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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

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SCAFFOLDING TECHNIQUES AND SPEAKING SKILL

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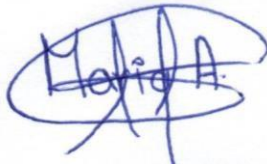
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I declare this undergraduate dissertation entitled "**SCAFFOLDING TECHNIQUES AND SPEAKING SKILL**" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author's responsibility.



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DEDICATION

TO:

God for giving me the fortress during this beautiful time, thank you for your guidance and advice. To my beloved mother who was my pillar who encourage me every day to be a better human being and who always support all my decisions and help me to never give up. I love you so much mom.

To my beloved father who helped me in different ways and who supported me to be a better professional for my country. To all my beautiful family who is proud of me, I so grateful for your love, courage and patience. To my beloved partner and boyfriend Ricardo Salguero who was beside me during all my career thank you for your support and love, thank you for understand all the situations and encouraged me to achieve all my goals.

To my honorable professors who were my example to follow, I admire them and I hope someday to become like them, I love teaching because they taught the importance of being an excellent teacher. And to my beloved friends and classmates that made this path memorable.

Maria Esther Almeida.

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First of all, I thank God for giving me life and helping me to reach my goals, as well as my parents who have supported me and made an effort to give me a good education throughout my life. To my teachers, for their teachings and transmit their knowledge. First of all, I thank God for giving me life and helping me to reach my goals, as well as my parents who have supported me and made an effort to give me a good education throughout my life. To my teachers, for their teachings and transmit their knowledge.

Maria Esther Almeida.

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THEME: “Scaffolding techniques and speaking skill”

AUTHOR: María Esther Almeida Obando

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ABSTRACT

The use of scaffolding techniques in the classroom help students improve the development of their language skills. The present study aimed to analyze the influence of Scaffolding techniques on the development of speaking skill in students of seventh semester in “Pedagogía de los Idiomas Nacionales y Extranjeros.” The research developed a quantitative approach and it was experimental. The population in the study were 24 students of seventh semester. The instruments used during the investigation were a preand posttest, the researcher used part 3 of B1 preliminary test to assess students before and after the treatments. The treatments consisted on 5 session where the researcher applied scaffolding techniques, additionally, a survey was applied to determine students’ perceptions towards the use of scaffolding techniques. Assessing speaking performance rubric was used to evaluate speaking sub skills such as: grammar and vocabulary, discourse management, pronunciation and interactive communication. At the end of the investigation, the findings showed an improvement in students speaking development since the average before the treatment was 6,8/10, in contrast, after the treatments students’ average was 7,7/10. Thus, scaffolding techniques influence the speaking skill instudents of seventh semester from Pedagogía de los Idiomas Nacionales y Extranjeros atUniversidad Técnica de Ambato.

Key words: Scaffolding techniques, speaking skill, speaking sub skills

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RESUMEN

El uso de técnicas de andamiaje en el aula ayuda a los estudiantes a mejorar el desarrollo de sus habilidades lingüísticas. El presente estudio tuvo como objetivo analizar la influencia de las técnicas de Scaffolding en el desarrollo de la habilidad oral en estudiantes de séptimo semestre de Pedagogía de los Idiomas Nacionales y Extranjeros. La investigación desarrolló un enfoque mixto y fue experimental. La población en estudio fueron 24 estudiantes de séptimo semestre. Los instrumentos utilizados durante la investigación fueron un pre y post test, la investigadora utilizó la parte 3 del examen preliminar B1 para evaluar a los estudiantes antes y después de los tratamientos. Los tratamientos consistieron en 5 sesiones donde el investigador aplicó técnicas de andamiaje, adicionalmente se aplicó una encuesta para determinar la percepción de los estudiantes hacia el uso de técnicas de andamiaje. Se utilizó la rúbrica de evaluación del desempeño oral del examen PET para evaluar las sub habilidades del habla, tales como: gramática y vocabulario, manejo del discurso, pronunciación y comunicación interactiva. Al final de la investigación, los hallazgos mostraron una mejora en el desarrollo del habla de los estudiantes ya que el promedio antes del tratamiento fue de 6,8/10, en cambio, después de los tratamientos el promedio de los estudiantes fue de 7,7/10. Así la investigación concluyó que, las técnicas de andamiaje influyen la destreza oral en estudiantes de séptimo semestre de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Ambato.

Palabras clave: técnicas de andamiaje, habilidad para hablar, sub habilidades para hablar

CHAPTER I. THEORETICAL FRAMEWORK

1.1 Research background

The investigation focused on applying scaffolding techniques to develop speaking skill. Scaffolding techniques encourages students to be active in the learning process and allow students to develop critical thinking skill and autonomy (Alwahibee, 2019). Scaffolding is an innovative technique that supports students to achieve their communicative and learning goals, and develop their understanding of language. This section analyzed previous studies about the topic that support the relation between the two variables. The studies were taken from google scholar and scopus.

Alwahibee (2019) led a study to analyzed the impact of scaffolding techniques on Saudi English-language learners' speaking abilities, the study was applied to 50 students from level 3 in the department of English language at Al-Imam Mohammed Bin Saud Islamic University. The researcher applied a mixed-method technique, the group was divided into 2 groups experimental and control group. The researcher developed scaffolding techniques in the experimental meanwhile, in the control group the teacher used standard speaking instructions. As a result, the experimental group outperform control group, so that, the results of the use of scaffolding techniques was useful to develop speaking in nonnative speakers.

Naibaho (2019) carried out a study to know the effectiveness of scaffolding method on students' speaking skill. The research was applied at University Kristen Indonesia, the method used in the study was classroom action research that consisted of four stages, namely: planning, the implementation, the observation and the reflection. The result of this study demonstrated that scaffolding method was effective on improving students' speaking achievement.

Azir (2019) in his investigation "applying peer scaffolding to enhance the EFL vocational students' speaking skills" studied the influence of peer scaffolding to improve the speaking skills of students. The study was applied on 156 students of second semester of multimedia study program at Politeknik Jakarta. The researcher conducted an experimental research. The quantitative data was obtained from the pre and posttest previously applied, and the qualitative data was obtained by the analysis

of assessment and interviews. The study determined that peer scaffolding stimulated the speaking skill performances in students.

Razaghi, Bagheri and Yamini (2019) in the investigation called “The impact of cognitive scaffolding on Iranian EFL learners’ speaking skill” examined the role of cognitive scaffolding in speaking. The methodology was qualitative and quantitative, since the researchers used a pretest and posttest to measure the progress of learners, and the assessment criteria used to evaluate speaking performances were grammar and vocabulary, pronunciation, discourse management and interactive communication. The study was applied at Iranian language institution on four groups of 30 students, two groups were selected as control group and two groups as experimental group, the treatments of scaffolding cognitive were applied just in experimental group. The researchers determined that cognitive scaffolding could foster speaking skill and its components.

Pishadast, Mojavesi and Okati (2021) developed a study called “The impact of scaffolding techniques on Iranian EFL learners’ writing ability”, the study indicated the effectiveness of motivational, metacognitive, scaffolding in developing English as a foreign language in Iranian learners’ writing ability. The population of this study was 60 EFL students. The research methodology was mixed approach, the researchers used a pretest and posttest standardized (PET), and analyzed the data obtained. The result of the study showed a significant difference in developing Iranian EFL learners’ writing ability.

Obatta, Agama, and Onu (2020) carried out a research titled “Effects of scaffolding strategy in creative writing ability in adolescents with dysgraphia.” This study investigated the effect of scaffolding strategy on creative writing ability of adolescents with dysgraphia in Nsukka. The research was quasi-experimental with a pretest and posttest created by the researcher and validated for experts. The population were 170 adolescents divided in control and experimental group. The findings of this showed that adolescents in experimental group, achieved higher grades than adolescents of control group.

Zerei and Alipour (2020) led the investigation “Shadow and scaffolding techniques affecting L2 reading comprehension, this study investigated the effect of three scaffolding techniques: peer scaffolding, distributed scaffolding and reciprocal scaffolding. The population for the study was 120 intermediate level who were divided into 6 group of 20 members per group. In each group the researcher applied different scaffolding and shadow techniques. The results of this study indicated that distributed scaffolding was the most effective technique on reading comprehension.

A most recent study developed by Shinta (2022) about “The effect of scaffolding technique in teaching writing of recount text at SMK”, aimed to know the effect of the use of scaffolding techniques in teaching writing. The method used in the study was quantitative, the instruments used were a pretest and posttest developed by the researcher and validated by experts, the study sample was divided in two groups: control and experimental group, after analyzing the data obtained by the post test, the research concluded that using scaffolding techniques help students to improve their writing ability.

Scaffolding techniques have not just had a positive effect in speaking skill but also in writing skill. Khanza and Nufus (2019) conducted the study “The effect of scaffolding toward students’ writing procedures text”, the purpose of the study was to determine the effectiveness of scaffolding on students’ ability. The method used was quantitative and the design used was quasi-experimental study. The population were two groups (control and experimental) of 36 students per group. The experimental group was treated with scaffolding techniques; in the other hand the control group was not treated with scaffolding techniques. Researchers used a rubric to assess students’ writings and a pretest and posttest. The results proved that the application of scaffolding techniques were effective towards the students’ skill in writing procedure text.

Finally, Rezaee, Khomeijani and Abdulameer (2018) developed a research called “Scaffolding and EFL learners’ use of language learning strategies in the Iraqi language teaching context”, the investigation aim was to find out the effect of using scaffolding strategies on EFL learners. The method used in the study was quantitative, the sample were 100 Iraqi EFL university students, and the participants were divided

into two groups: an experimental group receiving scaffolding strategies and a control group that received lesson in a teacher center approach. The treatments were through fifteen weeks and the study outcomes indicated that using scaffolding strategies throughout the teaching process is more effective than the routine lecture method within the teacher centered approach.

1.2 Independent variable theoretical support

The research purpose was to give an intensive analysis of the two variables which are: scaffolding techniques and speaking skill. Beside, a large number of academic journal and several research have been reviewed to describe the topics related to this research project.

Teaching approaches

Many different approaches and methods for language teaching instruction have been proposed and developed over the century. Fleta (2018) emphasized that teaching approaches reflect a theoretical model or research paradigm. It provides a broad philosophical perspective on language teaching. Approach is the level at which assumptions and beliefs about language and language learning are specified. Hence, teaching approach is a generalization or tendency that tries to indicate a direction for teaching by offering a general answer about how this process should be carried out. According to Selvaraj and Abdul (2019) teaching approaches describe how teachers teach based on the intentions and strategies they use. Teaching approaches include strategies, skills and attitudes that are part of the teaching and learning environment. Teaching approaches in teaching and learning environment are important because it gives a direction about how to teach correctly, Elovskaya (2019) said that teaching approaches play a key role in the teaching and learning processes at different educational levels. Basically, they are systems and philosophies with which academic practices and tasks are approached, in order to optimize them and increase their scope. The use of teaching approaches helps foster truly meaningful teaching processes.

