



PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGER EDUCATION AND SCIENTIFIC RESEARCH
Abdelhafid Boussouf University Centre-Mila



Institute of Letters and Languages

Department of Foreign Languages

Branch: English Language

**The Role of Teacher's Scaffolding in Collaborative Learning to Enhance
Students Speaking Skills
The Case of Third Year Students of English at Abd Elhafid BOUSSOUF University
Center of Mila.**

A Dissertation Submitted in Partial fulfillment for the requirement of the master degree in language
sciences and Didactics of language.

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Academic year 2024-2025

Dedication

In the Name of Allah, the Most Gracious, the Most Merciful

I dedicate this work to myself to the version of me who stayed up late, who kept going despite the doubt, who cried, hoped, and dreamed. To the me who chose perseverance over giving up. This To my dear parents **"Hafida and Abd Elmadjid"**, your prayers protected me, and your love grounded me through every step of this journey.

To my mother, your presence is my comfort and cure.

To my father, who never let me feel a need unmet, your quiet strength and generosity gave me all I needed to keep going.

To the person with the bright blue eyes – your smile gave me strength when I needed it most. You are a little light in my life, innocent, pure, and full of warmth. Your laughter echoes in my memory like a song of hope, and your presence reminds me that even in hard times, there is still beauty.

My little brother **"Saber"**

To my beloved sisters **"Souad, Nacira, Rafika, Sabrina, Soumia, Tounes, Naïma, Najah, Rachida, Chaïma, and Sirine"** "thank you for being my calm in times of turmoil, my strength when I felt weak, and my constant companions in heart and spirit. You are far more than just names on a page – you are my pillars, my safe place.

I would like to give a special dedication to a dear person who is my companion of Many years sharing both sadness and joy and everything in between, this is a small tribute to our special bond, full of mystery.

To the husbands of my sisters – thank you for your support and kindness throughout this journey.

To my cherished friends **" Meriem, Yousra,Basma, Hadjer, Samah, Hazar,Ikram, Yasmine, Fatima,Ibtisam ,Asma,Inass,Khadija Chourouk&Hamida ,and Housna ,Bouchra,Fouzia,Karima,Meriem ,Dounia"**, thank you for standing beside me, sharing my burdens, and celebrating my small victories.

To **"Hamida"**, my teammate and dear friend – your presence made this journey lighter and more meaningful

To the sons of my sisters – your innocent love brightened many of my days without you even knowing.

To the **"Chelghoum" family**, your presence, near or far, gave me courage.

To my dear examiner, **Ms. Bouhebel Amina**, your encouragement meant the world to me.

I walked this path with shaky steps,
But my dreams kept rising within me, like warmth.
Now I stand here, not without my scars,
But with stars I've created from my struggle.

Siham chelghoum

Dedication

I thank Allah for His endless mercy and guidance throughout this journey. I also thank myself for the strength and perseverance that carried me to this moment.

My deepest and most heartfelt gratitude goes to my beloved parents, Ah med and Aziza, whose unwavering support, constant encouragement, and countless sacrifices have been the pillars upon which I have built this accomplishment. Your faith in me never wavered, even in moments of doubt. Your love has been my shelter, and your prayers, my wings.

To my three brothers—Nasim, Halim, and Imad—and my six wonderful sisters—Siham, Ahlam, Sabrina, Hadjer, Safa, and Marwa—thank you for being my lifelong companions, always standing behind me with strength, patience, and unconditional love. Each of you has played a unique part in shaping the woman I have become, and for that, I am forever grateful.

To my lifelong friend Chaima—your presence in my life remains one of my greatest sources of inspiration. Your words, your laughter, and your unwavering belief in me carried me through some of the toughest moments. I am truly blessed to call you my friend.

To my dear friends Siham and Dalila, thank you for your kindness and unwavering companionship. And to my close friend Siham, who shared this dissertation journey with me—your understanding, shared struggles, and constant encouragement made the weight of this task feel so much lighter. Thank you for walking beside me, step by step.

To all those who have accompanied me over the past five years—family, friends, and kind souls whose presence brought light into my days—thank you. To my dear grandparents, whose wisdom and prayers echo through my heart. To my cousins, who cheered me on from afar. And to the precious pieces of my heart—Lokman, Safwan, Saif al-Din, Alaa, Amani, and Tasneem—your joy and spirit lifted me in quiet ways I will never forget. To the little delights of our family, Anas and Ahmed, your innocent laughter reminded me of life's purest blessings.

A special thanks is owed to Dr. Aissa Djehish, our supervisor, for his constant guidance, unwavering patience, and thoughtful encouragement. Your trust in my abilities and your insightful feedback shaped this work in invaluable ways. It was an honor to learn under your supervision.

Finally, to all the cherished members of the Bouzenoune family—your love surrounds me like a warm embrace. I carry it with me always, and I hope that what lies ahead will not only reflect your support, but also make you proud in ways that words alone cannot express.

Hamida Bouzenoune

Acknowledgment:

In the name of Allah, the Most Gracious, the Most Merciful. All praise and gratitude are due to Allah the Almighty, who blessed me with strength, patience, and determination to complete this academic work. Without His guidance, this achievement would not have been possible.

I would like to express my deepest gratitude and heartfelt thanks to my supervisor, Dr. Aissa DJEHICHE, for his continuous support, wise guidance, and valuable remarks throughout this research. His encouragement, availability, and dedication were key to the success of this work.

I also extend my sincere appreciation to the respected members of the examination board for their time, constructive feedback, and valuable insights, which helped improve the quality of this dissertation.

My thanks go as well to all the teachers and staff members of the Department of Foreign Language-Section of English at the University Center of Abdelhafid Boussouf – Mila, for their dedication, insights, and support throughout my academic years. I am grateful for every lesson, piece of advice, and encouragement received.

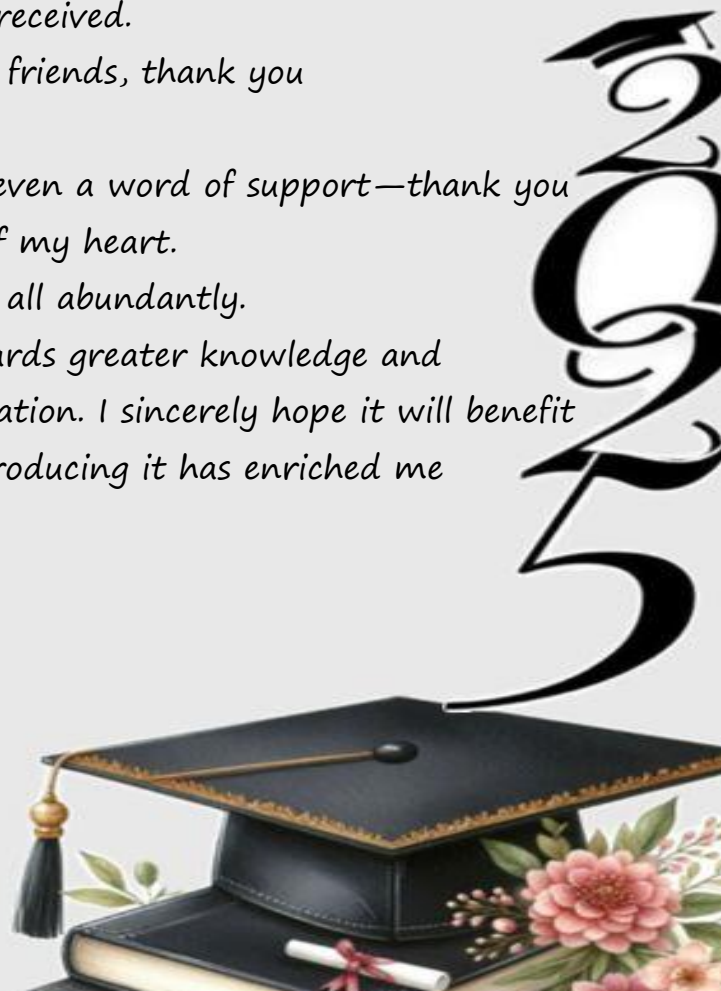
To my dear colleagues and friends, thank you

Finally, to everyone who contributed with even a word of support—thank you from the bottom of my heart.

May Allah reward you all abundantly.

May this work be a small step towards greater knowledge and a contribution to the field of language education. I sincerely hope it will benefit others as much as the journey of producing it has enriched me

SIHAM AND HAMIDA



Abstract:

In the field of foreign language education, particularly in teaching speaking skills, students of English often encounter both psychological and linguistic challenges. Some students feel embarrassed when speaking foreign language in front of their classmates, which leads them to avoid participating in class to prevent discomfort. At this point, the role of scaffolding emerges as an appropriate solution to this issue. The teacher's role in the classroom is to encourage students and provide them with the necessary motivation to help them engage in speaking classes without fear or shyness. This research aims to highlight the importance of scaffolding in supporting students to improve their speaking skills, especially during group work in the classroom. To achieve this objective, a questionnaire was distributed to sixty third-year students of English at the university center of mila. The results of the questionnaire revealed that students need their teachers' support during speaking classes, particularly in group activities. Students believe that the teacher plays a significant role in encouraging them to speak without fear or embarrassment, and that the teacher is essential in helping them develop their speaking skills. Consequently, it can be inferred that instructional scaffolding plays an effective role in developing students' speaking skills, especially through collaborative learning. It provides students who are anxious or less confident with the sufficient motivation to actively engage in class and express their opinions freely. Therefore, this strategy is highly recommended to be integrated into speaking classes.

Keywords: Scaffolding, Speaking skills, Group activities, Collaborative learning, EFL students.

List of abbreviations :

1. **Zpd** – zone of proximal development
2. **L2** – second language
3. **Esl** – English as a second language
4. **Call** – computer-assisted language learning
5. **Ict** – information and communication technology
6. **Elt** – english language teaching
7. **Sla** – second language acquisition
8. **Cl** – collaborative learning
9. **Tps** – think-pair-share
10. **Ire** – initiation-response-evaluation
11. **Irf** – initiation-response-follow-

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Statement of the problem

Learning a foreign language effectively depends on achieving a balanced mastery of the four essential skills: listening, speaking, reading, and writing, often developed in that specific order. The ultimate objective of this journey is to develop these skills simultaneously, leading to effective communication. Communicative competence is a reflection of performance in both receptive (listening and reading) and productive (speaking and writing) abilities, shaped by continuous exposure to language input and practice. Speaking is frequently prioritized in English language teaching, emerges as the most visible skill during real-life interactions, making it crucial for teachers to focus on its development. Differences in students' speaking abilities often become evident, with some learners performing below expectations. In these instances, scaffolding serves as a vital instructional strategy, offering tailored support such as simplified tasks and guided practice to help bridge the gap to the class standard. Collaborative learning enhances speaking skills by fostering authentic language use and peer support. Through interaction in pairs or in small groups, learners negotiate meaning and build confidence, allowing more proficient peers to model appropriate language and provide real-time feedback. The synergy of collaborative learning and scaffolding creates a dynamic, inclusive framework that nurtures speaking skills within a supportive, learner-centered environment. Many students struggle with communication and speaking in classroom due to psychological and linguistic factors, as well as lack of support. This study aims to explore the role of scaffolding in language education to enhance speaking skills during collaborative learning sessions.

Research problem;

The primary focus of the current research centers on the role of scaffolding within English as a Foreign Language (EFL) classrooms. This study aims to explore the significance of scaffolding in improving speaking skills among learners and to identify effective strategies for its implementation in speaking classes, particularly through peer interaction. Understanding these aspects can provide valuable insights into enhancing language acquisition and fostering more dynamic learning environments. The research will delve into specific methods that promote collaborative learning and support student engagement, ultimately leading to more effective communication skills among EFL learners.

Aims and significance of the study:

This research focuses on the promotion of conversational skills through the use of:

Scaffolding strategies, especially through collaborative learning in third-year EFL classes at Mila University Center. The study aims to investigate some aspects such as the identification of challenges faced by Learners in speaking sessions; the benefits of scaffolding reflectively and effectively provided by teachers of oral expression; and a review of the most effective scaffolding strategies in enhancing students' oral interaction.

Research questions :

To conduct effective research, the general research problem has been divided into three questions:

1. Why is scaffolding considered important in the learning process for third-year lmd students?
2. How do students benefit from scaffolding during collaborative learning to develop their speaking skills?
3. What scaffolding strategies can be provided to third-year students of English when learning to speak through collaborative learning.

Research methodology:

The research objectives are going to be achieved through conducting a mixed-method approach, blending both quantitative and qualitative methods. A questionnaire was distributed to sixty third-year license students to gain insights into their perspectives on the role of scaffolding in the learning process, as well as the significance of scaffolding techniques in enhancing speaking skills, particularly within collaborative learning contexts.

Structure of the dissertation:

This dissertation follows the traditional-simple model. It consists of a general introduction, three chapters, and a general conclusion.

The general introduction outlines the statement of the problem, the aims and significance of the study, the research questions and hypotheses, the adopted methodology and research tools, and finally, the structure of the dissertation.

The first chapter is theoretical. It explores the concept of scaffolding, its origins, types, and educational applications. It also introduces collaborative learning by discussing its foundations, benefits, challenges, and the teacher's role in facilitating interaction and group dynamics.

The second chapter is also theoretical and focuses on speaking skills in the context of English as a foreign language. It highlights their importance, key components (such as fluency, accuracy, and coherence), the main factors influencing learners' oral performance, the common difficulties students encounter, and the impact of scaffolding techniques during collaborative tasks.

The third chapter presents the practical framework of the study. It describes the research tool—a questionnaire conducted with 60 third-year English students—along with the data collection procedures, presentation of results, and a critical discussion linking the findings to the theoretical insights in order to answer the research questions.

The general conclusion highlights the overall findings of the study, discusses its limitations, and provides pedagogical recommendations and suggestions for future research in the field of language teaching and learning.

Chapter one: Scaffolding and Collaborative Learning

Introduction:

Nowday's English is the global language, serving as the primary means of communication across various fields. This, in fact, makes its integration into Algerian schools and universities essential for meeting students' needs and helping them adapt to diverse social and technical contexts. To effectively develop speaking skills, learners benefit from systematic guidance and a rich variety of instructional materials. Consequently, the implementation of scaffolding techniques in various forms is encouraged to support and enhance the learning experience. This chapter delves into the concept of scaffolding and its significance in the learning process. It is structured into two main sections: the first section explores the role of scaffolding in education, highlighting primary strategies and types, while the second section focuses on collaborative learning in language education, discussing its definition, key principles, theoretical foundations, and its overall importance in the educational landscape.

Section one: Scaffolding in education

A fundamental approach in language teaching involves integrating scaffolding throughout lessons to facilitate effective instruction. This strategy utilizes various materials, techniques, and learning support to provide learners with opportunities to develop essential problem-solving skills. As a result, the learning competency shifts from the teacher to the students.

1.1 Definition of scaffolding :

Scaffolding is a temporary framework provided by more competent individuals to support less competent ones, enabling them to effectively manage their own thinking. For example, linguistically speaking, scaffolding can be defined as the strategies and support mechanisms that assist learners in developing language skills and comprehension. According to Richard and Schmidt (2010), scaffolding refers to the process that enables learners to build on existing knowledge with the guidance of more knowledgeable peers or instructors. This concept is elaborated in various educational resources, such as dictionaries, textbooks, and handbooks on language pedagogy. For instance, the oxford english dictionary defines scaffolding as “a structure that is used to support work crews and materials during the construction or repair of a building.”

Originally, scaffolding referred to a form of just-in-time adult assistance “that enables a child or novice to solve a problem, carry out a task or achieve a goal which would be beyond his unassisted efforts” (Wood et Al., 1976, p. 90). They identified several characteristics of scaffolded support, including engaging the child’s interest, reducing degrees of freedom, maintaining focus on goals, highlighting critical features of tasks, managing frustration, and modeling solutions.

