental skill that should be mastered by the learners in order to develop their communicative competence. It is "the process of building and sharing meaning through the use of verbal and non-verbal symbols in variety of context" (Chaney, 1998, p.13). Despite its importance, EFL learners find themselves in situation where they encounter different hinders which negatively influence their oral performance and interaction in the classroom. Learners believe that the traditional methods of teaching speaking are boring, since they do not satisfy their needs and interests.

In order to remedy these weaknesses, teachers seek for other strategies in teaching speaking skill. In this respect, they tend to adopt the technique of instructional scaffolding to improve learners' oral performance.

E. Raymond (2000) states that "the role of teachers and other in supporting the learner's development and providing support structures to get to that next stage or level"(pp.169-201).Thus, This technique can be appropriately applied for promoting students' speaking performance.

Significance of the Study

The importance of this study lies in the fact that it can help English language teachers to design effective scaffolding techniques and raise the awareness among learners about the crucial role of instructional scaffolding technique in enhancing speaking proficiency.

Objectives of the Study

This study was conducted to meet the following objectives:

1. To investigate the importance of instructional scaffolding technique in developing EFL learners' speaking abilities.

2. To provide the first year EFL students with the practical frame work to develop and assess their oral performance encompassing: vocabulary, pronunciation, grammar and fluency.

Statement of the Problem

We have observed that first year undergraduate students of English at KMUO are reluctant and hesitating in speaking English in the classroom and outside it. This is due to different factors like: lack of self-confidence, lack of motivation, anxiety and inhibition. In this study we have examined, the effectiveness of instructional scaffolding technique in promoting students' oral performance.

Research Questions

In this study we seek to answer the following questions:

1. To what extent does the implementation of instructional scaffolding techniques enhance first year undergraduate students' oral performance in EFL classroom?

2. What are the elements of speaking that the teacher should focus on to assess the students' oral performance?

Research Hypotheses

Based on the above research questions, we formulated the following hypotheses:

1. EFL teachers implement instructional scaffolding technique to help learners overcome their speaking difficulties and develop their oral performance by providing them with supportive instruction that will lead them to become problem solvers, more autonomous and self-regulated.

2. There are common elements that the teacher focus on to assess the students' oral performance mainly vocabulary, pronunciation, grammar, and fluency.

Methodology

The current study is conducted on First Year undergraduate students of English at Ouargla University following the mixed method approach.

1. For the quantitative method, we adopt the experimental design including pre-test, treatment and post-test, where statistics are used when collecting data.

2. For the qualitative method we opt for the structured teacher interview.

3. The participants of the study consist of (02) teachers and (25) students.

Structure of the Dissertation

This study consists of a general introduction, three chapters, recommendations and general conclusion. The first chapter is devoted to the review of the literature and previous studies related to the two variables of speaking skill and instructional scaffolding. The second chapter deals with the practical part of this study. It describes the research design along with the target population, data collection and the treatment procedures. The last chapter reveals the results and the interpretation of the data collected.

Limitations of the study

The case of the present study was limited to only one group among the first year under graduated students. The results, thus, cannot be generalized to all students of the same level. Furthermore, there were only (02) teachers that took part in the interview. In addition to the limited duration of applying the target technique because it is time consuming and it offers individualized support and treatment for each student.

Definitions of Key words

Speaking difficulty: various terms are used to describe speaking difficulty such like: speech sound disorders, communication disorders, dyspraxia and aphasia. It includes: difficulty in making different sounds, difficulty in saying certain words correctly or difficulty with the rhythm of speaking

Scaffolding technique: Bruner (1983) defines it as "a process of 'setting up' the situation to make the child's entry easy and successful and then gradually pulling back and handing the role to the child as he/she becomes skilled enough to manage it."

Speaking skill: According to Brown et al (1994) speaking is "an interactive process of constructing meaning that involves producing and receiving and processing information"

Performance: Chomsky (1960) defines linguistic performance as "the actual use of language in concrete situations".

Fluency: According to Cambridge dictionary fluency is "the ability to speak or write a language easily, well and quickly."

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Chapter One: Literature Review

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Chapter One: Literature Review

1.1 Speaking Skills

Introduction

The ability to speak a foreign language correctly and effectively is one of the most important objectives for EFL learners. They asses their success in the target language on the basis of how good they feel they have developed their oral performance. Accordingly, Ur (1991, p.120) states that "Many if not most foreign language learners are interested in learning to speak". Hence, we will explore the significance of speaking skill; discuss its nature; and illustrate some of its main elements. Also, we shall highlight some of the common speaking difficulties in foreign language learning context. Later on, we will illustrate the process of teaching speaking and review the related studies that recommend some effective techniques to enhance speaking.

1.1.1 Significance of Speaking

In the acquisition of a foreign language, speaking plays a prominent role. It is one of the main bases that are needed to perform a conversation. In this regard ,Nunan (1991, p.39) says that: "To most people, mastering the art of speaking is the single most important factor of learning a second or foreign language and success is a measure item of the ability to carry out a conversation in the language".

For many years, speaking skills have been neglected in the traditional methods and given less importance in the classroom and the focus was on the reading and the writing skills (Richards & Rodgers, 2001). Additionally, it has been excluded from testing because it is time consuming and difficult to assess in a crystal way (Clifford, 1987, as cited in Lai-Mei & Seyedeh, 2017, p35). Moreover, speaking has been neglected because of the belief that oral communication skills gradually develop over time and that the cognitive skills involved in writing move in par with oral communication skills (Chaney, 1998 as cited in Samira AL Hosni, 2014, pp.22-23).Recently, the teaching and the learning of speaking has attracted an enormous level of interest under the framework of communicative language teaching (CLT), where instructors focus mainly on communication.

Furthermore, speaking has a crucial role in enabling learners communicate fluently in the target language in different contexts; and learn how to convey knowledge, thoughts, ideas, and emotions (Pygate, 1987).In the same vein, Hedge (2000) points out:

> For many students, learning to speak competently in English is priority.
> They may need this skill for a variety of reasons for example; to keep up
> a rapport in relationships, influence people, and win or lose negotiation
> (p.261)

Moreover, Baker & Westup (2003) view that learners who speak English language very well can have more opportunities for better learning and good jobs in different organizations and companies (as cited in Lai-Mei & Seyedeh,2017,p.35). Therefore, speaking skills are considered as the most significant element to support learners' ability to use language.

1.1.2 The Nature of Speaking Skill

Speaking   is one of the main competencies that EFL learners should master since it is considered as an act of communication.

a. Speaking as a productive

Speaking is a productive skill. It includes putting information together, conveying a message and interacting with others through all the elements of the language (Lindsay, 2010, p.57 as cited in Jufri 2016, p.62). Similarly, Nunan (2003) states: "Speaking is a productive oral skill; it consists of producing systematic verbal utterances to convey meaning and it is the way in which we express or exchange thoughts and feelings through using language. In this vein, there are various situations where language learners need speaking suchlike asking for something, responding to someone, expressing emotions or thoughts and so on. Ultimately, EFL learners would develop certain speaking strategies in the classroom that help them overcome gaps in comprehension via keeping talking consistently to avoid communications breakdowns , so that they will be able to communicate effectively and convey meaning through producing oral utterances regardless linguistic flaws.

b. Speaking as an active skill

Active speaking is the process of focusing the conversation on specific topic by asking questions and using reasoning. In other words, it is an interactive process where each participant has the ability to transmit ideas, opinions and feelings. Active speaking includes numerous elements such us: voice tone, articulation, empathy and summarization.

- Voice tone: authoritative tone gives the feelings of non-confrontational (speaking in calm).

- Articulation: speaking clearly, so that words aren't misunderstood and the conversation keeps moving along.

- Empathy: using phrases like "I see your point of view " or "I understand".

        (As cited in English-Speaking Union Scotland, 2011)

c. Speaking as a complex skill

Speaking is a complex skill which requires fluency and accuracy. Speaking fluency can be recognized as the ability to speak accurately and appropriately whereas speaking accuracy is the use of language by controlling the language system that consists precisely of grammar, vocabulary and phonology. Accordingly, Syakur states (1987, p.5): "Speaking is a complex skill because at least it is concerned with components of pronunciation, grammar, vocabulary and fluency" (as cited in Yunanda & Asib & Setyaningsih, 2011, p.121).

1.1.3 Elements of Speaking

Speaking is a complex skill because it is concerned with important elements that are needed to be a good speaker like: vocabulary, pronunciation, grammar and fluency.

a. Vocabulary

Vocabulary refers to "words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" (Neuman & Dwyer, 2009, p.385 as cited in Alquahtani, 2015, p.24). It is an important aspect of foreign language learning that learners should acquire to produce language. The more appropriate words they know the better their speaking skills are. However, learners often find difficulties when they want to convey their ideas or thoughts; they lack a sufficient package of vocabulary. Thus, teachers should provide an effective implementation of extensive vocabulary for foreign language learners to gain success in their learning.

b. Pronunciation

Pronunciation is the important sub –skill in oral communication. It is the starting point for any verbal communication since the success of oral interaction is closely related to the phonological process. According to Harmer (2001), pronunciation is the first thing native speakers notice during a conversation. In spite of their grammatical errors, they can understand foreign speakers when using accurate pronunciation. Therefore, non-native speakers need to produce speech sounds, use word stress and intonation patterns

when they speak, since communicative competence can be ensured by a good pronunciation.

c. Grammar

In foreign language learning, the ability to use correct grammatical forms is crucial to facilitate understanding of the target language. Moreover, Harmer(2006,p.90) highlights that grammar is not primarily based on syntax but rather how to put the patterns of language in the way of communication .Thus, it is necessary for learners to master grammar rules in order to foster their communicative competence.

d. Fluency

Fluency is one of the major features of communicative competence. It is considered as a marked indication that the learner is competent in the target language. Grabe & stoller (2011) argue that most English native learners can read fluently with good understanding, but they would have trouble in performing grammar tasks while reading. On the other hand, many EFL learners have little fluency but sufficient grammatical knowledge to perform a task. For this reason, the focus should be on how to promote EFL learners' speaking fluency in different EFL learning contexts

1.1.4 Speaking Difficulties in Foreign Language Learning

In foreign language learning, speaking is a challenging task that needs great efforts from learners since it is a complex productive skill. EFL learners encounter different barriers that affect their oral production in the classroom. Many experts assert that psychological factors like: inhibition, shyness, mother tongue use, fear of making mistakes, lack of motivation and lack of confidence are the common obstacles that hinder learners' oral performance.

a. Inhibition

Inhibition is a "nervous feeling that prevents you from expressing your thoughts, emotions, or desires" (Merriam Webster's Encyclopedic Unabridged Dictionary, 2000, p.249 as cited in Abedini & chalack, 2017, p.84). Moreover, it is one of the most influential factors that negatively affect learners' oral production in EFL classroom.
Generally, inhibition is closely tied to learners with a weak self –esteem or learners who are cared about what others (classmates) think about them. According to Ur (1991): "learners are often inhibited about trying to say things in a foreign language in classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts" (p.121). In this vein, Ur indicates that the inhibited

learners keep their answers or opinions to themselves, feel worried and panic when they talk or express their ideas. Moreover, inhibition often causes learners to become introverted, avoided to take risk and refused to complete certain tasks. Therefore, teachers should solve those problems that hinder the learners' oral performance

b. Shyness

Shyness is an emotional factor that causes many problems in the class of speaking. Shy learners make a lot of pauses; refuse to respond a question in front of others and even to contribute to any discussion .In this respect; Pilkonis (1977) points out that: "Shyness is a tendency to avoid social interactions and to fail participating appropriately in social situations" (p.596). As a result, they obtain bad marks due to their inability to accomplish the speaking activities. So, in order to overcome this problem the teacher should create a friendly atmosphere, where learners can express themselves freely and feel comfortable of making mistakes in their learning (Pesce, 2011 as cited in Juhana, p.101).

