



ISSN: 1817-6798 (Print)

Journal of Tikrit University for Humanities

available online at: <http://www.jtuh.tu.edu.iq>
JTUH
 مجلة جامعة تكريت للعلوم الانسانية
 Journal of Tikrit University for Humanities

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Elafsubhi1979@tu.edu.iq**Keywords:**scaffolding ,
strategy,
students' motivation ,
speaking skill**ARTICLE INFO****Article history:**

Received 10 Aug. 2021

Accepted 25 Aug 2021

Available online 13 Oct 2021

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Using Scaffolding Strategy in Developing Speaking Ability for EFL University Students

A B S T R A C T

This research aims at finding whether the scaffolding strategy can improve the students' speaking ability. The problem highlighted in this research is the students' low level of speaking in English language. The scaffolding Strategy can improve Students' motivation to control English language. There are many ways that can be used to develop the speaking skill, among these ways are games, group work and many other ways.

Through using this strategy students can be motivated to join the lesson, so they will take effective part of the lesson. Without using this strategy students are unable to achieve their aims. The teacher has to use this strategy for the benefit of himself and his students. Students of English as foreign language may face many problems that cannot be solved without the teachers help.

There are many advantages and disadvantages of using this strategy that can help or retard the student's ability to learn how to use this language. All things in this Strategy can be very helpful for the students to control language. Every teacher has to use this strategy in his teaching as a result he can control his class and enhance his students' speaking ability.

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DOI: <http://dx.doi.org/10.25130/jtuh.28.2021.6>

استخدام استراتيجيات السقالات في تطوير القدرة على التحدث لطلبة الجامعة للغة الإنجليزية كلغة أجنبية
 ايلاف صبحي عبدالله/ كلية التربية للبنات/ جامعة تكريت
الخلاصة:

يهدف هذا البحث إلى معرفة ما إذا كانت استراتيجيات السقالات يمكنها تحسين قدرة الطلاب على التحدث. المشكلة التي تم إبرازها في هذا البحث هي انخفاض مستوى تحدث الطلاب باللغة الإنجليزية. يمكن لاستراتيجيات السقالات تحسين دافع الطلاب للتحكم في اللغة الإنجليزية. هناك العديد من الطرق التي يمكن استخدامها لتطوير مهارة التحدث ، من بين هذه الطرق الألعاب والعمل الجماعي والعديد من الطرق

الأخرى.

من خلال استخدام هذه الاستراتيجية ، يمكن تحفيز الطلاب للانضمام إلى الدرس ، بحيث يصبحون جزءًا فعالاً من الدرس. بدون استخدام هذه الاستراتيجية ، لن يتمكن الطلاب من تحقيق أهدافهم. يجب على المعلم استخدام هذه الاستراتيجية لصالحه ولطلابه. قد يواجه طلاب اللغة الإنجليزية كلغة أجنبية العديد من المشكلات التي لا يمكن حلها دون مساعدة المعلمين.

هناك العديد من المزايا والعيوب لاستخدام هذه الاستراتيجية التي يمكن أن تساعد أو تؤخر قدرة الطالب على تعلم كيفية استخدام هذه اللغة. يمكن أن تكون كل الأشياء في هذه الاستراتيجية مفيدة جدًا للطلاب للتحكم في اللغة. يجب على كل معلم استخدام هذه الاستراتيجية في تدريسه نتيجة لذلك يمكنه التحكم في فصله وتعزيز القدرة على التحدث لدى طلابه.

Section One

Introduction

1.1 The Statement of the Problem

Teachers as well as students don't Know what is Scaffolding strategy, how it is used in teaching and learning a foreign language. So, by Scaffolding strategy teachers as well as learners can get benefit for language use and know how to improve and develop usage in their performance in the language skills (listening, Speaking, reading and writing).

1.2 Aims of the Study

It aims at:

1. Finding out whether Scaffolding strategy can improve students speaking skill.
2. Identifying the students' ability when Scaffolding strategy is used in Speaking inside the class.

1.3 Limits of the Study

It is limited to use Scaffolding Strategy in enhancing English speaking at college students level during the academic year 2020-2021.