Teaching techniques

Teaching technique is a type of concrete action, planned by teachers and carried out by the teacher himself or his students in order to achieve learning objectives. Techniques are procedures that seek to effectively obtain, through a certain sequence of steps or behaviors, one or more precise products (Goh, 2018). The techniques determine in an orderly way how to carry out a process, its steps clearly define, and how the actions' course should be guided to achieve the proposed objectives. Liu (2019) defined teaching techniques as methodological tools that we develop through activities to achieve a certain goal. Additionally, Mavlutova (2020) mentioned that the goal of teaching techniques is to get individuals to learn certain knowledge through actions coordinated by the teacher. To sum up, technique is the logical procedure and a psychological foundation to guide the student's learning process.

Teaching strategies

Since education is one of the activities aimed at transmitting knowledge, especially if it is about teaching a second language, the teacher must not only think about the contents of the subject, but also deal with the dynamics strategies to achieve interactivity and meaningful learning. According to Alwahibee (2019), the teaching strategies are considered a type of concrete action instruments, which guide the active participation of teachers and students in order to achieve specific learning objectives. These communicative activities facilitate the acquisition of new content through analysis and reflection; they require the analysis of the objective and subjective aspects of the student environment and therefore, they lead to an educational reasoning about their daily activities. Tavoosy (2019) defined teaching strategies as procedures or resources used by the teacher, in order to promote significant learning that can be developed from the processes contained in the cognitive strategies. In this sense, they are conceived as the set of activities that the teacher structures, so that the student builds knowledge, transforms it, acquires it and evaluates it; in addition to participating together with the student in the recovery of their own process.

Scaffolding techniques

Scaffolding is a learning activity that is associated with the real world to achieve goals through the use of simple language, images shown by the teacher, cooperative learning, and prepare the previous learning device by the teacher (Naibaho, 2019). Scaffolding method has developed many strategies that help teacher to scaffold the class and make the lessons more understandable and flexible for learners, the scaffolding strategies seek to improve the learning process of learners stimulating student development, improve the teaching process, stimulate student reflection, give attention and guidance to students, and stimulate students' creativity. Pishadast et al (2021) mentioned that scaffolding techniques constitutes a provisional structure, provided by the teacher, which supports the student in the construction of new learning, which is removed once the student is able to function independently. The scaffolding provides various levels of support and learning structures embedded in the plot of the conversations and didactic actions that are generated in the classroom, therefore it constitutes an integral part of the social interaction necessary for the construction of knowledge. Swanson (2018) mentioned among the properties of scaffolding its dynamic and adaptive nature, the dependence on constant evaluation cycles, the framing of the task and focus of attention, the modeling of more advanced solutions, and the temporary nature or fading of support structures. On the other hand, Shinta (2022) believes that the benefits of scaffolding focus on the possibilities of cognitive development that are offered to beginning students. Through guided practice, with the support of the teacher and their more capable peers, students are able to participate actively and effectively in solving problems, carrying out tasks and achieving goals that would be beyond their possibilities without the help received. To sum up, scaffolding facilitates the recognition of needs, clarifies the objectives of the activities, clears doubts, provides keys and tools for the execution of the task and guides the development of cognitive, metacognitive and strategic skills that make it possible to achieve more effective learning. Additionally, scaffolding makes it possible for the teacher to reframe strategies, provides constant feedback, and helps the student to effectively coordinate different resources and skills for the execution of tasks and learning activities.

Scaffolding types

Following the classification made by Richards et al, (2014) the investigation refer to three types of scaffolding that can be provided depending on when it is made.

- **Reception scaffolding:** It is one that is used to ensure that students extract "the necessary and relevant information when they come into contact with resources in the reception phase" (Alwahibee, 2019, pg 35). In order for the student to process and better understand the content that is given and pay attention to what the teacher intends. Some example of this type of scaffolding are observation and listening guides, organizational charts and tables to complete.
- **Transformation scaffolding:** In this case, it is about providing strategies that allow the transformation of information received into something new. Naibaho (2019) mentioned that transformation scaffolds are helps provided to assist learners in transforming the information they've received into some other form. They involve imposing structure on information, while reception scaffolds help learners perceive structure already in the information. Specifically, this type of scaffolding helps the student in processes such as comparing, contrasting, finding patterns, evaluating, deciding, etc. Typical examples of transformation scaffolding are: Venn diagrams, data or characteristics tables, aids to generate ideas, graphs, etc.
- **Production scaffolding:** It is the support that the student needs to create or produce something new. The most appropriate thing is to provide scaffolding in relation to the structures of the products that must be elaborated, such as: presentation templates and diagrams, templates or writing script, etc.

Scaffolding activities

Hernández (2018) explained how to work with scaffolding activities to apply in class:

- **Modeling:** Students need examples in order to produce what facilitators asks, modeling activity consist in show and demonstrate. Abdullah (2020) mentioned that in modeling scaffolding the teacher explains and shows the new concept. Modeling doesn't just fall on the teacher though, students can model for each other as well. For instance: speaking slowly, clearly modeling students to use or providing samples of students' works.
- **Bridging:** Students need to build new definitions on previous knowledge and understand. It means to activate prior knowledge in other to build connections. For example: use think pair share activities, quick-writes and anticipatory charts. Pishadas et al (2021) said that in bridging scaffolding new concepts need to be built on previous knowledge and understanding. Weave new information into existing mental structures.
- **Schema building:** To use clusters of patterned concepts gathered from past experiences. Teacher have to join previous knowledge and experiences to build new ideas and definitions. In this scaffolding activity teachers uses jigsaw learning or projects. Besides, Zarei (2020) suggested that schema are clusters of meaning that are interconnected. Students need to see the connections.
- **Contextualization:** Surrounding new concepts with a sensory environment or use authentic materials or sours content for teaching such as pictures, flashcards, audio, video clips and magazines.
- **Text representation:** Taking text and transforming them into something else, Zarei (2020) also said that text representation is to transform linguistic constructions found modeled in one genre into forms used in another genre, for example: post cards, conversations..

1.3 Dependent variable theoretical support

Language

Language arises from the need for men to establish social relationships for the survival of the human species. Over time, various systems and languages emerged that allowed the externalization of language and better communication. According to Ahmadi and Reza (2018) language is one of the most remarkable components that influences international communication. Language possess a cultural value, through the language people can communicate one another, for example speaking on the telephone or face to face, writing a letter or sending email messages, reading the newspaper, etc. In other words, language is the ability that everyone has to communicate with others using spoken, written or visual signs. Petroni et al (2019) defined language as the higher function that develops symbolization processes related to encoding and decoding. The production of language consists of the materialization of signs (sound or written) that symbolize objects, ideas, etc. according to a convention proper to a linguistic community. Besides, Russell (2020) mentioned that language is the ability of the human being to express and communicate through various sign systems: oral, written or gestural. To sum up language is the innate ability of human beings to communicate and interact.

English skills

The production of oral and written text from the first years of schooling, allows people to develop language skills. Listening, speaking, reading and writing appropriately, improve communication processes and allow to analyze appropriate and transform reality. Mistar and Umamah (2016) said that English skills are those that we all have, but some more than others, and that allow us to communicate, send messages and receive them whenever language intervenes in these messages (p.31). English skills do not usually work in isolation or alone, but are often used in conjunction with one another; that is, related to each other in multiple ways. According to Di Paolo & Tansel (2019) Communication is a process that is developed through the four basic language skills; speaking, listening, reading and writing, each of these skills in the communication process, are manifested through elements that interact holistically.

Productive skills

Productive skills require the student to produce their own statements, they are considered more difficult, requiring more control and knowledge. Sreena and Ilankumaran (2018) mention that speaking and writing are productive skills and students who control efficient this skill is able to produce something. According to Payne (2020) the productive skills are speaking and writing, because learners doing these need to produce language. They are also known as active skills. They can be compared with the receptive skills of listening and reading. Communication in one language requires the ability to convey messages and interpret the same language effectively. Productive skills mean the transmission of information that a language producer user produces in either spoken or written form (Nasir & Aziz, 2020). According to the writing skill, the transmitter expresses himself without being present, but it is essential that the ideas are ordered, present coherence and relevance, it has to preserve the structure of the grammar, meanwhile speaking skill is the oral expression in a language. The main objective of a foreign language is to develop productive skills as well as to provide students with new knowledge about a language.

Speaking skill

Speaking is the ability to transmit meaning through oral language. According to Zarandi and Rahbar (2016), speaking is a systematic measured articulation of verbal utterances in order to transfer meaning. Speaking involves the use of verbal and non-verbal symbols in a variety of context, it can be spontaneous. According to Richards and Rodgers (2014), speaking is the primary skill for evaluating the efficacy of a course since it is a medium to realize the proficiency in other language skills and sub-skills. Speaking in second language learning is important, since it is measured by productive skills, in second language learning are: speaking, listening, writing and reading, especially the speaking ability is the most important. One of the most difficult challenges that learners have is speaking fluency, it is difficult for them to understand the book patterns or the speaking activities. For many students, recognizing and using the traditional ways of language teaching are the most frustrating and difficult aspects of their language learning experience since they are not able to achieve sufficient knowledge of language skills or subject matters.

Micro skills

According to Brown (2018), micro skills refer to producing the smaller chunks of language such as: phonemes, morphemes, words, collocations and phrasal units. It is important to vocalize the words correctly and use correct intonation when saying phrases or sentences, in order to deliver an adequate message and so that the receiver can understand what we mean, since it is a new language, people who are just beginning, tend to read words as they are written using their first language. Speaking is one of the most important skills since everyone expresses and communicates their ideas, feelings and emotions through speech. To give a clear message it is important to handle all these elements very well, since in this way our sentences will have meaning and a logical order. Menggo (2018) micro skills helps speaker to: pronounce the distinctive sounds of a language clearly enough so that people can distinguish them. This includes making tonal distinctions, use stress and rhythmic patterns, and intonation patterns of the language clearly enough so that people can understand what is said.

Macro skills

According to Brown (2018), macro skills imply the speakers' focus on the larger elements: fluency, discourse, function, style, cohesion, nonverbal communication, and strategic option. Vocalizing words well and using good intonation are not enough when it comes to speaking. The speaker can use good techniques to vocalize and intonate his sentences property, but if he does not speak coherently and naturally fluently, the above does not make sense. Besides, Chau (2021) mentioned that macro skills include the appropriate accomplishment of communicative functions, use of appropriate styles, registers, conversation rules, etc. Macro skills are: fluency, discourse, function, style, cohesion, nonverbal communication.

Speaking sub skills

Rather than just have students 'speak' in the classroom we should be teaching students specific speaking skills, known as sub-skills or micro skills. Spratt et al (2011) wrote about speaking sub skills in the book the TKT module 1, 2 and 3. The author said that speaking involves several sub skills such as: use of grammar vocabulary and functions, use of register to speak appropriately, using features of connected speech, using body language, producing different text types, oral fluency and using interactive strategies. On the other hand, Brown (2018) identified the following speaking sub skills: use of cohesive devices, produce English stress patterns, word in stressed and unstressed position, rhythmic structure and intonation, use grammatical words, use appropriate style or register. Finally, according to Lackman (2018) speaking sub skills involves fluency, accuracy with words and pronunciation, using functions, responding and interacting, range of words and grammar and discourse markers.

Considering the different point of view of the authors the speaking sub skills used to assess students were: grammar and vocabulary, discourse management, pronunciation and interactive communication. The criteria are used in PET test. For an effective communication some speaking sub skills must be considering, in B1 preliminary English test (PET).