c. Mother tongue use

The use of mother tongue by foreign language learners is justified by the fact that it is used for specific purposes like: clarifying ambiguous words, explaining complicated concepts or for their inability to communicate with the target language when they want to express their thoughts. In the line with this, Ur (1991) explains that EFL learners tend to use the mother tongue simply, because it is easier and because they feel comfortable and less exposed when they are speaking their mother tongue.

d. Fear of making mistakes

Fear of making mistakes when speaking is one of the main barriers that hinder EFL learners' oral production. In fact, most of learners seem to have phobia towards making mistakes, they have a lot of fears like: fear that classmates will laugh at them, fear of not being able to accomplish certain tasks and fear of not being competent in oral presentation

e. Lack of motivation

Motivation is considered as an important key that determine the willingness of EFL learners to communicate in English (Nunan, 1999 as cited in Juhana, 2012 .p, 103). Furthermore, Salvin (1997) defines motivation as: "what gets you going, keeps you going and determines where you are trying to go" (p.345). Therefore, the lack of motivation may cause hesitation of learners to speak the target language and reduce their oral performance in the classroom.

f. Lack of confidence

Speaking in a foreign language is one of the most apprehensive challenges that learners have ever encountered. Generally, learners' low confidence occurs when they feel that they cannot speak the target language fluently or when other speakers do not understand them. Moreover, learners' lack of confidence is often due to the lack of motivation from their teachers (Brown, 2001). Therefore, giving motivation is a prerequisite factor for building learners' self-confidence to speak better, show their aptitude and to communicate with the target language in different situations.

1.1.5 Review of Related Studies on Speaking

Oral proficiency, in the modern teaching approaches, has been given its value as an entirely standing branch in the language teaching and learning, as well as language testing. Numerous studies have been conducted to explore and develop effective technique that can be undertaken to help and facilitate the learners' mastery of oral proficiency. Zarandi & Rahbar (2016) pursued a study which investigates the effect of intervening scaffolding strategies on Iranian EFL learners' speaking ability. A group of 60 students was chosen regarding to their performance on Oxford Placement Test (OPT). Then, they were randomly allocated to two equal groups of experimental and control. The experimental group was taught spoken language through implementing scaffolding strategies. On the other hand, the control group was taught with habitual techniques of speaking instruction. The statistical results of this study have proved that intervening scaffolding strategies is rewarding in enhancing EFL learners' speaking ability. Mwamba (2015) conducted a study on secondary school students to investigate the factors that hinder students' participation in speaking activities. The researcher found that a considerable number of the students were unable to properly use spoken English; as a consequence they became shy and reluctant to speak in the class. The results from the questionnaires, the class observations and the interview reports assert that these factors can be related to teachers, students or the environment where the teaching takes place. They also demonstrate that teachers have to carefully choose the techniques they use to teach speaking. Alharbi (2015) made a corresponding study in Saudi Arabia. The results showed that the absence of authentic language learning situations, outside and inside classroom, negatively affect the learners' oral skills. This study revealed several factors that influence the learning of speaking, some of them are:

✓ Use of mother tongue outside and inside classroom environment.
✓ Low status of English in a country.

✓ Learners' negative attitude towards English language.

✓ Use of mother tongue by teachers to explain difficult concepts.

In addition, Kadri & Sahraoui (2015) presided a research on first year university students to highlight the significance of speaking, and introduce some strategies that influence learners' speaking. This research also attempted to explore whether learners use the mother tongue while speaking. The results showed that the students promote this proficiency through self-training in reading aloud, discussions and role play in conversations. Teachers as well can use the previous activities to improve the students' speaking skills. They must use the mothers tongue to give brief explanations and should involve the target language since it is crucial to obtain both fluency and accuracy in speaking. Khalili & Beheshti (2016) conducted a study witch aimed at providing readers with interesting materials and empowering activities such as imitation, transactional dialogue and interpersonal dialogue in order to improve their speaking abilities. The key components that promote speaking competence accurately and fluently are taken into account in this study. The teachers' vital role is to set the appropriate environment and undertake the effective techniques that encourage both children and adults to get involved in conversations either inside or outside the classroom. This study tackles reviews on some empirical studies to underline the effectiveness of numerous methods and approaches that promote the speaking skill accurately and fluently. Finally, Hadriana (2009) carried out a study which aimed at exploring whether communicative activities in small group discussions can improve the students speaking skill. The study resulted at defining the factors that influence the effectiveness of communicative activities in small group discussions, which are having clear objectives and problem solving activities.

1.1.6 Processes of Teaching Speaking

In teaching speaking, foreign language teachers tend to follow some guidelines in order to achieve the desired outcome of the activities they use to promote students' oral performance. The teaching of spoken language goes through three stages: activities that are applied prior to speaking, during speaking an after speaking (Richards, 2012).

a. Pre-speaking stage

In this stage, the teacher provides the learners with simple preparatory activities to give them an opportunity to speak before the real speaking happens. The learners' prior experiences that result from these activities reflect positively on their interactions while speaking at both levels; fluency and accuracy. Through these activities the teacher raises the learners' readiness to participate as well as familiarity with the topics which they

expect to meet in the speaking activity. Thus, it will be easier for them to overcome their fear of speaking, and start participating and effectively interacting whether inside or outside the classroom.

Richards (2008) underlines the importance of the pre-speaking activities as follows:

•**Activating students' schemata**: These activities are a means to make the learners understand the content and the objectives that lay behind the speaking activity. This can be obtained through some techniques such as brainstorming, eliciting pictures, miming, talking about a personal experience or introducing the topic**.**

•**Motivational strategies**: They primarily depend on learners' prior knowledge concerning the chosen topic in order to raise their interest towards it. The teacher is likely to emphasize on using the target language in this stage, so he can provide them with the some structures and vocabulary they may need.

•**Authentic language sources**: The learners have the chance to listen to the target language, what prepares them to involve accurately and fluently in a discussion about the chosen topic which will enable them to solve a problem that may encounter during listening and discussing a topic. As they may read a text or some words that they can use later during the coming activities.

In all the above guidelines, the teacher tends to give a great importance to devoting enough time for learners to think and generate ideas before they start speaking.

Correspondingly, Thornbury (2005) emphasized on using awareness raising activities in this stage. He demonstrates that this type of activity is primarily required in the process of teaching speaking as it stimulates and restructures the learners' prior concepts and notions. These activities are used to make the learners notice new information and draw their attention to new aspects that help them better understand, learn and use the language (as cited in E.Y. Kurum, 2012).

Various techniques are used in this stage in order to achieve the aims of the activities suchlike: eliciting, enhancing, and introducing the needed structures and vocabulary, warming up, personalizing the content, miming, employing audio visual mediums, revising, and many other techniques.

b. During speaking stage

When they speak actively, the learners have the chance to engage in different types of interactions (Shrum & Glisan, 2009). As a consequence of being collaboratively supported in the pre-speaking stage, learners who were hesitant become more motivated to speak and confident enough to share their ideas in public. According to (Eckert and

McConnell-Ginet, (2003), in the process of learning speaking, learners should have the opportunity to speak and engage in different speaking situations that have varying purposes. Moreover, Dendrions (2015) provides some guidelines that must be taken into consideration during the speaking activity. She demonstrates that:

• The teacher should consider the activity as a process rather than a product.

•The teacher's role in this stage is to monitor the learners. She/he intervenes whenever it is necessary in order to ensure the learners' progress regarding the objectives of the lesson.

•The teacher evaluates the learners to make them asses their performance.

•Positive feedback contributes to the learners' motivation, self-confidence and sense of achievement (Harmer, 2007).

•The teacher should correct the learners' mistakes after they complete the activity to avoid any interruption.

In this stage, teachers tend to use the so called controlled activities. They are structured activities that focus on developing learners' accuracy rather than fluency. Teachers, at this level, undertake repetition exercises, scaffolding or specific target language focus; which include vocabulary, grammar or functions. Some examples of controlled activities are: drilling, bingo, crosswords, matching, fill-in the blank, sentence re-ordering, sentence completion and sentence formation. (Controlled practice activities, 2017).

c. Post-speaking stage

Hanson (2008) reveals that the teacher in this stage tends to give the learners a chance to reflect upon their performance. This technique paves the way to self-assessment and setting goals for improvement (Tuttle & Tuttle, 2012). In this final stage, the teacher gives the learners an assignment that reinforces the tasks of the lesson (Harmer, 2007). They use autonomous activities that meet the ultimate goal of teaching speaking; which is helping the learners become autonomous speakers. According to Thornbury (2005) these activities should envelop the conditions of productivity, purposefulness, interactivity, challenge, safety and authenticity. Productivity includes the new language that the learners produce. Purposefulness means the predetermined outcome of the activity. Interactivity is the learners' awareness about the effect he has on the others. Challenge includes the idea that the activity should be of a slightly difficult level according to the learner's level. Safety refers to the learner's self-confidence that requires

a stress free environment. And authenticity relates the speaking activity with real life language use (as cited in E.Y. Kurum, 2012, p.14).

1.1.7 Recommendations for Effective Speaking

The learners' crucial need to express themselves through speech, inside and outside the classroom, makes it really important to develop their oral performance. Thus, Ur (1996) suggests four characteristics for an effective speaking which are:

•**Learners talk a lot:** most of the time must be devoted to the learners talk**.**

•**Participation is even:** the learners' contribution in the class must be fairly distributed. In other words, the minority that represents the talkative learners should not dominate the discussion.

•**Motivation is high:** learners are motivated to take part and speak because the topic is interesting to them. They may as well have new things to tell about or intentions to accomplish the task objective.

•**Language is of an acceptable level:** learners are able to produce relevant comprehensible utterances which are of an acceptable level of accuracy.

Accordingly, various activities are conducted and used by the teachers in order to enhance the learners' oral performance. Ur (1996, *op.cit*.) states some recommendations for the teachers to make effective activities:

•*Use group work*: this involves more learners participating in the group talk in a limited period of time. It is likely to lower inhibition for learners who are not willing to talk in front of the whole class.

•*Base the activity on easy language*: the language in a discussion should be easy to recall and produce by the participants. Consequently, they become able to speak properly and fluently with less hesitation.

• *Make a careful choice of topic and task to stimulate interest*: the purpose of the discussion should be clear so that the participants become more motivated and eager to speak.

•*Give some instruction or training in discussion skill***:** if the task is based on group discussion, instructions about participation should be included when introducing the task.

• *Students speaking the target language Keep***:** the learners should be frequently given notice by the teacher to use the target language, by reminding them and modeling the use of the target language.