The scaffolding metaphor is often used in educational research. It “is sometimes used loosely to refer to rather different things” (Hammond, 2002, p.2). The term ‘scaffolding’ can be broadly understood as “a form of support for the development and learning of children and young people” (Rasmussen, 2001, p.570). It serves as an umbrella term that illustrates how “teachers or peers supply students with the tools they need in order to learn” (Jacobs, 2001, p.125). The application of systematic theory along with various educational theories enhances the context for implementing the scaffolding metaphor, though it makes the concept more generic (Jacobs, 2001; Rasmussen, 2001). Hammond and her colleagues (2002) advocate for a more extensive understanding of scaffolding, particularly in language and literacy education, emphasizing the crucial role of language in this context.

Donovan and Smolkin (2002) provide a focused examination on scaffolding, especially regarding children’s writing. Their study critically analyzes different levels of scaffolding impacting children’s understanding and demonstration of genre knowledge. The tasks they explore range from minimal or low support to middle or high levels of support, including contextual and visual assistance. Interestingly, they describe the highest level in their scaffolding range as “direct instruction with revision” (Donovan & Smolkin, 2002, p.435). Their findings indicate that while scaffolding can aid children, it may also hinder their ability to showcase the full extent of their genre knowledge at times (Donovan & Smolkin, 2002, p.428). This observation aligns with concerns that viewing scaffolding solely as direct instruction could yield counterproductive outcomes. Moreover, some educational texts for pre-service educators classify direct instruction as the apex of scaffolding (Berk, 2000, p. 261).

Other literature elaborates on scaffolding techniques, presenting them as various forms of adult support such as, demonstration, breaking tasks into simpler steps, providing guidelines, and maintaining focused attention (Mcdevitt & Ormrod, 2002). The techniques also include the

provision of examples and encouraging questioning (Eggen & Kauchak, 1999). Additionally, segmenting content into manageable pieces is frequently highlighted as a common feature of scaffolding in various texts (Berk, 2002; Eggen & Kauchak, 1999; Mcdevitt & Ormrod, 2002; Krause et al., 2003).

Vygotsky characterized scaffolding instruction as the “role of teachers and others in supporting the learner’s development and providing support structures to get to that next stage or level” (Raymond, 2000, p. 176). A key element of scaffolding instruction is that the support provided is temporary. As the learner’s skills improve, the scaffolding offered by the more knowledgeable individual is gradually withdrawn. Ultimately, the learner achieves the ability to perform the task or understand the concepts independently (Chang, Sung, & Chen, 2002, p. 7). Hence, the aim of educators employing the scaffolding teaching strategy is to foster students’ growth into independent, self-regulating learners and problem solvers (Hartman, 2002). With the enhancement of learners’ knowledge and competencies, educators gradually reduce the support given (Ellis, Larkin, Worthington, n.d.). Vygotsky suggested that the external scaffolds provided by educators can be removed once learners have established “...more sophisticated cognitive systems, related to fields of learning such as mathematics or language; the system of knowledge itself becomes part of the scaffold or social support for the new learning” (Raymond, 2000, p. 176).

1.1.2. History of scaffolding:

The origins of the term “scaffolding” in education trace back to the 1970s. It is closely linked to the work of the Soviet psychologist Lev vygotsky. It is a developmental approach that received significant attention with the study of bruner and sherwood (1976), who analyzed mother-child interactions during the game of peekaboo, using the term “scaffold” to describe the mother’s interventions. Wood, Bruner, and Ross (1976) further popularized the term in educational contexts, illustrating how parents assist children in problem-solving tasks.

Building on the pioneering research of Bruner and Sherwood (1976) and wood et al. (1976), scaffolding became closely associated with vygotsky’s sociocultural theory, particularly his concept of the zone of proximal development (ZPD). The ZPD encapsulates the gap between a child’s actual development level—determined by independent problem-solving—and their potential development level achieved with adult guidance or collaboration with more competent

peers (Vygotsky, 1978, p. 86). In this context, scaffolding represents temporary and dynamic support within the ZPD, contrasting with the more static notion of scaffolding in construction. In education, it is a fluid support tailored to the child's progress aimed at fostering self-regulation.

In the late 1970s and 1980s, the scaffolding metaphor expanded from parent-child interactions to include teacher-student interactions. In classrooms, scaffolding encompasses the interventions educators implement within students' zpds to enhance their learning and skill development. However, the metaphor has been applied so broadly that it now encompasses any form of support provided by teachers to students.

The potential for scaffolded assistance within zpds in second language contexts has been extensively explored. For example, Aljaafreh and Lantolf (1994) examined how corrective feedback provided during tutor-learner interactions can promote learning, revealing that varying zpds may be necessary for different learners. L2 teacher-education research has also aimed to integrate scaffolding within language teaching methodologies (e.g., Walqui, 2006).

Until the early 1990s, the focus in L2 research was primarily on scaffolding from the perspective of competent speakers (teachers) aiding less proficient speakers (learners). However, it has become evident that scaffolding can also occur in symmetrical dyads—equal-level pairings, such as two students collaborating on a joint problem-solving task. Donato (1994) introduced the term collective scaffolding to describe these collaborative scenarios. This evolution of scaffolding has led to numerous studies in the late 1990s, including works by de Guerrero & Villamil (2000) and Storch (2002), which highlighted how scaffolding can take place in peer interactions during group activities, allowing learners to create zpds for one another and achieve better outcomes collectively.

1.3. The importance of scaffolding in education

Scaffolding plays a vital role in effective instruction by allowing teachers to present information tailored to students' proficiency levels, interests, and needs (Kame'enui et Al., 2002). This instructional strategy acts as a powerful tool for analysis, simplifying complex tasks so that students can independently adopt new strategies and become self-regulated learners and problem solvers (Hartman, 2002).

In educational settings, applying scaffolding in the classroom positively influences learners' language development. It encourages active participation and engagement in the learning process, fostering personal connections. Moreover, scaffolding enhances critical thinking skills, promotes student autonomy, and aids in the development of higher-order thinking and problem-solving abilities (Roth & lee, 2007). It helps students tap into their background knowledge while integrating new content with what they already understand, leading to an enriched learning experience.

Before receiving guidance, students may struggle to complete tasks successfully due to limited capabilities. However, with the support provided by teachers, they are equipped with the confidence and skills needed to tackle challenges effectively. This noticeable progression in students' abilities, observed before and after scaffolding, exemplifies the concept of the "zone of proximal development."

In conclusion, scaffolding is an essential instructional approach that significantly bolsters students' learning and growth. It enhances engagement, fosters critical thinking, promotes autonomy, and develops problem-solving skills, ultimately helping students bridge the gap between their current competencies and their potential for future advancement.

1.4. Scaffolding components:

the discussion explores three essential elements of scaffolding: dynamic assessment, provision of just the right amount of assistance, and inter-subjectivity.

1.4.1. Dynamic assessment

Dynamic assessment serves as a crucial component of scaffolding, focusing on evaluating a student's potential for learning while providing personalized support to enhance development. This assessment differs from traditional methods that typically measure existing knowledge and skills by also considering the learning process, strengths, and areas needing improvement.

What distinguishes dynamic assessment is its interactive and collaborative nature, characterized by engaged conversations between the teacher and the student. The teacher guides 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 reveal a student's cognitive processes and strategies. Approaches may include open-ended questions, problem-solving tasks, and prompts designed to encourage critical thinking and reflection, allowing students to demonstrate their problem-solving abilities. This process yields valuable insights into thinking patterns, learning approaches, and areas where additional scaffolding may be required.

According to Tzuriel (2000), the primary objective of dynamic assessment is to offer tailored assistance and intervention specific to individual student needs. The teacher adapts support and instruction to target challenges and foster learning and development effectively, creating a dynamic and responsive environment where progress is consistently monitored and instructional strategies are adjusted accordingly.

Dynamic assessment is especially beneficial for students facing learning difficulties or those from diverse cultural and linguistic backgrounds. By emphasizing growth potential rather than fixed abilities, it fosters a positive educational experience that encourages students to overcome challenges, develop problem-solving skills, and realize 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, emphasizes delivering appropriate assistance to students to aid task completion and skill development. This aspect involves balancing support and challenge to maximize learning outcomes.

Koedinger and Corbett (2006) highlight that when offering optimal support, educators assess students' current understanding and proficiency in specific areas. They provide targeted guidance tailored to meet the unique needs of each student, ensuring support is neither overwhelming nor too simplistic, but rather aligns with existing abilities while promoting growth.

Teachers employ diverse strategies to determine the right level of assistance, observing student performance, asking probing questions, and engaging in dialogue to gauge comprehension and skill levels. Wood et Al. (1976) stress the importance of adapting support methods, targeting appropriate sub-skills, and timing assistance effectively. This information enables teachers to calibrate support and select suitable instructional approaches.

Provision of just the right amount of assistance requires gradually reducing help as students gain proficiency and confidence. Initially, teachers may provide scaffolding through modeling,

prompts, or cues, and as students show progress, support is decreased, empowering them to take more responsibility for their learning.

This component acknowledges that excessive assistance may hinder independence and problem-solving abilities, whereas insufficient support might lead to frustration. Thus, maintaining the right balance allows students to feel adequately challenged while also supported and motivated to learn.

The provision of just the right amount of assistance is a fundamental aspect of scaffolding that fosters active engagement, autonomy, and skill development, empowering students to take ownership of their learning and gradually enhance competence in specific subjects or tasks.

1.4.3. Inter-subjectivity

The third component of scaffolding, inter-subjectivity, centers on the social interaction and shared understanding between teacher and student during the learning process. It highlights the importance of effective communication, collaboration, and active engagement in promoting learning and cognitive growth.

Inter-subjectivity emphasizes establishing a strong rapport and positive relationship between teacher and student, which cultivates a supportive and conducive learning environment. This setting allows students to express their thoughts freely, ask questions, and engage actively in their educational journey.

Within the scaffolding framework, inter-subjectivity requires teachers to empathize with students, understanding their individual needs and responding appropriately. It involves being attentive to prior knowledge, cultural backgrounds, and unique learning styles, fostering a sense of shared understanding and respect.

Through inter-subjective interactions, teachers and students engage in dialogue, negotiation, and collaborative problem-solving. Teachers offer guidance, feedback, and encouragement, while students actively contribute, reflect, and collaborate in their learning tasks. This cooperative construction of knowledge enhances cognitive development and learning outcomes.

Inter-subjectivity also involves utilizing tools, artifacts, and external representations to support effective communication and comprehension. These can include visual aids, diagrams,

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

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

In summary, inter-subjectivity is a vital aspect of scaffolding that underscores the significance of meaningful social interaction, shared understanding, and collaborative learning experiences in enhancing students' cognitive development and academic success.

1.5.Scaffolding styles:

there are two types of support one is soft while the other is hard.Simon and Klein(2007).

1.5.1 Soft scaffolding:

It refers to contingent scaffolding which are dynamic , situation specific and aid provided by the teacher or peer at the right time, in a way that is suitable for the educational circumstances the learner is facing.

It helps to improve the learning process,this support is based on students independence and mastery.it is rooted in vygotsky's concept of the zone of proximal development (ZPD), which emphasizes learning through guided assistance.

Example of soft scaffolding include:

- asking guiding questions to develop critical thinking.
- providing suggestions rather than direct answer.
- supporting peer collaboration for shared problem solving.

1.5.2. Hard scaffolding:

According to Saye and Brush (2002) hard or embedded scaffolding is the opposite of soft or contingent scaffolding .

Hard scaffolds are static that can be anticipated and planned in advance based upon typical student difficulties with a task .hard scaffolding involves preplanned and interven

1. 6. Types of scaffolding

Belland (2014) divided scaffolding into three main types which are :one to one ,peer and computer based scaffolding.

1.6.1. One to one scaffolding:

refers to support that allows students to complete tasks that are beyond their unassisted abilities and which is customized according to dynamic assessment. Bellan.(2014)

it when the teacher provides support to just one student to help him develop his/her skills the use of one to one scaffolding or the lack thereof can lead to high or low engagement respectively.Lutz et Al (2006).

1.6.2. Peer scaffolding :

It refers to providing supportive interactions among peers, leveraging the collective strength of students within the classroom (Davin & Donato, 2013; Pata, Lehtinen, & Sarapuu, 2006; Sabet,Ttahriri, & Pasand, 2013). This collaborative approach can include older students offering assistance to their younger counterparts. For example, those with strong english-speaking skills can utilize questioning and prompting techniques to help english as a new language learners enhance their language abilities (Angelova, Gunawardena, & Volk, 2006). Furthermore, research indicates that third-grade students can scaffold preschoolers in creating craft projects (Fair, Vandermaas-Peeler, Beaudry, & Dew, 2005).

To effectively implement peer scaffolding, a structured framework is essential, guiding peers in their supportive interactions (Belland, 2014). Such frameworks can encompass strategies for effective scaffolding and the appropriate timing for their use, potentially integrated into computer-based learning environments. For instance, a peer feedback mechanism within digital scaffolds can encourage constructive feedback among students, thus aiding in the regulation of each other's learning behaviors (Pifarre & Cobos, 2010).

Empirical studies reveal that peer scaffolding positively impacts cognitive outcomes, with findings suggesting its efficacy in supporting students with low self-regulation in overcoming challenges (Fair et Al., 2005; hakkarainen, 2004; Oh & Jonassen, 2007; Palincsar & Brown, 1984; Pifarre & Cobos, 2010). However, despite these benefits, a comprehensive meta-analysis

specifically targeting peer scaffolding remains absent. A related area, peer tutoring, is analyzed in one meta-analysis revealing an average effect size of 0.4 (p. A. Cohen, Kulik, & Kulik, 1982).

Nevertheless, peer scaffolding alone may not provide sufficient support; peers with similar abilities often lack the necessary content and pedagogical expertise for the nuanced assessment and customization inherent in one-on-one scaffolding (Belland, 2014). Furthermore, patience and persistence, characteristic of computerized support, may be lacking in peer interactions. Questions arise regarding the effectiveness of scaffolding exchanges when peers are of the same grade and ability level. Research on tutor expertise's impact on learning outcomes within problem-based learning presents conflicting evidence (Albanese, 2004; Dolmans et Al., 2002), with a recent meta-analysis indicating that increased tutor expertise may correspond with decreased student learning (Leary, Walker, Shelton, & Fitt, 2013).

1.6.3. Computer-based scaffolding :

Represents a highly effective method for enhancing learning outcomes, as evidenced by a recent meta-analysis indicating an average effect size of 0.79 on cognitive learning (Vanlehn, 2011), which aligns with j. Cohen's (1969) classification of a large effect size. However, it is widely recognized that a single teacher cannot provide the necessary scaffolding support needed by all students in a typical classroom setting of 30 learners (Saye & Brush, 2002; Tabak, 2004). This realization has paved the way for computer-based scaffolding as a valuable tool to distribute the responsibility of support (Hawkins & Pea, 1987).

Defined as computer-assisted support that enables students to tackle tasks beyond their independent capabilities, computer-based scaffolding aids in skill acquisition and engagement with complex, ill-structured problems (Belland, 2014; Hannafin, Land, & Oliver, 1999; Quintana et Al., 2004). Such tools help elevate student performance, allowing engagement at levels that would otherwise be unattainable. An illustrative example is belvedere, which encourages students to articulate interrelated concepts and visually represent these relationships through concept mapping (Cavalli-Sforza, Weiner, & Lesgold, 1994; Cho & Jonassen, 2002).

