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Amable Herrera High School**

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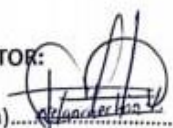
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DEDICATORY

This research is dedicated to all students at Presbítero Amable Herrera high school who were the main reason to develop the present research to motivate them learn a new language. Moreover, it was designed for teachers who need to teach a foreign language in a dynamic and progressive way improving in that sense teachers and students' teaching-learning experience.

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ABSTRACT

Teaching English as a foreign language (EFL) presents a challenge in developing basic language skills, particularly in speaking. There are a variety of approaches, methods, and strategies for improving oral production, including scaffolding. Scaffolding is a collaborative expert-learner learning process that enables students to expand their Zone of Proximal Development (ZDP) and achieve greater autonomy and independence in oral production. Therefore, the main goal of this research is to analyze scaffolding strategies to strengthen speaking skill among ninth-grade students of Presbítero Amable Herrera high school during the academic period 2022-2023. The research used a mixed methods approach, integrating qualitative data from teacher interviews about teaching method, learning difficulties, and the use of new strategy 'scaffolding'. Additionally, surveys were conducted with students to gather information about their interests and major difficulties in English language learning. The teachers expressed the major difficulties of students in EFL are related with emotional and physical factors, so they show a positive attitude towards the application of scaffolding strategies to optimize the teaching and learning experience due to its adaptability to the learners' need. On the other side, the students indicates that the application of other didactic strategies and activities can assist them in overcoming their major limitations in speaking tasks during English classes. As a result, a didactic guide was developed, which focuses on scaffolding strategies that include activities, and didactic resources that help the construction of knowledge and communicative skills in students.

Keywords: scaffolding, speaking skill, support, independence, difficulties.

RESUMEN

En la enseñanza del inglés como lengua extranjera (EFL) la dificultad de desarrollar las habilidades lingüísticas básicas (leer, escribir, escuchar) y en especial el ‘hablar’ es todavía un reto del idioma. Existen varios enfoques, métodos y estrategias enfocadas en el desarrollo y mejoramiento de la producción oral y entre ellas se encuentra el andamiaje. El andamiaje se refiere al proceso de aprendizaje colaborativo (experto y aprendiz) que permite al estudiante ampliar su Zona de Desarrollo próximo (ZDP) para lograr una mayor autonomía e independencia en la producción oral. Por lo tanto, el objetivo de la investigación es analizar las estrategias de andamiaje para fortalecer la producción oral en inglés en estudiantes del noveno año del Presbítero Amable Herrera durante el año lectivo 2022-2023. La investigación tuvo un enfoque mixto integrando así datos cualitativos como la entrevista aplicada a los docentes sobre la metodología usada en el aula, dificultades de aprendizaje y uso de nuevas estrategias, ‘andamiaje’. Por otro lado, las encuestas a los estudiantes sobre sus intereses y mayores dificultades en el aprendizaje del inglés. Los docentes explicaron que las mayores limitantes en el aprendizaje del inglés como lengua extranjera están relacionados a los factores emocionales y físicos, por lo que mostraron una actitud positiva a la aplicación de las estrategias de andamiaje como optimizador de su enseñanza y experiencia de aprendizaje debido a la adaptabilidad de las estrategias a las necesidades e intereses de los aprendices. Por otro lado, el análisis de datos de los estudiantes reflejó que la aplicación de estrategias didácticas diferentes podría ayudarlos a combatir sus mayores limitaciones en actividades orales en las clases de inglés. Por ende, se elaboró una guía didáctica enfocada en las estrategias de andamiaje que incluyen actividades y recursos didácticos que facilitan la construcción de conocimientos y habilidades comunicativas en los estudiantes.

Palabras clave: andamiaje, producción oral, ayuda, independencia, dificultades.

INTRODUCTION

Language learning has expanded significantly causing remarkable changes in the society, culture, business, and education fields. In the world, there are approximately 7 000 languages, but English is the major spoken language globally with more than one point four billion speakers (Kaufman, 2022). Cifuentes et al. (2019) mentioned that English is the primary way of communication because it enables individuals to share ideas and understanding with diverse cultures and contribute to the improvement of quality of educational service and grow up in professional and personal life.

English language transcended many borders having a significant impact on society becoming the worldwide tool of communication. Chavéz Zambano et al. (2017) explained that “the use of the English language went from being a privilege to being a necessity in the different productive sectors” (p. 761), consequently, most countries added this language to the curriculum. Ecuador is one of these countries which include English as a foreign language in 1992. Since then, Ecuadorian Ministry of Education implemented several reforms and agreements to improve English language communicative competencies and help students to grow up professionally (British Council, 2015; Guevara-Betancourt, 2022).

English as lingua franca is part of 138 countries’ curricula worldwide including Ecuador (Rojas & Hernández-Fernández, 2018). Cadena Murga et al. (2018) indicated that in Ecuador, the English teaching had three different approaches: behavioral, communicative, and integrative. However, they determined that currently the aimed of teaching English language changed to build students who can communicate in this language successfully. Despite that the last years EF English Proficiency Index ranked Ecuador in the low English language proficiency level. In 2022, Ecuador classified 18th out among twenty Latin American countries and 82nd out of 111 countries with soft level in communicative competencies and proficiency in English language (EF English Proficiency Index, 2022).

Research Problem

In English as a Foreign Language is fundamental to develop the basic linguistic skills (Reading, Writing, Listening and Speaking). Since speaking is a necessary part of daily life, it is the second skill that plays a significant role in communication (Derakhshan et al., 2016). Nuñez (2011 cited by Beltrán 2017) described that to develop students with good communicative skills, it is necessary to create student-centered classes and count with “professionals who just not capacity to understand textbook but also can interact and communicate in second language” (p. 93). As a result, the core principles of Ecuadorian curriculum declined in apply different strategies to students can reach communicative skill likewise understanding of the culture and set their own learning (Ministerio de Educación del Ecuador, 2019).

The intention of Ecuadorian curriculum was always focused on use English language in recurrent situations. Ordoñez (2021, cited by Guevara Betancourt, 2022) emphasized that the development of productive skills is essential to demonstrate that language learning is obtained. Even though, Ortega Auquilla & Auccahuallpa Fernández (2017) reported that “what students learn in the school system is not replicable in society with family, friends or relatives” (p. 60) because the language in which they communicate daily is not English. There are various barriers to the development of communicative abilities. Cifuentes Rojas et al., (2019) and Machado, (2019) noted that “archaic” methodologies, low teachers’ preparation, psychological or emotional aspects have an impact on language learning complicating the teaching and acquisition of the macro skill particularly oral production.

A study conducted in Ecuador revealed that although the development of macro skills is essential for language learners. The teaching of productive skills is not prior or is difficult to teach for English Ecuadorian teachers (Mohini Tattersall, 2019). But it does not mean that grammar and vocabulary are not essential. Cadena et al. (2018) and Orosz et al. (2021) pointed out teaching grammar and vocabulary becomes more important than teaching productive skills (speaking and writing) because based on that study these linguistic skills are easier to develop and not required much oral practice. Although, grammar instruction was important, training in communicative skill is also crucial. Because of the curriculum has been extended to formed communicative students, teaching just those lingual abilities shows that there is not an understanding of the curriculum’s objective.

The main obstacle to language acquisition and improving conversational skills is the difficulty English teachers have in implementing modern techniques (Orosz et al., 2021), leading to loss of student interest of learning and even aversion to the language. According to Derakhshan et al. (2016), speaking skills are more than just vocabulary and grammar memorization; they require message comprehension and effective communication. Thanks to technological advances, individuals have access to various language learning resources and tools. However, there is a

notable discrepancy between rural and urban students due to the lack of opportunities for real-life conversational practice (Lucero Chillagana et al., 2022).

The current curriculum incorporates new methodologies, such as the communicative language approach and Content and Language Integrated Learning (CLIL). According to the Ministry of Education of Ecuador (2019), CLIL supports the general curriculum by encompassing a variety of teaching models, which makes it adaptable to complement other approaches. Furthermore, the study emphasized that the CLIL approach should incorporate various activities to promote the use of the target language, enhance interaction between teachers, learners, and peers, provide extensive language exposure, and facilitate teacher modeling and scaffolding (Ministerio de Educación del Ecuador, 2019, p. 416). Consequently, the objective of this research is to examine scaffolding techniques that can booster English language acquisition. Scaffolding involves a learning process that emphasizes interaction, collaboration, and autonomy. Through this approach, students gain significant and thoughtful knowledge that is reinforced by teacher or advanced peer guidance. It is important to note that the proposed strategies aim to assist teachers in developing students' communicative language abilities.

Justification

This study aims to identify scaffolding strategies that enhance speaking skills in young learners. According to Sudarmo (2021), speaking skill is a key component in language learning as it facilitates social relations and communication with other cultures. In Ecuador, English language acquisition is mandatory for students to graduate as it creates more job opportunities. The goal of EFL teaching is to enable students to use English in their daily lives in a competent and thoughtful way. Therefore, it is necessary to analyze pedagogical and psychological foundations to comprehend the purpose of this study.

Pedagogical aspects will help to determine the research questions and proposing answers for enhancing teenagers' oral proficiency. Additionally, it is imperative to find out the principal difficulties to the development of communicative skills in young students associated with psychological aspects. Nazifullah et al. (2019) assert that the main factors that affect the development of speaking skills in learners are motivation and self-esteem. These elements trigger fear, anxiety, and insecurity to talk using the target language in public. Thus, given their impact, it is crucial to address these factors when seeking to improve learners' speaking skills.

Even though oral competence is essential for demonstrating language proficiency, it remains a complex skill for learners who lack the confidence to speak English (Mohini Tattersall, 2021). Nowadays, thanks to technological advancement, there are various strategies and activities that help learners improve their communication skills. For example, scaffolding, which is a method focused on creating a participatory and interactive environment for learners to take part in oral activities without much difficulty. In this method, the teacher enhances learning gradually, maintaining the central part of learning, which is interaction, making learners exceed their expectations during the learning process by creating meaningful and useful autonomous and collective learning of the language.

This study was conducted in a bilingual school with ninth grade students to analyze the challenges of oral communication and the effectiveness of scaffolding strategies in improving oral expression. The observation process and literature review revealed that young students face hurdles in articulating ideas and engaging in short English conversations. It is evident that students rely on memorization to understand and repeat teacher instructions. Other complications arise in speaking activities, including anxiety, lack of confidence, and shyness in public speaking. Hence, this work proposes scaffolding strategies to improve the acquisition of communicative skills in EFL teaching. Scaffolding incorporates constant teacher support and guidance for students through interaction as its foundation. The goal of scaffolding strategies is to promote independent and comprehensible learning by connecting prior knowledge with new concepts, increasing confidence, and decreasing anxiety about communicating in English.

OBJECTIVES

General objective

- Analyze scaffolding strategies to strengthen speaking skills in ninth grade students at Presbítero Amable Herrera High School.

Specific objectives

- Identify the accurate theoretical bases of scaffolding strategies to strengthen speaking skills in ninth grade students.
- Determine what scaffolding strategies help to strengthen speaking skills in ninth grade students.
- Design a didactic guide focus on use of scaffolding strategies that could help to strengthen speaking skills in ninth grade students.

CHAPTER I: THEORETICAL FRAMEWORK

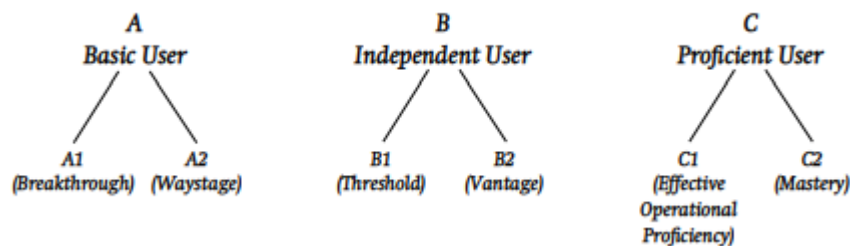
1.1. English

The use of the English language has significantly grown due to its vital role in communication. Because it allows individuals to connect with diverse cultures and access a wide range of informative resources such as articles, journals, books, music, and movies (Rojas & Hernández-Fernández, 2018). David Crystal (2003) in his book about *English as a global language* explained that it was thanks to the view of education which made “English an official language or chosen it as their chief foreign language in schools” (p.110). In other words, English is not only spoken as native language but also by individuals who learn it as a second or foreign language. Consequently, its significant amount of global knowledge it is taken as a tool that contributes to obtaining more competitive opportunities in the international fields.

For many European countries, English serves as the lingua franca. This is due to the dominance of developed countries such as the United States, Canada, and Great Britain in the economy, culture, and trade. Peña Ledesma (2019), to enhance one's professional and business opportunities, it is essential to acquire proficiency in the English language. In terms of teaching, learning, and assessment standards, Latin American countries have consistently adhered to the Common European Framework of Reference for Languages (CEFR) because in there English is taught as foreign language (Castro Durand et al., 2016). It detailed six levels at which students can show their progress in learning a language. The aim of the CEFR is to provide students with the knowledge and skills they need to use the language effectively and to behave in a culturally appropriate manner (Council of Europe, 2020). Language teaching has evolved into a communicative approach, where teachers adapt their techniques to help students engage, communicate effectively, and participate meaningfully in the classroom.

Figure 1

Common Reference Levels



Source: Taken from Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Council Europe (2020).

1.2. English as a foreign language in Ecuador

English has become the prevailing lingua franca due to its extensive use in various fields of knowledge and individual development. Ecuadorian people had studied English as a foreign language for a long time; however, it became a mandatory subject in 1992 (British Council, 2015). Cifuentes Rojas et al. (2019) state that with the implementation of new reforms and agreements. English education in Ecuador shifted its focus from teacher-centered to student-centered improving the interaction and teaching and learning process experience to achieve acquisition of knowledge in a better way. The most significant actions made by the Ministry of Education to boost English teaching were design a new curriculum center on students' needs and the implementation of international training programs for teachers (Espinosa, 2014).

A study conducted in Ecuador explained that the *Curriculum Reform Aimed at the Development of the Learning of English* (CRADLE) was the first official Ecuadorian curriculum. This was in forced two decades allowing the integration of many teachers to education system to develop and reinforced the four skills through using variety activities and methodological guides for teacher into textbooks (British Council, 2015). On the contrary, years later, the Ecuadorian Ministry of Education promoted new exchange projects and training programs such as GO teacher, Quiero se maestro, and evaluations (*TOEFL*) to improve public English teacher's proficiency and help to reduce disparities in quality of English language learning between the public and private sectors (Jiménez, 2014).

The Ecuadorian Ministry of Education declared EFL teaching compulsory in both rural and urban schools from elementary to high school levels (Ministerio de Educación, 2014). The primary goal of this curriculum is to cultivate critical thinking skills in students, enabling them to master basic language skills and communicate effectively in real-life situations. Therefore, various communicative and affective strategies have been introduced and are progressively applied to tailor the activities and content to the needs and interests of the students. On the other hand, it aligned with the Common European Framework to establish new proficiency standards for high school graduates, who should have a B1 profile. Likewise, EFL teachers need ongoing training and evaluation every two years to assess their language competence and update their motivational strategies (Cadena Murga et al., 2018; Ministerio de Educación, 2016).

Despite this, English language proficiency in Ecuador has not significantly improved and remains at a low and exceptionally low level. Ecuador has consistently had the lowest level in communicative language skills for the past five years. In 2022, it ranked 18th out among twenty Latin American countries and 82nd out of 111 countries (EF English Proficiency Index, 2022). This is one spot below its previous ranking of 81 in 2020, indicating an A1 level which is considered incredibly low according to the Common European Framework. Monserrat Creamer, Minister of Education, and Ricardo, Restrepo Director of the Education Observatory at Universidad Nacional de Educación (UNAE), agree that the deficit in English competencies is still due to the

lack of training language teachers and lack of them in rural areas (Machado, 2019). Qian (2012) declared that English language is not like any subject, to become proficient in this language requires special training and develop communicative skills as well as intention and continuous practice. So, languages acquisition is difficult because learners do not practice constantly.

In Ecuador, as in other countries of Latin America, empowering proper English learning to its use is one of the difficulties of the education system. “It is because it has minimized the importance of the productive skills such as speaking and writing against the practice of grammar and vocabulary within a mechanical and not communicative approach” (pp. 126-127). Peña Ledesma (2019) asserts that teachers' lack of linguistic knowledge is a definite factor that needs to be addressed to prevent students from learning the language with deficiencies and retaining grammatical or pronunciation errors from an early age. English language teachers often resort to repetitive drills or memorization of dialogues. However, nowadays, there is a growing recognition that teaching speaking should focus on improving communicative skills. Therefore, it is crucial as it enables students to express themselves effectively and understand the social and cultural aspects relevant to different communicative situations.

1.3. Speaking skill

Speaking is the principal way of communication and is one of the most challenging linguistic skills in English. Oral communication is an interactive process that allows to students the transmission of feelings, thoughts, and attitudes in a verbal and non-verbal way (Sudarmo, 2021). Marcela et al. (2013) state that “speaking not only means interacting with people about different subjects; speaking is also the resource through which people can reflect on their identity and their culture” (p. 20). Therefore, oral expression is based on communicability because this is determined not only by correct grammar and a rich vocabulary, but also by the correct interaction, body language, expressions, and other features that make up communicate effectively.

Speaking is a fundamental component of teaching and learning a foreign or second language. That is why, language skills acquisition requires effort and practice the entire time. Harmer (2007) argued that “If a student wants to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns, and speak in connected speech” (p. 343). So, to become a ‘good’ English speaker requires not only to grasp the mechanics of language; effective speaking involves collaborative and interactive partners like pronunciation, coherence, cohesion, vocabulary, accuracy, and fluency.

1.3.1. Pronunciation

A correct pronunciation is essential for understanding a message (Figuroa-Vidal & Intriago-Macías, 2022). It refers to how words and sounds are uttered or articulated in a foreign language. Edo Marzá (2014) explained that in the English as a Foreign Language (EFL) teaching and learning process “pronunciation should play a determining role since it is directly related with the development of students’ communicative competence and thus to language proficiency and comprehensibility” (p. 262) building. It is known that for EFL learners the pronunciation is the challenging part learn a language due to the necessary proficiency in word stress, intonation patterns, and rhythm. However, since English is not their native language, it is better to sound intelligible rather than perfect (Laffita Rivera, 2019).

1.3.2. Fluency

Fluency is the ability to transmit ideas and thoughts clearly and fluently, it implies without fillers, excessive pauses, or errors. Macías (2017 cited by Figuroa-Vidal & Intriago-Macías, 2022) determined this as the ability to respond coherently by connecting words and phrases accurately, clearly pronouncing, and using appropriate stress and intonation. Moreover, it involves attentively and thoughtfully engaging in conversation, actively listening to words and tone, maintaining a natural and coherent flow of communication, finally and confidently expressing oneself (Sudarmo, 2021). Fluency is an essential part of speaking because it allows the understanding and successful transmission of the message.

1.3.3. Accuracy

It refers to the correctness of language; according to Derakhshan et al. (2016), “accuracy consists of using vocabulary, grammar, and pronunciation through some activities” (p. 178). Accuracy refers to the degree of correctness in grammar, pronunciation, and using vocabulary. It is often compared to fluency, but accuracy is defined as the process of freedom from error in oral expression achieved through oral practice and reinforcement of other skills. Thus, accuracy is the ability to use vocabulary, grammar structure, punctuation, spelling, and pronounce correctly in spoken or written in foreign language.

1.3.4. Coherence and Cohesion

Coherence refers to the logical and grammatical structure. Gudiño (2017 cited by Figuroa-Vidal & Intriago-Macías 2022) mentioned that it is the relation of ideas depending on the context. In other words, it is about on clarity and logical articulation of the message. The ideas must organize

clearly and logically for the message becomes easy to understand. Gudiño (2017) also states that coherence and cohesion are related in the transmission of a message, but cohesion has more to do with the correct lexical and grammatical connections used in oral communication, that is, how the distinct parts of the message are connected to make them one. So, that the information does not lose its meaning and is transmitted effectively and accurately.

1.3.5. Vocabulary

It refers to the ability to produce words appropriately and immediately to use in speaking situations. Developing a wide range of vocabulary enables language learners to express their ideas accurately, fluently, and clearly in pair short and long speeches. Figueroa-Vidal and Intriago-Macías (2022) argued that “vocabulary is the great communication tool to face life, it is not only about collecting words but also about knowing their meaning and how to use them in a conversation to make oneself understood in a meaningful way” (p. 272). Vocabulary consists of the words and phrases that a speaker uses in oral and written communication. Effective communication requires this essential component to convey thoughts and ideas more accurately. In order to develop fluency, it is critical to use learned vocabulary phrases in context as this facilitates real-life comprehension.