Conclusion

In the realm of foreign language teaching and learning, speaking takes much interest from both teachers and learners, as it is considered the measure of mastering a language. However, EFL learners encounter many psychological hurdles that hinder their progress in learning speaking. This chapter exhibits a general review of literature on speaking skills. It attempts to give an idea about the significance of speaking in language teaching and learning. It also in holds a description of the nature of speaking: as being a productive skill, active skill and complex skill. Next, it presents the elements of speaking including vocabulary, pronunciation, grammar and fluency. Also, it tackles the psychological speaking difficulties that foreign learners encounter when they speak, which are: inhibition, shyness, mother tongue use, and fear of making mistakes, lack of motivation and lack of confidence. In addition to a review of some related studies and finally some recommendations for effective speaking that make a speaking lesson rewarding.

1.2 Instructional Scaffolding

Introduction

Teaching and learning speaking effectively is a hard task for learners as well as for teachers. As for teachers, it is difficult to organize the lesson content in a comprehensible way which would allow the learners to be able to practice speaking and achieve learning outcomes. Therefore, the technique of instructional scaffolding offers a clear approach to construct the speaking class, develop learners' understanding and reinforce their capacities to perform various speaking tasks. In this respect, we will cover the concepts and pedagogical implications of this technique, in addition to its origins and main characteristics. Also, advantages, disadvantages, recommended techniques and a review of related studies.

1.2.1 Scaffolding Concepts and Pedagogical Implications

Scaffolding in its denotative meaning refers to a temporary structure used to support workers and materials during the erection, repair ect, of a building or other construction.

Connotatively, the concept of scaffolding has many interpretations. Help, assistance and guidance are main key words in those interpretations (Amerian & Mehri, 2014). The term scaffolding was first used in the field of education by Wood, Bruner and Ross (1976); they define it as "a process that enables a child or novice to solve a problem, carry out a task or achieve a goal which would be beyond his/her unassisted efforts" (p. 90). From this perspective, scaffolding in language teaching and learning can be seen as resembling to the construction of buildings. The idea means that instructional scaffolding

indicates the temporary support techniques that are used to promote inexperienced learners to accomplish different tasks and acquire new skills. Accordingly, Gibbons (2015) defines it as:

> Scaffolding, however, is not simply another word for help. It is a special kind of help that assists learners in moving toward new skills, concepts, or levels of understanding. Scaffolding is thus the temporary assistance by which a teacher helps a learner know how to do something so that the learner will later be able to complete a similar task alone. It is future-oriented and aimed at increasing a learner's autonomy (p.16)

Moreover, scaffolding has been given a considerable attention from many scholars and researchers. Therefore, it has been adopted in order to implement it in the pedagogical context. Stone (1998) describes scaffolding as to be one of the major means that facilitate the child's learning, where learning happens due to the intervention and assistance of an expert (as Cited in J.Van de Pol, 2010, p. 2). Hammond (2001) says that "Knowing when and how to intervene is what scaffolding is all about" (p.60). That is to say, the amount of the aid given from the instructor is relative; it changes according to the learner's learning progress. In other words, when the learning increases the instructor starts to reduce the scaffolds, but when the learning decreases he/she starts to reinforce the instruction. Eison (2010) notes that scaffolding in teaching is based on the belief that learners are active in the process of teaching and learning. Salvin (2010) underlines its role in raising the learner's sense of responsibility and helping him become more self-directed. Samuel (2012) confirms that scaffolding is an effective language teaching technique for both young and adult learners (as cited in Ginaya et al.,2018, para.7) .Huang et al. (2012) and Mathew (2015) describe scaffolding as an approach to be learner-oriented, it emphasizes on boosting the learner participation and collaboration (*ibid.*). Mansor et al. (2017) point out that scaffolding in language teaching is predominantly utilized under the contemporary language theories which mostly focus on the learner's participation and raising critical thinking abilities, as well as self-direction.

1.2.2 Origins of Scaffolding

The notion of instructional scaffolding is the result of the socio-cultural theory of the Soviet psychologist Lev Vygotsky. This theory illustrates the significance of social interactions in the process of learning. Vygotsky believed that learning takes place in social settings where an infant is able to interact with a more knowledgeable other to foster his language. He listed many examples of cultures where children are taught under the guidance of older generations. For instance, when they are learning how to walk,

children often begin by holding onto the clothes or hands of an older one who guides them. They continue to do this until they become able to walk on their own.

In the 1960's, the theory of Vygotsky was revived by the psychologist Jerome Bruner and his assistants. He coined the term of "scaffolding" and related it to Vygotsky's theory and his notion of "the zone of proximal development" (as cited in Sarikas, 2020, par.14). Bruner introduced the zone of proximal development (henceforth ZPD) as a form of scaffolding which enables learners to become problem solvers and reach high levels of understanding.

According to Vygotsky the ZPD helps in detecting a child's mental function that is in an embryonic stage but will mature in the future. He 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 collaboration with more capable peers. (Vygotsky. 1978, p. 89)
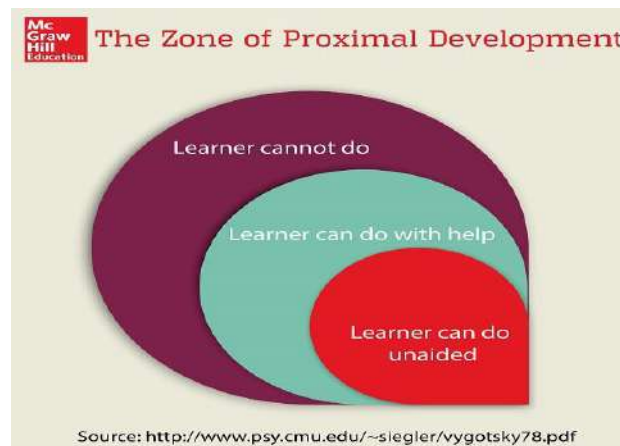
Figure 2.1 Zone of Proximal Development

The zone refers to the area of development between what the learner can accomplish independently and his frustration level. Furthermore, the ZPD reveals the learner's level of autonomy and gaps in learning and skills.

Hence, Raymond (2000) states that Vygotsky linked the notion of instructional scaffolding with teachers practices in the classroom. He said: "the role of the teacher and others is supporting the learner's development and providing support structures to get to that next stage or level" (p.176). This means that, interactions between the teacher and his/her learners or among other classmates serve in promoting learners' competence in the target language. In this vein, Cazden (1979) made a link between Vygotsky's work

and the research of Bruner et al. (1976) when she provided illustration of scaffolding technique to clarify how the ZPD can be reached. She asserts that adults can scaffold children's learning in different ways. Therefore, the notion of Vygotsky's ZPD paves the way for better understanding adult-child and teacher-learner interactions.

1.2.3 Characteristics of Scaffolding Techniques

Instructional scaffolding is a process in which the teacher models how to solve a problem, then steps back and offers guidance to students as needed. It has mainly three characteristics: contingency, fading, and transfer of responsibility. One common conceptual model sums up the main features of scaffolding technique, elicited in the following figure:
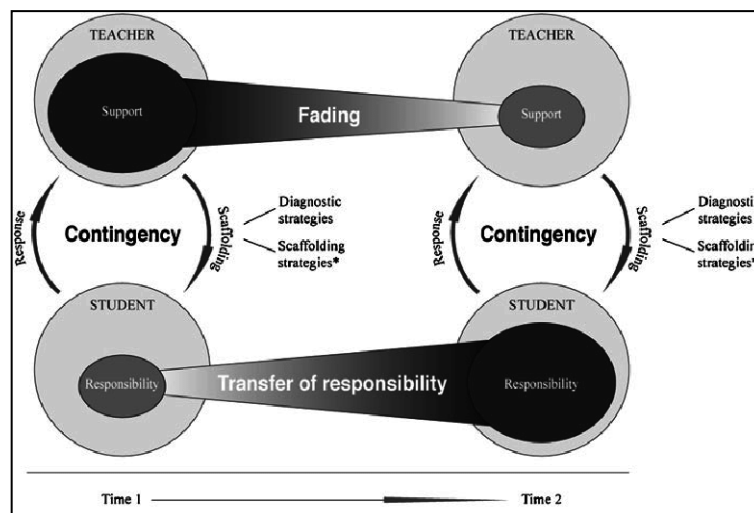
Figure 2.2 Conceptual model of scaffolding. Adapted from Van De Pol et al. (2010, p. 274)

a. Contingency

It is the main feature of scaffolding technique since it is the starting point for the required scaffolds. Contingency is referring primarily to the tailor-made or calibrated help. The instructor's help has to be adjusted to the learner's current level of performance. In other words, the instructor behaves contingently as he/she adapts the help to the learner(s) in one way or another. In order to do so, the teacher must assess the learner's level of competence relying on diagnostic strategies such as: dynamic and formative assessments. These strategies provide the teacher with the needed information concerning the learner's level of learning (J .Van de Pol, 2010).

b. Fading

It is the gradual retirement of the amount scaffolding is given over time. The rate of fading depends on the level of the development and capacity of the learner. Teacher's

support is to be reduced and removed when the learner becomes able to solve a problem and complete a task independently (*ibid.*).

c. Transfer of responsibility

It refers to the learners' expectations of the full burden of the previously scaffolded task. Responsibility can be recognized through learners' cognitive or meta-cognitive activities. In this context, the transfer is the gradual shift of responsibility from the support provider or the expert to the learner, once this latter becomes able to control his/her learning (*ibid.*).

1.2.4 Scaffolding Teaching Processes

Lange (2002) identifies, based on the work of Hogan and Pressely (1997) ,five phases of instructional scaffolding (as cited in Lombardi, P.2019,par. 24) : modeling of desired behaviors, offering explanation, inviting students to participate ,verifying and clarifying student understanding and inviting students to contribute clues. The aforementioned techniques are used to lead students towards self-regulation and autonomy which is the essence of the instructional scaffolding.

- **Modeling**

It is the initial step in instructional scaffolding where the instructor models how to perform a difficult task, or demonstrates to the learners what they are exactly supposed to do or complete.

There are three types of modeling phase:

✓ *Think -aloud modeling* which provides the cognitive processes associated with a task auditory content. In other words, a teacher may verbalize his/her process of thought to break down a complex or an unfamiliar word into its parts so that it can be understood.

✓ *Talk-aloud modeling* which requires verbalizing the thought process or problem solving technique when explaining the task.

✓ *Performance modeling* doesn't require verbal instruction. For instance, a baseball coach could teach one of his players how to get to catch it under a ball.

- **Offering explanation**

According to Lange (2002) such explanation should openly treat the learner's comprehension of what is being taught, why and when it is used and how it is being used. They are extensive and systematic at the outset and frequently repeated aim at helping the leaner to recall important details.

- **Inviting students to participate**

    In this phase, the instructor should engage the student in the learning process. For example, he /she might invite the student verbally or ask him/her to come to the blackboard and share his/her ideas through writing. It is obvious, then, that student participation is considered as a key component of successful teaching since it indicates both students' motivation and their responsibility towards their own learning.

- **Verifying and clarifying student understanding**

    When students share their ideas about a topic or a task, the teacher can correct them and clarify their understanding based upon whatever students' answers during the discussion.

- **Inviting students to contribute clues**

    It is important for the teacher to evaluate the learners' comprehension and provide constructive and corrective feedback, since learners became acquainted with new content.

