



Instituto de
Posgrado

UNIVERSIDAD TÉCNICA DEL NORTE

INSTITUTO DE POSTGRADO

**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS MENCIÓN INGLÉS.**

**DEVELOPING SPEAKING SKILLS THROUGH SCAFFOLDING IN
THE EFL CLASSROOM AT THE THIRD HIGH SCHOOL LEVEL IN
IBARRA-ECUADOR.**

AUTHOR: JOFFRE EDUARDO MAILA FLORES MSc.

DIRECTOR: MILLER BAUER KARI LYNN MSc.

ADVISER: PAREDES RODRIGURZ LUIS ANTONIO MSc.

IBARRA - ECUADOR

2021

DEDICATION

To my beloved father and mother

ACKNOWLEDGEMENTS

Special thanks to my thesis tutor MSc. Kari Miller Bauer.

To the good teachers at this master's program who taught important aspects to improve my professional knowledge.

Thanks to the institution, which helps to carry this research.

Thanks to all the people who were directly or indirectly involved in this thesis research.



**UNIVERSIDAD TÉCNICA DEL NORTE
BIBLIOTECA UNIVERSITARIA**

**AUTORIZACIÓN DE USO Y PUBLICACIÓN A FAVOR DE LA
UNIVERSIDAD TÉCNICA DEL NORTE.**

1. IDENTIFICACIÓN DE LA OBRA

En cumplimiento del Art. 144 de la Ley de Educación Superior, hago la entrega del presente trabajo a la Universidad Técnica del Norte para que sea publicado en el Repositorio Digital Institucional, para lo cual pongo a disposición la siguiente información:

DATOS DE CONTACTO
CÉDULA DE IDENTIDAD: 1002519625
APELLIDOS Y NOMBRES: Maila Flores Joffre Eduardo
DIRECCIÓN: Olmedo 2-20 Y Rafael Troya.
EMAIL: jemaila@utn.edu.ec
TELÉFONO FIJO: 2- 062607776
TELÉFONO MÓVIL: 0968776336
DATOS DE LA OBRA
TÍTULO: Scaffolding Strategies to Improve Speaking Skill.
AUTOR (ES): Joffre E. Maila F.
FECHA: 29 de septiembre de 2021
SOLO PARA TRABAJOS DE GRADO
PROGRAMA DE POSGRADO
TITULO POR EL QUE OPTA: Maestría de los idiomas nacionales y Extranjeros mención Inglés.
TUTOR: MSc. Miller Bauer Kari Lynn

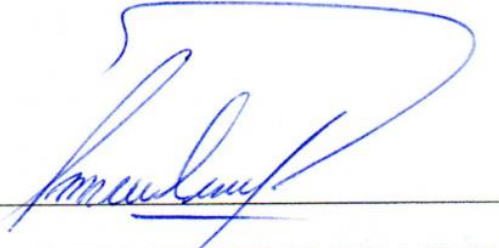
2. CONSTANCIAS

El autor manifiesta que la obra objeto de la presente autorización es original y se la desarrolló, sin violar derechos de autor de terceros, por lo tanto la obra es original y que es el titular de los derechos patrimoniales, por lo que asume la responsabilidad sobre el contenido de la misma y saldrá en defensa de la Universidad en caso de reclamación por parte de terceros.

Ibarra, a los 29 días del mes de Septiembre del año 2021

EL AUTOR:

Firma

A handwritten signature in blue ink, appearing to read 'Joffre Eduardo Maila Flores', written over a horizontal line.

Nombre JOFFRE EDUARDO MAILA FLORES

UNIVERSIDAD TÉCNICA DEL NORTE

Resolución No. 001-073 CEAACES-2013-13
INSTITUTO DE POSGRADO

Ibarra, 11 de Junio del 2020

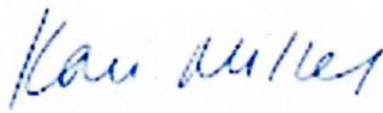

Dra. Lucía Yépez V MSc.
Directora
Instituto de Postgrado

ASUNTO: Conformidad con el documento final.

Señora Directora:

Nos permitimos informar a usted que hemos revisado el Trabajo de Grado "**DEVELOPING SPEAKING SKILLS THROUGH SCAFFOLDING IN THE EFL CLASSROOM AT THE THIRD HIGH SCHOOL LEVEL IN IBARRA-ECUADOR.**" del maestrante Joffre Eduardo Maila Flores, de la Maestría en Pedagogía de los idiomas Nacionales y Extranjeros, mención Inglés, certificamos que han sido acogidas y satisfechas todas las observaciones realizadas.

Atentamente,

	Apellidos y Nombres	Firma
Tutor	Kari Miller MSc.	
Asesor	Luis Antonio Paredes Rodríguez, MSc.	

CONTENTS

DEDICATION.....	ii
ACKNOWLEDGEMENTS.....	iii
CONTENTS	viii
ABSTRACT	ix
RESUMEN	viii
INTRODUCTION	11
1. CHAPTER I.....	11
THE PROBLEM.....	11
1.1. Statement of the problem.....	12
1.1.1. Research problem statement.....	13
1.2. Background and Need (Justification)	13
1.3. Purpose of the Study.....	14
1.3.1. Specific objectives.....	14
1.4. Research Question	14
1.5. Significance	14
1.6. Terms and definitions	15
1.7. Limitations.....	15
1.8. Ethical Considerations.....	15
2. CHAPTER II:	16
2.1. Literature Review	16
2.2. Scaffolding.....	18
2.2.1. Scaffolding Strategies.....	21
2.2.1.1. Peer scaffolding	22
2.2.1.2. The film circle	23
2.2.1.3. The show and tell.....	24
2.2.1.4. Tap into prior knowledge	24
2.2.1.5. Give time to talk	25
2.2.1.6. Pre teach vocabulary.....	26

2.2.1.7. Visual aids	27
2.2.1.8. Pause, ask questions pause and review	27
2.3. communicative competence.....	28
2.3.1. speaking skills.....	31
2.3.1.1. speaking development	31
2.3.1.2. Types of speaking	33
2.3.1.3. The components of speaking	34
2.3.2. scaffolding learning process	35
3. CHAPTER III:	37
METHODOLOGY	37
3.1. Research approach.....	37
3.2. Research method.....	37
3.3. Population and sample.....	38
3.4. Tools	38
4. CHAPTER IV:.....	41
RESULTS	46
PROPOSAL.....	52
5. APPENDIXES	83
6. REFERENCES	92

**UNIVERSIDAD TÉCNICA DEL NORTE
INSTITUTO DE POSGRADO
PROGRAMA DE MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES
Y EXTRANJEROS.**

TÍTULO DEL TRABAJO DE TITULACIÓN

Autor: Joffre Eduardo Maila Flores.

Tutor: Miller Bauer Kari Lynn

Año: 2021

RESUMEN

En este trabajo se analiza la influencia de las estrategias de “Scaffolding, para ayudar a mejorar la destreza de “speaking” en los estudiantes del tercer nivel de bachillerato de una institución educativa de la ciudad de Ibarra, provincia de Imbabura – Ecuador. Se presentan 8 estrategias de “Scaffolding” para ser desarrolladas por los docentes de turno, siguiendo un proceso pedagógico, con un plazo de 15 días para desarrollar cada estrategia. Las herramientas utilizadas en esta investigación fueron una encuesta de 10 preguntas dirigida a los 3 docentes del bachillerato superior en la cual aspectos cualitativos referentes al desarrollo de la destreza de “speaking” fueron expuestas. También se utilizó un checklist en el cual los docentes calificaban a cada una de las estrategias, además de dar un feedback al investigador. Además una rúbrica para evaluar el progreso de “speaking” en los estudiantes fue provista a los profesores. Se trabajó con una muestra de 80 estudiantes y 3 profesores a cargo del bachillerato de 3er nivel. Los resultados de la investigación nos muestran que existe un incremento significativo en el desarrollo de la destreza de speaking, además de la motivación de los estudiantes y el incremento de la autoestima y confianza al presentar los proyectos basados en las estrategias de Scaffolding debido al apoyo mutuo entre compañeros de aula al desarrollar las actividades. También se puede concluir que el uso de la rúbrica con el feedback en la parte posterior ayudó a corregir errores que los estudiantes presentaron durante la exposición de sus trabajos finales basados en las estrategias de “Scaffolding”.

Palabras claves: Estrategia, Scaffolding, Rúbrica, Speaking, Feedback.

ABSTRACT

In this paper called **DEVELOPING SPEAKING SKILLS THROUGH SCAFFOLDING IN THE EFL CLASSROOM AT THE THIRD HIGH SCHOOL LEVEL IN IBARRA-ECUADOR**, the influence of “Scaffolding” strategies are analyzed to help improve the skill of “speaking” in students of the third level of high school of an educational institution in the city of Ibarra, province of Imbabura - Ecuador. 8 “Scaffolding” strategies are presented to be developed by the teachers in charge, following a pedagogical process, with a period of 15 days to develop each strategy. The tools used in this research were a 10-question survey addressed to the 3 upper secondary school teachers in which qualitative aspects related to the development of the “speaking” skill were exposed. A checklist was also used in which the teachers rated each of the strategies, in addition to giving feedback to the researcher. In addition, a rubric to evaluate the progress of speaking in the students was provided to the teachers. We worked with a sample of 80 students and 3 teachers in charge of the 3rd level baccalaureate. The results of the research show us that there is a significant increase in the development of speaking skills, in addition to the motivation of the students and the increase in self-esteem and confidence when presenting projects based on Scaffolding strategies due to mutual support among classmates when developing the activities. It can also be concluded that the use of the rubric with personalized feedback on the back helped to correct errors that the students showed during the presentation of their final works based on the “Scaffolding” strategies.

Keywords: Strategy, Scaffolding, Rubric, Speaking, Feedback.

CHAPTER I

1.1 INTRODUCTION

Languages have connected humanity through history, and they have shaped the way we communicate and do all the innate transactions of human beings; that is why English as a Foreign Language has been adopted in the Ecuadorian curriculum as such a crucial subject, and students from third level of high school have in a manner of graduation requirement to reach the B1.2. Level, which means that they are able to adequately write and read (MEC, curriculum 2019) which shows a further domain of the speaking and listening skills, through effective strategies. One of those useful strategies in order to improve speaking development, is the process to which a teacher adds support to students for them to enhance learning and mastery of the foreign language, this helping process is called “Scaffolding” Scaffolding is proposed to improve the communicative ability of third level students, and by using the most beneficial techniques to help students to reach that fluency improvement of the language, since it is a reality that Ecuadorian English speaking performance is lower than other south American countries, and students only realize the importance of speaking English when they travel to a foreign country.

Therefore, scaffolding strategies are vital to help students to communicate, some of the most popular strategies used are peer scaffolding based on Vygotsky’s theory ZPD zone of proximal development (1920-1934), according to this author, language is the process humans use after they are born and continue to develop by interacting in a determined environment, babies try to imitate what other developed ones perform. In other words. It is the way kids solve problems by imitating to achieve knowledge, and to boost speaking performance. For the purpose of improving speaking performance on third high school level students another strategies can be used; like the film circle, the one that bases speaking development on projects, or the show and tell scaffolding strategy, during which, students in the center must model the activity, while the outside students try to say exactly as they were shown (Alber R, 2014).

The research question, how scaffolding contributes to the development of speaking skills in the EFL classroom at the high school level in Ecuador, will be dissected to analyze the result of the use of these scaffolding strategies in students from the third high school level to

significantly improve their speaking ability, therefore, they will could be closer to obtain their B1. Level before graduating from high school.

1.2 THE PROBLEM

Statement of the problem

As of 2016, the Ministry of Education's foreign language curriculum requires students in their 3rd year of high school to achieve a B1.2 level according to the CEFR by the end of the school year (Council of Europe 2001). This in theory sounds remarkable but in reality it is harder than it seems. It is important to highlight how the Ecuadorian educational system is formed. In the country, 8th grade is considered as the first stage of the high school, and together with 9th and 10th grade, are similar to what in USA is consider junior high. Then 1st 2nd and 3rd high school levels in Ecuador are similar to what the American educational system calls 10th, 11th, and 12th grades. According to Rahmawati T. (2014) it is possible to notice that a big percentage of the students from high school levels have weaknesses in the specific skill of oral communication, the one that the majority of the students considered the hardest (García Macías Vanessa Mariuxi, Bravo Solórzano Viviana Nathalie 2017) High school students usually produce in a better way in writing and reading skills:. In other words, they are able to understand what they read, and they can write a basic English letter or writing formats, leaving speaking as the most difficult skill to be improved by the students (García Macías Vanessa Mariuxi, Bravo Solórzano Viviana Nathalie 2017) It is possible to confirm that after studying English for six years. 3rd high school level students do not master this skill, so, they graduate without accomplishing the requirement of having a B1.2 at the end of the high school. All these problems presented here will be put to the test to confirm if the application of scaffolding techniques helps students to improve speaking and increase communicative production during their English classes.

1.2.1 Research problem statement

This study is oriented to determine the effects of scaffolding to improve speaking skills of students from the third high school level.

1.3 Background and Need (Justification)

Before starting the scaffolding process, it is necessary to evaluate students through a speaking placement test, a similar process which is used by some international institutions, or by designing a mock test based on basic skills from PET. Participants are interviewed and asked some specific questions, after which they participate in a pair work activity where students are shown some pictures in order to describe and discuss them. Evaluators must carry a register of students' performances and take time into account on well-designed evaluating papers or rubrics (Seyedeh Z. Arfaei Z. 2016). All these pre-evaluating processes will serve as a record of how students have improved their speaking skills at the end of the study.

By using scaffolding techniques, students will feel more comfortable with the guidance of teachers, and taking into account that from the 5 types of speaking; such as: imitative, intensive, responsive, interactive and extensive; imitation, and expanding their own language will be the most productive steps. Jerome Bruner compares scaffolding to the process little babies use the moment they start speaking their native language by imitating their parents and recommends scaffolding as a tool to improve speaking Bruner J. (1976)

In the same way students will develop their speaking skills by following the teacher as a model. Some research references will be used in favor of this investigation, such is the case of Dr. Tika Rahmawati (Rahmawati T. (2014) who in her research about scaffolding states that this speaking problem happens in all foreign countries where English is not their first language. She assures that high school students in Malaysia have the same problems and deficiencies the moment of speaking a foreign language. It is the skill that students find the hardest. Similarly, in the current investigation all the scaffolding techniques are directed to solve this lack of speaking at the end of high school in the 3rd baccalaureate students in high schools in Ibarra and they will be closer to achieve the desired CEFR level once they finish high school by using the scaffolding techniques proposed in this investigation.

1.4 Purpose of the Study

- To investigate how scaffolding contributes to the development of the speaking skill in the EFL classroom at the high school level in Ecuador, based on researched teacher's experiences.

1.4.1 Specific objectives

- ▶ To select the accurate literature review, by searching different virtual libraries, in order to support the theoretical framework of this research project.
- ▶ To describe the types of scaffolding techniques used by English teachers and to identify the components of speaking skills which help EFL students develop speaking performance in the EFL classroom at the high school level in a public school in Ecuador.
- ▶ To analyze English teachers' and student's experiences using scaffolding to help EFL students develop speaking skills in the EFL classroom at the high school level in a public school in Ecuador.
- ▶ To collect activities applied on this research to promote the use of scaffolding in teachers of 3rd high school level.

1.5 Research Question

How does scaffolding contribute to the development of speaking skills in the EFL classroom at the high school level in Ecuador?