- **Grammar and vocabulary:** the ability of grammatical control, use of grammatical forms, appropriate vocabulary and range of grammar and vocabulary. Lackman (2018) mentioned that Students need to know a range of words and grammar and have the ability to choose from that bank the most appropriate words and structures for a specific task or topic. Modeling scaffolding is a suitable technique that help students to develop this sub skill since, teacher start the class showing the vocabulary through examples, also, teacher models the language he or she expects students use. Additionally, contextualization scaffolding can be used since through the use of demonstrations, video clips and repetitions students can develop the grammar and vocabulary used in class.
- **Discourse management:** the ability of using extended stretches of language, repetition, coherence and cohesion. When speakers are required to take a particularly long turn, for example when giving a presentation, they use specific words and phrases to help the listener recognize how their talk has

been organized. Bridging scaffolding is a suitable techniques that help the development of discourse management, with the use of anticipatory chart and think pair share activities students discuss between them using discourse management for contrasting their ideas. Schema building scaffolding is another technique that help the improvement of this speaking sub skill, through the use of compare and contrast activities.

- **Pronunciation:** the ability to use phonological features, intonation, words and sentence stress and individual sounds. Lackman (2018) mentioned that Students need to be able to use and pronounce words and structures correctly in order to be understood. Controlled practice activities are the most common way of working on pronunciation. Metacognitive scaffolding activities help pronunciation development through the use of self-assessment and the control of teacher during the activity students can improve pronunciation.
- **Interactive communication:** the ability of initiating and responding. According to Lackman (2018) interactive communication involves managing a conversation by making responses, asking for a response or introducing a new idea. Bridging and Schema Building scaffolding are techniques that develop interactive communication, since, through think pair share activities, charts, and compare and contrast activities students have the opportunity to develop interactive communication skill.

1.4 Objectives:

- To analyze the influence of Scaffolding techniques on the development of speaking skill in students of seventh semester in “Pedagogia de los Idiomas Nacionales y Extranjeros”

Specific Objectives

- To evaluate students’ speaking development before and after the experiment.
- To determine the speaking sub skills that are developed during the application of scaffolding techniques.
- To determine students’ perceptions towards the use of scaffolding techniques.

CHAPTER II. METHODOLOGY

2.1 Materials

According to Cherry (2018) materials are measures, equipment, or stimuli used in the experiment. This may include testing instruments, technical equipment, or other materials used during the course of research. Also, White (2019) said that the materials section describe in detail all the materials that have been used to conduct a study as well as the procedures that are undertaken. For developing the study called “Scaffolding techniques and speaking skill” the following resources were taken into consideration to obtain the outcomes of the research.

Human resources

Human resources according to Cherry (2018) refers to the human beings who participated into the investigation. In the present investigation the following humans being participated.

- Students of seventh semester of Pedagogía de los Idiomas Nacionales Y Extranjeros from Universidad Técnica de Ambato.
- Research tutor.
- Researcher.

Materials

It includes physical assets like laboratories, libraries, instructional tools, writing materials, classrooms, etc used to develop student academic performance Cherry (2018). The materials used in the investigation were: academic articles and E-books that contributed supporting the theoretical scientific foundation. Additionally, computer, internet, Google forms, a recorder, videos, and worksheets were used to collect and analyze data applied during the treatment.

2.2 Methods

Research methodology was the method that the researcher used to solve the research problem by collecting data using various techniques, providing an interpretation of the collected data, and drawing conclusions about the research data. According to Newman (2018) a research method is a strategy used to implement the research. The methodology helped the research to justify the research design by showing that, the methods and techniques chosen were consistent with the goals and objectives of the research, and that the research provided valid and reliable results. On the other hand Jones (2018) mentioned that research methods are the strategies, processes or techniques utilized in the collection of data or evidence for analysis in order to uncover new information or create better understanding of a topic.

Research Approach

The investigative work was quantitative approach. Quantitative approach according to Ryser (2021) uses the collection and analysis of data to answer research questions, it is based on numerical measurement and the use of statistics to accurately establish patterns of behavior in a population. Jones (2018) on the other hand, said that quantitative research gathers numerical data which can be ranked, measured or categorized through statistical analysis. It assists with uncovering patterns or relationships, and for making generalizations. This type of research is useful for finding out how many, how much, how often, or to what extent. Additionally, Jones (2018) mentioned that the data collection tools in quantitative approach are: surveys or questionnaires, observation or experiments. The study was quantitative since, it included an analysis data of a pre-test, post-test and a survey to analyze and measure the development of students before and after the application of scaffolding techniques. With the data collected the researcher developed a statistical analysis to measure the improvement in the development of speaking skills in students of seventh semester.

Research modality

Field research

Ryser (2021) stated that field research is applied by extracting data and information directly from reality through the use of collection techniques in order to respond to any situation or problem previously raised. Additionally, Bath (2018) stated that field research aims to observe, interact and understand people while they are in a natural environment. According to Chaudhari (2021) field research is a method of collecting data with the aim to understand, observe, and interact with people in their natural setting. It requires specialized research tools. The goal is to understand how a subject behaves in a specific setting to identify how different variables in this setting may be interacting with the subject. The research applied field research modality since, the research observed the classroom environment and students' progress during the application of scaffolding field research was applied in student from 7th semester.

Bibliographic research

Bibliographic research consists on the compilation and analysis of scientific resources such as books, articles, journals, thesis to contribute theoretical concepts to support the study (Hammersley, 2018). According to Alvarez (2020) bibliographic research may be defined as any research requiring information to be gathered from published materials. These materials may include more traditional resources such as books, magazines, journals, newspapers, and reports, but may also consist of electronic media such as audio and video recordings, and films, and online resources like websites, blogs, and bibliographic databases. The current study included a compilation of data such as academic article and book that support independent and dependent variables and its categories, the documentary corroborated information, characteristics and procedures supported by experts.

Quasi-experimental research

Alvarez (2020) mentioned that quasi-experimental research is presented by manipulating an untested experimental variable, under rigorously controlled conditions, in order to describe how or why a particular situation or event occurs. Newman (2018) explained that quasi-experimental research is characterized by being descriptive, which consists of observing the behavior of individuals and the different social variable. The study population that is part of this research is not randomly selected, on the contrary, the researcher selects previously established groups. According to Nieto (2018) quasi-experimental research consisted on selection of the study group, execution of the study, analysis of the results, and drawing conclusions. In the present study, research selected students of seventh semester as group of study they were selected by the researcher, not randomly, the study consisted on manipulate the independent variable (scaffolding techniques) to determine its effect in dependent variable (speaking skill), after that the data results were analyzed and conclusion focused on the influence of scaffolding techniques in the development of speaking skill. In addition, the investigation was developed in a controlled environment where the investigator obtained data that was measured and analyzed.

Level of type of research

Exploratory

Exploratory research study specific phenomena to identify specific features. According to Nieto (2018) exploratory research focused on prior knowledge about a subject, the meaning sought is unique and innovative, it is expected to find a solution to problems that were not taken into account in the past. Cherry (2018) said that exploratory research are studies that seek a general vision about a certain reality. This type of research has been carried out on a subject that has been little studied, when it was difficult to formulate an exact hypothesis. From this perspective the study was exploratory because it tried to understand the topic from a new perspective.

Descriptive research

Hernández et al (2017) mention that descriptive research analyzes the characteristics of a population or phenomenon without knowing the relationships between them. According to Jones (2018) mentioned that the type of descriptive research, includes the description, registration, analysis and interpretation of the current nature and the composition or processes of the phenomena. This research produced a description about the two variables, examined and analyzed the data obtained. Besides, the investigation, the data and characteristics of the population or phenomenon under study were described.

Correlational Research

According to Newman (2018) Correlational research is a type of study whose purpose is to evaluate the relationship that exists between two or more concepts, categories or variables (in a particular context). Correlational quantitative studies measure the degree of relationship between these two or more variables. Additionally, Hernandez et al (2017) defined correlational research as a type of experimental research method in which a researcher measures, compare and determine the relationship between two variables. Consequently, this investigative work was correlational because it measured, compared and determined the influence of Scaffolding techniques in the development of speaking skill.

Population

Bath (2018) explained that a population is the entire group that you want to draw conclusions about. A sample is the specific group that you will collect data from. In quasi-experimental studies the sample is not chosen randomly but the researcher can choose the group to collect data (Nieto, 2018). The population for this research were twenty-four students from seventh semester in Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato. All the students were part of control group; the student were selected because one of the most difficult challenges that learners face nowadays is the development of speaking skills. For this reason, the researcher decided to work with scaffolding strategies to motive students to develop their speaking skills.

Instruments

Research instruments can be tests, surveys, scales, questionnaires, or even checklists (Hernandez et al, 2017). The instrument used in the present study were: pretest, posttest, survey, lesson plans and worksheets. To evaluate speaking skill a validated test was used, the B1 preliminary English test (PET) was selected for pretest and posttest because it was according to students' level. The test was validated by Cambridge. PET test evaluates the four language skills reading, listening, writing and speaking. The speaking section contains four parts, part three was selected to evaluate speaking skill in students because this section allowed researcher assessed specific speaking sub skills such as: grammar and vocabulary, discourse management, pronunciation and interactive communication. This part of the test had a relationship with specific objectives since through them the researcher identifies the speaking sub skills and evaluated speaking skill development in students. The pretest contains one question, it lasted 3 minutes, the question evaluated specific speaking sub skills such as pronunciation, grammar and vocabulary, discourse markers and interactive communication. On the other hand, posttest also contained one question that evaluated the same speaking sub skills. The questions for pretest and posttest are picture cued task, according to Brown (2018) picture cued task is a media that is used to elicit oral language performance at both intensive and extensive levels. Candidates had to interact between them, and the examiner gave them a visual stimulus and asked students a specific question, so students made suggestions, discussed alternatives, made recommendations and negotiated agreement. The students were evaluated with a rubric that assessed the speaking sub skills listed before. After applying pretest and posttest, the researcher applied a survey, the objective of the survey was to determine students' perceptions towards the use of scaffolding techniques. According to Hernandez (2017) a survey is a research method used for collecting data from a predefined group of respondents to gain information and insights into various topics of interest. They can have multiple purposes, and researchers can conduct it in many ways depending on the methodology chosen and the study's goal. The survey corresponded to the last specific objective of the investigation. The survey contained 5 items, the type of questions is interval scale questions, Hernandez et al (2017) explained that interval scale questions are use to capture the level of feelings the respondent has about the topic of interest. The level of feelings is captured by presenting a multiple point scale to the respondent and asking them where they fall on the scale range. The dimensions used in the survey were: instructional scaffolding, schema building scaffolding, modeling scaffolding,

pronunciation, grammar and vocabulary. This survey had 5 items. This survey was applied in Google forms.