1.2.5 Advantages and Disadvantage of Instructional Scaffolding

    Instructional scaffolding is a process through which difficult tasks become comprehensible .According to Halls (2008) scaffolding technique has a various benefits in promoting the level of learning as well as disadvantages that negatively affect the instruction process.

a. Advantages of Instructional Scaffolding

- Provides supportive learning environment.
- Learners are free to ask questions and help each other through new learning.
- Learners' level of frustration is reduced.
- Learner feel engaged and motivated to learn.
- The instructor who uses instructional scaffolding becomes more a tutor and facilitator than a dominant expert of content.
- Scaffolding engages learners in dynamic dialogues and allows them to be more active in their learning.
- Scaffolding offers individualized instruction and consequently increases learners' chances of achieving learning objectives.
- Scaffolding programs can identify the gifted and the talented learners.
- More assurance is provided that learners can completely understand and require the target skills, knowledge or abilities.

• Allow free-flowing of the lesson that is structured, centered and where mistakes have been reduced or removed prior to initiation.

b. Disadvantages of Instructional Scaffolding

• Implementing scaffolds is time consuming and challenging.

• Not knowing well enough learners' cognitive and affective abilities to have adequate scaffolding.

• Modeling the required behaviors or activities inadequately because the instructor did not fully consider the needs, interests and abilities of the individual learner.

• Lacking specific examples and tips in teacher's textbook editions.

• Requires the instructor to give up control as it fades.

• Potential for misjudging the ZPD; success depends on defining the area beyond, but not too beyond the capabilities of the learner.

1.2.6 Recommended Techniques and Activities for Scaffolding Speaking Skills

Scaffolding speaking requires the use of many different techniques and activities to make teaching effective. There are eight common instructional speaking techniques which are more prosperous for learners.

a. Techniques for Scaffolding Speaking Skills

According to (Ms. Houser, 2020, para.n.d.), there are eight major tips that the teacher should recognize when she/he plans a speaking lesson:

• **Visual and Realia**

The teacher should include tangible objects in his/her lessons and use visuals or pictures. These tools are an effective assistance because they develop learners' vocabulary and encourage their commitment in the classroom.

• **Modeling and Gestures**

Modeling and gestures help learners understand as well as perform exactly what they are supposed to do. Thus, the atmosphere of the classroom will be fun and more interesting.

• **Connected to Background Knowledge**

Ask your students to share their ideas about the content of the task and have them relate it to their own experiences or lives. For instance, you may have to show them a picture which is related to the lesson and ask them questions about it.

• **Graphic Organizers**

Graphic organizers can be used as an instrument to assist the learners, organize their ideas or answer when responding to any questions .However, for every lesson a graphic organizer may not be a suitable scaffold for all teachers; thus the teacher can make his/her own.

- **Sentence Structure**

By implying this technique, the teacher supports his/her learners to develop fluency in speaking since the sentences are the source of expressing our thoughts and ideas. In other words, when the learner recognizes word order and sentence structure, he/she will become more fluent in speaking.

- **Read Aloud**

Read a text aloud at the beginning of the lesson to your students especially a complex text will offer three important benefits: promoting commitment, promoting fluency and give learners access to the text in hand.

- **Intentional Small Group / Partner work**

To assist your students during independent work time, you can form small group or peer work. However, pairing two students simply because one is an experienced learner and the other is less developed can easily backfire if the teacher has not considered how their personalities or work styles would match up.

- **Use of First Language**

The teacher can use the learners' first language as a scaffold but not implying it all the time. He/she can translate complex vocabulary words in order to make connection between notions presented in the lesson.

b. Activities for Teaching and Scaffolding Speaking Skills

Oral proficiency, among EFL learners, is considered as the major aspect of language which is used as a measure to judge the level of the learner as good or bad. In order to promote learners' oral performance, the teachers opt to undertake some activities such as:

- **Discussion**

In discussions the teacher raises some stimulating topics to discuss them with the learners, but there must be a pre-identified purpose, and the discussed points must relate to this purpose. This activity helps the students arrive at a conclusion, talk about an event, express opinions or even find a solution due to this discussion. This type of activity serves at nurturing the learners' critical thinking and quick decision making; what gives them both courage and chance to express their thoughts and justify themselves openly. Discussion can be raised at different levels;

➢ *One-on-one speaking* in which a discussion is raised in the classroom concerning a particular point or question. It needs two participants; student-student or student-teacher.

➢ *Small group or team based oral work* is a dialogic activity that raises debates or deliberations with problem-solving focus.

➢ *Full class discussion* is a task that aims at focusing on reinforcing the collectivity and collaboration by raising less argument-based discussions; it is used especially in the large classes or lectures (H.Kayi, 2006).

- **Role play**

The learners in this task are asked to imagine themselves in particular social contexts. They try to converse and live the roles, taking into consideration the norms that govern those social contexts (Harmer, 1984). In role playing students are given role cards, instructions and details about the roles and phrases to be used, as well as, time to prepare. Its significance lies in the opportunity that is given to the learner to explore and practice communicating in different realistic social contexts. It, thus, reveals their creativeness and enables them speak in an accurate and confident way.

- **Simulations**

Learners in simulations try to reflect a real situation. They bring items that are related to that role in order to make the scene more realistic when they pretend to be in that particular situation. This type of task increases the hesitant learners' self-confidence and makes it seem easier to interact with others.

- **Information gap**

In this activity the learners are provided with different pieces of information which they need to complete a certain task. Learners in this activity work in pairs, each one of them should share the information they have received with their partners. The content must be well delivered, for that these it is needed to complete the task. This activity serves at solving problems and collecting information, it also enables the learners to practice conveying ideas in an appropriate way.

- **Storytelling**

In this activity the teacher takes advantage of the ability of the learner as a good grasper and listener. He asks him to summarize a story that he has heard before, or even to create one in order to foster his expressive and creative thinking.

- **Picture describing**

In this activity the teacher brings pictures and asks the learners to describe them in front of the whole class using their own imagination. This activity boosts the creativity and imagination of the learners. They also come to enriching their vocabulary package.

- **Picture narrating**

In this activity the teacher brings a couple of pictures and the learners are asked to imagine and tell the story taking place in the pictures, while giving attention to the criteria provided by the teacher which may include particular structures or vocabulary. This type of task enables the learners to unleash their creativity.

- **Reporting**

The learners have to read about an event whether in a magazine or newspaper, or brainstorm about a past experience before they come to the class. Furthermore, they will be orally reporting those events to their classmates. This task enables the learners to reach higher level of accuracy and become more fluent.

- **Story completion**

It is a whole class free speaking activity, in which the teacher tells the learners a portion of a story and then asks them to continue developing it. This type of activity is entertaining and helpful in getting all the class involved even the hesitant learners will be encouraged to participate.

- **Interviews**

The teacher in this activity provides the learners with a model on the types of questions that are used in interviews, so they can conduct proper ones with random people. This activity gets them practice speaking outside the classroom even more.

- **Oral presentations**

The learners perform a short oral talk concerning a particular topic. They present ideas, opinions and information about this topic based on what they have read. And the rest of the learners can join a discussion of that topic. Before performing the presentation, the learners are given enough time to prepare it (The learning center, 2013, para.1).

Oral presentations help increasing learners' communicative competence. They give the learner a good opportunity of experiencing and developing real world communications as well as leadership skills (King, 2002, as cited in S. Zivkovic, 2014).

1.2.7 Review of Related Studies on Language Scaffolding

Various scholars and researchers have studied the metaphor of scaffolding widely. Consequently, many theories demonstrated the significance of this technique in facilitating the process of learning and providing the needed support to learners to

achieve specific objectives. The following are the most influential studies on language scaffolding cited in Santos (2010, pp.51-58):

Bell and Davis (1996) suggested two types of scaffolding: metacognitive scaffolding and conceptual scaffolding. The first type focuses on enhancing learners' understanding and prompting their metagonition in learning through providing prompts in tasks. While the second type is conceptual scaffolding emphasizes on the activities where students are provided with hints and frameworks for extracting and organizing the evidence. Hannafin, Land and Oliver (1999) identify four kinds of scaffolding. Firstly, conceptual scaffolding which means to provide assistance on what to consider during learning. Secondly, metacognitive scaffolding which refers to the provided guidance on how to understand or to deal with a given problem. Thirdly, procedural scaffolding aims at guiding learner usage of instruments and resources. Finally, strategic scaffolding which is used to provide assistance on methods and techniques to solve the problem.

Brush and Saye (2002) compared between soft scaffolding and hard scaffolding. Soft scaffolding is about the teacher or other experts who provided dynamic and specific support at a given situation in the learning process. In contrast, hard scaffolding is static helps that can be expected and planned beforehand based on learner's problems with a task.

Holton and Clarke (2006) discussed the notion of scaffolding in terms of domain and agency. The former is consisted two types of scaffolding: conceptual and heuristic. Conceptual scaffolding refers to scaffolding supplied for the sake of enhancing comprehension and heuristic scaffolding implies how scaffolding is given to find solutions for specific problems. While the latter is includes three kinds of scaffolds: expert scaffolding, reciprocal scaffolding and self-scaffolding. The support provided by a teacher is called expert scaffolding. Otherwise, a scaffold offered by a learner working in peer or group is reciprocal scaffolding. Finally, self-scaffolding (also defined as metacognition) implies that the learner is able to complete a task on his or her own.

Yelland and Masters (2007) identified three kinds of scaffolding. The first is cognitive scaffolding which focuses on enhancing understanding. However, the second is technical scaffolding which requires the use of technology and finally, affective scaffolding is offered as emotional guidance.

Reingold, Rimor, and Kalay (2008) distinguished between four types of scaffolding. Firstly, technical scaffolding which is defined as instructional guidance for technology use. Secondly, content scaffolding that is provided to deal with information (addition,

elaboration, correction, ect). Thirdly, procedural scaffolding which is interested with assisting in data (investigating, organization, representation). Finally, meta-cognitive scaffolding which is given when dealing with activities and tasks which focus on reasoning process.

From teaching perspective, all these types of scaffolding have been used to support learning in different contexts. Consequently, learners could achieve particular objectives or develop their capacities.

Conclusion

Teaching and learning speaking in EFL classroom   is a difficult task for both teachers and learners. Indeed, the teacher should be aware of what Instructional Scaffolding is first and its characteristic, its process and techniques. Furthermore, Instructional scaffolding is considered as an important technique which helps the learners to develop their skills, reach self-regulated learning and become problem solvers. Also, this technique is often used to bridge learning gaps as it provides the assistance that enables learners to accomplish tasks which are beyond their capability. Thus, the need for instructional scaffolding is crucial for learners to master speaking skills.

Chapter Two

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Chapter Two: Methodology and Procedures

Introduction

This study aims at investigating the effect of implementing instructional scaffolding in developing EFL learners' oral performance. In order to achieve this aim, the current chapter is concerned with the description of the target population, the study of the sample, the research design and the tools used in this study. We conclude by the treatment of the study.

2.1 The Description of the Target Population

The target population of our research contains two teachers (02) for the structured interview who are interviewed to collect data about the effectiveness of instructional scaffolding technique on developing EFL learners' abilities focusing on the main elements of speaking and data about teachers' views and suggestions. On the other hand, first year under graduate students of English at KMUO have been randomly selected during oral expression lessons.

2.2 The Study of the Sample

The sample of this study is the students and the teachers of first year at the department of letters and English language at KMUO during the academic year 2019/2020. The sample consisted of twenty five students from a total of (240) of first year under graduate students of English. The sample are randomly selected to represent the whole population during oral expression lessons .The reason behind selecting the first year under graduate students as a sample for this study lies in that they would be a good example since they are often asked to prepare oral presentations. Thus, we will attempt to measure to what extent their oral performance is developed through the implementation of scaffolding technique.

