rEFLections
Vol 26, No.1, January – June 2019

Using Scaffolded Instructions to Improve Students' Skills

ATIPAT BOONMOH*
Department of Language Studies, School of Liberal Arts,
King Mongkut's University of Technology Thonburi, Bangkok, Thailand
THIDAPORN JUMPAKATE
Department of English for International Communication, Faculty of Liberal Arts,
Rajamangala University of Technology Phra Nakhon, Bangkok, Thailand
***Corresponding author e-mail: atipat.boo@kmutt.ac.th**

Article Information

Article History:
Received: February 18, 2019
Accepted: May 29, 2019
Available Online:
June 30, 2019

Keywords:
Speaking skills
Students' reticence
Scaffolded instruction
Students' confidence

Abstract

This study aims to investigate whether using scaffolded instructions can enhance students' speaking skills and build up their confidence. The participants were twelve first-year undergraduate students who attended a self-study club called "Let's Speak". The objective of the club is to enable students to make effective presentations and speak English with confidence. Throughout the 10 sessions, students spent each two-week time in length practising making presentation about five different things. Language support and feedback both from teacher and friends were used as scaffolds to enhance students' performance each week. Confidence in speaking questionnaire (adapted from Griffee, 1997) were distributed to the participants twice (before session 1 and after session 10) to see changes in their perceived confidence while the checklist and presentation scores of the first session and the last session were compared to see changes in their overall performance. At the end of the tenth session, videos of the students' performance in session 1 and session 10 were shown to the students as a prompt for a stimulated-recall interview on how they saw their improvement. The findings reveal an increase in their perceived confidence as well as higher scores in their actual performance. The students themselves reportedtheir improvements in many aspects. On the basis of these findings, the pedagogical implications and suggestions are included in this paper.

INTRODUCTION

Speaking is one of the basic language skills that have to be mastered by English learners due to its significance and its use for communication. It is very important to be able to speak English as it is one of the most spoken languages in the world. The undeniable role of English has been recognized in Thailand as Trakulkasemsuk (2012, as cited in Ee-Ling, & Azirah, 2012) mentioned that English is the language for Thailand abroad. Also, English is the foreign language for Thai people to communicate with other English speakers. Moreover, those who have mastered speaking in English will be able to communicate and interact with people around the world when they travel (Dewi et al., 2017).

Previous research studies (Eun-Byung, 2014; Chang, 2011) revealed that learners in Asian countries were not confident and often felt anxious when they had to speak. As Eun-Byung (2014) stated, Asian learners are afraid of making mistakes and being ridiculed in front of their classmates. As a result, they responded in short phrases as they were shy to speak in complete sentences. Similar findings have been found in Chang (2011) revealing that Taiwanese learners of English language behave passively in the classroom participation because of various reasons including keeping group harmony, the fear of losing face, the fear of showing off, the teachers' intolerance of silence, and the insufficient wait-time.

Students' reticence has been influenced by other factors, for example, the complicated process of speaking and lacking vocabulary. In Swain and Lapkin's (1995) study, they mentioned that verbal output means students move from semantic processing prevalent in comprehension to syntactic processing needed for speech production. So, the process of speech production might be a barrier blocking students in speaking in class. In the same way, students' reticence in English classroom was also found in Thailand. Akkakoson (2016) reported that Thai students have positive attitudes towards speaking English in the classroom: however, students' limited vocabulary repertoire was found to be their major source of speaking anxiety.

As English has become the main medium for communication among people in the globalized environment, its expansion has increased the demand to acquire good communication skills. Unfortunately, numerous studies in literature have shown that English learners often express a feeling of stress, nervousness or anxiety while learning to speak English. Those aforementioned problems have become barriers that lead students' reticence to be the main problem in instructional settings. So, teachers are led to find an effective way to break the students' barriers blocking their speaking opportunities and speaking skills improvements. Thus, this study was conducted to investigate whether scaffolded instructions used in class could enhance students' speaking skills as well as confidence.

LITERATURE REVIEW

Scaffolded instructions

According to Vygotsky's sociocultural theory of human learning, the process of humans' learning comprises two levels: first, through interaction with others, and then integrated into the individual's mental structure (Vygotsky, 1978).