1.6 Significance

The study of scaffolding to improve speaking performance will benefit the third baccalaureate students in a high school in Ibarra, by increasing their speaking performance, and enhancing their knowledge and communicative skills, as well as the receptive skills, listening and reading, in the foreign language. It will be beneficial to Students to continue their university studies by having a B1.2 international certificate according to the CEFR, for this they will have to improve their academic competences through constant training and the use of scaffolding techniques related to PET sample exam. Also, other institutions can be assisted by this research and apply the use of scaffolding in their English classes to boost students' speaking performance. Educational Policy-makers or decision-makers at the Ministry of Education can

be aware of the benefits of scaffolding to improve speaking and they could adopt this idea in the curriculum of the high schools in Ecuador. Since the Ministry of Education is in charge of the educational parameters regulation, thus, this will directly affect foreign language teachers who will be interested in the application of these techniques to improve their students' oral performance, and the enrichment of the speaking components through scaffolding to encourage more participation in English class.

1.7 Terms and definitions

Scaffolding: teaching method that enables a student to solve a problem, carry out a task, or achieve a goal through a gradual shedding of outside assistance

Speaking development: interactive process, which involves inter-language until the successful development of a second language.

1.8 Limitations

Some possible limitations are that, there is no access to direct information in the researched center, as well as no access to the participants of this research, which are students

Another limitation is that the researcher will coach teachers at the institution, and he will not perform directly the experiment, so in the end teachers will decide to apply the techniques or to discard them, or perhaps never apply them at all.

It will be possible to set a schedule to talk with some of the third level high school teachers and confirm how those scaffolding techniques were successful or not.

CHAPTER II:

2.1 Literature Review

English as a Foreign Language for “Sub-nivel Bachillerato” Curriculum 2019

The new 2019 curriculum from the Ecuadorian Ministry of Education, briefly revises its main objectives to make English as a Foreign Language (EFL) compulsory in Ecuador; contrasting it with the former 2016 curriculum, the current one now is more focused on skills development through new trend techniques like scaffolding or affective filters, communicative language teaching, and more student-centered classes in order to get better results in the foreign language acquisition. (*Currículo lengua extranjera subnivel medio, superior y bachillerato, Ministerio de Educación del Ecuador, Quito, Ecuador, 2019 segunda edición*)

Cultural baggage is also taken into account, appreciating that Ecuador is a multicultural country and understanding that not all Ecuadorian students are L1 (Spanish) native speakers and the new curriculum respects and understands their mother tongues, such as, Kichwa, Awa, Tsachila and many other indigenous languages that are still spoken in Ecuador.

This new 2019 curriculum is still aligned to the international standards of the CEFR, boosting students to have their level B1.2 before they leave high school which means that these students are capable of accurately reading and writing in the foreign language; and based on the “*Acuerdo Ministerial 2016-0020-A*” English as a foreign language is obligatory in all the educative institutions of Ecuador from first basic education (elementary school) until 3rd high school level.

The new Ecuadorian foreign language curriculum focuses on improving four skills of the language: reading, writing, oral communication and the use of techniques like scaffolding which will be explained later in this research which is connected with listening skills as a receptive skill and the use of language through arts; which permits students to develop thinking, social, and creative skills.

As mentioned above, third high school level students need to master communicative competences before leaving their institutions, professional skills which will be useful for

expressing feelings or critical thinking in their life, the need of using appropriate language according to the person or social group they are directing to, using rhetorical devices for their arguments, ability to manage a conversation and strategies to keep the conversation moving are essential if they need to travel abroad or be involved in an exchange program, besides clarity, which refers to know grammatical aspects of the language together with pronunciation and diction, and one of the most important strengths which is confidence or in other words to speak the target language with no fear or feeling nervous, all of these aspects shown in the table below are what learners can be expected to do by the end of their third high school level.

Table 1. Communicative competences. (Taken from Cambridge life competences framework, (pages 6-7)

Stage of learning	Core areas	S's can do statement
	Using appropriate language and register for context.	<ul style="list-style-type: none"> • Use appropriate forms of addressing. • Present clear and persuasive points. • Use language for effect. • Language adaptation Topic understanding
Secondary		
	Managing conversations	<ul style="list-style-type: none"> • Manages conversations to <ul style="list-style-type: none"> Show understanding Signal lack Seek repetition Seek clarification Control speed and volume Check own understanding Check others understand • Use simple techniques to start, maintain and close conversations. • Use strategies to deal with language gaps. <ul style="list-style-type: none"> Signaling a gap Asking partners for assistance. Using pointing or drawing (non-linguistic means) Guessing, coining new lexis items. • Paraphrase • Invite contributions

2.2. Scaffolding

This approach was coined by Wood, Bruner and Ross in 1976 based on other theories like that of Vygotsky called ZPD, zone of proximal development. It is defined as a bridge to build new knowledge on something that students already know and through this, arrive to something new that students don't know (Benson B.K, 1997). In other words, it is to take the initial explicit knowledge that students have and direct them to the targeted knowledge through guidance and practice provided by the teacher (Hyland 2004). Based on this definition, scaffolding is an excellent tool to improve and develop student's oral presentations.

Like the physical objects (scaffolds) used in construction, the teacher provides students with the necessary support for them to start constructing their knowledge on something new that would be difficult to achieve without assistance, and little by little, teachers remove that support until students are able to perform the proposed objectives. At that moment teachers acquire new responsibilities to continue the scaffolding process, until the circle closes again, letting students become independent and the creators of their own knowledge.

Strictly talking about education, scaffolding refers to the use of different strategies to help students gain higher levels of knowledge by assisting them with something they don't know, and finally, moving students to learning independence where they will be able to perform by themselves thanks to that teacher's assistance, support, help, modelling or direction. This educative strategy encourages students to research by themselves and to be more critical entities, which is what education need at the moment.

Scaffolding is used to correct learning gaps. It is the bridge that connects the unknown with previous knowledge. If students have gaps in any skill, the instructor has to use instructional scaffolding for them to grasp the necessary elements which allows the students to understand a specific text or improve oral performance on a specific topic. (Richards, & Renandya 2002). All these elements mentioned before, involves the communicative

competences, referred in table 1, that students must be able to perform in an average way, for example skills like keeping conversation moving, asking for clarification or using the correct lexis to direct different people is the main aim of scaffolding.

According to professor Jack C. Richards, scaffolding is the positive result of the process where two learners interact, one of the learners with more advanced knowledge than the other. This could be the instructor or another learner with more knowledge of the given topic where language is being used. In oral communication development, students must start by using collaborative dialogues with constant monitoring and support, and little by little removing the teacher or with the support of advance student’s assistance, so that, new learners will perform by him/herself (Richards, & Renandya, 2002).

Bruner and Wood (1976) highlight: “There are ten types of scaffolding to develop oral Skills and help students to gain in self-esteem through exemplification and action” as is shown in the table ahead; these types are directed to serve as a guide for students with low speaking performance.

Table 2. Types of scaffolding (Taken from Cambridge life competences framework, (pages 21-22)

Modelling;	In which teacher performs first and then students have to imitate as closely as possible.
Directing;	Teacher guides and corrects possible mistakes made by the students during their presentations.
Reviewing;	The stage in which the teacher pays attention to the student’s error after correction.
Exploring;	Inviting to participate; teacher asks basic questions to invite and activate students with the topic.
Basic questioning;	Some simple questions related to the topic that are crucial for understanding.
Advance questions;	More elaborate questions related to a topic that are more challenging for students.

Clarifying understanding;	This one is key for students but must be introduced in a different way and not just using the teacher as a dictionary.
Developing students understanding;	Using different materials is a good way to clarify some students' doubts.
Reinforcing;	Or feedback is always necessary in order to imprint the taught knowledge. (Rahmawati, 2015)

Based on Walqui & Van Liers (2010) the most popular ways scaffolding has been developed are 6 features which lead to a better students' speaking production. These 6 steps challenge teachers to do something new and always stay active to develop new strategies to be used and performed in class, activities which help students to develop their speaking of English as a foreign language and most of the time to go beyond with psychological improvement techniques; the next ones displayed in table 3, are the most commonly used in the language learning matters.

Table 3. Features of scaffolding for speaking – (Walqui & Van Liers, 2010)

1. - Continuity; this refers to repetitions with variations and time.
2. -Contextual support; when students are learning it is acceptable for them to commit mistakes which are called “challenging environment errors”
3. - Inter-subjectivity; this feature refers to the action of 2 students mutually supporting one another, or in other words, two minds thinking as one.
4. - Contingency; here is fundamental that teacher observes students and depending on their reaction to the different scaffolded activities, extra activities are added.
5. - Handovers/ take over; this one increases the language skills gradually, and increases the role in students.
6. - Flow: Should go in a natural way and not be forced nor violently interrupted by the instructor, many psychological aspects are included here.

2.2.1. Scaffolding Strategies

There are several tools to develop scaffolding in students of a foreign language. Among the most important are dialogues, questioning, coaching, and background knowledge. The use of dialogues involves a great amount of pre-work and planning of the activity by the teacher. The different kind of dialogues, like group dialogues or peer dialogues, have to be guided in a slightly different way for example, in the use of prompts which students ask and answer in a natural way or different questions about interesting topics for the students.

Questioning, used by the teacher to invite students to participate, must be stimulating and connect with the class and with the target language; the main purpose of questioning by the teacher is to promote the communication among students always focused on the taught topic so those questions do not cause difficulty or anxiety among students, and as a result typical frustration and refuse to the language.

When scaffolding is applied in the classroom, questioning becomes a fundamental part in the process of showing how to do any specific task; questioning among students also creates a confident environment and promotes English speaking among them; in the end, students will perform in a better way by themselves the moment of performance any spoken task.

Coaching, which is another fundamental step of scaffolding, is when the teacher must model to students how to make a speech and after, he/she will guide them until students can do it in a similar amount of mastery, through the use of rubrics and adequate error correction techniques. Here, it is necessary to use visual materials, such as cue-cards, modeling, or any other visual aid.

At the teachers level it is called “coachee”, or the teacher being coached by other colleagues. During this process the coach clarifies and aligns the knowledge that the coachee needs to grab up and encourages the coachee to self-discover, to find the most suitable strategy for each topic and finally let trained teachers successfully perform and reach the goals which were previously traced by themselves. (Williams, 2016).

In scaffolding another crucial point is referring to which is called background knowledge or in other words, all the information the students have in their minds about the topic, this exactly determines what students currently know. This must be applied through a

placement test, but well-planned and if possible, in a friendly way in order to get real and trustworthy results (Benson B.K, 1997).

Prior knowledge will allow students to activate it and comprehend the suggested task by the teacher **in an easier way** and to develop it by mixing their new and prior knowledge, which will come to a better presentation and improvement of the fluency at their speaking skill.

Here, we can see the most popular scaffolding strategies used in the language speaking skill development.

2.2.1.1 Peer Scaffolding

This kind of scaffolding, which has become one of the most popular among language teachers in the last years based on Vygotsky's theories like the ZPD (zone of proximal development), is the way kids solve problems by themselves with no help because they have not developed some functions yet, so those can be taught by assistance of a guide. In other words, an experienced student is put with a novice one so they can learn from each other (Carmichael, Wong & Vine, 2004).

In the way a pair of students learn better, it is necessary for an experienced adult to give examples or model certain patterns or topics to be learned. Then the tutor must leave students to perform a specific activity by themselves but a more challenging one that goes beyond his/her ability, so, this tutor or guide just interacts in case a student needs assistance, correction or help (Wood, Bruner, Ross, 1976).

Peer scaffolding is highly effective with positive results, as in the reading-writing scaffolding approach, in which one student is the reader of the text and the other one is the writer. They complement each other; the reader provides assistance, correction and collaboration, while the writer is independent and a reviser. Peer scaffolded students produce shorter but more effective texts as those text are more grammatically accurate and complex compared to individual tasks (Barnard & Campbell, 2005).

2.2.1.2. The Film Circle

This is another scaffolding technique that has proven excellent results. Based on research carried out by Professors Crissa Stephens, Rocio Ascencio, Ana Luisa Burgos, Tatiana

Diaz, Jimena Montenegro, and Christian Valenzuela on the magazine “English teaching forum” pages 14-20, it is possible to deduce that film circle strategy is as positive to teachers as for students, by the benefits in confidence, fluency, communication and participation of students. This strategy instead of using the text book, which is the most typical tool used by many teachers, an interesting-modern film is adapted in the curriculum. Students have to analyze the film from different points of view or roles, and present their conclusions to the instructor. The language of the film has to be adaptable to every English level.

This film circle works with pre -, during, and post-strategies. Pre-stages involve introducing new vocabulary or struggling words, while they watch students will need subtitles; and post activities are directed to the critical thinking, opinions, discussion, debates or questions. Beside these ideas other ones could be adapted to visual aids or short clips in order to develop speaking in the students of 3rd high school level.

The materials used for this method to work are worksheets, graphic organizers, visual repetition, word banks, and sentence structures, but all of this should be directed to develop the post-activity in which students are designed roles such as: the designer of the film, the soundtrack analyzer, the vocabulary enricher, the questioner and the checker. Based on their roles each student will come up with a different point of view of their favorite movies and in that way, speaking can be promoted (Assencio, Diaz, Valenzuela, Stephens, Burgos & Montenegro, 2012).

The advantages of using the film circle is students enjoy more new movies and are motivated; students look for enticing content, and teachers avoid becoming entertainers with no learning content (Scacco S., 2007). Besides, movies bounded to this role activity motivate critical thinking instead of dialogue memorization. Another advantage is that some high level students help the other ones with deficiencies to improve their performances through peer practice (Brown CL. Broemmel AD., 2001).

It is important to include scaffolding techniques in each part of the speaking performance process because students in most institutions are not used to speaking and

depending on their social area, some students are more likely to communicate more than others, so instructors must repeat and be persistent (Peregoy & Boyle, 2005).

Assessments in relation to this scaffolded film circle approach must be based in part on worksheets, but more **on teacher's observation or student's reflection** and the communication improvement from the beginning of the project until the end of it.

2.2.1.3. The Show and Tell Strategy

This strategy refers to how teachers should model speaking performance before students produce it by themselves. This is one of the many strategies to encourage students to speak in the target language with positive results in a short time (Ching, Vijayakumar, Yusoff & O'Brien, 2020). Good modelling of any oral task is better than a theoretical explanation; a well performed speech by the teacher will serve as a base for students to develop their own speech about the taught topic

In the show and tell strategy, teachers can use an activity that Rebecca Albert calls the fishbowl, which consists in forming a small group inside a big circle, formed by the rest of students. Students in the center must model the activity, while the outside students try to say exactly as they were shown (Alber R., 2014). A variation of this strategy can be with the teacher in the center of the circle performing an oral activity for students to later develop.

Teachers must be respectful and sensitive when carrying out this task since it involves back channeling. Rubrics must be designed to make notes of students' mistakes. Due to the mentality of our society, this task may be threatened with mockery by other peers, which would cause shyness and refusal to speak. Therefore, ground rules ought to be set before delivering this activity as recommended by alternative assessment.

2.2.1.4. Tap into Prior Knowledge

This strategy bases the teaching process on the background knowledge all the students have in advance about a subject or a specific theme. It means that students will have to share their own experiences always related to the content of study or to the target topic, and then connect and apply them to their own lives. This first step of sharing previous information about a topic, is at the same time a hook to share knowledge with classmates and to activate their memories.

The scaffolding process during this strategy is to provide hints, some guidance, new vocabulary to use, and monitoring when necessary for the students to develop their own performances and production of the instructed activity (Alber R., 2014). Here the useful strategy is the KWL activity in which students are tested about what they know, what they would like to know and what is something new that they already learn.

