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Teachers' Scaffolding in Developing EFL Learners Conversational Skills: The Case of First-year Students at the Department of English at Ibn Khaldoun University-Tiaret

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DEDICATION

To my precious parents Ghania and Ah med,

To my sisters Imen and Hayet,

To my grandmother,

To my best friend Halima,

To my closest friends Linda, Ahlem, and Yassmine

To my favorite teacher Kharoubi Younes

Manel

This dissertation is proudly dedicated to,

My father Abdelkader,

To my mother Fatima,

To my uncle Abdelkader,

To my grandmothers, to T. Amina, my second mother,

To my brothers, Brahim, Youcef, Bouabdellah, and Redha,

To my lovely sisters Fatima and Souad,

To my best friend Manel, the true sister and the constant source of strength and joy

To all my uncles, aunts, cousins and friends

Halima

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List of Acronyms

EFL: English as a Foreign Language

LMD: License-Master-Doctorate

ZPD: Zone of Proximal Development

CBS: Competence–Based Scaffolding

IRF: Initiation–Response–Follows–up

IRE: Initiation–Response–Evaluation

T: Teacher

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Section One: Scaffolding as a Teaching Strategy

Abstract

Teaching speaking, particularly, presents a variety of challenges for learners, both psychological and linguistic in nature. Performing in the foreign language openly in class is embarrassing for ill-performing learners; these tend to rather abstain from speaking to avoid all discomfiture. Scaffolding comes up as the most adequate issue out of such malaise. The role of the teacher is, then, to reach down to such category of learners, give them a hand, and bring them up to class standard performance. The study at hand aims to highlight the importance of scaffolding in teaching conversation and focuses on the necessity of this technique in supporting learners with their speaking challenges. To set for the achievement of these objectives, a questionnaire has been administered to sixty-five LMD1 students at Ibn Khaldoun University of Tiaret and a semi-structured interview has been conducted with ten teachers involved in oral sessions. The findings underpin the vital role of teachers in assisting learners' development of conversational skills. The research reveals that it is recommended for teachers to collaborate and share best practices regarding scaffolding techniques for developing conversational skills. This can be achieved through regular meetings, workshops, or online platforms where educators can exchange ideas, resources, and experiences.at scaffolding imposes itself in the classroom as an indispensable technique to help speaking-inept learners to acquire basic items and move forward to catch up with class works. The conclusion that has been attained after the research work is that scaffolding is an instructional strategy which should be judiciously incorporated in teacher training and wisely deployed in speaking classes to enhance learners' conversational skills.

Keywords: scaffolding in instruction; conversational skills; speaking challenges; scaffolding strategies; teachers' collaboration

General Introduction

Learning a foreign language effectively requires relatively reckoned mastery of the four skills proceeding from listening first, then speaking, reading, and finally writing. The core aim of learning a foreign language lies in the concomitant development of the four skills in the language and crystallizes in the communicative skills that the learner demonstrates as a result of his exposition to the learning course, at the level of the aural and oral, as well as the reading and writing competences.

In English learning and teaching the speaking skill generally and unconditionally comes to the fore. It draws importance from the fact that it is the first triggered at the encounter of any two persons. Therefore, it appears to be given most importance in instruction. Speaking may look effortless for competent speakers, but it is in fact a cognitively and socially demanding skill that should receive teachers' attention. Correspondingly, teachers tend to address this skill with a bit of more concern to rear it in their students through applying various instructional strategies and techniques. Sometimes, learners' levels at speaking fall behind the pre-required, thus the teacher's intervention stands crucial to reach down to their levels, design special techniques meant to climb to the class standards and, then, join class speaking activities at its normal cadence. This is what educationists refer to as scaffolding. It is a kind of assistance and support to make ill-performing learners catch up with the expected standard level of the class.

Motivation

It is noteworthy that second language learners find difficulties to acquire the speaking skill due to the complexity of some cognitive, affective, and conative aspects involved in the development of their oral proficiency, which has been an incentive for us to conduct this study. Furthermore, the foreign language teachers' main concern is to acquire learners

communicative skills but meet tribulations on their way to their end. Most of those tribulations are due to the learners' inability to go about the designed learning tasks. Scaffolding them imposes itself as an ineluctable way to bridge the gaps and help learners up and evolve. This is another motivating factor for the uptake of this scientific work.

Aims and Significance of the Study

This research focuses on the promotion of conversational skills through the use of scaffolding strategies in first-year EFL classes at Ibn Khaldoun University of Tiaret. The study aims to investigate three main aspects: firstly, the identification of challenges faced by learners in speaking sessions; secondly, the benefits of scaffolding reflectively and effectively provided by oral teachers; and lastly, the examination of the most effective scaffolding strategies in enhancing students' oral interaction.

Research Problem

The main concern of the research work at hand is Scaffolding. The research problem it sets out to investigate is formulated as follows: What importance does scaffolding have in enhancing learners' speaking skills and what ways can be crystallized in speaking classes?

Research Questions and Hypothesis

For feasible investigation, the broad research problem has been divided up into three research questions:

1. What makes scaffolding a necessity for LMD1 students learning speaking?
2. In what ways does scaffolding benefit learners in developing speaking skills?
3. What scaffolding strategies fit best LMD1 students learning speaking?

To anticipate answers to the research questions, it has been hypothesized that:

1. The presence of psychological and linguistic barriers when learning speaking necessitates the use of scaffolding with LMD1 students learning speaking.

2.   Scaffolding benefits learners in developing speaking skills by providing them with the necessary support and guidance to overcome linguistic and psychological challenges, build confidence, and enhance their communicative competence.

3.   Different scaffolding strategies can fit best LMD1 students learning speaking, including modeling, bridging, contextualization, schema building, text representation, developing meta-cognition.

Research Techniques and Methodology

To reach the objectives set of this research, a mixed method that integrates a quantitative and a qualitative approach has been deployed. Two distinct tools, namely a questionnaire and an interview have been used to collect data. First, the questionnaire had been addressed specifically to first‑year EFL students for the purpose of eliciting their genuine views about what makes scaffolding a necessity for them, and about the benefits of scaffolding techniques in developing their speaking skills. Second, an interview has been conducted with teachers of oral-expression subject in the English department at Ibn Khaldoun University to get concrete answers about the implementation of scaffolding strategies in classes and to examine students' level at speaking before and after the integration of scaffolding strategies.

Structure of the Dissertation

This academic work is divided into three chapters. The first chapter is devoted to a review of the related literature. It tracks back the didactic notion of scaffolding to its origins and pursues its evolution and the way it has gained ground in education. It critically summarizes previous and recent studies about the necessity of applying scaffolding strategies in EFL classes to reduce learners' speaking difficulties.

The second chapter investigates scaffolding in teaching speaking right in the target context: LMD 1 English classes. It lays out the characteristics of the target population and

proceeds in data collection using the two tools; the questionnaire is meant for the collection and the analysis of students' responses quantitatively while the interview is intended to elicit the teachers' views and analyze them qualitatively. Finally, a brief discussion of findings follows.

The third and final chapter is devoted to data interpretation where the findings are thoroughly discussed with the aim of inferring pertinent insights as to the importance of scaffolding and the ways it can be wisely deployed to enhance learners' conversational skills.

Chapter One

Scaffolding in Enhancing EFL Students' Speaking Skills

Introduction

English today is considered the world's "lingua franca," serving as the primary language for effective global communication. Consequently, incorporating English instruction in Algerian schools and universities has become essential. Proficiency in English enables learners to actively participate in classroom interactions, discussions, and successfully navigate various social and technical contexts. Learners require systematic guidance and support to enhance their speaking skills, while teachers make use of instructional techniques and materials to scaffold the students' learning process.

The present chapter attempts to provide a review of the literature on teachers' scaffolding to promote EFL students' speaking skills. This chapter consists of three sections; the first one deals with scaffolding in education, which comprises its definitions and origins, its importance, its strategies and forms, besides, the creation of the ZPD theory. The second section deals with the speaking skill. It includes a definition of the conversational skill, the speaking sub-skills, the difficulties that EFL learners encounter in speaking, and the importance of communication skills. The last section deals with the implementation of scaffolding strategies to optimize conversational skills. It encompasses the techniques used by teachers to scaffold learners' oral abilities, scaffolding stages in teaching speaking, its impact on students' achievement levels, and finally, classroom application of the ZPD theory on the speaking skill.

Section One: Scaffolding as a Teaching Strategy

One of the core strategies in the field of language teaching is to incorporate scaffolding throughout the lesson to realize a successful instruction by using useful materials, techniques, and supports that provide learners with the opportunity to accommodate the keys

of problem-solving ; hence, the learning competency is well-shifted from the teacher to students.

1.1. Scaffolding: Definitions and Origins

Literally, the term 'scaffolding' refers to the connected metal poles and the laid wooden boards used to support builders as they go higher and higher in their building. In this context, Gibbons (2009, p. 4) stated that the term scaffolding is derived from the requisite protection and materials required to help builders to access the emerging structure. As soon as the building can support itself the scaffolding is removed.

In the 1960s, a psychologist and instructional designer called Jerome Bruner coined the technical term 'Scaffolding' in the field of education to refer to a phenomenon that he found analogical to the one it serves in construction: supporting learners' development. Since then, a considerable amount of literature has cropped up around scaffolding. The notion of scaffolding, rooted in socio-cultural theory, is based on the work done within Vygotsky's zone of proximal development in teacher-learner interaction (Smagorinsky, 2018).

The concept of scaffolding has emerged as a central idea in the teaching-learning process. Wood et al. (1976, p. 90) define scaffolding as "a technique that enables a novice to solve a problem, carry out a task or achieve a goal which would be beyond his unassisted efforts." Graves & Fitzgeral (2003) claim that "Scaffolding enables students to accomplish a task that would be impossible without the scaffold." (Graves & Fitzgeral, 2003, p. 69). Therefore, scaffolding refers to a necessary support and assistance provided by teachers in order to help learners meet new skills in their learning challenges. In this context, scaffolded instruction is "the systematic sequencing of prompted content, materials, tasks, and teacher and peer support to optimize learning." (Dickson et al., 1993). Colins et al. (1989) assumed that the scaffoldees acquired a temporary assistance from scaffolders when dealing with

complex tasks; once they are able to apply new skills and move on to new levels of understanding, this assistance is decreased gradually so that students can assume more responsibility for their learning. Thus, teachers provide less support when students begin to demonstrate tasks mastery (Rosenshein & Meister, 1992). In fact, it is important to consider the scaffolding theory as an essential teaching technique that robust learning.

1.2. The Importance of Scaffolding in Education

Scaffolding is a key aspect of an effective instruction through which teachers deliver the information or the subject efficiently to learners according to their levels of proficiency, interests and needs (Kame' enui et al., 2002). It serves as a powerful analytical tool that simplifies complex tasks, enabling students to independently implement new strategies and become self-regulatory learners and problem solvers (Hartman, 2002).

In the context of education, the implementation of scaffolding in the classroom setting has a positive impact on learners' language development. It fosters their active involvement and engagement in the learning process, facilitating the establishment of personal connections. Scaffolding further enhances critical thinking skills, promotes autonomy, and facilitates the acquisition of higher-order thinking and problem-solving abilities (Roth & Lee, 2007). It enables students to activate their background knowledge and integrate new content with existing knowledge, resulting in the expansion of their understanding.

Before receiving support, students may have limited capacity to successfully complete tasks. However, with the guidance provided by their instructors, they gain the confidence and skills necessary to approach tasks effectively. This observable difference between students' abilities before and after scaffolding is known as the "Zone of Proximal Development."

In summary, scaffolding is an essential instructional approach that supports students' learning and development. It enhances their engagement, critical thinking, autonomy, and

problem-solving abilities, enabling them to bridge the gap between their current abilities and their potential for growth.

1.3. Vygotsky's Zone of Proximal Development

One of the most significant contributions of the Soviet psychologist and social constructivist, Vygotsky (1896-1934), is the concept of the "Zone of Proximal Development (ZPD)." Developed in the late 1920s, the ZPD is defined as "the distance between the actual developmental level, as determined by independent problem-solving, and the level of potential development, as determined through problem-solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, p. 86). In simpler terms, the ZPD represents the gap between a learner's current abilities (actual level of development) and their potential capabilities when provided with educational support.

Within the Zone of Proximal Development, two levels can be identified. The first level pertains to the learner's current developmental stage, which is determined by the tasks they can accomplish independently. The second level corresponds to the learner's potential developmental stage, which is based on the tasks they can successfully complete with guidance and encouragement from a knowledgeable individual.

Goldstein (1999) characterizes the Zone of Proximal Development (ZPD) as "a socially mediated space that is formed through relationships involving sensitivity and trust." This space is established through classroom interactions among students and between students and their teacher, fostering collaborative group work. The Vygotskian theory places significant emphasis on the learner's active role, leading to important implications such as a sense of caring, self-confidence, and engagement in the learning process. Sternberg and Grigorenk (2002) further explain in their book "Dynamic Testing" that the ZPD is not defined

by what one already is, but rather by what one can become. It represents not only what has been developed but also the ongoing process of development.

Roth and Jornet (2017) highlight the close association between the concepts of "scaffolding" and the Zone of Proximal Development (ZPD). They argue that these terms are often used interchangeably. The Glossary of Education Reform (n.d) defines scaffolding as a range of teaching techniques that guide learners towards deeper understanding and increasing independence in the learning process. It is essential for learning to occur within the student's zone of proximal development, allowing teachers to assess their actual level of understanding and gradually withdraw scaffolding to determine their readiness for autonomous work. Wells (1999) further supports this view, stating that scaffolding is a practical implementation of Vygotsky's (1987) concept of working in the zone of proximal development. Consequently, teachers employ various scaffolding strategies to support their students' learning journey.

1.4. Scaffolding Components

In the upcoming discussion, we will delve into the three primary elements of scaffolding: Dynamic Assessment, Provision of Just the Right Amount of Assistance, and Inter-subjectivity.

1.4.1. Dynamic Assessment

Dynamic Assessment is an integral part of scaffolding that aims to evaluate students' potential for learning and provide personalized support to enhance their development. Unlike traditional assessments that solely measure current knowledge and skills, Dynamic Assessment takes into account the learning process, strengths, and areas of improvement.

What sets Dynamic Assessment apart is its interactive and collaborative nature. It involves an engaged conversation between the assessor, usually the teacher, and the student.

The assessor guides and assists the student through challenging tasks, not only to assess performance but also to identify specific learning needs, strengths, and growth possibilities.

Various techniques are employed in Dynamic Assessment to uncover the student's cognitive processes and strategies. This may involve open-ended questions, problem-solving tasks, and prompts that encourage critical thinking, reflection, and the demonstration of problem-solving abilities. This process provides valuable insights into the student's thinking patterns, learning approaches, and areas requiring additional scaffolding.

According to Tzuriel (2000), the primary objective of Dynamic Assessment is to offer tailored assistance and intervention tailored to the student's individual needs. The assessor adjusts their support and instruction to address specific challenges and foster the student's learning and development. This approach creates a dynamic and responsive learning environment where progress is continuously monitored, and instructional strategies are adapted accordingly.

Dynamic Assessment proves particularly advantageous for students encountering learning difficulties or those from diverse cultural and linguistic backgrounds. By focusing on growth potential rather than fixed abilities, Dynamic Assessment fosters a positive and empowering educational experience. It encourages students to overcome challenges, cultivate problem-solving skills, and unleash their full learning potential.

1.4.2. Provision of Just the Right Amount of Assistance

The second element of scaffolding, known as the Provision of Optimal Support, entails delivering suitable assistance to students in order to facilitate task completion and skill development. This component acknowledges the significance of maintaining a balance between support and challenge to maximize learning outcomes.

Koedinger and Corbett (2006) state that when providing optimal support, educators strive to assess the current level of understanding and proficiency of students in a specific area. They then offer targeted guidance and assistance that is customized to meet the unique needs of each student. This approach ensures that students receive support that is neither overwhelming nor overly simplistic, but rather aligns with their existing abilities while fostering growth.

Teachers employ various strategies to determine the appropriate level of assistance. They observe students' performance, ask probing questions, and engage in dialogue to assess their comprehension and skill level. Wood, et al (1976) emphasize the importance of adapting the support methods, identifying the appropriate sub-skills to target, and timing the provision of support when offering the optimal level of assistance. This information enables teachers to calibrate their support and select appropriate instructional approaches

The Provision of Just the Right Amount of Assistance involves gradually reducing assistance as students gain proficiency and confidence. Initially, teachers provide scaffolding such as modeling, prompts, or cues to aid students. As students demonstrate progress and mastery, the level of support is gradually decreased, allowing them to assume greater responsibility for their own learning.

This component recognizes that providing excessive assistance can impede students' independence and problem-solving abilities, while offering insufficient support can lead to frustration and limited progress. By striking the right balance, educators ensure that students are appropriately challenged while feeling supported and motivated to learn.

The Provision of Just the Right Amount of Assistance is a fundamental aspect of scaffolding that encourages students' active engagement, autonomy, and skill development. It

empowers students to take ownership of their learning and gradually enhance their competence in a specific subject or task.

1.4.3. Inter-subjectivity

The third component of scaffolding, Inter-subjectivity, focuses on the social interaction and shared understanding between the teacher and the student during the learning process. It acknowledges the significance of effective communication, collaboration, and active engagement in facilitating learning and cognitive growth.

Inter-subjectivity underscores the value of establishing a strong connection and positive relationship between the teacher and the student. This connection fosters a supportive and conducive learning environment, enabling the student to freely express their thoughts, ask questions, and actively participate in their learning journey.

Within the scaffolding framework, inter-subjectivity necessitates the teacher's ability to empathize with the student's perspective, comprehend their individual needs, and respond accordingly. It requires the teacher to be attentive to the student's prior knowledge, cultural background, and unique learning style, fostering a sense of shared understanding and respect.

Through inter-subjective interactions, the teacher and student engage in dialogue, negotiation, and collaborative problem-solving. The teacher offers guidance, feedback, and encouragement, while the student actively contributes, reflects, and collaborates in their learning tasks. This collaborative construction of knowledge and understanding facilitates the student's cognitive development and enhances their learning outcomes.

Inter-subjectivity also involves the utilization of tools, artifacts, and external representations to support effective communication and comprehension. These may include

visual aids, diagrams, gestures, or other symbolic forms of representation that bridge the gap between the teacher's expertise and the student's level of understanding.

By promoting inter-subjectivity, scaffolding creates a social and interactive learning environment that fosters the student's active engagement, motivation, and sense of ownership in the learning process. It encourages the development of higher-order thinking skills, problem-solving abilities, and metacognitive awareness.

In summary, inter-subjectivity is a vital aspect of scaffolding that highlights the importance of meaningful social interaction, shared understanding, and collaborative learning experiences in facilitating students' cognitive development and academic achievements.

1.5. Scaffolding Styles

Simons and Klein (2007) propose that scaffolding can be categorized into two distinct styles, referred to as soft and hard scaffolding.

1.5.1. Soft Scaffolding

This type of scaffolding is often referred to as contingent scaffolding. It occurs within the classroom environment, where the teacher actively engages with students, holds discussions, and provides them with necessary support, particularly when they encounter challenging or complex concepts. However, implementing scaffolding effectively and consistently can be challenging, especially in large classes with diverse student needs. While many learners can benefit from additional scaffolding, it is the responsibility of the teacher to determine the specific types and amounts of support required for each student.

1.5.2. Hard Scaffolding

According to Saye and Brush (2002), hard or embedded scaffolding is the opposite of soft or contingent scaffolding. In this approach, the teacher anticipates the challenges students may face during a task and prepares appropriate techniques in advance to help them overcome these difficulties. Unlike contingent scaffolding, which offers support based on real-time interactions, hard scaffolding involves pre-planned strategies and interventions to address specific learning needs.

1.6. Types of Scaffolding

Belland (2014) categorizes scaffolding into three main types, namely one-to-one, peer, and computer-based scaffolding.

1.6.1. One-to-One Scaffolding

One-to-one scaffolding involves a teacher working closely with an individual student to assess their current level, offer appropriate support to enhance their skills in a specific task, and tailor the assistance based on their needs. This scaffolding approach aims to gradually reduce support until the student becomes independent and capable of working on their own.

