



People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
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**Investigating the Practicality of Scaffolding Model from a
Psycholinguistic Perspective in English Language Teaching
Case Study: Third Year Primary School Pupils, Tiaret City**

**A Dissertation Submitted to the Department of English in Partial Fulfilment of the
Requirements for the Degree of Master in Linguistics**

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Academic Year

2022-2023

Dedication

We dedicate this dissertation to ourselves, as a testament to our unwavering dedication, perseverance, and growth throughout this academic journey. This accomplishment is a reflection of the countless hours of hard work, the sacrifices made, and the resilience demonstrated, we are proud of the determination we have shown and the personal growth we have experienced along the way. To our beloved family, whose unwavering support and unconditional love have been the cornerstone of our journey, and the provision of encouragement that fuels our progress, sacrifices and faith in us has fuelled our determination to reach this achievement. Thank you for being our pillars of strength and for always cheering us, even during the most challenging times. This achievement is as much yours as it is ours. To our dear friends, who have been by our side through thick and thin, your unwavering support and camaraderie have brought joy and laughter to this journey, your belief in us, uplifting words, and shared experiences have provided solace during the demanding times. Thank you for your friendship, for believing in our abilities, and for being a constant source of inspiration.

This dissertation is a culmination of the love, guidance, and support bestowed upon us by our family, teachers, friends, and our dedicated supervisor without your presence in our lives, this accomplishment would not have been possible. We offer this dedication as a token of our heartfelt appreciation and as a testament to the profound impact you have had on our academic and personal growth.

Acknowledgments

We extend our sincere appreciation and deep respect to our esteemed supervisor, Dr. BELAID Louisa, for her invaluable guidance, unwavering support, and patient mentorship throughout the completion of this work. Her expertise, valuable directions, and insightful feedback have been instrumental in shaping the outcome of this thesis.

We would also like to express our gratitude to Dr. BELARBI Khaled and Dr. ABDELHADI Amina for graciously accepting to be members of our jury. Their willingness to contribute their expertise and evaluation to this research is greatly appreciated.

Abstract

This research investigates the effectiveness of scaffolding in English language instruction, focusing on its application from a psycholinguistic perspective. The study aims to uncover how scaffolding can stimulate students' zone of proximal development (ZPD) and influence their comprehension and production skills. Data was collected through questionnaires and classroom observations involving newly recruited English teachers and their third-year pupils. The questionnaire assessed teachers' understanding and utilization of scaffolding techniques, while classroom observations provided insights into the actual implementation of these strategies. The findings reveal that while teachers are aware of scaffolding and its potential effects, its practical application often falls short in targeting students' ZPD. Therefore, integrating the psycholinguistic approach into teacher training programs is recommended to enhance their comprehension and awareness. This research contributes practical insights to the field of English language pedagogy, empowering teachers to optimize their instructional strategies and foster inclusive learning environments.

Keywords: Scaffolding, Zone of Proximal Development (ZPD), Psycholinguistic Perspective, Comprehension, Production, English Language Instruction, Teacher Training.

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List of Abbreviation

IEPs: Individual Education Plans

MKO: More Knowledgeable Other.

SLP: Speech Language Pathology.

ZPD: Zone of Proximal Development.

General Introduction

Psycholinguistics is a branch of linguistics that focuses on the cognitive processes that underlie language acquisition, comprehension, and production. It investigates how people acquire, process, and use language in real-world settings. Psycholinguistics research has provided insights into how language is learned; the motivation behind the current research is to investigate the practical use of scaffolding to improve the pupils' zone of proximal development.

Scaffolding refers to the support that is provided to learners to help them facilitate their learning, it involves the use of instructional strategies and resources that gradually transfer the responsibility of learning from the teacher to the learner, this study contains two theoretical frameworks that have gained prominence in psycholinguistics research which are scaffolding and the zone of proximal development (ZPD). The main aim of this research is to figure out the issues that some children face which could impede their foreign language learning and to see if the scaffolding approach is practically used inside the classroom and its importance in the pupil's learning development by shedding light on the theories that refer to these approaches and this study and pointing out the psychological and neurological sides and the importance of psycholinguistics approaches in language learning.

In relation to psycholinguistics, the concept of scaffolding can be applied in language acquisition and language learning contexts. For instance, in the process of language acquisition, parents or caregivers often provide scaffolding by simplifying their language, emphasizing key words, using gestures, and providing contextual cues to support the child's understanding and production of language.

The relation between scaffolding and psycholinguistics lies in their shared interest on understanding how individuals develop language skills. While scaffolding originates from the

field of education, it aligns with certain principles and concepts explored within psycholinguistics. Psycholinguistics examines the cognitive processes and mechanisms of language acquisition, comprehension, production, and use. Further, scaffolding refers to the instructional techniques that are used to support learners in their acquisition of new skills. Briefly, psycholinguistic research could maintain the incorporation of scaffolding strategies to achieve positive learning outcomes and inclusive learning. Thus, our study objectives are aligned as follows:

1. To investigate the impact of the psycholinguistics approach on third-year primary school pupils' language learning.
2. To identify the impairments faced by some children that could hinder their learning of a foreign language.
3. To assess the extent to which the scaffolding approach is effectively applied inside the classroom and its contribution to the pupils' learning development.

In the light of what has been mentioned above, one main question and two sub-questions were raised respectively:

- 1) What impact could scaffolding have on third-year primary school pupils' language comprehension and production?
- 2) What issues primary pupils might face in the process of learning of a foreign language?
- 3) To what extent could the scaffolding approach be applied inside the classroom
- 4) How does it contribute to the genders' language skill development?

Hypotheses

- 1) The effective application of scaffolding would enhance the pupils' zone of proximal development and will positively influence their language learning development.
- 2) Children could have different forms of language impairment that are not yet discovered by their parents, including hyperactivity, delay, concentration deficiency, or excessive anxiety.
- 3) The effective implementation of the scaffolding approach in the classroom will significantly uncover the primary school pupils' incompetence and optimize their acquisition/learning and comprehension of native and foreign languages.

The current study consists of three chapters. The first chapter represents a general overview of the psycholinguistics' concepts, theories and approaches; it also contains the psychological aspect when learning a new language and the importance of the psycholinguistics' strategies. The second chapter deals with the research methodology and data analysis, involving a questionnaire designed for primary school teachers and a participant observation in classes of the 3rd year grade, these aforementioned approaches help us to collect the required data. In addition, the third chapter revolves around the discussion of findings and results of the investigation, besides the suggested recommendations that assist in preventing the issues and impairments faced during the learners learning journey.

Chapter One:
**Reviewing the Psycholinguistics' Approaches and
Strategies**

1.1 Introduction

Pupils with difficulties in learning a new language need guidance and support to achieve a certain average in their learning path, especially the third year primary school pupils. Because English was recently planned, we have attempted to deal with this subject from a psycholinguistic perspective and trigger the interest of teachers to work on the pupils' ZPD with the assistance of scaffolding strategies. Hence, this chapter presents an overview of the important theories associated with the objectives of this investigation.

1.2 Introducing Psycholinguistics Fieldwork

When psycholinguistics comes to the human brain, it is the study of the psychological aspect of language, and this study is a combination between psychology and linguistics. It is the relationship between the human brain and language in general for specific purposes. It deals with human brain and all forms of messages received (spoken or written), according to Harley, (2019) “*psycholinguistics is the study of the mental aspects of language and the processes involved in language production and comprehension.*” (p. 34). The study of how language and speech are processed mentally is called psycholinguistics, the representation and processing of language in the brain are its main areas of focus. Psycholinguistics deals also with the devices in human's brain that process and represent languages in the brain, it tries to understand what gives a human being to acquire and use language properly and how as well, the concept of psycholinguistics comes to the study of how the human being can handle language in a proper way, referring to Traxler (2012) “*psycholinguistics is the study of how we learn, represent, comprehend, and produce language, and how language interacts with other cognitive processes*” (p.3), this quote reflects to the current understanding of psycholinguistics and its interdisciplinary nature, as it involves the study of language in relation to other cognitive domains such as perception and memory.

According to Noam Chomsky (1957), the famous linguist figured that it is the study of the interrelation between language factors and the mental qualities, he also thought of the innate capacity for language and found out that there is absolutely no doubt that individuals acquire their native languages, complete with every vocabulary and grammar pattern and according to Chomsky, (1957) “*the study of language structure in its relation to the mind is called psycholinguistics.*” (p. 3)

Chomsky's study gave some novel ideas and one of these ideas was: all human beings may be born with an innate understanding of how languages work, so, whether people learn Arabic, English or even Chinese it is going to be by the circumstances of life's cycle, all people can acquire languages simply for the reason that humans are genetically encoded with universal grammar which is the base of how communication gets to be understood. Psycholinguistics or the psychology of language is the mental process in linguistics that humans employ in the use and the production of language; it can be said as a media for comprehension, production and the acquisition of the language “Syntactic structures”. Chomsky (1957)

1.3 Psycholinguistics versus Neurolinguistics

Psycholinguistics and neurolinguistics are two branches of linguistics that are often confused for one another, while both fields focus on the study of language and how it is processed, in this regard there are three important topics of psycholinguistics which are (how humans acquire language , how human understand speech and produce it).

1.3.1 Neurolinguistics

It is the study of the relationship between language and the brain. According to Elisabeth Ahlsen 2013 “*Neurolinguistics is the study of the relationship between language and the brain.*” (p. 1); this quote refers to the study of neurolinguistics and the way it investigates

how the brain processes language and how language is acquired, used and processed in the brain. When talking about this study there is a neural mechanism of human brain and how it controls when people comprehend, produce, or acquire the language.

1.3.2 Psycholinguistics

Psycholinguistics is the study of the psychological and cognitive process that underlies language processing; it investigates how people comprehend and acquire, produce and use language. It explores the mental processes behind language, such as perception, attention, memory, and reasoning, and how these processes allow us to use language fluently and effectively, according to Miller, (1951) “*the study of language is the study of mind in operation.*” (p. 3). In summary, neurolinguistics focuses on the neural systems involved in language processing, while psycholinguistics focuses on the cognitive and psychological processes.

1.4 Language Learning

Language is all around the world , and many people find it challenging to pick and learn a new one, people still persuade themselves that the excessive pondering is the issue , being more like the young people or children when they learn their first language ,they argue , answer everything according to what they have learnt from their experiences or courses , people still tell themselves that the ideal course of action must definitely be to simply absorb things the way children do without really thinking about the language , according to Ellis , (2015) “*language learning is not a one-shot event; it is a gradual process that involves constant revision and refinement over time* “ (Ellis, p. 4)

1.5 Psycholinguistics and its Theories

Psycholinguistics is the study of the cognitive and neural processes that enable humans to produce, understand, and acquire language. There are many theories within psycholinguistics

that attempt to explain these processes. A theory is a bunch of ideas and beliefs and thoughts about how learning a language takes a place to begin with behaviourism, this theory depends on learning through behaviour, and it focuses on the pupil's behaviour, stimulus / response and the reinforcement which should be positive of course, for example using compliments in teaching and some support words to help the pupil keeping on the good path in his learning; according to Pinker, (1994) "*the acquisition of language is doubtless the most fascinating intellectual endeavour any of us ever undertakes.*" (p. 3). Psycholinguistics or the psychology of language is the study of the psychological and neurobiological sides or factors that allow us as humans to acquire and use, produce language in a clear way; the discipline is mainly about the mechanisms in which language is processed / located, represented in the brain. Due to their initial involvement in fields other than practical sciences such as philosophy or education, early exploration into psycholinguistics was essentially philosophical or educational schools of thoughts (e.g., cohesive data on how the human brain functioned).