Moreover, we have conducted an interview with (02) teachers of oral first year at the department of English at Ouargla University. This interview comes to support our data collection; it aims to obtain in-depth information about common difficulties that hinder learners' oral performance in the classroom and teachers' attitudes towards the use of instructional scaffolding technique in speaking classes.

2.3 Methodology Design

The current study is conducted on First Year under graduate students of English at Ouargla University following the mixed method approach. For the quantitative method, we adopt quasi- experimental design including three major steps; pre- test, treatment and post-test, where statistics are used when collecting data was obtained from the comparison scores

of the two tests. For the qualitative method we opt for the structured teacher interview to elicit specific information about teachers' attitudes towards the implementation of instructional scaffolding in teaching speaking to EFL classes.

2.4 Research Tools

The current study is mainly based on two main tools, pre/post-test and the teachers' interview in order to answer the research questions.

2.4.1 Test Design

We have designed a similar form of a pre-post speaking test to measure first year under graduate students' oral performance. Every form includes three tasks that sought for verbal answers. Besides, an evaluative rating scale is suggested in order to measure the student's oral performance during the pre and post speaking tests.

2.4.2 The Speaking Skills List

The speaking skills list was designed to identify the most important features of oral performance which were necessary for first year under graduate students.

- **Sources of the speaking skills list**:

In order to evaluate students' level of speaking, there are some kinds of criteria and rubrics of speaking test from some experts. According to Harris (1969) there are five aspects that should be included in the speaking test. They are: pronunciation, structure, vocabulary, fluency, and understanding or content (as cited in Hadariana, n.d, and p.39). Weir (1993) suggests five components of scoring in oral performance test. They are: adequacy of content, adequacy of vocabulary, grammatical accuracy, intelligibility and fluency (as cited in ibid.p.39). Another opinion is provided by (O'Malley, 1996, as cited in ibid.p.39), he states that there are three aspects of scoring in speaking test which are fluency, structure and vocabulary. Whereas, Brown (2004) explains that an oral communication test should contain certain criteria, it has to test for grammatical, discourse, sociolinguistic and illocutionary competence and strategic competence.

In this study, the aspects that are chosen to be measured are: grammar, vocabulary, pronunciation and fluency because these aspects are used by many researchers mentioned above. The scoring rubric is adapted to the context and the level of background knowledge of the students.

2.4.3 Speaking Performance Pre-Post Test

As a pre-test, it was used to measure First year under graduate students' level in oral performance before exposing them to the experiment in which they receive the appropriate treatment.

As a post-test, it was used to check the effectiveness of the training sessions or the treatment in enhancing the oral performance of the students.

2.4.4 Aim of the Test

The aim of the speaking test was to measure the level of the first year under graduate students in oral performance and to reveal whether they made any progress through implementing instructional scaffolding techniques.

2.4.5 Description of the Test

Firstly, The students of English first year under graduate began by pre-test which includes three tasks about topics that reflect to students' lives (see Appendix A).In the first task, the students were asked to imagine themselves teenagers and talk about things that they like and don't like to do. In the second one, they were asked to talk about things their parents have to do and don't have to do. Finally, they were asked to read a text and check expressions of: obligation, nationality words and manners and give them verbally.

Secondly, after conducting the pre-test the researcher planned remedial lessons for the training sessions applying the target techniques through scaffolding interactive activities. The treatment consists of four activities:

• Activity 01: in this activity the students will be able to complete sentences with expressions of obligation or permission and to talk about themselves or about their families using modal verbs of obligation or permission (grammar focus).

• Activity 02: in this activity the students will be able to identify nationality words and check stress placement on nationality words (vocabulary and pronunciation focus).

• Activity 03: in this activity the students will be able to talk about manners in their countries and other ones.(fluency focus)

• Activity 04: this activity is a recapitulating one where the students will be able to discuss in sub- groups guiding questions that pave the way for oral presentations. The teacher does not intervene in the discussion but monitors the students' instructions and check their use of the target expressions.

Finally, the treatment followed by a post- test which is used to measure the effect of treatment sessions. In other words, to show whether there is a progress in students' achievement in comparison with the pre-test.

2.4.6 Test Instructions

The students were given oral and written instructions beforehand in order to avoid any misunderstanding. They were asked to answer the required questions; taking into account the time allocated for each questions. Also, they were allowed to write notes before giving the answer.

2.4.7 Scoring **the Test**

We believe that rubrics are authentic tools to asses speaking since they afford clear and objective criteria for assessment. Thus, we have used a detailed rubric to give scores and evaluate students' answers. There are four elements that are going to be evaluated, which are: vocabulary, pronunciation, grammar and fluency as follows:

Table 2.1 Speaking scoring rubric

Scores Elements	Excellent 5	Very good 4	Good 3	Average 2	Poor 1
Vocabulary	Using varied and appropriate vocabulary	Rarely using inappropriate vocabulary	Using sufficient vocabulary to speak language	Limited vocabulary and misuse of terms.	Using inadequate vocabulary
Pronunciation	Excellent pronunciation without errors	A few error pronunciation	There are minor spelling errors but still can be understood	Mispronunciation of terms or words	There are a lot of errors that affect communication
Grammar	All the answers are grammatically correct	There are few grammar errors and word order	There are some grammatical errors which do not affect meaning	There are frequent errors that affect meaning	Lot of errors that make communication severe
Fluency	Fluent speech with slight hesitations that do not affect communication	Fluent speech with occasional hesitation	Hesitant speech because of searching for words	Speech is very slow and short	Speech is Fragmentary which make communication impossible

The rating points are reported in the range from 1-5. It is presented as follows

Table 2.2. Rating points

Criteria	Score
Excellent	05points
Very good	04 points
Good	03points
Average	02points
Poor	01 points

In this case, the highest score would be 20 divided into 5in grammar, 5 in vocabulary, 5 in pronunciation and 5 in fluency.

For instance; if the student gets 5 in grammar, 4 in vocabulary, 3 in pronunciation and 4 in fluency, the total score of the student will be 15. It means he/she gets 15 in speaking test.

2.4.8 Test Administration

The test was administered to the experimental group as a pre-test on February, the 17th, 2020. It was administered as a post-test to the same experimental group on March, the 9th, 2020.

2.4.9 Teachers' Interview

The current study adopts a structured interview where all participants were asked the same questions and recorded for later analysis. The importance of a structured interview is that it helps the researcher to organize his/her question without missing any detail to ask for it. Moreover, it does not consume time since it can be analyzed easier.

a. Aim of the Teachers' Interview

This interview aims at providing the researcher with in-depth information of teachers' attitudes towards implementation of instructional scaffolding technique on promoting EFL learners' oral performance. It is considered also as a way to validate the research's questions

b. Administration and Description of Teachers' Interview

The interview is conducted with (02) teachers of oral expression first year undergraduate students at the department of English at Ouargla University during the academic year 2019/2020. Each interview took an average of 25 minutes .It is in a

structured format where both teachers were asked to respond thirteen open-ended questions related to their attitudes towards the implementation of instructional scaffolding in EFL classroom to promote learners' oral performance. It is designed in three sections; the first section is about teachers' personal information, the second section is concerned with the teaching context of speaking where the main theme developed in this context and the last section contained teachers' suggestions (see Appendix B).

2.5 Treatment of the Study

2.5.1 Aims of the Treatment

The treatment provided in the current study aims at:

- Developing some speaking skill of the first year under graduate students through implementing scaffolding interactive activities.
- Reducing the negative impact of some psychological factors that hinder the students' oral production in the classroom such as inhibition, shyness, mother tongue use, and fear of making mistakes, lack of motivation and lack of confidence.

2.5.2 Hypotheses of the Treatment

The treatment is based on the following hypotheses:

1. Speaking is a highly integrative skill; it plays a vital and a crucial role in the process of foreign language learning.

2. Instructional scaffolding is an effective technique in promoting the oral performance of first year under graduate students in EFL classroom.

3. The atmosphere of the classroom is healthier and promoting when instructional scaffolding technique is applied during speaking activities.

2.5.3 Duration of the Treatment's Administration

The administration of the treatment began on February, 23rd, 2020 and ended on March, the 8th, 2020. We met the experimental group two days per week for ninety minute a day.

2.5.4 Description of the Treatment

The treatment consists of three sessions. We proposed different scaffolding interactive activities. The goal was to help first year students overcome the hindrances that negatively affect their oral production by using some scaffolding interactive activities. We have benefited from the literature review by setting the following guidelines:

1. We selected appropriate tasks that meet the students' needs and the lesson's learning objectives.

2. We took into consideration students' backgrounds and prior knowledge to assess their performance.

3. We selected suitable and easy instruments that help students accomplish the task in hand.

4. We used different scaffolds suchlike: models, graphics, questions, pictures, reading aloud and peer and group work to help them stay focused on the task in hand and increase their commitment in the classroom.

5. We created a friendly learning atmosphere to encourage students to take risks and feel comfortable when speaking or expressing their ideas without any fear or hesitation.

Based on this, we adopted an assisted framework to include instructional scaffolding along the treatment sessions. We started with explaining the activities and the learning objective of each activity to the students and integrating Talk-Aloud and Think-Aloud modeling to help them comprehend the difficult task which enables us to check their progress and work with them to perform the task ,especially the hesitant ones. After that, we let students work with their partners to accomplish the activity with less guidance. As scaffolding fades, we give the students a new similar task in order to let them show their ability to master the new task.

2.5.5 Scaffolding Interactive Activities included in the Treatment

We designed these kinds of activities in order to enhance learners' oral production and motivate them to interact with the target language without hesitation.

- Information gap: it is designed to motivate communication between students in the classroom in order to accomplish certain task. For example, they may talk to their mates in order to find the missing word, put the correct word or sentences in the right order.

- Acting from audio- script: this type of activity can help students improve their speaking skill, especially in pronunciation since it allows them to listen to native speakers to check the correct pronunciation. During this activity, the teacher acts as a director, he/she draws the attention of his /her students to correct intonation, stress placement and rhythm. Then, he/she can give them the opportunity to practice saying the task.

- Question-answer: this kind of activity scaffolds the development of the students' comprehension since it identifies gaps in knowledge and comprehension. Also, it helps the teacher to give immediate feedback on student's understanding, which enables him/her to tailor his/her teaching to meet students' needs or interests.

•Discussion: it is an effective activity for developing students' fluency since it motivates them to practice the target language to express their opinions and thoughts.

•Oral presentation: it is an activity in which students make presentation about certain topic, they prepare their work in "writing format" and present it in front of their classmates. This kind of tasks provokes communication between students, develop their fluency and increase interaction in the classroom.

Moreover, we have divided treatment sessions into three stages: pre-speaking, during speaking and post-speaking stage.

a-Pre-speaking Stage

In this stage, there are two proposed activities. They are accuracy-based activities. These activities scaffold and facilitate the students' understanding. So, when the student goes to the next stage they will be prepared cognitively since these activities activate their prior knowledge.

b-During speaking Stage

In this stage, the students were asked to read a text and answer the questions related to it orally. The teacher integrated reading in order to help them focus and be more committed. During this stage, the teacher creates a freely and friendly atmosphere to encourage the students to interact with him/her and their classmates. In the same time, he/she scaffolded their students' comprehension when they gave their responses.