1.4 Value of the Study

This strategy is used in the classroom in order to bring some advantages on the part of the teacher and the students.

1. For Students: it helps students to achieve high level of understanding and achievement in learning speaking material.
2. For teacher: through this strategy the teacher can prove his / her knowledge and ability in teaching /learning process especially in teaching speaking.

1.5 Definitions of Basic Terms

1. Scaffolding: is a language support provided by a teacher which enables learners to communicate something they cannot otherwise (Anja ,2009:4).
2. Strategy: a careful plan or method for achieving a particular goal usually over a long period of time.
3. Ability: is the power or skill to do something physically(ibid.).

Section Two

Theoretical Background

2.1 Introduction

Learning English language means learning four skills: reading, listening, Speaking and writing. Reading and listening are receptive skills, while speaking and writing are productive skills. These four Skills cannot be

detached from each other and would be learned by contact with each other (Harmer ,1983:44).

When the student controls the speaking skill and be able to communicate in the foreign language, it indicates that s /he mastered most of language Skills. Students' communication in the foreign language depends on two factors fluency and accuracy in communication. Fluency is an initial goal in learning language while accuracy depends on learner's mastery of phonology elements (accent, pronunciation, and stress) (Richards ,2002 : 204).

The learner may commit mistakes in grammar as well as in pronunciation or spelling. They may make use of limited words (William ,1994:254).

Problems of learning speaking skill based not only on the part of language competence, but also the classroom situation. The students may feel shy or afraid of making mistakes while speaking. The teacher may focus more on reading and writing rather than speaking. The teacher may focus on criterion tasks, such as keeping the students to repeat the same dialogue many times rather than enhancing the students to involve in conversations about the different Situations or learning aspects (ibid.: 255).

The situation of learning depends not only on the sides of the teacher or the classroom atmosphere, but on the students themselves. Some of the students have low motivation in improving their speaking Skill, they barely use English in classroom interaction specially in interaction among each other (Mercer ,2007:4).

In order to solve the problems that eliminate students ability of speaking, researchers make use of the scaffolding strategy in teaching and learning process. This process is first used to describe children's' ability in acquiring language and later is used in the classroom interaction. The teacher uses it as a means for helping students to solve a problem that they are unable to

accomplish by their own ability. Such type of scaffolding helps the students to be referred to as instructional strategy (ibid.).

2.2 Speaking Skill

Speaking is the ability to use the language to interact with others orally. It is often the most important skill to be controlled. Students are able to improve their ability in speaking with a long practice or interaction with native speakers. Learning how to use language in real language situation is an important aim for students who are required to communicate their ideas and knowledge with the outside world or inside the classroom during interaction with the other students or the teacher (Mumaroch ,2009:13).

Fluency in using language is major goal of language learning. Achieving high degree of fluency required the students to make use of controlling elements of phonology (accent, pronunciation and stress) grammar and discourse in their spoken input. Speaking skill is developed in normal circumstances when the students get into high school so they must be able to express meaning through conversational situations either to borrow something, ask to do something or giving opinion. Competence of language also has a great role in initiating speaking because represents what knowledge one has about language. Through using speaking skill students can share meanings and verbal and nonverbal symbols in various contexts (Bygate ,2005:5).

2.3 The Nature of Speaking Skill.

Speaking can be defined as the process of building and sharing meaning through the use of verbal and nonverbal symbols which demands fluency intelligibility that is the pronunciation appropriateness and accuracy that is grammar and vocabulary have. Speaking skill is considered to be the most

important skill among all the other different skills that the students learn through the course of study. The person interacts with others through the use of his oral ability in using the language so he must manage to be more accurate and fluent (Brindly ,1995:19).

In order to control and be more accurate and fluent in speaking, the student must do his best to master grammar, vocabulary, pronunciation, fluency and many other skills which decide the level of students in language. The more he controls those skills the better he is in interaction with others who speak the foreign language (ibid.).

