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Table (1) shows that there is a statistically significant difference between the mean scores of the participants in the pre and post EFL speaking skills test in favor of the post test. The test includes four main skills (accuracy , fluency , complexity and content) and sub –skills. The improvement also may be due to the fact that this collaboration provided the students with another space for explicit discussion of the function of language elements (e.g , nominalization of strong modalities , causal link , evaluation language , conjunction synonyms and referents) students worked together to explore options and propose ways to present the text.

12. Conclusion

Based on the results of the study, it can be concluded that the study participants' EFL speaking skills were developed as a result of using explicit instruction and scaffolding. This means that explicit instruction and scaffolding were effective.

13. Recommendations of the Study

Based on the results of the study, the following are some recommendations.

- The students should become the center of the learning process and should share more responsibilities in their learning of speaking skills.
- The teacher should identify a clear, specific objective and direct the students towards setting their own goals, monitoring and evaluation them.
- The teacher should support the students to develop their skills and break down unfamiliar skills into smaller, easily accessible ideas modeling them and giving enough opportunities for guided and independent practice.

14. Suggestions for Further Research

- Investigating the effect of explicit instruction in improving writing skills among students at different educational stages.
- Identifying the effectiveness of scaffolding in improving students' writing skills at different educational levels.
- Investigating the effect of explicit instruction and scaffolding in improve students' language skills at different education level.

(2)Pre – post EFL SpeakingSkills Test

Two equivalent forms of the EFL speaking skills tests were prepared. Each one consisted of main items for measuring EFL speaking skill. The test covered two main skills: accuracy and fluency. The total number of items was 19. The initial version of the EFL speaking skills test (pre –post) was submitted to a panel of jury members of EFL specialists in faculties of education (n = 9) and experts in the field of teaching and supervisors (n = 5). All of the jury members accepted the test as it was.

9. Hypotheses of the Study

- There is a statistically significant difference between the mean score of the study sample in pre – post testing in the EFL speaking fluency skills.
- There is a statistically significant difference between the mean score of the study sample in pre – post testing in the EFL speaking accuracy skills.
- There is a statistically significant difference between the mean score of the study sample in pre – post testing in the EFL speaking complexity skills.
- There is a statistically significant difference between the mean score of the study sample in pre – post testing in the EFL speaking content skills.

10. Findings of the study

The study revealed the following results:

Table (1) Results of the t- test between pre-post tests in the EFL speaking skills and η^2

Skills	Test	No.	Mean	Std. Deviation	t-value	DF	A Sig	η^2
Content	Pre	30	6.6	1.48	48.41	29	0.01	0.988
	Post	30	24.9	1.45				
Accuracy	Pre	30	7.37	1.09	70.52	29	0.01	0.994
	Post	30	31.53	1.33				
Complexity	Pre	30	6.6	1.5	42.68	29	0.01	0.984
	Post	30	21.17	1.09				
Fluency	Pre	30	4.83	1.12	38.53	29	0.01	0.981
	Post	30	15.5	1.11				
Total	Pre	30	25.4	3.1	88.22	29	0.01	0.996
	Post	30	93.1	2.06				

- (c) What is the effectiveness of using explicit instruction and scaffolding in developing EFL speaking skills (fluency, accuracy, complexity and content)?

5. Purposes of the Study

The present study was designed for developing EFL speaking skills among second year secondary school students using explicit instruction and scaffolding.

6. Delimitation of the study

The present study was delimited to the following:

- 1- Thirty second year secondary stage students enrolled at Nasr AbdElgafore School at second semester of the academic year 2019 /2020.
- 2- Developing speaking skills (fluency, accuracy, complexity and content)required for EFL second year secondary school students as determine by the jury members.

7. Participations of the Study

Participants in the present study were 30 students comprising one intact classe 2/12 from 2nd year secondary school students at Nasr AbdElghaforeSchool, Menouf , Al – Menofia Governorate during the second term of the school year 2019 – 2020.

8. Instruments and Materials of the Study

- 1- The EFL speaking skills checklist required for second year secondary school students.
- 2- Two equivalent forms of EFL speaking skills test to assess speaking skills of the experimental group before and after the treatment and a scoring rubric for scoring the test were prepared by the researcher.
- 3- A program based on explicit instruction and scaffolding.