The established processes of social science, human development, communication theories, and baby development, among others, are studied less in modern research on how the brain processes language than biology, neuroscience, cognitive science, linguistics and information science, there are numerous sub-disciplines that use non-invasive methods to figure out about how the brain really functions neurologically; on such area is neurolinguistics, which has blown up into a separate disciplines (psycholinguistics / neurolinguistics).

1.5.1 Behaviourism Reinforcement

Behaviourism reinforcement refers to the process of increasing the likelihood of a behaviour occurring in the future through the use of consequences and rewards, according to Johnston, (2011) "*behaviourism, which views reinforcement as essential for learning has been a major influence on current educational practices since its inception in the early twentieth*

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century.” (p.7) in this quote, Johnston defines reinforcement as a process that leads to the force of a response due to its consequences, implying that behaviours can be shaped through reinforcement.

1.5.2 Constructivism Theory

Constructivism is based on the idea that people may make their own knowledge and that reality is determined by other's experiences as learner, basically pupils use their previous knowledge as a background, according to Piaget (1952) “*in constructivism, the learner is the key player in the game of learning.*” (p.9.). Piaget meant that learners actively construct their knowledge through some interactions with their environment and that learning is a dynamic process. In constructivism, students learn through construction of knowledge and socializing and self-lead, while teacher's mission is to pose leading questions, group students to learn with each other, plus being a facilitator, group work is the perfect way for constructing, and so is the binominal work.

1.5.3 Connectivism Theory

Connectivism is a learning theory that is closely related to the field of psycholinguistics, it was developed by George Siemens and Stephen Downes in 2005 on the idea that learning is an interconnected process that involves both individuals and their social networks. That means knowledge is not only stored in our brains but also in different networks which can include people and technology at the same time which helps in learning too; according to Siemens, (2005) “*connectivism presents a new learning paradigm in comparison to behaviourism, cognitivism, and constructivism. It underscores the importance of networks and connections in learning processes and reflects the changes brought about by the internet and other technologies in the information age.*” (p. 2). Accordingly, connectivism is a unique comparing to other theories of learning and emphasizes the role of networks and connections

in learning in what it called “a digital age” so the connectivism theory pros’ are mainly creating collaboration, empowering pupils and teachers and also supporting the network relation with pupils.

1.5.4 Cognitivism Theory

Cognitivism is a theoretical framework for understanding the mind that emphasizes mental processes such as perception, attention, memory, and problem-solving. It is the view that mental processes can be understood as information processing and that the mind can be studied using scientific methods, according to Sternberg, (2008) “*cognitivism is the view that mental processes can be understood as information processing, and that the mind can be studied using scientific methods.*” (p. 4). Cognitivism believes that humans are creative not just imitative. It is also a learning theory that focuses on how information is received, organized, or stored by the mind, the mind is considered as an information processor like computer; there are some aims for the term cognitivism:

- a) Looks beyond observable behaviour, viewing learning as internal mental process.
- b) Learners are actively involved in the way they process information.
- c) Theory in psychology studying “Mental process” by (thinking, understanding, and learning, and cognitive development; learning is an internal process.

The cognitive theory of second language acquisition is based on several principals:

- 1) It claims that knowledge of language is actively constructed by the learner; it’s not innate as a universal grammar theory or a habit formation in the behaviourist theory.
- 2) Knowledge of language is dynamic; learners make their own meaning of the word through their subjective experiences.
- 3) The human mind plays an important role in language learning because it processes language that is to understand, analyse, and evaluate language.

Cognitive development, refers to the process by which our thinking grow through different stages in our lives, according to Hedge, (2018) “*speech language pathology is a field of study and practice concerned with the assessment, diagnosis, and treatment of communication and swallowing disorders.*” (p. 3). it is also promoted by experimentation and construction of the environment because we all build our own understanding or meaning of the world around us; cognitive development doesn't happen by chance it must be leaded by effort, attention and a number of mental processes that help us analyse and evaluate the world around us, language learning is a part of cognitive development. Piaget observed that humans go through 3 main stages of cognitive development:

- 1) **1st stage:** at infancy, babies depend on their basic 5 senses to understand the world around them.
- 2) **2nd stage:** from age 2 /7 years, where children use symbolic thinking and using toys and imagination plus proper syntax and grammar.
- 3) **3rd stage:** from age 7 to age 12, children develop logical thinking and concrete reasoning relevant to time, space, and quantity.
- 4) **4th stage:** This is the formal operational, from 12 years old and on, he / she abstract reasoning hypothetical thinking.

Human acquisition of ability to use language rapidly by figuring out the language's grammatical norms and sounds and phrases; the capacity to successfully use language and require enough command over rules, sounds, structures, and extensive vocabulary. The base of acquiring a new language is to prepare pupils to accept the changes in their mind to welcome a new language and its vocabulary because when a pupil get used to a language, is going to be easy for him or her to speak and express. According to Anderson 2003 “*cognitivism is based on the assumption that the mind is a kind of computer, constantly*

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manipulating information it receives from the environment.” (p.4). Chomsky who said “*The mind is not a blank slate but has innate structures and processes that guide cognitive development*” -Noam Chomsky (1959), from his book ‘verbal Behaviour’ (p.4). These two quotes represent a perspective within cognitivism, including the importance of studying the cognitive processes and the innate nature of the human mind and the focus on mental processes to explain behaviour.

It also exists what it is called cognitivism –schema which is an abstract concept proposed by Miller (2011) and according to him “*A schema can be thought of as a packet of knowledge that is organized around a particular theme or topic, it provides us with a framework and structures that enables us to organize and interpret new information.*” (p. 67). Accordingly, schemas serve as mental frameworks or structures that allow individuals to make sense of any new information they receive and organizing it in a meaningful way. And the ideas of schemas are an important component of the cognitive perspective of psychology. Schema theory states that pupil’s knowledge should be organized into units and so it goes with the development of skills. Schemas are higher-level cognitive units that are acquired through slow learning. Schemas seems to be easier to change during childhood but very difficult to deal with as people grow older. In many cases, people would change their schemas with a continual barrage of evidence pointing to the need to modify it.

1.6 Language Production

Language processing is the way humans formulate words, phrases and sentences and the way people understand what they read and what is being said. According to Levelt, (2008) “*Language processing involves a continuous interplay between bottom-up processing, driven by the analysis of incoming stimulus features, and top-down processing, driven by the activation of higher-level expectations and knowledge.*” (p. 42); It is reflected that language

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processing is a dynamic process that involves multiple levels of representation, feedback loops, bottom-up and top-down processing and the activation of lexical and conceptual information from memory. Levelt (2001) claimed that “*language processing is highly flexible and context-dependent, with lexical and syntactic processing occurring in parallel and interactive fashion.*” (p. 5) This quote emphasizes the fluidity and adaptability of language processing, as well as the different aspects of language such as vocabulary and grammar.

1.7 Language Comprehension

Language comprehension is something that is done unconsciously by humans. Children are exposed to a variety of spoken languages from the moment they are born, which helps them comprehend and form connections with written language years later; everything of the language that is said, sung or read them accumulates in their language bank, which they can use as they develop. What is meant by the term “comprehension” is the ability to understand something; it is how well individuals understand spoken or written language. As claimed by Wernicke (1974) “*the lesion of the left posterior superior temporal gyrus produces a complex disturbance of speech, which consists in a defect of comprehension, whilst the power of utterance remains intact*” (p. 17). The way people understand and even interpret the written, spoken, gestured or signed versions of a specific language is called language comprehension and it is a complex process that is simply done by human beings only, the Wernicke’s area is a crucial language part which is connected also to the Broca’s area through a neural way, firstly, Wernicke’s area is mainly responsible of the language comprehension, by that it means, any damage can cause a danger issue which leads to a problem in understanding; the Wernicke’s area is a region in the brain located in the left hemisphere and is involved in language. In history, this part of the human brain has been linked with language processing whether it is spoken or written and that is what has been claimed by Konopka and Vonk, (2017) “*language comprehension is a complex process which involves many different cognitive operations*

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working together, such as understanding individual words, gathering meaning from the context and making inferences.” (p. 31)

There are also some elements when it comes to language comprehension, like the literal meaning, it means decoding what you read by getting the meaning from what you are reading, the second one is making connections between what you read and what you already know, because once a student reads a text, s/he must have the ability of making a connection between what they are reading and what they already know before (the background knowledge), and there is evaluate reading which means , students / individuals have to think deeply about what are you reading and what the text is trying to make you understand and what the text contains. Oral language comprehension, receptive language, and listening comprehension are other names for language understanding; all of these have the same meaning.

1.7.1 Elements of Language Comprehension

Language comprehension is a complex process that involves many varieties or cognitive processes working together to easily interpret the meaning of a spoken or written information/ message, and it sure has elements. According to Vygotsky (1934) *“language is the most powerful tool in the development of thoughts, because it is the most suitable means of social communication and therefore of conceiving general concepts.”* (p. 209); what he meant by this is the importance of language in cognitive development, Vygotsky believed that language is not just a tool for communication but also for forming abstract concepts and ideas which in turn forms and advances people’s way of thinking and in Vygotsky’s book he focused more on these elements:

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- 1) Verbal memory: it refers to the ability to remember and recall words and language patterns, it is crucial for understanding language as it allows the listener to keep track of the words being said and their order.
- 2) Perception: it involves the ability to process sensory information, such as sounds and visual cues; it is important for understanding spoken language, as the listener must be able to hear and interpret the sounds being produced.
- 3) Attention: it refers to the ability of focusing and maintains concentration on a certain task or information because it is more important for filtering out irrelevant information and paying close attention to the words that is being spoken.

1.7.2 Disclosing the Importance of Language Comprehension

Pupils need to be able to decode words and understand language in order to be able to comprehend what is being read. They combine to promote reading comprehension; one does not exist without the other, so according to Pulido, (2017) *“the comprehension of language is a complex process that involves a variety of cognitive processes working together to interpret the meaning of a spoken or written message.”* (p. 2) this unveils the basic perspective of reading, which linguists discussed in the science of reading guide is linked to the way people decode words to get a meaning for each thing they read or listen to.