1.6.2. Peer Scaffolding

Peer scaffolding, also known as peer support, involves students providing assistance to their peers using established scaffolding techniques. The scaffolders are trained in the appropriate use of these techniques and understand when to apply them. Research conducted by Pifarré and Cobos (2010) indicates that peer scaffolding enhances cognitive outcomes and enables students with lower self-regulation skills to effectively solve complex problems. Empirical studies support the positive impact of peer scaffolding on learning outcomes.

1.6.3. Computer-Based Scaffolding

Computer-based scaffolding (CBS) provides students with a platform to enhance their skills and tackle tasks that may be challenging for them without assistance. According to Cho and Jonassen (2002), CBS is particularly beneficial for students as it enables them to solve complex and unstructured problems using computer-based tools. By utilizing CBS, students can develop new abilities and operate at a higher level than they would be capable of without this technological support. CBS offers an opportunity for students to expand their capabilities and engage in more advanced problem-solving approaches.

In addition to the aforementioned types of scaffolding, various scholars have identified additional categories of scaffolding.

1.6.4. Reciprocal Scaffolding

As explained by Holton and Clarke (2006), Reciprocal Scaffolding refers to a collaborative process where a group of two or more students work together. In this approach, the participants or the members of the group would benefit from each other by using scaffolding, as they collectively progress towards accomplishing the task or project.

1.6.5. Technical Scaffolding

Yelland and Masters (2007) introduce the concept of technical scaffolding, a modern approach that involves using computers instead of teachers to provide input and guidance. This is achieved through web links, online tutorials, or help pages that offer support to learners. Educational software, as highlighted by Lai and Law (2005), plays a significant role in assisting learners with tasks such as planning and following a structured framework.

1.6.6. Directive and Supportive Scaffolding

Wood et al. (1976) categorize two types of scaffolding as "supportive scaffolding" and "directive scaffolding." Supportive scaffolding follows the Initiation-Response-Follows-up (IRF) sequence, where teachers provide guidance and follow up with feedback. On the other hand, directive scaffolding corresponds to the Initiation-Response-Evaluation (IRE) sequence. In the IRE model, teachers use "guideline scaffolding" to impart knowledge and evaluate its relevance and understanding by students.

Both supportive scaffolding and directive scaffolding aim to offer assistance and guidance to students throughout their learning journey. Supportive scaffolding prioritizes reinforcing student responses and delivering feedback, while directive scaffolding centers on the teacher's responsibility to direct and assess the student's performance. These scaffolding methods can be adjusted according to instructional objectives, student requirements, and the specific nature of the learning tasks.

1.7. Scaffolding Strategies

In order to enhance students' learning outcomes, teachers should continuously explore methods to improve their proficiency. According to Walqui (2006), there are six types of instructional scaffolding strategies that teachers can employ. These strategies serve as valuable tools for educators in supporting students' progress and fostering a conducive learning environment. By implementing these scaffolding techniques, teachers can effectively guide students through the learning process and facilitate their academic growth.

1.7.1. Modeling

This strategy emphasizes the importance of providing students with clear and appropriate examples of the tasks they are expected to perform. By observing effective

models of speaking, writing, reading, and problem-solving, learners can strive to imitate and emulate these successful behaviors. Teachers utilize both verbal explanations and body language to demonstrate and elaborate on specific skills, employing a technique known as observational learning. Bandura (1925) suggests that learning occurs through the process of observing others and modeling their actions or words. Effective learning through modeling involves several phases: attention, retention, reproduction, and motivation. Initially, students need to pay close attention to the behaviors exhibited by the models. The ability to recall and retain what was observed is the next step in the process. Subsequently, students must be capable of replicating and imitating the modeled behavior. Motivation plays a crucial role in this process, as it determines whether students are inclined to duplicate the behavior. The motivation to imitate is influenced by the consequences observed in the models' actions. Positive reinforcement experienced by the models increases the likelihood of imitation, while witnessing negative consequences may reduce the inclination to imitate (vicarious reinforcement and vicarious punishment, respectively). Bandura (1925) asserts that children learn significantly through modeling, observing the behaviors and words of their parents, siblings, and those around them.

1.7.2. Bridging

This strategy focuses on building new information by connecting it to previously acquired knowledge and understanding. Bridging, as defined by Tharp and Gallimore (1988, p. 108), involves weaving new information into existing mental structures. A crucial aspect of bridging is establishing a connection between the learner and the subject matter, demonstrating the relevance of new information to students' lives. Valuing students' prior knowledge and literacy, as emphasized by Walqui (2006, p. 171), is an integral part of this strategy. By connecting new knowledge to their previous experiences, students gain confidence as they realize the significance of their everyday knowledge. Teachers implement

bridging by motivating students to relate what they are learning to their personal experiences and share these connections with others, fostering interaction and enhancing their speaking skills. At the beginning of the learning process, bridging can be facilitated through narrative pedagogy or oral questions to create a conducive atmosphere (Kamil, 2017; Sari & Munir, 2018). Additionally, bridging to previous knowledge serves as a means to assess students' prior knowledge and provide relevant real-world examples (Harraqi, 2017; Tomlinson & Moon, 2013; Walqui & Lier, 2010). Another approach to bridging involves encouraging students to share personal experiences related to the theme being discussed in class.

1.7.3. Contextualization

Educational researchers have highlighted the distinction between everyday language and academic language. According to Walqui (2006, p. 173), it is essential for educators to incorporate context-independent academic language within a sensory context. Everyday language used in daily communication is situation-dependent and embedded in a rich context, allowing learners to rely on nonlinguistic cues to compensate for potential language limitations. In contrast, academic language is decontextualized and situation-independent, requiring learners to rely solely on language for comprehension (Cloran, 1999, as cited in Walqui).

Teachers can employ various strategies to facilitate the understanding of academic language. Utilizing visual aids such as pictures, two-minute videos, and other informative resources helps students construct meaning. Verbal contextualization is another effective approach, wherein teachers create analogies based on students' experiences. Skilled educators continuously search for metaphors and analogies that enable students to grasp complex concepts through real-world examples.

1.7.4. Schema Building

The process of storing and retrieving knowledge and experience, as well as organizing students' understanding, plays a vital role in effective learning. To draw students' attention to essential points, topics, and information, teachers employ various techniques such as focusing on headings and subheadings, utilizing pictures and their captions, providing class agendas, and highlighting chart titles (Boche & Henning, 2015; Harraqi, 2017; Mahan et al., 2018). By providing a comprehensive overview, learners are able to construct their knowledge in a meaningful way.

During this stage, teachers scaffold their students' learning using graphic organizers. These tools assist students in visualizing the overall picture and understanding the relationships between ideas before delving into the details. Different types of graphic organizers represent various types of information, aiding students in creating conceptual maps for processing information in a top-down manner and distinguishing between central and peripheral data (Harraqi, 2017).

Through the strategic use of graphic organizers, teachers facilitate students' comprehension and enable them to effectively process and organize information. This scaffolding strategy enhances students' ability to grasp the big picture and navigate the complexities of the subject matter.

1.7.5. Text Representation

One strategy that promotes a deeper understanding of language and enhances students' language knowledge is the transformation of linguistic constructions into different genres. Barr et al. (2012) highlight that when learners are tasked with converting one genre into another, they engage in representing. This process not only facilitates learning but also fosters a more profound sense of meaning (Ajayi, 2014).

Through the "Representing Text" strategy, students have the opportunity to interpret spoken or written language by using scripts, skits, or enactments. Walqui (2006) emphasizes the significance of this strategy, stating that it focuses on the communication itself rather than its formal aspects. By employing text representation, teachers can scaffold students' curiosity about new concepts and create a meaningful and engaging learning environment.

Moreover, the implementation of this strategy encourages increased participation in class. Students are actively involved in demonstrating their understanding and expressing their interpretations through creative representations. This not only enhances their communication skills but also promotes a deeper grasp of the subject matter.

1.7.6. Developing Metacognition

Metacognition, often referred to as "learning to learn," is a scaffolding strategy that focuses on how teachers support students in managing their thinking process while completing tasks or acquiring new knowledge (Coyle et al., 2010; Grossman et al., 2015). In this strategy, students actively engage in writing, reading, or inquiry activities while receiving explicit teaching strategies for thinking and problem solving.

The goal of metacognition is to provide students with assistance and opportunities to reflect on their learning process and identify strategies that work best for them in improving their ability to acquire and retain new information (Morin, 2014). It involves thinking and reflecting before, during, and after a learning task. For instance, students consider the strategies they will use to approach a task, organize their ideas in a logical manner, monitor their progress, and evaluate the effectiveness of their chosen strategies (Zimmerman, 1990).

By encouraging metacognitive processes, teachers empower students to become self-regulated learners who actively plan, set goals, organize their thoughts, monitor their work, and self-evaluate throughout the learning process. This comprehensive approach to

metacognition enhances students' ability to effectively learn and adapt their strategies to achieve optimal results.

1.8. Forms of Scaffolding

1.8.1. Sensory

The sensory scaffold strategy focuses on utilizing the senses to enhance understanding of difficult concepts and facilitate learning. Teachers employ various tools and techniques, such as videos, real-life objects, pictures, diagrams, modeling, and physical activities, to scaffold their learners' understanding of the lesson.

Research indicates that students who engage their senses during the learning process tend to achieve better results. Each individual has preferred ways of receiving and processing information, including auditory learners who excel at learning through hearing, visual learners who benefit from visual stimuli, kinesthetic learners who thrive through hands-on activities and tactile learners who grasp concepts through touch and manipulation. By catering to these preferred sensory modes, teachers can effectively scaffold students' learning experiences and maximize their understanding and retention of new ideas.

1.8.2. Interactive

Social scaffolding is a learning process that takes place through socialization and interactive activities. In order to facilitate effective learning, educators should emphasize the integration of social interaction, as collaborative learning plays a vital role in the teaching and learning process.

By incorporating social scaffolding, learners are provided with opportunities to express their understanding of the content. This type of scaffolding allows students to engage in thoughtful reflection, formulate their ideas, and share them before engaging in oral

communication, thereby fostering the development of effective arguments and promoting deeper learning.

1.8.3. Graphic

Graphic scaffolding is a teaching approach that utilizes visual aids such as charts, tables, and info graphics. Different types of graphic organizers can be employed depending on the students' proficiency level and the nature of the information being conveyed.

Graphic scaffolds are particularly valuable when conveying highly abstract concepts in the classroom and assisting students in organizing their ideas and thoughts while working on written or spoken tasks. They also aid students in navigating the complexity of the content.

Furthermore, teachers can effectively integrate language and content instruction by incorporating graphic organizers within pedagogical frameworks. This integration enhances the instructional process and supports students in their learning journey.

By employing these strategies, teachers empower students to navigate the intricacies of academic language and foster their understanding of challenging concepts.

1.9. Scaffolding Advantages and Disadvantages

Scaffolding is generally considered a beneficial instructional approach, but it does come with its implementation challenges. According to McKenzie (2000), educational scaffolding has eight key characteristics. It provides direct and specific guidance to learners, establishes a clear understanding of learning objectives, maintains students' focus and engagement, offers evaluative feedback to establish clear expectations, directs students towards credible and relevant sources, minimizes ambiguity to promote clarity, delivers efficiency, and creates a sense of progression and momentum.

However, it is important to recognize the disadvantages that scaffolding instruction can have on both teachers and learners. One potential drawback is the excessive reliance on external assistance, where learners become overly dependent on their teachers' guidance. This overreliance can hinder the development of problem-solving skills and independent thinking. Additionally, excessive implementation of scaffolding can lead to a loss of learner ownership and autonomy in the learning process. Instead of actively participating, learners may rely solely on the teacher, limiting their sense of responsibility, motivation, and hindering the development of self-regulation and self-directed learning skills. Moreover, excessive scaffolding may limit the level of challenge and discourage learners from taking risks or exploring alternative solutions.

Furthermore, when applying scaffolding support in a classroom with a large number of students, it can become excessively time-consuming for teachers to meet the individual needs of each student. This may result in a loss of control and the allowance of errors, as what suits some students may not necessarily suit others, as noted by Van Der (2002).

In conclusion, while scaffolding offers numerous benefits in promoting learning and skill development, it is important to be mindful of its potential drawbacks. Awareness of these challenges will allow for a more balanced approach, optimizing the positive impact of scaffolding while mitigating its limitations.

Section Two: Developing Teaching Oral English Skills

Mastering English speaking skills is widely recognized as essential for effective communication among EFL learners. Luoma (2009, p. 1) further emphasizes the significance of speaking skills within the language teaching curriculum.

1.10. Definitions of Conversational Skills

According to Brown (2001) speaking is an interactive process in constructing meaning that involves the production, reception, and processing of information. Speaking is a verbal communication done by people to exchange ideas, information, and opinions. According to Summers (2003) speaking is the act of stating something that reflects your thoughts, opinions, or what you believe to be true. Furthermore, Valette (1983) stated that at the functional level, speaking makes oneself understood. The ultimate aim of teaching speaking is to develop students' oral production. Richards (2005) claimed that "the purpose of language teaching is to provide students with communicative competence." Therefore, teachers should use a variety of activities when designing the lesson and opt for effective teaching strategies to support and develop students speaking level.

Communication is the basis of all human relationships which involves sharing information or ideas with others. Harwood (2016) claimed that "speaking is a unique form of communication which is the basis of all human relationships and the primary channel for the projection and development of individual identity." People learn language for many purposes but the main purpose is to communicate using that language. Moreover, Speaking is the process of constructing and exchanging meaning in a range of contexts using verbal and non-verbal symbols. Bygate (1987) defined speaking as the production of auditory signals to elicit various verbal responses from the listener. Speaking is an interactive process which includes five components of speech that have a significant impact on the speaking ability (Haris, 1974): pronunciation, fluency, grammar, vocabulary and comprehension.

1.11. Speaking Competencies

For English learners, the speaking skill is crucial. Fluency and accuracy are considered to be one of the key elements of the communicative approach. Mazouzi (2013) stated that

learning activities designed for the students should be based on equivalence between fluency and accuracy achievements.

1.11.1. Fluency

It is based on the level of proficiency in communication. It is the ability to speak the languages effectively, smoothly, and easily. The ultimate aim of teaching speaking is scaffolding the learners until they can speak confidently and quickly without hesitation, pausing, or word searching. According to Hedge (2000, p. 54) "the term fluency relates to the production and it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain or inappropriate showiness, or undue hesitation." That is to say, learners achieve fluency when they are able to express their thoughts without any hesitation to keep listeners engaged with the speech.

The purpose of fluency oriented activities is for learners to communicate their ideas, opinions, point of views, and feelings. In fact, correcting every error immediately can interrupt class activities and reduce participation in class. Therefore, if the main objective is to enhance learners' fluency level it is appropriate for the teacher to not correct students' errors unless they interfere with understanding what the learner wants to say. Additionally, to be fluent means to have a reasonable fast speed in speaking without causing comprehension difficulties, pausing, or a breakdown of communication. Brand and Götz (2011, p. 256) claimed that "fluency is the automaticity and speed of speech production."

1.11.2. Accuracy

Teachers should emphasize accuracy in the teaching learning process. Accuracy is about correctness, it refers to the ability of the students to produce correctly the target language. According to Skehan (1996) accuracy refers to how well the target language is generated in respect to the target language's rule system. Furthermore, when teaching

speaking educators need to focus on accuracy to help learners perform a comprehensive language. If the purpose of the designed activities is to develop accuracy, then the teacher should spot students mistakes in the correct production of the sound, structure, and spelling rules.

Achieving accuracy in speaking is crucial, therefore, learners should pay attention to the grammatical structure, vocabulary, and pronunciation. Williams (2005) claimed that "Accuracy in speaking is the use of correct forms of grammar, vocabulary and pronunciation." More explicitly, Grammatical accuracy refers to the appropriate use of the various grammatical structures including the length and complexity of the utterance as mentioned by Hughes (2002).Vocabulary means selecting appropriately the correct words and expressions to transmit a point concisely. The lack of vocabulary is the main cause of the difficulties that students encounter when speaking. According to Harmer (2001) "the knowledge of the different meanings of a particular word also allows speakers to perform well-formed utterances." Pronunciation is the act of pronouncing the words correctly, the speaker cannot be understood and accuracy will not be achieved if the words are pronounced incorrectly. Redmond and Virchota (2007) stated that "it is imperative that you use the correct word in the correct instance and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood."

1.12. Importance of the Speaking Skill

Learning a language requires a process that helps learners to know how to produce the target language, as they can clearly express their ideas and opinions to others, thus, to accomplish higher communicative skills. Teachers should elevate students' awareness to the significant role the speaking skill plays in their language development.

Ur (2000, p. 12) pointed out "of all the four skills, speaking seems intuitively the most important: people who know the language are reffered to as "speakers" of the language, as if speaking included all other kinds of knowing." In other words, the conversational skill is a fundamental element that the majority of learners need. Moreover, Nuan (1991, p. 39) stated that "mastering the art of speaking, is the single most important aspect of learning a foreign language, and success is measured in term of the ability to carry out a conversation in the language." Said differently, it is termed as the productive skill that is helpful for learners who can make a successful discussion that reflects the clarity in their speech. Additionally, Scrivener (2005, p. 146) argued that "there is no point knowing a lot about language if you can't use it." Here Scrivener targeted the fact that knowing the language is not the same as the ability to practice it orally, properly, and correctly. According to Bygate (1987, p. 1) "speaking is the vehicle par excellence of social solidarity, of social ranking, of professional advancement and business. It is also the medium through which much language is learnt." In the same vein of thought, Baker and Westrup (2003, p. 5) agreed that a student who can tackle oral difficulties has a lot of opportunities for further studies, scholarships, and appropriate jobs ; also, being competent in speaking encourages social solidarity, avoids misunderstandings and turns the world into a small village.

Indeed, Redmond and Virchota (2007, p. 120) described of speaking and confirmed that "speakers are at the mercy of listeners." i.e., developing the speaking skill depends on listening, for instance, if the learner wants to speak fluently, he/she should receive information orally by a native or a fluent speaker or listen attentively so that to produce the output effectively when speaking. However, speaking seems to be difficult because speakers have to produce sentences immediately.

1.13. EFL Learners Speaking Difficulties

Although the classroom is an ideal platform to acquire good communication skills, speaking difficulties encountered by EFL learners is still a problematic issue in learning a foreign language. For this reason, Bueno et al. (2006, p. 321) believed that "speaking is one of the most difficult skills language learners have to face." Some previous researchers divided these difficulties into two main categories: linguistic category, psychological category.

1.13.1. Linguistic problems

Al-Lawati (1995) argued that the most serious problematic area is in the linguistic domain (vocabulary, pronunciation, and grammar). That is to say, when students lack vocabulary they will use the target language inappropriately. Having a limited vocabulary prevents them from expressing themselves freely because Mogea (2019) thought that the individual uses a language to express feelings, emotions, ideas, and desires to one another.

In addition, pronunciation errors lead to misunderstanding and breakdown communication as Dan (2006), cited in Diab (2016, p.340*) "the role of faculty instructional methods in Lybian EFL learners' speaking difficulties"* stated that "one of the elements of comprehensible communication is clear and good pronunciation, otherwise the whole talk exchange will be hard to follow and that stands as a barrier for EFL learners."

Further, grammatical errors unstructure learners' spoken language especially when they integrate grammar rules of the target language with their mother tongue ; Baker and Westrup (2003, p.12) added "barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language."

1.13.2. Psychological problems

According to Ur (2000, p. 111) "learners are often inhibited about trying to say things in a foreign language in the classroom, worried about making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts." Consequently, learners sound hesitant when speaking due to the lack of self-confidence and the non-motivating atmosphere. Thus, the teacher is the main responsible to create a good atmosphere where students feel free and confident to express their ideas and opinions.

Section Three: Enhancing Conversational Skills through Scaffolding

Educators should constantly look for efficient ways to help students enhance their speaking skill by implementing the most beneficial scaffolding strategies in oral sessions.

1.14. Scaffolding Stages in Teaching Speaking

Vygotsky identified four steps of instructional scaffolding: modeling, imitating, removing, achieving.