Another aspect of Vygotsky's theory is the idea that the potential for cognitive development is limited to a "zone of proximal development" (ZPD). This "zone" is the area of exploration for which the student is cognitively prepared, but requires help and social interaction to fully develop (Briner 1999). In other words, successful coordination with a partner, or assisted performance, leads learners to reach beyond what they are able to achieve alone, to participate in new situations and to tackle new tasks, or, in the case of second language learners, to learn new ways of using language. This kind of support means a teacher or more experienced peer in a language classroom is able to provide the learner with "scaffolding" to support his/her

learning (Briner, 1999; Gibbons, 2015; Ngoqo et al., 2018; Smith et al., 2013).

Scaffolding as defined by Bruner (1983) is "One sets the game, provides a scaffold to assure that the child's ineptitudes can be rescued or rectified by appropriate intervention, and then removes the scaffold part by part as the reciprocal structure can stand on its own" (p.60).

In other words, scaffolding means a process of setting up the situation to build up an entry to a student until he has adequate skills to manage it. The theory behind scaffolding is that when learners first approach a new skill or subject matter, they are able to accomplish much more with support (Bruner, 1966).

One of the benefits of scaffolded instructions is to provide a supportive learning environment to students. The students no longer passively listen to information presented by teachers but build on prior knowledge and form new knowledge by themselves with the help of teachers and feedback from their peers. That is to say, supportive learning environment occurred in a classroom because the students can get help from their teachers and peers. So, by the end, students can perform the task by themselves. In other words, students are encouraged to ask questions, to provide feedback and support their peers in learning new material. Scaffolded instructions can minimize the level of frustration of the learner (Van der Stuyf, 2002).

The benefits of scaffolded instructions were evidenced by various studies. In Monica and Olatubosun's (2013) study, 450 students were randomly selected from four junior secondary schools in two different areas of Nigeria. They were divided into two groups. The first group was taught using scaffolding strategy (SCS) while the second group was taught using the traditional (chalk and talk) method (TRM). The results showed that students exposed to scaffolding strategy performed significantly better than their counterparts who were exposed to the traditional method.

Simons and Klein (2007) examined how scaffolds and student achievement levels influence inquiry and performance in a problem-based learning environment. One-hundred and eleven seventh grade students who enrolled in a science and technology course worked in collaborative groups for a three-week project. The students were separated into three groups: without scaffolds, with some scaffolds and with full scaffolds. The results revealed that students from the last two groups produced more highly organized project. That is to say, the findings implied that scaffolds may enhance inquiry and performance.

To the extent of teachers, Larkin (2002) stated that scaffolding is one of the principles of effective instruction that enables teachers to accommodate the individual student. It can be seen that this teaching style provides the incentive for students to take a more active role in their own learning. Students will be able to share the responsibility of teaching and learning through scaffolds that require them to move beyond their current skill and knowledge levels. As this teaching style accommodates interaction, students are able to take ownership of the learning event.

With scaffolded instructions, teachers need to change the role from dominant content expert

to be an open-minded teacher who is willing to apply the new approach into the classroom, for instance, scaffolded instructions.

A conceptual framework of scaffolded instructions

Scaffolded instructions have a particular concept which is setting up the situation to make the child's entry easy and successful bit by bit and then pull scaffolds back in order to learn new knowledge (Van der Stuyf, 2002; Bruner, 1983; Bruner, 1966). In concordance with the previous studies, Ellis and Larkin (1998, as cited in Wong, 2004) claimed that although scaffolding is often carried out between the instructor and one student, scaffolds can successfully be used for an entire class following particular steps. Ellis and Larkin (1998, as cited in Wong, 2004) provided a simple structure of scaffolded instruction as presented in Table 1.

Table 1
Ellis and Larkin's (1998) framework of scaffolded instructions

Steps	Role of an instructor
First, **the instructor does it.**	The teacher helps students model how to perform a new or difficult task.
Second, **the class does it.**	The teacher a nd students work together to perform the task.
Third, **the group does it.**	Students work in a small cooperative group (plenary class) to complete a graphic organizer.
Fourth, **the individual does it.**	This is the independent practice stage where individual students can demonstrate their task mastery.