Understanding language is necessary for both reading and hearing what others are saying and according to Bertram (2013) *“language comprehension is a complex process that involves many cognitive operations and levels of processing.”* (p.6) it means also that humans have the ability to read for learning, follow instructions, engage in conversation, and socialize in public, Language comprehension abilities are necessary for all of these tasks, speech comprehension as used in psycholinguistics, describes how well a person understands linguistic information that is presented orally. That is, one's ability to comprehend spoken

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words, whether one is able to do so or not. Linguistics categorizes human speech functions into two main groups:

- First, understanding language in speech or writing, or when listening or reading is referred to as comprehension, being able to produce language, whether orally or in writing, is referred to as production.
- Second, knowing the elements that improve or impair speech comprehension in mentally and neurologically stable / unstable individuals can be an important component of study because psycholinguistics examines the relationship between the human mind and language.

1.8 Language Production

Language production is a cognitive process of generating a language message for conveying an intended meaning to the listener, this process involves activating mental representations of words, grammatical structures, and discourse knowledge, organizing them into a coherent and appropriate message, and transforming them into motor commands to produce speech and that is what Levelt (2013) claimed by saying *“language production is a complex process that involves the selection of words, the retrieval of their meanings, the formulation of grammatical structures, and the planning and execution of speech movement.”* (p. 157). Language production requires the simultaneous processing of multiple demands on cognitive resources; speakers must balance the need to produce language quickly and fluently with the need to produce accurate and grammatical language.

1.8.1 The Stages of Language Production

Clahsen and Felser (2006) in their book ‘Language Production’ they have summarized language production into the following stages:

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- 1) Formulation: once the idea is formed, the next stage involves selecting the words, phrases and grammatical structures needed to express the idea.
- 2) Morphological encoding
- 3) Phonological encoding
- 4) Decoding of speech into linguistics form
- 5) Decoding linguistic form into meaning

1.9 Second Language Acquisition

Learning a second language after mastering a first language is known as “second language acquisition” “this frequently occurs when a young child attends school for the first time and speaks a language other than his mother language, although learning a second language is easier a little bit for kids, anyone may accomplish it at any age and for that, individuals have to practice a lot. Today, beginning a new skill is one of the main useful methods to utilize your free time, individuals who are eager to learn something new every day whether it’s studying about other cultures or picking up a new language always succeed.

It is a multilingual world that humans are living in, relationships are more crucial than ever, putting in mind that second language might always provide people an unfair advantage in an increasingly globalized world; according to Krashen (2013) “*we acquire language perfectly when we understand messages, when we understand what people tell us and when we understand what we read and what was meant between lines.*”. Learning another language in addition has advantages and being bilinguals is important in such way it can benefit profession, memory and cognitive abilities, and people’s grasp of the language that they already speak, according to Krashen (1981) “*competence is acquired in one way only by understanding messages with the help of the linguistic input provided by the acquirer’s interlocutors*” (p. 8)

Learning a second language can significantly alter people's career, being a part of a globally linked society means that an increasing number of jobs are advertising positions where speaking more than one language is required. Employees are frequently required to travel for work, strengthen these contacts, or be relocated abroad as more businesses engage in international trade and forge relationships with other nations; it improves memory and allows people to get a full abroad baggage, it makes the linguistic skills and makes people connect easily with other countries about different cultures and sharing them also.

Everyone is positively aware of the numerous advantages of learning a second language that is new for the tongue, as anyone knows that language can open doors to other cultures and facilitating deeper connections with people from all around the world than ever before, yet picking up a new language also has positive effects on one's physical wellbeing ,when taking a look at some of the most recent studies on how learning a new language affects the brain ,it happened to be that anyone with significant experience learning a new language is aware that so many skills came out of learning a new language plus improving study skills. A discipline and improved concentration/focus, these skills include improved conversational abilities, a huge mastery of languages in general and the leaner's native language, some scientific results of researchers have cleared out the fact that learning a second language at any age is acceptable for the brain because there is never a reason to feel too old to see the cognitive benefits of learning a new language.

1.10 Speech Language Pathology

Those who are learning English as a second language might receive voluntary assistance from a speech-language pathologist (SLP) insurance do not pay for these procedures. The SLP's standard operating procedures for carrying out various areas of their job are outlined in the recommended practice patterns for the profession of speech-language pathology.

Speech language pathology is the scientific study of speech, fluency, feeding, and swallowing besides the mechanisms of speech and language, along with the therapeutic application of corrective and augmentative measures to help people with speech disorders to communicate effectively. According to the American speech language hearing association, the following disorders fall under the umbrella term of speech language pathology.

1.10.1 Speech Disorders: occurs when an individual has difficulties in producing speech sounds correctly like stuttering or cluttering.

1.10.2 Language Disorders : it occurs when an individual have difficulties in understanding others and sharing thoughts , feelings , and ideas and using language in functional ways , yet language disorders could be both written and oral according to McLeod (2013) “ *language disorders are common type of communication disorder that can affect a person’s ability to understand, use language effectively, they can be caused by a variety of factors, including genetic and environmental factors, brain injury or disease, and development delays.*” (p .9)

1.10.3 Social Communication Disorders: occurs when an individual have issues with social aspect or variable and non-variable communication, individuals with autism disorder struggle with social communication, as do many individuals with a traumatic brain injuries, in other words, this type has difficulties in communication with others, greeting others and asking questions, changing their way of communicating depending on the listener or setting, according to the American speech language hearing association (2010) “ *children with social communication disorders have difficulties in understanding and using language in social contexts.*” (p. 2)

1.10.4 Cognitive Communication Disorders: they occurs when an individual have difficulties in paying attention, planning or problems solving, many times this happens when a traumatic brain injury or a stroke, referring back to the American speech language hearing

association, (2010) “cognitive communication disorders can have a profound impact on a person’s ability to communicate effectively and can significantly impact their quality of life.” (P. 1).

1.11 The Zone of Proximal Development

The zone of proximal development (ZPD) is a concept in psycholinguistics introduced by the psychologist Vygotsky (1933). It refers to the difference between what a learner can do without assistance and what they can do with assistance which is typically known as “scaffolder”. Vygotsky believed that learning occurred when a learner is guided by someone more knowledgeable than them (MKO), the zone of proximal development is the area where this guidance is most effective; it is the point at which the learner can make progress with the help of a more skilled tutor.

The (ZPD) is different for each learner of course and it can change over time as the learner gains new skills, according to Vygotsky, optimal learning takes place within the ZPD. This is the area where the learner is challenged but still has the necessary support to achieve the task at hand so as the learner becomes more competent, the ZPD expands, and the level of support needed decreases. The ZPD has an important role in language learning, as it suggests that learners benefit from interacting with more proficient speakers who can provide appropriate guidance and scaffolding where it is true in context of second language acquisition where pupils be facing struggles in communicating effectively in a new language, within the ZPD, learners are able to receive their own feedback on their language use and learn new vocabularies and grammatical structures with building their communicative competence, this can be achieved through some activities such as (guided conversation, role-playing and collaborative projects). It should be noted that the ZPD is not a fixed static concept because it varies and involves depending on the learner’s abilities and it is not only relevant for language

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learning, but also for any type of learning, it can be used in mathematics, literature, science and any other subject where a learner may need guidance and support to reach their full potential. According to Vygotsky “*what the child can do in cooperation today he can do alone tomorrow*” (p. 89) Vygotsky, and that means clearly that pupils or childees can walk step by step into a successful learning only throughout a perfect guidance.

Referring also back to Vygotsky (1978) who claimed that “*the zone of proximal development is the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers*” (the development of higher psychological process (p. 86). This statement is one of the most famous quotes of Vygotsky’s theory. It suggests that the ZPD is the range of abilities and skills that a learner is close to mastering but requires guidance or support to move towards. The actual developmental level is what the learner can do on their own while the potential developmental level is what they could do with assistance or scaffolding.

As assumed by Vygotsky (1978) “*Through others, we become ourselves.*” (p. 79) it discloses that the Zone of proximal development (ZPD) is a critical concept for understanding cognitive development, the ZPD refers to the abilities that a child can perform with the assistance of a more knowledgeable other (MKO), such as a teacher or a parent. Back to Vygotsky who affirmed that learning occurs through social interaction, and the role of the MKO is to provide the right level of support to enable the child to reach their full potential. The MKO can help by providing feedbacks, modelling behaviour.

The ZPD is important because it provides a framework for understanding how children learn and grow. By identifying a child’s ZPD, teachers tailor their teaching to the child’s individual needs, providing the right amount of challenge and support to help the child

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progress. In addition to the role of the MKO, Vygotsky also focuses on the importance of cultural tools and artefacts in cognitive development. These include things like language, writing, and technology, which enable people to think and communicate in new ways. Vygotsky believed that these tools are essential for cognitive development, and that children learn to use them through social interaction and collaboration.

Overall, Vygotsky's theory highlights the importance of social interaction and cultural context in cognitive development. By understanding the role of the ZPD and the MKO, teachers and parents can provide the support and guidance that children need to reach their full potential; this can involve creating environments that encourage collaboration and scaffolding, as well as using tools and cultural artifacts to enhance learning. Vygotsky's theory has had a lasting impact on developmental psychology and education, and it continues to influence research and practice in these fields today. By emphasizing the importance of social interaction and cultural context, it has helped educators to better understand the diverse needs of learners and to develop more effective approaches to teaching and learning.

In conclusion, and according to Vygotsky 1978 who claimed that *"The most powerful tool for improving cognitive development is not information or application, but rather the possibility for the child to work with others"* (p. 86). This quote emphasizes the importance of social interaction and collaboration in cognitive development, Vygotsky suggested that children learn better when they work with others because every one of them has his/her own perspectives and background plus they can reach new levels of understanding by helping each other.

1.12 Scaffolding

Scaffolding is a teaching method in which a teacher provides support and guidance to a student in order to help them reach a higher average and a good level of understanding, one of

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the linguists who spoke about this “Approach” is Vygotsky (1978), the aforementioned thought has displayed the importance of scaffolding in aiding the child skills’ development, Vygotsky believed that providing support and assistance they could progress through what he referred to as Scaffolding and ZPD, according to Lantolf (2006) “ *a component language as learners communication use, while providing the necessary support and guidance to facilitate their language development.*” (p. 98). This one expands on the concept of scaffolding by emphasizing the importance of dialogue between the teacher and the child rather than simply providing some instructions, the teacher engages in a dialogue that helps the child understand how to approach a task and learn key concepts and eventually complete the task on their own.

Taken quotes of Vygotsky that highlight the key elements of scaffolding including providing assistance engaging in a dialogue and gradually with giving support as the pupil or the child becomes more competent. Scaffolding approach is an important concept in education as it enables children to build new skills and knowledge in a supportive environment, also scaffolding is the support given to a child in order to make them able to perform their own task in their own way, according to Vygotsky (1978) “*scaffolding is a necessary process where the teacher gradually transfers the responsibility for learning to the learner, allowing them to become independent thinkers.*”(p. 86), scaffolding is prerequisite in promoting independence and critical thinking in learners, as the teacher gradually releases control and allows the learner to lead and self-regulate their own learning.