2.4 The Function of Speaking Skill.

Through speaking one can do many functions that are considered to be parts of his mastery of the spoken language. Among these functions are interaction, transaction and performance. Considering interaction, it refers to the ability to use language through engaging in conversation with others. On the second function of transaction focuses on what is said or done which is to make the speaker's talk understood. And performance skill which refers to the speaker's ability to use his stored knowledge in his mind and use it in real interaction with others• It refers to the public talk that transmit information, such as talking in front of the audience, classroom presentations, public announcement and speeches. (Knight,1992: 294).

2.5 Teaching Speaking Skill.

Brown (1994:266) indicates that learners should be able to make themselves understand others either inside the classroom or outside through communication with others. Students learn speaking another language in addition to their native language. It will be some how difficult for them, but with the passage of time when they are exposed to this language inside the

classroom, they will begin mastering this language. They can learn the language through using many methods such as:

a- Imitative.

They Imitate what the teacher says in the classroom. Their imitation will enable them to engage in meaningful Interaction.

b- Intensive

In this type of learning speaking, students try their speaking skill with linguistic levels and difficulties such as grammatical and phonological beyond imitative level.

c- Responsive

In this type of skill students give replies to their teacher or even to other students. They respond to something sufficient in order not to extend into dialogue.

d- Transactional(dialogue)

In this type students engage with their conversational partners in conversation through which they exchange specific information.

e- Interpersonal (dialogue)

Students actively participate in the authentic give and take of communicative interchange. This type is used in the daily social life rather than inside the classroom such as colloquial language.

F- Extensive (monologue)

Students in this type of skill give themselves freedom to repeat long speeches such as oral reports, summaries. This skill is used to develop students global oral ability (Brown ,1994:267).

2.6 Criteria of Successful Speaking

There are many ways in order to create successful speaking in the class and solve the problems that may confront students while they are learning (Ur, 1996:121).

a- Use of group work

Group work can prompt interactive language, offer comfortable effective climate. It also prompts students' responsibility and move toward individualizing instruction.

b- Base the activity on easy language

The teacher should use a language that is suitable with the level of the students. Using a long way that is standard may reduce students' interaction.

c-Make a careful choice of topic and task

The teacher should choose an interesting topic and task for his students in order to motivate their interest in the activity they are exposed to.

d- Give some instructions or training in discussion Skills

Teachers should give instructions or training how discussion should be performed which ensure on how all these activities will work and help students develop their speaking abilities.

e- Keep students speak in the target language

Students should use English always inside the classroom. This is the teacher's responsibility in order to make them successful language users. The more they use language the more they control it (Anja, 2009:4).

Section Three

Scaffolding Strategy

3.1 Scaffolding Strategy.

Scaffolding is a language support provided by a teacher which enables learners to communicate something they cannot otherwise, such as building a complete utterance together with the students. Also, it could be one way in which learners acquire new linguistic structures in the target language (Anja ,2009:4).

Daniels (1994:73) states that Scaffolding has been used at the beginning as a means that is used to help in accessing the building. Later it is used by parents in order to enable children to interact with the outside world. At the beginning when the parents begin to tell their children stories at the bed times, so the children become capable of controlling parts of the language through listening to these stories and gaining information from them. This method also is used by teachers inside the classroom to help the students solve problems they are unable to manage without using this method. It represents the helpful interaction between adults and children that enables them to do something they could not do by using their own efforts only. Scaffolding is used to teach language skills by engaging students collaboratively in tasks that would be difficult to them to learn without the teacher's help (ibid.: 74).

Scaffolding can be identified as a bridge used to help the students to make a connection between they already know and arrive at something they do not know. If scaffolding is properly administered it will act as an enabler not as a disabler. There are many different facilitative tools such as making the task smaller and more manageable. Scaffolding can be defined also as a variety of instructional techniques used to move students progressively toward stronger understanding and ultimately greater independence in the teaching process (Daniels ,1994:75).

Scaffolding consists of teaching new skills by engaging students in the task with other students or with their teacher. This strategy can be helpful for the

students, by dividing the material that is to be taught into many chunks and providing a concrete structure for each. In general, this strategy is considered to be one of the best teaching methods that the teacher can use in order to help the students. It will supply the students with more knowledge with less time and effort. Whenever scaffolding strategy is used, the learning situation will be faster smoother and more reliable (ibid.).