1.4. Strategies to develop speaking skill

Strategies refer to the use of a variety of techniques and tools to improve English language learning. In language teaching, there are a variety of strategies, but the most used for speaking practice and improvement should be divided depending on the student’s age. Peña Ledesma (2019) expounded that there are two common methods that teachers use in English language classes; the first one is Total Physical Response (TPR) which is focused on children because it is based on physical response and voice command to engage students in the learning process. Then, for middle-aged students, a regular strategy is related to TPR combined with a Communicative approach, and finally, for sophomore and senior students, teachers applied completely a Communicative language approach. Additionally, imitation, repetition, role play, attention to errors, as questioning, videos, graphs, and flashcards are other activities that teachers can use to help students learn in the English language. Figueroa-Vidal & Intriago-Macías (2022) explained that before applying methodological strategies, the teacher should know the needs of the students to adapt the activities using active reflective and logical learning techniques.

Teaching English as a foreign language implies the domain of the four macro skills (speaking, listening, reading, and writing); however, speaking is considered one of the most important in communication. Derakhshan et al. (2016) explained that speaking is a fundamental skill in learning a language because “speaking is a part of daily life that everyone should develop in subtle and detailed language” (p. 177). Similarly, she explained that most of the time, learners

think that speaking refers to knowing about grammar, but speaking English requires more than that. Harmer (2007) states that language use and acquisition require time and effort. It means that it needs constant practice and motivation to reach a competent and efficient English learner. In that sense, currently, there are different strategies and techniques that contribute to developing and improving communicative skills (speaking).

1.4.1. Communicative Language Teaching

Communicative Language is an approach that refers to the acquisition of a language through interaction. Peña Ledesma (2019) explained that in this approach, the learners must be in contact with different communicative situations or making oral activities like reading. She also said that the teachers should motivate all the time to the students to raise their interest in learning. Belchamber (2007 cited by Peña Ledesma 2019) points out this approach must be adapted and modified constantly depending on the topic of the class. Thus, it can be said that developing procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication is the main goal of acquiring communicative competencies in learners.

1.4.2. Imitation and repetition

Imitation is one of the strategies that help improve English speaking. According to Qian (2012), "English learners can accumulate more vocabulary and make great progress" by imitating native English speakers through movies, post casts, and music. To achieve correct imitation, learners should pay attention to certain vowel sounds and intonation. Similarly, the same author mentioned that practicing the language is another good and effective way to improve speaking skills. Therefore, imitation and repetition become essential in the learning process because they contribute to practicing the pronunciation of words and sentences.

1.4.3. Role play

Cook (2001 cited by Derakhshan et al., 2016) said that "role play is one of the methods that enable learners to improve a range of real-life spoken language in the classroom" (p. 179). For this, the teacher shows a conversation of real-life situations, and students must practice the same conversation by imitating pronunciation and using correct grammar and vocabulary funnily and naturally. In addition, Garma (2021) mentioned that role-play has proven to be effective in teaching English to students, as it increases their enthusiasm, confidence, and empathy, so role-play is a useful technique to improve oral expression in English language learning.

1.5. Scaffolding in EFL teaching

Scaffolding was initially introduced by Wood, Bruner, and Boss in 1976, but the term has been associated with various concepts over time. Scaffolding refers to the support and assistance given to students, which can come from teachers, peers, and even parents. Its purpose is to foster the development of independent comprehension and expression in students, building their self-confidence and motivation to communicate effectively in the English language (Maila, 2021).

Scaffolding is a constructivism term which according to Vygotsky, scaffolding is an assistance process where a teacher or More knowledgeable Other (MKO) person help other until the individual manage the learning or solve the task without assistance (Swanson et al., 2010). For Vygotsky, interaction was an essential feature for the development of children's cognitive learning, that is why he describe the Zone of Proximal Development as "the area where the most sensitive instruction or guidance should be given - allowing the child to develop skills that then they can use on their own - developing higher mental functions" (Galloway, 2010; Saul, 2023). So, scaffolding could be seen as an interaction process that allows children to solve a problem through the help of advanced peers or with the teacher to develop significant learning.

However, Verenikina (2008) and Díaz (2023) argued that scaffolding more than giving assistance to solve problems. They describe this as an assisted process of knowledge acquisition where students should share space where the teacher provides support to develop critical thinking skills and life-long learning. In other words, the assistance provided by the tutor are not limited to helping or giving answers to solve a specific task. But also, it seeks to create continuous learning where the developed skills and abilities are not temporal because the scaffold is focused on perceived needs.

Instead, scaffolding is not limited to giving support by answers to students can reach to complete a task that before cannot achieve unassisted. It consists of a subject (the mediator) function as a filter that selects, relates, focuses, and organizes the stimuli, creating conditions of modifiability and self-plasticity in another subject (the mediated) (Observatorio de Buenas Prácticas Pedagógicas, 2022). Thus, interaction plays an important part of scaffold EFL learning because language is about communication, so if there is a 'bad' relationship between teacher and students, or vice versa can cause disability of teaching-learning. Pea (2013) and Verenikina (2008) points out that the purpose of the interaction is not to effect changes in the perception of the object but in the primary object of the mediated interaction which is the child to reach to transform the child's cognitive processes.

Díaz (2023) explained that to build an effective scaffolded learning teachers should take account five conditions proposed by Feuerstein et al., (1980) and Díaz Maggioli (2013) to improve students' learning Experience.

- a. Intentionality and reciprocity. –Lantolf and Poehner (2005) said “intentionality refers to the adult’s deliberate efforts to mediate the world, an object in it or an activity for the child” (p. 241). It means that the goal or objective that mediator gives to the learning process, moreover, to establish an intentionality both mediated, and mediator subjects should be committed to their attention and purpose in the learning. Therefore, intentionality does not influence the object or task, but all three parts of learning, the mediator, mediated, and mediation object for create reciprocity.
- b. Transcendence. - It refers to going beyond far to the present learning. It is extending the needs, goals, and purposes of the learners. For Feuerstein, this criterion of Mediated Learning Experience [MLE] is not just reaching the task at hand but visualizing the developmental potential that the activity provided to the child. If the mediator is dealing with a specific problem, he/she should have the inclination to go beyond that situation because it is not enough to respond only to the immediate needs of the learners. Students’ needs should give rise to a comprehensive understanding of precision, accuracy, knowledge, and new concepts. Transcendence should be always linked to intentionality, and intentionality should be always linked to the student’s needs. Transcendence is provided by the mediator, if the mediator does not have a future cultural sight, then transcendence is momentary (Día Maggioli, 2023; Escobar, 2011).
- c. Meaningfulness. - This criterion refers to the importance of using different stimuli for the construction of meaningful learning; in other words, in MLE meaningfulness mediation must have an intention and purpose of reciprocity of the transcendence problem-solving abilities. Escobar (2011) describe that “Meaning is mediated when the mediator awakens the child's interest in the task itself, discusses with him/her the importance of the task and explains the purpose of the activities and their application” (p. 62). In EFL teaching, meaningfulness allows one to awaken previous learning and connect that with new knowledge advancing to the learning development.

Furthermore, Díaz (2013) explained two additional conditions to include as a collaborator of Feuerstein theory to actual world educative situation.

- d. Contingent Multimodality. - Talking about contingent multimodality defines the diverse ways to transmit a message. It is true when people define that language is a fundamental way to communicate between cultures, but it is not unique. Sharpe (2006 cited by Díaz, 2023) clarified that the use of images, symbols, gestures, physical routines, learning strategies, metacognition used, and other tools contribute to building a meaningful reciprocity and transcendence learning experience. This is also called the use of semiotic tools because it refers to the use of different materials to engage students to participate

actively in activities without large conversations. Gibbons (2003 cited by Díaz, 2023) states the term “message abundancy” to the use of body language, voice, use of diagrams and activities as forms to construct a communicative and meaningfulness interaction environment to transmit a target language.

- e. Social to Individual Orientation. - orientation refers to the relationship between students’ social and individual abilities facilitating adaptation and transmission of learning. Feuerstein et al. (1980 cited by Díaz, 2013) explained that MLE enables students to learn how to learn by providing them with the necessary tools. In simpler terms, it helps individuals to adapt and develop new ways of thinking and behaving in different situations.

Díaz Maggioli (2023) enlightened that these principles of Mediated Learning Experience [MLE] of Feuerstein promote learning and develop independence abilities through perceived learners’ needs and because applied in EFL requires teach using metacognitive, cognitive, and social strategies. Scaffolding is a form of mediation that is oriented to build learning, read the present condition of learners, and provide tools to help ‘novice’ take control of the learning and discover his/her own potential by the time. That is why considering the use those conditions allows that educators can apply adequately scaffolding strategies to strengthen language learning, and motivation.

Scaffolding stresses the importance of mediation and the interaction in the teaching and learning practice because both concepts process the selection, guidance, and bi-directional communication to build a meaningful knowledge (Díaz Maggioli, 2013; Observatorio de Buenas Prpacticas Pedagógicas, 2022). In EFL teaching and proficiency of speaking skill, scaffolding helps to develop language competencies by providing with the cognitive tools necessary to process and comprehend language. Nevertheless, Delmastro and Salazar (2008) in their study, explained that individuals still have difficulty speaking in a second language because of fear of making mistakes, lack of vocabulary, or lack of motivation. Instead, they mentioned that the used of scaffolding in EFL teaching allows the learner to use the language in real-life situations through continuous interaction and guidance from the teacher.

Scaffolding is a teaching strategy employed to assist students in their learning journey. In the context of teaching English as a foreign language, scaffolding refers to the support provided to both teachers and students (expert). According to Peña Ledesma (2019), scaffolding proves to be an effective tool for enhancing the teaching of English as a foreign language, because it enables teachers to foster the development of linguistic skills, encompassing not only oral production but also listening, reading, and writing, and contributes to strengthening self-efficacy and motivation in language learning.

1.5.1. Application of scaffolding

Swanson et al. (2010), scaffolding is a commonly used approach in various human situations, because scaffolding is present in all aspects of life, and both teachers and parents often use it without even realizing it. Thus, he described some main features of scaffolding used divided in four stages of learning.

Table 1

Main characteristics of scaffolding used in different learning situations.

Stages	Procedure
Preschool (toddlers)	Children rely on the guidance of their mother or teacher, so adults must observe and demonstrate how to manage or solve a problem (task) and encourage the child to repeat the action in the future. This helps the child acquire the skill or lose interest in it.
Elementary school	During this stage, teachers should aim to engage students, minimize initial guidance, utilize non-verbal cues, understand their interests, present more difficult problems, offer support, when necessary, increase the chances of success in tasks, assign individual and small group activities, and gradually withdraw scaffolding once students can independently perform effectively.
Upper grades	The teachers work with project, research and leading or in reporting activities in which students should work individually and in sequence giving feedback framework each other appreciating their master in materials and skills.
Adult and higher education	Scaffolding involves the use of technology tools to support student learning. However, it is important to note that scaffolding is not limited to technology devices. It also depends on the instructor's strategies to create a similar learning environment, provide feedback, help individuals or groups, and learners self-efficacy. There are three main types of scaffolding to consider: <ul style="list-style-type: none">✓ Conceptual scaffolding: This type of scaffolding assists students in organizing their ideas and making connections with new information.✓ Specific strategic scaffolding: This type of scaffolding involves questioning, providing students with more opportunities to ask specific questions about the content or class material.✓ Procedural scaffolding: This type of scaffolding focuses on clarifying tasks, such as presentations or the outcomes of a

	<p>lesson. Examples of procedural scaffolding include interactive essays, recommended documents, student guides, journals, and storyboard templates.</p>
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Note: Adapted from (Swanson et al., 2010)

1.5.2. Ways of scaffolding

As explained above, scaffolding in teaching English as a foreign language is related to the guidance of an expert. Scaffolding is a communicative strategy that can applied to support others. Díaz Maggioli (2013) defines that scaffolding strategies allow students to discover their own potential to advance to master the ‘target language’. In scaffolding, there are some strategies that a teacher could apply to help students develop new skills and knowledge, even help them to be more confident and secure with their speaking. To define the strategies, Walqui (cited by Delmastro, 2008) designed some ways of scaffolding to apply in language classes; they are modeling, mediation, building schema, cognitive bringing, contextualization, and metacognitive development.

Modeling defines as the systems where the key is interaction between a model with the learner. It is a supporting process where the objective is achieved to change or improve something in the learner. Based on Bandura’s social learning theory explained that learning occurs through observation, imitation, and modeling. Delmastro and Salazar (2008) state that “modeling involves teacher demonstration of activities, tasks, and procedures so that students can subsequently execute them”. Thus, it helps students to see and hear an explicit illustration of how a certain task should be completed (Vergara Novoa & Perdomo Cerquera, 2016); moreover, it can assist students in acquiring more confidence and self-efficacy in oral output. Second, *Mediation* refers to the process where the teacher brings support and guides the learning focused more on developing cognitive and metacognitive skills so that students are more conscious of their progress and they will be able to communicate to the rest of people (Delmastro & Salazar, 2008).

Building schema is another way to scaffold, and it refers to the observance of the learner's previous experiences. Delmastro (2008) indicated that to develop meaningful learning or achieve mastery of the target language, the teacher must provide different guidelines, conditions, and organized the activities according to the learning styles and needs of the students. This is because if students comprehend their previous knowledge, they will be able to develop more than one skill. On the contrary, *Cognitive Bridging* is another form to scaffold learning. It refers identifying similarities and differences, creating analogies and metaphors, and explaining abstract concepts in concrete terms (Delmastro, 2008). In other words, this is about helping students to make connections between their prior and new knowledge to have a better understanding of the content.

Similarly, another strategy is *Contextualization* which helps students understand the context in which the language is used. This may include presenting information about the culture, history, and social norms of the country or region where the language is spoken, as well as exposure to several types of texts and communicative situations. There is another similar strategy which is *Representing text*. In this, teachers transform the content from one gender to another to facilitate beginners the understanding, acquisition, and use of the new language effectively. Finally, *Metacognition* in scaffolding means helping students develop their ability to reflect on their own learning process. It may include teaching them strategies for planning, monitoring, and evaluating their own progress, as well as promoting self-assessment and reflection on their own strengths and weaknesses.

Table 2

Scaffolding strategies into the six general ways to scaffold learning.

Ways to scaffold	Procedure	Strategies
Modelling	Teacher must provide many examples, clear and concrete directions to the students can working on it without difficulties.	Use mimics or language body to explain the activities. Give clear examples and speak slowly to be understood.
Re-presenting text	It is about transformation of text to something interesting, attractive, and practical for students; convert a writing to a dramatization.	Represent the text with drawing, posters, dramatizations, or speech.
Building schema	A teacher must connect previous knowledge and the students' experience. Also, it is not necessary for the teacher or advanced peer support, so it is known as autonomous scaffolding.	Compare and contrast through graphs, or debates. Jigsaw learning peer teaching. Thinking loud
Cognitive bringing	Students should activate their prior knowledge; a good connection between previous and new knowledge can help to build an understandable ideas or definitions.	Think pair share. Quick writes KWL chart Encourage participation and ensure students can demonstrate knowledge.
Contextualization	Teacher must use variety and authentic sources to introduce the new contents in a meaningful and	Break complex tasks into smaller steps. Flashcards, pictures, videos, audios, and games.

	relevant context to engage students to the learning process.	Demonstrations Repetition
Metacognitive development	Use effective strategies that help students to be conscious about their own progress. This is applied in all scaffolding strategy.	Ask probing questions. Self-assessments and peer task. Teach note taking and studying techniques. Gradually release responsibility. Giving feedback and correction.

Note: The table shows the several scaffolding strategies and techniques to applied in an English classroom. Adapted from (Hernández Freire, 2018).

Furthermore, Verenikina (2008) explained that the teacher or expert must reduce the scaffold when the learners dominate or understand their own progress. Consequently, the mediator shifts the responsibility of learning to the student, but it does not mean that assistance disappears completely. It gives control of the learning process to the novice, enabling the knowledge in him, to increase learning skills development. Hence, Rizal (2011) and Swanson et al. (2010) stressed scaffolding is a process where the teacher guides the student to master a skill that they are initially unable to acquire independently. This process requires to a mediator and mediated, and it is called “assisted learning.” So, it is important to clarify that these strategies are flexible, and the teacher can adapt them depending on the subject, environment, and students’ age. Chen & Zhao (2016 cited by Salazar Caiza, 2019) said, the importance of scaffolding theory is that this method is effective in developing oral production because of the interactive strategies and techniques that the teacher should use in a classroom. Additionally, an investigation by the University of Cambridge in England explained that scaffolding is an effective instructional strategy that contributes to the improvement of teacher and student communication. Moreover, being related to Vygotsky idea focused on working through interaction and a temporary supportive structure to reach learning outcomes.

CHAPTER II: METHODOLOGY

2.1. Description of the Study Area

The research data was collected at Presbítero Amable Herrera High School in Camuendo, a rural zone of Otavalo. Being a bilingual institution, the native language has an advantage of English subject. However, English classes conformed 3 hours a week and sets with a morning session with face-to-face classes. This institution has approximately 942 students between men and women offering a level of education from elementary school to high school. So, the selected study group was fresh-man students, specifically ninth-grade students, parallel A, B, and C with approximately sixty-one students.

2.2. Research approach

2.2.1. Mixed approach

This research was focused on a mixed approach which combined qualitative and quantitative approach aspects helping the researcher select objective and essential data of the phenomenon. On the one hand, qualitative approach is a complex and flexible process where the hypothesis and research questions can change according to the theories' bases. Hernández Sampieri (2014) defined this as an inductive and logical process where the process is not always sequential if not 'circular' allowing the research to "explore, describe and then generate theories" about the hypothesis (p.8). Unlike the quantitative approach, this approach collects data from a personal perspective of the population study, so, verbal, written and even visual data facilitates the researcher to easily recognize and analyze the information.

On the other hand, quantitative approach refers to the evidentiary and sequential process of a study. Hernández-Sampieri (2014) said, statistical measurement and analysis are performed in this research type, and initial hypotheses are established and assessed based on the theory and study of the phenomenon. Moreover, Unrau et al. (2005 cited by Hernández-Sampieri 2014) accepted that quantitative research must be as objective as possible and avoid mixed personal beliefs and trends because it may affect the validity of the research. Thus, it facilitates access to the general concepts and theories about the hypothesis to analyze, interpret, and finally check the reliability of the research.

Therefore, a mixed approach allows the researcher to explore and exploit in depth the collected information because the data must be analyzed and interpreted numerical and narratively. Henceforth, broadening the hypothesis points of view and increasing the reliability and feasibility of the research (Hernández-Sampieri et al., 2014). In view of that, this allows to detail, contextualized insights, and generalize the information, its strength and mitigate the weaknesses of the study combined qualitative and quantitative analysis.

2.2.2. Exploratory Research

This research method is used when the problem or hypothesis raised does not have a sufficient database to support the research. Hernández Sampieri et al. (2000) points out the objective of exploratory research is “to examine topic or research problem that has not been studied much or has not been addressed before” (p. 59). Therefore, as the term itself explains *exploratory* means explore, and investigate a new problem. Dankhe (1986) explains that this method seeks to observe as many manifestations (articles, books, etc.) as possible about the phenomenon to study. Unlike descriptive research or other type of research, this is more flexible and allows the researcher to take a variety of studies related to the other variables (Hernández Sampieri et al., 2000). Also, it is important to know that this requires good determination, patience, serenity, and receptivity on the part of the researcher to collect good information about phenomenon variables.

2.2. Research Methods

It is essential to identify the research typology or method, depending on the approach adopted in the work. In mixed methods research, the research typology is multi-method (Hernández Sampieri et al., 2014). Widening, deepening, and increasing the evidence using different methodological approaches provides us with greater security and certainty of the scientific conclusions. Therefore, for the development and good analysis of information the application of deductive and documentary methods was determined. DeCarlo et al. (2018) explained that the deductive research approach is commonly linked with scientific inquiry. In this approach, the researcher examines previous work conducted by others, reviews established theories related to the phenomenon under investigation, and subsequently evaluates hypotheses derived from those theories. A deductive method contributed to organizing the information from the most general to the specific data, exposing and defending the beginning hypotheses.

Scott and Marshall (2015) determined that in documentary method, personal and official documents are used as source material. For instance, documents that include newspapers, diaries, stamps, directories, handbills, maps, government statistical publications, photographs, paintings, gramophone records, tapes, and computer files (Iowa State University, 2022). The documentary method allows relating the theory with the actual situation in teaching English and finding a solution to improve oral production in ninth-grade students. This allows to investigate and obtain fundamental information about scaffolding strategies for teaching English as a foreign language.

2.4. Techniques and research instruments

2.4.1. Interview

This qualitative research instrument helps to collect accurate and precise information through direct verbal responses from study subjects. Unlike to quantitative instruments, this is not a standardized instrument. In other words, it can use different tools to collect information, for instance, questionnaires to interviews, direct observation, documents, among others. Hernández Sampieri et al. (2014) defended that in the interview, the researcher must be “sensible, genuine, and open” because he or she plays a crucial role to establish a fluent and real conversation (p. 398). Moreover, he mentioned that during this process the researcher should have a reflective and objective posture during the data collection to avoid being influenced by emotions that can cause inducing responses or behaviors that affect the validity of the researcher. Therefore, it was used an unstructured interview which allowed the researcher to rephrase the questions, modify the sequence or wording and at certain times add more questions depending on the circumstances of the conversation.