Rogoff (1990) in her book “Apprenticeship in thinking claimed that “*scaffolding is not just about teaching a concept, but also about encouraging higher-order thinking skills and metacognition.*” (p. 56); this quote of Rogoff refers to the role of scaffolding in promoting not just content knowledge but also critical thinking, reflection, and self-awareness. Referring to Dewey (1938) “*The role of the teacher is to guide students through the learning process, providing them with support and feedback along the way.*” (p. 63). The teachers’ role was not

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simply to transmit knowledge to student but also to simplify and facilitate their learning process, this also involves guiding them through various activities and experiences. By providing feedbacks and support, students would never have issues in receiving information in a good way and having a progress in their average; according to Smith (2020) “*scaffolding is not just about providing support but also about gradually transferring responsibility to students as they become more confident and competent learners.*” (p.78).

Apparently, scaffolding is tightly associated with the temporary support provided to a learner by a more skilled individual or tool that enables them to achieve a high level of competence than they would without any help; scaffolding as an approach has been found to be the most effective way in facilitating language development in children and in second language learning in adults, it is a valuable approach that allows learners to gradually build their skills and knowledge through interaction and MKO “more knowledgeable others”; said Johnson 2021 “*scaffolding is a dynamic process that involves adjusting support and guidance based on student needs and progress toward learning goals.*” (p. 56)

1.12 Conscious Competence

Conscious competence is a model that describes the stages of learning a new skill or behaviour which are: when you do not know what you do not know, when you know what you don't know, when you know what you know but it takes effort to do it and when you know what you know, and it becomes naturally.

The linguist Scherer (2002) said “*we consciously work to improve our competence until we reach a level of unconscious competence where we can perform the task with ease and without conscious effort*” (p. 23) it unveils conscious competence as the second stage of skill acquisition where one becomes aware of their ability to perform a task; at this stage, an individual or a pupil has moved beyond the stage of unconscious incompetence where they

were unaware of their own lack of skill or knowledge, and now has a level of understanding and awareness of what they need to do to successfully perform the task, according to Johnson (2019) “ *the conscious competence model is a useful tool for understanding how we learn and develop new skills.*” (p. 23)

1.13 Unconscious Competence

Unconscious competence is where a person has mastered a skill to the point where they can perform it without over thinking or efforts. According to Scott Adams (1996) claimed that “*unconscious competence means you have so much experience and have practiced so much that it becomes second nature and you do not even have to think about it.*” (p. 48); the unconscious competence as a state of being where one has acquired so much experience and practice that their skills have become second nature they, and individuals no longer need to think a lot about what they are doing because they are already used to it and they are able to perform the task effortlessly and effectively. Conscious competence and unconscious competence are two different levels of skill development, where conscious competence requires active effort and attention, and unconscious competence is an automatic and effortless skill; both levels are essential for mastery, but unconscious competence is the ultimate aim, as asserted by Waitzkin, (2018) “*unconscious competence is the ultimate goal of learning, where skills become second nature and require no conscious effort.*” (p. 87)

1.14 Conclusion

Adopting scaffolding as an educational approach in the field of psycholinguistics is a positive initiative to all learners. By understanding how language is acquired and processed in the brain, teachers can tailor their instruction to best suit the needs of their students. Additionally, the scaffolding approach and the Zone of Proximal Development are effective strategies to work on and provide support to struggling learners without overwhelming them.

These methods encourage student participation and provide an inclusive learning environment. The forth-coming chapter will be devoted to analyse our data and clarify the functional role of scaffolding in the field.

Chapter Two:
Research Methodology and Data Analysis

2.1 Introduction

This investigation displays the applicability of the scaffolding approach to work effectively on primary school pupils' zone of proximal development and to see how the overall achievement of pupils' comprehension, expression, and production is achieved respectively. This research work is quantitative and qualitative in which a questionnaire is directed to teachers, in addition to a non-participant observation that was undertaken inside the classroom for - third-year level pupils in the city of "Tiaret" in order to validate or refute our hypotheses.

2.2-Research design

2.2.1-Description of the Participants and the Sample

Twenty teachers of English of third-grade primary school pupils who initiated learning English for the first time in Tiaret, Algeria, have participated in this endeavour. Male and female teachers who have a range of experiences, backgrounds, and methods were selected via a non-probabilistic sampling. All teachers have at least one year of teaching experience and a bachelor's degree in English or a diploma of Translation and Interpretation. Hence, the study sample size was taken only from Tiaret. However, the study could provide further insights into the effectiveness of the scaffolding approach by focusing on a specific group of teachers and pupils in the selected context. In order to determine whether the teacher is aware of the scaffolding approach and its strategies, we will ask the participants to collaborate in a series of questions and classroom observations. If the teacher is not familiar with the psycholinguistic orientation, we will explain what this it prevails, and how its approaches ensure the genders' classroom inclusion.

2.2.2-Research Methods and Data Collection Tools

The data tools used in this study include a questionnaire, which was administered to 20 teachers. The questionnaire is divided into two sections: closed-ended questions and open-ended questions. The closed-ended questions are designed to elicit specific information from the respondents, while the open-ended questions allow for more in-depth and subjective responses. In addition to the questionnaire, the study also involved classroom observations with six teachers in “**KasmiAbdelkader Primary School**”, “**Maasmi Primary School**”, “**Dahmani Fatima Primary school**”, “**KaouchDjilali Primary school**”, “**ImamAbdelwahab Primary School**”, and “**YouriGagarine Primary School**”; attendance within the classroom was for a month, which is equivalent to eight sessions. We tried to look for evidence of the approach being used and, if it was not being used, we explained it to the teachers and asked them to implement it. The differences and results of the approach were then observed and recorded. Overall, these data tools were used to gather information regarding the effectiveness of the scaffolding approach in teaching English. The closed-ended questions provided quantitative data, which was analysed using statistical methods, such as frequency distribution and percentages. On the other hand, the open-ended questions and classroom observations provided qualitative data, which was analysed using thematic analysis.

The data tools were carefully selected to ensure that the study was comprehensive and provided a holistic view of the effectiveness of the scaffolding approach. The questionnaire allowed for the collection of considerable amounts of data from a wide range of teachers, while the classroom observations provided direct evidence of the application of the approach in real-life situations. The combination of both quantitative and qualitative data enabled to gain an in-depth understanding of the effectiveness of the scaffolding of the approach in

various contexts and to identify any potential barriers or challenges to its implementation. The data collected through the questionnaire was analysed using statistical search platform, such as Google Form, to calculate frequencies, percentages, and means of the responses. The data from the open-ended questions was analysed using thematic analysis, which involved identifying patterns and themes in the responses.

The classroom observations were conducted by the researchers; we took detailed notes on the application of scaffolding in the classroom. This included observations on the strategies used by the teacher to scaffold learning, the types of tasks used, and the level of student engagement and participation. Overall, the data tools used in the study provided a robust and multi-dimensional method of gathering the required information. By combining quantitative and qualitative data, the study was able to capture both objective measures of pupil performance as well as the subjective experiences of teachers and students with the approach.

2.3. Teachers' Questionnaire Analysis

Informants' Gender and Academic Qualification

Our purpose from these questions is to gather demographic information and educational background data. The first graph shows the gender distribution, we can notice that 60% of participants are female teachers and 40% are male teachers, this suggests that the majority of teachers who responded to the questionnaire are females. The second graph shows that most teachers claim to have a particular academic qualification. We can remark that 75% have a master's degree and 15% of them have license degree, while 10% of them have a doctorate degree, making it the least common highest academic qualification among the group. We can state that this data helps us grasping the level of education and expertise among the teachers and it suggests that most of the teachers have a high level of education and training, which may benefit their pupils.

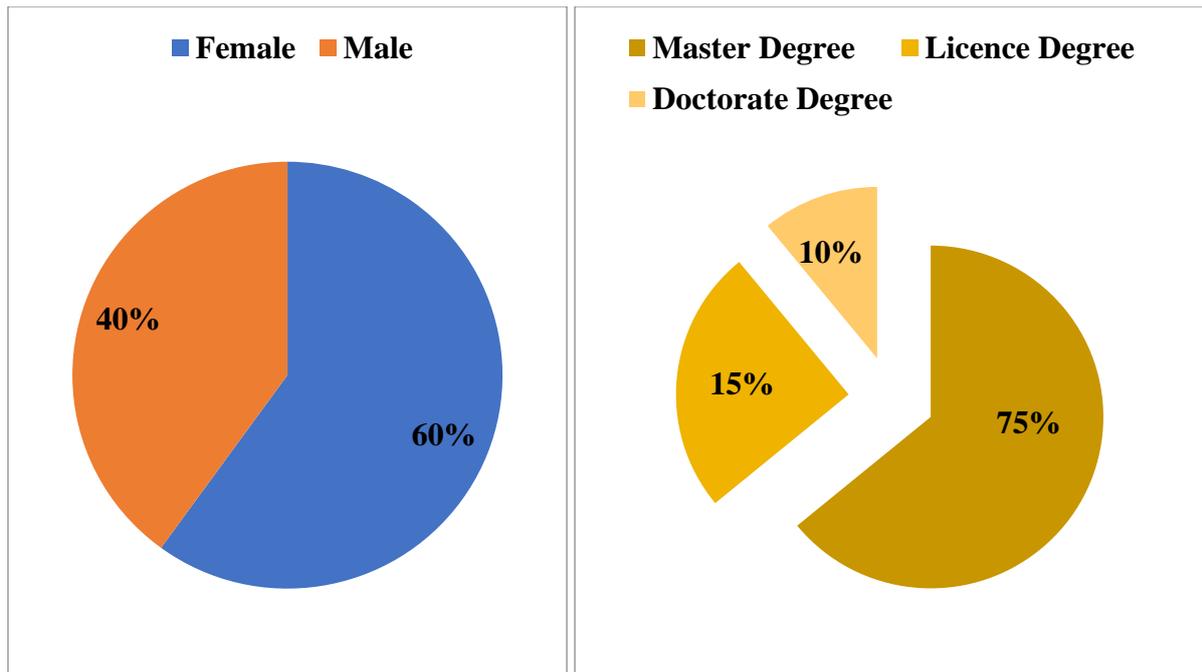


Figure 2.1: Informants' Gender and Academic Qualification

Employment Status

Our aim from this question is to gather information about the respondent's current work situation. We have noticed that there is a symmetric distribution of employment status 50% of them work in permanent employment while the other 50% work part-time 71% and 90% of full-time hours. This information suggests that there is a diverse workforce within the teaching profession, with some individuals being employed full-time while others rely on part-time employment. The difference between full-time and part-time teaching can have an impact on pupils' achievement, full-time teachers have more dedicated hours to spend on lesson planning, delivering instruction, and providing individualized attention to pupils, they may also have greater opportunities for professional development and collaboration with colleagues, while part-time teachers may have limited hours available for classroom instruction and may need to balance their teaching responsibilities with other commitments, this could potentially affect their ability to provide the same level of support and engagement as full-time teachers. .