(1) The EFL Speaking Skills Checklist

The aim of the EFL speaking skills checklist was to determine the EFL speaking skills that were suitable and required to second year secondary school students. The checklist included accuracy, fluency, complexity and content. The micro skills included eighteen sub- skills. The EFL speaking skills checklist was submitted to jury members of EFL specialists in curricula and methods of teaching English (n = 9) and English language supervisors (n = 5). The jury members showed that the EFL speaking skills checklist is valid.

- Retell events in temporal sequence.
- Construct novel utterance from grammatical knowledge.
- Give a short presentation on familiar topics.
- Express ideas on everyday topics.
- Reformulate in different linguistic forms.

There were a considerable number of studies which concentrated on difficulties and weakness of EFL speaking skills such as El-Nagar and Awad (2019) who confirmed that EFL students in the secondary stage schools as well as university students in Egypt face a lot of difficulties while speaking. Mohamed (2019) proved that EFL speaking skills are ignored in language classes in the first year English majors, faculty of Education, BeniSuef University. El – Sakka (2019) explained that the level of speaking proficiency is low among EFL university students at Suez Faculty of Education and they experience high levels of foreign language anxiety while speaking. Other studies confirmed the lack of speaking skills in the EFL classes such as Diyab (2013), Al Sadek (2011), Ebraheem (2011) and Torkey (2006).

Student's lack of speaking skills revealed itself through the pilot study on secondary school students (N=25) at Hosni Mubarak School at the second term of the academic year 2017/ 2018. The researcher adopted Sheta (2013) EFL speaking test.

The results of the speaking test indicated the weakness in students' speaking skills (fluency, accuracy, and complexity, content) as most of the students cannot achieve 30% of the total score of the test.

3. Statement of the Problem

In spite of the importance of EFL speaking skills (fluency, accuracy, complexity and content), there is a lack of these skills among second year secondary school students. This study is an attempt to use explicit instruction and scaffolding for developing EFL speaking skills.

4. Questions of the Study

The present study was an attempt to answer the following questions:

- (a) What are the EFL speaking skills required for second year secondary school students?
- (b) How can explicit instruction and scaffolding develop EFL speaking skills?

In scaffolding, many different strategies are used, all of which aim to make learning more meaningful:

- Activate prior knowledge: -Scaffold the instruction by reminding the students of what they have learned and helping them fit new information into their brains by finding out what they already know about concepts learners have not learnt yet.
- Break it down: -Break new material down into bite-sized pieces and check in with students often. Scaffolding instruction should resemble a staircase where every new concept has its own stair.
- Teach students to learn (and practice):-one of the defining features of scaffold instruction is student-directed learning.
- Model: -Practice modeling thought processes, activities, and skills every time new information is taught.
- Provide context: -Motivate the students and make information easier to understanding by providing its context.
- Use cues and supports: -Scaffolding is not possible without supports. Visual and verbal aids and cues make information easier to understand, remember, and apply (Lewis, 2019).

Zarandi and Rahbar (2016) investigated the effect of intervening scaffolding strategies on 60 Iranian EFL learners' speaking ability. They were selected based on their performance on Oxford Placement Test. The result proved that scaffolding strategies were successful in enhancing the speaking ability of EFL learners.

Anggraini (2018) investigated the types of scaffolding used by the teacher in teaching speaking and analyzed student's responses toward scaffolding technique used by the teacher in teaching speaking. The results showed that the scaffolding technique was effective in developing the students' speaking skills.

2. Context of the problem

Teaching speaking is one of the main goals of teaching English at the secondary stage in Egypt. Learning objectives of the second secondary year in terms of speaking skills, as determined by Ministry of Education directives are as follows:

- Initiate exchanges, responding appropriately.
- Express a range of functions to satisfy social and future needs.
- Form a range of questions.
- Present full autobiographical details.
- Seek such details from others.

follow the following steps: First, determine the goals of the lesson. Second, review previous learning whose mastery is a prerequisite to learning the new skill or concept. Third, introduce new material in small steps with clear, detailed, sequential step-by-step instructions and explanations. Fourth, demonstrate the directions and verbally describing the mental processes. Fifth, provide active student practice until each step is mastered. Sixth, guide, monitor, and provide systematic feedback during students' initial practice. Seventh, check for student understanding through detailed questioning. Eighth, provide students with high levels of successful independent practice until mastery level is obtained. Ninth, provide students with opportunities for skill application; that continues weekly and monthly (Salkind , 2008).