2.4.2. Survey

Survey as a quantitative research instrument facilitates to collect data through use of questionnaire. Chasteauneuf (cited by Hernández Sampieri et al. 2014) said, questionnaire is a set of questions related to the research variables. This seeks to save different perspectives, opinions, or views-points from a list of pre-selected questions that can be open-ended, closed-ended, screening or ranking on a scale. So, in this research was used a closed ended questionnaire to collect specific perceptions and preferences of the study group of the English subject.

2.5. Research questions

- What are the main difficulties faced by students in learning English as a foreign language?
- What kind of strategies do teachers apply to strengthen speaking skills in ninth grade students?
- How scaffolding strategies can help to the strengthening of speaking skill in ninth grade students?

2.6. Matrix of Variables

Table 3

Independent and dependent variables conceptualization

Variables	Dimensions	Indicators	Data Collection Techniques/ Instruments	Information sources
Scaffolding (Independent variable)	History Definition Characteristics Strategies	Intentionality and reciprocity Transcendence Meaningfulness Contingent multimodality Social to individual orientation Modelling Bridging Schema Metacognition Re-presenting text	Interview	English teachers at Presbítero Amable Herrera Academic databases: books, academic articles, journals
Speaking skills (Dependent variable)	Definition Features of speaking skill Strategies to improve speaking skill	Pronunciation Fluency Accuracy Coherence and Cohesion Role play Communicative Learning Imitation and repetition	Survey	Ninth grade students at Presbítero Amable Herrera High School Academic databases: books, academic articles, journals

Note: Own elaboration

2.7. Research Participants

2.7.1. Population

The population consisted of sixty-one fresh man students from Presbitero Amable Herrera High School. This institution had at the time a total of 942 students. But for this study, it just considered ninth grade students for the survey. Also, two English teachers for the interview.

Table 4

Study population

High School	Grade	Class	Students
Presbitero Amable Herrera High School	Ninth grade	A	20
		B	23
		C	18
Total			61 students

Note: Own elaboration. Source: Research population

2.7.2. Sample

The population was selected from a total of 942 students. It means that this work was conducted with a non-probabilistic sample because it accomplished with a single ninth grade class during school time. This form of sample allowed the selection of the population based on the researcher convenience. At the time of the study, the average age of the participants was 12 and 14 years old with a total of 61 mixed gender group of students. This sample is a specific group of people of three parallels A, B, and C surveyed in the research. On the contrary, this high school had three English teachers, but it considered two teachers from upper graders for the development of the interview because they provided specific and fundamental information about study group of students. The students come from neighboring communities and speak a mixture of Kichwa and Spanish as their native languages. Likewise, the participants have a similar socio-economic status and the same educational and cultural background.

2.8. Procedure

For data collection, two instruments were designed, the survey and the interview. Each instrument was carefully elaborated on and reviewed by the teachers who guided the work. These ones went through the correction process, and once corrected, reviewed again, and approved by two University professors, an authorization document was prepared for the application of both instruments in the study institution. When permission was granted for the study Institution, it started with the application of the survey in three ninth-grade parallels. The questionnaire contained ten mixed questions (multiple choice, and open-ended) that corresponded to collect information about teaching methodology, difficulties that they face in English classes and activities that can help them to strengthen speaking skill. After that, the interview was applied to two English teachers who taught the study group and upper grades. There were ten questions about teachers' strategies to develop speaking skill in their students and main difficulties of the students to improve this skill in class. Finally, the analysis of the data began organizing and representing the results graphically in the Microsoft Excel application. Then, the textual interpretation of each graph was shown below giving an understandable and clear analysis of the English language teaching situation at Presbítero Amable Herrera High School.

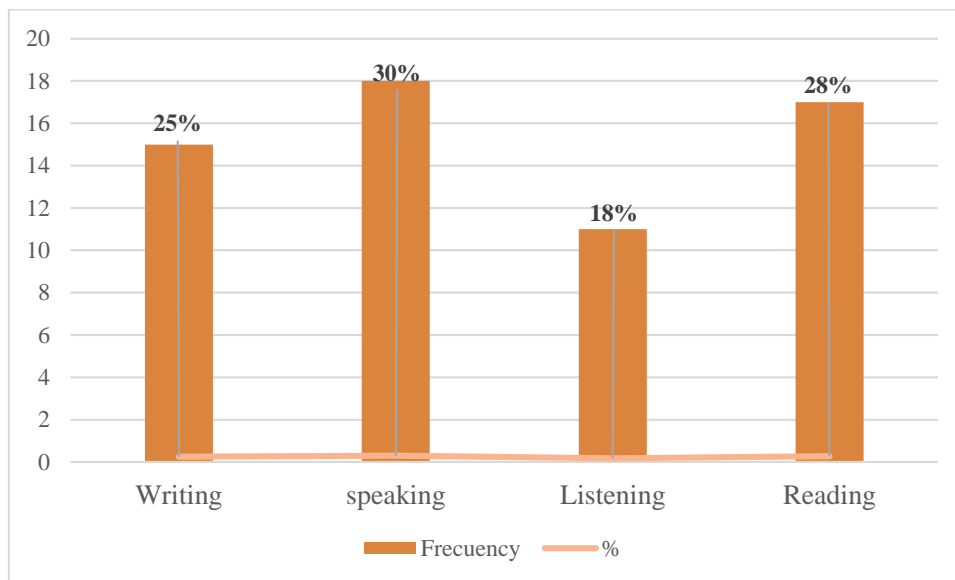
CHAPTER III: RESULTS

This chapter presents the results of two research instruments: a questionnaire and semi-structured interview. Firstly, the questionnaire was administered to 61 ninth-grade students in three parallel classes (A, B, and C), and the results are presented through graphs. Secondly, the arguments obtained from semi-structured interview with two English teachers from Presbitero Amable Herrera High School are presented. However, it is important to note that the collected data are presented objectively and without subjective evaluations. Each instrument consists of ten mixed (survey) and semi-structured (interview) questions that inquire about the strategies and techniques used by the English teachers, as well as the linguistic difficulties faced by the students. Therefore, the results of both instruments provide important insights that contribute to developing and advancing this research.

3.1. Survey for students

Figure 2

Language skills in which students experience greater difficult.



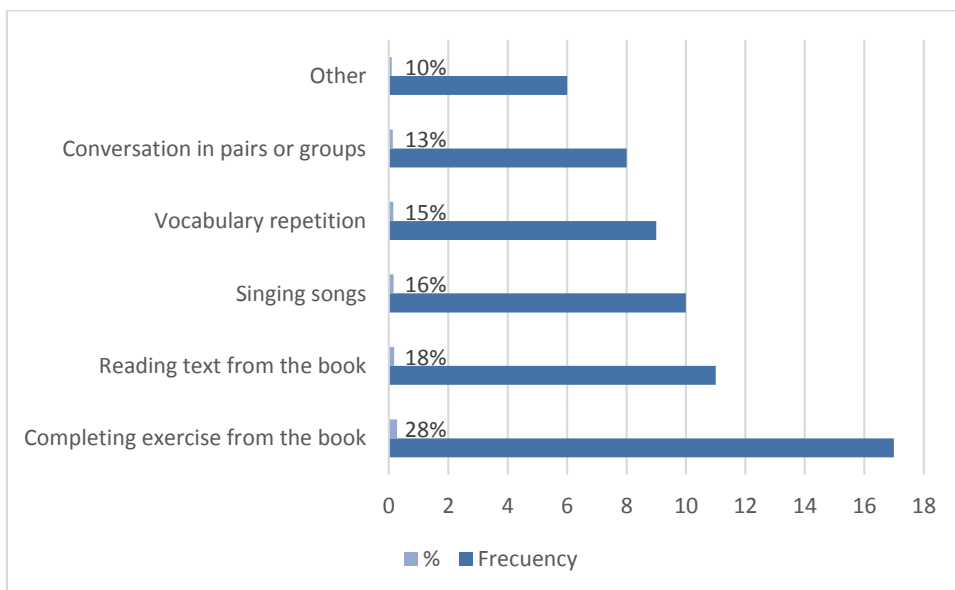
Note: Own elaboration. Source: Students' survey, 2023

This graph illustrates the difficulties that students face when learning the English language. The 30% of students find speaking is the most challenging aspect of learning English, followed by 28% who struggle with reading, 25% with writing, and the remaining 18% with listening. The data does not indicate a significant difference in their results, suggesting a possible equality of outcomes. These results have a similarity with previous research conducted in the educational context of Ecuador Mohini Tattersall (2019) that highlights most students struggle more with productive skills, such as oral and written expression than receptive skill due to emotional and

environmental factors. However, Tattersall also notes that the lack of these skills can hinder the development of other language skills. In other words, it is possible that students may face challenges in combined skills such as speaking and reading, writing, and listening, etc.

Figure 3

Activities used in English class.

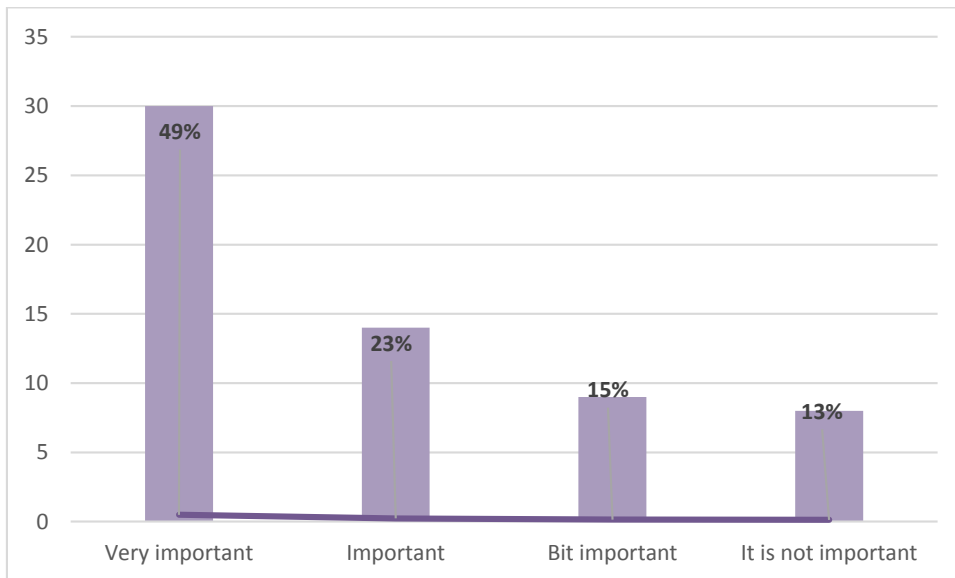


Note: Own elaboration. Source: Students' survey, 2023

The data suggests that completing exercises is a common activity in most English classes. Additionally, a smaller percentage of students engage in activities that promote reading, oral production, and pronunciation, such as singing, vocabulary repetition, and group conversations. Castillo-Campoverde et al. (2019) note that there are different approaches, methods, and techniques for teaching English, all with the same goal: to improve education by facilitating the effective acquisition of a second language. Therefore, it can be concluded that although grammar remains the foundation, the use of diverse teaching strategies supports and contributes to the improvement of language education.

Figure 4

Ranking of importance of English Language for young learners.

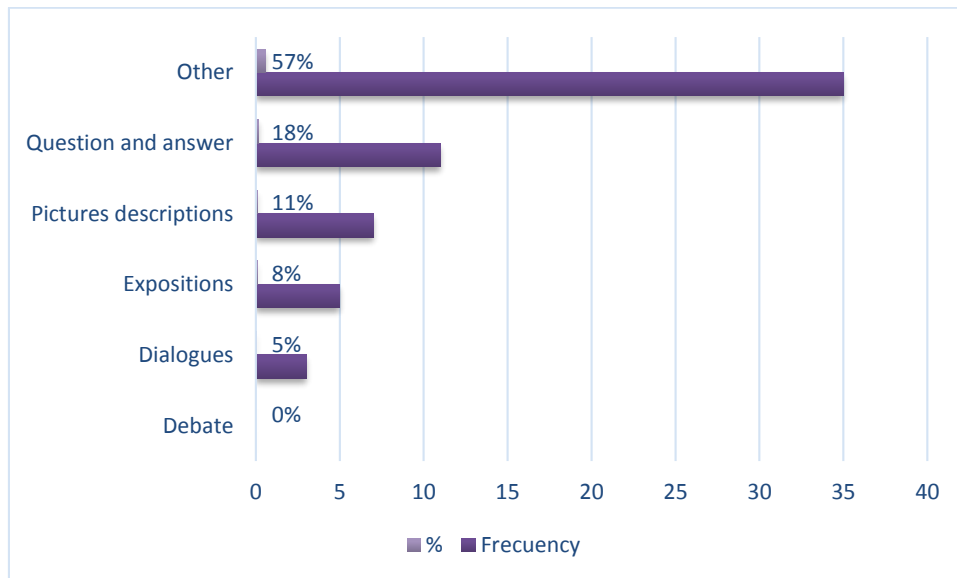


Note: Own elaboration. Source: Students' survey, 2023

The results indicate that the option considered most valuable by students is 'very important'. This suggests that students have a strong interest in learning English, recognizing its potential to contribute to their academic growth. The second most popular option is 'important', indicating that students are motivated to learn English for various reasons, including personal development and fulfilling mandatory requirements in their country. Guevara-Betancourt and Flores Albuja, (2020) state that motivation plays a fundamental role in the acquisition of a new language and the attainment of linguistic competence. Therefore, although a small number of those surveyed feel that EFL is unimportant, the findings show that most learners are motivated and have high expectations of improving their language learning.

Figure 5

Kind of activities students do to improve speaking skill.

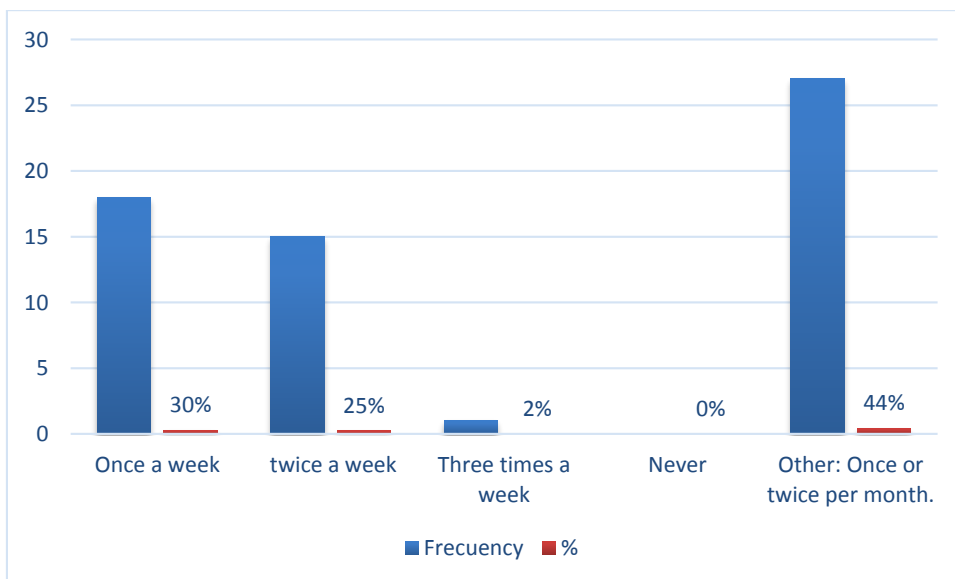


Note: Own elaboration. Source: Students' survey, 2023

The graph shows that there are some class activities focused on speaking practice and improvement. More than half of the students report that the teacher most frequently realizes other kind of activities like oral report, discussion in pairs, pronunciation practice activities through songs and repetition of vocabulary. In second place is question-and-answer sessions that focus on assessing learners' understanding and prior knowledge based on their responses to the teacher's questions. In addition, the activity of describing pictures and writing expositions is highly valued by teachers because it allows for greater learner participation in the target language. Since the communicative approach prioritizes the development of communicative skills rather than grammar, it has a high impact on oral skill proficiency. Nevertheless, the achievement of oral fluency requires a broad understanding of a variety of features, such as pronunciation, grammar, vocabulary, syntax, and coherence (Guevara-Betancourt & Flores Albuja, 2020). Therefore, this underscores the importance of providing learners with a variety of options and opportunities for expression and skill development in real-life situations, both inside and outside the classroom.

Figure 6

Range of times the teacher performs speaking activities.

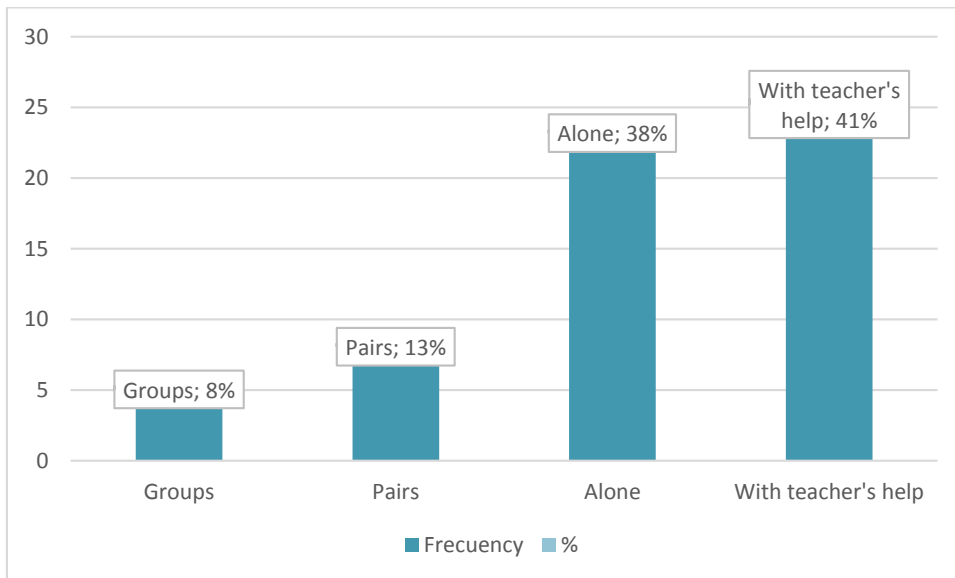


Note: Own elaboration. Source: Students' survey, 2023

Data analysis shows that many students feel they do not use English frequently in class. Nearly half report that speaking activities occur only once or twice a month, likely due to the inconsistent schedule. However, 30% of respondents report that speaking activities occur once a week, 25% do so twice a week, and only a minority, 2%, report doing so three times a week. Practice is critical to improving any skill, as oral expression is a reliable indicator of language ability. Qian (2019) explains that language learning is difficult when people do not practice their communicative skills regularly. While there is a difference in the results, it is important to note that the study groups were from different courses. Therefore, it is reasonable to assume that the teacher did not apply the same activities due to differences in schedule, needs, level, and learning styles of the students.

Figure 7

Preferences of ways to working speaking activities.

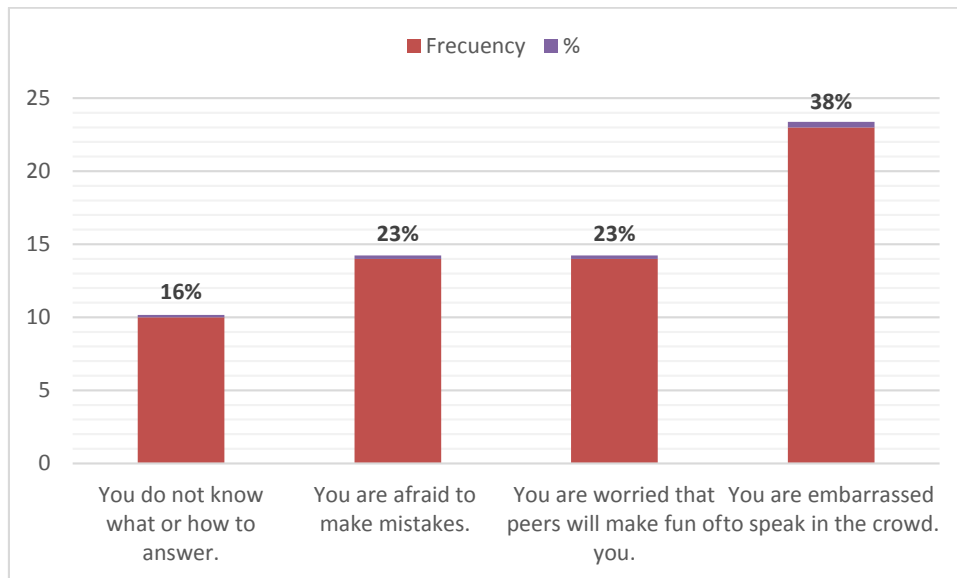


Note: Own elaboration. Source: Students' survey, 2023

Most students prefer to work with constant teacher support, while 38% feel they work better independently. These choices reflect the reliance that students have on their teachers and their lack of confidence to work collaboratively. However, Vygotsky (1978) state that social interaction is fundamental in the construction of knowledge and the improvement of communicative skills, so he outline two principles for this theory: the concept of the More Knowledgeable Other (MKO) and Zone of Proximal Development (ZPD) the guide students to the acquisition of significant knowledge experience (Galloway, 2010). In other words, both concepts complement each other for individuals to gain new experiences and build lasting knowledge. Instead, the results show that only a small percentage of students prefer to work with peers or in groups. This suggests that students may have developed a dependency on the teacher because they do not perceive significant difficulty in the activities that would cause them to leave their comfort zone.