The specific type of support provided through computer-based scaffolding is informed by various theoretical frameworks, such as cultural historical activity theory, act-r, or knowledge integration. For instance, scaffolding grounded in activity theory is aimed at stretching student capabilities and facilitating productive struggle conducive to learning (Akhras & Self, 2002;

Belland & Drake, 2013; Jonassen & Rohrer-Murphy, 1999; Reiser, 2004). In contrast, computer-based scaffolding derived from the act-r framework focuses on helping students apply declarative knowledge within problem contexts to formulate production rules relevant to solving new challenges (Koedinger & Corbett, 2006; Vanlehn, 2011), with an emphasis on minimizing struggle, perceived by act-r as counterproductive to learning (Anderson, 1996). Additionally, scaffolding designed within the knowledge integration framework aims to assist students in developing integrated mental models during problem engagement (Clark & Linn, 2013; Linn, Clark, & Clotta, 2003).

Typically, computer-based scaffolding is regarded as less contingent than traditional one-on-one scaffolding; however, intelligent tutoring systems generally provide more contingent support than other computer-based scaffolding methods. Recent smaller-scale meta-analyses have demonstrated average effect sizes of 0.53 (Belland, Walker, Olsen, & Leary, 2015) and 0.44 (Belland, Walker, Kim, & Lefler, 2014), while the meta-analysis forming the basis of this discussion indicated an overall average effect size of 0.46 (Belland, Walker, Kim, & Lefler). This effect size surpasses the average effect size of general interventions in psychological research ($g=0.324$) (Cafri, Kromrey, & Brannick, 2010) and is also higher than that of educational technology applications tailored for mathematics ($es=0.13$) (Cheung & Slavin, 2013) and reading instruction ($es=0.16$) (cheung & slavin, 2012). The substantial effect size associated with computer-based scaffolding highlights the importance of further research in this domain.

SBS can be defined as computer based support that helps students engage in and gain skill at tasks that are beyond their abilities .Belland (2014).

computer based scaffolding is the support that the computer provides to the students to develop their learning process.

1.6.4. Reciprocal scaffolding:

According to what Clarke (2006) explains reciprocal scaffolding defined as a colloporative work when two or more students work hand in hand,here the student gein support from each other.

1.6.5. Technical scaffolding

Yalland (2007) presented the term technical scaffolding a modern approach which based on the computer instead of the teacher by using e-learning, websites ,web links, educational soft.

Technical scaffolding has a crucial role in guiding learners in tasks such as how to solve problems.

1.6.6. Directive and supportive scaffolding

There are two types of scaffolding according to Wilkinson (1994):

Directive scaffolding is the direct support or guidance provided by the teacher ro the student aimed to direct and guide during their learning phase and helping them improve their skills and learn new concepts,DS refers to IRE(initiation response evaluation).

Supportive scaffolding is characterized the irf (initiation response -follow up) pattern is the temporary support provided by the teacher to the learners

Both directive ans supportive scaffolding help students to take responsibility for their own learning and developing their learning process.

1.7. Scaffolding strategies:

Scaffolding can be applied in different ways with learners of english language some of those techniquis are (Walqui2006):

1.7.1. Modeling:

The use of examples and models that clarify concepts for students, it hepls them learn and acquire new skills. This strategy allows students to observe effective models of speaking, writing, reading and problem-solving.

modeling provides students with concrete guidelines' for helping them to get clear information about what they learn.

1.7.2. Bridging :

Involves weaving new information into existing mental structures (Tharp Gallimore,1988,p.108).

It based on making connection between new knowledge and the students previous experiences. These strategy helps learners understanding new concepts and applying them correctly and effectively. It helps to establish a personal links with students by forging a connection between their lives and the subject.

1.7.3. Contextualizing:

There is a distinction between everyday language and academic language. For walqui it essential for academic language within a sensory context, everyday language is non-linguistic while academic language is decontextualized and situation in dependent requiring learners to rely on language for comprehension. Cloran,1999.as cited in Walqui.

Teachers can use different strategies to enhance the understanding of the academic language through multiple verbal and non-verbal aids like videos, pictures and analogies that enable learners understand complex concepts be real world examples.

1.7.4. Schema building:

A scaffolding techniques that is used by teachers to help learners connect new ideas and information with the existing structures. It is the process of storing and recalling information.

To draw students attention to essential skills, topics and information teacher use various techniques such as focusing on heading and subheading, utilizing tools such as pictures. Class agendas and highlighting chart titles, providing learners a comprehensive knowledge and overview they will be able to construct their information in a good way.

While using this technique, teachers present scaffolding to their learners by using graphic organizers. This helps them to visualize the overall picture and understanding the relationship between information before delving into the details.

1.7.5. Text representing:

In this technique, learners are required to transform linguistic structures found in one genre into another genre. For instance turning a poem into a narrative text. This strategy promotes a deeper understanding of the language. It really gets everyone involved in the classroom.

1.7.6. Developing meta cognition:

It is a scaffolding strategy that focusing how teachers support students in a managing their thinking process while completing tasks or acquiring new knowledge (Coyle et Al, 2010,

Grossman et Al.,2015). The goal of this technique is to help become an independent thinker, and one way to do that is through the teacher showing students how to think.

1.8. Scaffolding forms:

Refers to different structures and method that the teacher is using in the learning process .

1.8.1. Sensory:

In the sensory scaffold strategy, engaging the senses becomes essential to enhance the understanding of difficult concepts and facilitate learning. Various tools and techniques are utilized, including videos, real-life objects, pictures, diagrams, modeling, and physical activities, all designed to support learners' grasp of lessons. Research underscores that students who actively engage their senses during learning experiences often achieve better results. Each person has unique preferences for receiving and processing information—such as auditory learners who thrive on auditory inputs, visual learners who benefit from visual stimuli, kinesthetic learners who excel through hands-on activities, and tactile learners who grasp concepts through touch and manipulation. By addressing these individual sensory preferences, effective scaffolding takes place that maximizes learners' understanding and retention of new ideas.

1.8.2. Interactive

Social scaffolding unfolds as a learning process through socialization and interactive activities. To facilitate effective learning, educators focus on integrating social interaction, recognizing the crucial role collaborative learning plays in the educational landscape. By incorporating social scaffolding, opportunities arise for learners to express their understanding of the content, leading to thoughtful reflection, idea formulation, and sharing before oral communication. This approach fosters the development of strong arguments and promotes deeper learning experiences.

1.8.3. Graphic:

Graphic scaffolding employs visual aids such as charts, tables, and infographics to enhance the teaching process. Different types of graphic organizers can be utilized based on students' proficiency levels and the type of information being conveyed. This method proves particularly valuable when dealing with highly abstract concepts in the classroom, helping students organize their thoughts while engaging in written or spoken tasks. It assists learners in navigating content complexity. Moreover, effectively integrating graphic organizers within pedagogical frameworks

enriches language and content instruction, enhancing the overall instructional journey. By adopting these strategies, the empowerment of students to navigate academic language intricacies and develop a robust understanding of challenging concepts comes to fruition.

1.9. Advantages and disadvantage of scaffolding:

One of the primary benefits of scaffolding instruction is its capability to engage learners actively. Learners do not passively listen to information; instead, they build on prior knowledge and create new understanding through teacher prompts. For students with low self-esteem and learning disabilities, scaffolding offers chances for positive feedback, enabling statements like, look what you have just figured out! This fosters a “can-do” attitude rather than one of this is too hard.

Another advantage of scaffolding is its potential to motivate students and stimulate them in the learning process. Additionally, this instructional method can help reduce frustration levels in learners, a factor critical for many students with special needs, who can easily become overwhelmed and subsequently disengage from learning activities.

Scaffolding instruction is inherently individualized, allowing each learner to benefit uniquely. However, this personalization presents a significant challenge for teachers, as developing the necessary supports and scaffolded lessons to accommodate the needs of each individual can be extremely time-consuming. Implementing individualized scaffolds within a classroom setting containing many students poses further difficulties.

Without proper training, there is a risk that teachers may not implement scaffolding correctly, missing out on its full effectiveness. Furthermore, scaffolding requires instructors to relinquish some control, permitting students to make mistakes, a shift that can be challenging for some educators. Lastly, many teachers’ manuals and curriculum guides encountered do not provide adequate examples of scaffolding or outlines of appropriate methods tailored to specific lesson content.

Despite the potential drawbacks of scaffolding as an instructional strategy, the positive impacts it can have on student learning and development remain significantly more important.

1.10. Scaffolding related theories and theorist:

Scaffolding instruction as a teaching strategy finds its roots in Lev Vygotskys sociocultural theory, particularly his concept of the zone of proximal development (zpd). Vygotsky, a soviet psychologist, faced suppression of his works after his death in the 1930s, with his contributions

becoming known in the west only in the late 1950s (Lev Vygotskys archive, n.d.). His sociocultural theory emphasizes that social interaction plays a critical role in cognitive development (social development theory, n.d.). Vygotsky theorized that “learning occurs through participation in social or culturally embedded experiences” (Raymond, 2000, p. 176).

In Vygotskys framework, learning does not occur in isolation; rather, it is deeply influenced by social interactions that happen within meaningful contexts. Childrens engagement with more knowledgeable or capable others, along with their environment, significantly impacts their modes of thinking and interpretation. The intellect of a child evolves by internalizing concepts based on personal interpretations of activities in social contexts. Communication in these environments, with parents, teachers, peers, and others, facilitates the construction of understanding (Bransford, Brown, & Cocking, 2000). This dialogue cultivates the development of inner or egocentric speech an abbreviated form of self-directed speech that ultimately guides personal cognitive activities. Initially, adults model cognitive processes through verbalizing their thoughts in think-aloud methods. Over time, with repeated exposure, a child starts to internalize these models and assumes responsibility for the dialogical actions. This process results in private speech, verbally articulated by the child to steer cognitive activities (Ellis, Larkin, Worthington, n.d., principle 5 research section, para.3). In similar subsequent activities, the guidance and modeling from more knowledgeable others will gradually decrease, enabling the child to accomplish tasks independently, with inner speech guiding subsequent activities (four stage model, n.d., and Jaramillo, 1996).

The second component underpinning scaffolding instruction is the concept of the zone of proximal development (zpd). The zpd represents “that area between what a learner can do independently (mastery level) and what can be accomplished with the assistance of a competent adult or peer (instructional level)” (Ellis, Larkin, Worthington, n.d., principle 5, research section, para.1). Vygotsky posited that any child could be effectively taught any subject using scaffolding techniques within the zpd. Teachers stimulate this zone by introducing concepts that extend just beyond the current capabilities and knowledge of students, which in turn motivates them to advance beyond their existing skills (Jaramillo, 1996, p. 138). Students receive guidance and support through learning activities that act as interactive bridges, facilitating their progression to the next level of understanding. Consequently, learners construct new knowledge by elaborating on prior understanding, supported by more capable others (Raymond, 2000). Research indicates

that when guided learning experiences and social interactions are absent, both learning and development face significant challenges (Bransford, Brown, and Cocking, 2000).

Scaffolding represents a crucial instructional support that teachers provide to help learners develop their skills and build confidence to actively engage in classroom activities. This section explored the concept of scaffolding, its significance in enhancing academic performance, its various types and strategies, as well as the key educational theories underpinning its application.

Section two: The use of collaborative learning in language teaching

Collaborative learning emerges as an effective educational approach that fosters student interaction and enhances language skills. Engaging in group work allows for the exchange of ideas and information, ultimately deepening comprehension of the educational material. This method not only aids in boosting academic performance but also cultivates stronger social connections among students, resulting in a more inclusive and effective learning experience.

In the realm of language teaching, where communication and interaction are vital, collaborative learning serves as a crucial factor in the dynamic and interactive development of language skills. By implementing this approach, educators can establish a stimulating learning environment, enabling students to support one another and tackle language challenges together.

2.1. Definition:

Collaborative learning (CL) is an educational approach to teaching and learning that involves multiple of learners working together to solve a problem, complete a task or create a product.

Collaborative learning (CL) can be understood through several key definitions provided by experts in the field:

2.1.1. Collaborative teaching and learning:

This approach involves groups of students working together to solve problems, complete tasks, or create products (Macgregor, j.t., 1990). It emphasizes teamwork and mutual support among students.

2.1.2. CL as an umbrella term:

CL encompasses various educational approaches that involve joint intellectual efforts by students, or students and teachers together. Typically, students work in groups of two or more, seeking understanding, solutions, or meanings, or creating products. These activities focus on students' exploration or application of course material, rather than solely on the teacher's presentation (Smith, b.l. & Macgregor, j.t., 1992).

2.1.3. Social nature of learning:

CL is based on the idea that learning is a naturally social act, where participants engage in discussions among themselves. It is through these interactions that learning occurs (Gerlach, j.m., 1994, p.12).

2.1.4. Structure for student interaction:

The main feature of CL is a structure that facilitates student talk, where students are encouraged to discuss with each other. Much of the learning process happens through these conversations (Golub, et Al., 1988).

2.1.5. Collaborative learning situations:

CL involves two or more individuals learning together, which can include pairs, small groups, or entire classes. Learning activities may involve following a course or performing tasks like problem-solving, with interactions occurring face-to-face or through computer-mediated means (Dillenbourg, p., 1999).

This shared learning environment allows learners to engage in discussions, take responsibility for their own learning, and develop critical thinking skills (Gokhale, A.A., 1995) and it enhances learning by encouraging learners to engage actively with the material.

2.2. Core principles of CL:

Lin (2015) referred to some principles of collaborative learning. They are as follows:

2.2.1 Providing more language practice opportunities:

Collaborative learning (cl) engages students in the learning process as they work together towards a common goal. When discussing or sharing ideas with others, students naturally practice their language skills. In efl classes, this is particularly challenging because students are expected to use english as a foreign language as the main goal. The challenge intensifies when

there are more weaker students than expert ones. The teacher may need to adopt a traditional approach to explain complex language concepts, which reduces the time available for students to practice language skills independently. Another challenge arises when weaker students don't have peers to engage in meaningful conversations, as weaker students struggle to respond effectively in English.

2.2.2. Improving the quality of student speaking:

Zang (2010) notes that traditional efl classrooms often contain artificially constructed discourse led by the teacher, whereas cl can create social settings similar to real-life situations where language is used naturally. This approach not only increases the quantity of student speaking, but also enhances the quality by encouraging students to engage in requesting, clarifying, and negotiating during conversations. As Long and Porter (1985) suggest, cl fosters directed learning where language adjustments occur as students strive to be understood (Lin,2015). Consequently, students adapt their communication to ensure others comprehend their intended message, using various speaking strategies to convey their thoughts effectively. Through this process, students become accustomed to using appropriate language subconsciously.

2.2.3. Creating a positive learning climate

Language learning is an emotional and psychological experience to some extent, as noted by Barfield (2003) in Lin (2015). When learners' psychological conditions are troubled, learning may not be maximized. Collaborative learning (cl) creates situations where learners feel more comfortable and relaxed, as there are no strict regulations on how to learn. Learners are free to discuss difficult points with peers, which differs from traditional learning approaches where students fear making mistakes in front of others due to the need for correct grammar and accuracy. This traditional approach limits opportunities for experiencing various learning situations that can lead to deeper understanding. Dinitto (2000) suggests that cl allows for the negotiation of meanings, reshaping learners' understanding and improving learning outcomes through positive affective situations.

2.2.4. Promoting social interaction

In cl, interactions between learners and peers are constructed through discussions and sharing ideas. These interactions occur in comfortable situations where learners exchange different ideas

and perceptions. Jiang (2009) notes that this situation improves learners' linguistic competence and communicative skills. It also promotes social interaction among learners through discussing, questioning, responding, and organizing the learning process.