Farshian and Baghbani (2015) showed that both explicit and implicit focus on form categories were effective in developing oral accuracy of EFL learners; however, explicit focus on form appeared to be more suitable than the implicit one. Zohrabi and Ehsani (2018) indicated that grammar accuracy and awareness of both implicit and explicit groups improved. Besides, explicit corrective feedback is more effective than the implicit one. Pardede (2018) revealed that the explicit teaching approach enhanced the participants' English pronunciation skills. El Sakka (2019) confirmed that students' speaking performance developed through using the explicit approach.

According to Mehri and Amerian (2014) scaffolding usually comes with terms such as help, assistance, and guidance. Scaffolding happens in the zone of proximal development. The zone is defined as an opportunity or space between the actual level and the potential level of development for learners. The scaffolding is to continuously move the learner toward next steps of development; therefore, this continuous, dynamic, and gradual move toward higher levels of mental functioning requires another jointed mind to move the learner to higher levels for independent functioning of the task in hand. The aims of successful scaffolding constructs for learners the ability to do the task they have done, or similar types of task, on their own. Learners should not be considered as storehouse of knowledge, but have to be able to deal with their world on their own, to experience their surrounding, and to discover things independently.

Explicit instruction includes four categories: content, design, delivery, and practice. First, content involves selecting academic skills, arranging content in ways that are logical and strategies for instruction in order to reduce cognitive load by teaching smaller amounts at a time. Second, design of instruction includes making clear what will be learned in the lessons, discussing its importance, linking it to past learning, presenting new content using clear models and providing guided practice. Third, delivery of instruction is used as a lesson progresses. Student responses provide information about how well students understand what is being taught, thus helping teachers make appropriate instructional adjustments. Fourth, practice helps students retain, recall, and apply what they have learned (Riccomini and Hughes, 2018).

Anita and Charles (2011) identified a range of instructional behaviors and elements characteristic of the explicit approach to teaching:

- 1. Focus instruction on critical content:** - teach skills, strategies, vocabulary terms, concepts, and rules that will help students in the future and match the Students' instructional needs.
- 2. Sequence skills logically:** - teaching easier skills before harder skills and teaching high-frequency skills before skills that are less frequent in usage.
- 3. Break down complex skills and strategies into smaller instructional units:** - Divide segmenting complex skills into smaller instructional units of new material addresses concerns about cognitive overloading, processing demands, and the capacity of students' working memory.
- 4. Design organized and focused lessons:** - Make sure lessons are organized and focused, in order to make optimal use of instructional time.
- 5. Begin lessons with a clear statement of the lesson's goals and expectations:** - Tell learners clearly what is to be learned and why it is important.
- 6. Review prior skills and knowledge before beginning instruction:** - this element also gets an opportunity to connect the new skill with other related skills.
- 7. Provide step-by-step demonstrations:** - demonstrate the target skill or strategy, in order to show the students a model of proficient performance.

1. **Predicting:** predictions are based on a student's familiarity with the topic and context, and how familiar they are with the speaker or audience.
2. **Self – talk:** self – talk is the running commentary that goes on inside the learners' heads, usually without any verbalization.
3. **Self – questioning:** effective speakers use questions before, during, and after speaking to help them comprehend and make meaning.
4. **Visualising and creating image:** effective speakers use all of their senses to continually create mental images. It improves the ability to make predictions, inferences, remember details, and assist with overall comprehension and memory.
5. **Code – switching:** is the term used to describe the process a speaker uses to alternate between one or more languages.
6. **Determining importance:** it includes selecting the appropriate content, text form and conventions to suit the intended purpose and audience.
7. **Paraphrasing and summarizing:** it is the strategy speakers use to restate a spoken text in a way that retains the sense of meaning and provides clarification for understanding (Thomas and Edwards, 2013).