Figure 8

Challenges encountered by students before and during speaking activities.

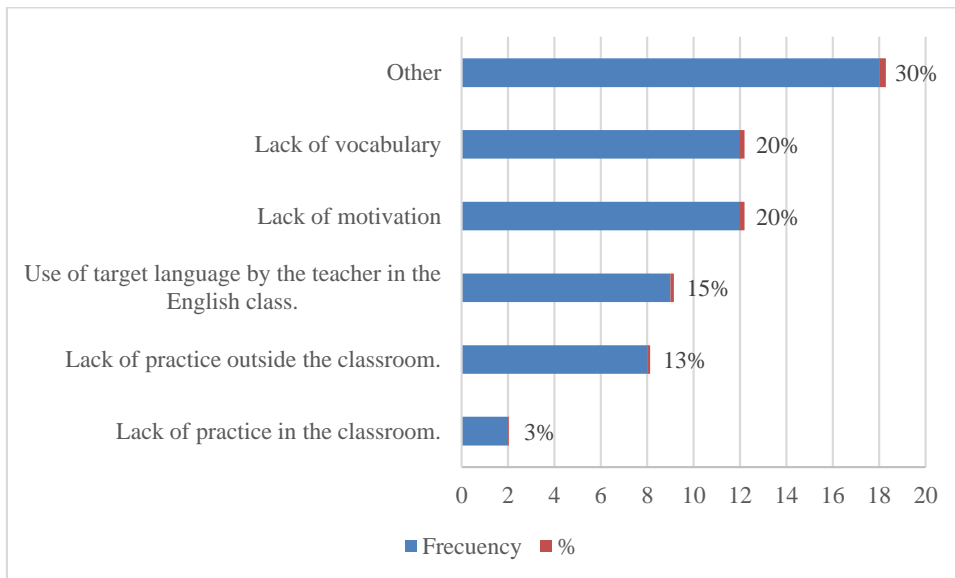


Note: Own elaboration. Source: Students' survey, 2023.

Data analysis reveals that almost forty percent of the population felt embarrassed to speak in the crowd. Language acquisition requires time and effort, however low motivation and low self-esteem are obstacles which in turn cause anxiety, stress, and fear to speak in English (Ortega Auquilla & Auccahuallpa Fernández, 2017). Consequently, it is evident that a total of forty six percent of the respondents are afraid of making mistakes and are worried that peers will make fun of them, while less than twenty percent do not know how or what to answer the teacher's questions. Finally, it can be said that the main difficulties faced by students in speaking activities are related to self-esteem, motivation, and affective filter.

Figure 9

Limitations to Improving Speaking Skills from a Student's Perspective.

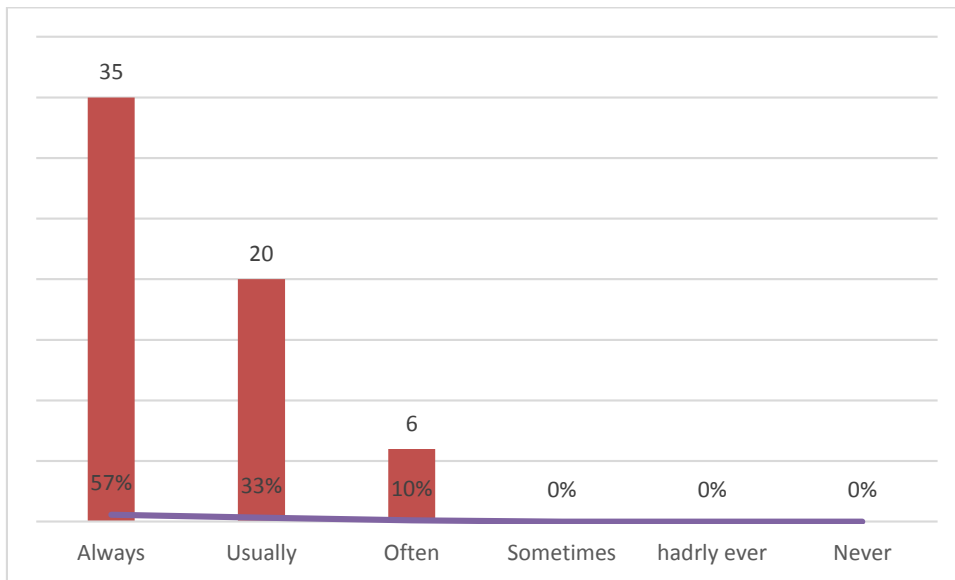


Note: Own elaboration. Source: Students' survey, 2023

This chart shows some of the factors that interfere with improving and mastering oral expression, as perceived by the students. Due to these results, a significant number of people are of the opinion that there are factors other than vocabulary, motivation, excessive use of the native language and lack of practice that hinder the development of language skills. Ur (1996) in his book entitled 'A course in Language Teaching. Practice and Theory' detailed inhibition, lack of ideas, uneven participation, and learner's native language or other interferences (Penny, 1996) as the principals' problems in language teaching especial in speaking activities. Thus, the internal and external aspects such as motivation, anxiety, confidence, environment, learning style and strategies cause problems in getting learners to talk in the classroom.

Figure 10

Students' perception about supporting time of the teacher during the English class.

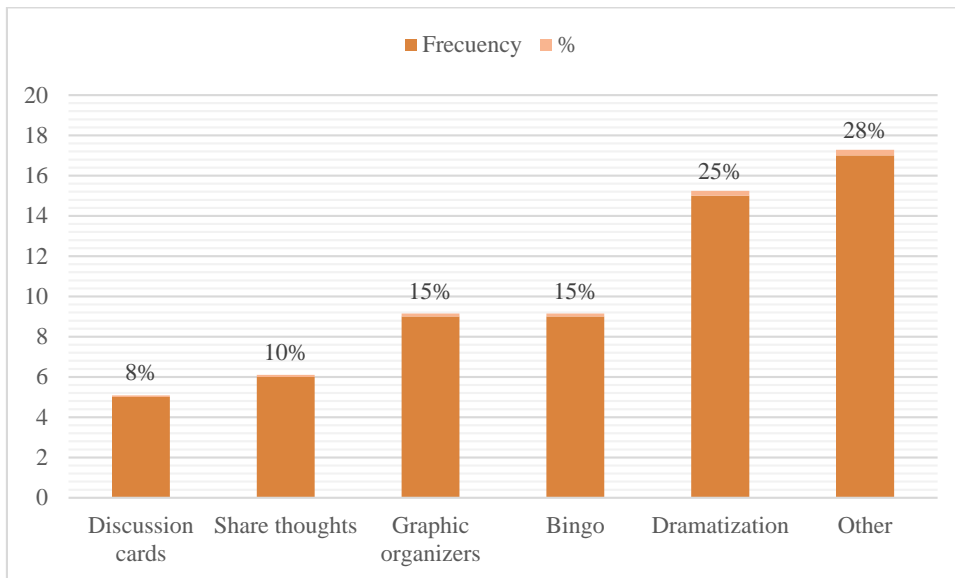


Note: Own elaboration. Source: Students' survey, 2023

Based on the results, many of the students report that they “always” receive continuous support by the teacher, indicating that teacher tries to be willing them to participate in speaking in class. The assistance and help provided by the teacher is essential in teaching and learning process because it allows to children started to construct their own knowledge, confidence and self-efficacy through errors, teacher’s feedback, and prompting to students reach their learning goals (Swanson et al., 2010; Wheeler 2017 cited by Salazar Caiza 2019).

Figure 11

Speaking activities preferred by students.



Note: Own elaboration. Source: Students' survey, 2023

The analysis of students' preferred speaking activities reveals interesting insights. This suggests that students would enjoy participating in new and dynamic activities, as well as playing bingo and learning how to use graphic organizers. However, a minority prefer question and answer activities, like discussion cards and sharing thoughts, which are like storytelling. Identifying student preferences is important to creating a successful and meaningful learning experience that can help motivate students to improve their oral language skills.

Guevara-Betancourt and Flores Albuja (2020) stated that motivation is a critical aspect of education. However, various social and emotional factors can either increase or decrease it. There are two types of motivation that can affect the teaching and learning process: intrinsic and extrinsic motivation. *Intrinsic motivation* is driven by internal factors such as pleasure, satisfaction, and interest, while *extrinsic motivation* is driven by external rewards or punishments (Shiang-Kwei, 2010). Therefore, these activities not only provide opportunities for active participation in class but also allow students to express their ideas while practicing speaking in a cooperative and interactive environment.

3.2. Interview for teachers

Question 1

What English skill is the most difficult to develop in your students?

Tacher A

I think that due to the native language which in majority of students speak (kichwa), writing and listening should be the most difficult skills to develop. It is because they are confused the vowels and consonants, even there are some students that still have difficulties to express ideas in Spanish, English is hard yet. About listening, it is another obstacle because students do not be in contact with the language, not listen native speaker or songs all the time defaulting the learning and causing misunderstanding.

Teacher B

In my experience the most difficult skill to develop in students is listening due to sometimes students are not interested to hear audio, music or realize listening activities, and they are limited only to the activities and content given to them in class. Furthermore, if students do not understand what they are learning any skill could be develop in them, so, listening is the base skill that students need to acquire a language.

Analysis

From a teacher's point of view, listening is a fundamental skill that should be developed before the others, since it is the first skill that a human being develops. It is evident that a deficiency in one language skill can interfere with the development or potentiation of another. So, Ortega Auquilla and Aucchuallpa Fernández (2017) confirm through research that low proficiency in writing and listening skills reflects a deficiency in the English language, especially directly affects the development of speaking skills. Therefore, writing, listening, and reading can serve as the foundation for achieving adequate oral fluency. However, in a context of English as a Foreign Language (EFL), Guevara-Betancourt and Flores (2020) mentioned that oral skills are often the most challenging for both teachers and students because this requires a strong grasp of vocabulary, pronunciation, stress, intonation, cohesion, and accuracy to indicate proficiency in a second language.

Question 2

Is important for you develop speaking skill in your students? Why?

Teacher A

Definitely, it is very important to develop speaking skill, because through oral skill people can communicate with other people, understand, and know new things. Moreover, communication is fundamental in life, so, through this skill Ecuadorian people can transmit the culture and help foreign people that come to visit the country.

Teacher B

Of course, it is important the way we express ourselves, oral production is what makes the difference when learning another language. In some cases when we cannot develop that skill, what good would it do us only to know the grammar when communication is a fundamental part to develop ourselves in society. Also, I agree about the oral way expression is fundamental to develop in students because it marks the difference between people who acquire and who just learn.

Analysis

Based on the teachers' perceptions, speaking is a skill that is essential in everyday activities. Guevara-Betancourt and Flores Albuja (2020), speaking is the primary means of transmitting information. However, becoming proficient in this skill requires special training, enhance in pronunciation, fluency, coherence, among others features, and the development of social and the rest of linguistic skills to express thoughts and ideas easily (Guevara-Betancourt & Flores Albuja, 2020; Sudarmo, 2021).

Question 3

How often do you use speaking activities in your class?

Teacher A

Personally, I realize speaking activities few times because it is a skill that involves interaction and practice, so, the time load is not enough to that. The time load is different to the urban school, here we just have 2 to 3 hours per week depending on grades and age of students.

Teacher B

About this, each lesson plan that teachers design are focused on the four skills to improve not just one skill but also help students to be master in reading, writing, listening, and speaking. For example, sometimes, I include songs which help to practice vocabulary, pronunciation, listening, and writing, moreover, to engage students to practice speaking, I give assignments where students make interviews with brief questions to the teachers in the rest time.

Analysis

According to Teacher A, oral activities are infrequent due to the need for additional practice time, which is not available during class. However, the teacher attempts to utilize the available time to implement diverse speaking and writing activities. Conversely, Teacher B asserts that planning enables the provision of varied class activities that focus on the improvement of all four basic language skills, rather than just one. Therefore, it can be concluded that in the process of language teaching and learning, the teacher's methodology alone is insufficient. Students must also take responsibility for their own learning and use the language outside in real life context to enhance what they learn in school (Guevara-Betancourt & Flores Albuja, 2020).

Question 4

Based on your experience, what speaking difficulties do you identify in your students?

Teacher A

I consider that the most difficult part of speaking is the recognition of sounds and pronunciation due to the major student at this high school belongs to the Indigenous culture, some of them do not know and understand Spanish well. Thus, it is difficult to teach speaking because students do not know about phonetics or morphology.

Teacher B

Based on my experience, the main difficulties in speaking skill is the insecurity to express ideas and thoughts in English. It may occur because when people spoke in other language make different facial expression and students feel fear to be judge for making mistakes. I consider that as students belongs to Indigenous community and know two languages, they have more facilities to learn another language, it is easier.

Analysis

From teachers' experience, the main difficulties that students face in speaking activities are related more with psychological and environmental factors. Schwarz (2015 cited by Nazifullah et al., 2019) states that "psychological factors such as fear of mistakes, anxiety, shyness, lack of confidence, and lack of motivation are the factors that have been hindrance to students' speaking skill" (Nazifullah et al., 2019). Most time teachers are focused more on giving grammar and translate everything than provided activities where students can be exposure to the language and prove their learning in front of an audience affecting emotional connection with peers and teachers. McLaughlin and Heredia (1996 cited by Derakhshan et al. 2016) explained that "human's mid is a limited capacity processor" (p. 181). Therefore, teachers' guidance play a significant role because a good assistance and use of strategies can contribute to reduce their 'bad' feelings to transform in security and interest in language learning.

Question 5

What causes do you consider affect the development of Speaking Skills?

Teacher A

For this question, the teacher explains that the main cause is the lack of practice, the insufficient time load given to this subject, as well as technological tools. In addition, it is important for students to learn any language from an early age because they will have a clearer idea of how the language is handled, in other words, if the students did not receive English as a second language at a young age, this is also an initial cause of language learning difficulties in the future.

Teacher B

As mentioned before I consider that fear to speak in public and fear to make mistakes affect directly with the development of speaking skills. Moreover, as teacher, we are the principal agent to motivate learners through using correction mistakes strategies appropriately and giving feedback to facilitate learning and help them to have more confidence in oral activities.

Analysis

According to Derakhshan et al. (2016), The interviewees believe that inadequate time load for the English subject, lack of technological resources, lack of motivation, and other emotional factors significantly hinder the development of oral skills. In 'A Course in Language Teaching' book, Ur (1996) identifies four characteristics that contribute to the success of an oral activity, one

of which is high motivation, methodology, curriculum, and others, but motivation is a fundamental aspect of language classes. In other words, the teacher's strategies, materials, attitude, and personality are all factors that can motivate students by generating interest in what they have learned and encouraging them to learn more about the language.

Question 6

What strategies do you use to develop speaking skills in your students?

Teacher A

Ok, I do not use a specific strategy, I try to apply variety of strategies, and teaching methods to develop not just speaking if not the other English skills. But the strategies that I used to improve or focused more on speaking skill development are conversation, dialogues, interviews with teachers, and building schemas which allows to students build a speech with their own ideas.

Teacher B

Well, teacher always try to apply different strategies to get the attention of the students and they are interested on the topic. I try to relate the contents to reality to create interest in students, for instance, if students want to talk about “San Pablo Lagoon”, I start making questions about it, and create activities which is striking to the learners; moreover, being able to conduct field activities due to the proximity of the institution to the lake.

Analysis

Teachers explain that they try to evaluate the needs and interests of their students to determine the most effective teaching strategies and techniques before the class. This ensures that the class remains engaging and avoids becoming monotonous or boring. As Derakhshan et al. (2015) express that if teachers consider students’ interest and needs; it could be easier that they take part in oral activities because it allows spontaneously speech and share though using a second language. It is important for teachers to recognize that not all students learn in the same way, and therefore, they must adapt their approach accordingly of their age, level and learning style.

Question 7

Do you know anything about Scaffolding in English Language Teaching?

Teacher A

For me, scaffolding is a term unknown in education, however, the word scaffolding remind me of construction which use different supports to reach the top of a construction, so, I assume that it is a kind like form of knowledge construction.

Teacher B

In my point of view, scaffolding is a strategy where teachers become the guide of the learning process; in this, teacher monitoring the students' progress and help them to achieve complete the task.

Analysis

The data shows that teacher are not related with the concept of scaffolding, however, they have a notion of some characteristics of scaffolding for example, they mention guidance, monitoring and construction of knowledge which are key features of scaffolding. This demonstrate that in one way or another, they have been using scaffolding in their classrooms through instruction, modeling, and feedback although they do not know the name 'scaffolding or andamiaje' in Spanish.

Question 8

Do you know any of the following strategies?

Teacher A

I am more concerned with metacognition and instruction because these strategies are immersed in the Ecuadorian curriculum. However, I am not limited to use just those strategies, I always try to update myself in methodology to improve my teaching skills and learning experience in English language.

Teacher B

I am familiarized bit about metacognition, re-presenting text and building schema because as teachers, I try to applied different strategies and techniques in order to involve students to the learning process; however, many times it is difficult to reach the objective of a planification not just in English subject but also in other subject matters because of many factors like time load, learning styles, needs and lack of technological tools.

Analysis

Teachers claim to be familiar with some of the strategies mentioned because some of them are included in the national curriculum and others have already been implemented in their classes. On the other hand, there are many strategies related to scaffolding; however, the most common ones were selected to better understand their function and how they are used in the classroom.

Question 9

Do you think that the above strategies can help to strengthen speaking skills?

Teacher A

Yes, I think that these strategies would help in some way to strengthen oral skills, because any contribution to education is a step towards improving it. In addition, as a teacher, I am opening to learn new ways of teaching because this is the only way to help students acquire meaningful learning and develop different skills.

Teacher B

Of course, all strategies that are applied in teaching are a support for teachers and students because a teacher who does not use strategies, activities or have an objective would not achieve the goal of teaching which is develop student that mastering English language and facilitate them to be more competitive profile in the workplace.

Analysis

The two teachers affirm that the proposed scaffolding strategies could greatly help the development of oral skills. In their opinion, all kinds of strategies aimed at teachers or students contribute a lot to the improvement of the foreign language teaching process. Rahmawati cited by Salazar Caiza (2019), teacher is the essential model and support of the students. Moreover, he mentioned that the implementation of scaffolding strategies in the classroom assists the instructor

in obtaining from the students an efficient development in teaching learning process because it encourages students to develop an active participation, willing to the development of the class and the acquisition of knowledge. Scaffolding acts as a temporary framework that provides support and facilitates comprehension, but it is removed once the student feels confident and has mastered tasks, concepts, and language acquisition.

3.2. General Discussion

In English language learning, the acquisition of basic linguistic abilities such as reading, listening, writing, and speaking is fundamental. However, communication becomes essential as it indicates proficiency in a second language and is used in daily life. The survey conducted among ninth graders revealed that although speaking skills were considered important to learn due to their high potential for professional growth, most students still find oral fluency to be the most challenging skill to master. This is because oral fluency requires proficiency in other sub-skills. According to Garma Cardenas (2021), mastering speaking skills involves sociocultural, discursive, pragmatic, and strategic knowledge comprehension, as well as the ability to process language in real-time. The study's mixed and exploratory results suggest that environmental and psychological factors can interfere with learning and communication in a foreign language. Additionally, it demonstrates that utilizing various scaffolding techniques can enhance the use of the English language in practical situations.

On one hand, students and teachers report that a lack of motivation, fear of making mistakes, low self-esteem, anxiety, and limited opportunities to practice the language and access technological resources can cause a gradual reduction in students' attention and concentration. This, in turn, can increase frustration and stress, limiting their ability to participate, interact, and use the target language (Nazifullah et al., 2019; Sudarmo, 2021). Despite psychological factors, teachers face various challenges, including limited class hours, lack of exposure to English outside of school, limited resources, and lack of support or feedback given by teachers, peers, and parents. As a Spanish-speaking country, many students in most cases do not have real opportunities to practice speaking English, also some students may not try to use the language due to shyness (Orosz et al., 2021; Ortega Auquilla & Aucahuallpa Fernández, 2017).

On the other hand, it is evident that when talking about improving speaking, experts emphasize the application of communicative approaches because the importance of speaking is to communicate, share feelings and thoughts for different purposes. Conversely, based on the experience of the interviewed teachers, listening is the most challenging skill to develop before speaking because it serves as the foundation for speaking. However, students disagreed with this statement because, based on their responses, they feel more confident in their abilities to write, read, and listen, as they practice these skills more often than speaking during English classes. This

argument is supported by Mohini Tattersall (2019), who explains that some teachers still prioritize grammar, reading, and writing over listening and speaking because they consider it to be 'easier' to teach. Guevara-Betancourt and Flores Albuja (2020) stated that speaking activities require learners to plan, process, and produce language, which can be challenging. As a result, students may feel more confident in activities related to writing and listening, as to leave their comfort zone and are usually done individually. That is why they prefer to work alone or with constant teacher's support rather than in group work. By contrasting, teachers explained that they try as much as possible to base their teaching strategies on student's need and interest to capture interest of participate in activities. Additionally, corroborate that the appropriate application of strategies like scaffolding can facilitate both the teacher and the students in achieving their English language learning objectives.