1.14.1. Modeling

Teachers modeling their own knowledge assists pupils in developing metacognitive understanding. Generally, the first phase of instructional scaffolding is modeling. In this stage the teacher stimulates and prepares learners for the new lesson by providing them with an idea about what to do and how to do the tasks given. Hogan and Pressley (2002) defined modeling as "teaching behavior that shows how one should feel, think or act within a given situation". Modeling involves three types: think-aloud modeling, talk-aloud modeling and performance modeling. Think-aloud is an effective instructional tool which includes verbalizing the thought process to solve a particular problem. Students monitor their comprehension through the use of think-aloud strategy, it can also be an advantage to their peers since the learner is

acting as a model. Talk-aloud modeling is a demonstration of task completion that includes verbalization of the modeler's thought process or problem-solving method that led to her conclusion. Performance modeling involves the demonstration of the task to be completed.

1.14.2. Imitating

This stage involves students' imitation of the skill their teacher has demonstrated. After having an idea about how to do the activity, the educator during this phase provides the learners with a guided practice in which they are required to complete some of the work independently from the teacher and rely on themselves. In this stage, the teacher supports the pupils' first practice and continually evaluates their progress. Instructors in this stage should continuously analyze the students' understandings, monitor their work and provide regular support and comments.

1.14.3. Removing

In this phase, once teachers notice that there is a progress and the students start to master the skill, they remove their scaffolding, and provide learners with less assistance and support. Due to this strategy the learners are actively engaged. At this point, the educator should monitor learners' work in individual, pair or group activities to be sure they understand the task and they are working. Educators should also identify and prevent the errors before learners report their answer to the class, by doing this the students will be active and participate because they will be less embarrassed and it raises confidence about their answers.

1.14.4. Achieving

In this stage learners are able to do new activities independently without the help of the teacher since they have mastered the skill. Learner-centered activities can be individual, pair, small group or large group. In this phase, the teacher' responsibility relies on observing

students while they are doing the task provided. It gives an opportunity for educators to reflect on their teaching through students' achievement by the end of the session.

1.15. The Impact of Scaffolding on Students' Achievement Speaking Levels

The teaching process is the same as the process of constructing a building. From this perceptive, scaffolding can be described as the support provided by the educators to help learners master a specific skill. Teachers' implementation of the scaffolding strategies in the teaching learning process is essential. Instructors should look for the best scaffolding techniques to opt for in oral classes to develop students speaking level. Speaking is one of the fundamental language skills that English learners need to master due to its importance and use in communication. Scaffolding is a highly adaptive and flexible approach that has a significant impact in the teaching-learning activity. It engages learners that is to say, instead of listening passively the students will interact with their teacher and participate in class by communicating their ideas and points of view on a given topic. Scaffolding instruction can motivate learners to speak and improve their level, it gives students the opportunity to practice the language. Gottfried (1990) defined motivation as "enjoyment of school learning characterized by a mastery orientation; curiosity; persistence; task-endogeny; and the learning of challenging, difficult, and novel tasks." Using scaffolding techniques gives teachers the chance to provide their learners with compliments, teachers' positive feedback will enhance students' self-confident while speaking and make them feel that they are capable of performing the speaking task in oral sessions. Scaffolding helps teachers assess their students and builds upon their knowledge, educators should be aware of students' level of knowledge; this could be done by simply asking the learners what they know about the topic and affirm what learners already know is correct, educators may provide students with series of key-words related to the topic to help them construct a coherent speech, this will encourage learners to present their work to the class.

1.16. Classroom Application of the ZPD theory on the speaking skill

The concept of Vygotsky's zone of proximal development is central to the idea of scaffolding, where a teacher or a more knowledgeable person can enhance students' speaking skills by providing them with engaging and meaningful oral tasks that are slightly above their current level. This serves as a teaching support to help students become more proficient. As Gibbons (1999, p. 127) explains, scaffolding is a practical implementation of Vygotsky's concept of working within the zone of proximal development. As students' speaking abilities improve, the support provided by the expert can be gradually removed until they can perform the speaking tasks independently. This process raises the learners' zone of proximal development for those specific tasks.

According to Karpov and Haywood (1998), Vygotsky emphasized the importance of planning developmentally appropriate activities in the curriculum. These activities should not only align with what children can do independently but also encompass what they can learn with the assistance of others. When learners collaborate with more skilled individuals who can identify their zone of proximal development (ZPD), scaffold them accordingly, and understand their learning interests, needs, and styles, they are able to internalize new concepts, psychological tools, and skills.

To effectively locate learners' ZPDs, teachers need both skill and sensitivity. They must assess the students' current level, identify their knowledge gaps, and determine what needs to be developed. Additionally, teachers must know when and how to provide assistance contingently and when to remove scaffolding, whether partially, temporarily, or completely, during a task. As Lucantonio (2011, p. 11) points out, teachers play a crucial role in accurately locating the ZPD, providing appropriate assistance, and making informed decisions about when assistance should be withdrawn.

In addition, the concept of the zone of proximal development (ZPD) assists teachers in effectively planning their lessons and designing a curriculum that promotes learners' speaking abilities. Specifically, teachers utilize scaffolds in the form of oral tasks that are relevant to everyday life. These tasks emphasize the connections between learners' prior knowledge of a task in everyday contexts and the new task they are learning, thereby facilitating the development of their ZPD.

For example, a task focused on "storytelling" based on students' own experiences can be implemented as a contextualization scaffolding strategy. Each student is encouraged to share a personal story using their own ideas and interpretations. This technique not only enhances their speaking abilities but also fosters their creativity in real-life situations.

By incorporating such strategies, teachers can effectively support learners in expanding their speaking skills and making meaningful connections between their prior knowledge and new language tasks.

In brief, the teachers can apply the zone of proximal development by using a step-by-step process:

- First, teachers should identify the students' background knowledge.
- Next, they should scaffold them to improve this knowledge (guided practice).
- Last, they can help them connect their new learning to their prior knowledge.
- All in all, through applying the concept of zone of proximal development, teachers determine what learners already know, teach them something new to add to it, and then relate this back to their prior knowledge so that they can now understand the new task with assistance.

Conclusion

In conclusion, scaffolding draws importance in the development of speaking skills as it enables teachers to assess and evaluate students' proficiency in the target language. Implementing effective scaffolding techniques is a significant criterion for enhancing academic achievement and ensuring educational success.

Throughout this chapter, we have explored key concepts related to scaffolding the conversational skill and recognized its importance in language learning. Additionally, we have addressed the specific challenges faced by EFL learners when practicing speaking and delved into various scaffolding strategies. Moreover, we have examined the application of Vygotsky's zone of proximal development in EFL classrooms to facilitate the promotion of speaking skills.

By understanding and implementing scaffolding techniques, educators can create an environment that supports students' language development and empowers them to overcome speaking challenges. This chapter has provided valuable insights and guidance for incorporating scaffolding practices effectively to enhance students' proficiency in speaking, ultimately contributing to their overall language learning journey.

Chapter Two

Field Work

Introduction

Since the previous chapter has been devoted mainly to the advent of the concept of scaffolding in the teaching-learning process, the most effective scaffolding strategies, and its essence in bettering EFL learners' conversational skills. The chapter at hand right now concomitantly mirrors the empirical phase of the present research work. It consists in an attempt to contextualize what has been established from the prior researches that were collected to serve this academic work. This part is an empirical confirmation that reflects upon a practical research methodology to conduct the current piece of research discussing the research context, based sample, data collection tools, and the rationale behind each choice.

2.1. Hypothesis

To gain insight into this phenomenon, it is worthwhile to propose a tentative hypothesis that extends beyond the vital role of teachers' scaffolding strategies in developing learners' conversational skills.

The core of the hypothesis lies in the notion that learners face psychological and linguistic barriers when speaking the language, thereby necessitating scaffolding. By providing them with essential support and assistance, scaffolding enables learners to acquire a proficient level of language proficiency in speaking.

2.2. Research Methodology

The present research is an empirical study using both quantitative and qualitative method in order to acquire a better understanding about the concept of scaffolding in developing students speaking skills.

2.3. Sample

As a target population, first year EFL students who are the elements the most concerned by this research work were chosen, in addition to teachers of oral expression at Ibn Khaldoun university of Tiaret. A random sample, of sixty-five (65) students and ten (10) teachers, was elicited from the population to partake in this study. The rationale behind choosing first year students of English as opposed to students at other academic levels is that they are at the beginning of their academic journey, a very delicate phase of their English speaking courses. Since a developmental path of another four (4) years of their learning process is coming forth, a good start is so essential to advance steadily in learning speaking, therefore, first year EFL students are directly approached and given the opportunity to express their insights towards the necessity of teachers' assistance in oral sessions and its benefits on improving their speaking proficiency.

2.4. Methods of Data Collection

The present piece of research opted for a mixed-methods approach involving the collection of qualitative and quantitative data; the data analysis procedure encompassed a combination of statistical and descriptive methods. In the questionnaire, statistical results were visually represented using graphic organizers such as graphs. In the case of interviews, the raw data were analyzed critically and presented in a descriptive format.

2.4.1. Questionnaire

The questionnaire that has been constructed for our participants serves as a systematic data collection tool employed to assess the hypotheses formulated for our research by transforming them into interrogative statements that have diligently adhered to a systematic approach, ensuring that in each step of its formulation has been carefully planned and executed for the purpose of clarity and comprehensibility for the respondents.

This tool of investigation was designed to ensure the participants' anonymity, encouraging sincere and uninhibited responses, in order to capture their affective reactions to the current research theme. Moreover, they have been asked to approach the questionnaire with attentiveness, as they were sensitized of the valuable role their responses are to play in the research endeavour.

The designed questionnaire comprises eighteen questions divided into three sets, each set is typically intended to address specific research objectives related the overall research questions. It is worth noting that through grouping related questions together, respondents can better understand the context of each section and make it easier for them to navigate through the questionnaire which leads to higher quality data.

2.4.1.1. Questionnaire Sample

The present questionnaire is divided into three main sections aiming to get concise and precise results about the impact of teachers' scaffolding in developing students speaking competencies.

2.4.1.2. The Questionnaire Structure

As it was mentioned earlier, the questionnaire consists of three sections. Each section is defined as follow;

Section one: Student's Profile

The first set consists of three questions; it is devoted to data concerning informants' gender, age, and their English-speaking level.

1. Gender: a-Male ☐   b-Female ☐

2. Age: a-Less than 20 ☐   b-20 ☐   c-More than 20 ☐

3. Rate your English-speaking level out of 10:

1 ☐   2 ☐   3 ☐   4 ☐ 5 ☐   6 ☐ 7 ☐   ☐   ☐ 0   ☐

Section two: Teachers' Assistance in Oral Sessions is a Necessity

The second set consists of ten questions of closed format that were meant to elicit attitudinal data from the respondents. Hence, this section focuses on learners' classroom verbal interaction and participation as it requires the informants to express their feelings, interests, and worries during a speaking session. Besides, it gradually examines learners' attitudes towards the necessity of teachers' scaffolding techniques in class and the important contribution they could make in promoting students' speaking proficiency.

1. Do you take part in class verbal interaction?

    a-Yes ☐   **b-** Sometimes ☐   **c-**no, never ☐

2. How would you rate your participation and verbal interaction in class?

    a- Poor ☐   **b-**Average ☐   **c-**Excellent ☐

3. How do you feel during a speaking activity?

    a- Interested ☐   **b-**Excited ☐ **c-**Bored ☐ **d-**Indifferent ☐

5. In your opinion, what are the factors affecting most your speaking skills?

    a- Lack of ideas ☐   **b-**Fear of making mistakes ☐

    c- Public speaking anxiety ☐   **d-**Organization of ideas ☐

    Others:……………………………………………………………………………

6. Does your teacher provide help when you feel stuck?

    a- Yes ☐   **a-**Sometimes ☐   **b-**No, never ☐

7. How often does your teacher help you to understand the difficult concepts he/she introduces in the speaking sessions?

a- Always ☐ **b-**Sometimes ☐ **c-**Often ☐ **d-**Rarely ☐ **e-**Never ☐

8. To what extent do you agree with the following statement?

"Students' speaking capacities can be improved through teacher's assistance and support."

a- Strongly agree ☐ **b-**Partially agree ☐ c-Agree ☐

d-Disagree ☐ **e-**Strongly disagree ☐

9. Do you think your teacher implements useful techniques in class to develop your conversational skills? a- Yes ☐ **b-**No ☐

10. Based on learners' different speaking levels, how does your teacher provide you with instructional support?

a- Providing more support for lower proficiency students ☐

b- Providing less support for higher proficiency students ☐

c- Providing equal support for all students ☐

Section three: The Benefits of Teachers' Assistance

The last set includes five questions of closed format which are meant to discover the way teachers' scaffolding affects learners' level of speaking and only one question of open format to find out authentic data about participants' unique viewpoints, thoughts, and experiences related to the effectiveness of teachers' scaffolding strategies in enhancing their speaking capacities

1. What oral supports (tasks) do you prefer in the speaking sessions?

a- Audio short stories ☐ b- Storytelling ☐ c- Brainstorming ☐

c- Role playing ☐ d-Talk show interview ☐

2. Do you think your teacher's assistance reduces your speaking difficulties?

a- Yes ☐   b-No ☐

● **If yes, would you specify the problems that are reduced?**

a) Reducing linguistic problems (mispronouncing words, lack of vocabulary and fluency) ☐

b) Reducing Psychological problems (decreasing hesitation and increasing self-confidence) ☐

c) Both ☐

3. How important is your teachers' support to overcome your speaking difficulties?

a- Necessary ☐   b-Very important ☐   c-Important ☐ d-Not important ☐

4. Would you mention in which way your teacher's guidance benefits your speaking?

- It helps you get more focused when speaking ☐
- It develops your communicative competences ☐
- It encourages your creativity ☐
- It motivates your classroom verbal interaction and participation ☐

5. How do you find the level of your speaking capacities after your teacher's help?

a- Improved level ☐   b-Same level ☐   c-Unimproved level ☐

6. Do you have any other comments you would like to add in relation to developing your conversational skills through teachers' assistance and support?

2.4.1.3. Pilot Study

As a preliminary step, a convenience sample of ten (10) participants was recruited for the pilot study. The questionnaire was designed to measure the impact of teachers' scaffolding

in developing first year EFL students' speaking skills, thus, it was randomly handed to them in order to enhance the validity and reliability of the research findings. The aim of this deed is to check the clarity, comprehensiveness, and relevance of the questionnaire items. The operation has been beneficial as it guided the refinement of the initial questionnaire through dispelling confusion and ambiguity that the respondents found in the questions (5-9) in the second section and all questions of the third section due to the use of the word "scaffolding" which was ambiguous for the respondents since they are still novices in the academic learning. Therefore, this word was replaced by more comprehensible words such as "assistance, guidance, help" to facilitate their understanding. Except this, the respondents didn't face any other problems in understanding the other questions and responded easily.

2.4.1.4. Questionnaire Results

The main findings of the present questionnaire have demonstrated the significance of implementing the scaffolding as a tool for enhancing students' speaking skills.

Section 1 of the Questionnaire

Question one: Gender: a-Male, b-Female

Based on the data bellow, it is evident that a slight majority of respondents (53,1%) identify as males, while 46,9% identify as females.

Figure 1: Respondents' Gender
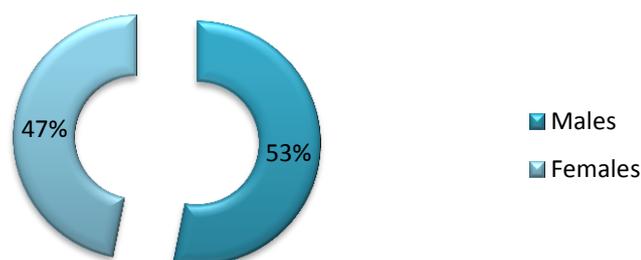
Question two: Age: a-Less than 20, b-20, c-More than 20

In the figure bellow, it appears that the largest proportion of respondents (46%) is less than 20 years old, followed by 28,6% of respondents who are exactly 20 years old. The remaining 25,4% are older than 20.

Figure 2: Respondents' Age
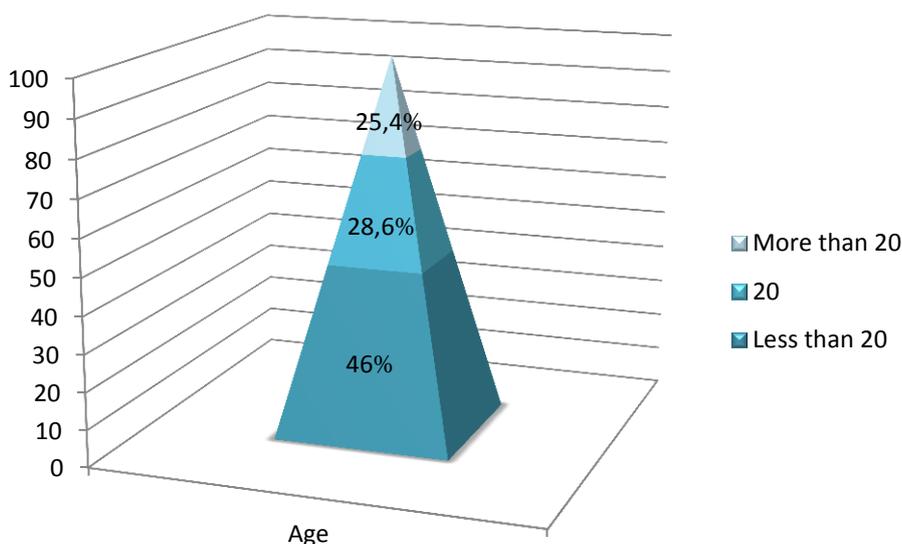
Question three: Rate your English level out of ten: (1-10)

The statistics reveal interesting patterns in the responses. A relatively small percentage of students rate themselves at levels 1, 2, and 3, indicating a lower proficiency level. The highest rating, level 5, is by 27% of respondents, suggesting a moderate level of proficiency. Levels 6 and 7 are selected by 17.7% of participants each. Notably, the majority of learners (25.8%) rate themselves at level 8, indicating a high level of proficiency in speaking. On the other hand levels 9 and 10 receive the lowest ratings. These findings shed light on students' self-perceived abilities and highlight the distribution of proficiency levels among participants.

Figure 3: Students' Speaking Proficiency Level
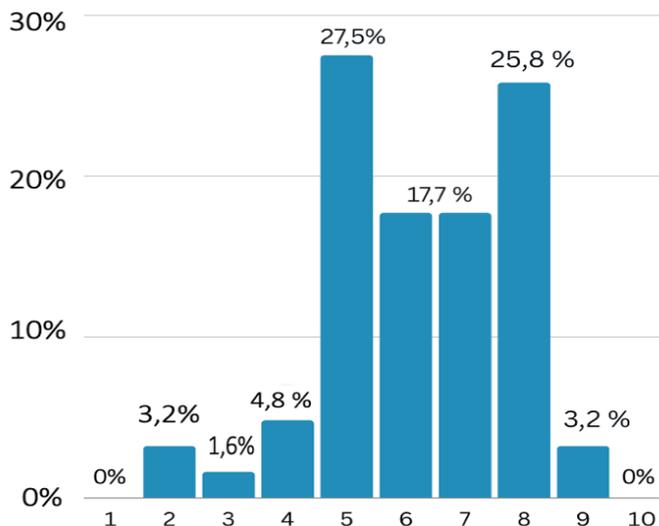
Section 2 of the Questionnaire

Question one: Do you take part in class verbal interaction?

As it is depicted in the graph bellow, the results indicate that a substantial portion of the respondents (4%) actively participate in class discussions, ask questions, and contribute their thoughts and ideas. Another significant portion of the respondents (46%) indicate that their level of class verbal interaction may vary or be occasional. However, it is noteworthy that a small percentage (8%) respond negatively, indicating that they do not take part in class verbal interactions. Overall, the data highlights the varied levels of participation in verbal interactions during class.

Figure 4: Students' Classroom Verbal Interaction
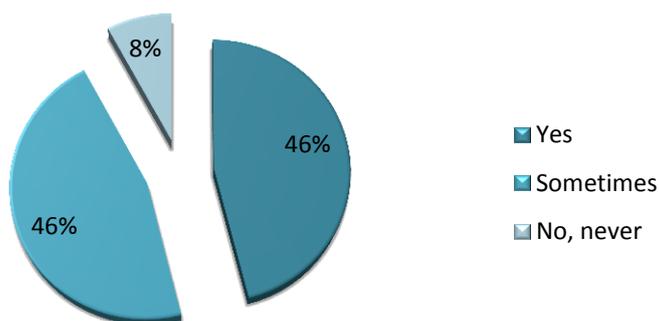
Question two: How would you rate your participation and verbal interaction in class?