This strategy uses the Cambridge way of introducing new lexis. Students have to be presented the new vocabulary, as clear as possible, using colorful flash cards, visual aids or any strategy to print in their minds the difficult words, and following the clarification steps of meaning form and pronunciation the ones that are essential before the speaking production, once students are clear with the new words they must be ready to use and apply it in the productive activity

2.2.1.5. Give Time to Talk

Every student of a foreign language needs time to assimilate the new knowledge, new ideas or new information. This is the natural process which bilingualism calls inter-language. During this time, student preserves some of the aspects of their L1 language, which is why it is possible to notice a decrease of L2 during learning. They also need time to articulate and update their level of knowledge to the other learners in the educative level in which they are, due to some come with advance background knowledge, but some others do not (Alber R., 2014).

For this activity to be effective, it is necessary to break the group into smaller groups, or partner them up. The teacher must be ready with different materials to be completed during the class process, remembering to have one activity for controlled practice and another totally different task on the same topic for freer practice. The teacher must provide clear instructions, if possible, using a student to translate the activity to classmates, so that everyone will be ready to work. (Cerra & Jacoby, 2005).

Teacher talk has to be limited in this scaffolded activity, after giving clear instructions and checking for understanding, the teacher remains in total silence, except if necessary, and lets students internalize the new knowledge, articulate concepts and new words, in order to later perform the activity with a target topic and grammar, which is the intention of the teacher.

However, students do not have to know big grammar structures, they simply speak using examples given by the most experienced students.

2.2.1.6. Pre-Teach Vocabulary

This strategy is one of the most important when performing a developing skill activity. This process is more widely used in reading development, but also is flexible for skills like speaking. This strategy provides the necessary vocabulary for students to talk and understand new or challenging words; the process to introduce new lexis is the one taught and explain by Cambridge's CELTA method, which suggests meaning, form and pronunciation.

Most of the time, the instructor is responsible for the students' failures, since they send them to read and after report with no previous understanding of the new, outrageous words for students. Teachers should select the most complicated words and socialize them with the class. Before to start, teachers can use the inferring technique to make students guess the meanings in context, or letting students to analyze all the new words in groups, and make a drawing, a symbol or an analogy of every new word so that the definition will have a mental image making it easier for students to remember and use in the speaking process. The use of a dictionary can be done at the end of this activity and just to compare if the analogies have the same meaning they inferred (Alber R., 2014).

2.2.1.7. Visual Aids Use

The use of mind maps, graphic organizers, or any other conceptual structure helps students grasp the concepts in a simpler way, especially for those students who have developed more spatial intelligence, they help students to organize their ideas, and what is more important to have a general vision of the studied topic or concept. Therefore, the graphic organizer is not the final product of this scaffolding strategy, but will help in the process to reach that communicative goal.

The final product must be accurate oral performance, by using these visual aids. another technique that is common as visual aid is the application of “sketch note” which is to connect words and concepts with cartoon and arrows or rapid in a document that is easier to understand and interpret, and highly positive for the speaking development, since students can see the images and remember the way they have to expand the speaking by following the arrows direction. These sketch notes are compared to the wheels that help students but later they will be removed little by little.

When performing this activity, the topic has to be easy to adapt to visual aids. If talking about sketching, it is important that the teacher clarifies that it is not necessary to be a big artist, the intention is just to have a better understanding and encourage students to speak, as with every scaffolding activity. A rubric of the performance has to be designed, with spaces for back-channeling, error correction, pronunciation problems, the ones that will be later corrected (McGuire, 2018).

2.2.21.8. Pause, Ask Questions, Pause, and Review

This strategy involves a text or topic which students have to be familiarized with; based on that topic and after being introduced to vocabulary, they will talk about just one part of the topic or story previously selected. Then the instructor sets a pause to ask just one question of that part of the discussion, always providing enough time for students to digest what was said in the story. This story continues until the instructor pauses and drops questions again, always giving time to digest the discussed ideas.

Content checking questions become essential in this scaffolding strategy, since the teacher is constantly questioning students about the activity. After this process, worksheets about the topic are handed out for students to fill in, for the teacher to realize if students have corrected old mistakes or gained in new knowledge. The teacher must design some stories and questions in advance to apply this strategy accurately during the classes. If the activity is not well planned and well conducted sometimes it fails (Alber R., 2014).

This scaffolding strategy needs much patience from both sides, teacher and students. It is necessary to slow down in order to gain in fluency. Every scaffolded lesson will take time and will be longer for teachers to teach and plan, however, in the end the results will be rewarding and satisfactory to teachers who have accomplished their work (Alber R, 2014). Teachers need to plan every scaffolded activity for it to become successful. It is part of the teacher's life to always plan ahead and not just enter improvise a class.

2.3. Communicative Competence

According to the CEFR, there are some aspects that have to be taken into account before developing communication of a second language. These steps involve the essential elements to achieve competent and effective communication, and they go further than just the linguistic repetition of sounds and the fluency as it is performed. Strategies are necessary to maintain conversation flowing, also gestures or the use of body language, the accurate use of expressions while students talk and rhetorical or the art of questioning, are among the important aspects for learners to get to a better communication (Council of Europe, 2001). Some of the communicative aspects are:

a. Grammatical

Grammatical competence is fundamental in students' oral communication development. It is the essence of the theory of language, to take everything and put together and analyze how it works and how it affects in the semantic aspect of a language. If grammar for communication is not accurately used, it may cause problems and misunderstandings with another receptor. This is one of the main reasons students should study grammar, and at the same time develop the vocabulary and messages, but never trying to memorize grammatical formulas.

b. Sociolinguistic

This competence term is understood as the mastering of the sociocultural code, and the speaker's ability to express messages appropriately respecting the societal rules for communication, bound to the pragmatic factor related to variations in the language use, in other words, with the different dialects of a language. What is a normal word in the speaker's society, could be an insult in a different one. It also refers to the application and selection of the right vocabulary before producing an utterance, the style and even politeness in a specific situation (Alptekin C., 2002).

c. Discourse Competence

This competence mentions the choice, order and sequence of a language's words to create the structures of a specific language. Discourse competence goes further with the phonetic structures such as intonation and pronunciation of specific utterances to create semantic meanings; it is referred to as a set of organised knowledge which consists of several sub-competences; the phonological, morphological, syntactic, semantic and lexical components aspects explained ahead (Belinchón, Igoa & Rivière, 1994).

Cohesion, Deixis, and coherence related to the structural content of sentences, which create meaning and set the different tenses of a language, to understand messages in real time; lexical cohesion refers to vocabulary content used in the utterance to be communicated. Coherence in discourse is performed in many forms, if we use speech, scripts, rhetorical, and event and together with knowledge a coherent text is obtained; however sometimes a wide range of marks are needed for the text to be completely understood, such as cohesive ties and deictic, those are the corner stones of a well-organized and understandable language.

McNamara (1982), and developed in Pinker (1984), states about the grammar involved in a new learner; all children have already the same grammatical knowledge as an adult, but it is misled by conditions. Also, children do not have all the grammar yet, all this is what causes those difficulties the moment of speaking.

d. Conversational structure

This aspect involves all the necessary elements to maintain and keep a conversation flowing, aspects like, how to perform openings, how to interrupt, how to change a topic, how to collaborate, how to hold a conversation, how to take the conversation back all the elements that makes a conversation natural and real; even the ability to fix conversational breakdowns usually between parents and children, or in the same school with classmates.

For a successful conversation to happen, it is necessary to catch listener attention. In other words, talk about topics which interest the other person, then the conversation naturally flows and it creates the structure for a good conversation. On the other hand, if a topic is not interesting to the listener, it will turn boring and communication will end up into an uncomfortable situation. Even pace, vocatives, interrogatives, exclamation, politeness, comments and intonation are vital to conversational structure (Balčiūnienė, 2009).

e. Strategic Competence

Strategic competence, an aspect of communicative competence, refers to the ability to overcome difficulties when communication breakdowns occur (Celce, Murcia, Dörnyei & Thurrell, 1995). Rather than see those breakdowns as a deficit, teachers must see them as a strength to boost communication between students. One of the most suggested strategies according to these authors, is to avoid talking about non interesting topics or topics which are not familiar for a specific listener. This competence even goes further, noticing body language and checking listener comprehension, based on content checking questions (CCQ).

Knowing that those communication breakdowns occur in the real conversation in a high percentage. Teachers must prepare students in order to be ready for those inconveniences. Typical breakdowns occur with pronunciation problems due to interference of cultural aspects of the first language. For that is necessary to be prepared on the paraphrasing strategy; it is a good idea to show learners videos of interviews or real situations in which they can notice those communication matters and how to solve breakdowns.

2.3.1. Speaking Skill

According to Brown, Burns and Jae (1997), speaking is the ability to orally express opinions, thoughts and feelings. It usually involves two people who act as the producing receiving – procession information process.

Speaking is the most used skill in any language in the world. 75% of human communication is orally produced, and mixed with other aspects of the language such as body language, pitch intonation, which makes the reception easier. For all these reasons English teachers should be the most trained to prepare students.

Fauz I. (2017, P. 131) defines speaking as “an essential interactive process of constructing meaning that involves producing, receiving and processing information”. Fauz explains that during the speaking process more aspects are involved, aspects like the person we are talking to, or the psycholinguistic process which permits an immediate reply or predicted response, the ones that are not directly bound to grammatical aspects.

Speaking is a systematic articulation of verbal utterances in order to transfer meaning that involves producing-receiving and processing information (Florez, 1999). Meanings around different authors are quite similar. The similarity among them is that communication is key. Another example in speaking is the use of verbal and non-verbal systems in a variety of contexts that communicate (Chaney & Burk, 1998). Relating this on the manner of how to evaluate speaking, Richards (2008) states that it is the first skill of the language for evaluating the efficacy of a course; in other words, a language course is effective if its students are able to produce utterances in the target language which effectively communicate.

2.3.1.1. Speaking Development

As it was stated before by Fauz , speaking is the most important skill and the one that needs more attention, the one that gives teachers the big responsibility of preparing and planning classes to make students produce it.

Lee & Bathmaker, (2007). In their book “The use of English textbooks for teaching English to vocational students in Singapore secondary schools” affirm that for speaking development, it is necessary to cope with all the difficulties it involves. One of the main problems is the understandability of the text book. It is necessary to carefully select the type of

book according to the level, and taking into account the difficulty and accuracy of the speaking tasks that the book presents.

The second factor for speaking development is the inability of the students to participate in class. This due to the abusing their talking time and not giving enough time for students to speak. The negative effect of this is that students lose self-confidence and mentally block themselves from producing independently. Hamouda, (2013).

Matter three is related to the curriculum and syllabus that institutions and governments push teachers to accomplish, causing the theorization of the classes since teachers have to rush through teachings, giving less, importance to the speaking skill, even though it is known that a syllabus must be flexible, since it becomes a contract between students and teachers, and the instructor is the responsible to adapt it to the students' necessities (Matejka & Kurke, 1994).

Bounded to the former paragraph is the lack of innovative material for teachers to help students' speaking process. The moment a teacher turns his/her class into a theory lecture and avoids the use of speaking materials like videos, role plays, film circle, flash cards, realia, web conferences, those teachers are limiting the language just to 3 skills, and the reaction of the learners is showing boredom in the new language (De Almeida Mattos, 1997).

One of the most critical problems is teachers' English level, which causes confusion the moment they give instructions and the moment they communicate with students. It is necessary that teachers give instructions entirely in English to support understanding. Obviously, teachers with a sub-par English level will instruct their students completely in Spanish and what is worse, they will teach with a lot of pronunciation mistakes causing hard-to-fix damage in future generations; this is one of the main reasons why teachers easily give up speaking English in class and end up talking in Spanish. (De Almeida Mattos, 1997).

The use of scaffolding helps to correct the former problems, by using lots of speaking strategies based on questionnaires, interviews, speaking diagnostic test; teaching strategies just to develop speaking. Training to familiarize students with real tests is key for students the moment they are ready to take it in the authorized centers. In conclusion, it is positive to say that teachers who use more variety are the most successful ones, teachers should have good and

interesting techniques to solve speaking development problems and interesting materials to influence the language advance (Rahmawati, 2015)

2.3.1.2. Types of Speaking

According to Brown (2014) there are five categories of speaking, the ones the teachers must scaffold to students in the process of learning a new language, from the basic activities, until they reach a fluent and natural communication in that target language.

- a) Imitative: When students try to imitate a sound similar to that which the teacher makes, this is produced by pronunciation and drilling. Levis, Sonsaat, Link & Barriuso in their article published in the magazine *Tesol quarterly* 2016, about native and nonnative teachers and the effect on learners, explain that formal speaking, it is vital to have well-qualified teachers with high speaking performance and almost native pronunciation, so students can see a role-model in him/her.
- b) Intensive: The student's production is based on the use of phonological structures, use of the IPA, grammar aspects, and production is centered on reading paragraphs or dialogues. It is essential that the instructor dominates the IPA chart or pronunciation in order to teach students the different phonetical sounds and the way speech organs connect to produce a determined sound.
- c) Responsive: Very short constraints, focused on greetings, students are able to maintain a small conversation, say regrets, follow and give directions, and comment on instructions. This type is found on beginners and the instructor has to set the basis for the speaking scaffolding process well.
- d) Interactive: In this category multiple information is exchanged among multiple participants with a higher complexity length. Instructors must use a lot of materials to develop this kind of speaking, tools that help the interactive communication among the learners.
- e) Extensive: Based on long monologues, oral reports, and summaries, story-telling and short speeches. At this level students are able to perform long and natural talks, together with the listening skill and bounded to the critical thinking they are able to understand and report complex or abstract ideas.

2.3.1.3. The Components of Speaking Ability

It is important to highlight that these four components of the speaking skill are bound one to another to the language development; and must be continuously practiced during the short English hours of classes that the curriculum offers during the week. Scaffolding strategies must be directed to develop these components for students to have a better speaking performance at the end of their school year.

As was stated before, the speaking skill is the most difficult one for students of the new language (Richards 2008). This is complex because it involves integrative components that must be learned from a very early age in order to have a good speaking performance. According to Syakur (1987) the components involved in the speaking performance are bound to grammar, where the knowledge of structures and concordance is fundamental before speaking; before to speak any other language, it is necessary to know words and obtain the most important lexis to communicate in a short time; pronunciation is another aspect that should be consider, students have to learn to respect the phonetical rules, in order to obtain that fluency or normal speaking pace in communication.

a. Grammar: A new learner of the language should be able to play with grammatical structures, manipulate them and reorganize them (Heaton, 1978). It is important for students to arrange sentence structures in conversation, depending on the tense they are using. For example, if somebody asks a question in present, it won't be accurate to answer in past, and this will make oral communication difficult. Grammar is important for the speaking skill development because it keeps the speaker aware before answering any question. Besides, it helps at the same time to improve written skills.

b. Vocabulary: If we could imagine a dictionary containing just 20 or 30 words that dictionary would be useless and not popular, in the same way a learner with a low diction could not effectively communicate or express accurate utterances in oral or written form. Having a limited vocabulary excludes students from a learning group causing frustration, anger, and difficulties for the new language study.

d. Pronunciation: This refers to the phonological process of connecting phonemes and the way speaking organs are linked to produce a determined sound. Some of the phonemes may be difficult for non-native speakers because of the lack of them in their mother languages, but

through practice, it is possible to adapt the speech organs to any new language. Even the most difficult endemic sounds like in Arabic language are possible to reach through daily practice; if a speaker mispronounces new words all the time this will cause difficulty to be understood by native speakers, in addition to causing fossilization which is difficult to correct especially in advanced ages (Gerard J., 2007).