To conclude, providing a variety of activities and using different strategies is crucial in offering chances for students to participate in the target language. The scaffolding method, which involves continuous support from teachers, peers, or experts, enables trainees to autonomously acquire and manage their knowledge. Moreover, help students effectively and efficiently use the language in specific situations, both inside and outside the classroom. Similarly, it provides various strategies for students to monitor and reflect on their learning progress, enabling significant learning and manage learning strategies. Thus, based on the above information and the results obtained from the tools, a Teacher's Guide has been created, which describes different activities designed to strengthen oral skills through the application of different scaffolding strategies.

CHAPTER IV: PROPOSAL

Title

Guidebook: Strengthening Speaking Skills in EFL Teaching through Scaffolding Strategies

4.1. Rationale

The task of learning a foreign language can be a difficult one and teaching it can be even more intimidating. There is a widespread belief that learning and teaching English can provide numerous opportunities. Thus, it has become essential and beneficial for modern society to acquire the ability to communicate in English. Among the various skills to be acquired, speaking is highly valued as it enables effective and smooth communication with others. However, developing this skill is considered the most difficult, as it necessitates not only knowledge of vocabulary, grammar, and pronunciation, but also confidence, motivation, and the ability to interact in various real-life situations.

When discussing the significance of communication in the English language, it is not solely about the learner's ability to construct lengthy sentences or comprehend the grammatical structure of the language. Instead, it involves developing social and communicative skills. That is why most strategies focus on communicative approaches, as they facilitate the adaptation of content for practice and learning. Based on this, there are several strategies and techniques that can facilitate the use and improvement of oral expression in English, one of which is scaffolding. Scaffolding is a method that teachers can employ to provide learners with support tailored to their individual needs (Chen, 2019; Swanson et al., 2010). This support is continuous, temporary, and firm, enabling learners to take responsibility for their own learning and develop effective learning strategies.

The concept of scaffolding is rooted in Vygotsky's theory of the zone of proximal development, which refers to the difference between what students can do on their own and what they can achieve with guidance from a teacher, peers, or parents (Galloway, 2010). The aim is for learners to step outside of their comfort zone and take control of their own learning to progress to the next level. Scaffolding strategies provide learners with various authentic learning experiences that replicate real-world situations. Through these strategies, students actively take part in group work, engage in critical analysis, solve problems, and enhance their self-confidence and motivation (Díaz Maggioli, 2013; Díaz Maggioli, 2023).

In conclusion, it is important to note that there are six ways to scaffold strategies for effective instruction. These include metacognition, building schema, re-presenting text, modelling, mediation, cognitive bridging, and contextualization. These strategies involve activating prior knowledge, thinking aloud, model, teaching vocabulary in advance, breaking down tasks into

smaller steps, supplying model tasks, using visual aids, gradually releasing responsibility, asking probing questions, encouraging participation, using graphic organizers, implementing think-pair-share, using cues, and providing feedback and correction. By implementing these strategies, a safe and supportive environment can be created where students feel confident to use the target language and reinforce distinct aspects of speaking, such as rehearsal, faith, and self-efficacy (Delmastro, 2008; Taber, 2018; Swanson et al., 2010).

4.2. Theoretical foundations

The term scaffold was first introduced by Wood, Bruner, and Ross (1976) to describe the type of help provided by a teacher to support learning (Taber, 2018). Scaffolding is a flexible process that can use a variety of strategies, such as breaking the task into smaller parts, using think-aloud or verbalizing thinking processes when completing a task, cooperative learning that promotes teamwork and dialogue among peers, concrete prompts, questioning, coaching, cue cards, or modeling (Swanson et al., 2010). As a student-centered process, it looked for that the teacher becomes the facilitator, guide, motivator, and mastery tailoring activities and strategies focused on students' needs and interests for effective teaching. The role of the teacher is to aid only in those tasks that the learner is not initially able to perform independently, and the teacher gives guidance with skills that are beyond the student's current ability. It means that mistakes are expected occur to the instructor may supply feedback and adequate correction facilitating simultaneously improvement in unaided and reach their learning objectives.

The scaffolding concept is related to Vygotsky's theory of sociocultural constructivism, in which learners develop knowledge through interaction with others. This process is explained through two levels: the More Knowledgeable Other (MKO) and the Zone of Proximal Development (ZPD). At the first level, the MKO or expert shares knowledge with the 'less advanced learner' to bridge the gap between what is known and what is not known and address each student's changing ZPD because the ZPD is constantly shifting as the student gains knowledge (Swanson et al., 2010; Taber, 2018). Furthermore, it is crucial to argue that the teacher should gradually remove the scaffolding to allow the student to engage in their own learning and take full responsibility for the task once they are able to complete it with minimal assistance.

Taber (2018) also mentioned that scaffolding is not just provide support and structuring content into chunks if not it refers to the intentionality of the learning, what MKO and learner are going to achieve with correct guidance of learning. Díaz Maggioli (2023) explained that learning is acquired through mediation of symbolic tools and meaning; he explained that Feuerstein et al., (1980) defined some important characteristics of mediation that contribute to scaffold the behavior of students. These conditions, namely intentionality and reciprocity, transcendence, meaningfulness, contingent multimodality, and social-to-individual orientation, play a fundamental

role in the scaffolding process, so "the absence of any of these can reduce the effectiveness of mediation" (Díaz Maggioli, 2023). The concept of scaffolding deeply links mediation with interaction, not only as a teaching strategy oriented toward problem solving, but also as a support for learning so that the student learns to learn, interacts, trusts, and controls activities autonomously.

4.3. Objectives

4.3.1. General objective

- Create a teacher's guidebook focused on scaffolding strategies to strengthen speaking skills in ninth grade students.

4.3.2. Specific objectives

- Establish variety scaffolding strategies to support English teachers in speaking activities.
- Design dynamic activities with different scaffolding strategies adapted to the students' level of understanding.

4.4. Beneficiaries

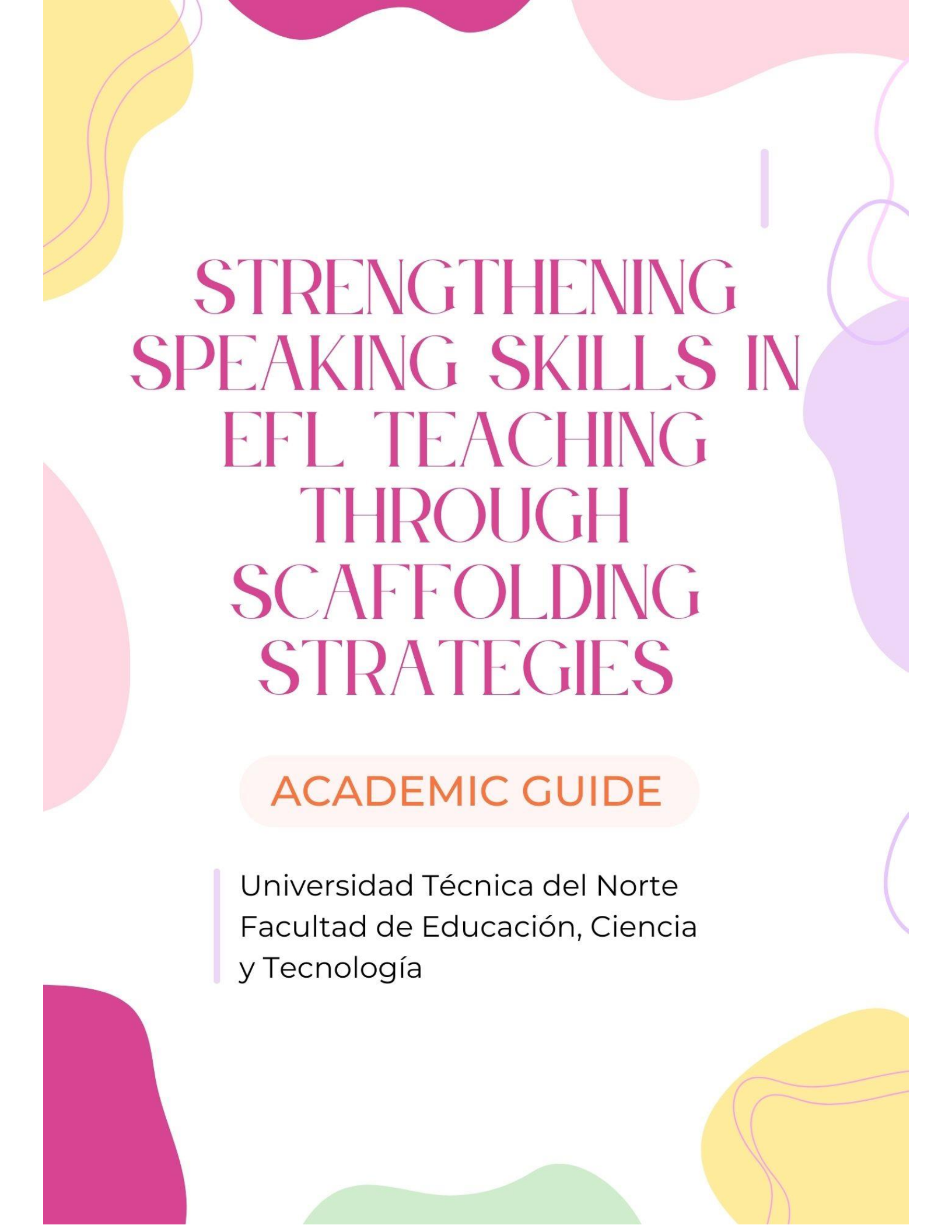
4.4.1 Direct Beneficiaries

The aim of this research was to provide a guidebook to the EFL teachers at Presbitero Amable Herrera High School for ninth graders. This guidebook was designed to address the specific needs of the students in their classes, as the existing Ministry of Education resources did not fully meet these requirements. The guidebook focused on implementing scaffolding strategies and techniques to support the students' learning and strengthen speaking skills. Moreover, secondary students at Presbitero Amable Herrera high school, who do not have access to personal technology devices or English books, benefited directly from this guidebook. By using various scaffolding strategies such as modelling, think-pair-share, graphic organizer, among others, these students were able to enhance their oral communication skills, develop critical thinking abilities, and gain a more comprehensive understanding of the target language, ultimately reaching the CEFR required level.

4.4.2. Indirect Beneficiaries

Furthermore, this guidebook is valuable not only for teachers at various educational levels but also for administrative staff and parents. It promotes effective teaching strategies such as support, correction, and feedback, and encourages interactive collaboration to enhance students' oral production skills. These improvements contribute to the overall enhancement of education and the development of high-quality teaching practices in the field of English as a Foreign Language (EFL). Moreover, this resource and its activities can be adapted to different age groups and levels, making it beneficial for curriculum designers, teacher educators, and educational researchers interested in exploring the potential of the scaffolding method within EFL contexts, specially at Presbitero Amable Herrera High School.

4.5. Development



STRENGTHENING SPEAKING SKILLS IN EFL TEACHING THROUGH SCAFFOLDING STRATEGIES

ACADEMIC GUIDE

Universidad Técnica del Norte
Facultad de Educación, Ciencia
y Tecnología

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Introduction

The guidebook, titled "Strengthening Speaking Skills in EFL Teaching through Scaffolding Strategies," is a comprehensive and adaptable guide resource designed to help educators improve students' oral communication abilities. The book's content is based on input gathered from both students and teachers involved in the research, which was collected through a questionnaire and semi-structured interview. The survey revealed that students prefer engaging and interactive oral activities that allow for independent and collaborative work. In the interviews, teachers agreed on the importance of implementing various strategies to strengthen not only oral production but also other essential EFL skills.

As a result, the guidebook's content and themes are aligned with the A1.2 Students' book provided by the Ministry of Education in 2016, as it corresponds to the students' level and covers fundamental vocabulary, grammar, and assessment practices. By incorporating scaffolding strategies, students can participate easily, enhances their problem-solving abilities, motivates them to take ownership of their learning, and helps them develop effective learning strategies. In summary, this teacher's guidebook contains a brief and valuable information and practical techniques for understanding the significance of scaffold learning to create supportive environment for students to confidently use English and enhance their speaking skills.

This guide outlines various activities based on scaffolding strategies for strengthening oral skills. Each unit in the guide contains several lessons focused on language use and reinforcement of different aspects of speaking, such as rehearsal, faith and confidence.



TALKING ABOUT

WHAT SCAFFOLDING IS?

FOUNDATIONS

Although there is no specific definition for the term, scaffolding is commonly understood as a metaphorical concept that refers to the role of a teacher or expert in aiding in the construction of meaningful knowledge. The concept of scaffolding is rooted in the social constructivist theory of Vygotsky and is further supported by the theories of Bruner, Ausubel, and Bandura. Scaffolding is a continuous and temporary process that aims to help students discover and develop meaningful knowledge and skills through the guidance and support of a teacher or more knowledgeable other [MKO] (Galloway, 2010; Swanson et al., 2010; Taber, 2018).

Diaz Maggioli (2023) notes that although scaffolding is student-centered, it still depends on the support of the teacher. This makes the teacher an essential part of the learning process. Therefore, the author argues that scaffolding serves a dual purpose: aiding in problem-solving and encouraging students to take more responsibility for their tasks and engage the prior knowledge with added information to internalize it more effectively.



Scaffolding in this context refers to a strategy that supplies support and assistance to students who need it. This approach not only improves their oral expression and other language skills, but also builds their self-confidence and motivation, promotes teamwork, individual work, and interactive communication, and enables them to function more effectively in society.



Disadvantages

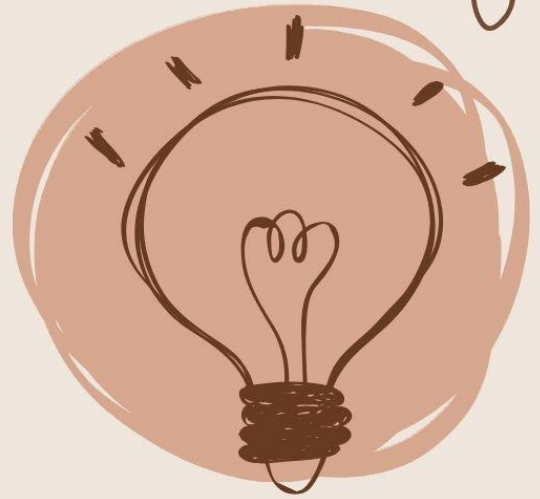
- It takes a lot of time,
- Risk of misjudging the students' zone of proximal development
- Teacher may not adequately model desired behaviors or activities due to not considering individual student needs.
- The benefits are not fully realized without proper teacher training.
- Requires the teacher to give up control as fading occurs.
- Lack of specific examples and tips in teacher's editions of textbooks.

ADVANTAGES AND CHALLENGES OF USED SCAFFOLDING.

- Potential indicator of giftedness at an early stage.
- Offers personalized instruction.
- Increases the likelihood of the learner getting the desired skill, knowledge, or ability.
- Provides tailored instruction.
- Engages the learner.
- Inspires the learner to engage in learning.
- Improves efficiency - With a structured and focused approach, errors and obstacles are minimized.
- Enhances productivity by increasing time spent on task and improving efficiency in completing activities.
- Builds momentum - Scaffolding provides structure, allowing students to spend less time searching and more time learning, resulting in faster progress.

TEACHER'S ROLE

The role that teacher's role play in teaching is crucial in creating an effective learning environment. Harmer (2007) mentioned teachers are described as facilitator "one who is democratic rather than autocratic" a person who set the strategies and resources to foster learners' autonomy in group work and more, however for him, teacher's roles are based on their useful for.



CONTROLLER

Teacher as controllers are teacher with prominent level of confidence and authority on the activities. It is a common teacher role, where the tutor is the leader of the class who helps organization, give explanation and building the class to order. However, it can be confused as a kind of teacher-centered notion, where students have limited experiential learning, lack of variety in activities and classroom atmosphere.

PROMPTER

the term 'inciters' referring to the role of the teacher in providing stimuli for the student to complete a planned assignment. However, the teacher does not take full responsibility for this task, but rather discreetly provides suggestions while keeping interest and encouragement for the student to proceed with the activity.

PARTICIPANT

The teacher assuming the role of a "player" in the activity with the aim of encouraging the students, but sometimes the teacher does not go unnoticed because for some students he/she is still an authority.

RESOURCE

It refers to the interaction that teachers should have with the student in certain and necessary circumstances. Here, it is the student who takes the initiative to ask questions and request guidance or feedback on certain group activities and presentations fostering a collaborative learning environment

TUTOR

This role is the most difficult to be in large group of students, he mentioned that it requires more personal contact, support and assistant students based on their needs, but teachers do not intrude either too much or too little.

REVIEW LESSON

Institution: Presbitero Amable Herrera		
Learning goals: At the end of the lesson student will:		
<ul style="list-style-type: none"> • Pronounce and describe the words from the cards given. • Answer the information questions verbally using one to two language expressions given and include at least two or three vocabularies words of the cards. 		
	Method:	CLIL
Grammar: Simple present (verb to be)	Scaffolding Strategies:	Modelling
Vocabulary: Flag and nationalities. Expressions to express surprise.		Bridging
		Contextualization
		Schema building
		Re-presenting text
		Developing metacognition
Technique(s):	Questioning, role play, questioning, model, feedback, correction.	
Focus skills:	Speaking	
Complementary competencies:	Listening, Reading, and Writing	
Directions		
Presentation	<ul style="list-style-type: none"> • Shows 5 different flashcards of country's flag. • Holds up a card points to it and says 'Brazil...look...Brazil...the flag of Brazil' as many times as teacher thinks it is necessary. This action should repeat with other cards too. • Later, if you want to go beyond single words, so you can hold up another or the same card and say 'Listen...it is an Ecuadorian flag...It is an Ecuadorian flag... It is an Ecuadorian flag.' • This activity give students a chance to hear the sound oof the new language before they try to use it themselves. • Then, start asking the question 'What is it?' Pointing the flag. <p>After this if students still have difficulties to use the language, write the words as well.</p>	
Engage	<ul style="list-style-type: none"> • Then, divide the class into ten groups and ask students to choose a leader if it is necessary. • Ask the students to draw the 10 flags, write down the name of the countries and the nationalities on their notebooks. (individual work). • After that, with the help of a colored sticks, ask each pair to choose a color (each stick represent a country, for example: green-Brazil). • Create an imaginary environment in which the students start a new class period in a world school, and they have classmates from different parts of the world. • Ask learners to analyze and answer the next question: What questions do you ask to get to know someone? 	

	Let them 5 to 8 minutes to answer in their groups and then ask for answer and write down in the board.
Study	<div style="border: 1px solid black; padding: 5px;"> <p><i>What is your name? My name is _____ . Or I am _____</i></p> <p><i>How old are you? I am _____</i></p> <p><i>Where are you from? I am from _____</i></p> <p><i>How are you? Fine, what about you?</i></p> </div> <ul style="list-style-type: none"> • Explain the use of these questions and then give them or ask them to get out a paper. • Model the activity: draw different figures (square, triangle, clouds, stars) and write questions and answers enter them to create a question clouds. • Also, provide few words to express surprised in a dialogue. • All students should cut and paste the clouds in the notebook in the correct order and drawing a character to each question. (The students are free to add more questions).
Practice	<ul style="list-style-type: none"> • Ask for a volunteer and model the dialogue created with the clouds. • Each group of students will practice this dialogue with different classmates included teacher during 8 or 5 minutes. • Then, mix the groups to each member from the group belongs to different country (organization of groups depends on the number of students in the classroom). • Provide an extra dialogue template to during the dialogue practice, students will write the information on the template (model the activity to explain more clearly and simply what they are going to do).
Evaluation	<ul style="list-style-type: none"> • Once the pairs have done the activity, ask them to get together with another pair and now introduce your friend to other pair. <p>(If it is necessary, this activity will also be modeled by the teacher or partners).</p> <ul style="list-style-type: none"> • Provide feedback about pronunciation, grammatical forms of sentences and vocabulary. • Paste both completed templates on the notebook.
Assignment	<ul style="list-style-type: none"> • Research about your favorite famous person and simulate that you know him/her. • Make a short dialogue to present this person to the class.

Objective: To talk about personal information, routines and everyday activities, and expressing likes and dislikes in a daily conversation.

UNIT 1

ALL ABOUT ME



Know me!

Grammar: Simple present, adverbs of frequency, 'like + -ing'.

Vocabulary: Countries, hobbies, adjectives

LESSON 1: MY FAMILY AND ME

Institution:		Time:	
Learning goals: To talk about personal information, routines, and everyday activities, and expressing likes and dislikes in a daily conversation.			
Focus skill:	Speaking		
Complementary competencies:	Listening comprehension, Reading, and Writing.		
Grammar: Simple present	Scaffolding Strategies:	Modelling	
Vocabulary: adjectives		Bridging	
		Contextualization	
		Schema building	
		Re-presenting text	
		Developing metacognition	
Strategies: Questioning, role play,			

Directions

Warm up: Who I am?