The responses of this question provide valuable insights into the self-perceived level of participation and verbal interaction among the respondents in class. The results indicate that 21,3% rate their participation as excellent, demonstrating a high level of. The majority of respondents (57,4 %) rate their participation as average, suggesting a moderate level of participation that can vary depending on the context. Another 21,3% rate it as poor, indicating a perceived low level of engagement and limited verbal interaction in the classroom.

Figure 5: Learners' Level of Classroom Participation
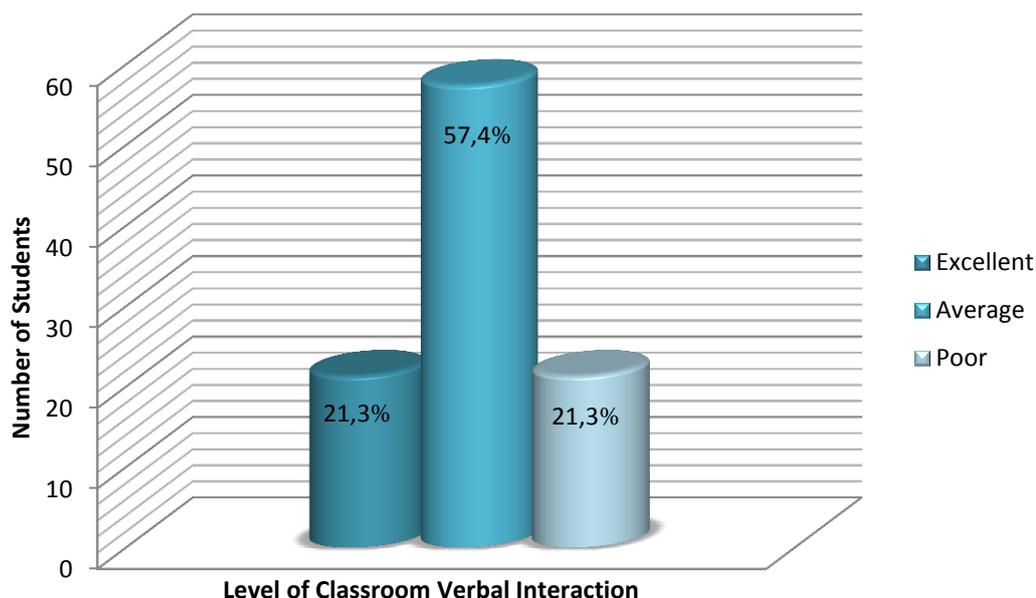
Question three: How do you feel during a speaking activity?

The purpose of this question is to evaluate the emotional experiences of participants during speaking activities. The figure bellow the responses, revealing that the majority of respondents (55,7%) report feeling interested, indicating a positive and engaged emotional state during speaking activities. A significant portion (27,9%) express feeling excited, suggesting a higher level of enthusiasm and anticipating. On the other hand a smaller percentage (11,5%) report feeling bored,

indicating a lack of engagement and interest in oral sessions. Lastly, a minority (4,9%) respond with

feeling indifferent, implying a neutral and disinterested emotional state during speaking tasks.

Figure 6: Students' Emotional Experiences during Speaking Activities
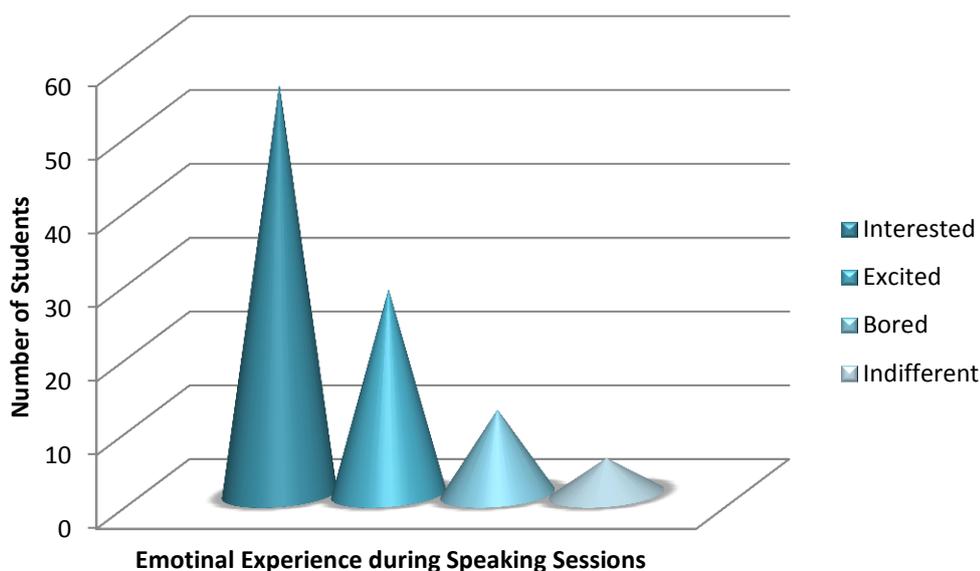
Question four: In your opinion, what are the factors affecting most your speaking skills?

This question aims to gather participants' opinions on the factors that have the greatest impact

on their speaking skills. The responses provide valuable insights into the perceived challenges and

obstacles that affect their ability to speak effectively. According to the graph bellow, a notable

percentage (51,6%) identify fear of making mistakes as a significant factor that affects their speaking

skills. This suggests apprehension about errors may hinder their confidence and fluency. Additionally,

a substantial number of participants (38,7%) express public speaking anxiety, indicating that the fear

or nervousness associated with speaking in front of others has an impact on their performance.

Furthermore, lack of ideas is identified by 29% of the participants as a factor that affects their

speaking skills. This suggests that they may struggle with generating or organizing their thoughts and find it challenging to express them coherently. Moreover, 30,6% of the respondents mention organization of ideas as a significant factor influencing their speaking, indicating that the structure and coherence of their thoughts pose challenges. Finally, some respondents mention other significant aspects that affect participants' speaking skills. These include a lack of self-confidence, limited practice opportunities, and a tendency to translate from one language to another, all of which contribute to difficulties in expressing oneself effectively in the target language.

Figure 7: The Factors Affecting Most Learners' Speaking Skills

Question five: Does your teacher provide help when you feel stuck?

This question aims to assess the level of support and assistance provided by teachers when students encounter difficulties or feel stuck during their learning process. The figure bellow visualizes the responses of the informants, providing insights into the support they receive. A significant portion of students (47,5%) report feeling supported and receiving assistance when facing challenges. Additionally, 49,2% of informants indicate that their teachers sometimes provide help when they feel stuck. On the other hand a small percentage

(3,3%) of respondents report that their teachers never assist them. This raises the lack of support for these individuals. The obtained results highlight the importance of teachers' scaffolding for students facing speaking difficulties.

Figure 8: Teachers' Assistance of Learners
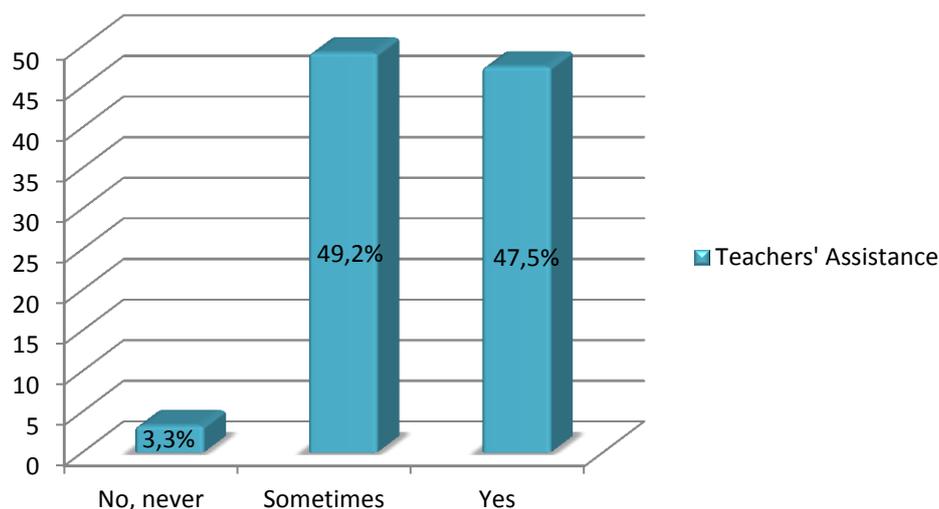
Question six: How often does your teacher help you to understand the difficult concepts he/she introduces in the speaking sessions?

This question provides insights into the level of assistance offered by teachers during speaking sessions, based on responses from 61 out of 65 participants. The majority of respondents (44.3%) indicate that they sometimes receive support from their teachers when they struggle to understand difficult concepts. A significant number of participants (36.1%) report that their oral teachers always help them comprehend challenging words. Additionally, 13.1% of learners state that they often receive support when trying to understand complicated vocabulary. In contrast, a minority (6.6%) mention receiving help rarely in such situations. Notably, none of the students claim to never receive assistance

from their teachers during speaking sessions. These findings highlight the overall availability and willingness of teachers to provide support.

Figure 9: Frequency of Teachers' Assistance in Understanding the Difficult Concept in Oral Sessions
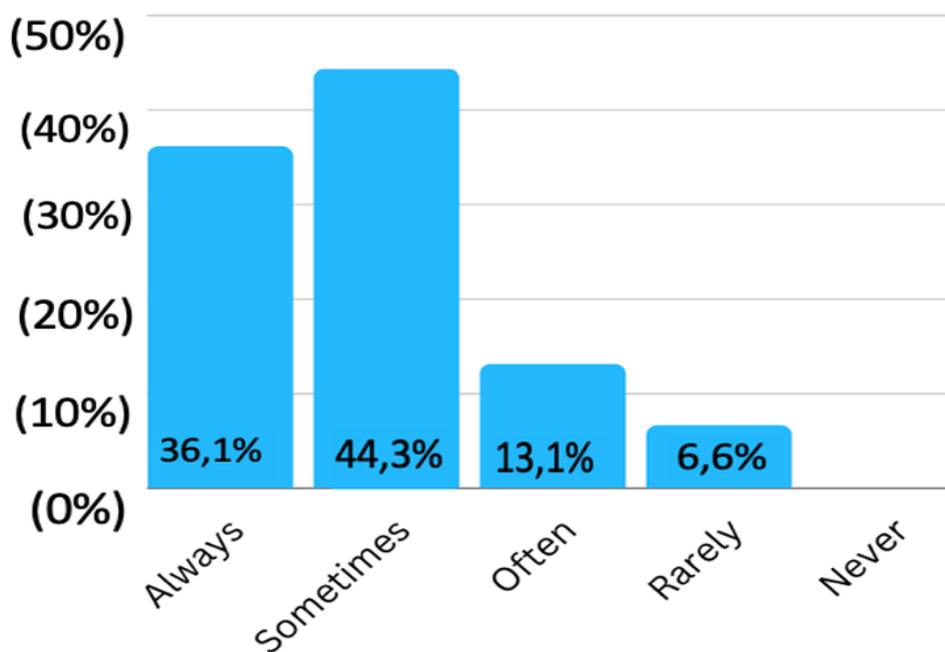
Question seven: To what extent do you agree with the following statement?

"Students' speaking capacities can be improved through teacher's assistance and support."

The purpose of this question is to examine the levels of agreement among students regarding the effectiveness of teacher scaffolding in improving their speaking skills. Out of the total respondents, 25 individuals (40,3%) express agreement with the statement, indicating their belief in the positive impact of teachers' assistance on students' speaking abilities. Furthermore, 17 students (27,4%) strongly agree, demonstrating a strong conviction in the beneficial role of teachers' support. Additionally, 16 respondents (25,8%) partially agree, acknowledging the influence of teachers while recognizing that other factors that may also contribute to students' speaking improvement. In contrast, a smaller number of learners hold a dissenting opinion, with 3 individuals (4,8%) disagreeing and 1 (1,6%) strongly disagreeing

with the statement. These differing viewpoints highlight the varying perspectives on the extent to which teachers' scaffolding contribute to enhancing students' speaking proficiency

Figure 10: Students' Perspectives on the Impact of Teachers Assistance in Enhancing Speaking Capacities
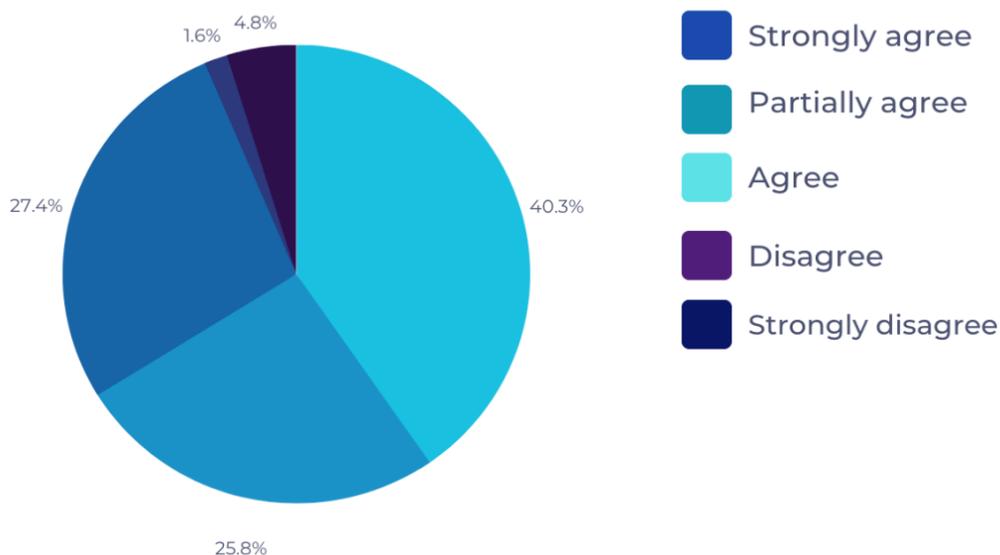
Question eight: Do you think your teacher implements useful techniques in class to develop your conversational skills?

The purpose of including this question is to gauge students' opinions on the effectiveness of their teachers' scaffolding techniques in fostering their conversational skills The collected statistics reveal that a significant majority of respondents (74.1%) hold a positive view, believing that their teachers employ beneficial techniques in the classroom to enhance their conversational abilities. Conversely, a smaller portion of the respondents (25,9%) hold a contrasting opinion, indicating that they do not perceive their teachers' scaffolding techniques as effectively contributing to the development of their conversational skills. These statistics offer valuable insights into the diverse range of perspectives among students regarding the impact of their teachers' techniques on their conversational abilities.

Figure 11: Students' Perceptions of Teacher-Implemented Techniques in Developing Conversational Skills
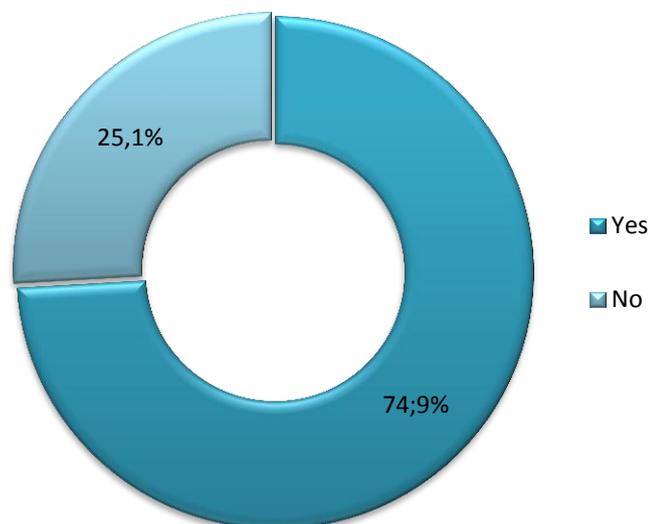
Question nine: Based on learners' different speaking levels, how does your teacher provide you with instructional support?

This question is asked to explore the distribution of instructional support among different categories of students. The gathered statistics provide valuable insights into how teachers allocate assistance to their students. Out of the total number of participants, 27.9% of informants report that their teachers provide more support to students with lower proficiency levels. Conversely, 23% of them claim that their teachers offer less support to students with higher proficiency levels. Moreover, 49.2% of the students mention that their teachers provide equal support to all students. These findings shed light on the varied approaches teachers employ in supporting students of different proficiency levels.

Figure 12: Examining Teachers' Instructional Support Based on Learners Speaking Levels

● a-Providing more support for lower proficiency students
● b-Providing less support for higher proficiency students
● c-Providing equal support for all students
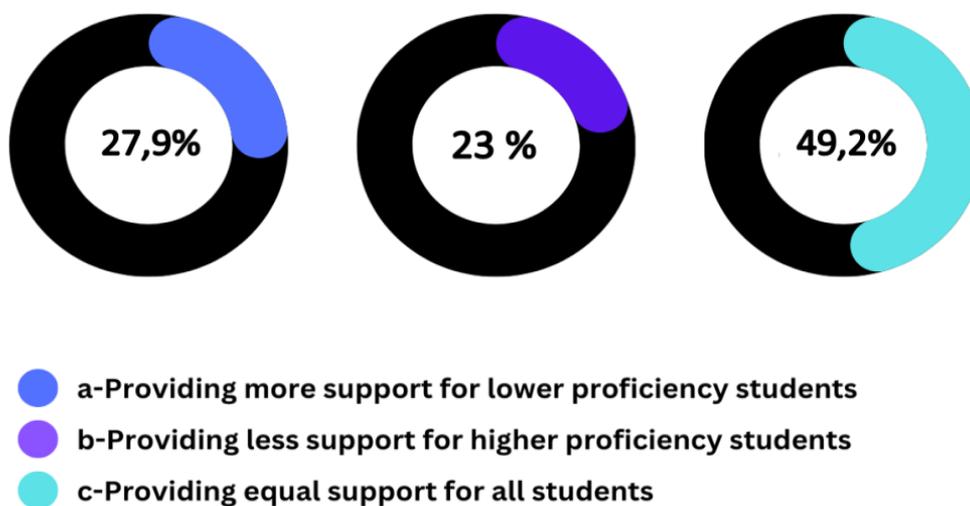
Section 3 of the Questionnaire

Question one: What oral supports (tasks) do you prefer in the speaking sessions?

The purpose of this question is to explore the oral tasks that students find most enjoyable. The statistics provide insightful data on students' preferences. It is evident that a majority (58.1%) of the participants select audio short stories, highlighting their appreciation of listening to narratives. Storytelling also emerges as a popular choice, with 43.5% of students favoring this activity. Another notable preference is brainstorming, selected by 21% of the participants, demonstrating their recognition of the value in generating and exchanging ideas. On the other hand, 22.6% of the students opt for role-playing as a preferable oral task. Lastly, 33.9% of the respondents express a preference for talk show interviews. These findings offer valuable insights into the oral tasks that resonate with students and can guide educators in designing engaging and effective language learning activities.

Figure 13: Students' Preferences for Speaking Sessions Support
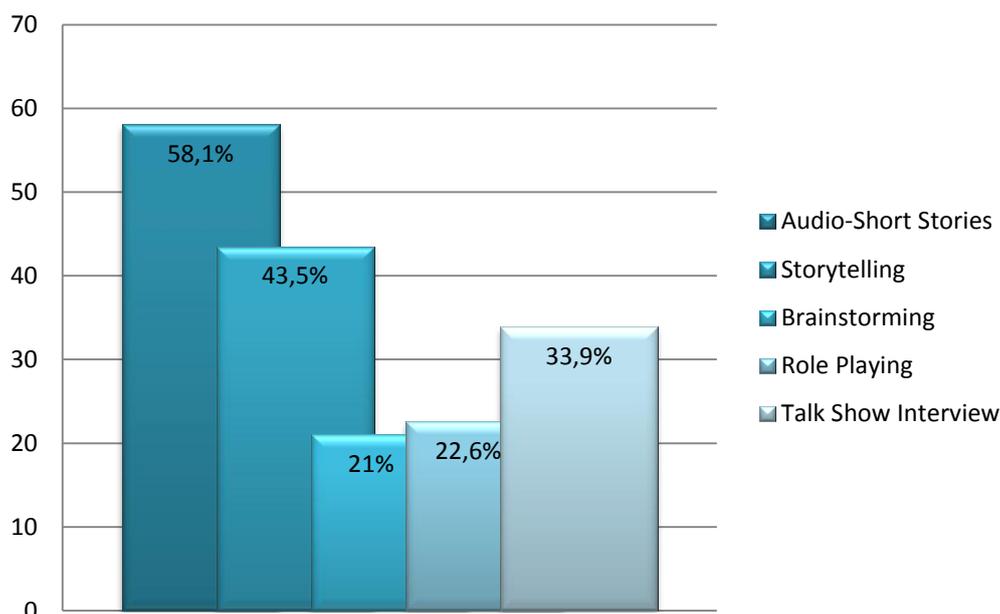
Question two: Do you think your teacher's assistance reduces your speaking difficulties?