In order to improve pronunciation, nowadays many intelligent apps are useful to help new learners understand the way sounds must be pronounced, and the teacher modelling is indispensable at this point, that is why is necessary to have highly qualified teachers for students to watch and learn from their instructors.

e. Fluency: Defined as the ability to speak with a normal flow and at a normal speed, some learners have as an objective to gain velocity, but the most important is to have a normal and understandable pace of the language, have a short number of doubting utterances like “eeeem” “eeerr” or words that stop the speaking stream such as: so, ok, right, among others. This denotes that the learner does not have the average vocabulary amount and is always looking for translated words taken from their mother tongue in order to express the message (Brown C.L. Broemmel A.D. 2011).

2.3.2. Scaffolding learning processes to improve speaking performance

For scaffolding to help the speaking process, some specific tasks has been developed, some of them effectively overused, however, Level Willem says that for this process to occurs, three principles become fundamental; first is the empowering of language or the called conversational appropriateness, in which students have to make the target language theirs.

The second step which is articulation, during this step students are confident enough to dare to articulate new words in the target language, and finally self-articulation of the speech in which errors are permitted in order to be corrected by self, but sometimes by others with a little more of experience in speaking production

The scaffolding process above supported involves effective planning and material preparation, it starts with repetition of the task; and it requires students to repeat speaking immediately after a shown model usually done by teacher. The most important in this part, is students to constantly repeat after some minutes or during various days at the week, no matter

if the topic is different, the process is the same, similar to Robert Dekeyser's theory in which this author states that repetition is key to master any ability, speaking a second language is similar to riding a bike, the more you try, the better you will ride. (Dekeyser R. 2007). Task repetition has to accomplish three main points; cognitive content (conceptualization), grammar and vocabulary (formulation), and audible process (articulatory).

When performing another scaffolding called task repetition, pre task planning has to be carried out, giving enough time to students before to perform, since they are exposed to high levels of stress, anxiety or debilitated emotions the moment of speaking a new language, performing pop up speaking activities or 1 minute description speaking only will rise anxiety levels; giving enough time, will bring benefits such as, more elaborated speech, a deeper interpretation of the task, and more complex content of student's ideas and therefore a more quality speaking production. This process will increase little by little, until task turn more complex or demanding for students.

New language's learners have limited processing capacity due to cultural aspects or interactional contexts, most of the time a second language is not applied and practiced in a society, which is why students may find it challenging to re activate speaking and find the accurate words for the utterance construction.

All these leads to be ready with communication strategies, as Gerard J. (2007) states, "they may face listening comprehension problems that impair their participation in face-to-face communication". As a consequence, the teacher has to train learners with strategies to reach their communicative competence, both, in cognitive and social demands according to the cultural place they are applying the language.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Chapter introduction

Speaking is the skill nonnative students deal with the most, it is necessary people bound to education to do something to improve and develop speaking, so that scaffolding was chosen.

3.2 Research approach

The approach is focused observation, which will be carried out by other teachers at the institution with the guidance of the investigator who is looking for specific aspects of the language. "Observation research is a qualitative research technique where researchers observe participants' ongoing behavior in a natural situation. The purpose of this type of research is to gather more reliable insights. In other words, researchers can capture data on what participants do as opposed to what they say they do." Ciesielska M. (2015)

The form of the data in this research is mixed methods due to the fact the tools used were both quantitative and qualitative, the development of this investigation, **the method of collection** is quasi-experimental, because coaching was performed with teachers directly every 15 days, and they applied strategies by themselves with students, reporting results at the end of each 15 days. Finally **the method of analysis** is interpretive, for the reason that, conclusions and recommendations will be written at the end of this project

The main problem is the low speaking performance by the students of the 3rd level at SPP high school in Ibarra city, which through scaffolding will be improved.

3.3 Research Design/ Method

The method is mixed methods, because a survey which was applied contains qualitative parameters for teachers to answer, also a qualitative check list for teacher's opinions at the end of each applied strategy within a term of 15 days.

This research is framed as quantitative for the tools used for this quasi-experimental research, survey and check list used in this investigation are qualitative parameters, however since a rubric was used to determine the speaking improvement, it becomes quantitative for the use of a numbered score in order to obtain progress grades.

The survey applied to teachers in the institution is quantitative and a check list which also is qualitative. Moreover, a rubric to assess speaking was designed the one that is quantitative for the numeric scale to grade speaking progress.

3.4 Population and sample

3.4.1 Population

The population are 80 students from 3rd high school level, and 3 English teachers.

Table 1. Population

Teachers	Level	Number of students
Teacher A	3 rd A Hs.	30
Teacher B	level	24
Teacher C	3 rd B Hs.	26
	level	
	3 rd C Hs.	
	level	

Secretary of the researched Institution

Total of the population 83 people (included teachers and students)

3.4.2 Sample

The sample are the same 80 students and 3 teachers. The populations is small and possible to work with.

3.5 Tools

3.5.1 Survey is quantitative, ten questions about aspects of speaking skills and strategies used in class were directed to teachers. This survey was applied directly in the same high school. Data was collected by teachers in in charge at the same high school of the 3rd levels.

3.5.2 Observation

The checklist was a qualitative instrument, directed to evaluate each strategy after the teacher applied, just by observing students response to the scaffolded activity and based on the rubric how the speaking incensement was while they were performing.

Teachers observed if the Scaffolding technique was effective or not, and later they reported to the researcher from the check list, every 15 days that they were instructed in a new scaffolding strategy to be applied.

3.5.3 Rubric

The rubric is a quantitative instrument in which the parameters for assessment are directed by numbers in order to confirm an incensement on the speaking skill. Also on the back of the rubric there is a space for feedback vocabulary, pronunciation and structural failures. Teachers applied this rubric while students performed their speaking projects. Assessment was performed by the same teachers while students were performing.

3.6 Ethical considerations

Since the research was carried out on humans, it was necessary to ask for permissions to authorities. Besides, to maintain the confidentiality agreement with the institution. All the permission to apply the survey were officially granted at the institution, the one that was directed to the principal of the high school and with the support of the inspectors, accomplishing the agreement of anonymous treatment to the research, protecting the name of the institution and its prestige. Similar treatment was applied in the surveys, in which the confidentiality contract was explicit before to answer any question. As the scaffolding technique was applied on humans; in the same way with the security process, to hand out surveys in locked files with a code for each teacher and answered at the moment in presence of the researcher on relation to students, all their information is totally confidential. Teachers only provided the results of the effectiveness of each strategy and not students' failures or success. Teachers were recommended to treat students respectfully and be patient during the speaking process.

Ethical consideration is, the clarification on the surveys that the instrument is totally anonymous, so no teacher's names will be involved there, and the contract of confidentiality that the researcher will maintain with the people investigated is necessary to be written there.

Last but not least are the ethical matters about property rights or improvements made to some existing innovative material or catalog, or the citation of contributions another authors have supported for the current research.

CHAPTER IV:

Discussion of main findings

As it was mentioned on a previous chapter, scaffolding is the process in which a more advanced subject helps to increase the knowledge of the less experienced one, and by such help the inexperienced one arrives to the desired goal, Vygotsky defined this process as a bridge through which the new learner builds new knowledge with background knowledge they already have, this process is beneficial for both parts since they learn from each other.

From the carried experience, it is possible to come with the following results

4.1 QUALITATIVE FINDINGS (From scaffolding strategies)

After teachers applied every scaffolding strategy within 15 days, they filled in a checklist and reported to the researcher how effective each strategy was.

4.1.1 Peer scaffolding, as was mentioned on chapter II, This strategy can be taught by assistance of a guide. In other words, an experienced student is put with a novice one so they can learn from each other (Carmichael, Wong & Vine, 2004). In the first Strategy students were asked to solve a problem together and then report it to the class.

Findings (checklist) Teachers in charge of this activity noticed (and reported that students enjoyed the paired activity, they also noticed an increase of oral production and confidence the moment of speaking, since they were supported by a classmate. However they reported that it took a long time for students to organize and decide to participate.

STRATEGY	Engaging	Troublesome	Hard to perform	Speaking improvement.		Suggestions
Peer activity; problema solving	yes	Indecision, to participate	NO	Low		<i>Students needed a little more time to prepare.</i>
				Middle	x	
				High		

4.1.2. The film circle. According to *Stephens C. et al (2012)* it is possible to deduce that film circle strategy is as positive to teachers as for students, by the benefits in confidence,

fluency, communication and participation of students. In spite that it takes a long time in planning and preparation, it is an effective scaffolding strategy to develop speaking.

Findings: students enjoyed this scaffolding strategy, because a Netflix series (Dead robots and love) was selected to perform this activity, the series were positive due to they are just 10 minutes long. However, among the negative points is the advance level and fluency the series use, besides all the scenery and accessories difficult to adapt to real life because the series are science fiction. It should be noted that each group of students was given a series to analyze and adapt the vocabulary (accommodation) for their level.

STRATEGY 2	Engaging	Troublesome	Hard to perform	Speaking improvement.		Suggestions
Film Circle. A Netflix series	yes	yes	yes	Low		<i>Language level must be modified. Difficult to adapt Sci-Fi to real life.</i>
				Middle	x	
				High		

4.1.3 The fishbowl (Show and Tell Strategy) this strategy is related to modeling speaking by the teacher before students produce it by themselves. This is one of the many strategies to encourage students to speak in the target language with positive results in a short time, a well performed speech is better than any grammatical explanation (Ching, Vijayakumar, Yusoff & O'Brien, 2020).

Findings: For this strategy a short poem was used (You are loved), the same one that was previously taught and performed by the teacher, intonation, rhyming, pronunciation aspects were taken into account. Students found this strategy interesting and sometimes funny, however they were ashamed to participate and repeat it in the middle of the circle, as was stated in chapter II some behavior rules were set before the activity begins.

STRATEGY 3	Engaging	Troublesome	Hard to perform	Speaking improvement.		Suggestions
The fish bowl. You are loved poem.	yes	yes	yes	Low		<i>It needs more to encourage students to participate.</i>
				Middle	x	
				High		

4.1.4 Tap into Prior Knowledge, The scaffolding process during this strategy is to provide hints, some guidance, new vocabulary to use, and monitoring when necessary for the students to develop their own performances and production of the instructed activity, always based on their previous background knowledge. (Alber, 2014).

Findings: KWL strategy was used here, to develop speaking performance, the topic used was about “Chinese Culture”, students were engaged all the time, and they discovered new aspects of this culture. Vocabulary aspects on how to introduce new lexis were performed by the use of real images through a projector.

STRATEGY 4	Engaging	Troublesome	Hard to perform	Speaking improvement.		Suggestions
Tap into prior knowledge. “KWL” China culture and traditions.	Yes	No	No	Low		<i>Use a more youthful topic such as “anime, Japanese or K-pop culture.</i>
				Middle	x	
				High		

4.1.5 Give Time to talk, for this strategy the teacher must provide clear instructions, and enough time for students to prepare new ideas and information before they demonstrate a solid performance of the activity. If possible, using a student to translate the activity to classmates would be effective, so that everyone will be ready to work. (Cerra & Jacoby, 2005).

Findings: A sketched mind map to be learnt and after reported in front of the class was carried out here, students had enough time (3 or 4 days) to organize their new ideas, gain in vocabulary, and design their sketch notes mind map of a given problem. Students were free to

choose the materials and supplies for this chart. The main objective was to develop speaking with the use of less amount of letters and perform more based on the drawings. It was challenging for them to sketch drawings and to learn new vocabulary.

STRATEGY 5	Engaging	Troublesome	Hard to perform	Speaking improvement.		Suggestions
Give time to talk. “Recycling and pollution” sketch note chart.	Yes	yes	No	Low		<i>Some students are not good at drawing. It took more time to get the new vocabulary.</i>
				Middle	x	
				High		

4.1.6 Pre-Teach Vocabulary, cited as one of the most essential strategies before any language learning activity, introduce the words to kids in photos or in context with things they know and are interested in. Use analogies and metaphors, and invite students to create a symbol or drawing for each word. Alber R. 2014.

Findings: for this strategy, technology was selected as the topic to introduce new vocabulary, the main target was to understand a short reading, however the target is directed on how to introduce new vocabulary, and correct aspects of form, meaning and pronunciation, the activity was engaging, students enjoyed the new way (for them) to introduce new vocabulary and not just by using the dictionary, and at the end they were able to understand the reading.

STRATEGY 6	Engaging	Troublesome	Hard to perform	Speaking improvement.		Suggestions
Pre teach vocabulary. “Technology” (reading)	Yes	no	No	Low		<i>No suggestions.</i>
				Middle	x	
				High		

4.1.7 Visual Aids Use

The use of mind maps, graphic organizers, or any other conceptual structure helps students grasp the concepts in a simpler way, especially for those students who have developed more spatial intelligence (Mc Guire 2018)

Findings: For this activity a mind map using visual aids was chosen for students to develop and to explain in the way they understood, It was middle engaging, not hard to perform and the speaking improvement was middle.

STRATEGY 7	Engaging	Troublesome	Hard to perform	Speaking improvement.		Suggestions
Visual aids use. A graphic Mind map	Yes	no	No	Low		<i>It needs more time for students to organize their speaking.</i>
				Middle	x	
				High		

4.1.8 Pause, Ask Questions, Pause, and Review

This strategy involves a text or specific topic students must be familiarized, teacher should pause and ask questions, then restart the story and pause again with Content Checking Questions (CCQ). However, the teacher must design some stories and questions in advance to apply this strategy accurately during the classes. If the activity is not well planned and well conducted sometimes it fails (Alber, 2014).

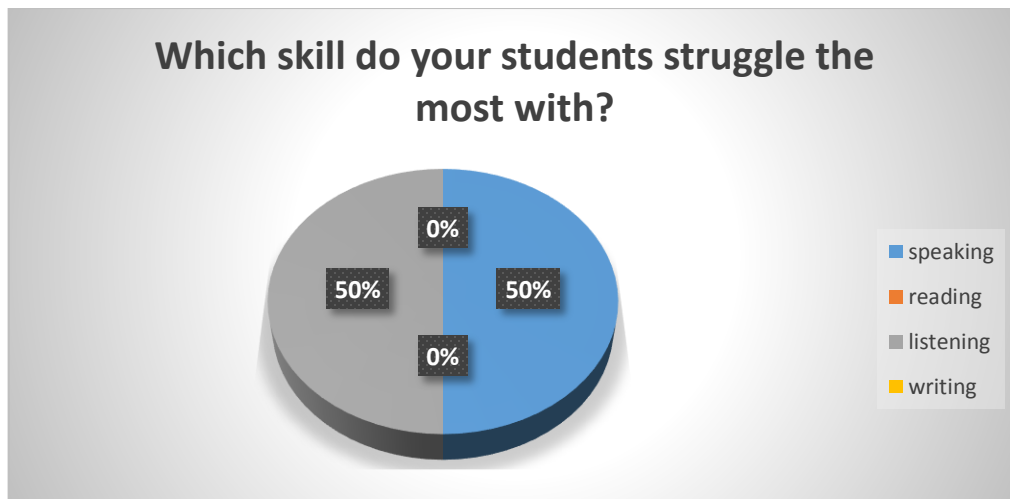
Findings: For this scaffolding activity, a well-known Ecuadorian story was selected and summarized, in order to adapt CCQs, However it required more time to teach questions structures and new vocabulary.