- Ask the students to write an animal in a piece of paper.
- Then, ask them to form pairs, but they should not show the paper to any of their classmates.
- Once they are in pairs, they will exchange the paper and place the paper on their foreheads so that the other players can see what is written on it.
- From then on, the student with the paper will have to ask questions to his partner to guess what is written on his forehead. So, he/she will answer until the person guesses, then, it will be the next payer's turn.

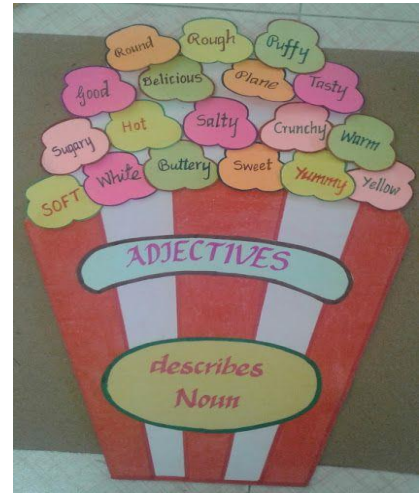
Questions: Do I have wings? / Have I got feathers? Am I a mammal? Do I live underwater? Have I got four legs? The answer must be complete like: Am I a mammal? Yes, you are/ No, you are not.

Note: If it is necessary, the teacher should explain the structure of the questions. Examples.

Presentation or engagement: Before introducing the vocabulary.

- Explain students that each person have different qualities, for example: Show a picture of a family and describe the members of it: *My mother is pretty. My father is fun. My sister is shy. And so on.*

- Write the sentences on the board to students recognize the structure.
- Ask learners to identify the adjectives on the previous sentences, and then explain what an adjective is.
- Place a poster in front and give each person a piece of note paper. Give them clear instructions for the creation of brainstorming about adjectives.
- Try to help them think of antonyms so that the adjectives are not repeated.
- Each student should pass around and paste their note on the poster so that they create their own brainstorm. The style of the brainstorming depends on the teacher.



Study:

- Ask learners to get in pairs and give them a short text about personal information.
- Read louder and then ask them to fill the blanks with different adjectives.
- After that, students outline the negative and positive sentence. *Note: teacher supports students giving them clues like negative statements have a negation NOT.*
- Make sure that students understand the text making questions about the text.
- *For example: What is she like? Is her dad a Chef? Where is he from? How old is she?*
- Elaborate a short and similar paragraph as in the previous activity about your partner and draw him or her.
- Try to describe her or his personality using adjectives and write their daily activities and preferences.
- Explain some strategies to make it easier for them to write the paragraph: *make short sentences, use the adjectives learned, put the period at the end of the sentence, the sentence structure hardly changes and ask for help if you need it.*

Assessment: Interviewing

- Give a template with questions and give instructions.
- Complete the template with the personal information of one member of your family: sister, brother, mother, uncle, aunt, cousin, whoever.
- Simulate that you are an interviewer of a job, ask them the questions of the template and take notes.
- Organize the information and make a short paragraph using the collect information to present it to the class.

LESSON 2: ROUTINE AND EVERYDAY ACTIVITIES

Institution:	Time:
Learning goals: To talk about personal information, routines, and everyday activities, and expressing likes and dislikes in a daily conversation.	
Focus skill:	Speaking
Complementary competencies:	Listening comprehension, Reading, and Writing.
Grammar: Simple present, adverbs of frequency. Vocabulary: Hobbies and adverbs.	Scaffolding Strategies: Modelling Bridging Contextualization Schema building Re-presenting text Developing metacognition
Strategies:	Questioning, role play, visual aids,

Directions

Warm up: Truths and lies.

This dynamic game can be played individual or in groups, the number of students in each group depends on the size of the class.

- Write three phrases about student's experience, secret, something interesting that happened to them in the past.
- Students decide if all three are lies or truths or combined.
- Ask learners to read their sentences aloud while the others give their opinions and try to guess what they is true or false and why believe it to be so.

Presentation or engagement: Start the class with questions.

- What they did before they came to school?
- What the first thing they do in their daily life?
- Introduce the key vocabulary showing them a daily routine of someone, it can be a famous person on a video.
- Make a short speech starting with personal information and everyday activities.
- Remember to highline the vocabulary on the video.

Hello, he/she is ... This is her/his daily routine. He/she always wake up at 6 o'clock. He/she takes a shower before breakfast...

- During the presentation students have not anything on their desk.
- After the presentation, ask learners to write down what they remember from the presentation.
- Present the adverbs of frequency pyramid and make examples with them, then, ask the question. What time do you usually_____?

For example: What time do you usually get up? I usually get up at 7 o'clock.

- Then, ask the same question to random students to know if they get it or not to the topic.
- Ask learners to copy the vocabulary and sentences on their notebooks.

Study:

- Ask the students to get into pairs and set the desks so that they face each other.
- Next, give a board game with the daily routines, and with the dice prepared beforehand, each student gets ready to start the game.
- Students can use the eraser as a card or create one with paper or other materials at their disposal.
- Once the game begins, they should engage in a dialogue with their partner based on the picture of the square they landed on. For example, if they land on the "breakfast" picture, they should ask their partner, "What time do you eat breakfast?" and their partner should respond. Then it is the other student's turn to roll the die.
- The object of the game is to reach the star in the center of the board to earn a point. The only way to reach the star is to land on the squares in the center (the ones with arrows).
- After earning a point, the student returns to the starting square.

Assessment: Level-up

- Give instructions modelling how they can play the game.
- Tell students that the four corners of the classroom are four different levels.
- Then, teacher assigns a daily activity to each corner. For example: level 1: wake up, level 2: take a shower, level 3: go to school, level 4: eat lunch.
- All students start at level 1, and they should meet another student and practice the learned question and answer. What time do you wake up? I wake up at 6 o'clock.
- After that they should play rock, scissors, paper, and the winning students go to level 2 (take a shower) and the losing students should stay at level 1.
- Next, students at level 2 should meet another student at level 2, and students at level 1 should meet another student at level 1.

LESSON 3: LIKES AND DILIKES

Institution:		Time:
Learning goals: To talk about personal information, routines, and everyday activities, and expressing likes and dislikes in a daily conversation.		
Focus skill:		Speaking
Complementary competencies:		Listening comprehension, Reading, and Writing.
Grammar: Simple present, adverbs of frequency. Vocabulary: Hobbies, like + -Ing	Scaffolding Strategies:	Modelling Bridging Contextualization Schema building Re-presenting text Developing metacognition
Strategies: Chunk, questioning, description, dialogue, visual aids, correction, and feedback.		

Directions

Warm up: Simon says.

This dynamic game consists of giving order to the students.

- Say: Simon says ‘touch your head’ or something else ‘Simon says is the key to the game, so students should deal with the teacher and if he/she only tell the order students must not do anything.

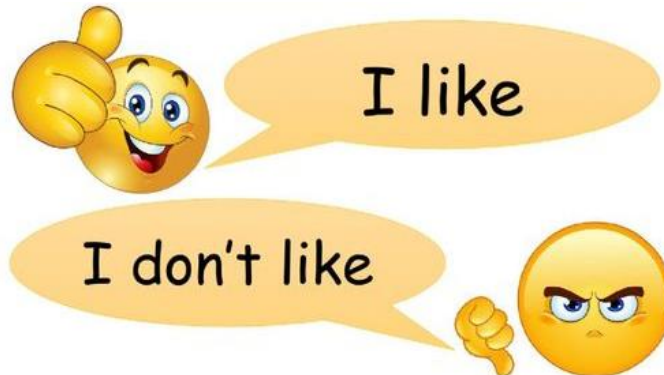
Presentation or engagement:

Based on the previous lesson:

- Review the simple present grammar asking them some questions. Clarify and give feedback all students.
- Ask learners about what activities they do in their free time and which activity do you like the most?
- They answer in Spanish so it is time to introduce how they can express likes and dislikes about something.

Study:

- Write five sentences that express likes and dislikes, e.g. *I love playing the piano. I hate eating broccoli.*
- Repeat the key word (*I like...I hate...I enjoy...I love...I cannot stand*) and show them two different emojis to students hear and assimilate better the information and then ask the question *what do you enjoy doing the most on your free time?*
- Write their sentences on the board or ask a student to write them down.
- Next, explain to students that they also can express likes and dislikes with gestures, written words, or spoken words. Model some examples about real situation.



- Show them that to express likes or dislikes the -Ing should be used after any of these verbs (like, love, enjoy, hate, and cannot stand) for example: *I like eating cereal for breakfast.*
- Remember to be clear and to monitor the learning process so that no student is left behind, and if there is one, help him/her understand better.
- Dictate to explain the rules of -Ing or give them a sticker with these rules.
- Provide a reading worksheet in which students will read and identify and highlight the verbs that have -Ing.
- Complete the worksheet and write a similar text about you in your notebook.
- Then, with a roulette ask for participation and students should answer with the phrases from the roulette.
- Ask to get in pairs to work and pay attention to the audio to find out and highlight other key expressions of 'giving warning and stating prohibition.'
- Listen and complete the Function activity with the partner.

Assessment:

- Provide suitable photo to each pair to students can evaluate partner by showing the photo and eliciting the corresponding learned expression.
- Ask the students to make a short dialogue for each situation which they can then perform for the class.

UNIT 1: FINAL PROJECT

“Designing a collage about you and your family.”

What a collage is?

A collage (a French word that means “glue”) is a style of art. People paste together pieces of colored paper, magazine cutouts, photographs, or small objects on a piece of paper.

Check out these steps to make your collage more attractive:

1. Choose a nice base for your collage. Use colored cardboard or paint your base.
2. Use different materials. Paste magazine cutouts, photographs, cloth, toys, and use different kinds of paper.
3. Play with shapes. The cutouts do not have to be only squares. Cut them in fun shapes: circles, triangles, or strips.
4. Let your imagination fly! A collage is a free-style technique.
5. Present your project to the class.

Instructions for the presentation:

- Introduce yourself and the members of your family.
- Describe their personalities, routines, and free time activities.
- Use the pictures and objects you pasted to guide your oral presentation.
- Do not read!
- Answer your partners’ questions about your family. Add more details.

Key expressions to use in your presentation.

- Hello everyone. Good morning/good afternoon/ My name is...
- This is my brother/my sister. His/her name is... He/she is a sporty...
- Every day my brother/my sister wakes...
- In his/her free time he/she likes to..., but he/she does not like to...
- She/He prefers to ...

Objective: Students will be able to describe customs and celebrations of other countries.

Unit 2



Culture

Languages and more

Grammar: Simple present, with adverbs of frequency. Present progressive.

Vocabulary: Words related to customs and celebrations. Idioms and colloquial expressions.

LESSON 1: DIVERSE CUSTOMS

Institution:		Time:
Focus skill:	Speaking	
Complementary competencies:	Listening comprehension, Reading, and Writing.	
Grammar: Simple present with adverbs of frequency. Vocabulary: words related to customs and celebrations. Idioms and colloquial expressions.	Scaffolding Strategies:	Modelling Bridging Contextualization Schema building Re-presenting text Developing metacognition
Strategies	questions, self-assessment, conversation cards, speech.	

Directions

Warm up: Alphabet

This dynamic contributes to the retention of information through attention and memorization of sounds (pronunciation).

- Write all the letters of the alphabet in disorder on the board.
- Point and say aloud each letter in order.
- Ask your students to just listen and not repeat.
- Repeat the action but change the instruction and ask them to repeat.

Then, in order of positions, ask each student to say the letter that the teacher will point to with a pointer (the letters should be pointed out of order).

Presentation or engagement:

- Ask learners say any custom or celebration from Ecuador.
- Explain the diversity of the world making comparison between Ecuadorian customs with another country that learners know.
- Let students analyze a little bit more before to give answers.

How do you think people from greeting?

What do you think ...wear?

What do you think ... celebrate new year?

- Show different photos from different countries and ask the questions.

What are these people from?

What are they wearing?

What are they doing?

- Draw a chart in which write the next categories: Greet with, Wear (clothes), Pray, give (presents), Celebrate.

The teacher gives an example with Ecuador or another country that he/she prefers.

Country	Greet with	Wear	Pray or give presents	Celebrate
Ecuador	A kiss or shaking hands.	Traditional indigenous clothes or suit.	Pray in churches.	Day of death in November.

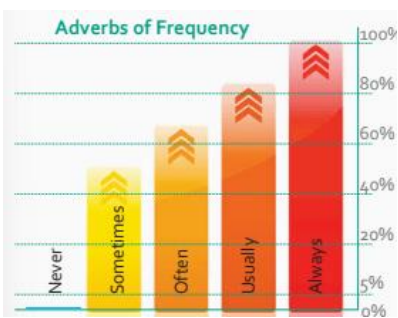
- Create an imaginary situation where students should present a speech in a conference.
- Prepare a short speech using the information from the chart.

Countries	China	Saudi Arabia	Japan	Thailand	Spain
Greet with					
Wear (clothes)					
Pray, give (present)					
Celebrate					

- Ask learners to choose one country to prepare a short speech to present in the conference of diversity.
- Give them some additional expressions to complete the presentation.

Every day / week / morning / month / year. **Once/twice/three times/four times** a day/week/ month/ year.

Study:



- Then, show them the graph of the frequency adverbs. Let them analyze the graph for a few seconds and explain what adverbs are and how they are used in simple present sentences.
- Ask learners to take out different colored strips of paper to construct their own adverb chart in their notebook.

- Guessing activity: Ask to write down some of students' sentences in the board and using the question 'how often...?'

How do often Arabian women wear skirts? Arabian women wear skirts every day.

How often do you think Chinese people pray?

- Ask them to write sentences using the adverbs of frequency. Remember to clarify that if you use adverbs of frequency in a sentence, you do not use the expressions of frequency.
- For the next activity be sure to give clear indications.
- In the same worksheet activity 2. Ask students to conduct a short and quick dialogue with four different partners.

For example:

Juan: Hi Roberto. How often do you eat fast food? Roberto: I often eat fries on weekends. Juan: Really? Roberto: Yes. Juan: OK. Thank you.
--

Assessment:

Get in groups of three and choose a country in which you are interested. Look for information about greetings, eating habits, and clothing. Get 3 pictures that represent the information.

LESSON 2: CELEBRATING DIVERSITY

Institution:		Time:
Focus skill:		Speaking
Complementary competencies:		Listening comprehension, Reading, and Writing.
Grammar: Simple present with adverbs of frequency.	Scaffolding Strategies:	Modelling
Vocabulary: words related to customs and celebrations. Idioms and colloquial expressions.		Bridging
		Contextualization
		Schema building
		Re-presenting text
		Developing metacognition
Strategies: questioning, self-assessment, conversation, peer task, learning strategies, cards, speech.		

Directions

Warm up: German Parade!

This game consists of providing two similar images for students to find the differences between them. The images can be shown through a presentation or poster.

- Divide the class into two groups and start with the instructions.
- One student per group should come to the front and point out a difference they find. The team that does it in the shortest time wins.

Rules:

- Students do not repeat turns unless everyone has already passed.
- They can only point out one difference per student. But they can help each other in the group.
- Use a different color marker for each team.
- If the class is too big you can add more pictures and adjust the groups.

Presentation or engagement:

- Ask learners gather in the groups above for the next activity.
- Review the previous topic "simple present" and remind them of its use and some rules if necessary.

- Make some sentences at this time on the board based on the topic of cultural diversity.
- Then, try to create an atmosphere of uncertainty to guess the topic of the class. Do you know what it is?
- Try to get the students to think about the topic and if any of them come close to the answer, give them signals through mimicry or gestures.
- If they answer correctly, introduce the topic with the examples above by transforming them from present simple to present continuous.
- **For example:** *China people usually use chopsticks to eat food. (Simple present)*

China people are using chopsticks to eat food. (Present continuous or progressive)

Study:

- Using a graphic organizer explain and emphasize the differences of both present tenses writing short words.
- You can create this graphic with students on the board, complete a part of it and ask them to finish in their own.
- Includes rules, examples, definition with key words, forms (affirmative, negative and questions) and time expressions.
-
- Then, show a picture and describe it using simple present.
- Write down her/his sentences on the board and explain them the next activity.
- Using the same picture teacher will ask to random students the following two questions.
 1. Where does this celebration take place?
 2. What are these people celebrating?
- After that teacher provide another picture to practice the previous exercise with their partners.

Assessment:

- Ask them to get in group of three or four students.
- Each group will have 5 different pictures.
- Like playing cards, each picture will be face down. One of the students must pick up the picture and show it to the others.
- The partners will have to describe the image, answering the questions above. Where does this celebration take place? What are these people celebrating? What do people wear?
- Each student will take turns picking up the card and describing the image they are holding.
- Remember to use simple present or present continuous.

Key words to describe picture: In this picture.../ I can see...

LESSON 3: OUT OF THIS WORLD

Institution:		Time:
Focus skill:		Speaking
Complementary competencies:		Listening comprehension, Reading, and Writing.
Grammar: Simple present with adverbs of frequency.	Scaffolding Strategies:	Modelling
Vocabulary: words related to customs and celebrations. Idioms and colloquial expressions.		Bridging
		Contextualization
		Schema building
		Re-presenting text
		Developing metacognition
Strategies: questioning, self-assessment, conversation, peer task, learning strategies, cards, speech, model, simulation.		

Directions

Presentation or engagement: Let's travel.

- Start with a question. If you are going to travel to another country, what do you need to have - a passport? exactly.
- Now imagine that you have just bought a plane ticket - where are you traveling to (ask this question to random students).
- Well, since we are just a few days away from traveling let's prepare our passport. To do this, hand out a passport template to each child.

Ask them to decorate and fill in their passport. Once the activity is finished, continue with the class.

Study:

- Start the class making simple questions about last lessons.
- Provide a worksheet that summaries the unit.
- Students are going to read and prepare to outline new words.
- Listen carefully and complete the conversation with some idioms.
- Fill the blanks and read again the text to find out the meaning of those phrases.

- | | |
|----------------------------------|---------------------------------|
| ➤ The place is packed. | ➤ a place full of people |
| ➤ I'm feasting my eyes on | ➤ Something spectacular |
| ➤ It's out of this world. | |

- If they find the correct meaning, ask them to explain to their partners.
- Then, using the previous expression make question and in pairs ask and answer the next questions.
 - What place seems out of this world to you?
 - What places are usually packed in your town?
 - What place feast your eyes on?
 - Prepare materials and information for the final project.

Assessment:

- Choose a partner and simulate that you are going to travel a country.
- Ask them to talk about customs and habits in different countries (where they are going to travel), describe what people are doing there.
- Explain that they should use the target language, learn expressions, and use simple present and present progressive tense.
- Give freedom to choose if they want to work in pairs, in groups or whole class with the teacher.
- Participate with all students as you are an pilot or stewardess.

UNIT 2: FINAL PROJECT

Show your own presentation!

A slide show presentation is a series of pictures that people use to give a presentation at school or work. People use computer programs such as PowerPoint or Quick Slide Show to organize the pictures. A slide show is interesting because images are always the best way to explain a topic.

Instructions

- Give clear explanation of about what a presentation means.
- The project will have two tasks that will become one.
- First, in the same groups of 3 choose a country you like to look for information about it. Remember that the countries have already been chosen but if your team prefers you can change it.
- Second, individually students design a KWL chart in which before the research, you will have to complete the chart with data you know about another country not your chosen, and things you would like to know.
- After that, look for and organize the information about your country.
- Choose clear and interesting images to support your ideas.
- Don't write a lot of text. Use only key words on each slide.
- Check that the texts are easy to read. Do not use too much color or animation.

Important aspect to consider for the presentation.

- Greet your audience.
- Mention the country.
- Mention the topics of the presentation.
- During the presentation, show each slide one by one. Stop and describe it.
- Look at your audience always.
- Check if your audience has any questions and answer them.
- Thank your audience.

Key expressions

- Good morning, everybody.
- Our presentation is about... (country's name).
- The topics of this presentation are greetings, food...
- In this slide people are eating / wearing / greeting / giving...
- Do you have any questions?

➤ Thanks for your attention.

At the end of all presentation, each student will write down on the KWL chart what they know about the country that individually chosen. The teacher must support all the time to the students that need.

Objective: Students will be able to describe and compare people's abilities and express opinions.

UNIT 3

Amazing people



Know yourself!

Grammar: Modal verb Can, Comparative and superlative adjectives

Vocabulary: words related to multiple intelligence
Adjectives related to physical description

LESSON 1: MULTIPLE INTELLIGENCE

Institution:		Time:
Focus skill:		Speaking
Complementary competencies:		Listening comprehension, Reading, and Writing.
Grammar: Modal verb CAN,	Scaffolding Strategies:	Modelling
Vocabulary: words related to multiple intelligence.		Bridging
		Contextualization
		Schema building
		Re-presenting text
		Developing metacognition
Strategies: feedback, correct errors, storytelling, questioning, discussion.		

Directions

Warm up: The magic box

- Prepare a box which should have different object.
- If it is necessary, take knowing objects from the class or objects that represent previous lesson vocabulary.
- The goal of this box is engaging students to tell a story using objects from the box.
- Start the story and one by one students will complementing the story.