If yes, would you specify the problems that are reduced?

The statistics demonstrate that the majority of the students (75%) believe that their teacher's assistance indeed reduced their speaking difficulties. This ensures that the teacher's guidance helps students overcome challenges and improve their communicative skills. Out of the total number of responses, 27.5% specify that their teacher's assistance reduced linguistic problems such as mispronouncing words, a lack of vocabulary, and fluency issues. Additionally, 23.5% mention that their teacher's support helps in reducing psychological problems, such as decreasing hesitation and increasing self-confidence. Most of the learners 49% acknowledge that both linguistic and psychological issues are addressed through their teacher's assistance. On the other hand, 25% of the learners respond negatively, indicating that they do not find their teachers support helpful in improving their level of speaking.

Figure 14: The Impact of Teachers' Assistance on Speaking Difficulties
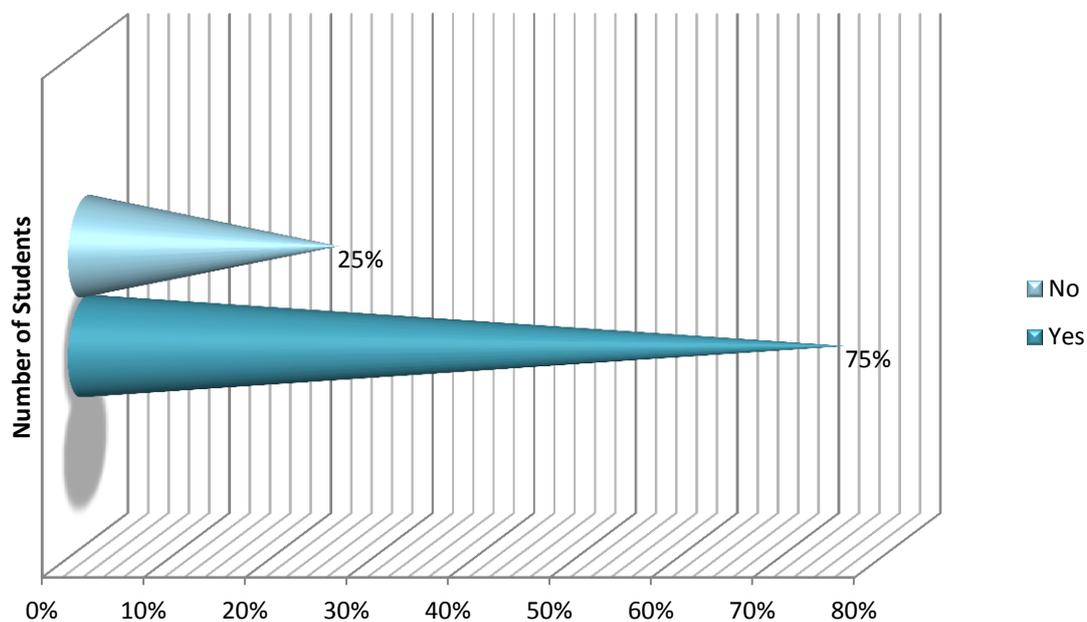
Figure 15: The Problems Reduced through Teachers' Scaffolding
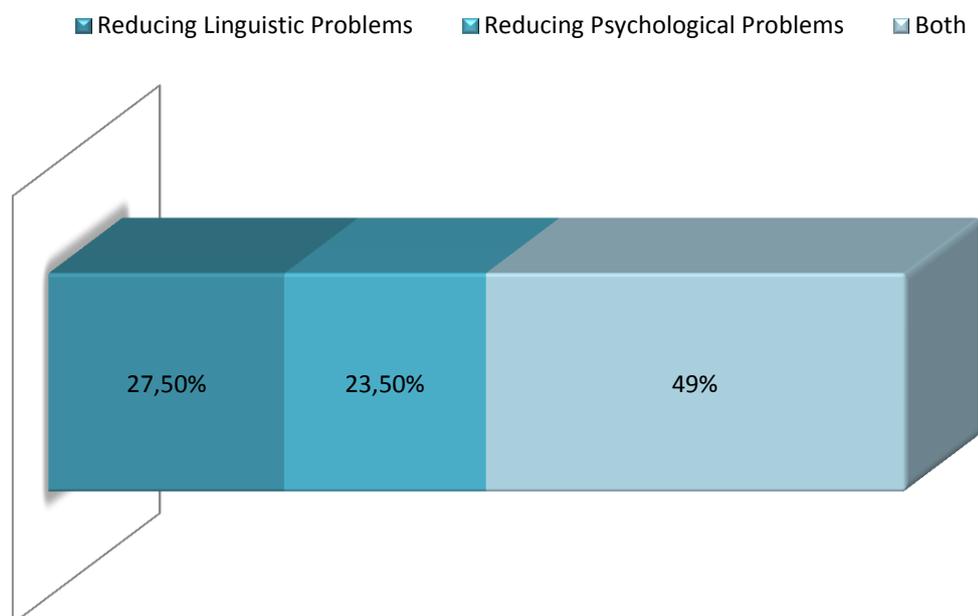
Question three: How important is your teachers' support to overcome your speaking difficulties?

The statistics provided below offer valuable insights into the participants' perspectives. A significant majority of respondents (41.9%) emphasize the utmost importance of teachers' scaffolding in enhancing their speaking skills, highlighting the pivotal role educators play in their language development. Furthermore, 29% of the learners recognize the "important" role of teachers' support in overcoming speaking difficulties, while 27.4% deem it "necessary", underscoring the significance of teachers' assistance in their language proficiency. In contrast, a minimal percentage of respondents (only 1.6%) express a perception of teachers' support as unimportant. These findings illuminate the overall positive recognition and appreciation of the role of teachers in facilitating students' speaking abilities.

Figure 16: The Value of Teachers' Support in Enhancing Oral
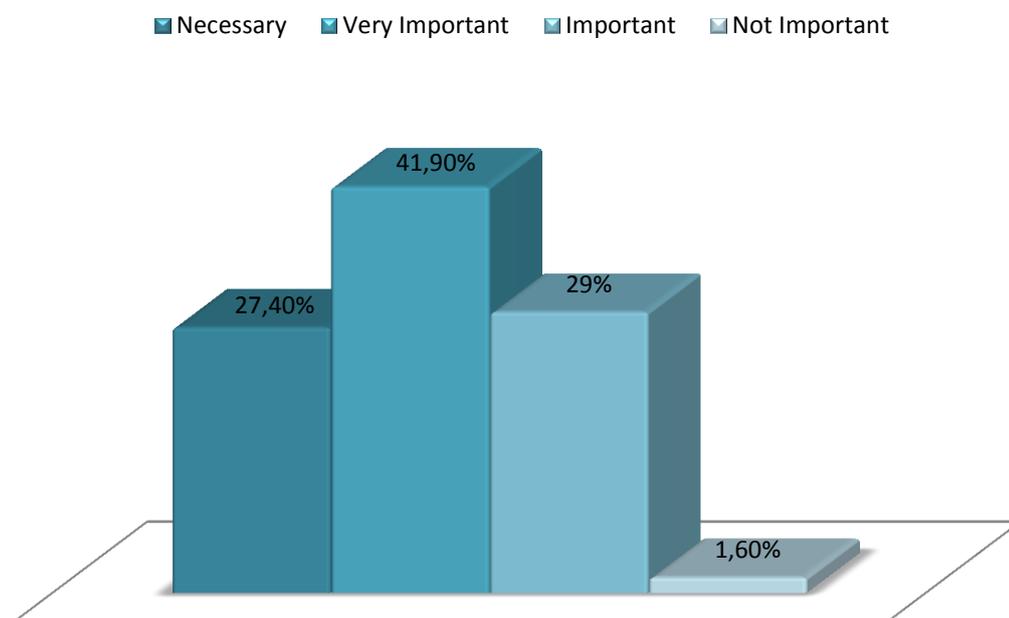
Question four: Would you mention in which way your teacher's guidance benefits your speaking?

The purpose of the question above is to explore the perceived benefits of teachers' guidance on learners speaking skills. The findings obtained reveal that the informants perceived various benefits of their teachers' scaffolding, 40,7% of them believe that it helps them improve their focus during speaking activities. 49,2% of them perceive that it contributes to the development of their overall communicative competences. The majority of them (54,2%) feel that teachers' guidance fosters their creativity in speaking. Finally, another significant portion of the informants (54,2%) indicate that it motivates their verbal interaction and participation in the classroom. These findings emphasize the importance of effective teachers' scaffolding in supporting and enhancing students' speaking skills.

Figure 17: The Benefits of Teachers' Scaffolding in Developing Learners' Speaking Skills
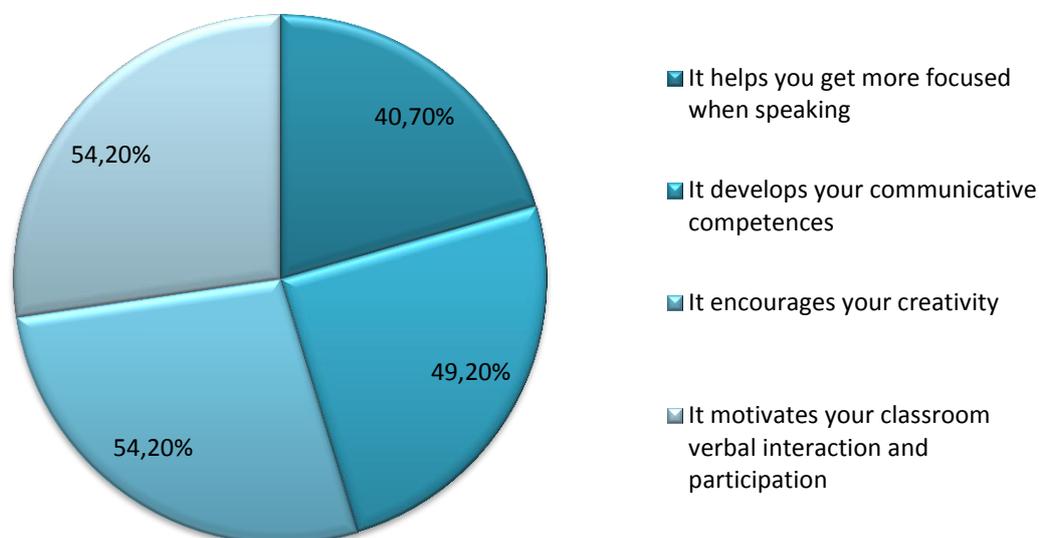
Question five: How do you find the level of your speaking capacities after your teacher's help?

The question above aims to assess the perceived impact of the teachers' help on participants' speaking abilities. The majority of respondents (74,1%) report an improvement in their level. 24,1% of them indicate that their level remained the same after being scaffolded. A small percentage (1,7%) of them report that their level do not improve despite the support provided by their teachers, thus it is important to note that this outcome could be due to various factors.

Figure 18: Learners' Level of Speaking after Teachers' Help
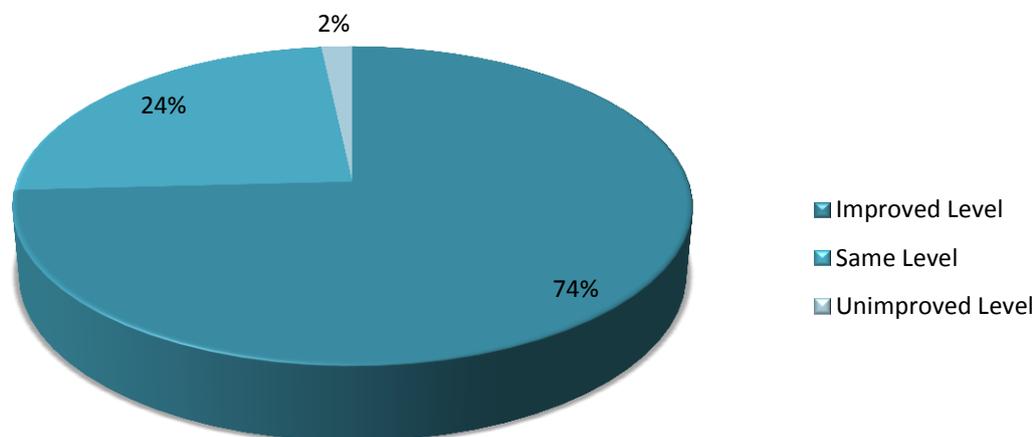
Question six: Do you have any other comments you would like to add in relation to developing your conversational skills through teachers' assistance and support?

This question is in an open format aiming to gather valuable insights from the respondents regarding their experiences and perspectives on developing conversational skills under teachers' guidance and support. Some of them emphasize the importance of teachers as a crucial source of support to help students overcome psychological barriers and social anxiety that may hinder their speaking skills development. Furthermore, other respondents

highlight kindness and understanding towards students as key elements for successful instruction, acknowledging that making mistakes when speaking is a natural part of the language learning process and it should not be seen as a significant issue. It is also suggested that teachers should give learners the opportunity to choose the topics of classroom discussions, as well as equal chances to speak in front of their classmates, without discriminating between them. Lastly, some participants point out the importance of teachers addressing specific areas of weaknesses for students and providing focused assistance in those areas. By exploring these perspectives, valuable insights can be gained to enhance teaching practices and create a supportive learning environment that caters to the unique needs of learners.

In brief, the discussion of the main findings of the questionnaire has resulted a common view of the students toward the need of teachers' support using various techniques in EFL classrooms.

The second instrument used in this research is the interview which is addressed to teachers in order to get accurate data.

2.4.2. Interview

The interview component of this study aims to gather in-depth insights from teachers regarding their practices, perspectives, and experiences related to scaffolding in developing students' conversational skills. A group of ten (10) both novice and experienced teachers of oral expression subject in the English department at Ibn Khaldoun University have participated in the interviews, providing valuable information on their teaching approaches, strategies, and beliefs. The data obtained from the interview are analyzed to explore the various aspects of scaffolding used by teachers in the classroom, their perceptions of students' needs and challenges, and the strategies employed to support students' development of

conversational skills. The following section presents a detailed analysis and discussion of the interview data, highlighting key themes and patterns that emerged from the teachers' responses.

2.4.2.1. Interview Sample

The present Interview is divided into three main sections aiming to get results about the importance of teachers' scaffolding in developing students speaking skills.

2.4.2.2. The Interview Structure

As it discussed earlier, the questionnaire consists of three sections. Each section is explained as below;

Section One: respondent's Experience and Pre-Service-Training

Q1. How many years of teaching experience do you have?

Q2. What is your understanding of scaffolding in the context of teaching conversational skills?

Q3. Have you attended any professional training on scaffolding in teaching conversational skills?

Section Two: Practitioners' Implementation of Scaffolding

Q1. Do you implement scaffolding techniques in your teaching? If yes, what are the scaffolding techniques that you find most effective in improving your students' speaking proficiency?

Q2. How do you determine when a student needs scaffolding support in developing conversational skills?

Q3. How do you assess the effectiveness of scaffolding techniques in developing conversational skills in your students?

Q4. Do you provide your learners with descriptive feedback about their speaking performance?

Q5. How do you vary your scaffolding support for learners with different proficiency levels?

Section Three: Practitioners' Contributions to Promote Scaffolding within the Teaching Circle

Q1. Do you suggest any other recommendations to enhance your students' speaking proficiency?

Q2. How do you collaborate with other teachers or colleagues to improve your scaffolding techniques for speaking skills?

Q3. Do you happen to face challenges when using scaffolding techniques to develop conversational skills in students?

Q4. What kind of challenges do you generally face when using scaffolding techniques to develop conversational skills in students?

2.4.2.3. Interview Results

The results of the interview have revealed that teachers are aware of the need of implementing the scaffolding techniques in enhancing students' speaking skills in EFL classroom.

2.4.2.3.1. Teaching Experience

The first question aims at allowing for an understanding of the teachers' professional background and expertise in the context of scaffolding in developing conversational skills. The data obtained provides insights into the distribution of teaching experience among the interviewed teachers. It indicates a range of experience levels, from relatively novice teachers of oral with three to five years of teaching experience to more experienced teachers from eight years to fifteen years of experience.

2.4.2.3.2. Teachers' Views of Scaffolding in Teaching Speaking

Teachers provide various definitions of the term scaffolding. According to Teacher 1, scaffolding entails implementing strategies and techniques before having a conversation to increase student engagement and comfort. Teacher 2 emphasizes the importance of breaking lectures into smaller units as a means to enhance understanding. In contrast, Teacher 3 demonstrates a lack of understanding regarding scaffolding. Teacher 4 describes scaffolding as a teaching skill that involves offering helpful tips and step-by-step support to assist students in successfully completing speaking activities .Teacher 5 highlights the significance of providing clear and simple models of tasks to facilitate effective communication. For Teacher 6, scaffolding involves continuous support and assistance from the teacher to enable students to accomplish speaking tasks. Teacher 7 characterizes scaffolding as a process in which the teacher provides temporary support to students as they acquire new skills. In a similar vein, Teacher 8 perceives scaffolding as a collaborative approach involving the discussion of topics and mutual assistance in thinking and reviewing opinions to foster conversation. Teacher 9 emphasizes the provision of guidance, support, and assistance within a supportive framework that employs specific techniques to aid learners in developing their speaking abilities. In contrast, teacher 10 claims to have no idea about the term scaffolding.

2.4.2.3.3. Teachers' Professional Training on Scaffolding

The analysis of this question reveals that none of the interviewees have received formal professional training specifically focused on scaffolding in teaching speaking skills. This indicates that their knowledge and expertise in scaffolding may be based on other sources such as their own teaching experience, professional development activities, or self-study. The absence of formal training in this area suggests a potential gap in their professional development, which could impact their approach and effectiveness in supporting students in this aspect of language learning.

2.4.2.3.4. Efficiency in Scaffolding Techniques

Oral teachers affirmed the implementation of scaffolding techniques in their teaching. Teacher 1 consistently utilizes various scaffolding techniques, such as incorporating short stories, graphs, recordings, role plays, audio, and mind maps. Likewise, Teacher 2 confirms the use of scaffolding techniques, specifically text representation and bridging. In contrast, Teacher 3 indicates a lack of implementation of any scaffolding techniques. Teacher 4 believes that the combination of modeling and molding is the most effective scaffolding technique, viewing other techniques as subcategories under this approach. Teacher 5 affirms the use of scaffolding techniques, highlighting modeling and the utilization of mind maps. Teacher 6 describes their preferred approach, which involves contextualizing themes, modeling tasks, providing hints through posters or mimics, and assigning roles to students for active participation. Similarly, Teacher 7 not only confirms the use of scaffolding techniques but also proposes the transformation of images into conversational presentations as a highly effective strategy. While Teacher 8 occasionally incorporates scaffolding techniques, their focus lies on mind mapping and text representation. Teacher 9 identifies contextualization, time to practice, and mind mapping as useful scaffolding techniques. Lastly, Teacher 10 lists clustering, questioning, mind-mapping, and contextualization as their preferred scaffolding techniques.

2.4.2.3.5. Identifying the Need for Scaffolding

The interviewees, comprising both novice and experienced teachers, were asked about their methods for identifying students' speaking needs providing instructional support. Their responses varied, encompassing observations of difficulties in understanding, limited vocabulary, psychological and linguistic barriers, as well as assessing performance for weaknesses. One novice teacher (T3) has no idea about determining students' needs, highlighting a potential knowledge gap in scaffolding in language instruction. This insight sheds light on the teacher's familiarity with scaffolding techniques specific to developing conversational skills, which may be limited due to their novice status. Conversely, T2, T1, T4, T5, and T6 emphasize the importance of assessing students' performance and understanding, identifying indicators such as hesitation, limited vocabulary, poor performance, abnormal speech flow, or reluctance to speak. Additionally, T7, T8, T9, and T10 highlight the significance of confidence and self-esteem in determining the need for scaffolding, as students lacking confidence or experiencing psychological difficulties such as anxiety and shyness may require additional support.