STRATEGY 8	Engaging	Troublesome	Hard to perform	Speaking improvement.		Suggestions
Pause, Ask Questions, and Review. Cantuña (legend)	Yes	yes	yes	Low		<i>It requires a lot of time to get the new vocabulary and teach question structures.</i>
				Middle	x	
				High		

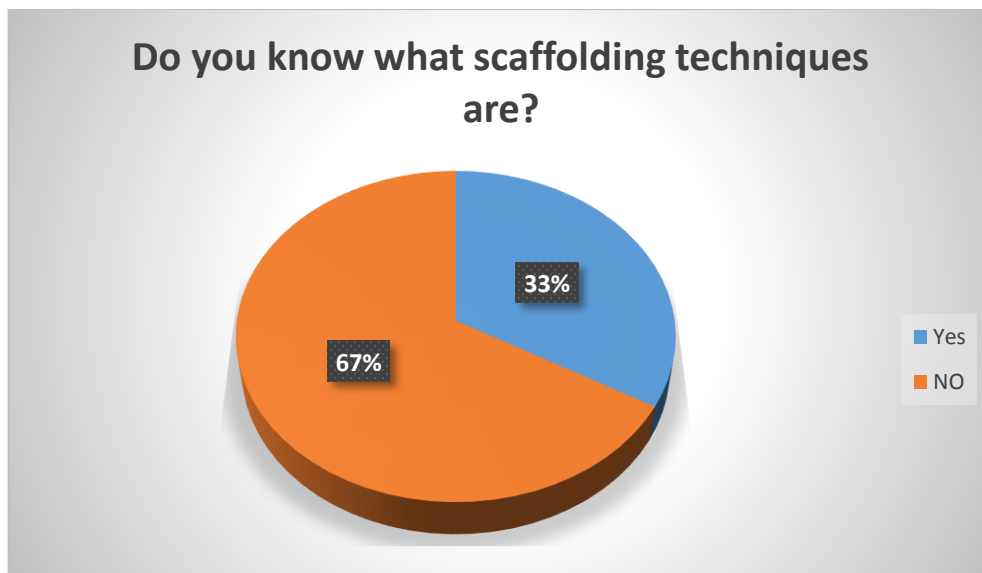
4.2 QUANTITATIVE DATA ANALYSIS (from survey)

After survey was applied, to three teachers from third level of high school the results are.

On question N°1: Which skill do your students struggle the most with, 2 teachers said that speaking is the hardest, while two of them said that listening, (more than one option was possible to choose) Students struggled the most to listening and speaking skills.



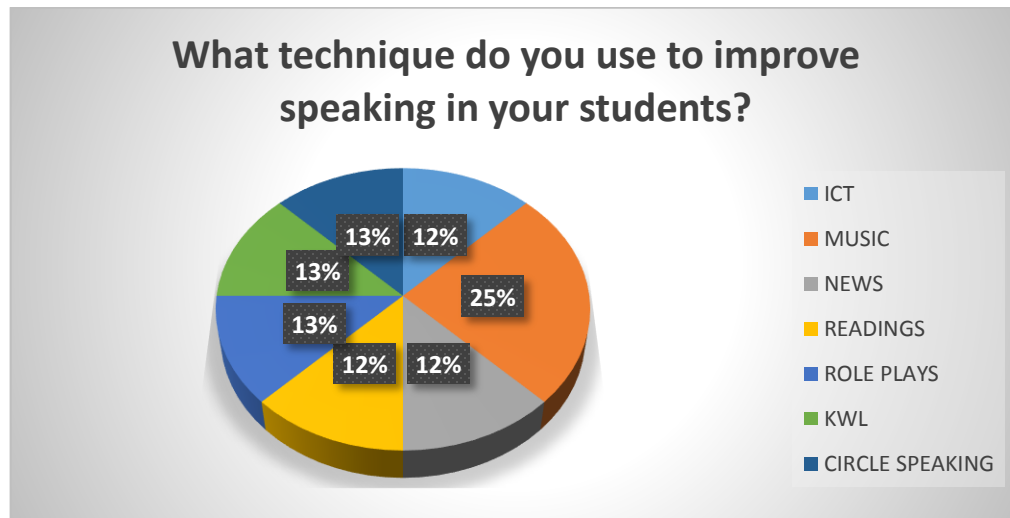
Question N°2: Do you know what scaffolding techniques are? Two teachers do not know what scaffolding is while one of them has knowledge about this strategy.



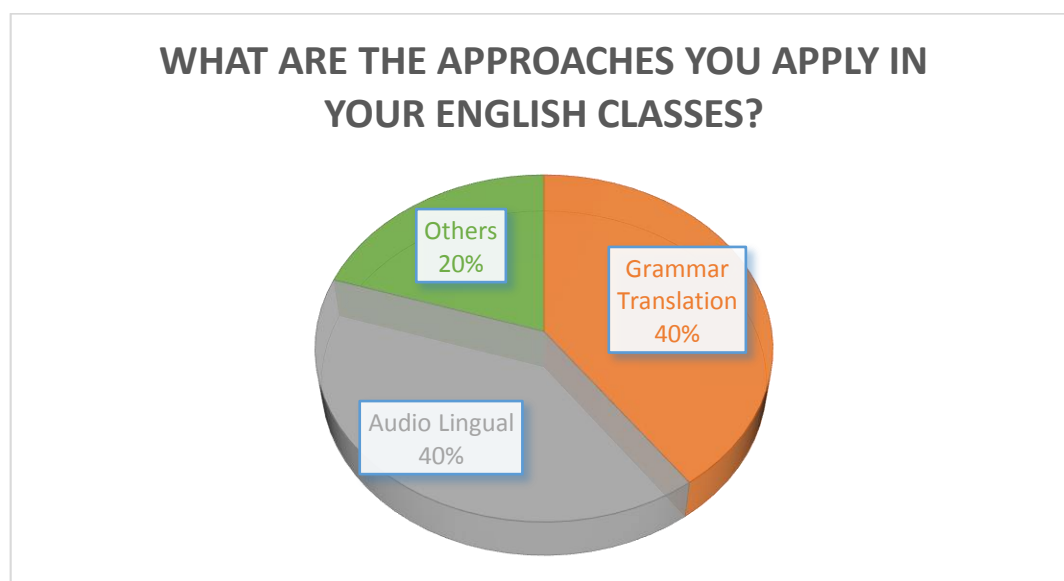
Question N°3: What technique do you use to improve speaking in your students?

In this open-ended questions they had the opportunity to write at least 4 techniques. Among the techniques they use to develop speaking are: role plays, songs, KWL, circle speaking face to face, ICT and apps, news and readings.

As it is possible to notice in the graphic, music and ICT are the most used by teachers to improve speaking in their students.

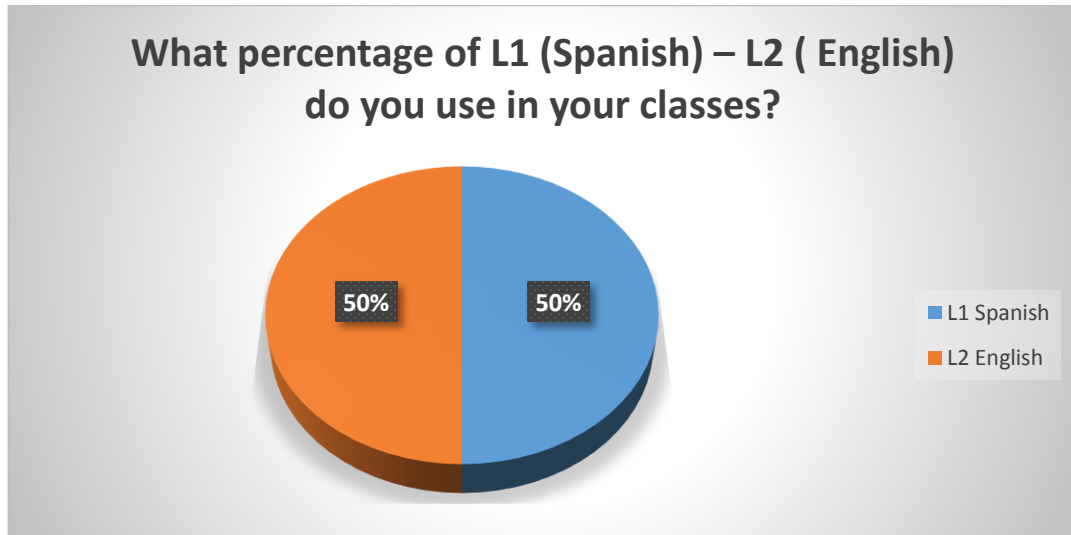


Question N°4: What are the approaches you apply in your English classes? About the approach just one teacher used the direct method and the communicative approach, while the other two use grammar translation and audio lingual method.



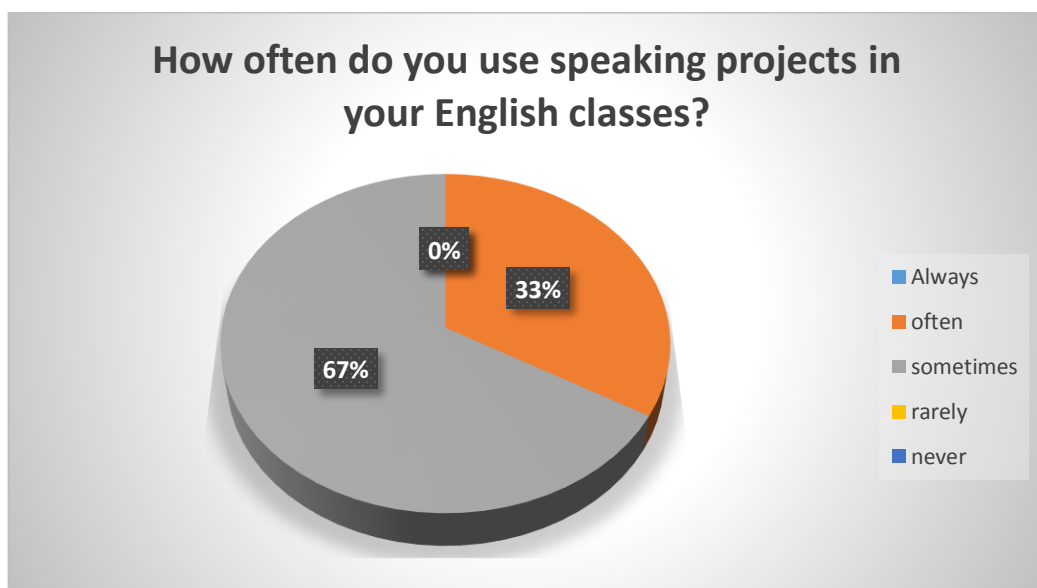
Question N°5: What percentage of L1 (Spanish) – L2 (English) do you use in your classes?

About the amount of English used in class, they agreed to use 50% in each language, most directed to the grammar translation method, giving instructions and clarifications in Spanish.



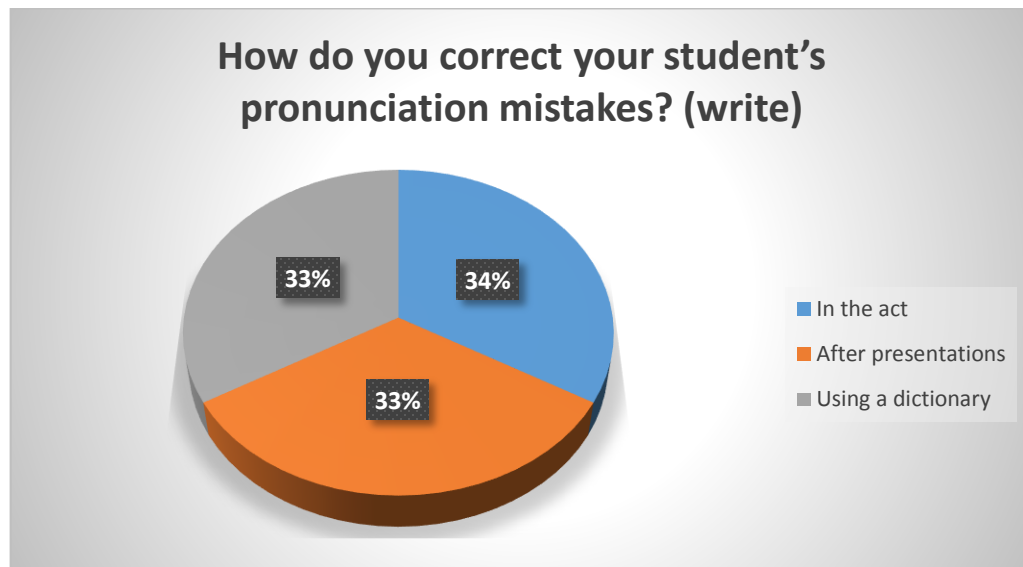
Question N°6: How often do you use speaking projects in your English classes?

From the total of three teachers, two of them sometimes use projects to develop speaking, while one of them performs speaking projects often.

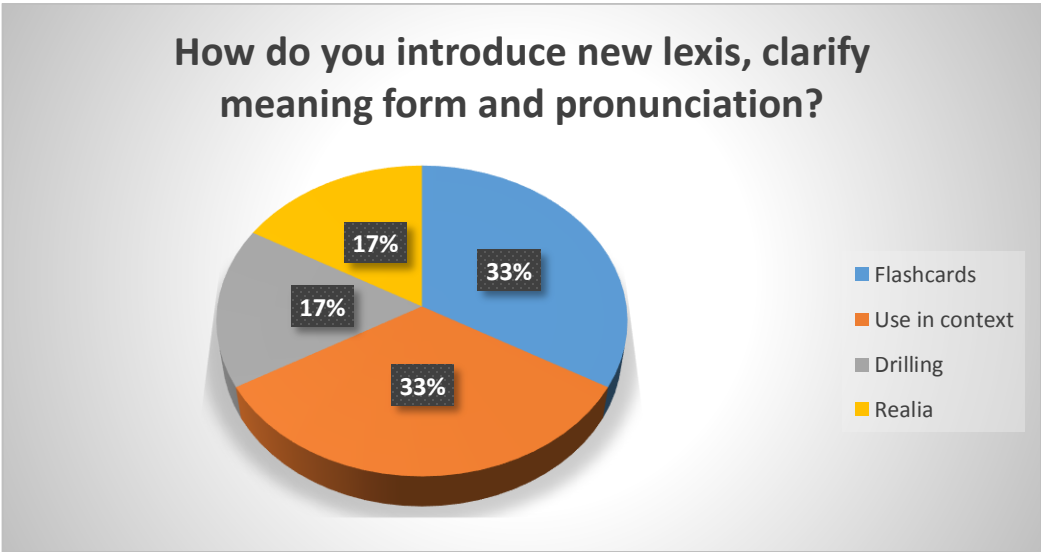


Question N°7: How do you correct your student's pronunciation mistakes? (Write)

In this open-ended question about how they correct pronunciation mistakes all three teachers have different opinions, one of them corrects in the act at the moment of presentations, another one corrects at the end of presentations and the last one they said to use a dictionary during readings while they correct mistakes.