Procedure

For this intervention, seven sessions of 30 minutes were developed, a session for the pretest, another session for the post test and five treatments. The treatments consisted on applying five communicative lessons activities using scaffolding techniques to improve speaking development in students. Before the treatments, the pretest was applied to evaluate students' speaking development. Afterwards, the first treatment consisted on applying modeling scaffolding techniques. Modeling scaffolding helped students to produce language through examples, the objectives of the treatment were to discuss consequences of lying using adjective clauses. The lesson was focused on vocabulary and grammar, students discuss about character and responsibility. The second treatment consisted on contextualization scaffolding the researcher applied some strategies and students could discuss about Covid-19 and environment. For the third treatment, researcher used readings and charts to scaffold the activities, additionally, students used vocabulary and grammar about the topic at the end of this lesson to discuss about politics and youth. Session number four the instrument used were a Venn diagram and a listening activity, so students could connect their ideas and described their dreams and ambitions. In the last treatment, the lesson topic was about technology, the lesson was communicative the students develop some speaking and listening activities and after that students could discuss the use of technology in the past, nowadays and future. Finally, the post test was applied. The materials used during the treatment were: computer, lesson plans, worksheets, internet, YouTube videos, and digital tool such as: liveworksheets, wordwall, padlet, educaplay, and canva.

Hypothesis

Null hypothesis: Scaffolding techniques do not influence the speaking skill in the students of seventh semester of Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato.

Alternative hypothesis Scaffolding techniques influence the speaking skill in students of seven semester at Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato.

CHAPTER III. RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results.

This chapter analyzed the investigation findings. Tables and statistical figures were used to demonstrate results and data collected. Besides, this sections also contains an analysis and discussion. The treatments and data collected of the research lasted 3 weeks. To create the figures and tables excel and spss programs were used.

The experiment was carried out with 24 students of seventh semester of “Pedagogía de los Idiomas Nacionales y Extranjeros” at Universidad Técnica de Ambato. The treatments were carried out in face to face classes. The research was quasi experimental, since the researcher decided to work just with experimental group, so all students participate during the treatment.

The pretest and post test scores were obtained from the speaking rubric of PET exam of Cambridge taking into account the speaking sub skills: grammar and vocabulary, pronunciation, discourse markers and interactive communication. The overall score of the rubric is 20, each criteria scores 5 marks. The rubric was adapted to get a grade 10, so each assessing criterion resents 2,5 marks. Additionally, the researcher applied a survey to determine students’ perceptions towards the use of scaffolding techniques, this survey was validated by two professors of the career “Pedagogía de los Idiomas Nacionales y Extranjeros.” To collect the survey data, google forms was used and the information was analyzed through figures and tables.

Pretest results

For the application of the post test, the speaking section of PET exam was taken, 24 students of seventh semester of “carrera de Pegagogía de los Idiomas Nacionales y Extranjeros” at Universidad Técnica de Ambato were evaluated. To evaluate the speaking skill in students, the following assessing criteria was taken into account: grammar and vocabulary, discourse management, pronunciation and interactive communication.

The students were asked to discuss in pairs for 2 minutes about a topic given by the researcher, the rubric was adapted over 10 and each assessing criteria had a performance over 2,5. The discussing topic was taken from PET’s exam material.

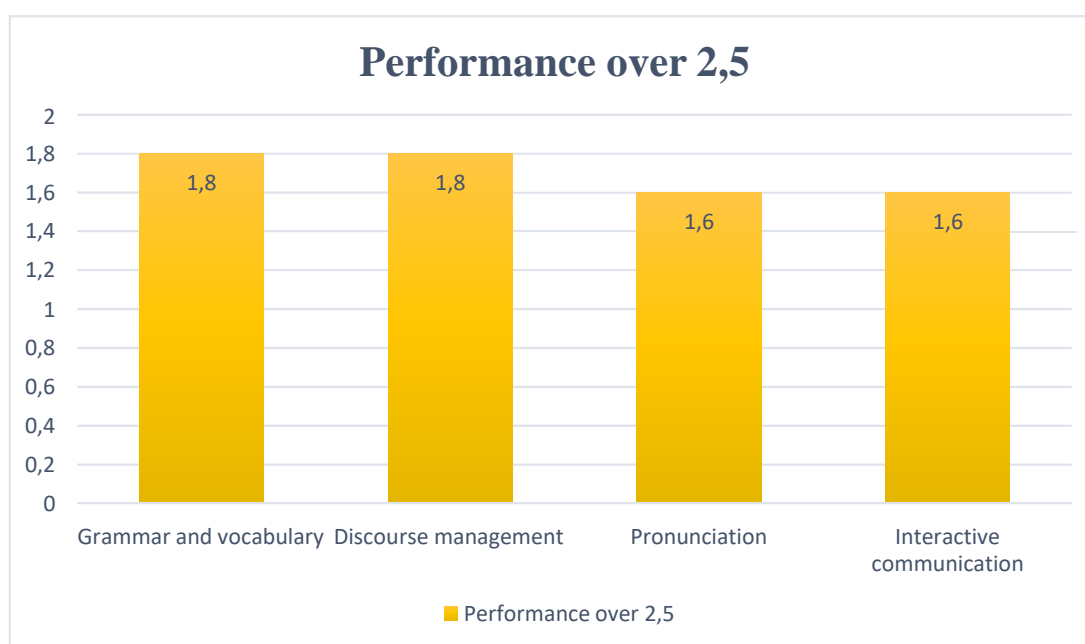
Table 1: Pretest results

Speaking rubric criteria	Performance over 2,5
Grammar and vocabulary	1,8
Discourse management	1,8
Pronunciation	1,6
Interactive communication	1,6
Total	6.8

Source: PET speaking pre test

Author: Almeida, M (2022)

Figure 1: Pretest results



Source: PET speaking pre test

Author: Almeida, M (2022)

According to the table, and figure above, the average of the 24 students was 6.8/10 during the pretest, it show that students needed to improve their speaking skills. In accordance with the students' average, in grammar and vocabulary criteria students achieved 1.8/2.5. According to the level of students, they developed a modest performance using suitable vocabulary and grammar. Similarly, the students' performance of discourse management was 1.8/2.5, they used linking words and tried to use connectors to construct a complete ideas being these the most developed speaking sub skill in students.

On the other hand, the average obtained in pronunciation was lower, this being one of the sub-skills in which the students struggled, the average over 2.5 was 1.6, in this case the students made some mistakes in pronunciation and intonation.

Finally, the development of the students in interactive communication was 1.6/2.5, some students did not interact with each other, they could not reach an agreement and it was difficult for them to analyze the topic together.

Post test results

For the post test, 24 students of seventh semester in the “Carrera de Pegagogía de los Idiomas Nacionales y Extranjeros” at Universidad Técnica de Ambato were evaluated. In the post test, the researcher evaluated the same speaking criteria of PET exam taking into consideration the speaking sub skills and assessment criteria (grammar and vocabulary, discourse management, pronunciation and interactive communication).

To apply the post test, the students had to discuss in pairs approximately 2 minutes about the same topic of the pretest. The same topic was chosen by the researcher in order to analyze the difference use of language that students used during the pretest and posttest. Through these, the difference before and after the treatments was analyzed to examine the influence of scaffolding techniques in the development of speaking skill.

Table 2: Post test results

Speaking rubric criteria	Performance over 2,5
Grammar and vocabulary	1,9
Discourse management	1,8
Pronunciation	1,8
Interactive communication	1,7
Total	7.2

Source: PET speaking post test

Author: Almeida, M (2022)

Figure 2: Post test results



Source: PET speaking post test

Author: Almeida, M (2022)

Analyzing the table and figure, significant improvement can be seen in each of the skills after the treatments developed by the researcher. After applying the post test the students' average was 7.2/10.

The grammar and vocabulary used by students was better, they used idioms, correct grammar structures and vocabulary according to the topic. The average was 1.9/2.5, the

result show that the different scaffolding techniques applied in students help them to improve their creativity to speak.

In contrast, in the use of discourse management the average stood the same 1.8/2.5, some students used basic cohesive devices and linking words, their contribution was mostly relevant so that students tended to hesitate.

Whereas, pronunciation in students was satisfactory, the score obtained by students was 1.8/2.5 gaining a remarkable improvement, their performance was mostly intelligible, the majority of students had controlled of phonological features and word stress was accurate.

Last, the score obtained by students in interactive communication criteria was 1.7/2.5, it implies that students improved the way how they interact each other, during the posttest students shared ideas together, asked and responded questions appropriately. Besides, students kept their discussions prompting and supporting each other.

Pretest and posttest comparison

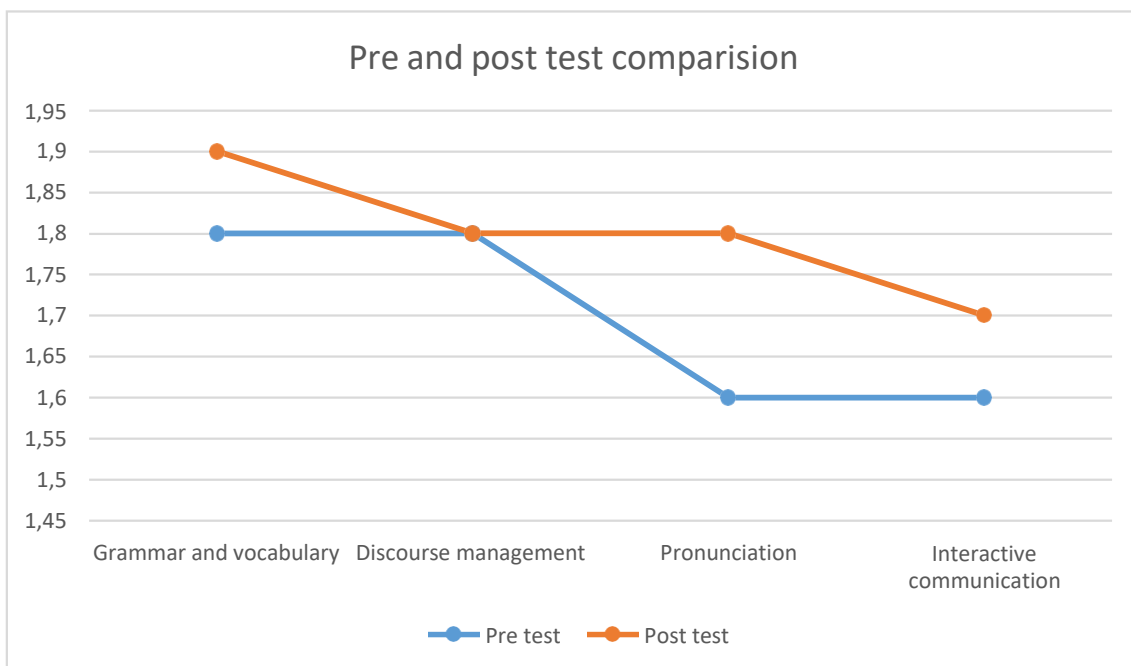
Table 3: Pretest and posttest comparison

Speaking criteria	Pre test	Post test
Grammar and vocabulary	1,8	1,9
Discourse management	1,8	1,8
Pronunciation	1,6	1,8
Interactive communication	1,6	1,7
Total	6,8	7,2

Source: PET speaking pretest and post test

Author: Almeida, M (2022)

Figure 3: Pretest and posttest comparison



Source: PET speaking pretest and post test

Author: Almeida, M (2022)

According to pretest and post test data, a remarkable improvement is appreciated. The figure 8 shows an increment in students' performance. Before the treatments the students' performance in grammar and vocabulary was 1,8 after the applications of scaffolding techniques in classes, students improved their performance to 1,9, hence, it is concluded that students could use suitable grammar and vocabulary after the interventions.

Meanwhile, discourse management criteria did not have a remarkable change in students' performance, the students' average at the beginning of the research was 1,8 and it remained it 1,8 after the application. Despite of the score students used suitable linking words and they did not use basis cohesive devices.