Presentation or engagement:

Before to start the class, paste six poster that represent the multiple intelligences.

- Start the class by asking to students to choose one with which they feel most identified.
- Each student will take the spot they chose and sit there for the entire class.
- Ask a question and one student per group will have to answer. Why do you choose that poster?
- Then, explain the importance of knowing that everyone have different abilities and talents.

Study:

- Now, hand out a worksheet on which each student will have to read, listen, and look for new vocabulary.

- Ask them to design a mind map using new words that teacher tell them and they found on the texts. (notebook).
- Then, ask them what do they understand about each text? What is your ability?

For example: I can dance. I can draw. I can sing pop music. (modelling)

- Now, provide a worksheet and students will write down 10 abilities using the previous structure. I can.....

Ask them to relate their abilities with the correct intelligences and explain the meaning of useful expressions if it is necessary.

- Explain about modal verb CAN. How to use it and definition.
- Practice the pronunciation using repetition strategy.
- Listen and repeat. Can / kən/ and Can't /kænt/

Assessment:

- Now, in groups interview to three classmates using modal verb CAN.
- Read the instructions and the examples of the worksheet.
- Ask them to not just give short answers, but to give extra information to make it a real conversation.
- If necessary, show them an example of the conversation they should have to conduct the activity.
- After to interview your classmates ask to yourself and complete the chart.
- Do not forget to make participation of the conversation to verified if they work or not.

LESSON 2: UNIQUE PEOPLE

Institution:		Time:	
Focus skill:		Speaking	
Complementary competencies:		Listening comprehension, Reading, and Writing.	
Grammar: Modal verb CAN, comparative and superlative adjectives.	Scaffolding Strategies:	Modelling	
Vocabulary: words related with talents, giving extra information to expand conversations recycling expressions and using them in new situations.		Bridging	
		Contextualization	
		Schema building	
		Re-presenting text	
		Developing metacognition.	
Strategies: role play, think-pair share, questioning, correct mistakes, feedback, repetition			

Directions

Presentation or engagement:

- Start the class review the topic of the last class.
- Divide the class into small groups 4 students per group and ask them to discuss about What was the topic of the previous class? and write their doubts to tell you.
- Then, review their knowledge playing the ball pass.
- Holding a ball, begins by posing a question or sharing an observation.
- Students wishing to respond raise their hands and pass the ball to one of them.
- The person who received the ball must first respond to the first speaker's question or comment before adding his or her own contribution.
- The second speaker then passes the ball on to the next person wishing to contribute.
- Give feedback and clarify doubts.

Study:

- After that, write down three phrases on the board and ask for volunteer to find out their meaning.
 - It's a piece of cake!
 - Get out of here!
 - It's mid-blowing!
- One by one, the students without spoken are going to transmit the meaning to their classmates.

Optional: Motivate students to guessing the answer getting points or a prize.

- Practice the pronunciation and remember their meaning putting an imaginary situation where people can use these phrases.
- Then, provide them a worksheet where students are going to use these phrases in the correct situation.
- Reinforce class: Draw a chart with different talents and partners' name.
- It is not mandatory that the talents from the chart are like the teacher, students can write others.
- Ask them to interview your partners using questions with the modal 'can' to complete the chart. E.g., Can Adam speak in public?

	speaking in public	play an instrument	dance tango	write stories	solve puzzles
Adam					
Charles	X	✓	✓	X	X
Tim					
Jim	✓	X	✓	X	✓

Assessment:

- Let students that prepare a talent show.
- Learners are going to find someone who... Who can ...solve sudoku puzzles? /...can hold the breath for much time/ can imitate someone?



- Then, classify the founded talents in different categories like musician and singers, comedians, actors, sports, and strange talents.
- Evaluate the partners according to the criteria selected, explain them to use 'why' and 'because' to explain your choices.

Previous review of 'why' and 'because' words to give reasons and answer questions.

LESSON 3: OUSTANDING PEOPLE

Institution:		Time:
Focus skill:		Speaking
Complementary competencies:		Listening comprehension, Reading, and Writing.
Grammar: comparative and superlative adjectives.	Scaffolding Strategies:	Modelling
Vocabulary: Adjectives relates to physical description.		Bridging
		Contextualization
		Schema building
		Re-presenting text
		Developing metacognition
Strategies: role play, think-pair share, questioning, correct mistakes, feedback, jigsaw, debates.		

Directions

Warm up: Let's go.

The game consists of recounting a situation in which the teacher has been invited to a party and needs to bring something or someone.

- Start saying: I have been invited to a party this Saturday at 5 p.m. and I need to bring a small flower. If you want to go with me, what would you bring?
- One by one the students must raise their hand to say the answer. To do this, they must guess what the key word of the situation is and say it with an example to the teacher.
- In this case, the key word is the adjective, so the student can answer, "I will bring a *big* ball."
- Affirm the answer by telling them 'Yes, you can' or 'no, can't.'

You can do this activity with different situations and different key words: verbs, objects that begin with a specific letter, etc.

Presentation or engagement:

- Start the class asking them: What is your favorite famous person? Or if they do not have What is their favorite person?
- Then, ask them to think about the qualities and physical aspect of this person and write them those on the notebook. (5 characteristics)

- And draw your favorite person.
- Present your character to show students what they going to do. Use adjectives to describe your character.

Selena Gomez is a young American singer. She is pretty and a great person. She has big brown eyes. She has straight hair, and she is not fat.

- Start the class asking them: What is your favorite famous.
- Monitor and help them if they need it, then, one by one students are going to present their character.

When they finish paste on the board some adjectives and ask them to find out the antonyms of these.

- Now, divide the class in small groups of three people.
- Decide the topic of the groups with a coin game: Comparative and superlatives. Provide them a paper with all information that they will need to each group.
- Each group need to read, analyze, and understand the information.
- Although they are in groups, they must work individually in their notebooks.

They can use mind maps, graphic organizer, drawings, etc. to organize better the information.

Study: Explain some Basic Notes strategies:

- Put ideas into your own words to reinforce meaning. It alerts students to gaps in their understanding and can encourage use of new vocabulary words.
 - Highlighting, color coding, underlining, and using punctuation and large size or capital letters, are effective ways to signal different kinds of information.
 - Do not worry about complete sentences. You can use fragments and abbreviations to emphasize on the main ideas. You can use mind maps.
 - Ensure notes are correct before studying them. Reviewing notes that do not reflect a true understanding of the original lesson can lead to poor performance on exams despite the learner having spent ample time studying.
- Once all teams finish the activity. Randomly one or two members of each group will change of contrary team. *E.g., If I work in superlative team, I should go to comparative team.*
 - Then, the students should explain in their new team their topic (use the notes). And again, the classmates should listen and take notes about it.
 - Given enough time and after (15 minutes) ask them to come back to their real team.

- Then, in their teams each group should organize the collected information to present in 1-3 minutes the results.
- At the end ask them if they understand the topic or if there is something missing to explain about the topic.

Assessment:

- It is a quiz time.
- Provide a short evaluation about use of can and superlative and comparative sentences.
- They are going to complete individually.

UNIT 3: FINAL PROJECT

A talent show.

A talent show is a popular activity practice in a class because it allows to integrate students and give students the opportunity to show off their abilities. Moreover, it helps students to be more confident and motivated to participate in activities in the classroom and in the school. Follow the next steps to prepare this show.

- Plan the event. As a class, choose a date and time for the talent show.
- Assign roles. A person must be the host. Other students must be the judges.
- Practice. Find moments to meet your team members and rehearse the presentations, but do not let these practices interfere with your study time.
- Relax. Sleep well before the show, drink a lot of water, and tell yourself: “I can do it.” “I’m the best.”
- Enjoy it! You do things better when you are motivated and comfortable. Do not let anxiety affect your performance. Have fun!

Aspect to taking account to give your presentation.

- Explain them the roles of each student or also give them freedom to prepare themselves their presentation.

	Host	Performer	Judges
Roles	Greet the audience. Mention the different categories. Announce the candidates in order.	Tell them what your presentation is about. Concentrate and give your best act to the audience.	Get together and choose the best candidates. Give the results in an envelope to the host.
Ideas	Good morning, everybody. The categories for this talent show are... Our first performer is about.	My presentations is about... I can...	We think (name) is better because...

- Discreetly evaluate each student's roles and presentations so that they do not feel pressured by teacher presence and their grading.

Objective: Students will be able to talk about food preferences, express agreement and ask and answer questions about food quantities.

UNIT 4

Healthy food



Enjoy it!

Grammar: Countable and Uncountable nouns, some and any, How much and How many, imperatives.
Vocabulary: Words related to food, ways of cooking, and units of measurement.

LESSON 1: THE PYRAMID FOOD

Institution:	Time:
Focus skill:	Speaking
Complementary competencies:	Listening comprehension, Reading, and Writing.
Grammar: Countable and Uncountable nouns, some, and any, how much and how many, imperatives. Vocabulary: Words related to food, ways of cooking, and units of measurement.	Scaffolding Strategies: Modelling Bridging Contextualization Schema building Re-presenting text Developing metacognition
Strategies: think-aloud, questioning, chunks, dialogue, correction, and feedback.	

Directions

Warm up: Wrong clap

This game focuses on attention and listening skills.

- Call out a category for example fruits, the game starts when the teacher calls out some fruits, so the students must clap the hands.
- The difficulty in this game is that you can change the fruit for a vegetable, or anything else to check if the students were attentive to the instructions.
- Students who fail will have penalties like answering questions from the previous class, singing, telling a joke, or saying riddles and tongue twisters.

Note: this game can be played with any category.

Presentation or Engage:

- Paste a poster of an empty pyramid and ask them to guess the topic of the class.
- Give some cards with different foods: grains, veggies, fruits, oil, dairy, meats, and beans.
- Ask the question, who belongs to...? and mention the different categories.
- One by one students are going to paste their card on the correct category.
- Then, pointing one food, make a sentence using: I like...or I do not like...
- Then, ask the questions. Randomly ask one student to repeat the action and answer him/her using 'me too' or 'me either.'

What fruit/veggies do you like?

How often do you eat...?

- Then, to divide the class into groups ask learners to take again their card.
- Paste a list of food in different wall of the classroom, and students need to find their group: countable nouns, and uncountable nouns.
- Students should write the food name and paste on their chest.
- Identify if learners know what kind of food they are and if it is a countable or uncountable noun.
- Model the activity taking part of the participants.

Study:

- Give a worksheet to identify if learners remember the food vocabulary.
- As learners are in groups ask them to choose a leader. Then, give the leader a piece of clues about the topic.

Reflect on Grammar	
<p>Countable nouns Food / Things we can count. They have singular and plural forms.</p>	<p>Singular: a pear / an apple Plural: two pears / three apples</p>
<p>Uncountable nouns Food / Things that we cannot count. They don't have a plural form.</p>	<p>milk - beef - spinach</p>

Reflect on Grammar			
Some - Any			
Use some and any to talk about undetermined quantities.			
	Affirmative Sentences	Negative Sentences	Questions
Countable Nouns	I need <input type="text"/> carrots.	There aren't any carrots.	Do we need any carrots? Are there any carrots?
Uncountable Nouns	There is some meat.	We don't need <input type="text"/> cheese.	Is there any cheese? Do we need any cheese?

- The leader should provide this information to understand and solve the activities.
- Read the text twice and slowly to students listen and practice after teacher into their groups.
- Clarify, listen, and correct the mistakes of students.

Assessment:

- Give clear instructions.
- Get into groups and talk about food preferences. Try to speak in the target language.
- Choose a healthy dish and investigate how to prepare it.
- Write down the list of ingredients you need.

LESSON 2: HEALTHY RECIPES

Institution:		Time:
Focus skill:		Speaking
Complementary competencies:		Listening comprehension, Reading, and Writing.
Grammar: Countable and Uncountable nouns, some, and any, how much and how many, imperatives.	Scaffolding Strategies:	Modelling
Vocabulary: Words related to food, ways of cooking, and units of measurement.		Bridging
		Contextualization
		Schema building
		Re-presenting text
		Developing metacognition
Strategies: questioning, storytelling, cards, think aloud, visual aids, correction, and feedback.		

Directions

Presentation or engagement:

Ideas: If it is possible, before the class ask them to bring different ingredients to practice the quantities. Bring different portion of ingredients or show a video in which show learners different quantities of food.

- Bring a recipe of how to do empanadas: read the ingredients and the quantities of each one aloud.
- Then, based on the video or previous explanation about quantities ask them:

How much sugar do we need for this recipe?

How many eggs?

How many cups of flour?

- Before asking, explain them to take out a piece of paper and fold into three parts.
- Then, students need to write the answer in each part of the paper to show you. They do not speak or say nothing.
- Key expressions to include during any time of the class: Hold on a second/ wait a moment.

Study:

- Do you remember what was uncountable and countable nouns?
- What are the countable nouns? Give me an example.
- What are the uncountable nouns? Give me an example.
- Provide them general information about the use of quantities: How much and how many.
- This activity should be individually and ask them to summarize the information putting them into a graphic organizer.
- Explain students to prepare to present their summary to the class.
- Choose five students randomly. They are going to be the teachers and explain what they understand of the provided information.

Assessment:

- Getting into groups use the list of ingredients from stage 1 and talk about the quantities you need for your recipe.
- Write down the recipe.
- Follow the instructions in the recipe simulate preparing the dish.

LESSON 3: EATING WELL

Institution:		Time:
Focus skill:		Speaking
Complementary competencies:		Listening comprehension, Reading, and Writing.
Grammar: Countable and Uncountable nouns, some, and any, how much and how many, imperatives.	Scaffolding Strategies:	Modelling
Vocabulary: Words related to food, ways of cooking, and units of measurement.		Bridging
		Contextualization
		Schema building
		Re-presenting text
		Developing metacognition
Strategies: debate, discussion, think-pair-share, questioning, correction, and feedback.		

Directions

Presentation or engagement:

- Divide the class into five groups and give them a topic: Fruits, vegetable, grains, milk, proteins.
- Ask them to remember the category of their groups.
- Present short research about ‘top ways to healthier eating.’

Top Ways to Healthier Eating

Good nutrition is essential for a better quality of life. The secret is to eat the appropriate amount of food from each group. Check out the following tips:

- Eat a lot of fruit:** Eat a variety of fruit every day. For a recommended 2,000 calories, you need to eat 2 servings of fruit. Fruit provides vitamins and minerals that are good for your immune system.
- Vary your vegetables:** Alternate green vegetables like spinach, celery, and orange vegetables like carrots. Veggies give nutrients to maintain healthy skin, eyes, and at the same time prevent heart problems.
- Get the benefits of milk:** Have 3 glasses of milk or a slice of cheese to get the calcium that you need for stronger bones. Yogurt is also the best option for a better digestive system.
- Eat grains:** You need a lot of energy so you can eat 3 servings of grains like cereals, bread or rice every day. One serving is equivalent to a slice of bread or ½ cup of rice.
- Vary your protein:** Protein is an important component for every cell in your body. Get your protein from beans, fish and meat. Fish like salmon is especially good for your brain.
- Be careful with sugar and junk food** Everybody likes candies, ice cream, hamburgers and hot dogs. However, too much sugar and junk food may provoke diabetes and obesity.

Kids' Health Association™, 2012

- Ask learners to read for themselves, after that, choosing one student per groups let them to read aloud.

Questions:

UNIT4: FINAL PROJECT

Sharing your project: The healthy festival.

- Design a date to present your students' work.
- Each group of students are going to prepare an exposition about their recipes, benefits, and give a small sample of the result.
- Let independence to organize their exposition and give feedback and support if they need it.
- The festival could be with the participation of other courses in a rest time.

Aspect to taking account to give your presentation.

	Presenters	Visitors
Roles	<ul style="list-style-type: none"> • Describe the ingredients of your dish. • Explain how to make your dish. • Give samples to the visitors. • Hand out the brochures. 	<ul style="list-style-type: none"> • Try the dishes. • Ask questions about the dish. • Vote for the most delicious and healthiest dishes.
Useful expressions	<ul style="list-style-type: none"> • Greet • Our dish it • There are some.../there is some... • First, cut... • Please try. • This dish is healthy because... 	<p>This dish id finger-licking good.</p> <p>What is in it?</p> <p>It is delicious, it smells good. It tastes great!</p>

RESOURCES AND MATERIALS

WORKSHEET REVIEW

1. Work in pairs. Read and practice the dialogue with your partner. Then, complete the next short dialogue.

Speaking practice

Sonia: Hi. I am Sonia. What is your name?

Sebastian: Hi, Sonia. My name is Sebastian.

Sonia: Hello, Sebastian. Where are you from?

Sebastian: I am from China. And you?

Sonia: Canada

Sebastian: Cool! How old are you?

Sonia: I am 12. How about you?

Sebastian: Me? I am 13.

Student A: Hi. I am _____. What is your name?

Student B: Hi, _____. My name is _____.

Student A: Hello, _____. Where are you from?

Student B: I am from _____. And you?

Student A: _____

Student B: Cool! How old are you?

Student A: I am _____. How about you?

Student B: Me? I am _____.

2. Based on the previous exercise. Works in groups of 4 to complete and perform the next dialogue.

Student A: Hi, I am _____.

Student B: Hi, _____. My name is _____.

Student A: Hello, _____. Where are you from?

Student B: I am from _____. And you?

Student A: *Australia*

Student B: Cool! How old are you?

Student A: I am _____. How about you?

Student B: Me? I am _____, too.

Student A: _____ - this is my friend _____.

Student C: Hi, _____. Nice to meet you.

Student B: Nice to meet you, too, _____. And this is my friend: *her/his* name's _____.

Student D: Hi, guys. How are you? I am _____. *Laura Junqueira*.

Student B: So, _____ - where are you from?

Student C: Me? I am from *Britain*. _____ here is from *Australia*, but I am *British*.

Student D: But are your name *British*?

Student C: Oh! good question. Well, no it is not. My parents are from Egypt and so my name is from Egypt, too. But my sister *Fatima* and I were both born here, so we are 100% *British*.

Student B: That is cool. I think your name is nice.

Student C: Thank you! And you two, are you both *Brazilian*?

Student D: That is right. But we are not from the same city. I am from *Belo Horizonte* and _____ - is from *São Paulo*. We are students at the language school here.

Worksheet 1

Personal information

1. Read the following first text, analyze and outline the adjectives. Then, complete the next text using your personal information and different adjectives.

Hello everybody, I am Jane, and I am 13 and this is my family. My mom's name is Emma. She is from France. It is a big country in Europe. She is sporty and healthy. She has many friends because she is very friendly.

My dad's name is Pete. He is not French. He is American. He is a chef. I love his food he is intelligent but quiet. He tells jokes all the time. He is not a bad person.

Directions: You can change the unlined member of the family that you want to describe. For example, My sister, my brother, my grandpa, my grandma or other one.

Hello everybody, I am _____. I am _____ and this is my family. My mom's name is _____. She is from _____. It is a _____ country in _____. She is _____ and _____. She has many friends because she is very _____.

My dad's name is _____. He is not _____. He is _____. He is a _____. I _____ He is _____ but _____. He _____ all the time. He is not a _____ person.

2. Complete the following sentences with the correct form of the verbs in parenthesis.

E.g., They tell (0. tell) jokes.

He tells (0. tell) jokes.

They do not/ don't tell (0. not/tell) jokes.

He does not/ doesn't tell (0. not/tell) jokes.

I _____ (a. live) with my mom, my uncle, and my cousin Pete. My mom and uncle _____ (b. work) from Monday to Saturday, but they _____ (c. not/ go) to the office on Sundays. On Sundays, my uncle _____ (d. exercise) and my mom _____ (e. play) basketball with my cousin and me. Pete is like my brother. He _____ (f. not/ like) to play with me, but he _____ (g. take) care of me.

PERSONAL INFORMATION

Instructions

1. Draw one member of your family.
2. Ask the following questions and write the answer below.
3. Write a short using collected answers.



1. What is your name?

2. How old are you?

3. Where do you live?

4. Who do you live with?

5. What is your mother's name?

6. What is your father's name?

7. Where do they live?

8. What is your mother like?

9. What is your father like?

10. What is your job?

WORKSHEET 2

Dialogue practice

Zoey: So, have you got any hobbies at all, Ellie?

Ellie: Yes actually. I really enjoy making model aero planes.

Zoey: Model aero planes? That sounds cool!

Ellie: It is. Do you want to see them?

Zoey: Yes, please!

Ellie: OK. Come on, they are upstairs in my bedroom.

Moments later....

Ellie: And here are my planes. That's my favorite.

Zoey: cool! Can I pick it up?

Ellie: OK but be careful. No, please! Don't do that! They don't fly!

Zoey: Oh, that's right. OK. Sorry.

Mum: Ellie? What are you up to?

Ellie: nothing, Mum. My friend Zoey's here. We are looking at my planes.

Mum: OK. But hurry up! Dinner's almost ready.

Ellie: OK mom. Look out, Zoey! It's very....


Zoey: Oh no. It's broken.

Ellie: Yes, I know.

Zoey: I'm really sorry, Ellie. And it's your favorite, too.