C-Post -speaking Stage

In this stage, the teacher asked their students to perform a new task based on what they have previously acquired, in order to check their comprehension, to assess their development and success in accomplishing the task independently (without the teacher's scaffolding).

2.5.6 Instructional Aids Design

In the three stages of the treatment we implemented some instructional aids and tools in order to scaffold the students of the experiment group. They are: model, handouts/ answer sheet, pictures, tape record, computer and dictionary. These instruments make it easier for the students to manage the difficult tasks and boost their interaction in the classroom.

Conclusion

The second chapter included the methodology that is used in collecting data and the description of the target population of the current study. In addition to the description of the

speaking test and the tools used in the current study. Also, it included the proposed treatment and the procedures followed in preparing this treatment. Accordingly, the next chapter will investigate the effect of the treatment sessions on developing the oral performance of first year under graduate students.

Chapter Three

Result, Analysis and Discussion

3.1 The Results of Pre- test and Post-test

    3.1.1 Pre-Test Results

    3.1.2 Post-Test Results

3.2 Analysis and Discussion

    3.2.1 Students' test

    3.2.2 Teacher's interview

Chapter Three: Results, Analysis and Discussion

Introduction

This chapter illustrates the statistical analyses of the data, results and the discussion of the results of the study. Data collected from the pre and post speaking tests were statistically analyzed by Excel.

3.1 The Results of Pre- test and Post-test Scores

3.1.1 Pre-Test Results

Table 3.1 Pre-Test Results

Students	Task 1	Task 2	Task 3		The Total
	Grammar	Fleuncy	Pronuanciation	Vocabulary	
S 1	2,50	2,50	3,00	3,00	11,00
S2	3,00	2,50	3,00	4,50	13,00
S 3	2,50	2,00	2,50	4,00	11,00
S 4	2,50	2,50	2,50	2,50	10,00
S 5	2,50	2,50	3,00	2,50	10,50
S 6	3,00	3,00	3,00	2,50	11,50
S 7	3,00	3,50	3,50	2,50	12,50
S 8	4,00	3,50	3,00	2,50	13,00
S 9	2,50	2,00	2,50	3,00	10,00
S 10	3,00	2,50	3,00	2,50	11,00
S 11	2,50	2,50	3,00	3,00	11,00
S 12	2,50	2,50	3,00	3,00	11,00
S 13	3,00	3,00	3,00	2,50	11,50
S 14	3,00	2,50	2,00	2,50	10,00
S 15	3,00	2,00	2,50	2,00	9,50
S 16	3,00	3,50	3,00	3,00	12,50
S 17	2,50	2,00	2,00	2,50	9,00
S 18	4,00	3,50	3,00	3,00	13,50
S 19	2,50	2,00	2,50	3,00	10,00
S 20	2,00	2,50	2,50	2,50	9,50
S 21	3,00	4,00	3,00	4,50	14,50
S 22	4,50	3,50	3,00	4,00	15,00
S 23	3,00	4,00	4,00	3,00	14,00
S 24	2,50	2,00	2,50	2,00	9,00
S 25	2,00	2,00	2,00	2,00	8,00
	71,50	68,00	70,00	72,00	281,50

Pre-testing results showed that there is a difference in the students' achievement, the maximum total score was 15 and the minimum total score was 8. We can classify their marks into three categories. The first category contains (05) students have scored between (08) and (9.5) out of 20marks.The second one contains (04) students have scored the average. The third category consists of (15) students have scored above the average between (11) and (15).

After the researcher gave their students treatment by teaching them using scaffolding interactive activities where the training sessions were prosperous and full of interaction, he conducted a post- test to see the improvement of the students' oral performance. The whole of the students' post -test score are presented as follows:

3.1.2 Post-Test Results

Table 3.2 Post-Test Results

Students	Task 1	Task 2	Task 3		The Total
	Grammar	Fleuncy	Pronounciation	Vocabulary	
S1	3,00	2,50	3,50	3,00	12,00
S2	3,00	3,00	3,00	4,50	13,50
S3	3,50	3,00	3,00	4,50	14,00
S4	3,00	2,50	3,00	3,50	12,00
S5	4,00	3,00	3,00	3,00	13,00
S6	4,00	3,00	3,50	3,00	13,50
S7	3,50	4,00	4,00	4,00	15,50
S8	4,50	4,00	3,00	3,50	15,00
S9	3,00	2,50	2,50	3,50	11,50
S10	4,00	3,00	3,00	3,00	13,00
S11	3,00	3,50	3,00	4,00	13,50
S12	3,50	3,00	3,00	3,50	13,00
S13	3,50	3,50	4,00	3,00	14,00
S14	3,50	3,00	3,00	3,50	13,00
S15	3,50	2,00	2,50	2,00	10,00
S16	4,00	4,50	3,50	4,00	16,00
S17	3,00	2,00	2,00	2,50	9,50
S18	4,50	4,00	3,00	3,00	14,50
S19	3,00	2,50	2,50	3,50	11,50
S20	3,00	3,00	2,50	2,50	11,00
S21	4,50	4,50	3,50	4,50	17,00
S22	4,50	4,00	3,50	4,00	16,00
S23	4,50	4,50	4,00	4,00	17,00
S24	2,50	2,00	2,50	2,50	9,50
S25	3,00	2,50	2,50	2,50	10,50
	89,00	79,00	76,50	84,50	329,00

Post-testing results showed a noticeable shift in the students' scores as it is presented on the table above. The lowest score changed from (8) into (10.5) of (20) as a total mark and the highest score changed from (15) into (17) out of (20) as a total mark. Moreover, the total of students who scored down the average in the pre test have decreased from (05) to (02) students in the post test. In general, all the students have made a noticeable shift in their scores, only (03) students out of (25) have made a slight shift.

The comparison between the pre-test and the post-test results are represented in the following graph.
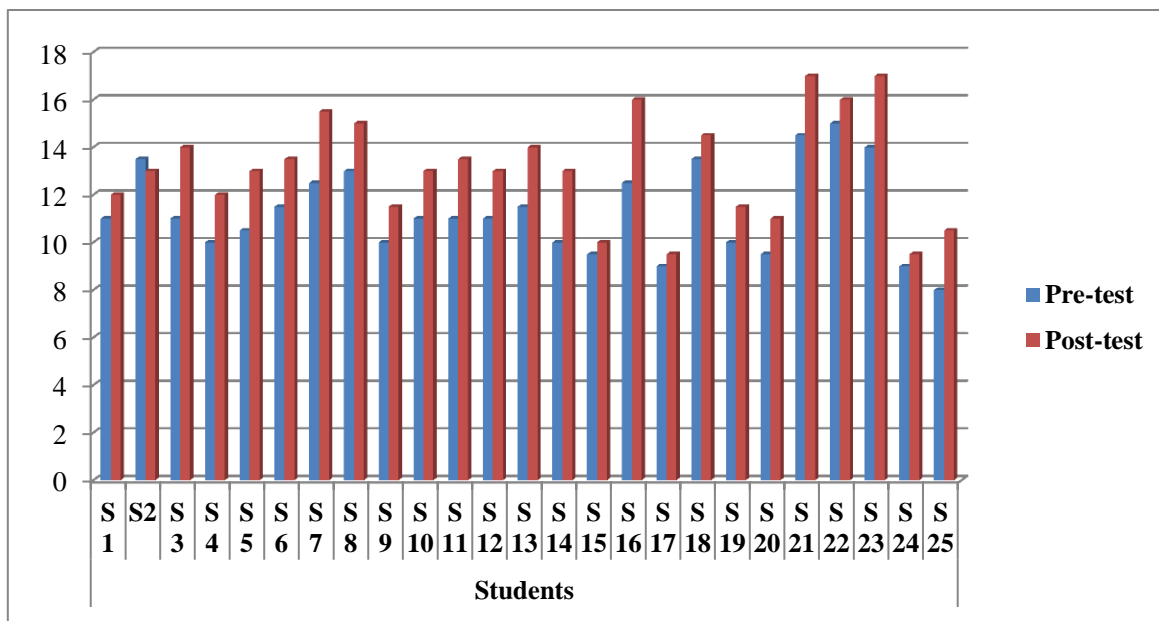

Figure 3.1 The comparison between the pre-test and the post-test results

3.2 Analysis and Discussion

3.2.1 Students' test

After giving the pre-test, treatment and post-test to the participants, the researcher gets the following pre-test's mean and post-test's mean scores:

Table.3.3 The means of pre-test and post-test scores

Tests		Task 1	Task 2	Task 3		The Total
		Grammar	Fleuncy	Pronunciation	Vocabulary	
Pre-test	$\sum$	71,50	68,00	70,00	72,00	281,50
	X	2,86	2,72	2,80	2,88	0,45
Post-test	$\sum$	89,00	79,00	76,50	84,50	329,00
	X	3,56	3,16	3,06	3,38	0,53

From the above table, it is noticed that there is an improvement of the student achievement where the total score of pre-test is (281,50) and the total score of post-test is

(329).i.e.(47.5) points of total score as an improvement as it shows in the following graph.
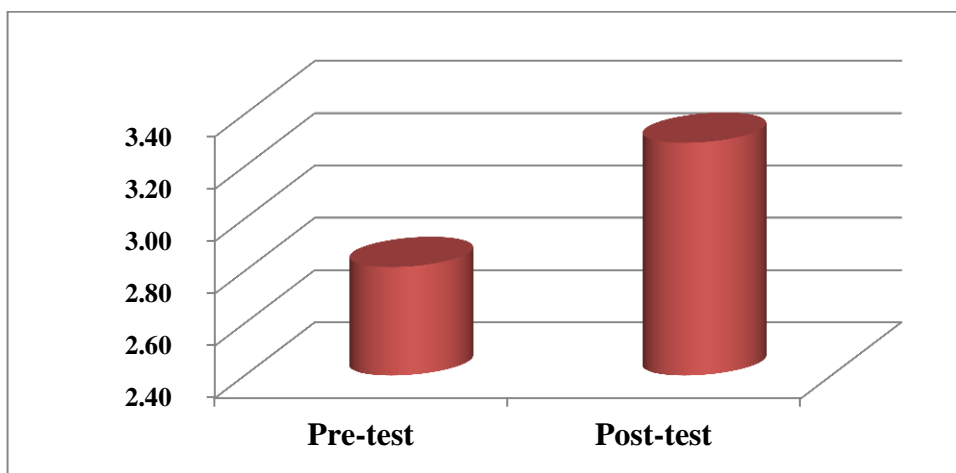

Figure.3.2 The pre-test and the post-test scores

Moreover, the means of the students' scores in the pre-test is (2.86) for grammar, (2.72) for fluency, (2.80) for pronunciation and (2.88) for vocabulary .i.e. the means of the students' total score in the pre- test is (0.45) which denotes relatively the participants' low achievements. Thus, the researcher treats their participants by teaching them through scaffolding interactive activities to enhance their oral production. The means of participants' scores is: (3.56) for grammar, (3.16) for fluency, (3.06) for pronunciation and (3.38) for vocabulary .i.e. the mean of the students' total score in the post test is (0.53).