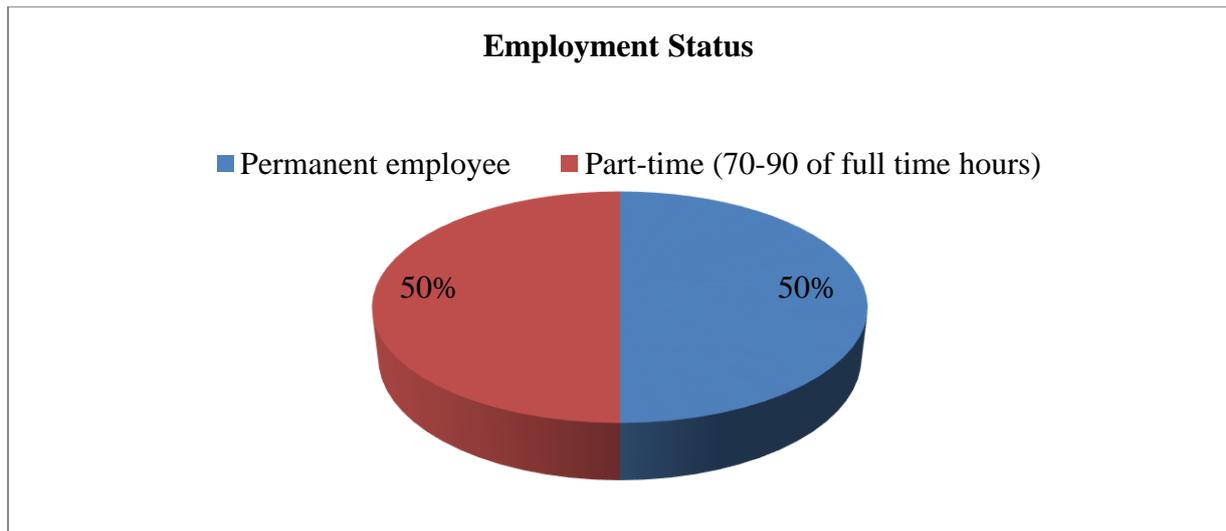


Figure 2.2: Employment Status

Question 01: Do you currently work as a teacher of 3rd grade pupils at another school?

In fact, the aim behind this query is to understand whether our selected sample oversees other sessions or not, concentrating on one context only will enable the teacher to be more focused and systematic. Additionally, the question holds significant importance in assessing the workload and commitment of the teachers by knowing if the teachers are concurrently teaching English in another primary school, we can gain insights into their professional engagements and potential impact on their teaching practices and dedication. As clarified in the figure below, we can notice that 75% of our sample have answered positively to our the question, which means that they are currently working as third year teachers in another primary school, while 15% of them answered with "no" which means that they are working at one school. We can say that most of them are working in other schools to fulfil the number of hours suggested by the Ministry of Education in order for the working hours to be equal for Arabic and French teachers.

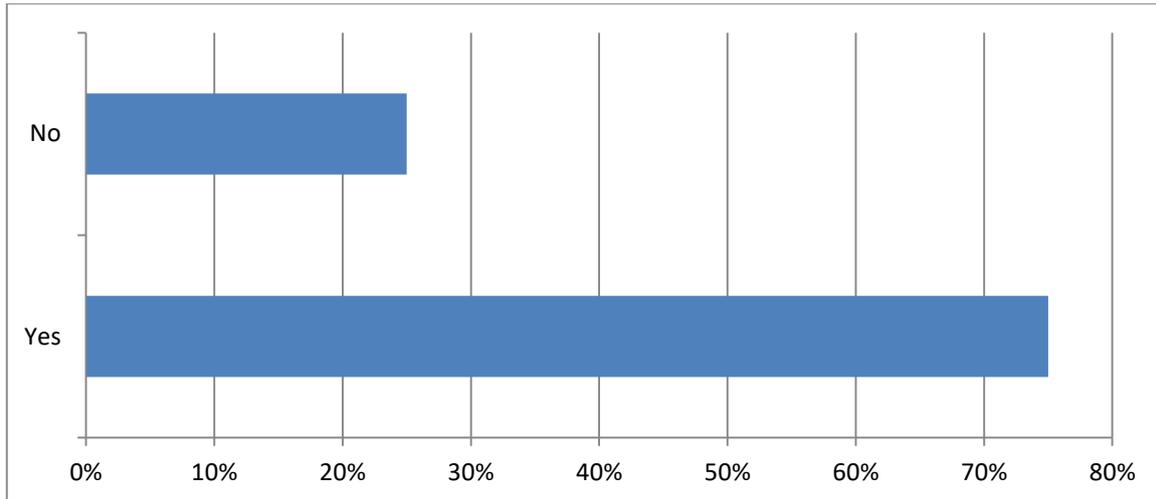


Figure 2.3: Teaching English in another Primary School

Question 02: Do you have a mentoring program for newly recruited teachers?

Our aim behind this question is to inquire whether the Ministry of Education has a formal program in place that provides support, guidance, and training to new teachers. We can conclude from this table that 80% of teachers participate in a mentorship program for their pupils while just 20% do not, this information indicates that the Ministry of Education has invested in a mentoring program that provides support and guidance for the new teachers; this program might help them to adjust to the culture and policies of the school, improve their classroom teaching strategies, and feel more confident in their roles, although it may prioritize professional development, the ministry of education also wants to keep and support its teachers.

Responses	Frequency	Percentage
Yes	15	80%
No	05	20%

Table 2.1: Mentoring Program for New Teachers

Question 03: Are parents involved in the school life of their children?

Our purpose from this question is to understand the level of parental involvement in their children's education and school activities. Based on the response provided by the teachers, it can be inferred that the majority of teachers 80% believe that parents are involved in their children's school life, while 20% of the same teachers believe that parents are not involved, we should also mention that this response only reflects the opinion of the teachers who were surveyed, and may not be necessarily representative of the entire population of teachers and overall, the response suggests that there is an improvement in terms of parent-teacher communication and collaboration to ensure the best possible educational outcomes for pupils. It is worth mentioning that parental involvement and participation are not the same; yet their inclusion in decision making is compulsory to ensure pupils' inclusion too.

Are Parents Involved in The School	Frequency	Percentage
Yes	15	80%
No	05	20%

Table 2.2: Parental Involvement

Question 04 Genders' number in classrooms

Our purpose in asking this question is to find out the number of male and female pupils in a class, which can be useful for various reasons such as understanding pupil's diversity and ensuring gender balance in the classroom. According to the number of each boy and girl pupils in each classroom; there are a total of 525 pupils among them, 259 are males and 266 represents females. This means about 49% of the pupils are boys and 51% are girls. Looking at each classroom individually, we can see that in some classrooms male pupils outnumber females, while in other classes; the number of females is dominant. For

example, the classroom of one of our participants (teacher) includes 12 males and 18 females, while the classroom of another on involves 19 males and 11 females. Overall, the distribution of male and female pupils in the selected classrooms is imbalanced.

Question 05: How do you evaluate your rate of bias and stereotypes in class?

The purpose of asking the question in a questionnaire is to prompt teachers to reflect on and address potential bias and stereotypes in their classroom, with the goal of creating a more inclusive and equitable learning environment for all pupils. According to the given responses, there seems to be some gender bias and stereotypes at the school. 45% of the teachers' report seeing discrimination and stereotyping in their classrooms and it is interesting to note that all these teachers provide examples related to gender. Particularly, some teachers claim that boys receive preferential treatment or more attention than girls, while others claim that girls are subject to limitations on their possibilities or expected to behave in a particular way. For instance, according to several teachers, boys are often offered the opportunity to assume leadership roles, but girls are not given the same opportunities. While the remaining 55% of teachers who do not mention any instances of prejudice or stereotyping in their classes either miss it or are less sensitive to it than the other teachers, but it is also conceivable that these teachers' classrooms are more diverse and equal than others, which would have influenced their view of a prejudice-free setting.

Question 06: Do male and female students learn differently in your classroom?

The purpose of the question is to gather specific information about any observed differences in learning styles or preferences between male and female pupils, and to understand how these differences manifest in the classroom. It shows that 85% teachers believe that male and female pupils learn differently in their classrooms. Some teachers notice that whereas male pupils favour competitive activities and physically demanding tasks, female pupils tend to

appreciate more artistic activities like singing and drawing. Boys are more talkative and energetic in class than girls, who are more reserved and shier, according to other teachers, who also notice behavioural disparities between both genders. The remaining 15% of teachers have not noticed any distinctions in learning between male and female pupils; they say that both genders learn similarly. This analysis indicates that there may be some gender-based variations in pupils' behaviour and learning preferences.

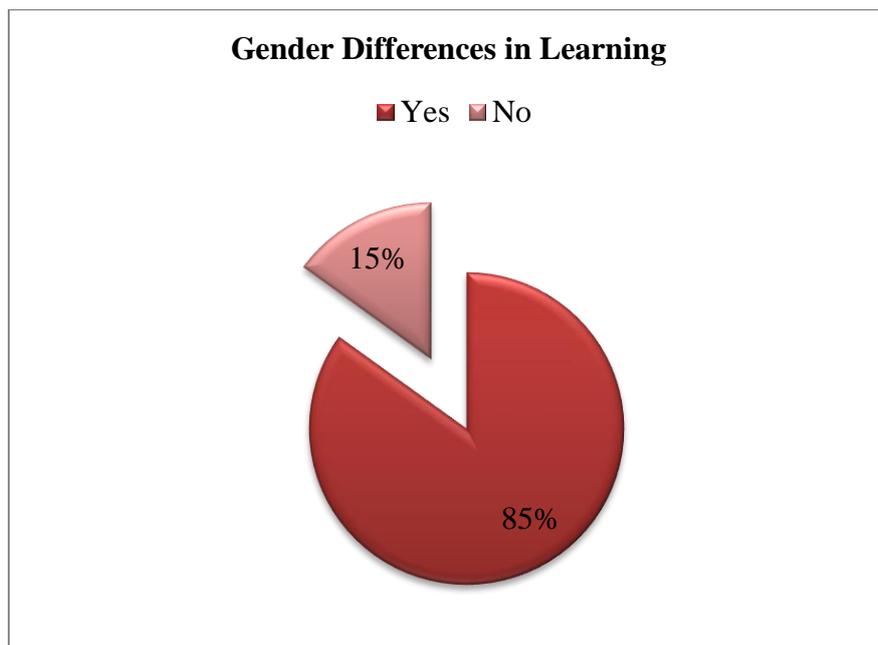


Figure 2.4: Investigating Gender Differences in Learning

Question 07: How Can You Promote Gender Equality in Your Classroom?

The purpose of this question is to explore whether there are any observable differences in the way that male and female pupils learn or tend to learn. From the responses, we can notice a consensus that gender equality in the classroom can be promoted through treating all pupils equally and providing equal opportunities to both genders. Specifically, several teachers emphasize the importance of mixed gender interactions, such as mixing boys and girls to work on projects together, avoiding segregating boys and girls into separate activities, and mixing up seating arrangements. Other teachers state that it is important to create an inclusive

classroom environment, using inclusive language, and displaying posters, quizzes or pictures that promote diversity and inclusion. Some teachers mention the need to avoid traditional gender stereotypes, such as not commitment to the idea that sitting next to girls is a bad idea and treating both genders as equals in discipline and participation. Overall, the responses suggest that promoting gender equality in the classroom requires a combination of creating an inclusive environment, treating all pupils equally, and avoiding traditional gender stereotypes.