Table 1 serves as a review of the scaffolded instructions, which is reviewed from the previous study. According to Table 1, the steps of incorporating scaffolded instructions into classroom consist of 1) the instructor does it, 2) the class does it, 3) the group does it and 4) the individual does it. The researcher actually used this framework in class.

RESEARCH QUESTION

Can incorporating scaffolded instructions in class enhance students speaking skills and build up confidence in speaking? If so, how?

METHODOLOGY

Participants

The participants involved in this study were 12 out of 110 first-year Engineering students who enrolled in a speaking course named 'Let's speak' from KMUTT (Ratchaburi campus) in 2018. 'Let's Speak' was one of the three clubs related to English that the students chose to complete their curriculum. The clubs in relation to English comprised 'Let's Speak', 'Preparation for TOEIC Reading Comprehension' and 'TOEIC Test Strategies'. Twelve participants were willing to join this club, consisting of 10 male students and three female students. The participants were selected by convenient sampling in which subjects were selected because of their convenient accessibility and closeness to the researcher.

Description of Let's Speak club

The club was held for ten times over three months, during which the students had 1.5 - hour language session per week. They were required to present different objects throughout 10 weeks based on themes which are week 1-2: objects in the classroom, week 3-4 objects prepared by the teachers, week 5-6 objects in the office, week 7-8 objects related to technology, and week 9-10: final project (presented the thing they had already presented in week 1). After making a presentation, they were given different types of feedback each week, for instance, feedback from the teacher, feedback from friends, and self- evaluation. The use of feedback giving was changed every week in relation to the adapted framework of scaffolding instructions usage as follows:

Table 2
Types of feedback used throughout the course

Weeks	Steps	Roles of	
		Teachers	Students
1-3	The teacher does it.	• Provide inputs: vocabulary, expressions, and presentation structure • Model how to perform a task: demonstrate how to do the task • Provide feedback: provide constructive comments	-
4-5	The class does it.	• Provide inputs: vocabulary, • expressions, and presentation structure • Provide feedback: provide constructive comments	Model how to perform a task: demonstrate how to do the task

Weeks	Steps	Roles of	
		Teachers	Students
6-7	The group does it.	• Provide inputs: vocabulary, expressions, and presentation structure	• Model how to perform a task: demonstrate how to do the task • Provide feedback: provide constructive comments
8-10	The individual does it.	• Provide a topic: provide a topic for each student for presentation	• Provide feedback: provide constructive comments • Demonstrate their task mastery: individual students can present without scaffolding.

Instruments

The instruments used in this study include 1) checklist, 2) pre- and post-speaking test (product presentation), 3) confidence in speaking questionnaire and 4) video-stimulated recall interview.

1. Checklist

The checklist was used to evaluate the students' performance. The areas for evaluation consist of 1) content, 2) time, 3) presentation structure and 4) stage presence. The checklist of week 1 and week 10 was used for comparing the students' performance before and after taking a course.

2. Pre- and post- speaking test

In terms of pre- and post-test, it means the teachers marked the students' week-1 and week-10 presentation performances. The pre- and post-test scores (product presentations) were used to measure the improvements of students' speaking ability at a different time (before and after taking the course). As for the criteria for marking, it is presented in Appendix B. To have inter-rater reliability (IRR) or internal consistency reliability measurement of the tool, the students' performance was marked by both Thai and non-Thai lecturers.

3. Confidence in speaking questionnaire

The questionnaire was adapted from Griffee (1997) (see Appendix A). The questionnaire contains 12 items divided into three main parts which are 1) student's ability, 2) student's assurance, and 3) students' willing engagement. The questionnaire was used to measure the students' scores in relation to their confidence before and after taking a course.

4. Video- stimulated recall interview

The videos of week 1 and week 10 were shown to the students in order to help them answer the interview easily as they can see their own improvements. The researchers asked them to watch the videos of their performance and then they gave researchers reflections on how they felt when they saw themselves. The interview was used as a tool to give reflections of their performances.

Data collection and analysis

To collect and analyse data, there are two main aspects to be considered: 1) students' speaking skills and 2) students' confidence.