The post-test's score in comparison with the pre-test indicates that the participants' scores significantly increased after they held the treatment. This significant improvement of students' scores also indicates that scaffolding interactive activities could develop the students' oral performance. This can be shown from the increase of each element of student's oral performance as it shows in the following figure:
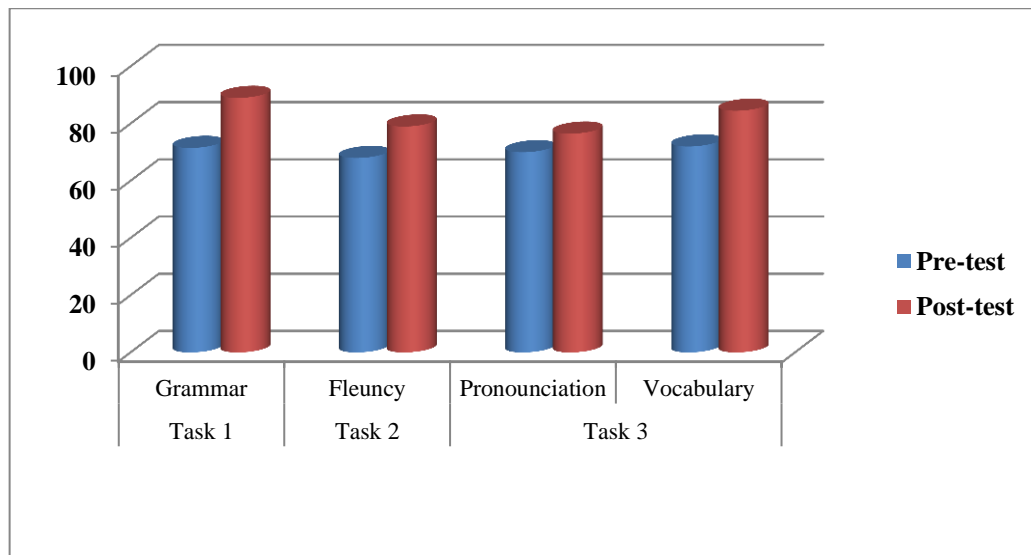
Figure 3.3 The improvement of four elements of students' oral performance from pre-test and post-test

Discussion

The analysis of the mean score between the pre-test and post-test ensures that the technique used was effective because the students' achievement developed after the treatment sessions in which scaffolding interactive activities were applied. Instructional scaffolding guided the students to enhance their oral performance and even identify the techniques they could apply to overcome their speaking hinders.

3.2.2 Teacher's interview

Question1 and quesion2

Q1: How many years have you been teaching English language?
Q2: How many years have you been teaching oral expression?

According to teachers' responses, it is noticed that the respondents have considerable experience in the field of teaching English language and particularly oral expression module. They are between (06) years and (17) years of experience in teaching English language, while in teaching oral expression they are between (04) years and (12) years. Thus, they can give sufficient responses that suit our aim.

Question 3 and question 4

Q3: What is the number of students in your class?
Q4: Do you think that the time devoted to teach oral expression is sufficient?

The average of the students' number is about (34) to (47) students while The time devoted to teach oral expression is two sessions per week .i.e. (03) hours per week, both

teachers asserted that the time devoted for the first year students to learn oral expression was enough to achieve their goals by the end of the semester or by the end of the year. However, one of the teachers complained of the classroom's size which sometimes did not allow addressing every student.

Question5

Q 5: How do you evaluate your students' level in speaking?

Both teachers said that their classes show an upper intermediate level of speaking. One of the teachers states "…*this group is a fluent group and they are highly motivated. The majority of students can show an upper intermediate level of speaking. It is a feature of this generation coming up; there is a decrease in their writing but more fluent speakers they are. It is formal or not formal that is another question*".

Question 6

Q 6: What is the common difficulties learners encounter when speaking?

According to both teachers' answers we can classify difficulties in many types mainly psychological factors such as: students are introverted or shy, they have a low self-esteem and self-confidence and they have stage phobia; though they have a good language. Thus, they do not know how to perform by their own. Others factors such like: the lack of vocabulary, they do not have the appropriate vocabulary of the target topic; they are not familiar with the topic and mother tongue interference. On the other hand, one teacher points up that there are some advanced students who monopole the talk; they don't leave any opportunity for the shy students or less achievers to speak. She continued to say that there are others difficulties such like students' complain about "how to say it?" or "what does this mean?" since there is an absence of a real life situations provided for them to practice English language as it is occurring in the natural context, in addition to the difficulty in the material which can help the students to facilitate the learning as it gave more authentic use of language .lastly, the subject itself which is speaking, she said that it is a complex skill and it has many aspects from other skills (integrated skill).

Question7

Q7: What types of tasks do you usually undertake in your class? Why?

The main tasks provided by respondents were mainly interactive and communicative activities suchlike as: role play, dialogue completion, simulation, oral presentation and debates as well. One of the interviewees says: "…*most of the time they label my tasks as*

being funny, vivid and very active, if only you come to my classes as sadden you can notice that normally my students do not sit down, they are all the time standing up or moving around the classroom or working together".

The other teacher said that they focuses on fluency- based activities then he comes to accuracy because he wants them to use language even if there are some problems with the language being used since they achieve the goal of the task that he gives them. He tends to help them during the performance if it is possible but not interrupting them saying "your language is weak or terrible".

Question 8

Q 8: What aspects of speaking do you focus on more in your teaching? Why?

The results reveal that both teachers focus more on fluency then they go to accuracy .It mean that the respondents encourage their students to speak without hesitation and fear of making mistakes. One of the teachers says: "*…I'm interested more in student being able to accomplish what* he*/she asked to. Then, I will help him with the language because language will* take *care of itself later. I let him speak and try, and then I will help him in case he makes mistakes".*

Question 9

Q 9: How do you motivate your students to participate in the classroom?

One of the teachers says: "*Rewards! ...even a piece of chocolate"* because he wants them to use language even if there are some problems. He says: "*… I tend to help them during the performance if it is possible but not interrupting them saying your language is weak or terrible"* while the other teacher gave the following tips:

➢ She addressed the students by their names; she did not use their family names.

➢ She did not correct every mistake.

➢ She did not interrupt students every time.

➢ Sometimes she asked them to write down what they want or prefer as a topic or the way they wanted that activity to be held.

➢ For the students who prefer to work alone she gave them some tasks that they could show their achievements.

Question10

Q 10: In your opinion, what does it mean "Instructional Scaffolding"?

According to the teachers' responses, there are two definitions. The first teacher defined instructional scaffolding as "supporting". He states: "…*the teacher must be a source for a help for the student not a monster in the class. Help in all its different forms not only language help but also a psychological help, the student would like just someone to say you are able to*". Whereas, the second stated that it is a way of "gradations" that is used in the lesson. She says: "…*instructional scaffolding is a type of scaffolding that is mainly takes more practical nature of the scaffolding types and it is really based heavily on the teacher work or teacher's role and responsibility*".

Question 11

Q 11: Do you apply these techniques to develop learners' oral performance? Why?

Both teachers are apply instructional scaffolding in their process of teaching weather unconsciously or in purpose because they believe that this technique is useful especially if the teacher use it properly and it really help the learners overcome their speaking' difficulties, not only he will participate in the classroom but he will find it easy to use language effectively and appropriately whatever the context is. For instance one teacher says: "…*I am doing it in purpose only if there is a topic which is new or challenging or it contains many items to be taugh*t" and she continued to say: "…*there are many topics that the students encounter with other teacher, why not we prepare them!. These are subject-based activities. So we more focus on the operational way of doing language, and this paves the way for them to use it with the content-based module*".

Question 12

Q12: To what extent does instructional scaffolding technique promote learners' oral performance?

Both teachers view that the instructional scaffolding is an important technique which assisted the learners to be proficient speakers. It promotes them to the extent that some students can show readiness for learning and can even change their attitudes and reactions to the tasks or towards their mates. Also, it helps them go for further research outside the classroom, it enables them to be producers of language (problem solvers) .In addition, learners can develop their critical thinking through instructional scaffolding technique which enables them to reveal the aim behind the lesson's activities. Finally, instructional scaffolding promotes the learners' achievement in the official exams too.

Question 13

Q13: Do you have any suggestions?

Generally, both teachers suggested that the teacher of oral expression should implement instructional scaffolding to teach speaking as being an important skill for EFL context. Hence, the teacher should continuously assess their techniques and learners' achievement according to this technique .however, one teacher says: "… *there should be collaboration among teachers to check out other techniques, to check what did worked well and what did not work*". The second teacher say: "*you should not believe that instructional scaffolding technique is the only solution to all classroom problems. It is among the remedies that we can use because it may work with group (a), but does not work with group (b)*".

Discussion

Due to the teachers' considerable experience in teaching English language and particularly oral expression module, the analysis presented highly awareness of instructional scaffolding use among first year teachers. The teachers stated that they apply this technique unconsciously or in purpose because of its vital role in the process of teaching speaking skills. Moreover, instructional scaffolding technique helps the students to reduce their speaking difficulties and even paves the way for them to use it with the content-based module. Besides, it provides them with opportunities to use the language fluently wherever the context is,

The analysis showed that the teachers apply some scaffolding interactive activities suchlike discussion, information gap, oral presentation and information gaps in order to facilitate the learning process. Furthermore, the teachers stressed the importance of the instructional scaffolding as it promotes learner' s oral performance to great extent that, it helps them to be problem solver, more autonomous learner and critical thinker.

Finally, the teachers suggested some remarks about the teaching through the implementation of instructional scaffolding in developing EFL learners' oral performance. The analysis showed that the teacher should continuously evaluate their students' oral production according to instructional scaffolding technique but we should not believe that instructional scaffolding technique is the only remedy to all speaking class problems. It is among the remedies that we can use.

Conclusion

This chapter is carried out to affirm our major hypothesis which is EFL teachers implement instructional scaffolding techniques to help learners overcome their speaking difficulties and develop their oral performance by providing them with supportive instruction that will lead them to become problem solvers, more autonomous and self-regulated. According to the results of students' pre-test and post-test and teachers' interview which were administered at the department of English of KMUO. Instructional scaffolding is the useful technique that helps developing EFL learners' oral performance and fostering their communicative competence. Consequently, the hypothesis is proved and affirmed.

Recommendations and Suggestions

In the light of the results of the present study, the following recommendations are provided:

First, teachers should adopt the instructional scaffolding technique in teaching to enhance EFL learners' oral performance taking into consideration the nature of the subject itself which is speaking (complex skill) , the materials and learners' abilities and interests.

Second, teachers should give more focus to developing learners' oral production not testing their performance.

Third, instructional materials should be provided because the main goal is to facilitate the learning and allow learners to speak effectively and appropriately in different contexts.

Fourth, teachers should undertake training workshops that aim at motivating them to use instructional scaffolding technique in teaching EFL classes.

Fifth, curriculum designers should designed curricula that emphasize instructional scaffolding technique which suits learners' needs and interests.

Sixth, curriculum developers should enrich teachers' text books and guiders with examples of scaffolds since it is the teacher responsibility to provide opportunities for their students to use language fluently.

Finally, we suggest that teachers should focus more on pronunciation and fluency; they may decrease the mark of grammar and add it to the other criteria. Moreover, teachers should integrate listening skill as a separate skill to support speaking and thus students' oral performance. In addition, teachers should emphasize on classroom interaction patterns such as: peer and group work. Besides, they should look for more formative assessment strategies such as think-pair-share. In the other hand, they could encourage peer assessment, self-assessment and they could vary the criteria of assessment according to the aim, focus, level and material.