There are many different approaches to teaching speaking skills such as the explicit approach and the scaffolding approach. Both two approaches play an important role in developing students' speaking skills.

Explicit teaching refers to an approach of instruction in which the teacher, who becomes as a provider of knowledge, introduces skills and concepts in a clear, systematic, and direct way that helps students' mastery. Explicit teaching points to the type of direct, teacher-led instructional explanation a teacher employs when describing curricular content and procedures, strategy instructions, skills and concepts, and rules for memorization through verbally detailed explanations and examples. Using explicit teaching is appropriate in the following cases: - (1) when students' acquisition of skills or factual content is vital before further skills or concepts can be acquired; (2) when the student has little or no background knowledge of concepts; (3) when the difficulty of the task is reduced by breaking the procedures into smaller steps. With small specific steps, opportunities for student error are reduced. The explicit approach is appropriate when limited time is available (Salkind, 2008).

Ellis (2005), Czwenar (2014), and Rausch (2017) explained the three skills of spoken production : fluency (the ability to process spoken language at the speed natural for its native-speakers); accuracy (the ability to produce error-free language); and complexity (the semantic-functional properties of the language elements including propositional complexity, the complexity of content as managed by the speaker). These different skills of production draw on different systems of language. Fluency requires learners to draw on their memory-based system, accessing and deploying ready-made chunks of language. In contrast, accuracy and complexity are achieved by learners drawing on their rule-based system and thus require syntactic processing. Complexity is distinguished from accuracy in that it is related to the restructuring that arises as a result of the need to take risks whereas accuracy reflects the learner's attempt to control existing resources and to avoid errors.

Spoken language production is divided into three steps: conceptualization, formulation and articulation. First step, conceptualization explains how the content may be expressed. Conceptualization is traditionally considered pre – linguistic and language neutral. The next major stage is formulation, which is divided into a word selection stage and a sound processing stage. Determining which word to use involves selecting a word in one's vocabulary and depends on its correspondence to semantic and pragmatic specifications. The relevant word representation is often called a lemma, lexical entry, lexical representation, or simply a word, and it marks the presence of a word in a speaker's vocabulary that is capable of expressing particular semantic and pragmatic content within a particular syntactic context. Sound processing, in contrast, includes constructing the phonological form of a selected word by retrieving its individual sounds and organizing them into stressed and unstressed syllables (phonological encoding) and then specifying the motor programs to realize those syllables (phonetic encoding). The final process is articulation, that is, the execution of motor programs to pronounce the sounds of a word (Ferreira and Griffin, 2006).

Effective speakers use a wide range of strategies to help them comprehend and construct spoken language. The following is a list of the main speaking strategies:

Interviews: - students can do interviews on determined topics with various people. It is a good idea that teachers give a rubric to students so that they know what kind of questions they can ask, but students should present their own interview questions (Kayi, 2006).

In designing speaking activities for foreign language teaching, it is necessary to know different functions of speaking in daily communication. There are three functions of speaking skills, namely interaction, transaction, and performance functions. The interaction function points to what we normally mean by conversation and describe interaction which serves a primary social function. The transaction function points to situations where the focus is on what is said or done which relies on obtaining goods or services. Furthermore, the performance function depends on public talk which transmits information to audiences, such as morning talks, public announcement, and speeches (Ampa, 2013 and Richard, 2008).

Aspects of speaking are important to both learners and teachers. It helps EFL learners to express themselves in real life situations. There are three aspects of speaking.

1. Speaking is face to face

Most speaking situations take place as face-to-face conversations to help learners get feedback and make sure of reception of the message. Speaking occurs, most of the time, in situations where participants or interlocutors are present to facilitate communication (Widdowson, 1994).

2. Speaking is an interactive activity Using interactive activities in studying is not only fun, but it is a great source of learning especially when these activities are related with specific educational components and outcomes. Almost teacher communities all round the world are preferred to use this type of activity. It provides students with enjoyment as well as numerous benefits in terms of developing a learning habit, understanding skills responding and questioning skills (Khandve, 2016).

3. Speaking happens in real time

Speaking requires the receiver to listen, understand and wait to take his turn to speak. In oral communication, many things take place such as decoding what is transmitted and thinking at the same time about how to contribute in the conversation. It is vital that both teachers and students see that comprehension has taken place (Bouzar, 2019).

the contrary to these two, in non-interactive speaking situations, there is not any interaction of the audience where speakers have to record their speech for a radio broadcast.