On the other hand, the students' average in pronunciation speaking sub skill had a singular change, since in the pretest the score was 1,6 and after the treatment it changed to 1,8. So eventually, the students' pronunciation improvement was suitable and the results were exceptional.

Last, interactive communication average in the pretest was 1,6 and it increased to 1,7 after applying the posttest, thus, students' performance was better after the treatments carried out by the researcher.

Survey results and analysis

Question 1: Teacher provides detail information or clarification about classroom speaking activities?

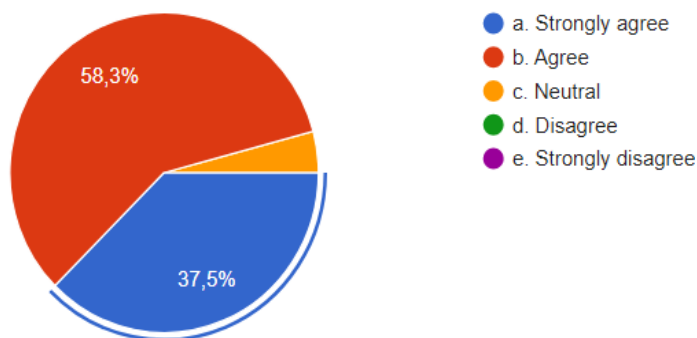
Table 4: Instructional scaffolding for speaking activities

Frequency	Students	Percentage
Strongly agree	9	37,5%
Agree	14	58,3%
Neutral	1	4,2%
Disagree	0	0%
Strongly disagree	0	0%
TOTAL	24	100%

Source: Students' survey of seventh level

Author: Almeida, M (2022)

Figure 4: Instructional scaffolding for speaking activities



Source: Students' survey of seventh level PINE

Author: Almeida, M (2022)

Analysis and interpretation

In accordance with table 1, 37.5% students strongly agree with the statement, meanwhile, 14 students that represent the 58.3% agree that teacher provides detail information about classroom activities. On the other hand, the 4.2% is represented by 1

student this students said that is neutral about the statement, meanwhile any student disagree and strongly disagree about instructional scaffolding for speaking activities.

According to the data, it can be concluded that the majority of students agree that teacher provides detail information or clarification for classroom speaking activities. These techniques support students to understand better classroom activities and motive them to speak.

Question 2: Teacher provides clues or suggestions for speaking activities?

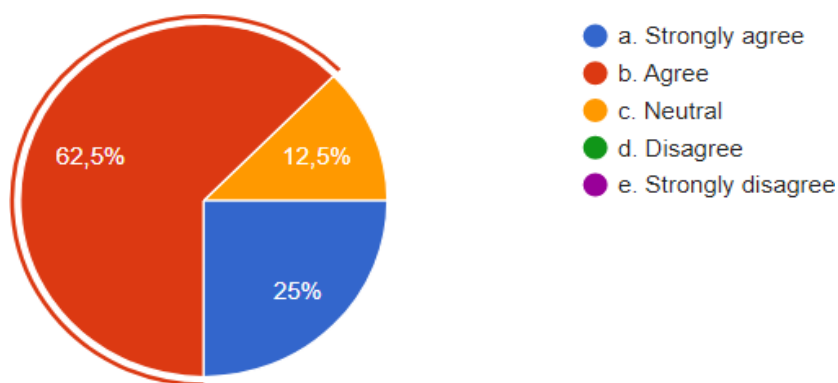
Table 5: Schema building scaffolding for speaking activities

Frequency	Students	Percentage
Strongly agree	6	25%
Agree	15	62,5%
Neutral	3	12,5%
Disagree	0	0%
Strongly disagree	0	0%
TOTAL	24	100%

Source: Students’ survey of seventh level PINE

Author: Almeida, M (2022)

Figure 5: Schema building scaffolding for speaking activities



Source: Students’ survey of seventh level PINE

Author: Almeida, M (2022)

Analysis and interpretation

According to the data obtained in this item, 6 students strongly agree that teacher provides clues and suggestions for speaking activities, they represent the 25%. Besides, 15 students agree with the statement they constitute the 62.5%, however, 12.5% of students are neutral about schema building scaffolding that represents 3 students. On the other hand, any students disagree or strongly disagree.

It is concluded that most students agree that providing clues or suggestions for speaking activities encourage students to connect their ideas and develop their communicative skills, This technique is a necessary element in the teaching-learning process, since this technique helps students to establish relationships between their previous experiences, and knowledge.

Question 3: Teacher gives feedback to students to improve their speaking skill?

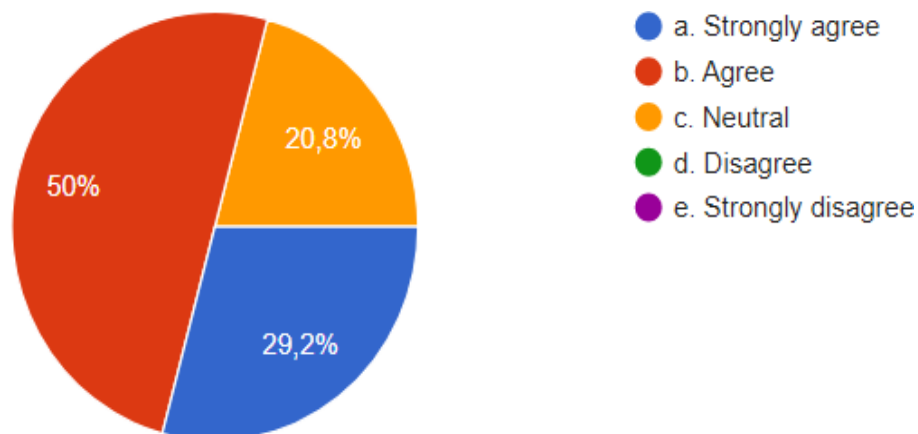
Table 6: Feedback for improvement of speaking skill.

Frequency	Students	Percentage
Strongly agree	7	29,2%
Agree	12	50%
Neutral	5	20,8%
Disagree	0	0%
Strongly disagree	0	0%
TOTAL	24	100%

Source: Students' survey of seventh level PINE

Author: Almeida, M (2022)

Figure 6: Feedback for improvement of speaking skill.



Source: Students' survey of seventh level PINE

Author: Almeida, M (2022)

Analysis and interpretation

Conforming to this item, 7 students strongly agree that teacher gives students feedback to improve their speaking skill, this quantity represent the 29.2% of students, meanwhile, the 50% represented by 12 students agree with this item, additionally 20.8% of students (5) are neutral about this survey statement. None disagree or strongly disagree with the item.

Conclusively, it is reported that, greater number of students had received feedback to improve their speaking skills in class, a least students mentioned that maybe they received feedback in order to improve their communicative ability. Certainly, the teacher becomes an elementary support that guides, corrects and provides recommendations and strategies for the student to improve their performance in the future.

Question 4: Teacher models activities to motive students to speak?

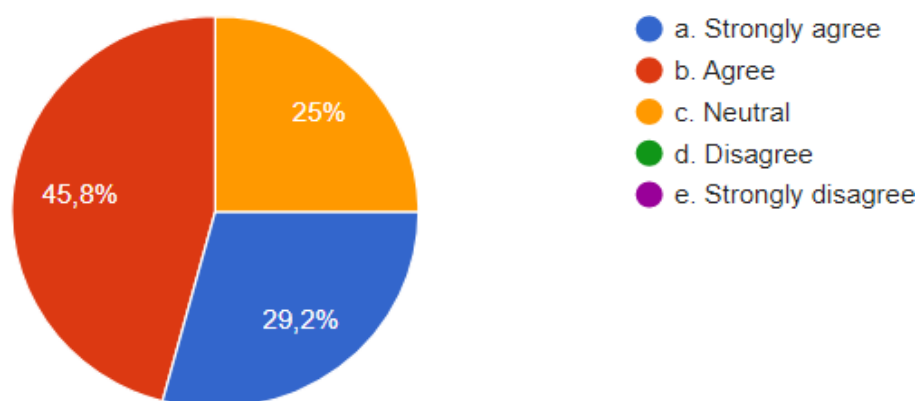
Table 7: Modeling scaffolding to motivate students.

Frequency	Students	Percentage
Strongly agree	7	29,2%
Agree	11	45,8%
Neutral	6	25%
Disagree	0	0%
Strongly disagree	0	0%
TOTAL	24	100%

Source: Students' survey of seventh level PINE

Author: Almeida, M (2022)

Figure 7: Modeling scaffolding to motivate students.



Source: Students' survey of seventh level PINE

Author: Almeida, M (2022)

Analysis and interpretation

Based on data obtained, 29.2% which represent 7 students strongly agree that teacher uses modeling scaffolding in class to motivate students to speak. 11 students which represent 45.8% agree about the use of modeling scaffolding in class and 25% represented by 6 students chose the option neutral. Finally, none disagree or strongly disagree.

The results demonstrated, that modeling activities had been used in class and these activities motivate them to speak during the class. On the other hand though, a few

students manifested that maybe the teacher models the activities. Neither student manifested that teacher does not use modeling activities in class.

Question 5: Teacher uses videos, readings, mind maps or Venn diagrams to develop students' creativity to speak?

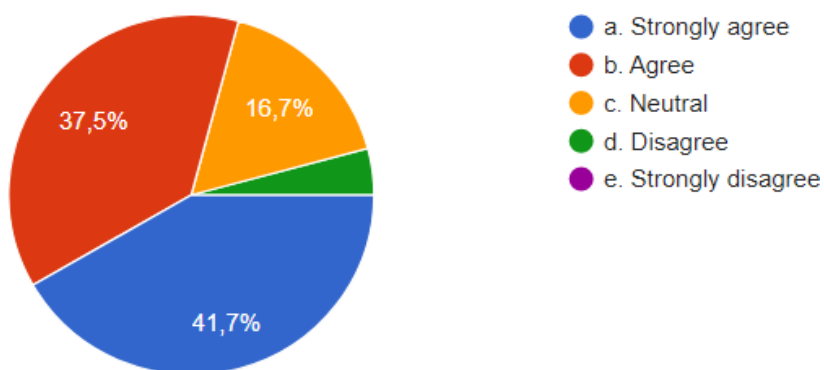
Table 8: Resources to develop students' speaking creativity to speak.

Frequency	Students	Percentage
Strongly agree	10	41,7%
Agree	9	37,5%
Neutral	4	16,7%
Disagree	1	4,1%
Strongly disagree	0	0%
TOTAL	24	100%

Source: Students' survey of seventh level PINE

Author: Almeida, M (2022)

Figure 8: Resources to develop students' speaking creativity to speak.



Source: Students' survey of seventh level PINE

Author: Almeida, M (2022)

Analysis and interpretation

According to the data obtained in this item, 41.9% which represents 11 students strongly agree in the use of videos, readings, mind maps or Venn diagrams to develop students' creativity to speak. Whereas, 9 students which represent 37.5% agree that

According to the majority of students, the teacher uses resources such as: videos, readings, mind maps or Venn diagrams, these are used to develop students' creativity, build students' knowledge and reinforce students' learning. In contrast, few students remarked that teacher does not use these kind of resources in order to motivate students to speak.