2.4.2.3.6. Assessing Efficiency in Scaffolding Techniques

In assessing the effectiveness of scaffolding techniques, teachers employed various approaches. Firstly, Teacher 1 considers specific indicators such as students' increased independence, active role-taking and reduced frustration and anxiety. Similarly, Teacher 2 assesses scaffolding effectiveness by testing students' final production and comparing it to their initial level, enabling progress evaluation. On the other hand, Teacher 3 relies on observation, checked student performance before and after implementing scaffolding, and incorporated self-assessment tasks for student reflection. In contrast, Teacher 4 observes changes in the hurdles that hinder students' conversation skills to gauge the effectiveness of

scaffolding. Meanwhile, Teacher 5 employs immediate response, student opinions, and long-term observation to assess the impact of scaffolding on speaking performance enhancement. Teacher 6 considers students' activeness and engagement as indicators of effective scaffolding. Additionally, Teacher 7 relies on feedback and obtained results to evaluate scaffolding effectiveness. However, Teacher 8 expresses uncertainty and lacked a clear understanding of how to assess scaffolding techniques. Finally, Teacher 9 states that they do not assess the effectiveness of scaffolding techniques in developing conversational skills.

2.4.2.3.7. Providing Descriptive' Feedback on Learners' Speaking Performance

The results of this question indicate that all of the interviewed teachers respond positively, stating that they provide descriptive feedback to their learners regarding their speaking performance. This finding highlights the teachers' recognition of the significance of offering specific and detailed feedback to their students, with the aim of providing constructive guidance and support in developing their speaking skills.

2.4.2.3.8. Scaffolding Multi-Level Proficiency Classes

In response to the question on how teachers vary their scaffolding support for learners with different proficiency levels, they provide diverse approaches. Teacher 1 notes that most students in their EFL classes have an intermediate level, with a few exceptions. They highlight that there are no specific rules for selecting scaffolds based on proficiency levels, as some scaffolds can be suitable for all students. Teacher 2 mentions adapting their strategy based on the specific situation at hand. Teacher 9 and 10 emphasize using scaffolding techniques according to students' needs and course objectives. Teacher 4 discusses tailoring activities to match the students' needs and levels, providing different support for beginners and advanced learners. Teacher 5 acknowledges the need for additional support for slow learners, utilizing simple role plays to enhance engagement. Teacher 6 focuses on facilitating

interaction between students with varying proficiency levels. Teacher 7 emphasizes the importance of employing appropriate techniques aligned with the target students' needs and the classroom environment. Teacher 8 highlights the significance of differentiation and personalization based on individual student needs. Lastly, Teacher 3 expresses uncertainty and a lack of knowledge regarding varying scaffolding supports.

2.4.2.3.9. Insights for Enhancing Students' Speaking Proficiency

Teachers were asked to provide recommendations for enhancing students' speaking proficiency. The responses revealed a variety of strategies, teachers 1 and 3 suggest strategies such as encouraging communication inside and outside the classroom, emphasizing clear articulation, summarizing information, improving listening skills, promoting extensive reading, and using questioning techniques to enhance comprehension. They also highlight the use of technology to develop fluency. Teachers 2 and 9 emphasize the importance of practice for improving students' performance. Teachers 4, 5 and 6 emphasize the significance of intensive exposure to native speakers and immersing students in the language. Teacher 6 specifically mentions allowing students to choose discussion topics of interest. Teacher 8 recommends smaller class sizes for speaking classes and incorporating thematic research and thematic oral sessions. Teacher 10 stresses the importance of teachers being proficient in the language they teach. Additionally, teacher 7 suggests training teachers on innovative approaches and utilizing language laboratories. These recommendations provide valuable insights for enhancing students' speaking skills.

2.4.2.3.10. Teachers roles in enhancing students' speaking skills

Collaboration with other teachers or colleagues plays a significant role in enhancing scaffolding techniques for speaking skills. When asked about their collaborative efforts, the teachers provide diverse responses. Teacher 1 expresses the importance of class coordination

and engages in discussions to exchange ideas and perspectives with fellow teachers. Similarly, Teacher 2 emphasizes the practice of advising colleagues to adopt effective techniques whenever they recognize its advantages. In contrast, Teacher 3 states that they do not engage in collaboration with other teachers in this regard. Teacher 4 shares a somber reality, acknowledging the absence of collaborative efforts to improve scaffolding techniques. Teacher 5 highlights the value of exchanging feedback and evaluation among colleagues as a means of refining strategies. Teacher 6 reveals a collaborative approach that involves discussing with more experienced teachers to stay updated on the latest strategies and techniques. Informal discussions with colleagues are mentioned by Teacher 7 as a means of exploring and sharing these techniques. Teacher 8, however, expresses a lack of collaboration and emphasizes the need to address this gap in research recommendations. Lastly, Teacher 9 claims that they do not engage in any form of collaboration with colleagues.

2.4.2.3.11. Challenges of Using Scaffolding to Develop Students' Conversational Skills

All the interviewed teachers agreed that they face challenges when utilizing scaffolding techniques to develop conversational skills in students, except for participant 10, a teacher with 15 years of experience, who reported no challenges in implementing scaffolding techniques. Among the challenges mentioned by teachers 2, 3 and 6 are working with students who have limited linguistic background, lack of interest, and low proficiency. Additionally, teachers 6 and 7 highlight the difficulties used by overcrowded classes, to time constraints, students' reluctance, and the limited availability of audio-visual aids. Teacher 1 and 8 identify poor vocabulary, pronunciation correction, and students' fear of speaking as obstacles. Lastly, Teacher 9 and 10 mention associated with implementing scaffolding in mixed-ability groups. By understanding and addressing these challenges, educators can strive to enhance the effectiveness of scaffolding strategies and support their students' language development more effectively.

Conclusion

In conclusion, this chapter serves as an empirical phase of the research work, building upon the foundation laid in the previous chapter. It aims to contextualize and validate the findings and concepts discussed in prior researches, providing a practical research methodology for the current study. The chapter delves into the research context, the selected sample, the tools utilized for data collection, and the rationale behind each decision made. By undertaking this empirical confirmation, the research work aims to contribute to the understanding of scaffolding strategies and their effectiveness in improving EFL learners' conversational skills.

Chapter Three

Insights and Recommendations

Introduction

This chapter delves into the interpretation of the data collected during this research study, aiming to draw meaningful conclusions. The primary focus of this chapter is to engage in a thorough discussion of the results, providing a deeper understanding of the research outcomes and their potential contributions to the field. Additionally, based on these research findings, relevant recommendations will be offered to bridge the gap between theory and practice. These recommendations aim to facilitate meaningful change and improvement in the respective field.

3.1. Data Interpretation

The interpretation of the collected data has manifested the importance of scaffolding in enhancing the abilities of the students in EFL classroom.

3.1.1. Questionnaire-Result Interpretation

Section One: Informants' Profile

Question One: Gender: Male or Female

This question allows for an overview of male and female participants in the study, revealing that 46.9% of the informants identify as females, while 53.1% identify as males. The balanced gender distribution within the sample offers valuable insights for exploring the topic at hand. Analyzing the gender composition not only provides a nuanced understanding of potential variations in responses based on gender but also ensures a diverse representation in the study findings.

Question Two: Age: Less than 20, 20, or more than 20

The inclusion of this question in the questionnaire aims to provide an overview of the age composition within the study sample. By examining the distribution of respondents across

three distinct age groups (46% are more than 20, 28,6% are 20, and 25,4% are less than 20), the study explores potential differences and similarities in responses, attitudes, behaviors, and experiences. This analysis offers valuable insights into the potential influence of age on the research findings and adds depth to the data analysis process.

Question Three: Rate your English level out of 10.

This question aims to assess students' self-perceived level of English speaking proficiency. The responses provide valuable insights into the participants' perceived abilities and areas of strength and improvement.

A small percentage of respondents, 3,2%, rated their English level as 2 out of 10, indicating a struggle with basic communication in English. These individuals may face challenges in expressing themselves fluently and accurately, often due to limited vocabulary and difficulties in constructing coherent sentences. Similarly, 1,6% of respondents rated their level as 3 out of 10, indicating a relatively low proficiency. While slightly better than those who rated their level as 2 out of 10, they still face significant challenges in spoken English, particularly in maintaining conversations and handling more complex linguistic contexts.

Moving up the scale, 4,8% of respondents rated their level as 4 out of 10, suggesting a basic or beginner proficiency. Although they possess a foundational understanding of English and can communicate on familiar topics, they may struggle with more complex grammatical structures, vocabulary usage, and conversational fluency.

On the next level, 27% of respondents rated their English level as 5 out of 10, indicating an intermediate proficiency. They consider themselves to have moderate skills, with a reasonable vocabulary and the ability to construct sentences with relative ease. However, they may still encounter challenges with more complex grammar structures and idiomatic expressions.

Another 17,5% of respondents rated their English level as 6 out of 10, along with an additional 17,5% who rated their level as 7 out of 10. These individuals likely see themselves as having an upper-intermediate level of English speaking proficiency. They possess good communication skills, displaying a commendable level of fluency and accuracy, and are generally comfortable engaging in conversations on a wide range of topics. However, despite their proficiency, they may occasionally encounter challenges with idiomatic expressions or understanding native speakers in certain contexts.

Furthermore, 25,4% of respondents rated their English level as 8 out of 10, with an additional 3% rating their level as 9 out of 10. These individuals perceive themselves to have an advanced level of English speaking proficiency. They possess advanced language skills, demonstrating high levels of fluency, accuracy, a broad vocabulary, and a strong command of grammar. This enables them to communicate with ease and precision.

It is worth noting that none of the respondents rated their English level as 10 out of 10. They do not perceive themselves as having a flawless command of English because achieving a perfect score in language proficiency is rare and typically reserved for native speakers or those who have achieved a near-native level through extensive immersion or study.

Overall, the range of ratings provides a comprehensive overview of the participants' self-perceived English speaking proficiency, highlighting areas of strength, limitations, and the need for improvement.

Section Two: Teachers' Assistance in Oral Sessions is a Necessity

Question One: Do you take part in class verbal interaction?

This question aims to gather information about the respondents' level of participation in verbal interactions during class. Among the respondents, 46% selected "yes" to indicate

their active involvement in class discussions and verbal interactions. These individuals may possess confidence in expressing their thoughts, opinions, and ideas. Their willingness to openly share perspectives indicates a genuine interest in the subject matter being discussed.

Another 46% of respondents selected "sometimes," indicating that their engagement in class verbal interaction varies based on the specific context or topic being discussed. These individuals may feel more inclined to participate when the subject matter aligns with their interests or when they have confidence in contributing to the discussion. Their participation may be driven by possessing a particular insight or perspective to share or when they hold strong opinions on a given topic. Additionally, they choose to speak only when they perceive it as necessary or beneficial to the discussion.

On the other hand, a smaller proportion of respondents (7.9%) selected "no, never." This group may consist of individuals who are naturally more introverted or shy. Their discomfort or lack of inclination to actively participate in verbal interactions during class discussions can be attributed to their inherent nature. Additionally, limitations in language proficiency might undermine their confidence in expressing themselves verbally, thereby impacting their willingness to engage in such interactions.

In summary, this data reveals a range of participation levels in class verbal interaction. Understanding these patterns of participation provides insights into the diverse communication dynamics within the classroom setting.

Question Two: How would you rate your participation and verbal interaction in class?

This question aims to assess the respondents' self-perceived level of participation and verbal interaction in the classroom setting. The responses provide insights into how they evaluate their own engagement and communication in class discussions.

21,3% of the respondents rated their participation and verbal interaction as "poor." This indicates that they perceive themselves as having limited involvement and minimal contribution to class discussions. They may feel hesitant or uncomfortable in actively participating, potentially due to shyness, lack of confidence, or other personal reasons.

On the other hand, the majority of respondents, 57;4%, rated their participation and verbal interaction as "average." This suggests that they consider themselves to have a moderate level of engagement in class discussions. They likely contribute to the conversation to some extent but may not consistently or extensively participate. These individuals may speak up when they have something to add or when they feel confident in sharing their opinions or insights. However, their level of involvement may vary depending on the topic, their familiarity with the subject matter, or their comfort level in the classroom environment.

Lastly, 21,3% of respondents rated their participation and verbal interaction as "excellent." This indicates that they perceive themselves as highly engaged and actively involved in class discussions. These individuals actively contribute to conversations, share their thoughts and opinions, and actively listen and respond to their peers. They likely demonstrate a high level of confidence in expressing themselves verbally, actively seeking opportunities to participate and contribute to the learning environment.

Question Three: How do you feel during a speaking activity?

This question aims to explore the emotions and sentiments experienced by respondents during a speaking activity. The responses provide insights into their subjective experiences and attitudes towards engaging in verbal communication.

The majority of respondents, 55.7%, indicated feeling "interested" during a speaking activity. This suggests that they find the activity engaging and stimulating, demonstrating a genuine curiosity and enthusiasm towards participating in spoken interactions.

A significant portion of respondents, 27.9%, expressed feeling "excited" during a speaking activity. This indicates a heightened level of positive anticipation and eagerness towards engaging in verbal communication. They find it enjoyable and feel energized and enthusiastic about the opportunity to express themselves, and exchange ideas with others.

On the other hand, a smaller percentage of respondents, 11.5%, reported feeling "bored" during a speaking activity. This suggests a lack of interest or engagement in the task, possibly stemming from a disconnection with the topic or a preference for other learning or communication modalities. These individuals may find the speaking activity monotonous or unstimulating, leading to a less enthusiastic or involved response.

Lastly, 4.9% of respondents indicated feeling "indifferent" during a speaking activity. This implies a neutral or apathetic emotional state towards engaging in verbal communication. They may not have strong positive or negative feelings about the activity, potentially indicating a lack of personal investment or interest in the task.

Question Four: In your opinion, what are the factors affecting most your speaking skills?

This question aims to explore the perceived factors that have the most significant impact on respondents' speaking skills.

Among the respondents, 29% identified "lack of ideas" as a factor affecting their speaking skills. This suggests that they struggle with generating or organizing thoughts and may find it challenging to express themselves fluently or coherently.

A majority of respondents, 51.6%, highlighted "fear of making mistakes" as a significant factor influencing their speaking skills. This indicates that they experience anxiety or self-consciousness when speaking, leading to a fear of errors or negative evaluation. Such

fear may hinder their confidence, fluency, and willingness to engage in verbal interactions, limiting their ability to express themselves freely.

Additionally, 38.7% of respondents reported "public speaking anxiety" as a factor affecting their speaking skills. This suggests that they experience heightened nervousness or discomfort in public speaking situations. These individuals may struggle with speaking in front of an audience, due to concerns about judgment, performance pressure, or stage fright.

Another significant factor mentioned by 30.6% of respondents was the "organization of ideas." This implies that they face challenges in structuring and presenting their thoughts in a coherent manner. These individuals may find it difficult to logically sequence information or create cohesive message, resulting in difficulties in effectively communicating their ideas.

Furthermore, some respondents mentioned additional factors that affect their speaking skills. One mentioned a "lack of finding opportunities to practice speaking with others," suggesting limited exposure to real-life conversational contexts, which may impede their speaking development. Another respondent mentioned a "tendency to translate from French or Arabic to English," indicating a reliance on translation, which can hinder fluency and natural expression.

Question Five: Does your teacher provide help when you feel stuck?

This question aims to assess the perceived level of support and assistance provided by teachers when students feel stuck or encounter difficulties. The responses provide insights into the students' experiences with teacher guidance and intervention in challenging situations.

Approximately 47.5% of the respondents indicated that their teacher does provide help when they feel stuck. This suggests that these students perceive their teachers as responsive and supportive, readily offering assistance and guidance when needed. They feel comfortable

seeking help and rely on their teachers for support during challenging moments, which can contribute to a positive learning environment.

On the other hand, 49.2% of respondents indicated that their teacher sometimes provides help when they feel stuck. This suggests that while these students do receive assistance from their teachers, it may not be consistently or immediately available. The level of support may vary depending on the circumstances or workload of the teacher.

A small percentage, 3.3%, responded that their teacher never provides help when they feel stuck. This indicates that these students perceive a lack of support or assistance from their teachers during challenging moments. They may feel unsupported when facing difficulties and may have to rely on other resources or self-directed strategies to overcome obstacles.

Question Six: How often does your teacher help you to understand the difficult concepts he/she introduces in the speaking sessions?

This question aims to assess the frequency of teacher assistance in helping students understand difficult concepts introduced during speaking sessions. The responses provide insights into how often students perceive their teachers to be supportive and effective in clarifying challenging content.

Approximately 36.1% of the respondents indicated that their teacher always helps them understand difficult concepts. This suggests that these students perceive their teachers as consistently providing clear explanations and guidance during speaking sessions. They feel confident in their teacher's ability to assist them in comprehending complex ideas, which can contribute to a positive learning experience.

Around 44.3% of respondents indicated that their teacher sometimes helps them understand difficult concepts. This indicates that while these students do receive assistance

from their teachers, it may not be consistently provided. The level of support may vary depending on the complexity of the concept or the specific needs of the students.

A smaller percentage, 13.1%, responded that their teacher often helps them understand difficult concepts. This suggests that these students perceive their teachers to be helpful, although not consistently in every instance. The teacher's assistance may be more frequent than occasional cases but still not constant for every challenging concept.

A minority, 6.6%, indicated that their teacher rarely helps them understand difficult concepts. This suggests that these students perceive a lack of support or assistance from their teachers when it comes to comprehending challenging content. They may find it challenging to grasp difficult concepts introduced in speaking sessions without sufficient guidance or clarification.

It is worth noting that no respondents selected "never" as their response. This indicates that all participants perceive some level of help from their teacher in understanding difficult concepts during speaking sessions, even if it may be infrequent or inconsistent.

Overall, the responses reflect varying perceptions of teacher assistance in understanding difficult concepts. While a significant portion of students reported receiving help either always or sometimes, there is still room for improvement in providing consistent support to enhance students' understanding of challenging content.

Question Seven: To what extent do you agree with the following statement?

"Students' speaking capacities can be improved through teacher's assistance and support."

This question investigates respondents' agreement levels with the statement: "Students' speaking capacities can be improved through teacher's assistance and support." Among the

respondents, 27.4% strongly agree with the statement, indicating their strong belief in the effectiveness of teacher involvement in enhancing speaking abilities. They recognize the valuable role that teachers play in providing guidance, feedback, and resources to support language development.

Another 25.8% partially agree with the statement, acknowledging the role of teachers in improving speaking skills to some extent. They also consider other factors, such as individual effort, practice, and exposure to the language, as important contributors to language development.

A significant 40.3% of respondents agree with the statement, placing their trust in the knowledge, expertise, and instructional strategies of teachers. They believe that teacher assistance and support are effective in improving speaking capacities, attributing a substantial part of their language development to the guidance and input provided by teachers.

On the other hand, 4.8% of respondents disagree with the statement, expressing the belief that teacher assistance and support have limited effectiveness in enhancing speaking skills. They emphasize the importance of individual effort, practice, and real-life situations for improving speaking abilities.

A small percentage, 1.6%, strongly disagrees with the statement, firmly believing that teacher assistance and support have no impact on improving speaking skills. They consider speaking abilities to be solely dependent on individual traits or external factors, and they may have negative experiences or perceptions regarding the effectiveness of teacher assistance in enhancing their own speaking skills.

Question Eight: Do you think your teacher implements useful techniques in class to develop your conversational skills?

The question explores respondents' opinions regarding whether their teacher implements useful techniques in class to develop their conversational skills. Among the respondents, 74.1% answered "yes," indicating that they perceive their teacher as implementing useful techniques to enhance their conversational abilities. They likely believe that the teacher employs effective instructional strategies, activities, or approaches that contribute to their growth and improvement in conversation.

On the other hand, 25.9% of respondents answered "no," indicating that they do not believe their teacher implements useful techniques in class to develop their conversational skills. They may feel that the teaching methods or activities employed by the teacher do not effectively support their conversational development or fail to meet their specific needs and expectations.

Question Nine: Based on learners' different speaking levels, how does your teacher provide you with instructional support?

The question aims to understand how teachers provide instructional support based on learners' different speaking levels. Among the respondents, 27.9% indicated that their teacher provides more support for lower proficiency students. This suggests that the teacher recognizes the specific needs and challenges of students with lower speaking proficiency and tailors their instructional approach to provide additional assistance and resources to help these students improve their speaking skills.