Ellie: that's OK. I know it's an accident. I'm sure I can fix it.

Speaking activity

 Functions: giving warning and stating prohibitions

KEY LANGUAGE

1 **Be careful**, Nora.

2 **Look out**, Jeff.

3 **Don't do that**.

4 **Don't talk** in here!

1. Match the sentence from the key language box with that picture A-B.



2. Completed mini dialogues with expressions from the key language box.

1 David: The baby is asleep.

Liam: I know. _____

2 Olivia: Let's cross the road here.

Julia: Wait! _____. There's a car coming.

3. In pairs write short dialogues from the other two expressions.

3. Complete the next sentences with can or can't. Then, interview two of your classmates.

Instructions:

If your partner's answer is not, put a cross in the chart. And if the answer is yes, put a tick in the correct box.

For example: Can you dance? No, I cannot. But I can play piano. What about you? Can you play a musical instrument?



Name	Speak in public	Play a musical instrument	Act theater plays	Dance	Paint impressive paintings	Solve math problems quickly	Make friends easily
E.g., Sofia				x			
Me							



WORKSHEET: UNIT 3

1. Multiple Intelligence. Read, listen, and complete with the correct verbs.

Logical-Mathematical Intelligence
These people are good with numbers. They can do calculations **quickly**. They can *solve* problems using logic.

Interpersonal Intelligence
These people can interact with others **easily**. They can understand other people's emotions. They can in public.

Musical Intelligence
These people are good at music. They can and play musical instruments. They can learn using songs and melodies.

Visual-Spatial Intelligence
These people are good with images. They can and draw impressive paintings. They can design useful objects.

Verbal Intelligence
These people are good with words. They can write beautiful poems. They can languages **easily**. They can tell funny stories.

Kinesthetic Intelligence
These people can their bodies **very well**. They can act and dance. They can be good athletes.

Word Bank

- solve
- move
- paint
- speak
- learn
- sing

2. Complete the next chart with your abilities and intelligence. You can use the expressions from the box to describe actions.

Useful expressions

- Use *quickly, easily, and very well* to describe actions.

For example: I can count *quickly*.







Me	Abilities	Intelligences

WORKSHEET: Unit 2

1. Complete the text with the corresponding country and use the correct verbs to each picture.

Work bank

Use, pray, wear, give, celebrate, greet.

		
In _____ people always _____ (a.) with a bow to express respect.	In China and _____ people usually _____ (b.) chopsticks to eat with.	In _____ woman never wear skirts. They _____ (c.) veils and long dresses.
		
In _____ people _____ (d.) in churches. They often go to church on Sundays.	In _____ people usually _____ (e.) Christmas presents on January 6 th .	In _____ people sometimes _____ (f.) their new year at the end of January.

Speaking activity

2. Ask four classmates and complete the sentences using frequency adverbs. Use the words in parenthesis.

Speaking strategy

Use *Really?* to show interest in a conversation.



How often do you greet with a kiss?



How often do you give a present?



How often do you eat fast food?



How often do you wear your traditional clothes?

5. Complete the following conversations with the some or any.

a. **Tim:** I'm hungry, mom. Are there _____ pears?

Mom: No, there aren't any.
But there are _____ apples.

b. **Amy:** Yummy! This soup is delicious. What's in it?

Mom: There is _____ chicken, there is _____
spinach, and there are _____ potatoes.

c. **Sam:** I'm very thirsty. Is there _____
water in the fridge?

Dan: No, there isn't any. But there is _____
orange juice.



Quiz Time

1. Complete the sentences with words from the Word Bank.

Word Bank

- run
- do
- play
- speak
- draw

- a. Jane has visual intelligence. She can _____ beautiful designs.
- b. Matt has mathematical intelligence. He can _____ calculations really fast.
- c. I have interpersonal intelligence. I can _____ in public.
- d. Usain Bolt can _____ 100 meters really fast. He has kinesthetic intelligence.
- e. Oscar can _____ the piano very well. He has musical intelligence.

2. Complete the following conversations with can or can't.

- a. - _____ (1) you speak French?
- Yes, I _____ (2). I _____ (3) understand when people speak, but I _____ (4) write it. It's really difficult.
- b. Check out my new electric guitar.
- _____ (1) you play rock songs?
- Actually, I _____ (2), but I'm taking guitar lessons. Listen, I _____ (3) play this easy melody.
- Oh! I know that's the melody of one of my favorite rock songs.



3. Listen to the two conversations. Check what Alex and Sussie can do.

	swim	do origami	paint	play an instrument
Sussie can...				
Alex can...				

4. Read the chart and complete the sentences with the comparative or superlative form of the adjectives in parentheses.

		
Falcao	Messi	Kaka
Height: 1.78 m.	Height: 1.69 m.	Height: 1.86 m.
Age: 30	Age: 28	Age: 33
Weight: 73 kg.	Weight: 67 Kg.	Weight: 73 kg.

- a. Falcao is _____ (tall) _____ Messi.
- b. Messi is _____ (young) _____ of the three.
- c. Kaka is _____ (old) _____ of the three.
- d. Messi is _____ (short) _____ Falcao.
- e. Falcao is _____ (heavy) _____ Messi.
- f. Messi is _____ (popular) _____ Falcao.
- g. Kaka is _____ (attractive) _____ of the three.
- h. Messi is _____ (good) player of the three.

What are superlatives?

When more than two nouns are being compared, it is time to use superlative adjectives. These are adjectives that refer to the highest degree of difference between the nouns that are being compared.

For example, in a group of boxes of different sizes, one will be "the biggest" box and one will be "the smallest" one.

The pink ball is the **smallest**



one-syllable adjectives

add **-est** to the adjective (plus *the*)

Today is *the* **coldest** day of the year.

Today is *the* **hottest** day of the year.

Note: If the word ends consonant-vowel-consonant, then the last consonant is usually doubled in the superlative, such as "hottest."

two-syllable adjectives ending in -y

change the **-y** to **-iest** (plus *the*)

He is *the* **luckiest** person I know.

She is *the* **happiest** student in my class.

Note: The superlative of some 2-syllable adjectives can be formed with **-est**.
Examples: clever-cleverest, narrow-narrowest.

most other two-syllable adjectives

use **the most** with the unchanged adjective

What is **the most boring** thing about English?

My father is **the most careful** driver I know.

three-syllable (or more) adjectives

use **the most** with the unchanged adjective

My mom is **the most intelligent** person in my family.

This is **the most exciting** day of my life!

A few common
irregular superlatives:
good-(better)-**BEST**
bad-(worse)-**WORST**
little-(less)-**LEAST**

What are comparatives?

Comparative adjectives are adjectives used to compare characteristics between two nouns, highlighting their differences (these could be objects, people, or animals) based on a shared characteristic (size, color, height, velocity, etc).

Another example of this would be "the red pencil is bigger than the blue pencil". In this case, two different colored pencils are being compared based on their sizes, and the word "bigger" is the comparative adjective used for this.

The pink ball is **smaller** than the yellow ball



<p>most one-syllable adjectives +er</p>	<ul style="list-style-type: none"> fast - faster tall - taller young - younger 	<ul style="list-style-type: none"> My car is faster than yours. She's taller than me.
<p>one-syllable ending in -e +r</p>	<ul style="list-style-type: none"> nice - nicer blue - bluer wise - wiser 	<ul style="list-style-type: none"> I like her blouse. It's nicer than yours. Now she is wiser.
<p>one-syllable (1 cons. + 1 vowel) + 1 cons. + er</p>	<ul style="list-style-type: none"> big - bigger hot - hotter slim - slimmer 	<ul style="list-style-type: none"> The red house is bigger. Today it's hotter than yesterday.
<p>two-syllable adjectives ending in -y = -ier</p>	<ul style="list-style-type: none"> pretty - prettier crazy - crazier happy - happier 	<ul style="list-style-type: none"> Today I feel happier. Tom is crazy but Jason is even crazier.
<p>two or more syllables: more + adjective</p>	<ul style="list-style-type: none"> modern - more modern difficult - more difficult 	<ul style="list-style-type: none"> I prefer more modern flats. This exercise is more difficult than those.
<p>common exceptions</p>	<ul style="list-style-type: none"> good - better bad - worse far - farther / further 	<ul style="list-style-type: none"> The cheaper, the better. Those apples are worse than these.

We use them to compare animals, people and things

- Adjectives of one or two syllables: Add **-er**
Longer Stronger Taller
- One syllable adjectives ending with a vowel and a consonant, **double** the consonant:
Hotter Bigger Sadder
- Two syllables adjectives ending in Y, change Y for **i**
Heavy - Heavier Funny - Funnier
- Three or more syllables adjectives, we use **more**:
Intelligent - More intelligent

WORKSHEET

1. Write the letter in the correct food.



a. pear b. cheese c. beans d. rice e. apple
 f. chicken g. carrot h. bread i. fish
 j. milk k. banana l. tomato m. pasta n. yogurt
 o. lettuce p. oatmeal q. butter r. oil
 s. potato t. beef u. orange v. spinach
 w. egg

2. Complete the sentences with the preferences of your partner.

- I like to eat _____ for breakfast.
- I usually eat _____ for lunch.
- I have _____ for dinner.
- I don't like to drink _____.



3. Classify the food items in exercise 1.

Countable Nouns		
potato		

Uncountable Nouns		
beef		



4. Listen and check the statements T (true) or F (false). Then, complete the grammar chart.

Mother: Let's see... We have some tomatoes, potatoes, lettuce, and spinach... Oh! I need some carrots! Are there any carrots?

Peter: Sorry, mom! There aren't any carrots in the store.

Mother: Well, we have enough veggies anyway. Now, we need some meat, son.

Peter: Take this, mom, some chicken and fish.

Mother: OK. Now, the dairy section. We need some milk. Is there any cheese at home?

Peter: Yes, there is, mom! We don't need any cheese now.

Mother: I think that's all. Let's go.



CONCLUSIONS

Teaching English as a foreign language is still a challenge in current education, particularly in mastering language skills such as speaking. Speaking is fundamental to language learning as it reflects language mastery. However, oral production activities are still scarce in the classroom due to social and emotional factors. As educators, it is important to observe all dimensions of a classroom, so recognizing the affective dimensions in the classroom is essential for learning acquisition. It helps teachers to understand the interests and needs of students to improve their learning experience, retention, and application of knowledge in daily life contexts.

The Ecuadorian curriculum integrates various learner-centered approaches and methods to promote the development of skills in communication, critical thinking, logic, and creativity among students. Scaffolding is included in the curriculum as a complementary strategy to the Content Language Integrated Learning (CLIL) approach. However, some teachers may have limited knowledge of the term 'scaffolding' in education yet acknowledge it is applied in teaching. Based on the data analysis, teachers express interest in understanding and implementing scaffolding strategies in their classroom because as the use of diverse teaching methods enhances learning effectiveness. Students have a good attitude towards scaffolding strategies because this involves activities that provide them more opportunities to participate in class and use of language.

Therefore, scaffolding refers to the provision of support and guidance to learners in developing their linguistic and communicative skills in a foreign language. This concept is based on Vygotsky's ZPD theory, which refers that a learner can solve a higher level of difficulty with the help of an 'expert', more knowledgeable other (MKO). Thus, to conduct an effective scaffolding process for oral expression, teachers should consider the five conditions proposed by Feuerstein and Díaz Maggioli as well as the six forms of scaffolding identified by Walqui: modeling, cognitive bridging, contextualization, schema building, textual representation, and metacognitive development to effective mediation of learning, which include cooperative and interactive concepts to activate and enhance language learning and in prior oral production. The findings of this research allows to design a didactic guide implementing those strategies to strengthen speaking skill in young learners. Mastery of a variety of strategies and techniques is essential for an educator, but a good teacher is not only knowledgeable about many methods but also able to apply them appropriately to individual students.

RECOMENDATIONS

- There are several forms and strategies to scaffold learning which can be adapted to the subject, level of students, learning styles and environmental situations. So, the implementation of scaffolding strategies by activities like role-play, debates, discussions, think-aloud, modeling, content in chunks, among others, is recommended not just because promotes the development of social and communicative skill but also boost reading, writing, and listening.
- During teaching of speaking skills, it is recommended to identify what kind of speaking teachers can develop in students (a controlled practice or activate exercise) to clarify the goal of the lesson.
- It is recommended to consider the timing of the scaffolding strategies when applying them to improve oral expression in the English language. Because these strategies follow a sequential process which gradually increasing in difficulty as students consolidate their learning, leading them to achieve the established objectives. Therefore, during the teaching and learning process, the teacher plays various roles that facilitate oral production activities and promote student autonomy and responsibility of the learning.
- It is also recommended to incorporate scaffolding strategies into the teaching and learning process. Thus, a didactic guide has been developed, which makes a significant contribution to improving oral expression. This guide presents elementary topics that promote the use of activities, strategies, materials, and resources focused on developing different linguistic skills. The guide is adapted to the specific needs and interests of the students, leading them to effectively improve their oral skills in English, moreover, teachers can adapt low or rise the level of difficulty of activities in order to create a good and comfortable learning environment.

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ANNEXES

Application for approval of research instruments.



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 14 de junio de 2023

Dra. Sandra Guevara
DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se dignen validar las entrevistas y encuestas de Investigación del Proyecto "Scaffolding Strategies to Strengthen Speaking Skills in 9th Grade Students at Presbítero Amable Herrera High School, Academic Period 2022-2023". Previo a la obtención del título de: Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros, Mención Inglés; para lo cual, se dignará encontrar adjunto las entrevistas y encuestas y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

.....
Lechón Vásquez Estefani Nicole

C.C: 100528015-9



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 14 de junio de 2023

Msc. Fernando Flores

DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar las entrevistas y encuestas de Investigación del Proyecto “Scaffolding Strategies to Strengthen Speaking Skills in 9th Grade Students at Presbítero Amable Herrera High School, Academic Period 2022-2023”. Previo a la obtención del título de: Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros, Mención Inglés; para lo cual, se dignará encontrar adjunto las entrevistas y encuestas y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

Lechón Vásquez Estefani Nicole

C.C: 100528015-9



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS, MENCIÓN
INGLÉS

Topic: Scaffolding Strategies to Strengthen Speaking Skills in 9th Grade Students at Presbítero Amable Herrera High School, Academic Period 2022-2023.

Interview for English Teacher

Objective: Identify applied teachers' strategies to strengthen speaking skills in 9th-grade students.

Instructions: All information will be used exclusively for the analysis and development of this research.

1. **What English skill is the most difficult to develop in your students?**
2. **In your experience, What English skill is more important to develop in your students?**
3. **How often do you use speaking activities in your class?**
4. **Based on your experience, what speaking difficulties do you identify in your students?**
5. **What causes do you consider affect the development of Speaking Skills?**
6. **What strategies do you use to develop speaking skills in your students?**
7. **Do you know anything about Scaffolding in English Language Teaching?**
8. **Do you know any of the following strategies?**
 - Instruction
 - Modelling
 - Cognoscitive bridge
 - Graphic organizer
 - Metacognitive development
9. **Do you think that the above strategies can help to strengthen speaking skills?**

Thank you so much for your time.



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS Englishmajor
– INGLÉS



Encuesta a estudiantes de la Unidad Educativa Presbítero Amable Herrera

Tema de investigación: Estrategias de Scaffolding para el fortalecimiento de la destreza oral en los estudiantes de 9no grado.

Objetivo: Identificar la percepción de los estudiantes frente a los intereses y expectativas del aprendizaje del idioma Inglés.

Indicaciones:

- Lea con atención las siguientes preguntas y conteste con honestidad.
- La información brindada será parte fundamental para el desarrollo y análisis del trabajo de investigación, además será usada únicamente con fines académicos.

I. INFORMACIÓN GENERAL

Curso:

Edad:

Elija el género con el que se identifica.

Femenino () Masculino () Otro ()

II. INFORMACIÓN PARA LA INVESTIGACIÓN

1. Seleccione ¿Qué es lo más difícil de la materia de Inglés?

- Escribir Hablar Escuchar Leer

2. Las actividades en la clase de inglés son en su mayoría de:

- Completar ejercicios del libro
 Leer párrafos del libro
 Canciones
 Repetición de vocabulario
 Conversaciones en parejas o grupos

Otro: _____

3. Seleccione ¿Qué tan importante es hablar en inglés para su formación académica?

Muy importante	Importante	Poco importante	Nada importante

4. Seleccione cuáles de las siguientes actividades realiza su profesor/a de Inglés para practicar la destreza oral en clase.

- Debate
- Diálogos
- Exposición
- Descripción de dibujos
- Preguntas y respuestas

Otro: _____

5. Seleccione ¿Con qué frecuencia su profesor de Inglés realiza actividades orales como diálogos, debate, o exposiciones en clase?

1 vez a la semana	2 veces a la semana	3 veces a la semana	Nunca

6. Seleccione, ¿cuáles de las siguientes dificultades se le presenta antes o durante las actividades orales de la clase de Inglés?

- No sabe qué o cómo responder.
- Tiene miedo a equivocarse.
- Le preocupa que sus compañeros se burlen.
- Le avergüenza hablar en público.
- Otro: _____

7. Selecciona ¿Cuáles de las siguientes opciones le impiden desarrollar la destreza de hablar en el idioma Inglés?

- Falta de práctica dentro de la clase.
- Falta de práctica fuera de clase.
- Uso excesivo de la lengua materna (español) en la clase de Inglés.
- Falta de motivación.
- Falta de vocabulario.

Otro: _____

8. Seleccione la opción que mejor le parezca. ¿El docente de Inglés muestra apoyo a los estudiantes en el momento en que lo necesita?

Siempre	Casi siempre	A veces	Casi nunca	Nunca

9. Seleccione ¿De qué manera le gustaría trabajar las actividades orales en la clase de Inglés?

- En grupos
- En parejas
- Solo
- En conjunto con el profesor/a

Otro: _____

10. Seleccione ¿Cuáles de las siguientes actividades le gustaría que su docente integre en la clase de Inglés?


- Tarjetas de discusión
- Compartir lo que piensas con tus compañeros
- Mapas mentales
- Tarjetas de bingo
- Dramatización

Otro: _____

Gracias por su colaboración.

Official permission notification to apply the research instruments at the study high school.

 **UNIVERSIDAD TÉCNICA DEL NORTE**
Acreditada Resolución Nro. 173-SE-33-CACES-2020
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
DECANATO



Oficio nro. **UTN-FECYT-D-2023-0103-O**
Ibarra, 14 de junio de 2023

ASUNTO: TRABAJO DE INTEGRACIÓN CURRICULAR SRTA. LECHÓN VÁSQUEZ ESTEFANI NICOLE

Magister
Ximena Concha
RECTORA DE LA UNIDAD EDUCATIVA PRESBITERO AMABLE HERRERA

De mi consideración:

A nombre de la Facultad de Educación, Ciencia y Tecnología, reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando.

Me dirijo a Usted con la finalidad de solicitar su autorización y colaboración para que la estudiante LECHÓN VÁSQUEZ ESTEFANI NICOLE, portadora de la cédula de ciudadanía 100528159, del octavo nivel de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Educación, Ciencia y Tecnología - FECYT de la UTN, obtenga información y aplique los instrumentos de investigación a los estudiantes de novenos años de Educación General Básica, para el desarrollo del trabajo de integración curricular "SCAFFOLDING STRATEGIES TO STRENGTHEN SPEAKING SKILLS IN 9TH GRADE STUDENTS AT PRESBITERO AMABLE HERRERA HIGH SCHOOL, ACADEMIC PERIOD 2022-2023".

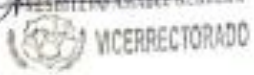
Por la atención favorable a la presente, anticipo mis sinceros agradecimientos.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

Firmado
JOSÉ LUCIANO REVELO RUIZ
Código de identificación personal: 00521303940
Nº de identificación: 00001303940
Fecha: 2023-06-14
14:31:44 -0500

MSc. José Revelo Ruiz
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Correo Electrónico: jrevelo@utm.edu.ec

JRR/M. Iluz.

Recibido
15/06/2023
Ximena Concha
RECTORA DE LA UNIDAD EDUCATIVA PRESBITERO AMABLE HERRERA
 **WCERRECTORADO**

Ciudadela Universitaria Barro El Olivo
Av. 17 de Agosto 4-21 y 22nd - Ibarra - Morona Santiago

Students' survey



Teachers' interview





CERTIFICADO

La Rectora del Plantel, de conformidad con las respectivas disposiciones de la Ley Orgánica Intercultural y Reglamento en vigencia,

CERTIFICA

Que, la señorita **ESTEFANI NICOLE LECHON VASQUEZ** con Cédula de Identidad 1005280159 estudiante de la Universidad Técnica del Norte, realizó la socialización a los docentes del área de inglés. La Propuesta de Trabajo de Integración Curricular con el título **"STRENGTHENING SPEAKING SKILLS IN EFL TEACHING THROUGH SCAFFOLDING STRATEGIES"**.

Es todo cuanto puedo certificar en honor a la verdad, permitiendo el uso de este documento en lo que creyere conveniente.

Cauendo-La Compañía, a 26 de Enero del 2024


MSG JIMENA CONCHA
RECTORA - E