1. students' ability

- A checklist was used to compare the frequency of students' mistakes between week 1 and week 10 whether the mistakes were reduced or not. The data were analysed by using frequency counting and percentages.
- Pre- and post-test' scores were used to compare the students' speaking scores between pre-test (in phase 1: before taking the course) and post-test (in phase 2: after taking the course) to see whether their speaking ability had improved. The data were analysed by using means.

2. students' confidence

- A questionnaire was used to compare the students' confidence before and after taking the course. This instrument required the students to report their feelings before and after taking the course without seeing any shreds of evidence. The data were analysed by using means.
- An interview was used to report the students' confidence after seeing their actual performances. It allowed the researchers to know the students' in-depth perceptions toward their week-1 and week-10 presentations. The data were analysed by using frequency counting and percentages.

FINDINGS

To focus on the students' ability, the findings from the checklist and pre- and post- tests are presented as follows:

The findings from the checklist are presented based on different areas related to presentation: content, time, presentation structure and stage presence as shown in Table 3.

Table 3
Students' improvements in week 1 and week 10

Things that participants did not do in terms of…															
Participants	**Week**	**Content**		**Time**	**Presentation Structure**						**Stage Presence**				**Total mentions**
		Did the student mention the importance of the product?	Did the student compare the product with other brands?	Did the student allocate time properly (1.45 - 2.15 min)?	Did the student perform greeting?	Did the student state objectives?	Did the student state an outline?	Did the student signal/link the parts?	Did the student signal the end?	Did the student close a presentation?	Did the student look confident?	Did the student use an eye contact?	Did the student have an interaction with audiences?	Did the student use appropriate posture and body language?	
P1	w1	x		x	x	x	x	x	x		x	x	x	x	11
	w10			x			x								2
P2	w1	x		x	x	x	x	x	x	x	x	x	x	x	12
	w10			x											1
P3	w1	x			x	x	x	x	x	x	x	x	x	x	11
	w10												x	x	2
P4	w1	x			x	x	x	x	x	x	x	x	x	x	11
	w10		x												1
P5	w1	x			x	x	x	x	x	x	x	x	x	x	11
	w10													x	1
P6	w1	x		x	x		x	x	x	x		x	x	x	10
	w10			x							x			x	3
P7	w1	x			x	x	x	x	x	x	x	x	x	x	11
	w10		x	x										x	3
P8	w1	x	x	x			x	x	x			x	x	x	9
	w10														0
P9	w1	x	x		x	x	x	x	x	x	x	x	x	x	12
	w10														0
P10	w1	x	x	x	x	x	x	x	x			x	x	x	11
	w10												x		1

Things that participants did not do in terms of…															
Participants	**Week**	**Content**		**Time**	**Presentation Structure**						**Stage Presence**				**Total mentions**
		Did the student mention the importance of the product?	Did the student compare the product with other brands?	Did the student allocate time properly (1.45 - 2.15 min)?	Did the student perform greeting?	Did the student state objectives?	Did the student state an outline?	Did the student signal/link the parts?	Did the student signal the end?	Did the student close a presentation?	Did the student look confident?	Did the student use an eye contact?	Did the student have an interaction with audiences?	Did the student use appropriate posture and body language?	
P11	w1	x	x	x	x	x	x	x	x	x	x	x	x	x	13
	w10												x		1
P12	w1	x	x	x	x	x	x	x	x	x	x	x	x	x	13
	w10														0
Total mentions		19(12.7%)		11(7.3%)	67(44.7%)						53(35.3%)				

* a cross mark (×) indicates things the students did not do during product presentations

Table 3 illustrated the comparison between the frequency of students' mistakes in week 1 and week 10. The teacher checked what students did not do during their speaking. The most- often mentioned aspect is presentation structure. Sixty- seven out of 150 mentions, or 44.7 percent, were related to the presentation structure. In other words, the largest number of participants have the same weak point in relation to presentation structure, especially, stating an outline. The second aspect to be discussed is stage presence. There were 53 mentions or 35.3 percent of all mentions, which indicated that students also have the problem on stage presence, especially interaction with audiences. To the extent of content and time, they were mentioned the least. From Table 3, overall, students' weaknesses were reduced throughout the 10-week course.