2.2.5. Allowing for critical thinking

Compared to individual learning, cl is believed to enhance critical thinking. This occurs when students discuss, clarify, and evaluate peers' opinions (Lin, 2015). Johnston, James, Iye, and McDonald (2000) mention that cl encourages critical thinking through problemsolving processes. Learners engage actively in discussions that foster critical thinking about the topics being discussed

2.3. The advantages of collaborative learning in language development:

Collaboration offers mutual benefits to all participants, fostering an environment where diverse backgrounds and experiences enhance learning opportunities and lead to better achievements. The principle of positive interdependence ensures that group members rely on each other to complete tasks, while individual accountability encourages sharing ideas and knowledge. Simultaneous interaction and equal participation are crucial for maximizing benefits from collaborative tasks, which in turn help develop collaborative skills. Yildiz (2017) highlights the importance of participation in group activities for fostering close interaction and loyalty among participants. Collaborative learning approaches are known to trigger critical thinking, as noted by researchers like Bonk & Smith (1998), Thayerbacon (2000), and Heyman (2008), and enhance metacognitive skills, as observed by Martinez (2006), Schraw et Al. (2006), and Hennessey (1999). Additionally, collaborative methods improve motivation, as Bossert (1988) and Gottfried (1990) suggest, by enhancing interest and achievement. However, challenges arise during implementation, such as creating effective groups and designing tasks, as discussed by Gillies & Boyle (2010).

In collaborative learning environments, challenges often arise when individuals struggle to communicate and work together effectively, as noted by Pauli et Al. (2008). Additionally, learners progress at different speeds, which can lead to issues in group settings. Some learners prefer to learn at their own pace, but this approach may not provide sufficient support for those who require extra assistance (Yildiz, 2015). In group work, faster learners may take control of discussions, which could make slower learners feel uncomfortable or left out. This imbalance can

interfere with teamwork and stop everyone from fully participating and gaining from the experience. Effective strategies are needed to ensure that all learners feel included and supported in collaborative settings.

2.4. The challenges in implementing collaborative learning:

There are serious challenges of implementing cl. For instance, when applying this method, potential decrease in team experience occurred. So, if any team member responds slowly or fails to engage in teamwork, the method appears to be ineffective. Another issue is the over-reliance of the team on a single assessment by only one participant. Additionally, collaborative activities may be deemed ineffective, if students do not successfully communicate and interact with their peers. It also presents several challenges. Navigating diverse group dynamics can be complex, as individuals often possess varying communication styles and working preferences.

Ensuring equal participation is crucial, as some may dominate discussions while others may feel marginalized or hesitant to contribute. Additionally, fair assessment of each participant's contributions can be difficult, leading to potential conflicts or feelings of injustice among group members. Addressing these challenges requires a thoughtful approach to foster an inclusive and productive collaborative environment.

2.5. Collaborative learning strategies and examples:

Embarking on the journey of collaborative learning involves a variety of engaging strategies to guide students toward successful teamwork and knowledge acquisition. Strategies such as think-pair-share, peer review, group problem-solving, and the jigsaw technique foster thoughtful reflection, constructive feedback, critical thinking, and sharing of insights, respectively. Each of these approaches contributes to a dynamic, interactive learning environment that nurtures the exchange of ideas.

2. 5.1. Think-pair-share (tps):

TPS is a cooperative learning technique first proposed by Lyman in 1981. This three-step approach begins with students contemplating a specific question or problem, allowing them a limited time to think, organize their thoughts, and formulate responses. Following this, students engage in pairs to discuss their answers. According to Pressley in 1992, this step enables students to think critically and provides an opportunity to assess both their knowledge and areas needing further understanding. The final stage, as highlighted by Millis in 2012, involves sharing ideas

with the entire group, which contrasts with traditional teaching strategies, such as lecturing, by fostering a high level of interaction that encourages active reflection on personal ideas.

The TPS method significantly reinforces communication skills among students. Each individual has the opportunity to speak, discuss, and participate, resulting in positive effects on the overall group dynamic, where increased self-confidence and engagement in the classroom are observable. Furthermore, this approach promotes listening to diverse perspectives and fosters respect for varying ideas and thoughts within the group. Working in pairs also alleviates stress and embarrassment, as the risk of providing a wrong answer becomes less daunting when shared. Andrews and Hull emphasize that learning is most effective in social environments that provide authentic cues for knowledge application. They also noted that storytelling is a valuable tool for transferring knowledge within a social context.

A notable advantage of the TPS technique is the provision of adequate time for students to contemplate questions or problems, which significantly enhances the learning experience. When students are afforded sufficient time to think and organize their thoughts before expressing their views, comfort levels increase. This pre-reflective phase leads to fewer errors in responses. Moreover, this time allocation allows educators to evaluate students' understanding and comprehension effectively.

2.5.2. Peer review:

In general peer review serves as an essential process where work is evaluated by individuals possessing similar expertise as its creators. Acting as a form of self-regulation among qualified professionals in their respective fields. This practice ensures the maintenance of quality standards, enhances performance, and instills credibility. In the academic world, scholarly peer review plays a critical role in assessing the suitability of academic papers for publication. This evaluation can be categorized based on the type of activity or the specific field, such as medical peer review. Additionally, peer review can serve as a valuable teaching tool, supporting students in refining their writing assignments and improving their overall academic skills.

Peer review serves as an evaluation mechanism conducted by colleagues or peers, focusing on teaching-related activities for either formative (developmental) or summative (personnel decision) purposes. As these evaluations vary in intent, the processes can be executed independently. Essential components of both review types may encompass course materials, student evaluations, teaching portfolios, teaching philosophy documentation, teacher self-

assessments, classroom observations, and other discipline-specific activities. A notable trend has emerged where colleagues assist one another in enhancing their teaching skills. This movement gained national attention in 1994, when twelve universities collaborated under the American Association of Higher Education (AAHE) initiative, titled from idea to prototype: the peer review of teaching. Pat Hutchings, who led the AAHE's teaching initiative during this time, remarked that "the peer review of teaching can, in its most powerful forms, be less a matter of judging teachers than of improving teaching, with the focus moving increasingly to ways we can help each other improve the quality of our collective contribution to students' learning."

Peer review is not designed to replace student evaluations. While students are often the best judges of a teacher's day-to-day behaviors and attitudes within the classroom, they may lack the expertise to assess course content accuracy and the appropriateness of teaching strategies. For such evaluations, colleagues provide the most pertinent insights. Effective teaching observations by peers require careful organization. Ideally, individuals conducting peer review should possess academic responsibility and be respected for their teaching prowess. To facilitate instructors' improvement, the faculty review system ought to be incorporated into a broader faculty development program. Utilizing a structured checklist during observations can enhance the evaluation process. Research within the realm of peer review has shown that colleagues can reliably assess teaching effectiveness and contribute meaningfully to instructional improvement.

2.5.3. Group problem solving:

Group problem solving involves gathering stakeholders who leverage their analytical decision-making abilities to impact the issue at hand. Engaging groups in the problem-solving process is beneficial, as they can assess a range of solutions and action plans. The primary focus of the group is to identify the problem and formulate effective solutions.

The benefits of group problem-solving significantly enhance team dynamics and organizational effectiveness. By assembling a diverse group, valuable insights arise from the varied experiences and skills of each member, often leading to innovative solutions previously unconsidered. This collaborative approach fosters the creation of more comprehensive solutions, as collective sessions allow for thorough exploration of all potential outcomes; for instance, a customer service team may design a new policy tailored to effectively engage with a wide array of customers.

Additionally, participation in group problem-solving establishes a sense of value among learners, demonstrating that management appreciates their expertise and input. This recognition can boost workplace satisfaction, fostering a sense of investment in the team's success while inspiring individuals to pursue leadership roles. Furthermore, engaging in this process provides a unique opportunity for professional growth, enabling newer learners to hone critical leadership and analytical abilities while gaining valuable insights from seasoned colleagues.

2.5.4. The jigsaw technique:

The jigsaw technique serves as an innovative method for organizing classroom activities, fostering interdependence among students for collective success. This approach divides classes into groups, with each group oriented to assemble a segment of an assignment and later synthesizes their collective work. Developed by social psychologist Elliot Aronson, the technique was initially aimed at diminishing racial cliques in forcibly integrated schools. Research conducted by John Hattie indicates that the jigsaw method positively impacts student learning outcomes.

In practice, the technique is based on grouping, addressing smaller problems, then organizing their findings into a comprehensive outcome. For instance, an in-class assignment can be segmented into various topics. Students are grouped such that each member focuses on a specific topic. After individual study, students present their findings to their respective groups. Subsequently, they regroup by topic, where each member again presents their findings within these topic-specific groups. This enables students to reconcile different viewpoints and synthesize the information gathered, culminating in a collaborative final report. Finally, the original groups reconvene to share presentations with each other, ensuring that all members grasp not only their material but also insights gathered from the focused discussions.

The jigsaw technique exemplifies a cooperative learning method that promotes both individual accountability and the achievement of team objectives. The name reflects the essence of the method, akin to a jigsaw puzzle, as it involves piecing together the components of an assignment to create a coherent and unified understanding. Each segment of the assignment corresponds to a group, where members learn the intricacies of their assigned topics and ultimately contribute to a collective understanding of the greater whole.

2.6. Teachers' role in collaborative learning settings:

The ideal role of teachers in cooperative learning involves adapting their lessons to be more collaborative .

In a collaborative learning classroom, the teacher acts as a facilitator, creating opportunities for collaborative work and problem-solving. As noted by Ndon (2011, p. 253), a teacher in this role should cultivate rich environments, experiences, and activities that engage students in authentic tasks and promote teamwork. This approach shifts the focus from teacher performance to the learning experiences of students. In a wiki classroom, the teacher maintains a similar role within both collaborative language teaching (clt) and collaborative learning environments (cle), balancing the responsibilities of a controller and facilitator to ensure the effective transfer of information. According to Gray (1997), this facilitation fosters an environment where students take responsibility for their learning and become self-governing.

2.7. Learning theories of collaborative learning (vygotsky's social constructivism and piaget's theory of cognitive development):

2.7.1. Social constructivist learning theory (clt):

It has been shaped by the contributions of prominent psychologists such as vygotsky, piaget, and john dewey, who have sought to answer the critical question of how individuals come to know what they know (Gordon, Habley, and Grites, 2008). This theory emphasizes that problem-solving is fundamental to thinking, learning, and personal development. Engaging in problem-solving allows individuals to leverage their unique experiences and expertise to arrive at solutions, subsequently extracting distinct lessons from those experiences (Ekins, Hupcey, and Williams, 2001). As noted by Tomei (2009, p. 60), constructivist learning is viewed as a cognitive activity that creates mental models reflecting perceptions of reality. Clt's overarching goal is to explore the implementation of effective learning processes within classrooms and to understand the construction of knowledge (Butler and Griffin, 2010).

On the other hand, collaborative learning environment (cle) plays a crucial role in facilitating learning by harnessing the power of interaction among learners. Such environments encourage cooperation and the sharing of knowledge, fostering deeper understanding and collective problem-solving. The dynamic within a cle showcases the importance of social interaction and collaboration in enhancing the learning experience. Through cooperative efforts, participants engage in meaningful dialogue, negotiate meanings, and co-construct knowledge, which aligns with the principles established by the founders of social constructivism.

2.7.2. Piaget's theory of cognitive development:

Often referred to as genetic epistemology, presents a thorough understanding of human intelligence and its evolution. Developed by swiss psychologist Jean Piaget (1896–1980), this theory explores the essence of knowledge and the gradual process through which individuals acquire, construct, and utilize it. Notably, recognized as a developmental stage theory, piaget's work provides valuable insights into the stages of cognitive growth and the complex ways in which understanding unfolds throughout life.

The research conducted by doise, Mugny, and Perret-Clermont (1975) illustrated the significance of collaborative interactions among peers for children's cognitive development, leading to further inquiries into the mechanisms at play. Central to this exploration are the theories of Piaget (1928, 1932) and Vygotsky (1978). Piaget's concept of 'disequilibrium,' defined as the tension between presented information and existing beliefs, underscores the importance of cognitive conflict in promoting development (Piaget, 1928). Through peer interaction, this cognitive disequilibrium is generated, facilitating socio-cognitive conflict where individuals encounter differing viewpoints (Piaget, 1959, 1977). This conflict encourages verbal exploration, which ultimately restores equilibrium and catalyzes cognitive restructuring. The significance of equal peer relationships is a hallmark of Piaget's framework. Contrastingly, Vygotsky's approach posits that cognitive development flourishes when peers possess varied levels of understanding, illuminating the role of social dynamics in learning (Duran & Gauvain, 1993). The zone of proximal development (ZPD) highlights the potential for achievement through collaborative efforts with more capable partners, showcasing the power of guided interaction (Vygotsky, 1978). The concept of inter-subjectivity enhances collaborative interactions, fostering a shared understanding through diverse perspectives (Cannella, 1993). Both Piaget and Vygotsky confirm that collaboration serves as a pivotal mechanism for cognitive growth, emphasizing the necessity of verbal reasoning and discussion with individuals who hold contrasting viewpoints, thus striving towards a shared understanding and resulting cognitive development (Tudge & Winterhoff,1993).

Collaborative learning plays a pivotal role in enhancing students' learning by encouraging them to learn from and with each other. This section examined the foundations of collaborative

learning, its educational value, the challenges associated with its implementation, the main strategies used to facilitate it, and the theoretical perspectives that support its use in modern classrooms.

Conclusion

In conclusion, scaffolding plays a central role in foreign language teaching, especially in developing speaking skills during collaborative learning through the application of various scaffolding strategies by teachers. This chapter focused on the importance of scaffolding in students' academic performance, its types, and the most significant scaffolding strategies. The chapter also covered collaborative learning, its key principles, theories, and its role in language teaching; utilization of scaffolding strategies allows for the creation of a supportive environment that enhances language development. Valuable insights provided in this chapter assist in effectively integrating scaffolding practices, ultimately improving students' proficiency and contributing positively to their overall language learning journey. Emphasizing these techniques leads to significant advancements in students' confidence and communication skills, particularly during collaborative learning

Chapter Two: Scaffolding in Enhancing EFL Students' Speaking Skills

Introduction:

This chapter seeks to review the existing literature regarding the use of scaffolding by teachers to enhance the speaking skills of learners of English as a foreign language (EFL). It is organized into three main sections. The first section addresses the concept of scaffolding in education, encompassing its definitions, origins, importance, strategies, forms, and the development of the zone of proximal development (ZPD) theory. The second section concentrates on the speaking skill, providing a definition of conversational ability, outlining various sub-skills related to speaking, identifying the challenges efl learners face, and underscoring the significance of communication skills. Lastly, the third section discusses the implementation of scaffolding strategies aimed at improving conversational abilities, detailing the techniques teachers can use to support students' oral skills, the phases of scaffolding in teaching speaking, its effects on student achievement levels, and the practical application of the ZPD theory in relation to speaking skills.

Section one: Speaking skills

Speaking skills have a significant role in everyday interactions among people. These skills involve the ability to articulate thoughts and feelings in a clear and engaging manner, which facilitates the exchange of information and fosters social relationships. The value of speaking skills is evident across various domains, whether in academic settings or professional environments, as success in many situations depends on the ability to communicate confidently and fluently. These skills encompass various dimensions, including accurate pronunciation, appropriate use of vocabulary, and the management of dialogues effectively. Enhancing these abilities is vital for facilitating productive communication with others, as it aids in clarifying messages and establishing an atmosphere of collaboration and respect. Thus, dedicating time and resources to improve speaking skills serves as a crucial step toward elevating both personal and professional quality of life. This section addresses several key aspects of speaking skills in cotext of language learning, including their role in language acquisition, their overall importance, the main components involved, the factors influencing speaking performance, as well as the challenges that learners often face in developing these skills.

1.1. Speaking skills in language learning:

Speaking is a fundamental aspect of communication. It is defined in a variety of ways by language learning scholars. According to Webster's new world dictionary, it involves the oral articulation of words, enabling communication through conversation, making requests, and delivering speeches (Nunan, 1995). Chaney (1998) describes it as a process of constructing and sharing meaning through both verbal and non-verbal symbols in diverse contexts.