Question 08 Was any of the subject categories listed below included in your educational training?

The purpose of this question is to gather information about the subject categories that the respondent has received formal education or training on and understand the level of knowledge and expertise of the respondent on specific subject areas. From the responses, we can see that the majority of teachers have had formal education or training in foundational areas such as "knowledge and understanding of subject field(s)" and "student evaluation and assessment." However, there are also areas where fewer teachers reported having formal education or training, such as "ICT skills for teaching," "approaches of scaffolding," "teaching students with special needs," and "teaching in a multicultural or multilingual setting." This suggests that there may be a need for further professional development and training in these areas. We also noticed inconsistencies in the training provided to teachers in some categories, such as "teaching cross-curricular skills," where an equal number of teachers reported having had formal education or training as those who did not. Overall, this data provides valuable insights into the areas where teachers have received formal education or training, and where there may be gaps that need to be addressed through professional development and training opportunities.

Topics	Frequency		Percentage	
	Yes	No	Yes	No
Knowledge and Understanding of my subject field(s).	19	01	95%	05%
Knowledge of the curriculum.	13	07	65%	35%
Pupils' evaluation and assessment practices.	17	03	85%	15%
ICT (information and communication technology) skills for teaching.	08	12	40%	60%
Pupils' behaviour and classroom management.	15	05	75%	25%
Gender awareness.	11	09	55%	45%
Strategies of scaffolding.	07	13	35%	65%
Teaching pupils with special needs.	11	09	55%	45%
Teaching in a multicultural or multilingual setting.	07	13	35%	65%
Teaching cross-curricular skills (e.g., problem solving, learning-to learn).	09	11	45%	55%
Language Comprehension.	18	02	90%	10%
Language Production.	18	02	90%	10%
Connectivism theory.	07	13	35%	65%
Social learning theory.	12	08	60%	40%
Psychanalytic.	07	13	35%	65%
The Zone of Proximal Development.	08	12	40%	60%
Language and Gender.	12	08	60%	40%

Table 2.3: Inquiry about Formal Training on Subject Categories

Question 09: What difficulties/impairments your pupils have?

The question aims to identify pupils' challenging impairments at school. As it is shown in the table below, 45% of teachers report that most of pupils always suffer from concentration

problems. While 34% of teachers argue that pupils are often hyperactive, by which their hyperactivity is not easily controlled. In addition, comprehension problems is noted by some teachers as always or often experienced by pupils, while expression and production problems are claimed by 36% and 34% of teachers. Other situations such as dysgraphia, cluttering and stuttering problems are reported by 32% to 36% of teachers. Fear of public speaking was the least frequently noticed situation, with some teachers (16%) reporting that pupils always experience it. These findings suggest that language and communication difficulties are a significant issue for some pupils at school.

Situations	Frequency				
	Always	Often	Sometimes	Rarely	Never
Expressing Problems	09	06	05		
Comprehension Problems	06	06	07	01	
Production Problems	06	07	07		
Stuttering/Cluttering	01	09	06	04	
Dysgraphia		08	06	06	
Attentiveness	04	07	07	02	
Auditory Processing disorders.	05	06	04	03	02
Visual Perceptual/Visual Motor Deficit.		08	06	04	02
Hyperactivity	06	11	03		
Lack of Concentration	09	05	05	01	
Extensive Anxiety	05	08	03	04	
Fear of Public	06	09	03	02	

Table 2.4: Pupil Difficulties Instances

Question 10: As a teacher how would you deal with these difficulties?

The purpose of the question is to gather information about a teacher's problem-solving skills and strategies when facing difficulties in their teaching practice. From the responses provided by the teachers, it is clear to us that there is a diversity of approaches to dealing with pupil difficulties. Some common themes that emerge include creating a positive and safe learning environment, providing scaffolding and support for pupils, treating pupils equally, and giving

individual attention and support to pupils. Approximately 20% of teachers specifically mention addressing the fear of public, which suggests that this is a relatively common issue among pupils. Similarly, 20% of teachers mention using a scaffolding approach, which indicates the importance of providing support and guidance to help pupils progress in their learning. Overall, the responses suggest that teachers recognize the importance of tailoring their approach to meet the specific needs of individual pupils and creating a supportive learning environment.

Question 11: How would you approach scaffolding in the classroom to work on the pupils' zone of proximal development?

The purpose of this question is to gather information from teachers on their understanding and scaffold in the classroom to support their pupils' learning and development. The responses to this question can help to identify areas where additional support or professional development may be needed to enhance teaching effectiveness and improve learning outcomes for pupils. Based on the responses given by the teachers, we have notice that there are different approaches to scaffolding in the classroom to work on the pupils' zone of proximal development. Some teachers seem to have a good understanding of the concept and are able to provide specific strategies, while others are not familiar with the concept or have a vague idea of what it means. The most common strategies mentioned by the teachers who are familiar with the concept of scaffolding include: breaking the lesson into discrete units, pre-teaching vocabulary, using visual aids, identifying the pupil's current level of understanding, providing support and guidance, simplifying the lesson according to the pupil's needs, and using scaffolding strategies such as ADA and images. Some teachers also mentioned the importance of knowing the pupil's strengths and weaknesses and using this information to tailor their instruction. One teacher suggested breaking the gap between them and the pupils,

while another mentioned modelling lessons and giving pupils tasks. There were a few teachers who were not familiar with the concept of scaffolding, but one of them did mention that they were already applying some of the strategies without realizing it. Overall, the responses suggest that our selected approach is prerequisite for teachers to understand and apply in the classroom in order to help pupils learn and reach their potential.

Question 12: How will you modify your teaching to help pupils who struggle with learning difficulties?

Our purpose of asking this question is to understand how a teacher will adjust their teaching methods and approaches to help pupils who are struggling with learning difficulties. Based on the responses provided, we can see that there are several common approaches that teachers would take to modify their teaching to help pupils who are struggling with learning difficulties. One of them is the flexibility in teaching methods, with several teachers mentioning the need to use different strategies and techniques depending on the needs, learning styles, and preferences of the individual pupils. There are teachers emphasized the importance of simplifying lessons and breaking down tasks into smaller steps to help struggling pupils, others teachers mentioned the need to identify specific learning difficulties that pupils are experiencing and work on those areas in a targeted way. Additionally, some teachers emphasized the importance of creating a safe and supportive environment for struggling pupils. Overall, the responses suggest that teachers recognize the importance of tailoring their teaching approach to meet the needs of individual pupils who are struggling with learning difficulties.

Question 13: How would you deal with a pupil who faces behavioural problems?

Our purpose from this question is likely to evaluate a teacher's approach to managing challenging behaviour in the classroom. As we have noticed, the responses from the teachers

show a range of approaches to dealing with pupils who exhibit behavioural problems. Some teachers emphasize the importance of understanding the underlying causes of the behaviour, while others suggest being strict or using punishment. Some other teachers focus on building positive relationships with the pupils, others prioritize setting boundaries and expectations. There are also sundry teachers who suggest talking to the pupil, understand their perspective and offer support and some suggest involving parents or other teachers in the process of addressing the behaviour. Other teachers suggest using positive reinforcement while others suggest using shame or a sense of authority to control the behaviour. Yet, several teachers suggest a calm and patient approach, and a focus on understanding the underlying causes of the behaviour and providing support and guidance to the pupil.

Question 14: If the majority of your class failed a test, project or assignment, what is your plan?

The aim behind this question is to assess how teachers respond to a situation in which the majority of their pupils failed a test, project, or assignment and find out what approach and method the teacher will rely on in this case. According to the responses provided, some teachers suggest providing additional support and resources to help pupils who did not perform well, this includes planning extra sessions of remediation, analysing the results and providing feedback, re-teaching or revisiting the material, and adjusting future assessments. Other teachers take a more self-reflective approach, looking inward at their own teaching methods and processes, this includes reflecting on their own teaching process by using tools like recordings, old tests, and lesson plans, cooperating with colleagues to learn more, and keeping their teaching up to date until better results are achieved, as well as considering whether the questions were too hard, and revising their methods and asking other peers with more experience for help. Some teachers focus on identifying where

pupils are having trouble and providing targeted assistance, this includes explaining again the points that were difficult for them, checking on their way of answering and correcting mistakes, and revising lessons and making them take another test. Other teachers suggest a combination of approaches, such as analysing their papers and changing their approach and teaching methods, changing their way of teaching, and getting a new approach, and considering their teaching methods and trying to simplify their lessons.

2.4.2 Observation-Based Analysis

As we have observed, teachers employ various strategies to enhance pupils learning. They integrate prior knowledge by drawing on personal experiences, using analogies, and facilitating reflective discussions. Group work and projects promote collaboration and social skills while making learning enjoyable. Furthermore, the use of audio-visual aids reinforces understanding and caters to diverse learning styles. Addressing pronunciation challenges helps pupils improve fluency. Also, the existence of gender equality ensures equal participation and a positive environment. Language modelling supports language development. Translation abilities are nurtured through vocabulary support. Critical thinking is fostered through thought-provoking questions. Furthermore, the challenge of managing disruptive behaviour in the classroom, as well as the complexities of catering to the needs of pupils with special requirements, add to the difficulties faced by teachers in maintaining an effective classroom environment. These details highlight the multifaceted nature of teaching and the importance of employing various strategies to meet the diverse needs of pupils and foster a supportive and engaging learning environment.

Observed Elements	Interpretation
Teachers play a crucial role in incorporating pupils' prior knowledge into their teaching practices.	The teacher helps pupils connect new concepts with their prior knowledge through strategies like relating to personal experiences, using analogies and metaphors, and building on prior lessons, facilitating reflective discussions. These approaches enhance understanding and retention of the new material by establishing meaningful connections with what pupils already know.
Pupils in class were obliged to work in groups, group of 4-5.	Teachers allow their pupils work in groups and projects to promote the development of social and collaborative skills in pupils. They make learning more enjoyable and engaging by encouraging interaction, teamwork, and communication among peers. Pupils benefit from sharing ideas, learning from one another, and actively applying knowledge to real-world scenarios. Group work fosters a positive classroom environment, enhances engagement, and prepares pupils for future collaborative endeavours.
The use of Audio-Visual Aids in class when delivering lectures.	The teacher supplements his teaching with audio-visual aids, which can reinforce the pupils' comprehension and retention of the subject matter.
Some pupils take time to pronounce a complete sentence	The observation that some pupils can read a complete sentence but struggle with pronouncing each word suggests they have strong decoding skills but may struggle with fluency.
Teachers play a crucial role in creating a classroom environment that promotes equality between male and female pupils.	Observing gender equality in the classroom means that the teacher is treating all pupils equally, everyone participates equally in discussions during class, regardless of their gender. This approach can create a positive learning environment and promote improved academic performance.
Teachers play a vital role in modeling language for pupils by modeling it effectively, teachers help shape pupils' language proficiency and foster their overall language development.	Observing teachers modelling language means that they are providing examples of proper language use and effective communication skills to support pupils' language development and improve their communication abilities, which can benefit them academically.