General conclusion

The main objective of the current study is to investigate the effect of implementing instructional scaffolding technique on developing EFL learners' oral performance. In this respect, we have conducted our study with first year under graduate students of English at KMUO. We have used a quasi-experimental design; pre-test, treatment and post-test in order to test our hypotheses.

This research work consisted of a general introduction, three chapters, recommendations and general conclusion. The first chapter is devoted to the review of the literature and previous studies related to the two variables of speaking skill and instructional scaffolding. The second chapter deals with the practical part of this study. It describes the research design along with the target population, data collection and the treatment procedures. The last chapter reveals the results and the interpretation of the data collected. The findings showed that the majority of the participants have scored better in the post-test than in the pre-test and this due to the effectiveness of the implementation of instructional scaffolding technique along the training sessions . Besides, a structured teachers' interview was conducted in form of open –ended questions where the teacher showed where the teachers stressed the importance of implementing instructional scaffolding technique in EFL classroom to develop learners' oral performance. Furthermore, this technique decreases learners' speaking difficulties and enable them to be problem solver and autonomous learners. Finally, on the basis of the results of data collection and analysis we mentioned that our hypotheses are proved.

Some recommendations and suggestions are offered to teachers in order to develop speaking proficiency in EFL classroom.

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Appendices

Appendix A

Pre-test and Post-test

Instructions of the test

✓ This test aims measuring your oral performance of English language for research purposes.

✓ The total time of the test is (90) minutes.

✓ You are allowed to write notes before giving the answer.

Task 01: Tell me things about teenagers that you like and don't like.

Task02: Tell me about some things your parents *have to* do and *don't have to* do?

Task 03: Read the text *A Word Guide to Good Manner*. Check expression of:

    ✓ Obligation

    ✓ Nationality words

    ✓ Manners

Questions	Grammar (5points)	Vocabulary (5points)	Pronunciation (5points)	Fluency (5points)	Total (20 points)
Q 1					
Q 2					
Q 3					
The final total					

Treatment Activities

Activity 1

A. There are some good things about being a teenager and not an adult. To know those things, complete the sentences using: have (go) to, can, and be allowed to.

1. You ……………………go to work.

2. You ……………………pay bills.

3. You ……………………go out with your friends.

4. I always …………………tell my mum and dad where I'm going.

5. What time ……………………get back home?

6. You ……………………buy whatever you want.

7. Adults ……………………worry about paying the bills.

8. They ……………………always do what they want.

9. We ……………………bring mobile phones to class.

10. I …………go. I ………. do my homework.

- Make your own statement expressing obligation or permission (practice saying the statement).

B. Look at the table .Make true sentences about you and your family.

I don't have to do the cooking

A	B	C
I My parents My mother My father My sister My brother My grandparents	Have to Has to don't have to doesn't have to Had to didn't have to	Go to work. Get up early. Go shopping. Clean my room. Do the cooking. Take out the rubbish. Do the washing.

- Compare your sentences with a partner.

Activity 2

A. Look at the pictures. What nationalities can you identify?

B. Listen and match items in A with items in B.

Tape script

The Italians eat a lot of pasta.
The Chinese cook lots of noodles and rice.
The British invented football.
The Canadians often watch ice hockey on TV.
The French produce champagne.
The Japanese eat raw fish.
The Scots wear kilts on special occasions.

A	B
The Italians	Cook lots of noodles and rice.
The Chinese	Wear kilts on special occasions.
The British	Produce champagne
The Canadians	Eat raw fish
The French	Invented football.
The Japanese	Eat a lot of pasta.
The Scots	Often watch ice hockey on TV.

C. Listen again and check the stress placement on nationality words.

Activity 3

A / Are these statements true (t) or false (f) according to you.

When we meet someone for the first time, we shake hands. ☐

Friends kiss on both cheeks when they meet or when they say goodbye. ☐

We often invite people to our home for z meal. ☐

If you have arranged to do something with friends, it's OK to be a little late. ☐

You shouldn't yawn in public. ☐

We call most people by their first names. ☐

B/ Read the text. Answer the following questions:

1. What are the two differences between the American and the Japanese greeting?

2. List some of the clothes you think women *shouldn't* wear in Asian and Muslim countries.

3. Is your main meal of the day the same as in Italy?

4. What are some of the rules about business cards?

Activity 4

Based on what you have seen, discuss these questions in groups of (04):

1. There is a saying in English: when in Rome, do as Roman do. What does it mean? Do you have a similar saying in your language?

2. Talk about manners that you like and don't like in your country.

WORD GUIDE TO

GoodManners

How not to behave badly abroad

By Norman Ramshaw

Travelling to corners of the world gets easier and easier. We live in a global village, but this doesn't mean that we all behave in the same way.

- **Greetings**

  How should you behave when you meet someone first time? An American or Canadian shakes your hand firmly while looking you straight in the eyes. In many parts of Asia, there is no physical contact at all. In Japan, you should bow, and the more respect you want to show, the deeper you should bow .In Thailand, the greeting is made by pressing both hands together at the chest, as if you are praying, and bowing your head slightly. In both countries, eye contact is avoided as a sign of respect.

- **Clothes**

  Many countries have rules about what you should and shouldn't wear. In Asian and muslin countries, you shouldn't reveal the body, especially women, who should wear long-sleeved blouses and skirts below the knee.

In Japan, you should take off your shoes when entering a house or a restaurant. Remember to place them neatly together facing the door you came in. This is also true in China, Korea, Thailand, and Iran.

- **Food and drink**

In Italy, Spain, and Latin American, lunch is often the biggest meal of the day, and can last two or three hours. For this reason many people eat a light breakfast and a late dinner. In Britain, you might have a business lunch and do businesses as you eat.

In Mexico and Japan, many people prefer not to discuss business while eating lunch is a time to relax and socialize, and the Japanese rarely drink alcohol at lunchtime. In Britain and the United States, it's not unusual to have a business meeting over breakfast, and in China it's common to have business banquets, but you shouldn't discuss business during the meal.

- **Doing business**

In most countries, an exchange of business cards is essential for all introductions. You should include your company name and your position. If you are going to a country where your language is not widely spoken, you can get the reverse side of your card printed in the local language. In Japan, you must present your card with both hands, with writing facing the person you are giving it to.

In many countries, business hours are from 9.00 or 10.00 or 5.00 or 6.00.

However in some countries, such as Greece, Italy, and Spain, some businesses close in the early afternoon for a couple of hours   then remain open until the evening.

Japans business people consider it their professional duty to go out after work with colleagues to restaurants, bars, or nightclubs. If you are invited, you shouldn't refuse, even if you don't feel like staying out late.

Appendix B

Teacher's interview

This interview is conducted to show the effectiveness of using instructional scaffolding to develop oral performance in EFL classroom. We would be grateful if you could answer the following questions.

Thank you in advance for your help and your precious time.

Section one: Personal information

1. How many years have you been teaching English language?

2. How many years have you been teaching oral expression?

Section two: Methodology

3. What is the number of students in your class?

4. Do you think that the time devoted to teach oral expression is sufficient?

5. How do you evaluate your students' level in speaking?

6. What is the common difficulties learners encounter during speaking?

7. What types of tasks do you usually undertake in your class? Why?

8. What aspects of speaking do you focus on more in your teaching? Why?

9. How do you motivate your students to participate in the classroom?

10. In your opinion, what does it mean "instructional scaffolding"?

11. Do you apply these techniques to develop learners' oral performance? Why?

12. To what extent do instructional scaffolding techniques promote learners' oral performance?

Section three: Suggestions

1. Do you have any suggestions of applying instructional scaffolding in teaching speaking to EFL classes?

Résumé

Cette étude vise à savoir si la pratique de la technique d'échafaudage pédagogique a une influence sur la performance orale des étudiants d'Anglais comme langue étrangère. Ceci concerne précisément les étudiants de première année universitaire et leurs enseignants d'expression orale au département de lettre et langue anglaise de l'université de Kasdi Merbah Ouargla durant l'année scolaire 2019/2020. Après avoir constaté que les étudiants et les enseignants rencontrent des difficultés dans le développement des techniques d'expression orale, notre hypothèse est d'appliquer la pratique d'échafaudage pédagogique qui va certainement aider et mieux préparer l'étudiant et l'enseignant à développer les performances et compétence orales. Et pour réaliser cet objectif, nous avons opté pour un plan d'étude quasi-expérimental en plus de un entretien avec deux enseignants pour la collecte d'informations utiles concernant l'intégration de cette technique. Vingt-cinq (25) étudiants on fait l'objet de cette expérience au moyen de deux évaluations soit le pré-test et post-test. Et l'entretien a été fait avec (02) enseignants du même département et du même niveau. Les résultats de cette étude ont révélé l'efficacité de l'application de la technique d'échafaudage pédagogique pour améliorer et développer les performances orales des étudiants d'anglais comme langue étrangère. A cet effet, nous recommandons vivement l'utilisation de cette technique.

Mots-clés : difficulté à parler, échafaudage pédagogique, compétence orale, performance, aisance.

ملخص

تهدف هذه الدراسة إلى دراسة فعالية تقنية السقالات في تطوير الأداء الشفوي لمتعلمي اللغة الإنجليزية كلغة أجنبية ورأي الاساتذة حول تطبيق هذه التقنية في الفصول الدراسية الناطقة باللغة الإنجليزية كلغة أجنبية. وقد استهدفت هذه الدراسة طلاب و أساتذة التعبير الشفهي سنة اولى دراسات عليا قسم الآداب واللغة الإنجليزية ، في جامعة قاصدي مرباح ، ورقلة خلال العام الدراسي 2019/2020. ان العمل على إتقان وتطوير مهارة التحدث بلغة اجنبية أمر صعب للغاية لدى طلاب وأساتذة اللغة الإنجليزية على حد سواء لذلك ، افترضنا أن هناك علاقة بين تطبيق تقنية السقالات و تحسن الأداء الشفوي للطلاب. لتحقيق أهداف هذا البحث ، اخترنا تصميم دراسة شبه تجريبية بالإضافة إلى مقابلة مع الاساتذة لجمع المزيد من المعلومات حول تأثير تقنيات السقالات التعليمية على أداء الشفوي للطلاب اذ تم إجراء الدراسة التجريبية عن طريق الاختبار المسبق والدورات التدريبية والاختبار البعدي لمجموعة مختارة عشوائيا تتكون من (25) طالبا، كما اديرت المقابلة الشفهية لـ (02) من أساتذة التعبير الشفوي. و بعد تحليل نتائج كل من بيانات الاختبارين والمقابلات خلصت نتائج الدراسة الى أهمية تطبيق تقنية السقالات التعليمية لتدعيم الأداء الشفوي لطلاب اللغة الإنجليزية كلغة أجنبية ، وكذلك استعداد الأساتذة لتطبيق هذه التقنية في الفصول الدراسية الناطقة باللغة الإنجليزية كلغة أجنبية. وعليه، يوصى بتطبيق تقنية السقالات التعليمية من أجل دعم الطلاب ومساعدتهم على تذليل صعوبات التحدث.

الكلمات المفتاحية: صعوبة التحدث، السقالات التعليمية، مهارة التحدث، الأداء، الطلاقة.