Brown (1994) and Burns and Joyce (1997) emphasize its interactive nature, where meaning is built through the production, reception, and interpretation of information. Bygate (1987) defines speaking as the transmission of auditory signals that trigger different verbal responses from listeners, relying on a systematic combination of sounds to create meaningful sentences.

Further perspectives from Eckard and Kearny (1981), Florez (1999), Howarth (2001), and Abd el fattah Torky (2006) highlight speaking as a two-way process that effectively conveys thoughts, information, and emotions. This view underscores spoken communication as a collaborative exchange occurring in real time between participants within a shared environment.

1.2. The importance of speaking skills:

Speaking is a skill that develops instinctively before the ability to read and write, serving a crucial function in everyday communication. Oral interactions are far more common than written exchanges, emphasizing the significance of speaking as a fundamental skill for effective conversation. Achieving proficiency in English speaking can be a challenging endeavor, as it necessitates mastery in several key areas, including pronunciation, grammar, vocabulary, fluency, and comprehension. A strong speaking ability is essential for successful communication across various contexts. Rivers (1981) illustrated this point by noting that outside formal educational settings, speaking occurs twice as frequently as reading and writing combined. Additionally, Brown (1994) highlighted that listening and speaking are integral tools for language learners, reinforcing their importance in the learning process.

Efrizal (2012) and Pourhosein Gilakjani (2016) emphasized the vital role that speaking plays in facilitating human interaction, as it is the primary method through which people convey ideas and messages. To foster greater confidence in English conversations among learners, it is beneficial to encourage participation in real-world communication tasks, allowing them to practice their speaking skills in authentic contexts.

However, traditional teaching methods have frequently minimized the importance of speaking skills. As Richards and Rodgers (2001) indicated, many approaches, including the grammar-translation method, placed a predominant focus on reading and writing, resulting in the underdevelopment of listening and speaking skills. Ur (2000) identified speaking as the most critical of the four primary language skills—listening, speaking, reading, and writing—because it is essential for effective communication in any setting.

Moreover, engaging in speaking activities contributes to the enhancement of other language skills. By participating in oral communication, learners have the opportunity to expand their vocabulary and fine-tune their grammar, thereby improving their writing skills as well. Speaking enables individuals to express emotions, share ideas, narrate stories, make requests, engage in discussions, and showcase their language proficiency through various avenues.

Beyond academic environments, strong speaking abilities open up broader job opportunities and avenues for career growth. Baker and Westrup (2003) noted that individuals who excel in spoken English typically experience enhanced educational prospects and greater professional success.

Regular practice is necessary for effective language acquisition. Engaging in meaningful oral interactions provides the repetition needed to internalize the language effectively. As noted by Asher (2003), learners often tend to imitate the speech patterns modeled by their teachers shortly after exposure, which helps reinforce their learning. Krashen (1988) investigated the relationship between listening and speaking, concluding that proficiency in spoken language serves as a clear indicator of language acquisition. This understanding can sometimes lead educators to shift their focus rapidly from teaching speaking skills to emphasizing reading and writing.

Ultimately, speaking remains an essential skill for the effective application of language knowledge. It plays a critical role in daily life, where individuals must use words and phrases fluently while navigating time constraints. The ability to produce sentences spontaneously facilitates genuine communication and helps achieve specific communicative objectives (McDonough & Shaw, 1993)

1.3. Speaking skills components:

Speaking is an essential skill that involves various components that collectively enhance communication abilities. Within this context, five critical elements stand out: pronunciation, grammar, vocabulary, fluency, and comprehension. These components, as highlighted by Brown (1992), shape how effectively one articulates thoughts and interacts with others.

1.3.1. Pronunciation

The clarity of language production hinges significantly on pronunciation, which enables students to articulate sounds more distinctly. This phonological process encompasses the rules and principles that govern how sound patterns vary within a language. Harmer (2001:183) notes that teaching pronunciation not only raises awareness of different sounds and sound features but also significantly enhances the speaking abilities of learners.

1.3.2. Grammar

Effective communication in conversations requires a solid grasp of grammar for constructing correct sentences. Grammar serves as the backbone of language, consisting of sound patterns, basic units of meaning such as words, and the rules for combining them into coherent sentences. Mastery of grammar structures is essential; without it, effective English speaking remains elusive. Thornbury (1999:13) describes grammar as a means of conveying various forms. Furthermore, Harmer (2001:12) emphasizes that grammar involves understanding how words can change forms and combine into sentences in the language.

1.3.3. Vocabulary

Sufficient vocabulary is vital for effective communication and the expression of ideas in both oral and written forms. Vocabulary encompasses the appropriate diction employed in communication. Grammar instructs learners on the correct usage of language structures. Richard and Renandya (2002:255) affirm that vocabulary is a core component of language proficiency, significantly influencing how well individuals speak, listen, read, and write.

1.3.4. Fluency

Fluency represents the capability to speak both fluently and accurately. It involves the oral production of words, emphasizing the importance of fluency in conjunction with other speaking components. Harmer (2001:197) highlights that achieving fluency can be enhanced by practicing speaking phrases and sentences rapidly, gradually increasing speed from a slower pace.

1.3.5. Comprehension

In the context of speaking, comprehension refers to the ability to understand language, which is essential for improving or assessing understanding in both written and spoken forms. Comprehensive skills enable individuals to engage more effectively in communicative exchanges.

1.4. Factors influencing speaking skills:

To assist learners in improving their speaking skills, teachers need to recognize the various factors that can impact speaking performance. According to Tuan and Mai (2015), factors such as the conditions under which the performance occurs, emotional aspects, listening abilities, and the feedback provided during speaking activities all play a significant role in influencing how well EFL (English as a foreign language) learners develop their speaking skills.

1.4.1. Performance conditions

Different situations affect how learners perform in speaking activities. According to Nation and Newton (2009), aspects such as time limits, preparation time, the quality of speech, and the level of support given all impact speaking ability.

1.4.2. Emotional factors

Learners' emotions play an important role in language learning. Oxford (1990) emphasized how feelings influence learning, while Krashen (1982) identified motivation, self-confidence, and anxiety as key emotional factors affecting speaking second language.

1.4.3. Listening ability

Good speaking skills depend on strong listening skills. Doff (1998) pointed out that speaking cannot improve without developing listening abilities, as conversations require understanding. Shumin (1997) also noted that active listening is essential for effective communication. As active listening requires the ability to analyse what you listen to.

1.4.4 Topical knowledge

Bachman and Palmer (1996) described topical knowledge as the background information stored in memory about different subjects. This knowledge helps learners use language appropriately in different situations, improving their speaking performance.

1.4.5. Feedback on speaking

Feedback from teachers is important for improving speaking skills. Harmer (1991) explained that corrections should match the lesson goals and students' mistakes. If feedback is too direct, it may interrupt conversations and reduce speaking confidence. Baker and Westrup (2003) agreed, warning that too much correction can discourage students from participating. Encouraging feedback helps learners improve without fear of making mistakes.

1.4.6. Linguistic and psychological factors

Mahripah (2014) stated that speaking skills are influenced by both language-related aspects—such as pronunciation, grammar, and vocabulary—and psychological aspects like motivation and personality. English pronunciation is particularly difficult because it does not always match spelling, leading to confusion.

Latha (2012) emphasized that efl learners need a good vocabulary and understanding of sentence structure. Issues such as social anxiety, word stress, and stuttering can affect their communication.”

1.4.7. Motivation and attitude

A learner's motivation affects their progress in learning english. Merisuo-storm (2007) suggested that having a positive attitude towards the language improves listening skills, including pronunciation. In contrast, a negative attitude can slow down progress, making it harder to master the language.

1.4.8. Anxiety, inhibition, and risk-taking

Fear of speaking english is often linked to personality traits. Bashir, Azeem, and Dogar (2011) noted that anxiety can make learners feel discouraged. Woodrow (2006) found that anxiety negatively impacts speaking performance, especially in adults who fear making mistakes. In classrooms, stronger students may dominate discussions, making weaker students hesitant to speak.

Cambridge dictionary (2008) defined ‘inhibition’ as the feeling of being too self-conscious to express oneself. Brown (2000) explained that students may avoid speaking to protect their self-esteem, as mistakes can feel embarrassing.

Risk-taking is connected to self-esteem. According to Mahripah (2014), learners with low confidence hesitate to take risks in speaking activities, which slows down their progress in developing fluency.

1.5. Challenges in developing speaking skills:

Multiple challenges can hinder the development of speaking skills in the classroom, complicating the efforts of teachers to assist students in enhancing their oral communication abilities. Tuan and mai (2015) identified some of these challenges, which include inhibition, lack of topical knowledge, low participation, and reliance on the mother tongue.

1.5.1. Inhibition and anxiety:

The fear of making errors or receiving criticism can lead to hesitation when participating in class discussions. The spotlight on a student can cause feelings of embarrassment and increase anxiety levels. Littlewood (2007) pointed out that the classroom atmosphere itself can contribute to these inhibitions, making it hard for learners to speak with confidence.

1.5.2. Limited topical knowledge and ideas

A shortage of ideas or motivation can deter learners from engaging in discussions. To Rivers (1968), students may struggle to articulate their thoughts, particularly when introduced to topics that do not resonate with their interests or experiences. Baker and Westrup (2003) further elaborated that apprehensions can arise when students are uncertain about vocabulary, lack sufficient subject matter knowledge, or feel unsure about grammar usage.

1.5.3. Low participation

In larger classroom settings, opportunities for speaking may be limited since only one student can express themselves at a time while others listen. This often results in certain students dominating the conversations, leaving others with minimal chances to contribute or causing them to remain entirely silent.

1.5.4. Use of the mother tongue

Students might choose to communicate in their native language, as it feels easier and more comfortable. Tuan and Mai (2015) observed that when students encounter difficulties in speaking english, they often revert to their first language. Harmer (1991) noted several reasons for this behavior, such as unfamiliarity with discussion topics and the natural inclination to employ a

language that feels more intuitive. Furthermore, if teachers regularly use the students' mother tongue, it strengthens this habit, making the transition to English during speaking activities even more challenging.

1.5.5. Language barriers in academic settings

Hyland (1997) conducted research involving students from various disciplines in Hong Kong and found that proficiency in English is vital for achieving academic success. Language difficulties, particularly concerning productive skills like speaking and writing, were regarded as significant obstacles. Similarly, a study by Evans and Green (2007) at a Hong Kong university revealed that students faced various challenges in academic speaking, particularly related to grammar, fluency, and pronunciation. In terms of academic writing, difficulties were primarily associated with style, grammar, and coherence.

Developing speaking skills is essential for effective and professional communication. This section addressed the nature of speaking skills, their core components, the major factors influencing their development, and the challenges learners often encounter while striving to improve their oral proficiency.

Section two: The effect of scaffolding on collaborative learning to enhance speaking skills

Speaking is a crucial language skill, and mastering it can be particularly challenging for ELF students. As a result, many learners rely on scaffolding techniques. This section examined the stages of cognitive scaffolding in the context of teaching speaking skills, highlighting its impact on enhancing students' speaking performance during collaborative activities. It also emphasized how scaffolding can significantly boost learners' confidence.

2.1. Scaffolding stages in teaching speaking:

Vygotsky outlined four essential steps in instructional scaffolding: modeling, imitating, removing, and achieving.

2.1.1. Modeling

In the modeling stage, teachers share their own understanding to help students develop metacognitive awareness. This initial phase of scaffolding introduces learners to new concepts and prepares them for upcoming lessons by clarifying the tasks at hand and demonstrating how

to approach them. According to Hogan and Pressley (2002), modeling is defined as “teaching behavior that shows how one should feel, think, or act within a given situation.” There are three primary types of modeling: think-aloud modeling, talk-aloud modeling, and performance modeling. Think-aloud modeling is a powerful instructional strategy that involves articulating thoughts while solving problems, enabling students to monitor their comprehension. This method can also benefit peers, as the speaking student serves as a model. Talk-aloud modeling demonstrates task completion while verbalizing the modeler’s thought processes and problem-solving methods that lead to a conclusion. Finally, performance modeling entails demonstrating the task that students are expected to complete.

2.1.2. Imitating

The imitating stage requires students to replicate the skills demonstrated by the teacher. After gaining insight into how to approach the activity, the instructor guides learners through a practice phase, which encourages students to complete some tasks independently. During this stage, supportive feedback is crucial as the teacher evaluates students’ progress. Consistent monitoring of students’ understanding and providing regular support and comments ensures effective learning and skill retention.

2.1.3. Removing

Once progress is observed and students begin to gain mastery over the skills, the teacher shifts to the removing phase, gradually reducing the support and scaffolding provided. This approach fosters active engagement among learners. It’s essential during this time for the educator to oversee individual, pair, or group activities, confirming that students comprehend the tasks and are on track. By identifying and addressing errors before students present their answers to the class, teachers can enhance student participation and confidence, as learners feel less self-conscious and more supported.

2.1.4. Achieving

At the achieving stage, students demonstrate the ability to undertake new activities independently, showcasing their mastery of the skills. These learner-centered activities can be conducted individually, in pairs, or in small or large groups. During this phase, the teacher’s role shifts primarily to observation, allowing for reflection on teaching practices based on students’ achievements by the end of the session.

2.2. The impact of scaffolding on students' achievement speaking levels in collaborative learning :

Teaching can be likened to the process of constructing a building, where scaffolding acts as vital support in helping learners acquire specific skills. The implementation of scaffolding strategies is key to enhancing both the teaching and learning experience. In the context of oral classes, choosing the most effective scaffolding techniques is essential for fostering improvements in students' speaking abilities. Mastery of speaking skills holds particular significance for English learners, given its critical role in effective communication.

Scaffolding is recognized as a highly adaptive and flexible approach that significantly influences teaching and learning activities. By fostering student engagement, this method encourages learners to interact with their teachers and participate actively in class discussions. Scaffolding also provides a supportive environment within the group during collaborative learning and enhances the confidence of learners to engage more actively in the sessions. This interaction provides an opportunity for students to express their ideas and viewpoints on a variety of subjects, thus enriching the overall learning experience. Furthermore, scaffolding can serve to enhance motivation and language proficiency, as it creates consistent opportunities for practice and skill development.

Gottfried (1990) defines motivation as encompassing enjoyment in the learning process, mastery orientation, curiosity, persistence, task-endogeny, and the willingness to engage with challenging and novel tasks. By employing scaffolding techniques, educators have the opportunity to offer compliments and positive feedback, which can effectively bolster students' confidence in their speaking abilities. This reinforcement not only affirms their capabilities but also cultivates a belief in their potential for success during oral tasks.

In addition, scaffolding provides valuable support in assessing students and building upon their pre-existing knowledge. To effectively gauge students' understanding, educators can engage them in discussions about the subject matter, which allows for the affirmation of their correct responses. By offering a series of relevant keywords associated with the topic, teachers can facilitate the construction of coherent speeches, thereby encouraging students to take the initiative to present their work before their peers. This approach not only aids in speech

development but also reinforces the connection between knowledge and expression, ultimately leading to a more enriched learning environment.

There is a strong and dynamic link between scaffolding and the development of speaking skills within collaborative learning settings. This section focused on the main stages of scaffolding in teaching speaking and highlighted its crucial role in enhancing learners' oral performance, particularly through structured peer interaction and guided support.

Conclusion:

In conclusion the chapter discusses speaking skills, its importance, the main factors affecting it, and the relationship between scaffolding and speaking skills. It also covers the different scaffolding strategies that can be applied to develop speaking skills, as well as the importance of scaffolding on students' conversational skills during collaborative learning.