Based on the result of students' speaking achievement, it was found that the students' ability in speaking was gradually improving. The improvements were reflected from the students' pre- and post-test scores and the checklist. Figure 1 is the result of improved scores of each student for both pre- and post-test (product presentations).

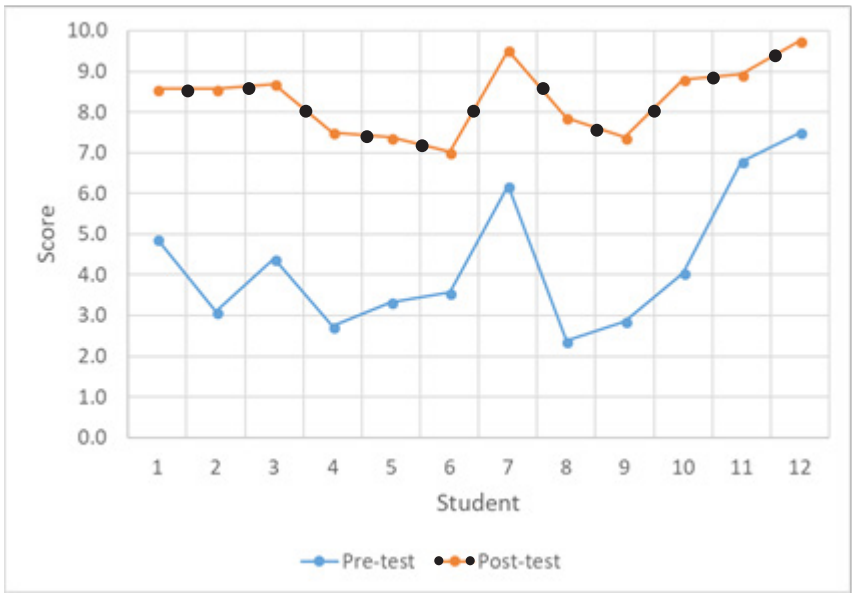

Figure 1 The comparison between pre-test and post- test scores (product presentations)

From Figure 1, the scores of the presentation tests increased in number throughout the 10-week course. Before taking the course, the scores reached a maximum of 7.5 out of 10 while after taking the course, the scores reached a maximum of 8.3 out of 10.

To focus on the students' confidence, the findings from questionnaire and interview are presented as follows:

The findings from the confidence in speaking questionnaire are presented based on themes: 1) student's ability, 2) student's assurance, and 3) students' willing engagement in speaking. These themes are presented as shown in Table 4.

Table 4
Students' confidence in English speaking categorized into themes

Statements		Mean	
		W1	**W10**
Students' Ability	1. I can be interviewed in English.	3.4	4.2
	2. I can discuss in English with native speakers.	3.1	3.7
	3. I can show an English-speaking visitor around the campus and answer questions.	3.3	3.8
	4. I can give my opinion in English when talking to a native speaker.	3.0	3.9
	Total mean scores on students' ability	**3.2**	**3.9**
Students' Assurance	5. I like speaking English.	4.0	4.6
	6. I can speak English easily.	2.8	3.7
	7. I will speak to a group of people in English.	3.4	3.8
	8. I am relaxed when speaking English.	3.3	4.0
	Total mean scores on students' assurance	**3.38**	**4.03**
Students' Willing Engagement	9. I would like to study in an English-speaking country	4.2	4.6
	10. When I speak English, I feel cheerful.	3.4	4.1
	11. I say something to other people in English every day.	2.5	3.7
	12. I look for chances to speak English.	4.1	4.5
	Total mean scores on students' willing engagement	**3.55**	**4.23**

As shown in Table 4, overall, students have increased their confidence in all aspects of speaking English: 1) student's ability, 2) student's assurance and 3) students' willing engagement. The overall mean scores on students' ability increased 0.7 (M^{W1} = 3.2 - M^{W10} = 3.9) higher than the increase of students' willing engagement (M^{W1} = 3.55 - M^{W10} = 4.23) and the students' assurance (M^{W1} = 3.38 - M^{W10} = 4.03). Especially, the students were likely to have confidence in 'student's willing engagement' in saying something to other people in English every day, as the mean score was increased from 2.5 to 3.7.