There are many benefits for speaking skills to the students. First, speaking skills enable learners to share ideas, thoughts and opinions, and receive them from others. Second, they help learners to settle down well in their professional career and help learners in getting success in all fields of life. Besides, speaking skills help the learners to convey message and attain good command over both grammar and vocabulary. Finally, speaking skills help learners to use body language and eye – contact in a suitable way (Rao,2018).

To help the learners to speak English well the teachers can use the following activities :

Discussion :- before the discussion ,it is essential that the purpose of the discussion activity is set by the teacher.In this way , the discussion points are related to this purpose ,so that students do not spend their time chatting with each other about irrelevant ideas. In class or group discussions, the students should always be encouraged to ask questions, paraphrase ideas, express opinions, and so on.

Role play :- in role play , students pretend they are in various social contexts and have a variety of social roles.In this activity, the teachers represent information to the learners such as who they are and what they think or feel.

Simulation: - simulations are very similar to role-play but simulations are more elaborate than role play.In simulations, students can get items to the class to create a realistic environment. For instance, if a student is acting as a singer, she gets a microphone to sing and so on.

Information gap: - In this activity, students are suggested to be working in pairs.One student will have the information that the other partner does not have and the partners will share their information. These activities are effective because everybody has the opportunity to talk extensively in the target language.

Brainstorming: - students can introduce ideas in a limited time. Based on the context, either individual or group brainstorming is effective and learners create ideas quickly and freely.

Storytelling: - students can summarize or create stories to tell their classmates.Students can tell jokes or riddles.

is considered as productive language skills, Roa (2018) classified speaking into five types: imitative, intensive, responsive, interactive and extensive. Imitative speaking is the learners' ability to repeat the speech as a word, a phrase or a sentence. This type of repetition includes grammar and lexis which are useful to convey the meaning. Intensive speaking is the production of short discourses where the learners have to complete the tasks like completing sentences and dialogue. Responsive speaking includes two persons in short conversations to make them authentic. Interactive speaking includes transactional language and interpersonal language. Transactional language is meant for exchanging information whereas interpersonal language for social relationships. Extensive speaking is more formal for extensive tasks and it includes speeches, oral presentation and story – telling.

Nguyen (2015) explained two principles for teaching speaking. The first principle is to make sure that teaching takes place in an intended way and creates a high level of motivation. In order to make students feel satisfied, teachers shall do the following things: first, the teachers use the instinct or experience, depending on the teachers' qualification, to select interesting topics in order to draw students' attention and make inspiration. Second, the teacher creates interest in the topic by talking about it. Additionally, teachers can ask several guiding questions and provide necessary information to create stronger motivation. Third, motivation is raised by creating a relaxed, non-anxious atmosphere. Fourth, teachers should give appropriate level of difficulty. And finally; the teacher employs meaningful learning with meaningful activities. The second principle is that teachers should give students the opportunities to practice the target language in meaningful contexts and situations which helps to facilities acquisition for all learners.

Rao (2019) explained three types of speaking situations: interactive, partially –interactive and non – interactive. Interactive speaking situations include telephone calls and face –to – face conversations. In the interactive speaking situations, the learners have a chance to ask for repetition, clarification or ask for a slower speech from the conversation partner. On the other hand, in partially interactive situations, a speech is given to the live audience and the audience does not interrupt the speaker's speech. Here the audience can ask questions to clarify ambiguous information at the end of the speech presentation. On

Introduction

Speaking is one of the four language skills (listening, speaking reading, writing,). It is one of the most important skill. The students need it to communicate with others, say something and transmit information. Speaking is a highly complex skill and requires great effort to be mastered. The students need to speak fluently and accurately to convey the meaning and also need the body language.

According to Florez (1999:1) speaking is "an interactive process of constructing meaning that involves producing and receiving and processing information". Nunan (2003: 48) defined speaking as a productive oral skill that consists of producing systemic verbal utterances to convey meaning. Kayi (2006: 1) defined speaking as "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts." Brown (2007) explained that there are several ways in any social interactive communication to convey meaning. The speaker can use body language, gestures, eye contact, and other nonverbal messages.