Chapter three: Findings analysis:

Introduction:

The previous chapter was mainly devoted to the emergence of the concept of scaffolding in the teaching-learning process, its most prominent strategies in the field, and its importance in improving the speaking skills of EFL learners. This chapter is the practical part of this research. It attempts to contextualize the findings of previous studies within a practical framework to serve this academic work. This part represents an empirical confirmation that reflects the practical research methodology adopted to conduct this study, through a discussion of the research context, the selected sample, and the data collection tools. To gain insight into this phenomenon, it's worthwhile to propose a tentative hypothesis that extends beyond the vital role of teachers' scaffolding strategies in developing conversational skills in collaborative sessions. The core of this hypothesis lies in the notion that learners often face psychological and linguistic barriers when speaking the language, which makes scaffolding essential. By providing essential support and assistance, scaffolding facilitates the acquisition of proficient speaking skills in a new language when they are working in peers, allowing learners to overcome these challenges and enhance their language proficiency.

3.1. Research methodology

The present research is an empirical investigation that employs both quantitative and qualitative methods to gain a deeper insight into the concept of scaffolding in enhancing students' speaking skills, as well as during group work.

3.2. Sample

As a target population, third-year efl students at mila university abd el hafid boussouf were chosen as the primary focus of this research. A random sample comprised of sixty-five (65) third-year students were selected to participate in this study. The rationale for focusing on third-year english students rather than those at other academic levels lies in the understanding that they are approaching a critical phase in their academic journey—an important stage in their english-speaking courses. With another year of learning ahead, establishing a solid foundation is crucial for steady advancement in speaking skills. Hence, third-year efl students are directly engaged to share their insights on the importance of teachers' assistance during collaborative sessions and the resulting benefits for improving their speaking proficiency.

3.3. Description of the students' Questionnaire:

The questionnaire prepared for students serves as a vital tool for data collection, aiming to test the hypotheses formulated within the research framework. This was achieved by transforming hypotheses into carefully crafted survey questions, following a systematic approach that ensures each step of the design process is thoughtfully planned and executed. This guarantees clarity and ease of understanding for all respondents.

Designed with participant confidentiality in mind, the questionnaire encourages honest and spontaneous responses, capturing emotional reactions toward the research topic. Participants were informed about the significant role their responses play in the success of this research endeavor, prompting them to approach the questionnaire with focus and attention.

The questionnaire consists of seventeen questions, each addressing specific research objectives related to the overall research questions. Grouping similar questions into sections helps participants better understand the context of each part, facilitating easier navigation throughout the questionnaire.

3.4. Data analysis:

Section one:

Q 1: How do you rate your english-speaking level?

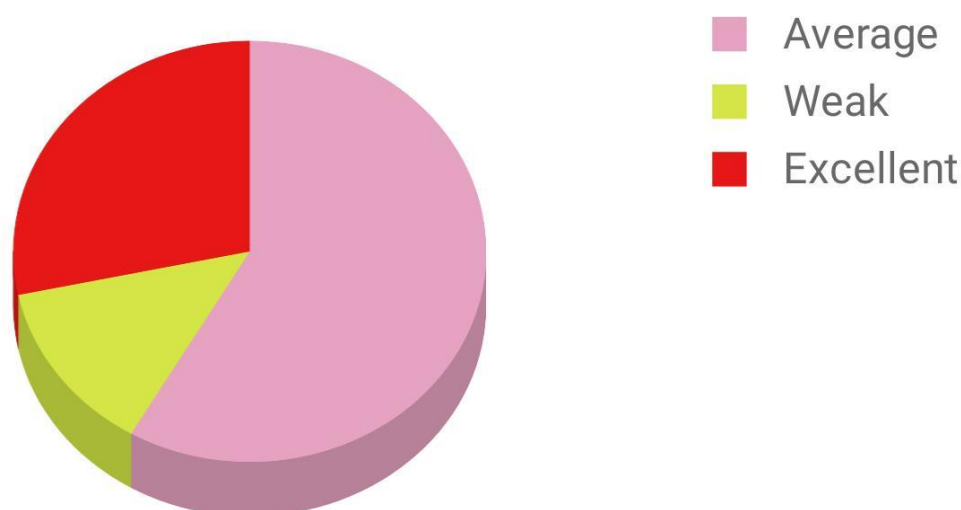


Figure 1: *The students' evaluation of their speaking skills.*

This question seeks to assess students' self-perceived english-speaking proficiency, revealing a diverse classroom profile. The findings show that 58.3% (35 students) rate their level as “average,” indicating moderate confidence, while 13.3% (8 students) consider themselves “weak,” suggesting they may require considerable support for effective participation in oral tasks. Additionally, 28.3% (17 students) describe their proficiency as “excellent,” identifying a confident subgroup capable of leading peer discussions. These insights underscore the necessity of differentiated instructional support, emphasizing targeted scaffolding for less confident learners and utilizing more proficient speakers as facilitators. Ultimately, this aligns with the research objective of enhancing speaking skills through tailored teacher assistance and collaborative learning across various proficiency levels.

Section two:

Question 1: How often do you participate during classroom discussion?

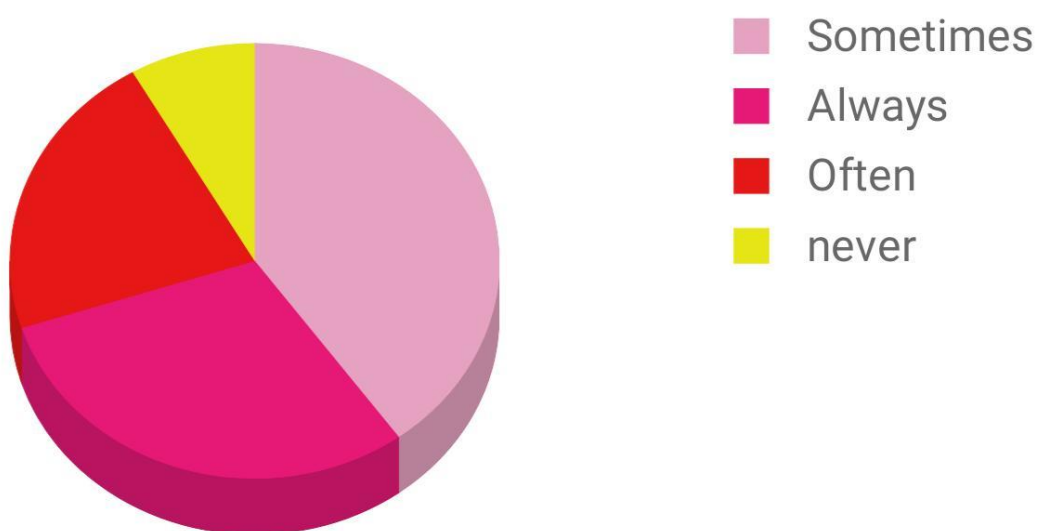


Figure 2: *Students frequency of participation in classroom discussion*

The question aims to determine the frequency of students' participation in classroom discussions, reflecting their engagement level and oral confidence in academic contexts. The results reveal a significant level of involvement, with 24 students (40%) reporting they participate “sometimes,” and 18 students (30%) indicating they “always” engage in discussions,

highlighting a robust participation rate. Additionally, 13 students (21.7%) participate “often,” while only five students (8.3%) admit to “never” participating, suggesting that limited participation may stem from factors such as anxiety, lack of confidence, or language proficiency issues. Overall, the data presents an encouraging picture of verbal engagement, as high participation rates align with the research objective, indicating that many students are receptive to speaking activities and suggesting that, with appropriate support and scaffolding, there is potential to further boost the confidence and participation of those who tend to be less active.

Question 2: How much do you consider classroom discussion engaging

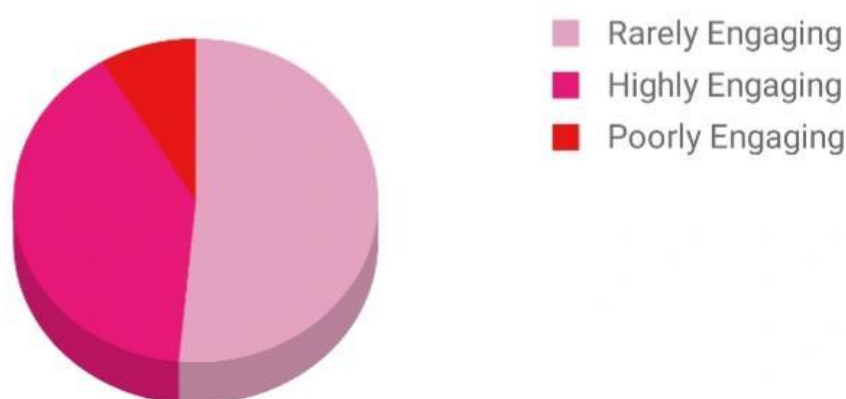


Figure 3: *Students perceptions of how engaging classroom discussion is.*

The question aims to assess students' perceptions of classroom discussions, which are crucial for developing speaking skills within a collaborative learning environment. While 24 or 40% of students indicate that these discussions are “highly engaging,” demonstrating a valued opportunity for participation and enhanced understanding, the majority, at 31 or 51.6%, report that discussions are “rarely engaging,” revealing concerns about the overall effectiveness of these activities. Contributing factors to this varied engagement may include a lack of structure, insufficient relevance to students' interests, or uneven opportunities for participation. Moreover, the 8.3% or five students rating discussions as “poorly engaging” reflects a notable dissatisfaction that warrants attention. To enhance engagement, improving the design and

delivery of discussions through effective scaffolding strategies—such as assigning clear roles, utilizing guided questions, and facilitating structured peer feedback—becomes essential in fostering speaking skills through collaborative learning.

Question 3: What feelings are experienced during speaking activities?

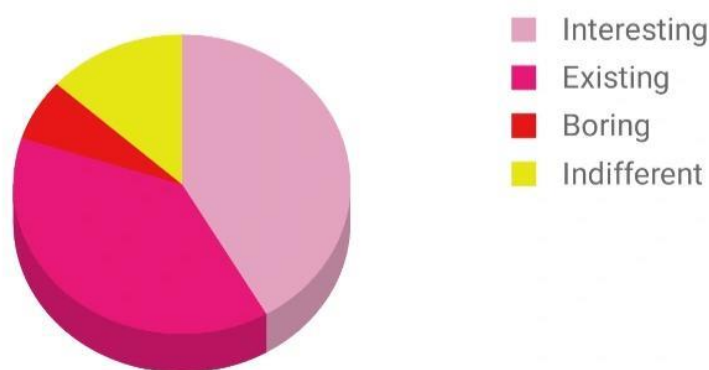


Figure 4: *Distribution of students feeling during speaking activities.*

This question aims to explore students' emotional responses during speaking activities, which play a crucial role in understanding motivation and willingness to participate. Findings indicate a predominantly positive emotional atmosphere, with 41.67% or 25 of students describing the activities as interesting and 23 or 38.33% as exciting; together, these responses reflect an encouraging approval, suggesting that speaking activities are generally well-received and effective in supporting language development and communication skills. However, some students, specifically 4 students or 6.67%, found these activities boring, while 8 or 13.33% expressed indifference, highlighting a gap that could hinder full participation and learning. These negative or neutral perceptions may arise from repetitive formats, lack of relevance, or speaking anxiety. In summary, while the data illustrates a strong positive attitude toward speaking activities, the presence of disengaged students signals a need for varied and personalized activity design. Implementing scaffolding techniques such as collaborative preparation, peer modeling, and interactive formats can enhance inclusivity and engagement, ensuring that all students have the opportunity to benefit from speaking practice.

Question 4: Which factors significantly impact your speaking skills?

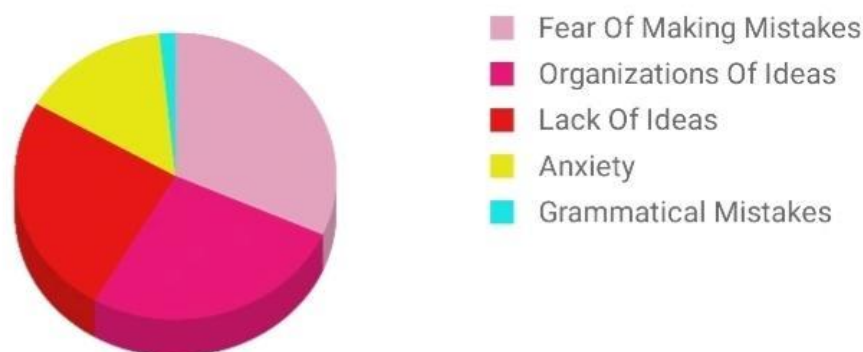


Figure 5: *Students perceptions of major influences on their speaking activities .*

This question seeks to explore the complex challenges faced by students in public speaking, highlighting the significant impact of psychological and cognitive factors on their performance. Among the obstacles, the fear of making mistakes emerged as the most frequently reported issue, affecting 19 or 31.7% of students and illustrating how apprehension about negative evaluation can hinder speaking willingness. Additionally, 26.7% or 16 of students struggled with organizing their ideas, while 15 or 25.0% faced a lack of ideas, both pointing to cognitive difficulties in generating and structuring content effectively. Anxiety, affecting 9 or 15.0% of participants, further complicates the public speaking landscape, serving as an emotional barrier that often surfaces in such scenarios. The minimal concern for grammatical mistakes, reported by only one student or 1.6%, underscores the specific pressure some learners feel regarding linguistic accuracy. Consequently, these findings suggest that speaking difficulties arise from a blend of psychological and cognitive sources. Addressing these challenges requires implementing scaffolding strategies that foster a supportive, low-stress environment, including brainstorming sessions, guided outlines, error-tolerant feedback, and rehearsal opportunities.

Such techniques can alleviate fear, enhance idea generation and organization, and improve confidence and performance in speaking tasks.

Question 5: How often is the teacher's assistance available when you struggle while speaking?

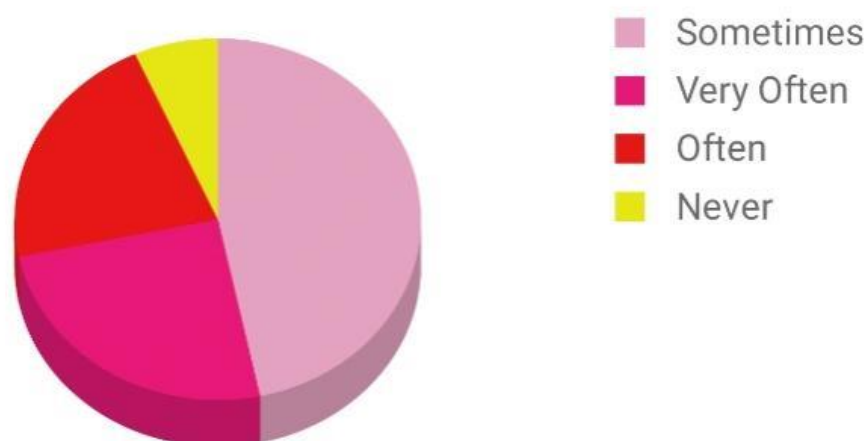


Figure 6: *Students perceptions of teacher help during speaking struggles.*

This question seeks to explore the frequency of teacher support provided to students during challenging speaking activities, an essential element of scaffolding that can greatly influence students' comfort, confidence, and overall performance in oral tasks. The findings reveal that 28 or 46.67% of students perceive teacher support as available sometimes, indicating a prevalent but potentially inconsistent level of assistance. Meanwhile, 25 or 25% of participants feel that help is very often accessible, and 13 or 21.67% report receiving frequent support, suggesting that a notable portion of students does benefit from regular guidance. Yet, the 4 or 6.67% who indicate they never receive help point to critical gaps in support provision. The dominance of the "sometimes" response signals possible inconsistencies in the responsiveness of teachers or the availability of assistance during activities, which could lead to uncertainty or reduced motivation, particularly for those requiring extra encouragement to engage. In conclusion, while the overall environment appears supportive, there is a clear need for more consistent and proactive scaffolding from educators. Establishing predictable and equitable avenues for support,

especially during difficult speaking moments, can cultivate a more inclusive and confidence-building atmosphere, ultimately enhancing speaking skills through collaborative learnings .