<p>Some pupils' ability to translate words.</p>	<p>Certain pupils in the classroom can translate a limited set of words from English to Arabic and sometimes to French; this suggests that these pupils may have some proficiency in these languages; however, their translation abilities may be limited to specific words or phrases instead of full sentences or paragraphs.</p>
<p>Teacher tries to develop the critical thinking of his pupils.</p>	<p>The teacher fosters independent thinking, questioning assumptions, and evaluating evidence, he also encourages discussion and debate, asking open-ended questions, and providing feedback and support maybe to help pupils becoming more thoughtful and independent learners.</p>
<p>Some teachers are not able to transform a negative behaviour to a positive one and they cannot manage the classroom.</p>	<p>Some teachers face challenges when it comes to effectively addressing negative behaviour and transforming it into positive one. These teachers struggle to find suitable strategies, techniques, and methods to manage troublesome behaviour, which can have detrimental effects on the learning environment and the pupils' educational experience. We also noticed that the inability to handle negative behaviour effectively led to a lack of discipline and order in the classroom, leading to disruptions that disrupt the learning process for all pupils. It has also created an atmosphere where negative behaviours are not accordingly addressed or discouraged, potentially perpetuating a cycle of misconduct and further negative behaviour among the pupils. When teachers struggle to manage disruptive behaviour, it creates a negative and chaotic learning environment that hampers pupils' ability to focus, engage, and learn effectively. Pupils may have felt unsafe, anxious, or unsupported, which can hinder their academic progress and overall achievement.</p>
<p>The hyperactivity of some pupils.</p>	<p>There are hyperactive pupils inside the classroom who exhibit high levels of energy, restlessness, and impulsivity; these pupils have difficulty in sitting, paying attention, and following directions, which may lead to the disruption of the learning environment.</p>

Retarded pupils integrated in class.	We have noticed that these pupils make noise during the lesson, but they are very smart and friendly; they are able to interact with the teacher and have the capacity to understand and produce words.
An autistic pupil integrated in class	This pupil is aggressive towards classmates and the teacher; he also likes to sit alone and does not like to socialize with his friends.
Meta-Cognitive Development	The teacher employs other strategies to support the meta-cognitive development of their pupils, he adapts their approach when necessary and incorporating frequent checks for understanding, the teacher is able to support their pupils' learning process.
Some teachers support their pupils' learning.	The teacher provides support to every pupil, regardless of whether they provide the correct or incorrect response and ensures that each pupil is given ample time to express themselves. Additionally, the teacher adopts a practice of providing opportunities for those pupils who may be hesitant or reluctant to participate, this inclusive approach aims to create a supportive and inclusive learning environment, encouraging all pupils to actively engage in classroom discussions and activities; by giving attention to every pupil, regardless of their responses, the teacher fosters a sense of belonging and encourages a growth mindset among the pupils.
The use of the mother tongue in the classroom.	Pupils use their mother tongue when they have some difficulty producing words and conveying the information to the teacher.
Collaborative Learning inside the classroom.	The classroom setting encourages active participation from all pupils and fosters collaborative learning. Moreover, the teacher encourages his pupils to support their fellow classmates when speaking in class, particularly if someone is having trouble pronouncing or understanding a term.
Pupils can talk to each other in English.	Pupils are able to build a simple discussion between them (interviewer, interviewee), and they also interact well with their teacher, especially when learning pronunciation and speaking through challenges, songs, and pictures.

Production difficulties of some pupils.	Some pupils struggle with expressing themselves verbally for example, some of pupils cannot detect and interpret a picture or an audio, or in written form; these pupils may have difficulty in finding the right words to convey their thoughts or may struggle with language development in general.
Comprehension difficulties of some pupils.	Some pupils struggle with understanding or making sense of what they read or hear, these pupils may have difficulty grasping the meaning of texts, instructions or concepts taught inside the classroom during the lesson.
Difficulties of dealing with pupils with special needs.	Teachers who teach this category of pupils' face difficulties in terms of creating lessons, tasks and activities that meet the needs of all pupils, and managing behaviour issues that may arise.

Table 2.5: Major Observed Items from a Participants Observation

2.4 Conclusion

In this chapter, the methodology and data collection tools used in the study were described; the questionnaire is used to gather information from teachers about the use of scaffolding techniques inside the classroom, as well as the observation technique within the classroom to determine whether the approach and the strategies were being applied or not. The results of the analysis indicated that while scaffolding techniques were being used to some extent, some teachers still face challenges when implementing these techniques in the classroom in terms of acquiring a language, classroom management, problems of comprehension and expression in addition to the difficulty of dealing with pupils with special needs.

Chapter Three:
Discussion and Recommendations

3.1 Introduction

This chapter presents the discussion and recommendations of the research study on the applicability of the scaffolding approach inside the classroom. The chapter highlights the key findings from the data analysis of the research methods used and discusses their implications in relation to the research questions; additionally, the chapter provides recommendations for future research based on the limitations of the current study.

3.2- Discussion

3.2.1 Limited Career Growth Opportunities for Teachers in School Settings

The majority of teachers have received formal education or training in foundational areas such as "knowledge and understanding of subject field(s)" and "pupils' evaluation and assessment." This suggests that teachers generally possess a strong educational background in these fundamental aspects of teaching. However, there were topics and approaches for which they had not received.

3.2.1.1 Limited Teachers Training in Certain Areas

- **ICT Skills for Teaching** This indicates that teachers may have limited knowledge and expertise in effectively integrating information and communication technology (ICT) tools and resources into their teaching practices. As a result, they may face challenges in utilizing technology to enhance pupil's engagement, facilitate interactive learning.
- **Approaches of Scaffolding** The lack of formal education or training in scaffolding suggests that teachers may have limited understanding and proficiency in employing instructional strategies that provide structured support to pupils as they develop new

skills or knowledge because scaffolding is crucial in helping pupils build upon their existing abilities and gradually develop independence in their learning process.

➤ **Teaching Pupils with Special Needs** The analysis highlights that fewer of teachers reported formal education or training in this area. This implies that they may have limited knowledge and expertise in effectively catering to the diverse learning needs of pupils with special needs. Without appropriate training, teachers may face difficulties in implementing inclusive practices, adapting instructional materials, and providing necessary support to ensure equitable educational opportunities for all pupils.

➤ **Teaching in a Multicultural or Multilingual Setting** The findings indicate that fewer teachers reported formal education or training related to teaching in multicultural or multilingual settings. This suggests that they may have limited exposure to strategies and approaches for promoting inclusive education in culturally and linguistically diverse classrooms. Teachers may benefit from training that enhances their cultural competence.

From these observations, it can be inferred that while teachers may have received training in didactic approaches, they may have limited knowledge and expertise in other relevant areas such as linguistics and psycholinguistics approaches. This implies a potential gap in their understanding of language acquisition processes, language development theories, and effective language teaching methodologies.

3.2.1.2 Neglected Professional Development Needs The findings suggest that there may be a need for additional professional development and training opportunities in the areas where fewer teachers reported formal education or training. Addressing these gaps can enhance

teachers' effectiveness in the classroom and improve their ability to support diverse student populations.

3.2.1.3 Inconsistencies in Training In the analysis, it becomes evident that there are inconsistencies in the training provided to teachers in specific categories. One notable example is observed in the category of "teaching cross-curricular skills." Interestingly, an equal number of teachers reported having received formal education or training in this area, as compared to those who did not. This discrepancy reveals a lack of consistency in offering training opportunities or suggests a potential inconsistency in how teachers perceive and report their training experiences.

3.2.1.4 Valuable Insights for Improvement

Overall, the data gathered from the questionnaire provides valuable insights into the areas where teachers have received formal education or training and identifies potential gaps that need to be addressed through professional development and training opportunities. This information can guide educational institutions and policymakers in designing targeted training programs to enhance teachers' knowledge and skills.

3.2.2 Challenges Faced by Teachers Vis Overcrowded Classes

With a large class size, it becomes challenging for teachers to provide individual attention to each pupil. Pupils may have varied learning needs, and it can be difficult to address them adequately in a large classroom setting. Teachers may struggle to identify and cater to the specific needs of each pupil, potentially hindering their overall learning experience. Here are some examples related to linguistics and psycholinguistics that was observed within some of the classrooms, which highlight the limited individual attention teachers' face in large class sizes:

3.2.2.1 Language Acquisition In a large class, some teachers struggle to provide sufficient individualized support for language acquisition. Pupils have different native languages, language proficiency levels, or speech disorders, making it challenging for teachers to address their specific linguistic needs effectively.

3.2.2.2 Error Correction Teachers are finding it difficult to correct every linguistic error made by pupils during classroom discussions. Language errors, such as incorrect grammar usage or vocabulary misuse, may go unnoticed or unaddressed in a large class, potentially hindering pupils' language development.

3.2.2.3 Pronunciation Development Correcting pronunciation errors is crucial for pupils' linguistic growth. However, in a large class, teachers do not have enough time or resources to provide individualized feedback on pronunciation, leading to persistent pronunciation issues that can affect pupils' overall language proficiency.

3.2.2.4 Individual Language Proficiency Levels In a large class with multiple schools, pupils vary in their language proficiency levels. Teachers face challenges in tailoring instruction to meet the diverse needs of pupils at different linguistic stages, resulting in limited individual attention and potentially slower progress for some pupils.

3.2.2.5 Language Processing Speed In psycholinguistics, the speed at which individuals process language can vary. However, as it was noticed; teachers struggle to accommodate pupils who process information more slowly or need additional time to comprehend complex linguistic concepts. This could lead to limited opportunities for individualized instruction or extended processing time for some pupils.

3.2.2.6 Sociolinguistic Factors Sociolinguistics examines language use within social contexts. In a large class, it is challenging for some teachers to address the sociolinguistic

needs of each pupil, such as promoting cultural and linguistic diversity, fostering inclusive classroom discussions, or addressing language variations and dialects.

3.2.3 Hyperactive and Special Needs Learners Integration

The inability of some teachers to transform negative behaviour into positive poses significant challenges in classroom management. These teachers may struggle to find appropriate strategies and techniques to effectively address and manage disruptive and troublesome behaviour, which can have adverse effects on both the learning environment and the pupils' overall academic progress. When teachers are unable to handle negative behaviour effectively, it can create a cycle of frustration and tension within the classroom. Pupils who exhibit disruptive behaviour may continue to engage in such actions due to a lack of clear consequences or effective interventions. This not only disrupts the learning process but also affects the well-being and engagement of other pupils; these are some cases from the classroom observation:

3.2.3.1 Hyperactive Pupils Hyperactive pupils often display excessive levels of energy, impulsivity, and difficulty sustaining attention. They may have trouble sitting still, constantly fidget, interrupt others, and exhibit impulsive behaviours. Some difficulties teachers may encounter include:

- **Classroom Disruptions** They frequently disrupt the flow of the lesson by blurting out answers, talking excessively, or engaging in off-task behaviours. This made it challenging for some teachers to maintain a focused and productive learning environment for all pupils.
- **Attention and Engagement** They often struggle with maintaining sustained attention on tasks, they are easily distracted or lose interest in activities, which influenced their

learning outcomes and require teachers to provide additional support to keep them engaged.