On the other hand, 23% of respondents stated that their teacher provides less support for higher proficiency level students. This may indicate that the teacher perceives higher proficiency students as needing less direct instructional support and allows them more autonomy to engage in advanced speaking activities or independent practice.

Furthermore, 49% of respondents mentioned that their teacher provides equal support for all students, regardless of their speaking proficiency level. This suggests that the teacher adopts an inclusive approach, aiming to meet the needs of all learners and create a supportive and inclusive learning environment.

Section Three: The Benefits of Teachers' Assistance

Question One: What oral supports (tasks) do you prefer in the speaking sessions?

The question aims to determine the preferred oral supports or tasks that students prefer during speaking sessions. Among the respondents, 58.1% indicated a preference for audio short stories. This suggests that these students find listening to and discussing short stories in an audio format to be an engaging and effective way to improve their speaking skills.

43.5% of the respondents expressed a preference for storytelling. This indicates that these students enjoy sharing and listening to personal or fictional stories as a means of developing their speaking abilities.

21% of the respondents mentioned a preference for brainstorming. This suggests that these students find brainstorming activities to be beneficial for generating ideas, organizing thoughts, and developing speaking skills.

22.6% of the respondents indicated a preference for role-playing. This implies that these students enjoy taking on different roles and scenarios to practice their speaking skills in a more interactive and immersive manner.

Lastly, 33.9% of the respondents mentioned a preference for talk show interviews. This suggests that these students find talk show-style activities to be engaging and effective for practicing their speaking skills.

Question Two: Do you think your teacher's assistance reduces your speaking difficulties?

If yes, would you specify the problems that are reduced?

These questions aim to assess students' perceptions regarding the effectiveness of their teacher's assistance in improving their speaking skills. The responses provide insights into the specific problems that students believe are reduced with their teacher's support.

The majority of respondents, 75%, expressed a belief that their teacher's assistance is indeed helpful in reducing their speaking difficulties. This indicates that these students value their teacher's guidance, support, and feedback in overcoming challenges related to speaking.

Regarding the specific difficulties that are reduced, 27.5% of the respondents indicated that their teacher's assistance primarily focuses on linguistic problems. They appreciate the support provided in improving pronunciation, vocabulary, and fluency. These students recognize the value of their teacher's help in developing their language skills and becoming more proficient speakers.

In contrast, 23.5% of the respondents identified psychological problems as the main focus of their teacher's assistance. They appreciate their teacher's efforts in boosting their confidence, reducing anxiety, and creating a supportive learning environment. These students recognize the importance of psychological factors in their speaking abilities and value their teacher's support in overcoming these barriers.

Additionally, a majority of the respondents (49%) mentioned that their teacher's assistance addresses both linguistic and psychological problems. These students appreciate the comprehensive support provided by their teacher, which encompasses addressing language-related challenges as well as psychological barriers. They recognize the interconnectedness of these factors in their speaking development.

However, 25% of the respondents indicated that they do not believe their teacher's assistance reduces their speaking difficulties. This suggests that they may feel that their teacher's support is insufficient, ineffective, or not tailored to their specific needs. It's possible that external factors or personal barriers hinder their progress despite the teacher's assistance.

Question Three: How important is your teachers' support to overcome your speaking difficulties?

This question explores the importance students place on their teachers' support in overcoming their speaking difficulties. The responses provide insights into the perceived significance of their teachers' assistance in improving their speaking skills.

Among the respondents, 27.4% expressed the belief that their teachers' support is necessary to overcome their speaking difficulties. These students likely rely heavily on their teachers' guidance and assistance to address the challenges they face when speaking.

A larger portion of the respondents, 41.9%, indicated that their teachers' support is very important. They attribute a great deal of importance to the guidance, feedback, and resources provided by their teachers.

Additionally, 29% of the respondents considered their teachers' support as important. They appreciate the role their teachers play in providing support and guidance, although they may also recognize the importance of individual effort and other factors in improving speaking skills.

On the other hand, a small percentage of respondents, 1.6%, indicated that their teachers' support is not important in overcoming their speaking difficulties. The reasons behind this minority opinion could vary, including factors such as personal learning preferences or alternative sources of support that they find more effective.

Question Four: Would you mention in which way your teacher's guidance benefits your speaking?

This question aims to explore the ways in which students perceive their teacher's guidance as beneficial to their speaking skills. The responses shed light on the specific aspects of speaking that students believe are positively influenced by their teacher's guidance.

Among the respondents, 40.7% mentioned that their teacher's guidance helps them become more focused when speaking. This suggests that students value their teacher's ability to provide direction and support in maintaining their attention and concentration during speaking activities.

Furthermore, 49.2% of the respondents indicated that their teacher's guidance helps in developing their communicative competences. This implies that students recognize the role their teacher plays in helping them improve their overall ability to communicate effectively, including skills such as organizing their thoughts, structuring their speech, and expressing themselves clearly.

In addition, 54.2% of the respondents highlighted that their teacher's guidance encourages their creativity in speaking. This suggests that students appreciate their teacher's efforts in fostering a supportive and stimulating environment that allows them to express their ideas and thoughts in unique and imaginative ways.

Similarly, 54.2% of the respondents mentioned that their teacher's guidance motivates their classroom verbal interaction and participation. This indicates that students feel encouraged and motivated by their teacher to actively engage in class discussions, share their opinions, and participate in speaking activities, leading to increased confidence and involvement.

Question Five: How do you find the level of your speaking capacities after your teacher' s help?

This question aims to assess students' perceptions of their speaking capacities after receiving help from their teacher. The responses provide insights into how students perceive the impact of their teacher's assistance on their speaking skills.

Among the respondents, a significant majority of 74.1% reported an improved level of their speaking capacities after receiving help from their teacher. This indicates that these students believe that their teacher's assistance has positively influenced their speaking skills, resulting in an enhanced ability to communicate effectively.

On the other hand, 24.1% of the respondents reported that their speaking level remained the same after receiving help from their teacher. These students may feel that while they have received support and guidance, they have not experienced significant improvement in their speaking abilities.

A small percentage of respondents, 1.7%, indicated that their speaking level remained unimproved despite their teacher's help. These students may feel that the assistance provided by their teacher has had little impact on their speaking skills, or they may have other factors or challenges that hinder their progress.

Question Nine: Do you have any other comments you would like to add in relation to developing your conversational skills through teachers' assistance and support?

This question aims to gather additional comments and insights from learners regarding their experiences and suggestions for developing conversational skills through teacher assistance and support. The responses provided by the informants cover various aspects

related to teachers' scaffolding, the classroom environment, individual learner responsibility, and specific areas of improvement.

Some respondents highlight the importance of overcoming social anxiety and psychological obstacles, recognizing the impact these factors can have on students' ability to engage in conversation. They emphasize the need for a supportive and inclusive learning environment that promotes comfort and confidence during speaking activities.

In addition, learners express the desire for teachers to treat them well, provide encouragement, and offer support throughout the language learning process. They stress the significance of creating a positive and respectful classroom atmosphere that fosters effective language acquisition. These learners advocate for kindness and understanding, highlighting that mistakes are a natural part of the learning journey for non-native speakers and should be embraced as opportunities for growth rather than sources of criticism.

Equitable treatment and equal opportunities for all students to speak and contribute to discussions are emphasized by some students. They suggest that avoiding discrimination and favoritism and allowing students to choose topics of interest can create a more personalized and meaningful learning experience.

Furthermore, students express the importance of teachers paying attention to individual areas of weakness to better address the diverse needs and learning styles of their students. They believe that personalized support and guidance in specific areas can facilitate more effective language development.

3.1.2. Interview-Result Interpretation

The interpretation of the collected data of the interview has illustrated the necessity of teachers scaffolding techniques in developing the students' speaking competencies.

3.1.2.1. Teaching Experience

The question helps place the teacher within a specific career stage, whether they are new to the profession, mid-career, or experienced. Starting with teachers 2, 5, 9, and 10 who stand out with twelve to fifteen years of experience. This indicates that they have encountered various challenges and successes throughout their career, which might have contributed to their professional growth, and developed a wide range of teaching strategies to engage and support their students. Their experience enables them to navigate various classroom dynamics and adapt their teaching to meet the needs of learners at different levels. In contrast to the more experienced educators, Teachers 1, 6, and 7, who have from three to five years of teaching experience, are evidently still in the early stages of their careers and may be focusing on building their teaching skills. Their responses indicates that they are relatively new to the field, potentially bringing a fresh perspective and embracing innovative teaching approaches. They may still be in the process of developing their teaching skills and gaining valuable classroom experience. Moving to teachers 3, 4, and 8 with eight to ten years of teaching. With this experience, they may possess a solid understanding of their subject matter, effective teaching strategies, and the ability to manage their classrooms effectively. They may have also started taking on mentorship roles, supporting newer teachers in their professional growth.

3.1.2.2. Teachers' Views of Scaffolding in Teaching Speaking

This question was asked to gauge teachers' understanding of scaffolding and its application in teaching conversational skills. Teacher 1 defines scaffolding as a set of strategies and techniques used by the teacher to prepare students before engaging in a conversation. They believe that scaffolding helps make students more active and comfortable in the conversation. This highlights the importance of providing support and guidance to

learners before they engage in conversational activities, which can help build their confidence and enhance their participation and interaction in class. Teacher 2 suggests a partial understanding of scaffolding as breaking down lectures into smaller units. This response emphasizes the importance of breaking down complex ideas and simplifying them in order to support student comprehension. Although it doesn't directly address conversational skills, it does highlight the broader concept of scaffolding by breaking down content into smaller units. Teacher 4 demonstrates a good understanding of scaffolding. The educator recognizes it as a teaching skill that enables them to provide helpful tips and step-by-step assistance to students during speaking activities. This shows the effective role of scaffolding in helping learners successfully complete speaking tasks they may struggle with independently. Teacher 5 describes scaffolding as the provision of clear and simple models of tasks to facilitate effective communication. This response highlights the importance of providing examples and models as a scaffold to support student learning and improve their conversational skills. The answer provided by teacher 6 indicates a solid understanding. The educator recognizes scaffolding as ongoing support provided to students to accomplish speaking tasks, which suggests the crucial role of the teacher in providing continuous assistance and guidance throughout the speaking process. Teacher 7 recognizes that scaffolding involves providing temporary support to students as they learn new skills. It implies an awareness that scaffolding should gradually decrease as students become more proficient in conversational skills. According to teacher 8, scaffolding is focused on discussing a topic by helping students think and review their opinions. The teacher's answer highlights the importance of collaborative discussion and reflective thinking as a form of scaffolding. It suggests that scaffolding can involve facilitating meaningful conversations to support students' language development. Teacher 9 defines scaffolding as providing guidance, support, and assistance to learners to help them develop their conversational skills within a supportive framework. They

acknowledge the use of specific techniques and highlight the role of the teacher in scaffolding students' speaking abilities. The educator's response indicates the importance of using various instructional strategies to scaffold students' learning and the role of the teacher in guiding students' language development. In contrast, teachers 3 and 10 claim to have no idea, which indicates a lack of knowledge or familiarity with the concept of scaffolding in teaching conversational skills. It is important to note that not all teachers may be familiar with this specific term.

3.1.2.3. Teachers' Professional Training on Scaffolding

This question provides valuable information about the availability of professional training. All teachers claim to not have attended any professional training on scaffolding in teaching conversational skills. All of the interviewees respond negatively when asked about their participation in such training. The reasons for not attending professional training may vary for each teacher, although they are not explicitly provided in the responses. However, it is worth noting that the lack of professional training does not necessarily indicate a lack of competence or effectiveness in implementing scaffolding strategies. Teachers may have acquired knowledge and skills through other means, such as experience, self-study, or informal professional development. It is also possible that scaffolding training specifically focused on conversational skills was not readily available or prioritized in their professional development opportunities. Nonetheless, the absence of professional training highlights the potential benefit of providing targeted training and support to educators in implementing effective scaffolding techniques for teaching conversational skills.

3.1.2.4. Efficiency in Scaffolding Techniques

The purpose behind asking this question is to gather information about their instructional practices and strategies related to scaffolding. The teachers provided a range of responses regarding their implementation of scaffolding techniques and their effectiveness in

improving students' speaking proficiency. Teacher 1 expresses a strong commitment to scaffolding, citing various examples such as short stories, graphs, recordings, role plays, audio, and mind maps. This suggests the value of using different tools to support speaking skills. Teacher 2 confirms the use of scaffolding techniques, specifically mentioning text representation and bridging, indicating an awareness of transforming text and establishing connections to enhance students speaking proficiency. Teacher 4 emphasizes the combination of modeling and molding as the most effective scaffolding technique, implying a belief in the central role of these strategies in fostering speaking proficiency. Teacher 5 acknowledges the use of scaffolding techniques, particularly modeling and mind maps, which indicate the benefits of modeling and visual tools for improving speaking skills. Teacher 6 describes a multi-faceted approach that includes contextualization, modeling, hints through posters or mimics, and assigning roles. This demonstrates a comprehensive understanding and implementation of scaffolding strategies for speaking proficiency. Teacher 7 confirms their use of scaffolding techniques, mentioning transforming images into conversational presentations. Although no specific examples were provided, it suggests the use of visual aids to scaffold speaking skills. Teacher 8 occasionally employs scaffolding techniques such as mind mapping and text representation, recognizing the value of these techniques to improve learners speaking levels. Teacher 9 mentions contextualization, time to practice, and mind mapping as effective scaffolding techniques. This response highlights the importance of meaningful contexts and practice opportunities. Teacher 10 claims that scaffolding techniques such as clustering, questioning, listing, mind mapping, and contextualization are keys to enhancing students' speaking proficiency. This response highlights the teacher's understanding of the varied scaffolding methods that can be employed. Clustering aids in organizing and connecting ideas, while questioning prompts critical thinking. Listing allows for brainstorming, mind mapping facilitates visual representation, and contextualization provides

a meaningful framework. By acknowledging the significance of these techniques, the teacher demonstrates a comprehensive approach to scaffolding, aiming to empower students in their oral communication skills by utilizing diverse and effective instructional strategies. Conversely, Teacher 3 responds with a simple "no," indicating that they do not implement scaffolding techniques in their teaching. This suggests either a lack of familiarity with scaffolding or a different instructional approach that does not involve explicit scaffolding strategies.

3.1.2.5. Identifying the Need for Scaffolding

This question aims to explore the teachers' perspectives, strategies, and indicators they utilize to recognize when students need additional support in their language development. Determining when a student needs scaffolding support in developing conversational skills can vary based on different factors. Teacher 1 indicates that scaffolding is particularly needed for students facing psychological difficulties such as anxiety, shyness, or fear, as well as those lacking knowledge. This response highlights the importance of considering students' emotional well-being and prior knowledge as indicators for implementing scaffolding strategies. Similarly, Teacher 2 mentions recognizing the difficulty in understanding as a trigger for employing scaffolding techniques. Both teachers emphasize the need for support when students encounter challenges with comprehension or emotional barriers. On the other hand, Teacher 3 admits to not knowing how to determine the need for scaffolding, indicating a potential gap in their understanding. Teacher 4 draws on experience and states that learners constantly require scaffolding to build upon their existing knowledge and reach learning goals successfully. This response underlines the ongoing nature of scaffolding and the importance of gradually decreasing assistance. Teacher 5 points out specific indicators such as lack of confidence, limited vocabulary, and difficulty initiating conversations, highlighting the need for support in overcoming these obstacles. Teacher 6 adds to this list, mentioning hesitation,

limited vocabulary, poor performance, abnormal speech flow, and lack of self-confidence as signs that call for scaffolding intervention. Teacher 7 provides a comprehensive range of indicators, including lack of confidence, limited vocabulary, stress, social/cultural differences, and difficulties with understanding and responding. These indicators reflect the diverse challenges students may face in developing conversational skills. Teacher 8 considers factors such as proficiency level, interpersonal skills, and communication abilities when determining the need for scaffolding, emphasizing the importance of individualized assessment. Teacher 9 highlights reluctance to speak and lack of engagement as key signs for requiring scaffolding support. Finally, Teacher 10 mentions that weaknesses identified through performance assessment guide the decision to implement scaffolding. Overall, these responses indicate the importance of considering various factors such as emotional well-being, language proficiency, specific difficulties, and performance assessment when determining the need for scaffolding in developing conversational skills.

3.1.2.6. Assessing Efficiency in Scaffolding Techniques

The purpose behind asking this question to the interviewed teachers is to gain insights into how educators assess the effectiveness of scaffolding techniques in developing conversational skills. The teachers' responses provide valuable insights into their assessment practices. Some teachers, such as Teachers 1, 4, and 5, focus on observing changes and improvements in students' conversational abilities as indicators of effective scaffolding. This indicates a recognition of the importance of tangible progress and positive transformations in students' speaking skills. Teacher 2's approach of testing final production and comparing it to the initial level reflects a focus on measuring progress and the quality of conversational output. Teacher 6 demonstrates a comprehensive assessment approach, combining immediate responses, student feedback, and long-term observation to evaluate the effectiveness of scaffolding techniques. This reflects a commitment to ongoing evaluation and continuous

improvement. Teacher 7's use of observation and self-assessment tasks shows a balanced approach to assessing the impact of scaffolding on students' conversational skills. Teacher 8's reliance on feedback and the obtained results highlight the value of gathering student perspectives and analyzing measurable outcomes. Teacher 9 also emphasizes the importance of feedback and assessment, aligning with best practices in evaluating students' progress. However, Teacher 10 expresses uncertainty about assessing the effectiveness of scaffolding techniques. It suggests a lack of familiarity with the appropriate assessment methods in relation to scaffolding.

3.1.2.7. Providing Descriptive' Feedback on Learners' Speaking Performance

The aim of asking the teachers about providing descriptive feedback on speaking performance is to understand their practices and approaches in supporting students' language development. It is evident from the responses that all the teachers recognize the importance of giving feedback to their learners. Teachers 1, 2, 4, 6, 7, 9, and 10 straightforwardly state that they provide feedback, indicating their commitment to guiding students' speaking skills. Teacher 3 goes beyond affirmation, emphasizing the motivational aspect of feedback to encourage better performance. Teacher 5 offers a more detailed response, highlighting specific techniques like explicit correction, elicitation, and repetition that they employ to address pronunciation, accuracy, and fluency issues. This response indicates a strong awareness of the functions of different feedback strategies. Teacher 8 acknowledges the value of feedback, expressing a willingness to provide it whenever possible. Collectively, these responses demonstrate the teachers' recognition of the significance of descriptive feedback in supporting students' speaking abilities and their commitment to offering constructive guidance.

3.1.2.8. Scaffolding Multi-Level Proficiency Classes

The purpose of asking this question to oral teachers was to understand how they adapt and vary their scaffolding support for learners with different proficiency levels. Teacher 1's response indicates an understanding of the importance of providing additional support for slow learners. They mention using simple role plays as a scaffolding technique to engage these students and make the learning process more comfortable for them. This shows consideration for individual student needs and a proactive effort to create a supportive learning environment. Teacher 2 claims to change the strategies based on different situations, indicating an ability to adapt their teaching methods to meet the needs of students with varying proficiency levels. Teacher 4 states that most students in EFL classes have an intermediate level of proficiency. and that there are no fixed rules for selecting appropriate scaffolds for English learners. This may suggest that certain scaffolds have the potential to be suitable for all students in their developmental stages and can serve as aids for the entire class. Teachers 5, 8, and 9 emphasize the importance of using appropriate techniques that match the needs of their target students and the classroom environment. This demonstrates the importance of considering the specific needs and requirements of the students, as well as the goals and objectives of the course, for effective guidance and support. Teacher 6 shows a comprehensive understanding of scaffolding for learners with different proficiency levels. They mention tailoring activities to meet the specific needs and levels of students. For beginners, the teacher focuses on translation, continuous correction, and feedback, while for advanced learners, they provide advanced vocabulary and continuous observation and feedback. This detailed response demonstrates a thoughtful and differentiated approach to scaffolding instruction. Teacher 7's response suggests using peer interaction as a form of scaffolding support. By facilitating interaction with students of higher proficiency levels, they provide opportunities for learners to receive guidance and support from their peers. This indicates the benefits of collaborative learning and peer modeling in scaffolding language

development. Nevertheless, teachers 3 and 10 responses indicate a deficiency in understanding the implementation of diverse scaffolding techniques to cater to learners with varying levels of proficiency, suggesting a need for further professional development or training to enhance their understanding and application of scaffolding strategies.