Question 6: How frequently does the teacher provide support in understanding difficult concepts?

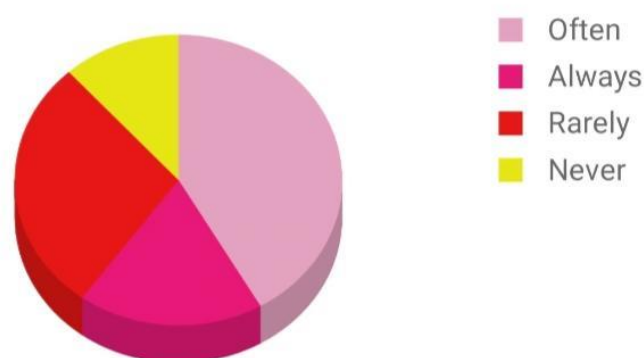


Figure 7: *Frequency of teachers support in explaining difficult concepts.*

This question seeks to measure the frequency with which teachers offer support in helping students understand difficult concepts during speaking tasks or related classroom activities. The data indicates that 25 or 41.67% of students perceive the teacher as often providing support with challenging content, while 11 of students with 18.33% feel that such assistance is always available. These statistics reflect a positive acknowledgment of the teacher's active role in guiding students through complex ideas, fostering deeper understanding and confidence during collaborative speaking tasks. Nonetheless, 17 or 28.33% of students report that support is provided rarely, and 7 or 11.67% of students claim it is never present. This highlights a significant portion of learners facing limited access to consistent instructional help, which may impact their engagement and success, especially for those who struggle with speaking or grasping concepts clearly. Ultimately, while many students benefit from regular instructional support, the notable minority experiencing limited access underscores the critical need for more consistent and inclusive scaffolding strategies. Such measures are essential in overcoming

learning barriers and facilitating equitable participation in speaking activities, thereby aligning with the overarching goals of promoting effective learning environments.

Question 7: To what extent do you agree with the statement “students’ speaking capacities is improved through teacher’s assistance in collaborative tasks”?

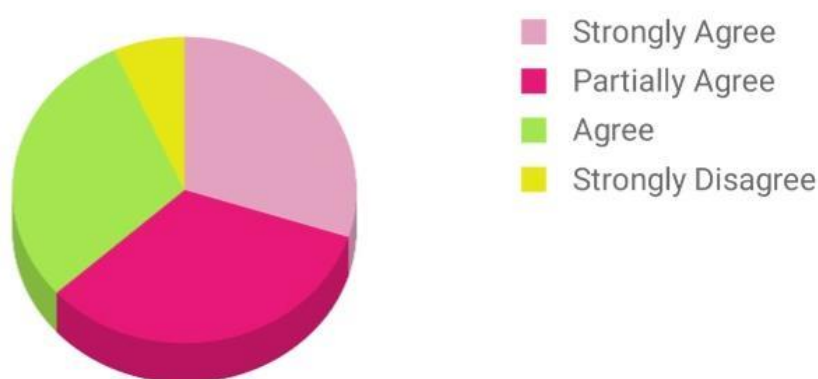


Figure 8: *Extent of agreement on the role of teacher assistance in improving through collaboration.*

This question seeks to assess students’ perceptions of how teacher support in collaborative tasks contributes to the improvement of speaking abilities. The responses indicate a strong consensus among students regarding the positive impact of teacher assistance, with 93.3% expressing some form of agreement on its value. Out of this group, 18 or 30% strongly agree, another 30% agree with 18 students, and 20 or 33.3% partially agree, highlighting the recognition of the teacher’s role as vital in enhancing speaking capacities during group activities. The notable portion of partial agreements suggests that while appreciation for support exists, inconsistencies in delivery or effectiveness may be encountered. Additionally, the presence of a small percentage, 4 students or 6.7%, who strongly disagree emphasizes the necessity to consider individual differences in the perception and application of support; these findings highlight the importance of consistent and effective scaffolding by teachers in collaborative speaking tasks. They affirm the crucial role of guided interaction in improving oral skills. This supports the broader research goal of promoting teacher-supported collaboration as a strategy to develop speaking proficiency.

Question 8: Do you think that group presentations are more effective than individual presentations ?

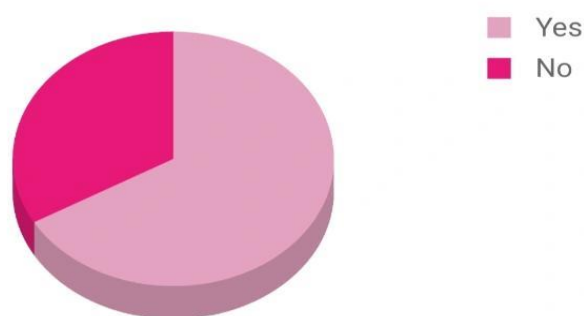


Figure 9: *Students preferences : group vs individual presentations*

This question seeks to explore students' preferences and perceptions regarding the effectiveness of group presentations compared to individual presentations, highlighting the potential impact on speaking skill development. The results reveal that a notable 40 or 66.66% of students view group presentations as more effective, emphasizing the benefits of shared responsibilities, peer learning, reduced pressure, and enhanced interaction—elements that contribute to a supportive and productive speaking environment. Conversely, the 20 or 33.33% of students who prefer individual presentations may find comfort in working alone or face challenges in group dynamics, such as social anxiety or difficulty in coordinating with peers. These factors can lead to a greater sense of confidence and control when presenting solo. Ultimately, while the majority acknowledges the advantages of group presentations in fostering collaborative speaking skills, the significant minority that favors individual work underscores the necessity of catering to differing learner preferences. This balance supports the integration of both collaborative and independent tasks in speaking activities, aligning with the broader goal of scaffolding learning to accommodate diverse student needs.

Question 9: How much is teacher's instructional support needed to suit all varying speaking levels?



Figure 10: *Students views on the amount of instructional support needed for different speaking levels.*

This question seeks to explore the perspectives of students regarding the appropriate level of instructional support that teachers should provide in relation to varying speaking abilities. The findings reveal a rich tapestry of opinions among the students. A significant majority, 20 students or 33.3%, expressed a preference for equal assistance for all learners, indicating a strong commitment to fairness and shared opportunities within the classroom. Meanwhile, 18 or 30% of respondents advocated for increased support for less competent speakers, demonstrating awareness of the hurdles faced by these individuals and recognizing scaffolding as a valuable strategy for narrowing skill gaps. On the other hand, 13 or 21.7% felt that advanced students should receive less support, assuming their ability to work more independently. Furthermore, 9 or 15% took the position that concentrated support should be provided to those less competent, reflecting an inclination to prioritize resources for those in greatest need. Collectively, these insights illustrate a desire for a differentiated approach to teacher support, emphasizing inclusivity and equity, and highlighting the crucial role of adaptive scaffolding strategies in collaborative speaking activities to cater to individual proficiency levels while fostering a balanced learning environment.

Question 10: How does teachers' assistance influence your learning experience during collaborative speaking activities?



Figure 11: *Students perceptions of teachers 'assistance during collaborative speaking activities.*

This question seeks to examine the perceived impact of teachers' assistance on students' learning experiences during collaborative speaking activities. The findings reveal that a significant portion of students, 31 or 51.66%, believe that teacher assistance enhances confidence and engagement, highlighting the motivational role teachers play in creating a supportive environment for speaking. Emotional scaffolding emerges as a crucial factor, as it significantly fosters students' willingness to actively participate in collaborative tasks. Additionally, 11 or 18.33% of students feel that teacher support provides diverse perspectives, enriching discussions and broadening understanding. The role of teachers in promoting collective problem-solving is recognized by 10 or 16.66% of respondents, pointing to cognitive scaffolding benefits that facilitate group collaboration and strategic thinking. Furthermore, 8 or 13.33% acknowledge that teacher assistance helps build a supportive learning community, emphasizing the importance of fostering a sense of belonging and trust among peers. In summary, these results demonstrate the multifaceted influence of teacher assistance in collaborative speaking contexts, affirming the value of consistent and targeted support in maximizing the effectiveness of collaborative learning environments.

Section three:

Question 1 : Which oral tasks do you preferred in speaking classes?

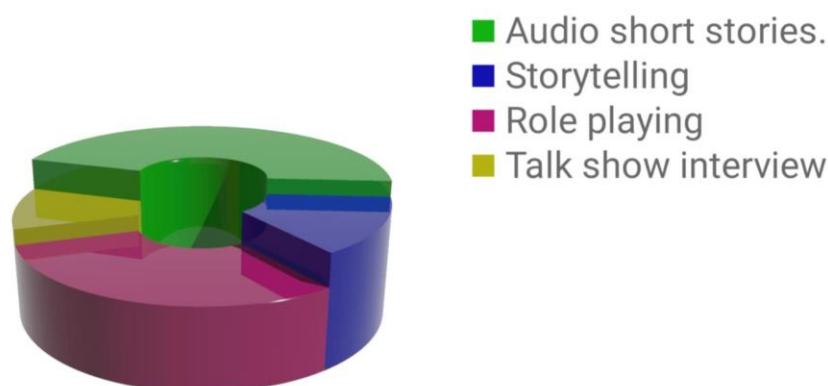


Figure 12: *Students' preferences for oral tasks in speaking classes.*

This question seeks to uncover the oral tasks that resonate most with learners in speaking classes, offering insights into their interests and the activities that engage them effectively. The findings reveal that audio short stories are the top choice, favored by 38.3% of respondents, indicating a strong preference for structured listening input. Role playing follows as a popular option at 25%, highlighting the appeal of dynamic interaction in learning environments. In contrast, storytelling and talk show interviews capture significantly less interest, with 11.7% and 8.3% respectively. These preferences suggest that incorporating engaging and interactive tasks can enhance the learning experience, guiding educators in crafting lessons that align with student interests, ultimately fostering more effective and enjoyable language acquisition.

Question 2: If teacher's assistance is provided, which problems are reduced during speaking activities?

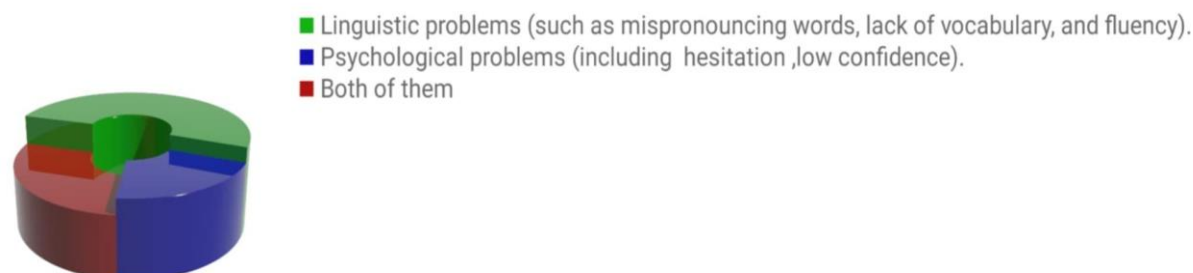


Figure 13: *Types of speaking difficulties reduced by teacher assistance .*

This question seeks to uncover the specific difficulties that students feel are most alleviated by teacher support during speaking activities, distinguishing between linguistic issues, psychological barriers, or a blend of both. The data reveals that 51.7% of students view teacher assistance as most effective in addressing linguistic problems, emphasizing the significance of language support. Meanwhile, 28.3% believe that the support tackles both linguistic and psychological challenges, while 20% feel it primarily alleviates psychological issues such as hesitation and low confidence. These insights underscore the value learners place on teacher support in overcoming language barriers, with many recognizing its crucial role in reducing anxiety. This highlights the teacher's dual function as both a linguistic guide and a source of motivation, making the exploration of this question relevant for informing classroom strategies aimed at enhancing spoken english performance through focused teacher intervention.

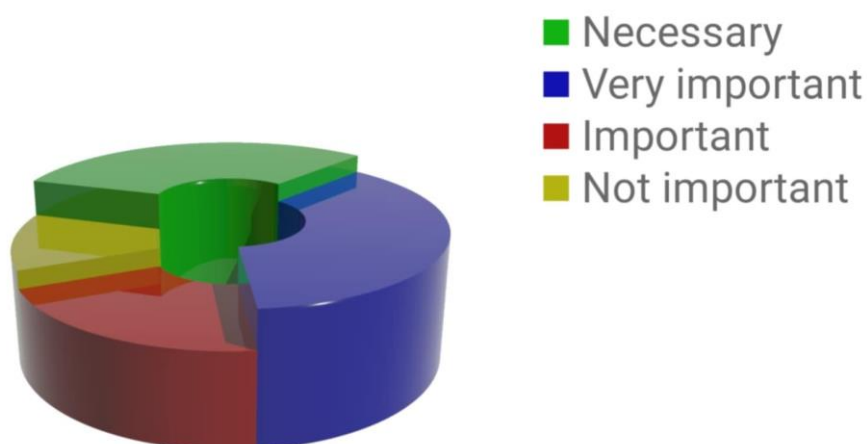
Question 3: How important is the teacher's support in overcoming speaking difficulties?

Figure 14: *Importance of teacher support in overcoming speaking difficulties .*

This question seeks to evaluate students' perceptions of the importance of teacher support in overcoming difficulties encountered during speaking tasks, investigating how much learners value instructional guidance in addressing language challenges. The results reveal a strong recognition of the critical role of teacher support, with 36.7% of students deeming it very important, 31.7% considering it necessary, and 20% rating it as important. Only a small minority of 11.7% believe that teacher support lacks significance in this context. Such findings illustrate a clear consensus on the value of teacher involvement in tackling speaking challenges, with most learners affirming that teacher support is indispensable, especially when facing issues related to pronunciation, fluency, or anxiety. This insight reinforces the validity of the inquiry, emphasizing the evident need for supportive systems in the classroom, which contributes significantly to the overarching research goal of enhancing oral performance through effective pedagogical strategies.

Question 4: In what ways does the teacher's guidance benefit speaking skills?



Figure 15: *Perceived benefits of teacher's guidance on speaking skills .*

This question seeks to explore the perceived benefits of teacher guidance on students' speaking skills, identifying the specific aspects of speaking development that learners associate with instructional support. The responses reveal that 33.3% of participants believe teacher guidance is crucial for maintaining focus during speaking engagements, while 26.7% feel it significantly enhances their communicative competence. Additionally, 23.3% associate teacher guidance with fostering creativity, and 16.7% think it plays an important role in motivating verbal interaction and participation. These findings highlight that students view the teacher's role as multifaceted—balancing structure and creativity in their oral expression. The emphasis on maintaining focus and enhancing communicative competence reflects a strong desire for clarity and fluency during speech, indicating that teacher input is vital for these elements of effective communication; this exploration is particularly credible as it shows how teacher intervention directly enhances essential aspects of oral proficiency, such as fluency, accuracy, and confidence. This aligns closely with the study's objectives of identifying effective classroom strategies for improving speaking performance.

Question 5: During pair work, how do you perceive your level of speaking skills after receiving teacher's assistance?