Discussion of results

The findings of this study are in line with those of other studies on scaffolding techniques' effect on the development of speaking. This study's findings mirror those of Zarandi and Rahbar (2016), who found that the participating students' overall speaking abilities improved very significantly after the students were introduced to scaffolding techniques and were trained to use them in class. Similarly, Razaghi et al (2019) found that the implementation of scaffolding techniques could foster speaking skill and its components. Naibaho (2019) demonstrated that scaffolding method was effective on improving students' speaking achievement. In this study, it was noticed that the overall mean posttest were higher than pretest, which indicates that the use of scaffolding techniques was successful.

Scaffolding techniques has proven to be useful in speaking skill but also scaffolding techniques has been useful in writing. Pishadast et al (2021) found that after applying scaffolding techniques the findings showed a significant improvement in developing Iranian EFL learners' writing ability. Similarly, Obatta et al (2020) shown that the use of scaffolding techniques seems to improve the in-school adolescent's creative writing more than adolescents who were taught without scaffolding techniques. Finally, the effect of scaffolding techniques had been a remarkable influence in reading comprehension, Zerei and Alipour (2020) the results of this study indicated that distributed scaffolding was the most effective technique on reading comprehension

The study carried out a variety of activities applied to students of seventh semester from *Pedagogía de los idiomas nacionales y extranjeros*," First, the researcher applied a pretest based on the speaking part of B2 Preliminary test. Students was asked to discuss about a topic given by the researcher for two minutes at the end of the intervention they had to get an agreement. The assessment criteria used by the research were grammar and vocabulary, discourse management, pronunciation and interactive communication. Students struggled in pronunciation and interactive communication. Pretest data results,

helped to determine that students strived to speak suitably, some of them used basic language, not appropriated for the level, and also they usually hesitated.

Five treatments were applied after pretest, with the participation of the whole class, an improvement in their communicative ability was remarkable. During the treatment students developed many speaking activities, the researcher also used scaffolding techniques to help students to develop their critical thinking and confidence to speak. After the treatments, the influence of scaffolding techniques in the development of speaking skill had a good impact, since students improved their score in the post test, mainly in pronunciation and interactive communication.

To sum up, scaffolding techniques contemplate, among other aspects, the development of appropriate contexts for oral comprehension and expression, the exploration of students' interests and needs, the activation of previous experiences and knowledge to support understanding. According to Swanson (2018), scaffolding is a student-centered teaching technique, which promotes intentional understanding, independence, and critical thinking. Teacher should use scaffolding techniques in order to create a student's center environment where students could develop their abilities to construct their own knowledge.

3.2 Verification of hypotheses

To verify the research hypothesis, the research used the program spss and applied a t-students test valid for this study. T-students test was used to analyze the difference between pretest and posttest, the t-test focused on the means of each intervention.

T-student test pretest and posttest comparison

Table 9: Paired Samples Statistics

		Mean	N	Standard deviation	Mean standard error
Par 1	Pretest	6,875	24	,8754	,1787
	Posttest	7,229	24	,8073	,1648

Source: PET Pretest and posttest

Author: Almeida, M (2022)

The data displayed in table 9 analyzed the difference between means in pretest and posttest, the research sample for both was 24 students, the mean in pretest was 6,875 meanwhile the posttest mean was 7,229, as a result a remarkable improvement is appreciated in the results.

T-student test

Table 10: T-student test

		Paired samples difference					Significance	
		Mean	95% confidence interval of the difference			t	gl	Sig.
		Standard deviation	Lower	Upper				
Mean	Standard deviation	error	Lower	Upper	t	gl	Sig.	
Par 1 Pretest - Posttest	-	,5985	,1222	-,6069	-,1014	-2,899	23	,008
		,3542						

Source: PET Pretest and posttest

Author: Almeida, M (2022)

Sig > 0,05=Ha

Sig < 0,05 = Ho

According to the t-student test results, it is conclude that the alternative hypothesis is accepted, since the significance of the current study is ,008 which means that sig < 0,05. As a result, the null hypothesis is refused and alternative hypothesis is accepted. Without a doubt, scaffolding techniques influence the speaking skill in students of seventh semester from Pedagogía de los idiomas nacionales y extranjeros at Universidad Técnica de Ambato.

CHAPTER IV. CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

Once the investigation was finished and the data was analyzed, the following conclusions can be affirmed.

- The influence of scaffolding techniques in students' speaking skill development was positive. Scaffolding techniques allow the teacher to build a bridge between the students' current knowledge to the information that will be taught. Scaffolding techniques model a given task and slowly transfer the knowledge to the student so that, students could developed their own ideas. Along the experiment, students felt motivated and participated in class when the researcher provided clues and suggestions to deliver the activity. Giving students visual aid also helped them to develop their critical thinking and expand their ideas. Scaffolding techniques helped students to produce oral language through the use of presentation templates, diagrams, videos, readings or writing script, These tools are the support that students need to create or produce something new. The influence of scaffolding techniques in student's speaking skill development could be determined, since the mean before treatments was 6,8 and after applying scaffolding techniques such as: modeling, bridging, schema building the students' mean average was 7,2.
- One of the most difficult challenges that learners have is speaking, it is difficult for them to understand the books patterns or the speaking activities. The pretest findings showed that students struggled with speaking, it was difficult for them to create and support their ideas, the used of grammar, vocabulary and discourse management was basic, and the interaction between them was low. After the experiment, the post test results demonstrated that students improved their speaking performance, increasing their score from 6,8 to 7,2. It was not difficult for them to analyze the topic and discuss about them, the grammar and vocabulary used was suitable and the use of discourse management was appropriate, additionally students asked and responded to questions between them improving the communicative interaction remarkably.

- The speaking sub skills developed during the application of scaffolding techniques were, grammar and vocabulary, pronunciation, interactive communication, and the use of discourse management, the activities were focus on the speaking sub skill mentioned, in order to student produce suitable language such as: the correct use of words, collocations, phrasal units as well as cohesion, fluency and discourse marks. It is important to handle all these elements exceptionally to give a clear message. The result findings demonstrated an improvement in speaking sub skills development after applying the post test: grammar and vocabulary 1,9, discourse management 1,8, pronunciation 1,8 , and interactive communication 1,7.
- The survey's purpose was to determine students' perceptions towards the use of scaffolding techniques. It was concluded that students' perceptions to scaffolding techniques was positive. Students are acquainted with the use of scaffolding techniques, they agreed that these techniques motive them to speak. Students were strongly agree that providing clues and suggestions for speaking activities give them the opportunity to connect their prior knowledge with new ideas. Additionally, it was determined that, students are familiarized with the use of instructional scaffolding to provide detail information or clarification about classroom speaking activities. Finally, the most relevant survey item about the use of resources in class, students' perception was strongly positive since 41% of students agreed that the use of visual aids develop students' speaking creativity to speak.

4.2 Recommendations

In accordance with the research objectives and conclusions the following recommendations are stated:

- It is advisable the use of scaffolding techniques to develop students' speaking skill, they encourage to enlarge students critical thinking, allow them to connect their ideas with their prior knowledge, and help learners to build their own knowledge. Establishing scaffolding techniques in the classroom help to create a suitable environment for teaching and learning process. Through scaffolding techniques teachers acts as a guide to students.

- It is suggested to evaluate students' speaking skill development since, it is one of the most difficult productive skills to perform. With constant speaking evaluations students will be familiarized with communication and social skills allowing them to develop in a real life situation. With suitable strategies students can improve their communicative production.
- It is exhorted to determine the correct use of speaking sub skills and improve them through the use of scaffolding techniques, since they help learners to improve their performance and use of speaking sub skills such as: grammar and vocabulary, pronunciation interactive communication and discourse management that allow students to achieve grammatical control, develop the use of grammatical forms, use phonological features, intonation, words and sentence stress and individual sounds.
- It is recommended to encourage teachers to use scaffolding techniques in class to develop students' speaking skill, these techniques will be a support for students as well as teacher since, they allow to develop an appropriate teaching and learning environment, develop students' critical thinking, motivate them to speak and express their ideas without hesitate, and build their own knowledge.

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ANEXO 3
FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 13/04/2022

Doctor
Marcelo Núñez Espinoza
Presidente
Unidad de Titulación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación

Yo, Lic. Sarah Iza Pazmiño, Mg. en mi calidad de Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: **“Scaffolding Techniques and Speaking Skill”** propuesto por la estudiante Almeida Obando Maria Esther, portadora de la Cédula de Ciudadanía 1804778007, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, Facultad de Ciencias Humanas y de las Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.



.....
Lic. Sarah Jacqueline Iza Pazmiño, Mg.
Cl. 0501741060
0984060528
sj.iza@uta.edu.ec

Annex 1: Lessons plan

LESSON PLAN 1	
Teacher: Maria Esther Almeida	Date: 13/05/2022
Class: 7 th Semester PINE	Level: B1
Topic: Character and Responsibility	
General objective:	Specific Objectives:
Students will be able to discuss consequences of lying using adjective clauses.	<ul style="list-style-type: none"> To recognize vocabulary related to character and responsibility. To express their opinion about lying.
Anticipated problems: <ul style="list-style-type: none"> Students may have difficulties to understand instructions. Students may be unable to answer the questions 	
Solution: <ul style="list-style-type: none"> Verify students' comprehension by asking them to rephrase instructions before doing activities. Provide prompts. 	
Materials: Markers, whiteboard, printed text, pens and sheets of paper.	
Greetings Engagement Teacher start the class with a kahoot game with words vocabulary about character and responsibility. https://create.kahoot.it/details/fb881c81-3018-402c-ba65-ea90b34f7bb5 Study Teacher gives students a reading about "Telling the truth? It's not easy." Teachers ask students to complete the chart with their own information. Teacher asks some students to give their opinion about the questions: Do you agree that "lying may in fact be good for us socially because it protects the feelings of the people with whom we interact"? Activate Students complete a Venn diagram and discuss their answers in pairs.	TIME: 2 minutes 5 minutes 15 minutes 8 minutes
TOTAL	30 minutes

Second intervention

LESSON PLAN 2	
Teacher: Maria Esther Almeida	Date: 20/05/2022
Class: 7 th Semester PINE	Level: B1
Topic: Life after Covid-19	
General objective:	Specific Objectives:
Students will be able to discuss Covid-19 and the environment using compound nouns, past and future.	<ul style="list-style-type: none"> To learn vocabulary (compound nouns) associated with the environment. To discuss their awareness of the environment, in the past and future.
Anticipated problems: <ul style="list-style-type: none"> Students may have difficulties to understand instructions. 	