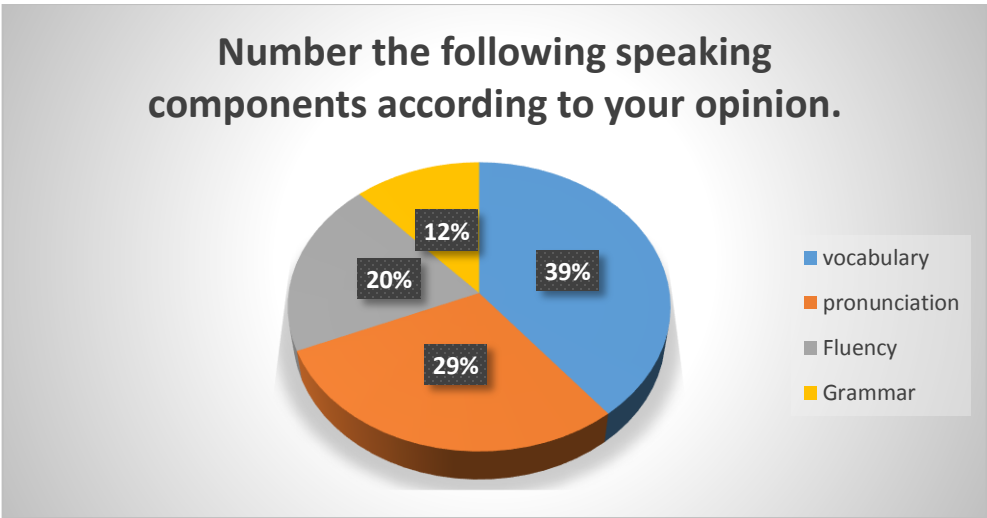


Question N°8: How do you introduce new lexis, clarify meaning form and pronunciation? In this questions, a 33% of the teachers agree that they use flashcards to introduce new vocabulary, as equal as the use in context with 33%, drilling before to put them in practice and use of realia with 17%.



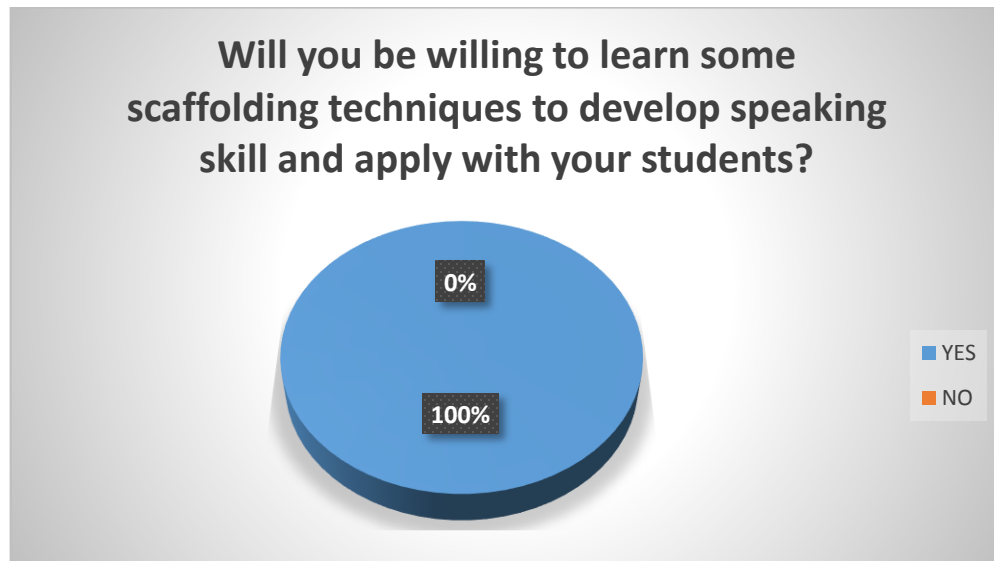
Question N°9: Number the following speaking components according to your opinion. (From 1 the most important, to 4 the less important)

On this about the importance of the skills, they say that vocabulary is the most important, second one is pronunciation, third fluency, and fourth grammar.



Question N°10: Will you be willing to learn some scaffolding techniques to develop speaking skill and apply with your students?

About the desire to learn some scaffolding techniques in order to improve they speaking teaching to students, all three surveyed teachers agree that yes.



CHAPTER V



SCAFFOLDING STRATEGIES TO IMPROVE SPEAKING SKILL.

Msc. Joffre Maila.

May 2020

INTRODUCTION:

Languages have connected humanity through history, and they have shaped the way we communicate and do all the innate transactions of human beings; that is why English as a Foreign Language (EFL) has been adopted in the Ecuadorian curriculum as such a crucial subject, and students from third level of high school have in a manner of graduation requirement to reach the B1.2. Level, which means that they are able to adequately write and read (MEC, curriculum 2019) which shows a further domain of the speaking and listening skills, through effective strategies. One of those useful strategies in order to improve speaking development, is the process to which a teacher adds support to students for them to enhance learning and mastery of the foreign language. This helping process is called “Scaffolding”. Scaffolding is proposed to improve the communicative ability of third level students, and by using the most beneficial techniques to help students to reach that fluency improvement of the language, since it is a reality that Ecuadorian English speaking performance is lower than other South American countries, and students only realize the importance of speaking English when they travel to a foreign country.

Scaffolding is a method used by teachers to instruct students on how to solve problems offering guide and support as they need, until they succeed at mastering the targeted problem (Kampen M. 2020). Scaffolding is compared to building a house in which everyone cooperates and help for a common wellbeing. Also, we could compare scaffolding to the typical Ecuadorian “*Minka*” which in kichwa language means to work together to reach a benefit for everyone in the community so that every member will be satisfied.

It is necessary to clarify that teachers have to set clear rules before starting the scaffolding process, especially those ones directed to behavior and class management, in order to avoid disorganization and promote the use of the target language during the time the class lasts.

For all these reasons, this booklet was proposed, with the aim to show teachers the steps of the process and ways to scaffold students in order to improve their speaking abilities. The booklet shows eight easy-to-perform scaffolding strategies. It also shows the process, timing and the materials each teacher should use to have an effective result of performing the foreign language.

MSc. J. Maíla.

Hope you enjoy it !

FREAK DESIGN – QUITO ECUADOR

CELPHONE: 0995666890

EMAIL: freakdesign.ec@gmail.com



CONTENTS

<i>1. Peer Scaffolding</i>	4
<i>2. The Film Circle</i>	7
<i>3. The Show and tell</i>	10
<i>4. Tap into Prior Knowledge</i>	12
<i>5. Give Time to Talk</i>	16
<i>6. Pre-Teach Vocabulary</i>	19
<i>7. Visual Aids Use</i>	23
<i>8. Pause, Ask Questions, Pause, and Review</i>	25



STRATEGY 1

PEER

SCAFFOLDING

Peer scaffolding is aimed to support expert/ novice students. They help each other contributing with their own knowledge. This activity is an interactive process in which both of them participate with collaborative learning.

PUZZLE PROBLEM SOLVING

Verb Form: modal verbs.

Aim: giving advice

Level: pre intermediate

Group configuration: pair work

Materials: a puzzle, a piece of paper, pencil.

Objective: To provide students with an easy understanding and use of the modal verbs should, might, and have to, and report them to the class to promote speaking.

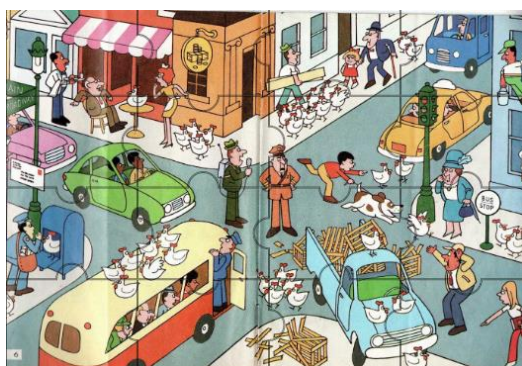
PROCEDURE:

Before starting we need to pair students and sit them together. Be sure to match students according to their level of Foreign Language knowledge (advanced with beginners) for the process of scaffolding works.

Hand out a different set of puzzle to each pair. They have to work together to discover the picture they have. Each picture shows a problem in which students must give advice or solutions.



Set N° 1 (scrambled)



Set N° 1 (solved)

Once they finished solving the puzzle, now it is time to write down on the piece of paper some advice for each problem in the pictures. Remember to provide clear instructions to your students on how the advanced students should help and scaffold beginners. Give enough time for them to prepare a good report of each situation. Encourage beginners to perform the report

Here is an example of what students did and wrote during the application of this strategy.



Students solving the puzzle



Students writing advices

they should catch the chickens. the owner should sell them. People have to clean the city. Chickens should go to the farm. The police officer should talk to driver. The driver should pay for the problem. The boy has to stop his dog.

For an interactive version, go to this link:

https://puzel.org/es/jigsaw/play?p=-M_fu01LQRKXd-rOT



STRATEGY 2

THE FILM
CIRCLE.

The film circle is an activity in which students are given different roles about a popular movie or series well known to them, so that they are engaged and boost their speaking performance. Any kind of movie can be chosen, however it is recommended selecting short and trendy movies or series that students like, and not what teachers enjoy. Is essential, to perform the PRE – DURING and POST process in advance with your students.

NEXFLIX SERIES
(SHORT EPISODES)

Verb Form: speaking structures.

Aim: fluency and vocabulary

Level: pre intermediate

Group configuration: group work

Materials: A short Netflix series, disguises, scenery, whatever it is necessary.

Objective: To help students to gain in fluency and new vocabulary.

PROCEDURE:

Divide the class in groups with an equal number of students. Ask them to choose one of the 26 episodes from the Netflix series “*love death + robots*”. This series was chosen because each episode last an average of 10 minutes. However, it is necessary to reduce the time, summarize or modify the episodes for the students to present it the most relevant part where characters speak.



(Episode 1 of the series) source: netflix.com

New vocabulary has to be introduced in a previous activity, this activity will take more time due to each group will have to memorize (or support the dialogues with note cards or graphic organizers) deal with new lexis, besides they will have to summarize each 10 minutes series into 5 maximum, also it will be necessary to modify some banned words. Each students must work on the summary and vocabulary of their part. The day of the play, each student must be ready with their costumes, and at the end all the groups will present conclusions with a message or moral about each episode.



Costumes
made of cardboard

It is relevant to note that, the scaffolding process will take more than one lesson, it has to be patiently prepared and planned, the students have to work on their costumes, so they feel comfortable and self-confident, but the main point here is that the speaking performance has to be as neat as possible, respecting all the points socialized in the rubric.



Students performing episode N°1 of the series

Click this link to watch the series:

<https://www.netflix.com/title/80174608?s=a&trkid=13747225&t=wha>



STRATEGY 3

THE SHOW AND
TELL.

The fish bowl is an effective activity from the show and tell scaffolding strategy, in which the teacher will introduce a text, using all the pre – during and post process of reading, then the teacher will read aloud, while students read silently, taking notes of pronunciation and paying special attention to intonation, rhyming or fluency.

THE FISH BOWL (YOU ARE LOVED- POEM)

Verb Form: adjectives.

Aim: fluency, vocabulary and intonation.

Level: pre intermediate

Group configuration: group work

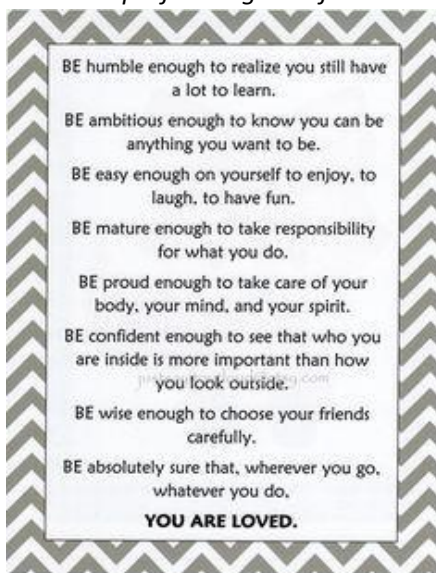
Materials: a short poem (copies), a pencil.

Objective: To help students to gain in fluency and new vocabulary.

PROCEDURE:

Set the class in a circle shape. The teacher stands up in the middle of the circle, and teacher reads the headline or the topic of that reading, then starts Pre-questions such as: What do you think the topic will be about, what do you know about this topic, what will we learn about this. Next step, the teacher reads aloud while all the students read silently and copy possible pronunciation problems, identify new vocabulary, and pay special attention to intonation and stress. Next the teachers will perform “shadowing” in which students must repeat or imitate a certain pronunciation, as closely as possible, and clarify previous questions like: what is this reading about? Do you have any new words? What did we learn about? Once everything is clear and all of them mastered to pronounce accurately, teacher will select one of the students to come to the middle of the circle to read the poem with the same intonation, stress and fluency as the teacher did.

Students performing “the fish bowl” strategy.



The text used in this activity



STRATEGY 4

TAP INTO PRIOR

KNOWLEDGE.

To build on prior knowledge it is necessary to have a quick class discussion of the late lesson, confirm what knowledge they already mastered and what aspects they still need to be instructed. After everything is clear from the past lesson, now it is time to scaffold.

<p>K-W-L (READING)</p>
--

LEXIS: Vocabulary.

AIM: reading comprehension and speaking production.

LEVEL: pre intermediate



GROUP CONFIGURATION: Individual task.

MATERIALS: reading text, 1 copy for each student, KWL chart, pictures of the topic.

Objective: To make reading understandable through a different technique so students will be able to report a more accurate summary of the text read.

PROCEDURE:

1. - BUILDING KNOWLEDGE (K) during this stage the teacher will provide the chart to students with spaces for writing information. Then the teacher will write the topic of the reading on the board “China culture & traditions” and asks students to write only in the first column **(K)** the things they know about China. Here answers will vary; the teacher monitors and helps the students.

K	W	L
<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>		

After they have finished, let students check their opinions among them, then socialize with the class.

2. - PREDICTING (W) WHAT STUDENTS WOULD LIKE TO KNOW. - Then the teacher will project pictures related to the reading on the board. Assuming that the reading is about “China” the teacher will display some images related to vocabulary in the reading.



汉语

Chinese Language



While students observe the pictures on the screen, they will copy the things they would like to know about, or something that called their attention. At this point students are permitted to use Spanish because they don't know the new words in the pictures. The teacher will monitor and help with the new vocabulary.

K	W	L
	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	

3. - RETENTION (L) LEARNING. - At this point students read the text with teacher's guidance during the process. The teacher has to explain the new words in the reading or the words in the original language and after students finish reading they write all the new things they learned in the way they understood but accurately on L column.



CHINA, CULTURE & TRADITIONS

China is an extremely large country, the customs and traditions of its people vary by geography and ethnicity. The largest group is the Han Chinese, with about 900 million people. Other groups include the Tibetans, the Mongols, and the Manchus.

Currently, there are only five official religions. Any religion other than Buddhism, Taoism, Islam, Catholicism and Protestantism are illegal.

There are seven major groups of dialects of the Chinese language, which each have their own variations, Mandarin dialects are spoken by 71.5 percent of the population, followed by Wu, Yue (also called Cantonese), and Xiang among others.

Among the main styles of Chinese cooking are Cantonese, which features stir-fried dishes, and Szechuan, which relies heavily on use of peanuts, sesame paste and ginger, rice is not only a major food source in China; it is also a major element that helped grow their society.

K	W	L
		<div style="border-bottom: 1px dashed black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px dashed black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px dashed black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px dashed black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px dashed black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px dashed black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px dashed black; height: 15px; margin-bottom: 5px;"></div>

Once they have completed all the chart, encourage some students to report a summary of the reading in a free but correct way; teacher will notice that the retention of information here is higher than using another reading methods.

Remember to use the rubric for an oral report with the chart on the back for delayed error correction, which is provided at the end of this booklet.



Students performing KWL



STRATEGY 5

GIVE TIME TO
TALK.

All learners of a new language need time to process their ideas, and time to acquire the verbal sense for communication, which is why it is essential to provide enough time to students to organize these structures before having an effective speaking. In these activities time and patience are the most important aspects.

SKETCH NOTE

(“Recycling and pollution”)

Verb Form: modal verbs.

Aim: vocabulary, fluency.

Level: pre intermediate

Group configuration: group work

Materials: paper, markers, pencil.