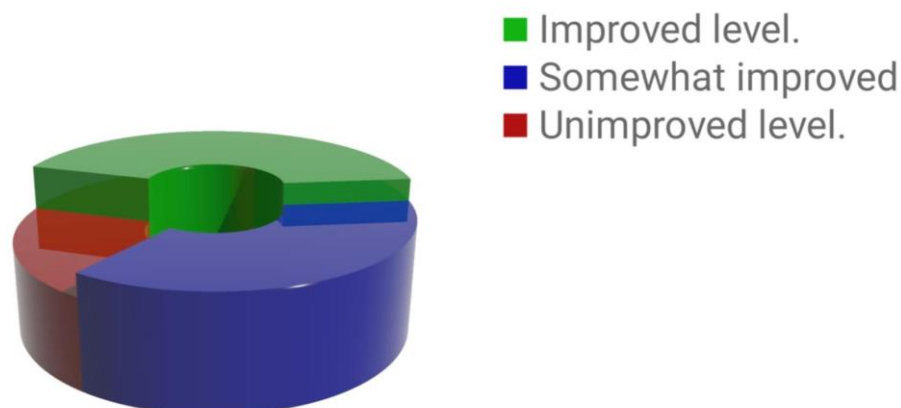


Figure 16: *Perception of speaking skills after teacher assistance in pair work.*

This question aims to assess the perceived impact of teacher assistance on students' speaking skills specifically during pair work activities, investigating whether instructional support during collaborative tasks contributes to learners' oral language development. The results indicate that 43.3% of respondents reported an improvement in their speaking skills following teacher support in pair work, with an additional 36.7% observing somewhat of an improvement, while 20% perceived no change. These responses suggest that the majority of learners view teacher assistance during pair work as beneficial, highlighting that teacher feedback and guidance during interactive speaking tasks play a vital role in enhancing fluency, accuracy, and confidence. The significance of this question lies in its contribution to understanding the effectiveness of real-time instructional interventions in peer-based speaking activities, reinforcing the relevance of teacher scaffolding to the overall research purpose.

Question 6: “ If there is any additional comments related to developing conversational skills through teachers’ assistance and support, especially in collaborative learning, please share them with us.”

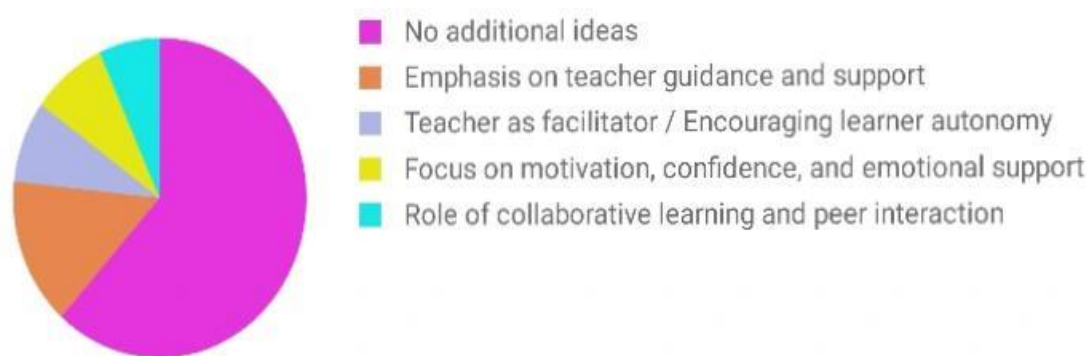


Figure 17: *Students’ open- ended reflection on teacher support in developing speaking skills.*

This open ended question aims to delve into the nuances of developing conversational skills through teacher support, particularly within collaborative learning environments. An analysis of feedback from 60 students revealed that 23 engaged with the topic, offering valuable insights while 37 opted not to contribute additional thoughts. Among those who provided comments, 9 voiced the significance of active teacher involvement in encouraging participation, providing reassurance, and scaffolding the learning process. Meanwhile, 5 students expressed the view that teachers should act more as facilitators rather than the primary source of knowledge, emphasizing the benefits of fostering learner autonomy. Additionally, 4 individuals underscored the pivotal role of collaborative learning and peer interactions, bolstered by constructive teacher feedback, in enhancing speaking skills. A further 5 comments focused on motivational and emotional factors, such as the need for confidence-building, encouragement, and the creation of a supportive learning atmosphere. Ultimately, this qualitative feedback reinforces the central theme of the research, illustrating the crucial yet balanced role of teacher scaffolding in nurturing speaking skills through collaboration while highlighting the necessity of integrating structured support with avenues for learner independence to cultivate more effective and inclusive speaking environments.

3.5. Discussion of the Results

The analysis of the questionnaire responses offers important insights into student experiences and perceptions related to collaborative speaking activities and the significance of teacher scaffolding. The data generally reflects a positive outlook regarding group work, with a considerable percentage of participants finding speaking tasks particularly engaging when conducted collaboratively. Many students acknowledged that teacher support during these activities enhances confidence and motivates more active participation. Additionally, most respondents agreed that guidance from teachers significantly contributes to the development of speaking abilities, underscoring the importance of instructional scaffolding in language learning environments.

However, several challenges hindering speaking performance also emerged from the findings. A notable number of students reported psychological and cognitive difficulties, including fear of making mistakes, anxiety, and a lack of ideas, all of which negatively impact oral participation. While teacher support was generally seen as beneficial, some students noted inconsistencies in its availability, especially during challenging moments. This indicates a need for a more consistent and differentiated approach to teacher assistance, taking into account varying levels of student proficiency.

overall, the questionnaire results highlight strengths and gaps in current collaborative learning practices and reinforce the need for targeted scaffolding strategies to create a more inclusive, engaging, and supportive environment.

In conclusion, the outcomes of this questionnaire strongly support the central research aim of exploring how scaffolding in collaborative learning environments can enhance speaking skills. The responses indicate that well-structured teacher support, combined with collaborative interaction, plays a crucial role in boosting oral performance and overcoming common speaking challenges.

Conclusion

In summary, this chapter embodies the empirical phase of the research, expanding on the groundwork laid in the previous chapter. Its purpose is to contextualize and validate the findings and concepts from earlier studies by outlining a practical research methodology tailored for the current investigation. The chapter covers the research context, the chosen sample, and the instruments utilized for data collection. Through this empirical study, the aim is to enhance understanding of scaffolding strategies and their effectiveness in improving the conversational skills of EFL learners, especially in the context of collaborative work.

General conclusion:

Scaffolding, in the context of language learning, represents an essential instructional support system provided by teachers or peers. This approach assists learners in enhancing their linguistic competence to a more advanced level. It involves systematic guidance, feedback, and assistance, all tailored to meet learners' needs. Developing speaking skills poses significant challenges for second language learners, primarily due to the complexities of linguistic structures, cultural differences, and the demands of real-time information processing. The importance of teacher support emerges as a highly effective pedagogical approach that can enhance speaking skills among EFL learners, especially during collaborative learning classes.

Scaffolding instruction, rooted in Lev Vygotsky's sociocultural theory and the concept of the Zone of Proximal Development (ZPD), emphasizes tailored support for learners. This zone refers to the distance between what a learner can do independently and what they can achieve with guidance. Through scaffolding, more knowledgeable individuals provide support that helps learners link prior knowledge to new concepts. Carefully designed tasks target levels just beyond the learner's current ability, ensuring they receive the assistance needed to succeed. This approach helps students gradually internalize language structures and develop autonomy in communication, making it particularly valuable for enhancing speaking skills.

Collaborative learning stands out as a powerful educational approach, fostering an environment rich in social interaction and learner autonomy. In group settings, learners exchange ideas and build understanding, leading to greater academic success and enhanced communicative competence, particularly in language learning. By engaging in collaborative tasks, individuals become part of a learning community, moving away from isolation and passivity toward active participation and mutual support. This shift from teacher-centered instruction to student-centered learning allows for meaningful construction of knowledge, as learners seek solutions together. The benefits of collaborative language learning are significant, driving language development and promoting a stress-free atmosphere conducive to growth and achievement. Ultimately, collaborative learning enriches educational experiences and cultivates a deeper connection among learners.

Cooperative learning fosters the development of essential skills when students of varying linguistic levels collaborate on tasks. Through this approach, individuals learn to organize their efforts, divide responsibilities, and select the most capable peers to present or respond to questions. Relying on one another boosts confidence in English communication, enhancing both interpersonal and public speaking abilities. When implemented effectively—focusing on collaboration rather than competition—this method results in more meaningful and lasting learning outcomes.

Communication and collaboration are vital components in equipping students for the complexities of 21st-century life and work. Developing collaboration skills enables learners to interact respectfully and effectively in diverse teams, which is essential for both academic and

professional success. Collaborative Learning (CL) has been shown to promote higher-order thinking and better information retention than individual learning. By prioritizing collaborative strategies, educators prepare students to address challenges creatively and engage constructively across a variety of social and cultural contexts.

The findings from the study underscore the critical role of scaffolding strategies in addressing the psychological and linguistic barriers that students encounter during oral performance. Notably, the various benefits of scaffolding in group learning settings include heightened self-confidence, improvements in communicative competencies, and the ability to navigate linguistic challenges successfully. The research methodology comprised two main stages: initially, an extensive literature review on scaffolding strategies was conducted, followed by the distribution of questionnaires to gather primary data from a sample of students. Results highlighted the positive impact of this support, showcasing significant developments in various aspects of speaking abilities.

Several challenges were encountered during the research, notably the difficulty in obtaining a sufficient sample size of students and the limited availability of literature linking scaffolding to speaking skill development. Despite these hurdles, the research objectives were successfully met, leading to valuable insights that contribute to the existing body of knowledge.

In conclusion, scaffolding embodies a concept that intertwines two critical pillars of education: educational psychology and didactics. When integrated with collaborative learning, it creates a dynamic, supportive environment that nurtures language development and promotes a stress-free atmosphere conducive to growth and achievement. Its significance warrants further research, as deeper insights into this multifaceted approach can optimize support for learners facing difficulties with oral proficiency. A single study cannot encapsulate the full scope of scaffolding, thus necessitating ongoing exploration to enhance its application in educational contexts and align it with the demands of contemporary language education.

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Appendices:**Students' Questionair:****Section one: Student profile**

1- How do you rate your english-speaking level?

- a) Weak
- b) Average
- c) Excellent

Section two: The necessity of teachers' assistance in oral sessions

This section is comprised of ten closed-format questions designed to gather insights regarding feelings and attitudes during classroom verbal interactions. Emphasis is lied on the role of collaborative learning and the importance of teachers' scaffolding techniques in enhancing speaking proficiency.

1-How much does participation occur during classroom discussion?

- A-Often
- B-Always
- C-Sometimes
- D-Never

2-How much do you consider classroom discussion engaging?

- A-Highly engaging
- B- Rarely engaging
- C- Poorly engaging

3-What feelings are experienced during speaking activities?

- A-Interesting

B-Exciting

C-Boring

D-Indifferent

4-What factors do you think might significantly impact speaking skills?

A-Lack of ideas

B-Fear of making mistakes

C-Anxiety

D-Organization of ideas

5-How much is the teacher's assistance available when students stuck while speaking?

A-Often

B-Very often

C-Sometimes

D-Never

6-How frequently does the teacher provide support in understanding difficult concepts?

A-Always

B-Often

C-Rarely

D-Never

7- How much do you agree with the statement “students’ speaking capacities is improved through teacher’s assistance in collaborative tasks”?

A-Strongly agree

B-Partially agree

C-Agree

D-Strongly disagree

8-Does the teacher incorporate group presentation more than individual presentation?

A-Yes

B-No

9-How much is teacher’s instructional support needed to suit all varying speaking levels?

A-Too much support for only less competent students

B-Less support for excellent students

C-Equal support for all students

10-How does teachers’ assistance influence the learning experience during collaborative speaking activities?

A-Enhances confidence and engagement

B-Offers diverse perspectives

C-Promotes collective problem-solving

D-Helps build a supportive learning community

Section three: The benefits of teachers' assistance

This section consists of five closed-format questions intended to explore how teachers' scaffolding affects learners' speaking levels, along with one open-format question to gather authentic insights into unique viewpoints, thoughts, and experiences related to the effectiveness of teachers' scaffolding strategies in enhancing speaking abilities.

1-Which oral tasks are preferred in speaking classes?

A-Audio short stories

B-Storytelling

C-Role playing

D-Talk show interview

2-If teacher's assistance is provided what problems are reduced during speaking activities?

A-Linguistic problems (such as mispronouncing words, lack of vocabulary, and fluency)

B-Psychological problems (including decreasing hesitation and increasing self-confidence)

C-Both of them

3-How important is the teacher's support in overcoming speaking difficulties?

A-Necessary

B-Very important

C-Important

D-Not important

4-In what ways does the teacher's guidance benefit speaking skills?

A-It helps maintain focus during speaking

B-It enhances communicative competence

C-It encourages creativity

D-It motivates classroom verbal interaction and participation

5-During pair work, how do you perceive your level of speaking skills after receiving teacher's assistance?

A-Improved level

B-Somewhat improved

C-Unimproved level

If there is any additional comments related to developing conversational skills through teachers' assistance and support, especially in collaborative learning, please share them with us.....

.....

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الملخص:

في ميدان تعليم اللغات الأجنبية، وبشكل خاص في مهارة التحدث، يواجه طلبة اللغة الإنجليزية تحديات نفسية ولغوية على حد سواء. إذ يشعر بعض الطلبة بالحرَج عند التحدث باللغة الأجنبية أمام زملائهم، مما يدفعهم إلى تجنب المشاركة في القسم لتقادي الإحراج. في هذا السياق، يبرز دور الدعم الممنهج (scaffolding) كحل مناسب لهذه الإشكالية. ويتمثل دور الأستاذ داخل القسم في تحفيز الطلبة ومساندتهم معنوياً، لتمكينهم من التفاعل في حصص التحدث دون خوف أو خجل. يهدف هذا البحث إلى إبراز أهمية الدعم الممنهج في مساعدة الطلبة على تحسين مهاراتهم التواصلية، لاسيما أثناء العمل الجماعي داخل القسم. ولتحقيق هذا الهدف، تم توزيع استبيان على ستين طالباً من السنة الثالثة تخصص اللغة الإنجليزية بالمركز الجامعي، ميلة. كشفت نتائج الاستبيان أن الطلبة بحاجة إلى دعم أساتذتهم خلال حصص التعبير الشفوي، خصوصاً أثناء الأنشطة الجماعية. وقد عبّر الطلبة عن قناعتهم بالدور المحوري الذي يؤديه الأستاذ في تشجيعهم على التحدث دون خوف أو خجل، وفي مساعدتهم على تطوير مهاراتهم الشفوية. ولذلك، فإن الدعم الممنهج يمثل أداة فعّالة في تنمية مهارات التحدث لدى الطلبة، خاصة في إطار التعلم التعاوني. إذ يمنح الطلبة الذين يعانون من توتر أثناء المحادثة أو من نقص في الثقة دافعاً للمشاركة الفعّالة في القسم، والتعبير بحرية عن آرائهم. لذلك، يُوصى بشدة باعتماد هذه الاستراتيجية ضمن حصص التحدث.

الكلمات المفتاحية: الدعم الممنهج، مهارات التحدث، الأنشطة الجماعية، التعلم التعاوني، طلبة اللغة الإنجليزية.

Résumé:

Dans le domaine de l'enseignement des langues étrangères, et particulièrement pour les étudiants en anglais, des défis psychologiques et linguistiques se présentent. La gêne de parler une langue étrangère devant des camarades peut conduire certains à éviter la participation en classe. Le soutien structuré (scaffolding) émerge comme une solution adéquate, où le rôle de l'enseignant est essentiel pour motiver et soutenir moralement les étudiants, leur permettant ainsi d'interagir sans peur ni honte lors des cours de conversation. Cette recherche souligne l'importance de ce soutien dans l'amélioration des compétences communicatives des étudiants, notamment à travers le travail de groupe. Un questionnaire distribué à soixante étudiants d troisième année spécialité langue anglaise au centre universitaire de Mila a révélé un besoin de soutien durant les cours d'expression orale, surtout lors des activités collectives. Les étudiants ont affirmé l'importance du rôle de l'enseignant pour les encourager à s'exprimer sans crainte, favorisant ainsi le développement de leurs compétences orales. Ainsi, le soutien structuré constitue un outil efficace dans le cadre de l'apprentissage collaboratif, offrant une motivation nécessaire aux étudiants stressés pour participer activement en classe et s'exprimer librement. L'adoption de cette stratégie lors des cours de conversation est donc fortement recommandée.

Mots-clés : soutien structuré, compétences orales, activités de groupe, apprentissage collaboratif, étudiants en langue anglaise.