To investigate the students' awareness, the stimulated-recall interview was used in this study. Twelve students reflected their own performance throughout the interviews. The findings are presented based on the students' confidence in English presentation as shown in Table 5.

Table 5
Students' confidence in English presentation

Aspects		Topics	Participants												Total mentions	
			1	2	3	4	5	6	7	8	9	10	11	12		
Improvemens	Now, I can...	speak with confidence	/		/		/	/	/	/	/		/	/	9	20%
		set the steps and structure for presentation			/	/	/			/	/	/	/	/	8	17.78%
		make a presentation without rehearsal			/	/	/				/	/	/	/	7	15.56%
		speak without hesitations or verbal filters	/	/				/		/				/	5	11.11%
		use appropriate and a variety of vocabulary		/		/		/	/						4	8.89%
		bear language expressions for presentation in mind		/				/						/	3	6.67%
		selecting an appropriate content for presentation		/	/										2	4.44
		pronounce each word and final sound correctly				/					/				2	4.44%
		allocate time for presentation properly		/					/						2	4.44%
		deliver a presentation attractively												/	1	2.22%
		use appropriate posture and body language											/		1	2.22%
		make eye contact with everyone in the room	/												1	2.22%
Total mentions			3	5	4	4	3	3	4	3	4	2	4	6	45(100%)	

Table 5 illustrated the students' awareness of their improvements between week 1 and week 10. From the phrase, 'Now, I can…', it indicated that students have more confidence in speaking after taking the course. From Table 5, there are three main aspects that the students mentioned most that they can do. The students believe that they can speak with confidence, set the steps and structure for presentation and make a presentation without rehearsal, respectively.

There were 9 out of 45 mentions, or 20 percent stating 'I can speak with confidence'. Eight out of 45 of all mentions or 17.78 percent indicated that from now on, they can set the steps and structure for presentation. To the extent of making a presentation, 7 out of 45 mentions, or 15.56 percent mentioned that they can make a presentation without rehearsal.

Interestingly, there were participant 4 and 9 who mentioned that they could pronounce words and final sounds accurately because they have confidence in content, and steps and structure of the presentation. So, they did not have to worry about major points. Also, they could pay attention to minor points: accuracy and pronunciation.

DISCUSSION AND CONCLUSION

Overall, the findings reveal that incorporating scaffolded instructions into the course, Let's Speak, could enhance the students' speaking skills and build up confidence in speaking. For the procedures, the teacher provided the students scaffolds a small amount at a time and took the scaffolds out gradually until they have enough skills to perform the task and form new knowledge by themselves. The theory related to scaffolding is supported by Bruner (1966). The theory behind scaffolding is that when students first approach a new skill or subject matter, they are able to accomplish much more with support.

The findings of this study can confirm Ellis and Larkin (1998), as cited in Wong's (2004) statement that scaffolds can successfully be used for an entire class following particular steps which are 1) the teacher does it, 2) the class does it, 3) the group does it and 4) the individual does it. It can be concluded that this framework may work well in other languages' classes. These four particular procedures were related to the definition of scaffolded instructions which help students bit by bit and then pull scaffolds out to help them learn new skills or subject matters (Van der Stuyf, 2002; Bruner, 1983; Bruner, 1966).

To the extent of an increase in students' speaking ability, the findings from the checklist and pre- and post- tests were presented as evidence. The findings from the checklist show the students' improvements and were confirmed by the findings from pre- and post-tests. As can be seen in data presentation section, the findings revealed positive development and higher scores in their actual performance. It is indicated that scaffolded instructions are effective in relation to increasing the students' speaking ability.

Similar to some previous studies (Monica & Olatubosun, 2013, and Verhagen & Collies, 1996), the findings show that scaffolding has effectiveness: using scaffolding in class could help students perform better. As Monica and Olatubosun (2013) state, students taught with scaffolding strategy performed better than ordinary students taught with traditional methods, for instance, chalk and talk method (TRM). The study confirms the effectiveness of scaffolding as stated by Verhagen and Collies (1996) that scaffolding is a temporary support for students learning until the student can perform tasks independently without the support.