Speaking involves three areas of knowledge :1- Mechanics (pronunciation, grammar, and vocabulary) : using the right words in the right order with the correct pronunciation, 2-Functions (transaction and interaction): knowing when clarity of message is essential (transaction / information exchange) and when precise understanding is not required (interaction / relationship building), and 3-Social and cultural rules and norms (turn – taking, rate of speech, length of pauses between speakers , relative roles of participants) : understanding how to take into account who is speaking to whom , in what circumstances , about what , and for what reason (Kurum , 2016).

Knowledge that is related to speaking can be classified either as knowledge of features of language (linguistic knowledge) or knowledge that is independent of language (extralinguistic knowledge).Linguistic knowledge includes vocabulary, word structure, grammar and discourse.Extralinguistic knowledge includes such things as topic and cultural knowledge, knowledge of the context, and familiarity with the other speakers. The speakers share considerable background knowledge at all these levels, and this is reflected in the assumptions they are able to make. (Thornbury ,2005).

The teacher helps the learners organize their thoughts and knowledge to use their knowledge to express themselves. Since speaking

Using Explicit Instruction and Scaffolding to Develop EFL Speaking Skills among Secondary School Students.

Abstract

The current study aimed at developing some EFL speaking skills (fluency, accuracy, complexity and content) for second year secondary school students through the use of explicit instruction and scaffolding. The study adopted one group pretest-posttest design. Participants in the present study were 30 students comprising one intact class 2/12 from 2nd year secondary school students at Nasr AbdElghafore School, Menouf , Al – Menofia Governorate during the second term of the school year 2019 – 2020. Instruments of this study were an EFL speaking skills checklist and pre and post tests and a scoring rubric. A suggested program based on explicit instruction and scaffolding. By the end of the experiment, a pre/post EFL speaking skills test was administered to the group to identify the effectiveness of explicit instruction and scaffolding in developing the participants' EFL speaking skills. The results of the study revealed that explicit instruction and scaffolding were effective in developing EFL speaking skills.

Keywords: Explicit Instruction, Scaffolding, EFL Speaking Skills.

استخدام التدريس المباشر والسقالات التعليمية لتنمية مهارات التحدث باللغة الإنجليزية كلغة أجنبية لدى طلاب المدرسة الثانوية

ملخص

هدفت الدراسة الحالية إلى تطوير مهارات التحدث (الطلاقة - الدقة - التعقيد - المحتوى) باللغة الإنجليزية لدى طلاب الصف الثانى الثانوى من خلال استخدام التدريس المباشر والسقالات التعليمية. اعتمدت الدراسة على تصميم المجموعة الواحدة التجريبية ذات التصميم القبلى والبعدى . تمثلت عينة الدراسة فى ٣٠ طالبا يمثلون فصلا واحدا (٢ / ١٢) من طلاب الصف الثانى الثانوى بمدرسة نصر عبد الغفور بمنوف - محافظة المنوفية خلال الفصل الدراسى الثانى من العام الدراسى ٢٠١٩-٢٠٢٠. تضمنت ادوات الدراسة اختبار قبلى وبعدى لمهارات التحدث ومقياس للتصحيح وقد تم تطبيقها قبل وبعد استخدام التدريس المباشر والسقالات التعليمية فى تدريس مهارات التحدث. وفى نهاية التطبيق؛ تم مقارنة نتائج الأختبار القبلى والبعدى للمجموعة التجريبية لتحديد فعالية التدريس المباشر والسقالات التعليمية فى تطوير مهارات التحدث باللغة الأجنبية كلغة أجنبية. وقد وجد أن التدريس المباشر والسقالات التعليمية كان فعالا فى تطوير مهارات التحدث باللغة الإنجليزية كلغة أجنبية، وانتهت الدراسة بتقديم مجموعة من التوصيات والتضمينات التربوية.

الكلمات المفتاحية:

التدريس المباشر - السقالات التعليمية - مهارات التحدث - اللغة الإنجليزية كلغة أجنبية.



Using Explicit Instruction and Scaffolding to Develop EFL Speaking Skills among Secondary School Students.

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