<ul style="list-style-type: none"> Students may be unable to answer the questions 	
Solution: <ul style="list-style-type: none"> Verify students' comprehension by asking them to rephrase instructions before doing activities. Provide prompts. 	
Materials: Markers, whiteboard, printed text, pens, internet, YouTube and wordwall.	
Greetings	TIME: 2 minutes
Engagement Teacher shows an animated video about covid and the environment. https://www.youtube.com/watch?v=DaFRheiGED0 After that teacher asks student to decide what is the message of the video. Teacher shares again the video and asks students to give example of positive changes in the video.	5 minutes
Study Teacher writes 2 questions in the board: <ul style="list-style-type: none"> During the pandemic did carbon emission increase or fall? (They fell) Did global warming go up or down? (It went up) Teacher asks student to suggest other compound nouns. Teacher shares a wordwall activity and asks student to complete. https://wordwall.net/resource/32955602 Students have to match the column A with column B and form compound nouns. Teacher asks students to complete the sentences with the correct compound noun. https://wordwall.net/resource/25005746	13 minutes
Activate Teacher shares a video about "Normal doesn't work." After that, teacher asks students: Does the group 'Friends of the Earth' think we should go back to normal (i.e. to how things were before the pandemic)? Teacher asks students to answer the questions based in the video in the chart. Teacher asks students discuss their answers in pairs.	10 minutes
TOTAL	30 minutes

Third intervention

LESSON PLAN 3	
Teacher: Maria Esther Almeida	Date:
Class: 7th Semester PINE	Level: B1
Topic: Politics and youth	
General objective:	Specific Objectives:
Students will be able to discuss about politics and youth using conditionals.	<ul style="list-style-type: none"> To learn vocabulary associated with the politic. To give opinions about politicians.
Anticipated problems: <ul style="list-style-type: none"> Students may have difficulties to understand instructions. Students may be unable to answer the questions 	
Solution: <ul style="list-style-type: none"> Verify students' comprehension by asking them to rephrase instructions before doing activities. Provide prompts. 	
Materials: Markers, whiteboard, printed text, pens, internet, and educaplay.	

Greetings	TIME: 1 minutes
Engagement Teacher asks students to complete an activity in educaplay related with vocabulary. https://es.educaplay.com/recursos-educativos/12280887-politics_and_youth.html Teacher asks some questions to discuss: <ul style="list-style-type: none"> • What are the main problems facing young people in your country today? • Do you think politicians understand these problems – why (not)? • Would you like to be a politician? Why (not)? What might be good/bad about it? 	5 minutes
Study Teacher gives students a task about “Find someone who” Teacher asks students to write two more statement about the topic. Teacher asks students to move around the class and asks the questions. Teacher asks students to form groups of 4. Students read “Politics and Youth” and put the paragraph heading in the right place.	15 minutes
Activate Teacher asks groups to create a new political party and think of a name for their party and five things they will do if they were elected. Then they try to persuade their classmates to vote for them.	10 minutes
TOTAL	30 minutes

Fourth Intervention

LESSON PLAN 4	
Teacher: Maria Esther Almeida	Date: 24/05/2022
Class: 7 th Semester PINE	Level: B1
Topic: Spirit of Adventure	
General objective:	Specific Objectives:
Students will be able to describe future dreams and ambitions using future tense and would like to.	<ul style="list-style-type: none"> • To identify vocabulary related to adventures and travel. • To discuss about gap years.
Anticipated problems: <ul style="list-style-type: none"> • Students may have difficulties to understand instructions. • Students may be unable to answer the questions 	
Solution: <ul style="list-style-type: none"> • Verify students’ comprehension by asking them to rephrase instructions before doing activities. □ Provide prompts. 	
Materials: Markers, whiteboard, printed text, pens, internet, padlet and YouTube.	

<p>Greetings</p> <p>Engagement Teacher shares a video about gap year and adventure travel. https://www.youtube.com/watch?v=PBq892-QP3s Teacher asks some questions:</p> <ul style="list-style-type: none"> • Do you like adventure? • Do you think those activities are dangerous? • Do you try them? Which one? Why? <p>Study Teacher gives students a Venn diagram with some adventures and asks students to complete it with activities they would love to try and activities they would be nervous or scared to do. Teacher asks students to discuss their answer with their partner. Teacher asks students to read an article about “Spirit of Adventure” Teacher asks students to complete the graphic organizer about the article.</p> <p>Activate Teacher shares a padlet link and ask students to complete the questions, after that students discuss their answers with their partner. https://padlet.com/marylive11/6izf1ibm7nn71wee</p>	<p>TIME: 1 minutes</p> <p>5 minutes</p> <p>15 minutes</p> <p>10 minutes</p>
TOTAL	30 minutes

Fifth Intervention

LESSON PLAN 5	
Teacher: Maria Esther Almeida	Date: 27/05/2022
Class: 7 th Semester PINE	Level: B1
Topic: Technology	
General objective:	Specific Objectives:
Students will be able to discuss about the use of technology in the past, nowadays and future using used to.	<ul style="list-style-type: none"> • To associate vocabulary related to technology • To listen for specific information about the use of technology.
<p>Anticipated problems:</p> <ul style="list-style-type: none"> • Students may have difficulties to understand instructions. • Students may be unable to answer the questions <p>Solution:</p> <ul style="list-style-type: none"> • Verify students’ comprehension by asking them to rephrase instructions before doing activities. □ Provide prompts. 	
Materials: Markers, whiteboard, pens, internet, YouTube and liveworksheets	

<p>Greetings</p> <p>Engagement Teacher shows a timeline with technology objects and ask students to order them. Teacher asks some questions to students:</p> <ul style="list-style-type: none"> • How will electricity change in the future? • Do you think that we will use televisions in the future? • Will people be able to have space vacations in the future? <p>Study Teacher shares an activity link and asks students to complete the stamen using vocabulary words related to technology. https://es.liveworksheets.com/2-hk1290872dc Teachers shares a video and ask students to watch and listen it. https://www.youtube.com/watch?v=oQQbPhfsASI Teacher asks students to complete the questions about the video.</p> <p>Activate Teacher shows students a chart with some object and asks students to discuss about how we used them, also students compare them. Teacher gives an example.</p>	<p>TIME: 2 minutes</p> <p>5 minutes</p> <p>15 minutes</p> <p>8 minutes</p>
<p>TOTAL</p>	<p>30 minutes</p>

PRE TEST



UNIVERSIDAD TÉCNICA DE AMBATO



CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Objective:

In the speaking pre-test, you will be able to demonstrate how well you speak English. The test will last approximately 3 minutes. You will be asked questions by an interviewer. The questions are printed in the paper and the time you will have to answer each one is printed in parentheses after the question. You are encouraged to answer the questions as completely as possible in the time allowed.

Part 3 (3 minutes)

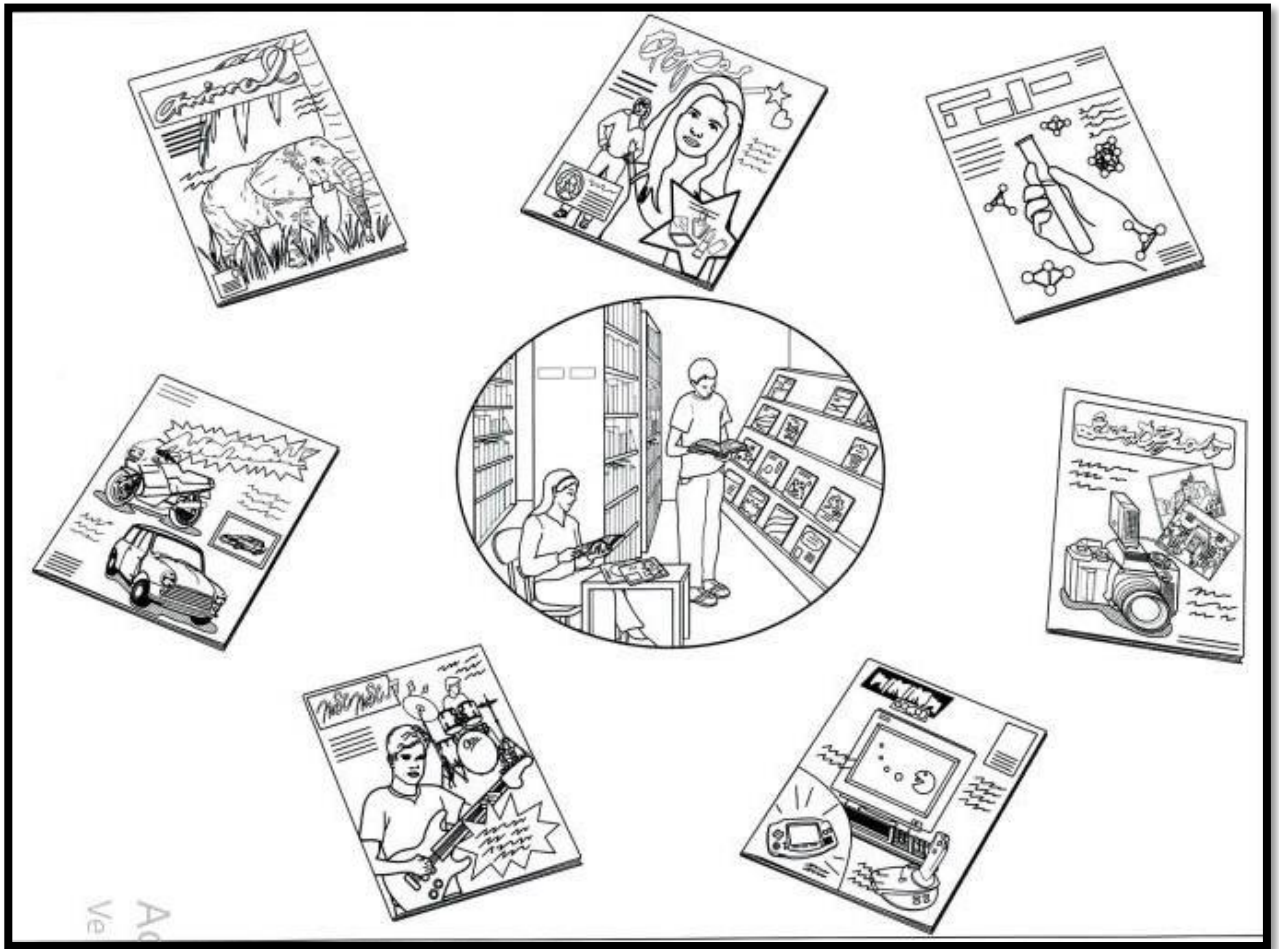
Magazine for the library

Task: Discussing alternatives; expressing opinions; making choices.

I am going to describe a situation to you

A college wants to put some magazines in the library for students. Talk together about the different magazines the college could put in the library, and say which would be most popular with the students.

Here is a picture with some ideas to help you.



POST TEST



UNIVERSIDAD TÉCNICA DE AMBATO



CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Objective:

In the speaking pre-test, you will be able to demonstrate how well you speak English. The test will last approximately 3 minutes. You will be asked questions by an interviewer. The questions are printed in the paper and the time you will have to answer each one is printed in parentheses after the question. You are encouraged to answer the questions as completely as possible in the time allowed.