Objective: To impulse speaking in students with the only use of pictures and the less amount of words.

PROCEDURE: Divide the class in an equal number of students (a minimum of 3) and provide them with paper, colors, markers, pencils. Before students work, introduce new lexis about the topic, pre-reading and post reading activities, and give clear instructions.

HOW TO BE FRIENDLY WITH THE PLANET.

Recycling is the alternative solution that nowadays is still the only way to help the planet to get rid of all the pollution, which is affecting all life in the planet. Here there are 7 possible solutions

- Don't wash the dishes. Maybe it sounds weird, but a dishwasher works more efficiently when it is full, and saves more water than when you wash a few of them.

- Families are worried about to mow the lawn, however the best solution is to grab your drink and watch the grass grow wild, it will help pollinating insects like bees and benefit environment at the same time.

- Another good alternative is to stop using disposable plastic items which pollutes rivers and oceans, and dare to find and use new and eco-friendly alternatives, such as cellulose or wooden spoons.

- Who does not love meat? Nevertheless it is important for us to understand the big impact that meat and dairy products bring to climate changes. Hence, a good vegetarian diet requires less impact to nature.

- Planting trees is a good option to have clean air, you can do it by yourself in your backyard or if you are not good at gardening, you just have to click on ecosia.com and they will plant trees for you, with the only requirement to support their ad videos.

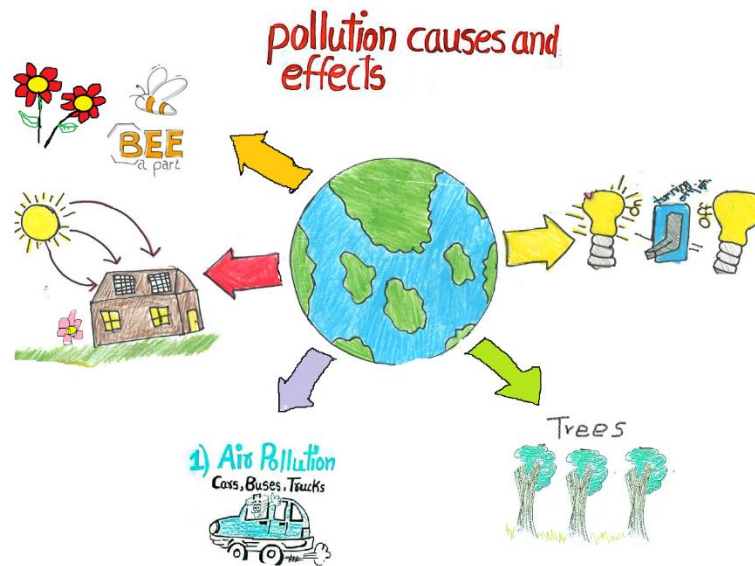
- What about sharing to clean the air, instead of having a car for each member of the family, an alternative is to share a ride with others, organizing cars which go the same direction your neighbors take.

- Bet on clean energy, looking for clean energy solutions does not mean that you must have to build your own wind mill. Instead, you can log in friendsofearth.uk and start enjoying your clean electricity.

Taken from: <https://friendsoftheearth.uk/climate/8-lazy-ways-be-environmentally-friendly?>

Modify by: Teacher J. Maila

After students read, understand and scan the text, the scaffolding process to invite them to speak is based on sketching the main ideas of that reading. By using sketch notes students will be able to develop oral production with the use of minimum letters, just by the use of drawings, signs, arrows or key scrawls. In other words, they have to speak about the main topic but using their own words. Invite them to be original in their sketch notes, encourage them not to copy or not to say the same as other classmates did, the moment they report to the class.



Giving enough time, means that this class will turn longer than was expected, as it is typical from scaffolding. The lesson must be sent to be completed at home and reported for next class. It should be noted that, most of the activities aimed to give time to talk use as tools visual aids.

Remember that teachers have to silently do the delayed error correction process in the rubric attached at the end of this booklet, while students are participating in class.



Students sketching their summaries.



STRATEGY 6

PRE-TEACH

VOCABULARY.

Vocabulary teaching is not to present dozens of words to students for them to look for in the dictionary and learn by themselves or copy meanings. Instead of this, a scaffolded way to do it is through the use of pictures or topics they enjoy or are interested in.

TECHNOLOGY
(“PPP”)

Verb Form: Lexis.

Aim: vocabulary.

Level: pre intermediate

Group configuration: individual work.

Materials: Pictures, flashcards, a short reading.


Objective: To introduce new vocabulary with a different method.

PROCEDURE:

Teachers select the most challenging words of a reading for students, then flashcards must be prepared with pictures of those words and keep them reserved for the moment of presenting.

Meanwhile, the process starts with a warm up activity. In this case it can be done through a list of social media apps, to ask which they use or not and why.

Talk to your classmate, about which social network you use or not and why? (Take notes)



.....

.....

.....

.....

.....

.....

Let students compare their cards and ask for random opinions about this introductory task, to engage students in the topic.

Now it is time to present the new vocabulary. The first step is Eliciting.

Elicit: show the first flashcard and ask questions about that model.

Model: give an example about that new word for understanding in context.

Drill: Model pronunciation and ask students to repeat (one by one if possible)

Concept checking: ask questions to confirm they have a clear meaning.

Phonology: The teacher emphasizes the stress, intonation, and number of syllables of each word

This process has to be repeated with each one of the new words in pictures.

EXAMPLE:



ELICIT: Do we use this to communicate? / Does this object serve for inserting texts or to get texts?

MODEL: I got this letter from the printer.

DRILL: /printE*/ (repeat)

CONCEPT CHECKING: Do we use a printer to make calls?
Do we use it to get printed texts?

PHONOLOGY: How many syllables are there in printer?
Where is the stress? PRIN - TER

CONTROLLED PRACTICE.

The following step is controlled practice in which students will practice with the new vocabulary. Generally it has to be a worksheet for them to have guides and complete.

THE LANGUAGE CLASSROOM

1. FILL IN THE BLANKS WITH THE STUDIED VOCABULARY.

I got this letter in my Printer

I type on my Laptop to write my homework.

When I listen to music I use earphones

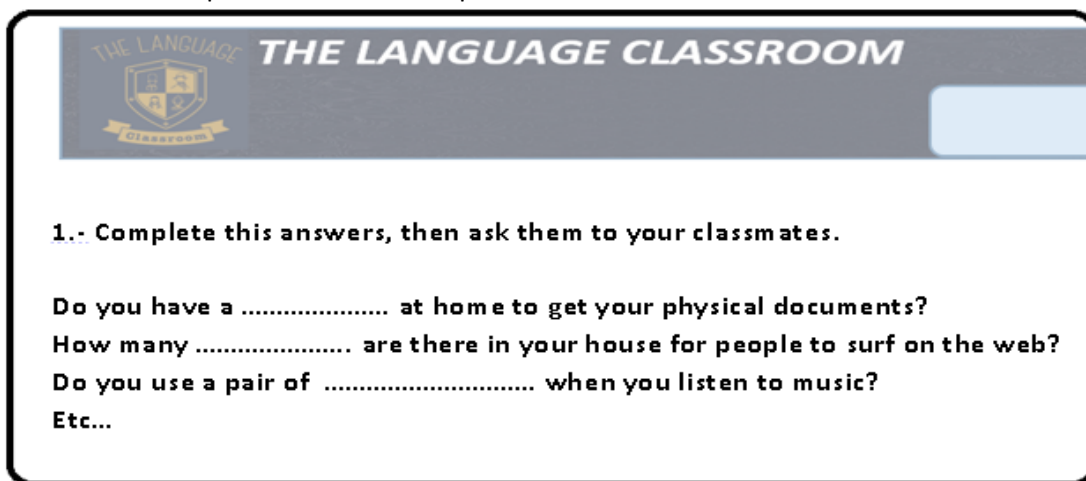
Etc....

Give enough time for them to work and later take your time checking each one of the sentences together with the class.

FREER PRACTICE:

It usually is a different task or activity than the one used in control practice. Here students develop knowledge by themselves and apply the learnt vocabulary. In this freer practice stage, open-ended or closed ended questions can be used. This stage is open to a wider range of answers, not only one correct option.

Here is an example of close ended questions:



1.- Complete this answers, then ask them to your classmates.

Do you have a at home to get your physical documents?

How many are there in your house for people to surf on the web?

Do you use a pair of when you listen to music?

Etc...

Now request students to ask open ended questions each other in the class to keep the conversation going, also they can ask any question to the teacher.

PRODUCTION:

This activity has to be more fluent, during this stage students will produce their speaking skill with all the previous scaffolded process. Again, a non-similar activity must be prepared, totally different from previous practice.

This productive part can be assigned as a task for the next class, nonetheless. Teachers must be ready with the rubric to perform error correction and back-channeling.



Students drilling new vocabulary



STRATEGY 7

VISUAL AIDS
USE.

The use of visual aids is an effective scaffolding tool, especially for those students who are spatial. This is helpful to guide them to an effective speaking process. These materials are a training support for understanding challenging texts or difficult readings.

**A graphic mind map
(Reading)**

Verb Form: Grammar structures.

Aim: comprehension.

Level: pre intermediate

Group configuration: group work.

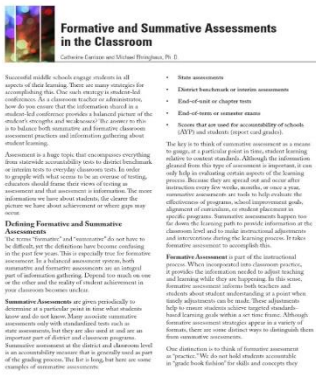
Materials: a text, papers, markers, an online graphic organizer web.

Objective: To help students to understand challenging text in an easier manner.

PROCEDURE:

Set your class into groups of 3 students maximum, each group with an advanced reading about the topic and grammar they are studying at the moment. Provide clear instructions of the task, and remember to give time for the activity.

After all the introductory process such as vocabulary, feedback from the last class topic, and every needed prerequisite were clarified, it is time to move on.



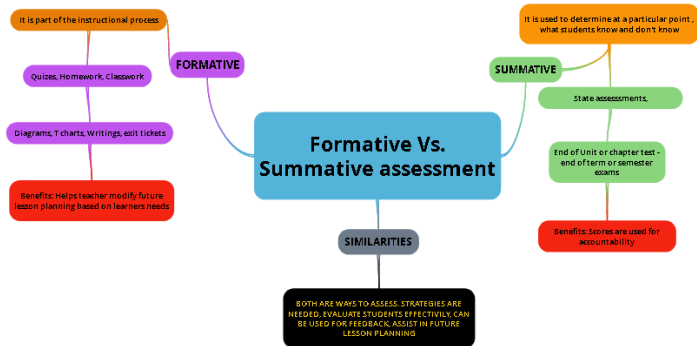
Ask students to divide the text, read and look for new or challenging words, then socialize among the group, help each other to understand easily. Once they have clear all the reading, it is time to summarize as short and effectively as they can. The main objective is to turn that challenging text into something simple and easy to understand and report, without losing the original meaning.

Next step is to start summarizing in a mind map, flow chart, modeling steps, graphic organizer or any other visual tool. They can work on a paper, but

for effects of online classes a web link can be also used (goconquer.com).

For the final report students have to be sure of their summaries, pay attention to new words pronunciation and stress, intonation and the grammar structures they are studying at the current syllabus.

For an interactive version, go to this link: <https://www.gocongr.com/en-US>





STRATEGY 8

PAUSE, ASK
QUESTIONS,
AND REVIEW.

This strategy is the perfect tool to check for understanding long texts in our students. Teachers should prepare in advance sets of questions related to the topic and plan their time ahead. An opened minded attitude by the teachers is essential here, besides to promote critical thinking and always to encourage students to speak is the main aim of the second language.

An Ecuadorian Legend

Verb Form: Grammar structures.

Aim: comprehension.

Level: pre intermediate

Group configuration: group work.

Materials: a text, set of questions.

Objective: To check students understanding of a lesson or reading.

PROCEDURE:

Based on the text we presented here (The legend of Cantuña) teachers have to prepare in advanced some open ended questions, questions which allow students to check understanding of what they are going to read or discuss, questions that are possible to check for content. Here are some examples of questions based on the text:

1. Who was Cantuña?
2. Why did the priest of Quito look for him?
3. What did Cantuña realize?
4. Who did he ask for help? And why?
5. Etc...

The first step is to perform all the introductory process of a reading, clarify all possible doubts before the text will be read.

Then the teacher will read aloud in a slow pace for students to understand and check for pronunciation. It is recommended to read by paragraphs, then pause to ask questions just about the paragraph read. Take your time to read slowly and be patient, remember the scaffolding process takes longer to teach, but it becomes effective in the end.

It is highly recommended separating the text by colored paragraphs, using big sized letters, as shown here. Also numbers before each paragraph is necessary to guide students in case of getting lost in the reading.

The Legend of Cantuña – The Man Who Tricked the Devil

By: Angie Drake, Oct 31, 2018

[1] One day, the head priest of Quito came to Cantuña (an indigenous man from Quito city) to ask if he would build the atrium for the future San Francisco Church. Cantuña proudly claimed, «*Yes! Of course*”

Thus, the priest contracted him for this very important job. However, as time passed, Cantuña realized that he had promised too much and that he would not finish the job in the required time. He would need help so he turned to God and prayed. Unfortunately, God did not answer.

[2] So he prayed again. Still, no answer. He prayed yet again. And still, God remained silent. So Cantuña thought very hard and decided that if God was not going to answer that he needed to turn in another direction, so he asked for the Devil’s help instead.

[3] The Devil immediately appeared and the two began the process of hammering out a contract. Of course, in return for finishing the atrium, the Devil wanted Cantuña’s soul. It couldn’t be otherwise. Therefore, Cantuña agreed but with one caveat, if the Devil and his *diablitos* (little devils) did not place every piece of brick and mortar by the tolling of the first bell at 6 am, then the deal would be canceled. The Devil laughed, knowing that his *diablitos* were the most excellent stone masons and could finish the work in no time at all.

[4] And so the contract was sealed and the work began. Cantuña kept his eye on the progress and while walking among the *diablitos*, he managed to remove one stone from a finished wall where the mortar was not yet dry. He slipped it under his poncho and hid it from view. The *diablitos* were so busy working that they noticed nothing.

[5] Morning arrived and the Devil and Cantuña met at the base of the newly built Atrium. The Devil asked him if he was ready to part with his soul. As the first sound of the six o’clock bell chimed, Cantuña laughed and asked the Devil if he would like to take a closer look at the newly built walls. Low and behold, there was a single stone missing and as the bell rang the sixth time, the contract was broken. Cantuña walked away, soul intact and a job well done.

Keep all your students as active listeners while you read the paragraphs. As teachers know every good question becomes useless if you do not give students enough time to process, think or look for it in the text. Remember to call students' names to engage shy ones to participate in the activity.

In case students can answer correctly or do not find the answer, ask them to discuss in pairs and give them more time to scan the text for the right response. You can pause the reading the necessary times for students to confirm the answers and in the end get a complete idea and understanding of the text.

As an extra activity you can mix with another scaffolding strategy, like "the fish bowl", requesting a random student to read, pause and ask questions as the teacher did, or "The Film Circle" for students to prepare a theater play in a longer period of time.