3.1.2.9. Insights for Enhancing Students' Speaking Proficiency

The purpose of asking the teachers this question was to gain insights into their perspectives on improving students' speaking skills. Teacher 1 claims that for discussions, the teacher should suggest topics and allow students to choose the ones that interest them. This response indicates a recognition of the importance of student engagement and motivation in promoting effective conversation. Teacher 2 suggests that practice for all students is essential for better performance. This response highlights the significance of regular and purposeful practice in developing speaking skills. Teacher 3 emphasizes that teachers must speak the language themselves to effectively teach it. This comment underscores the importance of teachers' language proficiency as a foundation for successful language instruction. Teacher 4 provides a comprehensive list of strategies, including modeling, feedback, encouraging conversation, summarizing information, explaining tone, attending to listening skills, teaching concept words, and using comprehension-boosting questions. These suggestions demonstrate a varied and comprehensive approach to scaffolding speaking activities. Teacher 5 mentions finishing stories and real-life role play as techniques for enhancing speaking skills. These activities foster creativity and authenticity in language practice. Teacher 6 emphasizes intensive exposure to native speakers, immersion in the language, and daily practice. This response highlights the value of authentic language experiences and consistent practice. Teacher 7 recommends using technological means, extensive reading, and communication both inside and outside the classroom to develop fluency. This response showcases the integration of technology and real-world communication into language learning to develop

learners speaking levels. Teacher 8 mentions thematic research and oral sessions as effective approaches. These strategies provide a focused and contextualized framework for developing speaking skills. Teacher 9 emphasizes the importance of smaller class sizes, teacher training on innovative approaches, and the use of language laboratories. These suggestions highlight the significance of supportive environments and resources for promoting speaking abilities. Finally, teacher 10 emphasizes the well-known adage that practice makes perfect, reinforcing the notion that consistent practice is crucial for developing speaking skills.

3.1.2.10. Teachers roles in enhancing students' speaking skills

The aim of asking the question is to assess the extent of collaboration among teachers and its impact on enhancing scaffolding techniques. Some teachers claim to actively collaborate with colleagues to improve their practice. For example, teacher 1 suggests class coordination and idea discussions, indicating a willingness to work together and benefit from collective input. Similarly, teacher 2 advises colleagues to use advantageous strategies, demonstrating informal knowledge sharing. These responses indicate a proactive approach towards professional growth through collaborative efforts. On the other hand, several teachers assert that no collaboration takes place regarding scaffolding techniques. T3, T4, T8, T9, and T10 express limited or no engagement with colleagues in terms of improving scaffolding. These responses indicate missed opportunities for collective learning and professional development. The contrasting answers highlight the varying degrees of collaboration and its implications on the enhancement of scaffolding techniques for speaking skills.

3.1.2.11. Challenges of Using Scaffolding to Develop Students' Conversational Skills

This question aims to gain insights into the challenges teachers face when using scaffolding techniques. Teachers 3 and 4 report no difficulties in implementing scaffolding techniques, although they do not provide specific details. This suggests that some teachers

may have a smooth experience with scaffolding for developing conversational skills. In contrast, teachers 5 and 8 acknowledge challenges they encounter. They mention the difficulty of finding appropriate techniques for diverse students and managing overcrowded classes. These responses highlight the complexity of selecting suitable strategies for diverse needs and the practical constraints of large class sizes. Teachers 7 and 9 identify specific challenges such as lack of student interest, low proficiency levels, overcrowded classes, and limited availability of audio-visual aids. These responses emphasize the impact of external factors, including student motivation, resource limitations, and classroom conditions, on the effectiveness of scaffolding techniques. Teacher 10 provides a neutral response but notes that working with mixed-ability groups can be challenging for scaffolding conversations. This suggests that different proficiency levels within a group can pose difficulties in effectively scaffolding conversations.

3.2. Discussion of the main Findings

The analysis of the research findings provides valuable insights into the significance of scaffolding as an effective pedagogical approach for supporting LMD1 students in developing their speaking skills. The findings shed light on the diverse benefits of scaffolding and highlight the most effective strategies for enhancing speaking proficiency. These findings contribute to optimizing instructional practices and catering to the specific needs of this learner group.

Upon examining the obtained data, it becomes clear that the findings align with the proposed hypotheses of the study. A significant proportion (74.1%) of the respondents acknowledged that psychological and linguistic difficulties necessitate the use of scaffolding in developing their conversational abilities. This finding indicates teachers' awareness of the challenges students face in speaking and their commitment to providing assistance through

scaffolding techniques. It strongly supports the hypothesis that scaffolding is essential for LMD1 students learning speaking, as it effectively addresses psychological and linguistic barriers. The high percentage of students benefiting from teachers' assistance, along with teachers' recognition of the need for scaffolding, further reinforces the importance of this pedagogical approach.

Additionally, the analysis supports the hypothesis that scaffolding benefits learners in developing their speaking skills by providing essential support and guidance. The data indicates that 74% of the respondents reported an improvement in their speaking after receiving effective scaffolding support. The survey results also demonstrate that teachers' assistance in implementing scaffolding techniques significantly reduces speaking difficulties. This aligns with the hypothesis that scaffolding helps learners overcome linguistic challenges, build confidence, and enhance their communicative competence. The data reflects the positive impact of scaffolding on students' speaking proficiency, confirming that scaffolding provides learners with the necessary support and guidance to improve their speaking skills.

Furthermore, the analysis provides compelling evidence to support the hypothesis that different scaffolding strategies can effectively fit the needs of LMD1 students in developing their speaking skills. The data indicates that teachers actively implement various scaffolding strategies, including modeling, bridging, contextualization, schema building, text representation, and developing meta-cognition. These strategies align with the principles of scaffolding, which aim to provide structured support and guidance as students acquire new language skills.

In conclusion, the research findings validate the hypotheses put forth in the study. The data confirms that scaffolding is necessary for LMD1 students learning speaking, as it addresses psychological and linguistic barriers. It also demonstrates that scaffolding benefits

learners by providing support and guidance, leading to improved speaking skills. The data further supports the use of diverse scaffolding strategies that fit the needs of students. These findings emphasize the importance of scaffolding as an effective pedagogical approach in supporting LMD1 students' development of speaking skills.

3.3. Recommendations

This study has elucidated the role of scaffolding in developing conversational skills. Based on the previous findings, the following recommendations are suggested to create a more inclusive, engaging, and effective learning environment for developing students' conversational skills.

1. Universities should strive to provide adequate resources and technology support to facilitate effective scaffolding techniques for developing conversational skills and managing class sizes to create an optimal learning environment.

2. It is suggested for teachers to create a supportive classroom environment, establishing a safe and non-judgmental space where students feel comfortable expressing themselves in English without any hesitation.

3. It is recommended for teachers to treat all learners equally and provide them with the opportunity to participate in class and choose the topic to be discussed.

4. Educators can provide students with different proficiency levels with the necessarily support, this may involve grouping students and designing tasks based on their speaking levels.

5. It is recommended for teachers to collaborate and share best practices regarding scaffolding techniques for developing conversational skills. This can be achieved through regular

meetings, workshops, or online platforms where educators can exchange ideas, resources, and experiences.

6. Educators would benefit from professional development programs and training focused on scaffolding techniques for conversational skill development.

7. It is crucial to design engaging and meaningful activities that capture students' attention and make the learning experience enjoyable.

8. Encouraging students to provide constructive feedback will help identify areas for improvement and allow for a more tailored approach to teaching conversational skills.

9. Students have diverse learning styles and preferences. Teachers can conduct assessments or surveys to gain a better understanding of students' individual needs and preferences when it comes to developing conversational skills.

10. Educators can incorporate a variety of teaching techniques. By diversifying teaching methods, teachers can provide opportunities for students to practice conversational skills in various contexts and build confidence in their abilities.

11. Create opportunities for peer-to-peer interaction, such as pair or group work, where students can practice conversational skills with their peers.

12. Oral teachers need to offer regular feedback on students' conversational skills to help them identify areas for improvement.

13. Educational authorities should focus on providing teachers with professional development opportunities to enhance their own skills in teaching speaking. This can include workshops,

seminars, or online courses focusing on effective scaffolding techniques for developing conversational skills.

14. Teachers need to engage in self-reflection and peer observation; this can promote professional growth and enhance their teaching.

By implementing these recommendations, educators can create a supportive and inclusive learning environment that facilitates the development of speaking skills among LMD1 students.

Conclusion

In this chapter, a detailed interpretation of the collected data has been provided, accompanied by a comprehensive discussion of the main findings. The chapter concludes with practical recommendations derived from the research findings, which offer valuable insights for educators. The survey conducted with first-year EFL students and oral teachers has proven to be highly advantageous in generating meaningful findings, supported by robust statistical data. These findings serve to validate the initial hypotheses and reinforce the notion that teachers' scaffolding does have decisive and effective roles in developing learners' conversational skills.

General Conclusion

General Conclusion

Scaffolding, in the context of language learning, refers to the instructional support provided by teachers or peers to help learners progress from their current level of proficiency to higher levels of linguistic competence. It involves the strategic use of guidance, feedback, and assistance tailored to the learners' individual needs. Developing conversational skills, on the other hand, can be challenging for second language learners due to the complex nature of language structures, cultural norms, and real-time information processing.

The aim of this research has been to investigate the significance of teachers' scaffolding as an effective pedagogical approach and its impact on the development of conversational skills in EFL learners. The findings emphasized the importance of scaffolding strategies in addressing psychological and linguistic barriers that students encounter in their speaking proficiency. Additionally, the study highlighted the various benefits of scaffolding in enhancing students' speaking abilities.

The research methodology encompassed two main stages: collecting secondary data through an extensive review of relevant literature on scaffolding strategies, and gathering primary data through questionnaires administered to students and interviews conducted with teachers. The empirical findings confirmed several hypotheses. Firstly, teachers demonstrated awareness of the challenges students face in speaking and their commitment to providing assistance through scaffolding techniques. Secondly, the findings revealed the positive effects of teachers' scaffolding, such as the development of self-confidence, improved communicative competences, and overcoming linguistic difficulties. Thirdly, it was evident that teachers employed a range of scaffolding strategies, catering to diverse learning styles and preferences, including modeling, text-representation, bridging, contextualization, and schema building.

It is worth noting that the present dissertation claim no perfectness. In fact, throughout the research process, various challenges were encountered, primarily related to obtaining an adequate sample size of teachers and students, as well as a scarcity of literature specifically focused on scaffolding in the context of speaking. Nonetheless, these challenges did not hinder the course of research towards the attainment of the research objectives. As a result, the study contributed valuable insights to the existing knowledge and generated significant recommendations.

In conclusion, scaffolding is an issue that pertains to two sines qua nons of education namely educational psychology and didactics. It is of such importance that pursuing it with research works is likely to unfold in-depth insights about it but never encapsulate it in a fully exhaustive study. Hence, further research remains highly recommended broadening understanding of the phenomenon and exploiting it optimally to the benefit of such delicate category of learners, the inept, and helping them develop conversational skills.

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Appendix A

Students' Questionnaire

Dear students,

You are chosen to be part of an investigation that aims to discover the impact of teachers' Scaffolding in Developing EFL Learners Conversational Skills, an issue that would bring solutions to great problems in teaching speaking to learners of foreign languages like you. Please take time answering this questionnaire considerately to help us find about the phenomenon under study and use it wisely to optimize its benefits on learners. Be sure your responses will be treated with utter confidentiality, so feel free to answer with total ease.

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

Section One: Students' Profile

1. **Gender :**

    a-Male ☐   **b-**Female ☐

2. **Age :**

    a-Less than 20 ☐   **b-**20 ☐   **c-**More than 20 ☐

3. **Rate your English speaking level out of 10 :**

    1☐   2☐   3☐   4☐   5☐   6☐   7☐   8☐   9☐   10☐

Section Two: Teachers' Assistance in Oral Sessions is a Necessity

1. **Do you take part in class verbal interaction?**

    a-Yes ☐   **b-** Sometimes ☐   **c-**no, never ☐

2. **How would you rate your participation and verbal interaction in class?**

    a-Poor ☐   **b-**Average ☐   **c-**Excellent ☐

2. **How do you feel during a speaking activity?**

a-Interested ☐   **b-**Excited ☐   **c-**Bored ☐   **d-**Indifferent ☐

3. **In your opinion, what are the factors affecting most your speaking skills?**

   a-Lack of ideas ☐   **b-**Fear of making mistakes ☐

   c-Public speaking anxiety ☐   **d-**Organization of ideas ☐

   Others:…………………………………………………………………………

   ………………………………………………………………..

4. **Does your teacher provide help when you feel stuck?**

   a-Yes ☐   **a-**Sometimes ☐   **b-**No, never ☐

5. **How often does your teacher help you to understand the difficult concepts he/she introduces in the speaking sessions?**

   a-Always ☐   **b-**Sometimes ☐   **c-**Often ☐   **d-**Rarely ☐   **e-**Never ☐

6. **To what extent do you agree with the following statement?**

   "Students' speaking capacities can be improved through teacher's assistance and support."

   a-Strongly agree ☐   **b-**Partially agree ☐   c-Agree ☐

            d-Disagree ☐   **e-**Strongly disagree ☐

7. **Do you think your teacher implements useful techniques in class to develop your conversational skills?**

   a-Yes ☐   **b-**No ☐

8. **Based on learners' different speaking levels, how does your teacher provide you with instructional support?**

   a-Providing more support for lower proficiency students ☐

   b-Providing less support for higher proficiency students ☐

   c-Providing equal support for all students ☐

Section three: The Benefits of Teachers' Assistance

1. **What oral supports (tasks) do you prefer in the speaking sessions?**

   a-Audio short stories ☐   **b-**Storytelling ☐   **c-**Brainstorming ☐

   c-Role playing ☐   **d-**Talk show interview ☐

2. **Do you think your teacher's assistance reduces your speaking difficulties?**

   a-Yes ☐   **b-**No ☐

● **If yes, would you specify the problems that are reduced?**

a) Reducing linguistic problems (mispronouncing words, lack of vocabulary and fluency) ☐

b) Reducing Psychological problems (decreasing hesitation and increasing self-confidence) ☐

c) Both ☐

3. **How important is your teachers' support to overcome your speaking difficulties?**

   a-Necessary ☐   **b-**Very important ☐   **c-**Important ☐ **d-**Not important ☐

4. **Would you mention in which way your teacher's guidance benefits your speaking?**

   - It helps you get more focused when speaking ☐

   - It develops your communicative competences ☐

   - It encourages your creativity ☐

   - It motivates your classroom verbal interaction and participation ☐

5. **How do you find the level of your speaking capacities after your teacher's help?**

   a-Improved level ☐   **b-**Same level ☐   **c-**Unimproved level ☐

6. **Do you have any other comments you would like to add in relation to developing your conversational skills through teachers' assistance and support?**

   …………………………………………………………………………………………………

   Thank you for your contribution!

Appendix B

Teachers´ Interview

Dear teacher,

You are chosen to be part of an investigation that aims to discover the impact of teachers' Scaffolding in Developing EFL Learners Conversational Skills, an issue that would bring solutions to great problems in teaching speaking to learners of foreign languages. Please take time answering the questions below considerately to help us find out about the phenomenon under study and use it wisely to optimize its benefits on learners. There is no doubt that your answers will contribute insightful views of the phenomenon.

Section One: Respondent's Experience and Pre-Service-Training

Q1: How many years of teaching experience do you have?

Q2: What is your understanding of scaffolding in the context of teaching conversational skills?

Q3: Have you attended any professional training on scaffolding in teaching conversational skills?

Section Two: Practitioners' Implementation of Scaffolding

Q1: Do you implement scaffolding techniques in your teaching? If yes, what are the scaffolding techniques that you find most effective in improving your students' speaking proficiency? (Modeling, bridging, contextualization, schema building: e.g. using mind-mapping…, text representation: e.g. transforming short stories into dramas ….etc.)

Q2: How do you determine when a student needs scaffolding support in developing conversational skills?

Q3: How do you assess the effectiveness of scaffolding techniques in developing conversational skills in your students?

Q3: Do you provide your learners with descriptive feedback about their speaking performance?

Q4: How do you vary your scaffolding support for learners with different proficiency levels?

Section Three: Practitioners' Contributions to Promote Scaffolding within the Teaching Circle

Q1: Do you suggest any other recommendations to enhance your students' speaking proficiency?

Q2: How do you collaborate with other teachers or colleagues to improve your scaffolding techniques for speaking skills?

Q3: Do you happen to face challenges when using scaffolding techniques to develop conversational skills in students?

Q4: What kind of challenges you generally face when using scaffolding techniques to develop conversational skills in students?

We have been honored to have you as a participant in our survey, thank you!

ملخص الرسالة

السقالة الادبية تتمثل في دور المعلم في تنظيم وتيسير تجارب التعلم والتحدث وذلك لدعم الطلاب في اكتساب المعرفة والمهارات الجديدة. تمكن استراتيجيات الدعم للطلاب من الانخراط في محادثات ذات مغزى، وبناء ثقتهم وكفاءتهم تدريجياً في التحدث باللغة المستهدفة.حيث يتيح المعلم بيئة تعلم داعمة وتنظيم أنشطة التحدث ،وتوفير الملاحظات للطلاب ،وأيضا ممارسة وتحسين مهارات التواصل لديهم. إن اكتساب مهارات التحدث لدى المتعلمين في اللغة الثانية يشكل صعوبة وتحديا لهم، نظراً للطبيعة المعقدة للنشاط الشفوي. واعترافاً بذلك، فإن الغرض من إجراء هذه الدراسة هو معالجة الصعوبات النفسية واللغوية التي يواجهها طلاب LMD1 وتزويدهم بالدعم والتوجيه اللازمين للتغلب على هذه التحديات. بالإضافة إلى ذلك، تحديد الاستراتيجيات المناسبة التي تتوافق بشكل أفضل مع قدرات الطلاب في التحدث.

كلمات رئيسية : السقالة الادبية ، النشاط الشفوي، مهارات التحدث، استراتيجيات الدعم المناسبة.

Le résumé

Le soutien pédagogique implique le rôle de l'enseignant dans la structuration et la facilitation des expériences d'apprentissage et de conversation afin d'aider les élèves à acquérir de nouvelles connaissances et compétences. Les stratégies de soutien permettent aux apprenants de participer à des conversations significatives, renforçant ainsi progressivement leur confiance et leur compétence dans la langue cible. Le rôle de l'enseignant consiste à créer un environnement d'apprentissage favorable, à structurer les activités de conversation et à fournir des retours pour permettre aux élèves de pratiquer et de perfectionner leurs compétences en communication. Cependant, l'acquisition des compétences orales pose des défis aux apprenants des langues étrangères, compte tenu de la complexité de l'amélioration de la maîtrise orale. Cette étude vise à aborder les difficultés psychologiques et linguistiques auxquelles sont confrontés les étudiants LMD1 et à leur fournir le soutien et l'orientation nécessaires pour surmonter ces défis. De plus, elle vise à identifier les stratégies de soutien appropriées qui correspondent le mieux aux capacités de conversation des apprenants. Les résultats soulignent le rôle essentiel des enseignants dans l'assistance au développement des compétences conversationnelles des apprenants.

Mots-clés : Expériences d'apprentissage, stratégies de soutien appropriées, compétences orales

Dissertation summary

Scaffolding involves the teacher's role in structuring and facilitating learning and speaking experiences to support students in acquiring new knowledge and skills. Scaffolding strategies enable learners to engage in meaningful conversations, gradually building their confidence and competence in speaking the target language. The teacher's role in creating a supportive learning environment, structuring speaking activities, and providing feedback allows students to practice and refine their communication skills. However, the acquisition of speaking skills poses challenges for second language learners, given the intricate nature of enhancing oral proficiency. Recognizing this, the purpose of conducting this study is to address the psychological and linguistic difficulties faced by LMD1 students and provide them with the necessary support and guidance to overcome these challenges. Additionally, it seeks to identify appropriate scaffolding strategies that best align with learners' speaking abilities. The findings underscore the vital role of teachers in assisting learners' development of conversational skills.

Keywords: Speaking experiences, scaffolding strategies, oral proficiency, speaking challenges