From the checklist findings, overall, students' weaknesses were reduced throughout the 10- week course. It is interesting that some participants said that comparing between week 1 and 10, they had more confidence in week 10, especially, in presentation content, presentation steps and presentation structure. Consequently, they could focus more on language accuracy, such as pronunciation (e.g. final sounds, ed sounds and s, es sounds). As a result, their speaking was dramatically improved. It means students will not be confident if they are still worried about making mistakes in presentation structure and content. As Eun-Byung (2014) states, Asian learners are afraid of making mistakes so that they are not confident when they speak in front of classmates.

Regarding perceived students' confidence, the findings from the questionnaire and video- stimulated recall interview were used as evidence. The findings from the interview were

used to support the questionnaire results. Owing to the fact that the questionnaire results were reported in numeric form, the interview was needed to crosscheck the numeric data. The researcher could see students' in-depth perceptions of their improvements after seeing videos. From the interview, it can be concluded that students did not only receive higher scores and have confidence in speaking, they also realized what aspects they could achieve. Moreover, all of the participants could identify their improvements clearly.

It is conclusive that using scaffolded instructions in class can effectively improve students' speaking skills and confidence in speaking. From earlier studies and the present study, it can be seen that scaffolded instructions can decrease students' anxiety as well as providing benefits in various ways (Monica & Olatubosun, 2013; Simons & Klein, 2007; Verhagen & Collies, 1996; Van der Stuyf, 2002). Therefore, teachers should implement scaffolded instructions in the classroom in order to build up students' confidence and increase ability in speaking.

IMPLICATIONS

From the results, there are some possible implications in terms of teacher's development and teaching and learning pedagogy as follows:

1. Teachers could reduce their roles from a complete dominant content expert to be an open-minded teacher who is willing to help students learn by themselves. By doing so, the supportive learning environment will occur. Accordingly, students have increased their confidence in speaking as well as ability. The study of Van der Stuyf (2002) confirmed that with the help of teachers and peers, scaffolded instructions can minimize the level of frustration of the learner. That explains why teachers should iplement scaffolded instructions in class. The procedures of scaffolded instructions used in class can be different from the framework used in the present study. Teachers may adapt only some steps of the procedures into their class.

2. Teachers should bear in mind that they are the most important element to reduce students'reticence by using the new teaching approach in class. This statement is in line with the study of Rahmani, 2014, which noted that in the age of globalization, there is an urgent need for English as a Foreign Language (EFL) teachers to enhance their reticent students' confidence to help them take part more actively in classroom oral activities. In line with this trend, teachers should focus more on scaffolded instructions, the instructional approach that could increase EFL students' confidence in speaking.

3. While it is implied the effectiveness of scaffolding in EFL classroom, it was also concerned that scaffolding approach itself is not the only factor accounting for students' speaking development in the current study. In fact, it is predicted there were some other variables that affected the results such as students' effort and time of exposure to the speaking task. The statement can be supported by Pol et al's (2015) study on the effects of scaffolding in the classroom: Support contingency and student independent working time in relation to student achievement, task effort and appreciation of support. Their study revealed

that scaffolding is not unequivocally effective; its effectiveness depends, among other things, on the independent working time of the groups and students' task effort.

THE AUTHORS

Atipat Boonmoh is an assistant professor at School of Liberal Arts, King Mongkut's University of Technology Thonburi, Thailand. He received his Ph.D. in Applied Linguistics and English Language Teaching from University of Warwick, UK. His research interests include lexicography, language learning, learning strategies, and intercultural communication.
atipat.boo@kmutt.ac.th

Thidaporn Jumpakate is an English lecturer at Rajamangala University of Technology Phra Nakhon, Thailand. She received her M.A. in Applied Linguistics for English Language Teaching from King Mongkut's University of Technology Thonburi, Thailand. Her research interests include internationalization, English language teaching and intercultural communication.
thidaporn.j@rmutp.ac.th

REFERENCES

Akkakoson, S. (2016). Speaking anxiety in English conversation classrooms among Thai students. Ma *laysian Journal of Learning and Instruction, 13*(1), 63-82.