3.2 Steps of Scaffolding

Byrnes (2001:37) states that there are four major steps in scaffolding, that must be followed by the teacher and the students as follows:

1. Modeling

The first phase in scaffolding that can be defined as teaching behavior that shows how one should feel or think. It consists of three steps: think-aloud modeling, talk-aloud modeling, and performance modeling. The first step is done by verbalization at the part of the teacher by contrast talk-aloud is the demonstration of task completion accomplished by verbalization. Finally, modeling-performance is the demonstration of the task to be completed .

2. Imitating

In this phase students imitate the skills that have been performed by the instructor in front of them. They begin imitating a task guided by their instructor. The instructor assists his student's performance by assessing their learning (ibid).

3. Removing

In this phase the teacher begins removing his assistance and feedback when the students begin mastering new content and process.

4. Achieving

This is the final phase, when the students have achieved high expert of mastery without help from their teacher (ibid).

3.3 The Goal of Scaffolding Strategy

Students without using scaffolding will not achieve the outcomes they aimed to reach. Scaffolding is used in children's learning to achieve a level of mastery that cannot be achieved or even reached without using it. It also helps to elevate students understanding of normal concepts to the scientific level (Henry ,2002:6).

Another outcome of using Scaffolding may help students to achieve a great expert of understanding of a definite topic which is characterized by the ability to organize knowledge of contents. While using scaffolding, students might be able to depend on themselves and their abilities. The use of this strategy helps the students to be successful in their future career, whether they will be teachers or get any other job. In line with a modern theory, effective scaffolding should help students to achieve an expert of understanding the subject, characterized by organized and conditionalized knowledge of content. Finally scaffolding must result in illumination of the problems such as, disengagement and boredom (ibid.: 7).

3.4 Procedures of Scaffolding Strategy

Byrnes (2009:35) illustrates the following procedures:

1. The teacher must be careful not to offer much help for his students, only giving headlines about the specific problem and letting them give a solution for this problem.
2. The level of instruction must be somehow appropriate to the level of the students neither easy nor hard.
3. Teachers must face their students with scientific concepts in order to prevent them from going back to their naïve ideas.

3.5 Advantages and Disadvantages of Scaffolding

Scaffolding helps students in many tasks specially these which depend on speaking skill. It helps them to deal with new information until they are able to deal with it independently. It helps students to understand new materials deeply. Scaffolding also plays curricula role in the classroom and contributes in good teaching(Byrnes, 2009:3).

Some other teaching strategies require scaffolding before they can be employed. Students will be confident of their abilities to do some tasks after they have undergone scaffolding strategy. It makes a connection between the students' prior knowledge and new knowledge that they are exposed to. The students can master affective factors in speaking skill such as, intonation, stress and pronunciation(Byrnes, 2009:4).

Scaffolding will reduce student's sense of accomplishment. It illuminates students potential progress and accomplishment. Students will be more dependent on this strategy. Whether the task they are required to accomplish is very easy or very difficult. The teaching process will be dull as much as the instructor uses scaffolding. Students became less motivated and less dependent. Connection will be mistreated by students between the difficult levels of language, focusing only on specific level (Henry ,2002:7).

Among the other disadvantages are making the students responsible for each other's leaning apart from themselves. Also, scaffolding is resulted in low achievement on the part of the student himself. Depending on an individual's motivation and interest on a particular subject that will determine how well they would learn (ibid.).

Section Four

Conclusions

At the end of implementing the scaffolding strategy in teaching and learning process can be concluded as follows.

1. The implementation of scaffolding strategy through games and group work improves students speaking skill. Using this strategy gives more assistance to the students until they be dependent on themselves.
2. It increases students' understanding of the lesson and makes them feel confident of their abilities. It reduces students' anxiety in learning new materials.
3. It gives positive atmosphere in the classroom because it enhances the students' desire to learn the second language in a good way.
4. Scaffolding strategy has four steps can be beneficial for the students:
modeling,
imitating, removing and achieving that each one has its own function in
improving students' skills.

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