Students performing "The legend of Cantuña"

SAN PEDRO PASCUAL HIGHSCHOOL (FRONT- SPEAKING RUBRIC)


















Students' Names: _____

Teacher: *J. Maíla*

Scaffolding Activity #:

Date:

Topic:

Comprehension (Understanding) (2)	Coherence (Syntax)(2)	Pronunciation(2)	Fluency (2)	Vocabulary(2)	TOTAL
The speaking is totally clear and understandable for the teacher. 	The coherence on the examples is accurate and well structured. 	The student uses a good pronunciation, based on the IPA alphabet 	The pace, rhythm and intonation flows at a natural speed 	The student uses a great variety of the vocabulary taught in the studied unit. 	
Student makes a few mistakes which difficult the understanding of the utterances. 	Coherence on examples have some little errors, which make the text a little ambiguous. 	Some few words are mispronounced resulting in a not very clear message. 	The student talks at a medium pace, rhythm and intonation. 	Some of the taught vocabulary is used in his exposition. 	
The speaking is totally miss leaded making it understandable for the teacher. 	All the utterances lack of coherence and are plagued of grammatical mistakes. 	The student miss pronounce all or most of the words during the presentation 	The student stuck and have permanent stops in the rhythm and intonation during the presentation 	None of the taught vocabulary from the unit is used during the exposition. 	
					/10



SAN PEDRO PASCUAL HIGHSCHOOL (BACK - RUBRIC)

Teacher: *J. Maifa*

Silently copy some possible mistakes that students are making during their oral presentation, for later feedback.

<i>PRONUNCIATION</i>
<i>VOCABULARY</i>

COPYRIGHT STATEMENT:

All copyrights reserved, this material and content can only be used for education purposes with permission of the author, and any violations of the Copyright Act may lead to legal action. Teacher J. Maila -2020.

CHAPTER 6

CONCLUSIONS AND RECOMENDATIONS

To end with this thesis research, this chapter will focus on the conclusions obtained during the time this investigation lasted, and provide some recommendations of the eight scaffolding strategies, to show the benefits on the speaking development.

6.1. CONCLUSIONES.

The main objective of this thesis was to investigate how scaffolding contributes to the development of the speaking skill in the EFL classroom at the high school level in Ecuador, based on researched teacher's experiences. In the end of this investigation it was possible to improve the level of foreign language speaking in students of the third level of high school through 8 scaffolding strategies, the ones that motivate them to orally produce.

From the 8 types of scaffolding strategies described in the thesis , the most effective to improve oral production were those in which students were given more time to plan and those in which engaging topics or materials were used, such as the film circle, peer scaffolding, give them time to talk and a theater play.

In respect to the experiences of the population; teachers' experiences were positive, except in some aspects of timing management, for each of the sections of the scaffolding process and vocabulary introduction activities like, pre during and post, due to it took a lot of time for them to clarify before scaffolding. Regarding students' experience after the 8 strategies were applied, they felt motivated to speak and willing for those techniques to be used frequently in the Foreign Language class.

The 8 scaffolding strategies collected in a teacher's brochure, encouraged teachers to use more activities like those, by planning, adapting, modifying or designing their own material connected to the scaffolding process.

6.2. RECOMMENDATIONS.

Within an ambitious project like this one, always some loose ends remain and it is desired that there is a continuous improvement of the same. For this reason, this thesis is open to future researchers to continue working on scaffolding to improve speaking of the foreign language. It is recommended teachers create or adapt new activities for each scaffolding strategy.

Another recommendation is to pay more attention to timing of planned schedules for both teachers and students and so have more productive and structured speaking performance of students, by organizing every step of the process, performance of the activities, class organization, roles assignment, and target grammar to be developed for the speaking development will be effective.

Additionally, after every performance, teachers had the responsibility to conduct back channeling, and an accurate correction of detected errors with the corresponding feedback. Even though this is not part of the current research, it is essential for the speaking skill to improve.

Finally, materials for the strategies must be prepared in advance in an integrated cooperation among teachers and students. Costumes can be sent as a home activity, worksheets, tables and every paper used in class should be prepared by teachers. In addition, it is recommended that all the 8 strategies are adapted to virtual education, or use of online resources.

ANNEXES



UNIVERSIDAD TÉCNICA DEL NORTE

INSTITUTO DE POSTGRADO



MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS.

El presente cuestionario tiene como finalidad recolectar datos importantes para realizar el trabajo de investigación de maestría, se le agradece de forma muy especial su colaboración para responder las preguntas que encontrará a continuación. No está demás enfatizar que los datos que usted exponga, serán tratados con profesionalismo, discreción y responsabilidad.

1. - Which skill do your students struggle the most with?

Speaking () reading () listening (✓) writing (✓)

2. - Do you know what scaffolding techniques are?

Yes (✓) no ()

If yes, write: ...It is using the knowledge step by step

3. - What techniques do you use to improve speaking in your students?

...KWL ...circle speaking ...face to face technique

4. - What are the approaches you apply in your English classes? (Please choose.)

Direct approach (✓) Grammar translation () Audio lingual () CLT () TPR ()

Others: Communicative Approach

5. - What percentage of L1 (Spanish) -L2 (English) do you use in your classes?

English 50 % Spanish 50 %

6. - How often do you use speaking projects in your English classes?

Always () often () sometimes (✓) rarely () never ()

7.-How do you correct your students' pronunciation mistakes? (Write)

...at the end of their participation

...oral practices

8. – How do you introduce the new lexis in your classroom, and how do you clarify meaning, form and pronunciation of this lexis? (Explain)

... Using flashcards Identifying parts of speech
... Spelling practice
... Use new vocabulary in context

9. – Number the following speaking components according to your opinion? (From 1 the most important, to 4 the less important.

Grammar (4)

Vocabulary (1)

Pronunciation (2)

Fluency (3)

10. – Will you be willing to learn some scaffolding techniques to develop speaking skill and apply with your students?

Yes ()

No ()

Thank you for your time.

A. Survey applied to teachers.

STRATEGY 1	Engaging	Troublesome	Hard to perform	Speaking improvement.		Suggestions
Peer activity Problem Solving	Yes	Indecision to participate	—	Low		Students need a little more time to plan
				Middle	✓	
				High		

STRATEGY 1	Engaging	Troublesome	Hard to perform	Speaking improvement.		Suggestions
				Low		
				Middle		
				High		

STRATEGY 1	Engaging	Troublesome	Hard to perform	Speaking improvement.		Suggestions
				Low		
				Middle		
				High		

STRATEGY 1	Engaging	Troublesome	Hard to perform	Speaking improvement.		Suggestions
				Low		
				Middle		
				High		

STRATEGY 1	Engaging	Troublesome	Hard to perform	Speaking improvement.		Suggestions
				Low		
				Middle		
				High		

B. Check list used by teachers to evaluate strategies every 15 days.

SAN PEDRO PASCUAL HIGHSCHOOL (FRONT- SPEAKING RUBRIC)



Students' Names: _____ Teacher: *J. Maila*

Scaffolding Activity #: *1*

Date: *02-10-2019*

Topic: *Solving problem puzzle*

Comprehension (Understanding) (2)	Coherence (Syntax)(2)	Pronunciation(2)	Fluency (2)	Vocabulary(2)	TOTAL
The speaking is totally clear and understandable for the teacher. ✓ (2)	The coherence on the examples is accurate and well structured. ✓ (2)	The student uses a good pronunciation, based on the IPA alphabet. (2)	The pace, rhythm and intonation flows at a natural speed. ✓ (2)	The student uses a great variety of the vocabulary taught in the studied unit. (2)	<i>6</i>
Student makes a few mistakes which difficult the understanding of the utterances. (1)	Coherence on examples have some little errors, which make the text a little ambiguous. (1)	Some few words are mispronounced resulting in a not very clear message. ✓ (1)	The student talks at a medium pace, rhythm and intonation. (1)	Some of the taught vocabulary is used in his exposition. ✓ (1)	<i>2</i>
The speaking is totally miss leaded making it understandable for the teacher. (0,5)	All the utterances lack of coherence and are plagued of grammatical mistakes. (0,5)	The student miss pronounce all or most of the words during the presentation (0,5)	The student stuck and have permanent stops in the rhythm and intonation during the presentation (0,5)	None of the taught vocabulary from the unit is used during the exposition. (0,5)	
					<i>8</i> /10

C. Rubric applied on strategy 1 (front)

SAN PEDRO PASCUAL HIGH SCHOOL (BACK - RUBRIC)

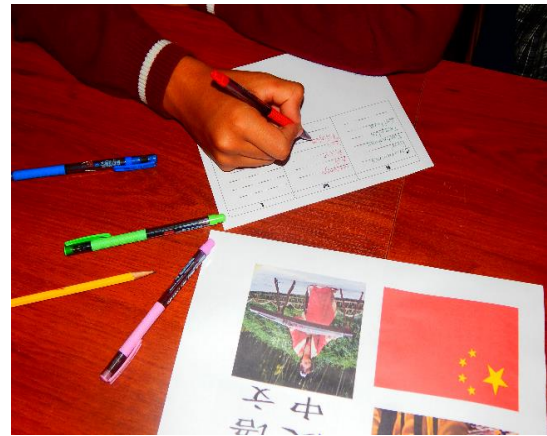


Teacher: *J. Maila*

Silently copy some possible mistakes that students are making during their oral presentation, for later feedback.

<p>PRONUNCIATION</p>	<p><i>Street</i> <i>friend</i> <i>waitress</i> <i>londy</i> <i>Surprised</i></p>
<p>VOCABULARY</p>	<p><i>Car crush</i> <i>Set free</i> <i>released</i> <i>journalist</i> <i>Window cleaner</i></p>

Rubric applied on strategy 1 (back)



D. Some pictures of the performed activities.

REFERENCES.

- Damianakis, T., & Woodford, M. R. (2012). Qualitative research with small connected communities: Generating new knowledge while upholding research ethics. *Qualitative health research*, 22(5), 708-718.
- Bell, E., & Bryman, A. (2007). The ethics of management research: an exploratory content analysis. *British journal of management*, 18(1), 63-77.
- Bruner, J. (1984). Vygotsky's zone of proximal development: The hidden agenda. *New Directions for Child Development*.
- Benson, B. K. (1997). Scaffolding. *English Journal*, 86(7), 126.
- Rahmawati, T. I. K. A. (2015). The Use of Scaffolding Talk Technique to Improve Students' Speaking Skill.
- Fauzi, I. (2017). Improving students' speaking ability through small-group discussion. *Journal of ELT Research: The Academic Journal of Studies in English Language Teaching and Learning*, 130-138.
- Hamouda, A. (2013). An exploration of causes of Saudi students' reluctance to participate in the English language classroom. *International Journal of English Language Education*, 1(1), 17-34.
- de Almeida Mattos, M. A. (1997). Native and Non-native Teacher: A Matter To Think Over. In *Forum* (Vol. 35, No. 1, p. n1). For full text: <http://e.usia.gov/forum/>.
- Ministerio de educación (2016) Bachillerato general unificado, Lengua extranjera. <https://educacion.gob.ec/curriculo-lengua-extranjera/>
- Common European Framework of references for Languages, Learning Teaching assesments (2018) <https://www.coe.int/en/web/common-european-framework-reference-languages>
- Bonnet, G. (2007). The CEFR and education policies in Europe. *Modern Language Journal*, 669-672.
- Macías, V. M. G., & Solórzano, V. N. B. (2017). Habilidades del habla y escucha en el idioma inglés en los estudiantes de bachillerato, Ecuador. *SATHIRI*, 12(2), 203-211.
- Zarandi, S. Z. A., & Rahbar, B. (2016). Enhancing speaking ability through intervening scaffolding strategies. *Theory and Practice in Language Studies*, 6(11), 2191-2195.
- Wood, D., Bruner, J. S., & Ross, G. (1976). The role of tutoring in problem solving. *Journal of child psychology and psychiatry*, 17(2), 89-100.

- Benson, B. K. (1997). Scaffolding. *English Journal*, 86(7), 126.
- Hyland, K., & Hyland, F. (2006). Feedback on second language students' writing. *Language teaching*, 39(2), 83.
- Richards, J. C., Richards, J. C., & Renandya, W. A. (Eds.). (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge university press.
- Wood, D., Bruner, J. S., & Ross, G. (1976). The role of tutoring in problem solving. *Journal of child psychology and psychiatry*, 17(2), 89-100.
- Williams, L. E. (2016). The building blocks of design: Conceptual scaffolding as an organizing framework for design.
- Carmichael-Wong, S., & Vine, E. W. (2004). Peer-scaffolding or collaborative problemsolving?: A data-based study of three learners' experience. *New Zealand Studies in Applied Linguistics*, 10(2), 39-60.
- Barnard, R., & Campbell, L. (2005). Sociocultural theory and the teaching of process writing: The scaffolding of learning in a university context.
- Crissa S. Ascencio R. Burgos A. Diaz T. Montenegro J. Valenzuela C. (2012) "English teaching forum" The film circle, p. 14-20.
- Scacco S. (2007) *Scaffolding Speaking for EFL Students*.
- Brown, C. L., & Broemmel, A. D. (2011). Deep scaffolding: Enhancing the reading experiences of English language learners. *New England Reading Association Journal*, 46(2), 34-39.
- Ching, Vijayakumar, Yusoff & O'Brien, (2020) Scaffolding strategies for high level students of a second language.
- Alber R. (2014) 6 Scaffolding Strategies to use with your students. <https://www.edutopia.org/blog/scaffolding-lessons-six-strategies-rebecca-alber>
- Alptekin, C. (2002). Towards intercultural communicative competence in ELT. *ELT journal*, 56(1), 57-64.
- Belinchón Carmona, M., Igoa González, J. M., & Rivière Gómez, A. (1994). *Psicología del lenguaje: investigación y teoría* (No. 401.9 B4).
- Pinker, S. (1984). Visual cognition: An introduction. *Cognition*, 18(1-3), 1-63.

- Balčiūnienė, I. (2009). Analysis of conversational structure from the perspective of language acquisition.
- Celce-Murcia, M., Dörnyei, Z., & Thurrell, S. (1995). Communicative competence: A pedagogically motivated model with content specifications. *Issues in Applied Linguistics*, 6(2), 5-35.
- Fauzi, I. (2017). Improving students' speaking ability through small-group discussion. *Journal of ELT Research: The Academic Journal of Studies in English Language Teaching and Learning*, 130-138.
- Florez, M. C. (1999). Improving adult English language learners' speaking skills.
- Chaney, A. L., & Burk, T. L. (1998). *Teaching Oral Communication in Grades K-8*. Allyn and Bacon, Order Processing, PO Box 11071, Des Moines, IA 50336-1071.
- Lee, R. N., & Bathmaker, A. M. (2007). The use of English textbooks for teaching English to 'vocational' students in Singapore secondary schools: A survey of teachers' Beliefs. *RELC journal*, 38(3), 350-374.
- Hamouda, A. (2013). An exploration of causes of Saudi students' reluctance to participate in the English language classroom. *International Journal of English Language Education*, 1(1), 17-34.
- Matejka, K., & Kurke, L. B. (1994). Designing a great syllabus. *College Teaching*, 42(3), 115-117.
- De Almeida Mattos, M. A. (1997). Native and Non-native Teacher: A Matter To Think Over. In *Forum* (Vol. 35, No. 1, p. n1). For full text: <http://e.usia.gov/forum/>.
- Heaton, J. B. (1978). The Components of Speaking Ability. Retrieved November, 12, 2013.
- Gerard, J. E. (2007). The reading of formulaic sequences in a native and non-native language: An eye movement analysis.
- DeKeyser, R., VanPatten, B., & Williams, J. (2007). Skill acquisition theory. *Theories in second language acquisition: An introduction*, 97113.
- Jemielniak, D., & Ciesielska, M. (2018). Qualitative research in organization studies. In *Qualitative methodologies in organization studies* (pp. 1-5). Palgrave Macmillan, Cham.