Briner, M. (1999). *"What is constructivism?" University of Colorado at Denver School of Education.* Retrieved from http://curriculum.calstatela.edu/faculty/psparks/theorists/501learn.htm.

Bruner, J. (1966). *Towards a theory of instruction.* Cambridge, MA: Harvard University Press.

Bruner, J. (1983). *Child's talk: Learning to use language.* New York, NY: Notton.

Chang, F. (2011). The causes of learners' reticence and passivity in English classrooms in Taiwan. The *Journal of Asia TEFL, 8*(1), 1-22.

Dewi, R. S., Kultsum, U., & Armadi, A. (2017). Using communicative games in improving students' speaking skills. *English Language Teaching, 10*(1), 63-71. Retrieved from https://files.eric.ed.gov/fulltext/EJ1124241.pdf

Ee- Ling, L., & Azirah, H. (2012). *English in Southeast Asia: Features, policy and language in use.* Amsterdam, Netherlands: Benjamins Publishing Company.

Ellis, E. S., & Larkin, M. J. (1998). Strategic instruction for adolescents with learning disabilities In B. Y. L. Wong (Ed.), *Learning about learning disabilities* (2nd ed., pp.585-656). San Diego, CA: Academic Press.

Eun-Byung, C. (2004). Issues concerning Korean learners of English: English education in Korea and some common difficulties of Korean students. *The East Asian Learner, 1*(2), 31-36.

Gibbons, P. (2015). *Scaffolding language, scaffolding learning: Teaching English language learners in the mainstream classroom.* Portsmouth, NH: Heinemann.

Griffee, D. T. (1997). Validating a questionnaire on confidence in speaking English as a foreign language. *JALT Journal, 19*(2), 177-197.

Larkin, M. J. (2002). Using scaffolded instruction to optimize learning. In *ERIC Digest, ERIC Clearinghouse on Disabilities and Gifted Education* (EDO-EC-02-17). Arlington, VA: Education Resources Information Center.

Monica, A. & Olatubosun, O. (2013). Effects of scaffolding strategy on learners' academic achievement in integrated science at the junior secondary school level. *European Scientific Journal, 9*(19), 149-155.

Ngoqo, V. M., Foncha, J. W., & Abongdia, A. J. F. (2018). *Sustaining quality teaching and learning to instil good discipline and academic performance.* Newcastle upon Tyne, United Kingdom: Cambridge Scholars Publishing.

Pol, J. V., Volman, M., Oort, F., & Beishuizen, J. (2015). The effects of scaffolding in the classroom: Support contingency and student independent working time in relation to student achievement, task effort and appreciation of support. *Instructional Science, 43*(5), 615-641.

Rahmani, D. V. (2014). A quantitative action research on promoting confidence in a foreign language classroom: Implications for second language teachers. *The Center for Practitioner Research (CFPR) at National Louis University, 5*(1), 1-20.

Simons, K. D., & Klein, J. D. (2007). The impact of scaffolding and student achievement levels in a problem-based learning environment. *Instructional Science, 35*(1), 41-72.

Swain, M., & Lapkin, S. (1995). Problems in output and the cognitive processes they generate: A step towards second language learning. *Applied Linguistics, 16*(3), 371-391.

Trakulkasemsuk, W. (2012). Thai English: An emerging variety of World Englishes. In L. Ee- Ling & H. Azirah (Eds.), *English in Southeast Asia: Features, policy and language in use* (pp.101-111). Amsterdam, Netherlands: Benjamins Publishing Company.

Van der Stuyf, R. R. (2002). Scaffolding as a teaching strategy. *Adolescent learning and development, 52*(3), 5-18.

Verhergen P. W., & Collis, B. (1996). *Scaffolding the development of skill in the design process for educational medial through hyperlinked units of learning materials* (ULMS report). Enschede, Netherlands: Faculty of Educational Science and Technology, University of Twente.

Vygotsky, L. S. (1978). Mind in society: *The development of higher psychological processes*. Cambridge, MA.: Harvard University Press.

Wong, B. (2004). *Learning about learning disabilities.* San Diego, CA: Academic Press.