Part 3 (3 minutes)

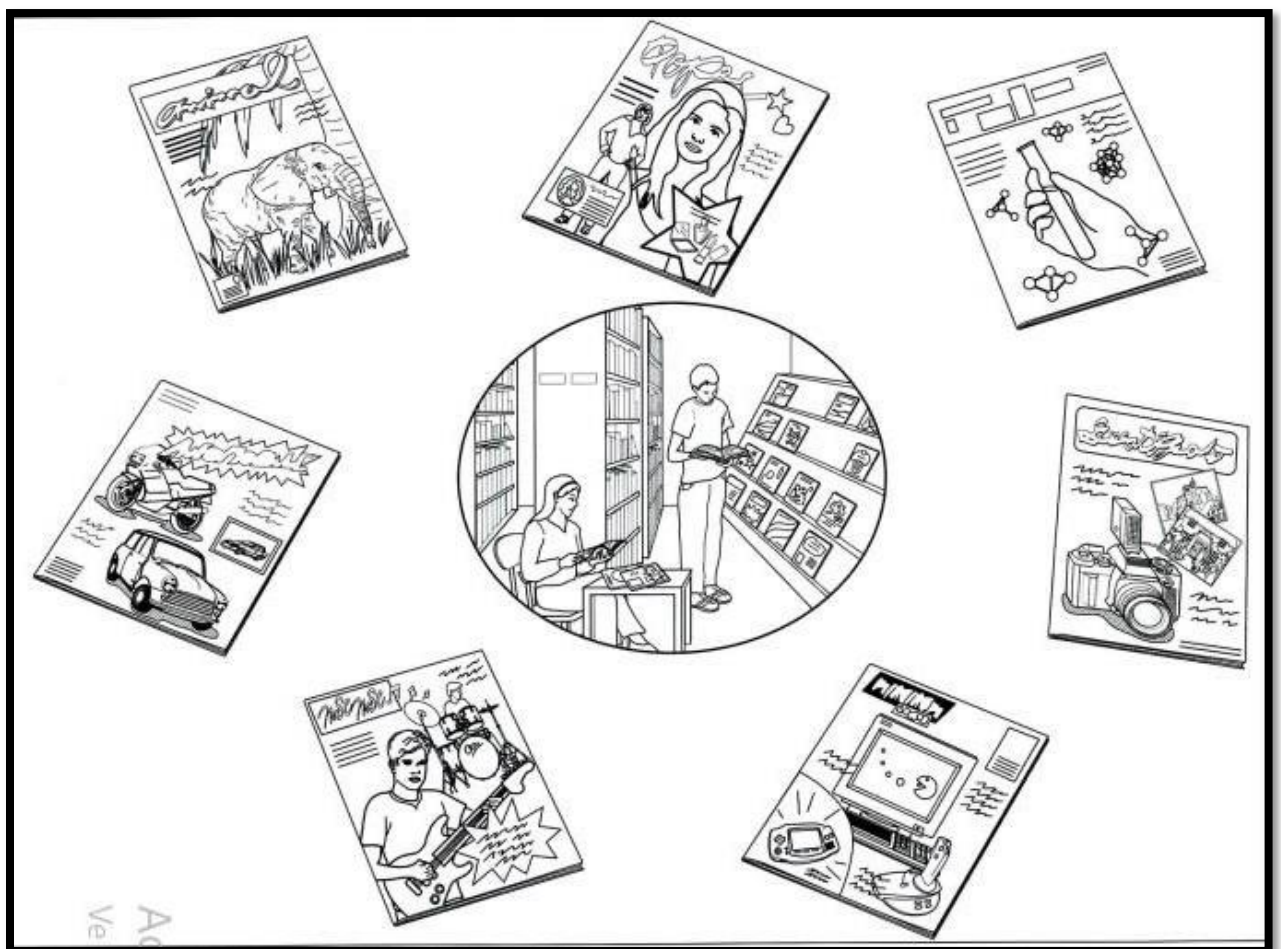
Magazine for the library

Task: Discussing alternatives; expressing opinions; making choices.

I am going to describe a situation to you

A college wants to put some magazines in the library for students. Talk together about the different magazines the college could put in the library, and say which would be most popular with the students.

Here is a picture with some ideas to help you.



Annex 2: Validation of survey

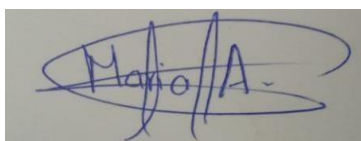
UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

Estimada Lic. Lorena Parra, M.A.

Me dirigo a Ud (s) con la finalidad de solicitar su valiosa colaboración para la revisión del instrumento de recolección de datos de información que se anexa, con el fin de determinar su validez, para ser aplicado en la investigación especial de grado titulada “**Scaffolding Techniques and Speaking Skill**”; requisito fundamental para optar al título de Licenciado/a en Pedagogía del Idioma Inglés.

Su participación es fundamental, ya que consistirá en analizar y evaluar la pertinencia de cada ítem del instrumento, esto se realizará con el fin de juzgar los aspectos y su concordancia con los objetivos, las variables, las dimensiones y los indicadores de la investigación, así como la recolección de la misma. Cualquier sugerencia o modificación que usted considere necesaria, será de gran utilidad en la validez del mismo.

Agradeciendo de antemano su ayuda anticipó mi agradecimiento.

A handwritten signature in blue ink, appearing to read 'María/A', enclosed within a blue oval scribble.

María Esther Almeida Obando

C.I. 1804778007

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS

EXPERT'S GENERAL INFORMATION:

Full Name: Parra Gavilanez Lorena Fernanda
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Undergraduate: LICENCIADA EN CIENCIAS DE LA EDUCACION ESPECIALIDAD INGLES
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Year: 2017

GENERAL INFORMATION OF THE RESEARCH WORK

THEME: Scaffolding techniques and speaking skill

THE PROBLEM: How scaffolding techniques influence the development of speaking skill in the students of seventh semester (PINE) at Universidad Tecnica de Ambato?

GENERAL OBJECTIVE

- To analyze the influence of Scaffolding techniques on the development of speaking skill in students of seventh semester in “Pedagogia de los Idiomas Nacionales y Extranjeros”

SPECIFIC OBJECTIVES

- To evaluate students’ speaking development before and after the experiment.
- To determine the speaking sub skills that are developed during the application of scaffolding techniques.
- To determine students’ perceptions towards the use of scaffolding techniques.

VARIABLES

Independent: Scaffolding techniques

Dependent: Speaking skill

POPULATION AND SAMPLE: Estudiantes de séptimo semestre de la carrera de pedagogía de los idiomas nacionales y extranjeros en la Universidad Técnica de Ambato.

TECHNIQUES TO COLLECT DATA: Pre test, post test y encuesta.

INDEPENDENT VARIABLE: Scaffolding techniques

Variable	Dimensiones	Indicadores	Instrumentos
Scaffolding techniques	Instructional Scaffolding	Teacher provides detail information or clarification about classroom speaking activities?	SURVEY
	Schema building scaffolding	Teacher provides clues or suggestions in the classroom?	SURVEY
	Modeling scaffolding	The teacher models activities to motivate students to speak?	SURVEY

DEPENDENT VARIABLE: Speaking Skill

Variable	Dimensiones	Indicadores	Instrumentos
Speaking Skill	Pronunciation	The teacher uses feedback to improve speaking skill?	SURVEY
	Grammar and Vocabulary	Teacher uses videos, readings, mind maps or Venn diagrams to develop students' creativity to speak?	SURVEY

Questionnaire

VALIDATION CHART

Topic: SCAFFOLDING TECHNIQUES AND SPEAKING SKILL

Instructions: Please put a tick (✓) in the appropriate column for each item.

TA: Totally Agree

A: Agree

D: Disagree

SD: Strongly Disagree

ITEM	TA	A	D	SD
1. Teacher provides detail information or clarification about classroom speaking activities?				
2. Teacher provides clues or suggestions in the classroom?				
3. Teacher uses feedback to improve speaking skill?				
4. Teacher models activities to motive students to speak?				
5. Teacher uses videos, readings, mind maps or Venn diagrams to develop students' creativity to speak?				

Source: Almeida, M (2022).

THANK YOU FOR YOUR VALUABLE COLLABORATION

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE IDIOMAS

INSTRUMENT VALIDATION

Topic: SCAFFOLDING TECHNIQUES AND SPEKING SKILL

Objective: To determine students' perceptions towards the use of scaffolding techniques in the speaking skill development of students in seventh semester of Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato.

Instructions: Select the option you consider relevant to each item.

R: Relevant

NR: Not Relevant

EXPERT'S NAME: Lorena Parra, M.A.

ITEM	Objective		Variable		Dimension		Indicator		Drafting		OBSERVATION
	R	NR	R	NR	R	NR	R	NR	R	NR	
1	x		x		x		x		x		La encuesta carece de información general, como por ejemplo a quien va dirigido la encuesta, objetivo de la encuesta, duración de la encuesta. Se debe añadir estos datos.

2	x		x		x		x		x	
3	x		x		x		x		x	
4	x		x		x		x		x	
5	x		x		x		x		x	

Source: Piedra (2019).

Final Resolution:

Approved	x	Disapproved	
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Source: Piedra (2019).

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS

EXPERT JUDGMENT EVIDENCE

I, Lorena Parra, M.A. with I.D. No. 1803103520, certify that I conducted the expert judgment on this instrument designed by Maria Esther Almeida Obando with I.D. No. 1804778007 for the Final Degree Project entitled “SCAFFOLDING TECHNIQUES AND SPEAKING SKILL” since it is a fundamental requirement to continue with the research process at Universidad Técnica de Ambato.

Ecuador, June 28th, 2022

Sincerely,



Firmado electrónicamente por:
LORENA FERNANDA
PARRA GAVILANEZ

Lic. Lorena Parra, M.A.

I.D. 1803103520

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS

EXPERT JUDGMENT EVIDENCE

I, Ximena Alexandra Calero Sánchez, Master in English Applied Linguistics. with I.D. No. 1802884062, certify that I conducted the expert judgment on this instrument designed by Almeida María Esther, with I.D. No. 150089637-6 for the Final Degree Project entitled “SCAFFOLDING TECHNIQUES AND SPEAKING SKILL” since it is a fundamental requirement to continue with the research process at Universidad Técnica de Ambato.

Ambato, July 4th, 2022

Sincerely,



firmado electrónicamente por:
**XIMENA ALEXANDRA
CALERO SANCHEZ**

Lcda. Ximena Calero, M.Sc.

I.D.1802884062

RUBRIC

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	<ul style="list-style-type: none"> • Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. • Uses a range of appropriate vocabulary to give and exchange views on familiar topics. 	<ul style="list-style-type: none"> • Produces extended stretches of language despite some hesitation. • Contributions are relevant despite some repetition. • Uses a range of cohesive devices. 	<ul style="list-style-type: none"> • Is intelligible. • Intonation is generally appropriate. • Sentence and word stress is generally accurately placed. • Individual sounds are generally articulated clearly. 	<ul style="list-style-type: none"> • Initiates and responds appropriately. • Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	<ul style="list-style-type: none"> • Shows a good degree of control of simple grammatical forms. • Uses a range of appropriate vocabulary when talking about familiar topics. 	<ul style="list-style-type: none"> • Produces responses which are extended beyond short phrases, despite hesitation. • Contributions are mostly relevant, but there may be some repetition. • Uses basic cohesive devices. 	<ul style="list-style-type: none"> • Is mostly intelligible, and has some control of phonological features at both utterance and word levels. 	<ul style="list-style-type: none"> • Initiates and responds appropriately. • Keeps the interaction going with very little prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	<ul style="list-style-type: none"> • Shows sufficient control of simple grammatical forms. • Uses a limited range of appropriate vocabulary to talk about familiar topics. 	<ul style="list-style-type: none"> • Produces responses which are characterised by short phrases and frequent hesitation. • Repeats information or digresses from the topic. 	<ul style="list-style-type: none"> • Is mostly intelligible, despite limited control of phonological features. 	<ul style="list-style-type: none"> • Maintains simple exchanges, despite some difficulty. • Requires prompting and support.
0	<i>Performance below Band 1.</i>			