- **Peer Interactions** Due to their impulsive and energetic nature, hyperactive pupils experience difficulties in forming and maintaining positive relationships with their peers due to their behaviours that irritate or disturb other pupils, leading to social challenges and potential conflicts within the classroom.

3.2.3.2 Pupils with Special Needs Pupils with special needs encompass a wide range of conditions, including learning disabilities, autism spectrum disorders, and retarded pupils. These pupils require individualized support and accommodations. As it was noticed teachers encounter the following difficulties when working with pupils with special needs:

- **Varying Learning Styles and Needs** Pupils with special needs often have unique learning styles and require tailored approaches to instruction. Teachers must adapt their teaching methods, materials, and assessments to address individual learning needs, which can be time-consuming and challenging in a classroom with diverse needs.
- **Behaviour Management** Some pupils with special needs (autistic pupil) exhibit challenging behaviours inside the classroom, such as aggression, self-stimulatory behaviours, or emotional outbursts. These behaviours can disrupt the classroom environment and may require specialized behaviour management techniques and interventions to ensure the safety and well-being of all pupils.

Another example, in one of the observations we made in one of the classrooms where a pupil consistently interrupts the teacher and refuses to follow instructions, when the teacher failed to address this behaviour appropriately, he encouraged other pupils to engage in similar disruptive actions, thereby deteriorating the overall classroom atmosphere. The inability to transform negative behaviour into positive leads to decrease instructional time, as teachers

spend a considerable amount of time attempting to manage disruptive incidents rather than focusing on delivering the lesson effectively. Moreover, when negative behaviour goes unaddressed, it can escalate and lead to further misconduct, pupils who do not face appropriate consequences or receive guidance on how to modify their behaviour may continue to exhibit disruptive actions, potentially disrupting the learning experience for their peers and impeding their own academic progress. Additionally, the lack of intervention can contribute to the development of a negative classroom culture, making it increasingly challenging for both the teacher and students to maintain a positive and supportive learning environment.

3.2.4 Exploring the Existence of Stereotypes and Gender Bias

The presence of stereotypes and gender bias within the classroom can have significant implications for pupils' experiences and opportunities. Stereotypes are generalizations or assumptions made about individuals based on their membership in a particular group, while gender bias refers to favouritism or discrimination based on gender. Recognizing and addressing these issues is crucial for creating an inclusive and equitable learning environment. According to what teachers responded in the questionnaire stereotypes and gender bias can manifest in various ways within the classroom. For example, certain subjects or activities may be perceived as more suitable for one gender over another, leading to limitations on pupils' choices and opportunities. Teachers may unintentionally reinforce these stereotypes by assigning tasks or roles based on traditional gender norms, such as assuming that boys are often offered the opportunity to assume leadership roles, but girls are not given the same. Furthermore, stereotypes and bias can affect pupils' self-perception and confidence. When pupils are constantly exposed to stereotypes or biased treatment, they may internalize these messages and develop a limited sense of their own capabilities and potential. This can result in reduced motivation, self-esteem, and engagement in the classroom. Stereotypes and

gender bias can also impact pupils' interactions and relationships with their peers. Pupils may face peer pressure to conform to societal expectations based on their gender, leading to limited expression and exploration of their individual interests and talents. This can create a less inclusive and diverse classroom environment where pupils feel the need to conform rather than embrace their authentic selves.

3.2.5 Promoting Gender Equality

The discussion provided explores the applicability of the scaffolding approach in relation to observed differences in learning styles or preferences between male and female pupils. According to some teachers, there are notable disparities in the learning styles and preferences of boys and girls. Male pupils tend to favour competitive and physically demanding tasks, while female pupils often show a greater appreciation for artistic activities. Teachers also notice differences in behaviour, with boys being described as more talkative and energetic, while girls are often seen as more reserved and shier. This suggests that there may be gender-based variations in pupils' behaviour and learning preferences. On the other hand, some teachers have not observed any distinctions in learning between male and female pupils, suggesting that both genders learn similarly, these teachers emphasize the importance of treating all pupils equally and providing equal opportunities to both boys and girls. Strategies such as mixed gender interactions, avoiding segregation into separate activities, and creating an inclusive classroom environment are mentioned as ways to promote gender equality.

In the context of the discussion, the scaffolding approach can be valuable in addressing the observed differences. By tailoring teaching methods and activities to meet the specific needs and interests of both boys and girls, teachers can create an inclusive learning environment. This includes designing lessons that incorporate competitive and artistic elements to cater to

different preferences. By recognizing and valuing the strengths and abilities of both genders, teachers can foster engagement and enhance learning outcomes. Moreover, the scaffolding approach can address behavioural disparities by providing additional support to help reserved pupils participate actively and offering opportunities for energetic pupils to channel their energy constructively. By creating a balanced and inclusive learning environment, teachers can promote gender equality and ensure that all pupils, regardless of their gender, benefit from their educational experiences.

In summary, the scaffolding approach can be effectively applied to promote gender equality in the classroom by accommodating observed differences in learning styles or preferences between male and female pupils. By tailoring teaching methods, providing support, and creating an inclusive environment, teachers can create a conducive learning environment that benefits all pupils, regardless of their gender.

3.2.5.6 The Role of Scaffolding in Enhancing Learning

The difficulties experienced by pupils in various situations in school, particularly focusing on concentration problems, hyperactivity, comprehension problems, expression and production problems, dysgraphia, cluttering, stuttering, and fear of public speaking. These findings highlight the significance of language and communication difficulties among pupils. The purpose was to gather information about teachers' problem-solving skills and strategies when facing these difficulties. Upon analyzing the responses provided by the teachers, it becomes evident that there is a diversity of approaches employed to address pupil difficulties. Some common themes emerge, including creating a positive and safe learning environment, providing scaffolding and support for pupils, treating pupils equally, and giving individual attention and support. Furthermore, approximately some teachers specifically mention addressing the fear of public speaking, indicating its common occurrence among pupils.

Similarly, other teachers mention utilizing a scaffolding approach, underscoring the importance of providing support and guidance to facilitate pupils' learning progress.

The scaffolding approach, which is mentioned by a significant number of teachers, is indeed applicable to addressing these difficulties. Scaffolding strategies that they have mentioned involves providing structured support and guidance to pupils as they learn new concepts or skills, gradually reducing assistance as their understanding and competence improve, it is a process of breaking down complex tasks into smaller, manageable steps, and then providing appropriate support to help pupils achieve success. In the context of concentration problems, teachers choose to employ scaffolding techniques such as providing visual aids, breaking down tasks into smaller parts, and offering strategies to improve focus and attention; for instance, in one the observation session one of the teachers have used visual timers and checklists to help pupils manage their time and stay on task.

When dealing with comprehension problems, some teachers scaffold learning by using graphic organizers, providing explicit instruction on comprehension strategies, and modelling thinking processes; they also guide pupils in identifying main ideas, making connections, and asking questions to enhance understanding. However, in the expression and production problems, some teachers provide sentence starters or templates, offering sentence frames, and modelling appropriate language use to help pupils overcome difficulties and gradually build their language skills and confidence. Also, we have observed, some teachers include gradually exposing pupils who have fears of public speaking to speak opportunities in a supportive and non-threatening environment. Teachers start with small group discussions, use role-play activities, and provide constructive feedback to help pupils develop their speaking skills and confidence over time by utilizing the scaffolding approach, teachers are able to provide the necessary support and guidance to help pupils overcome their difficulties and make progress

in their learning. It allows for differentiation and tailoring of instruction to meet the specific needs of individual pupils, creating supportive learning environment pupils can thrive.

3.2.7 Blending Scaffolding and Inclusive Learning

Based on our observations, it is evident that most of the teachers that we have attended their classes are effectively implementing the scaffolding approach to teach English to their pupils. Several strategies align with this approach, including connecting new concepts with prior knowledge, promoting group projects, and supplementing teaching with audio-visual aids. Additionally, the teacher provides support to every pupil, encourages them to speak freely, and offers both encouragement and criticism to aid in language development and self-confidence. Furthermore, the classroom setting fosters active participation and collaborative learning. The teacher encourages pupils to support their classmates, regardless of their difficulties in pronunciation or understanding. This collaborative learning strategy creates a welcoming and inclusive environment, where gender discrimination or stereotyping does not occur. It is important to provide a comfortable and safe learning atmosphere for all pupils.

In terms of language development, the teacher models language, speaks slowly and clearly, and encourages critical thinking by letting pupils think out loud. Tasks, reading texts, and the use of videos and audios help facilitate this process. The teacher adapts instruction to make it more interesting and engaging, supporting pupils' understanding and absorption of information. Frequent checks for understanding and the incorporation of meta-cognitive strategies further support the pupils' learning process. Moreover, we observed that the pupils actively participate in their language study by translating words and sentences, demonstrating their creativity and usage of new terms. The teacher guides the pupils through new material, gradually reducing support as they become more confident. However, three pupils in the class have special needs, requiring additional support. While two of them are smart and friendly,

but make noise during lessons, the third pupil exhibits aggressive behaviour. The teacher provides structured guidance and support, but the aggressive pupil may require a more individualized approach, potentially involving additional support from a special education teacher.

3.2.8 Psycholinguistic Perspective of Scaffolding Application

Scaffolding is not specifically a psycholinguistic approach, but it is a concept that was coined in the field of education, within the framework of socio-cultural theory. Nevertheless, it can be practically applied to the field of psycholinguistics. As long as scaffolding refers to the process of providing temporary support or guidance to learners to develop new skills and competences. It requires the constant involvement of a more knowledgeable individual (such as a teacher in our case) assisting the learner in their zone of proximal development. The goal of scaffolding in this regard is to help the learner gradually acquire the ability to perform activities independently. The role of the teacher is crucial in implementing scaffolding effectively, they play a central role in diagnosing learners' needs, providing timely support, and fostering a collaborative learning environment.

3.2.8.1 Diagnosing Learners' Needs

One of the key responsibilities of a teacher is to understand the individual needs of learners. This involves assessing their prior knowledge, skills, and abilities related to the learning task. By diagnosing learners' needs, the teacher can determine the appropriate level of support required and tailor the scaffolding accordingly. This diagnostic process may involve pre-assessments, observations, informal conversations, or reviewing previous work. By identifying learners' strengths and weaknesses, the teacher can provide targeted support and address specific challenges.

3.2.8.2 Providing Timely Support

Effective scaffolding requires the teacher to provide timely and appropriate support to learners. This involves offering assistance and guidance when learners encounter difficulties or struggle with a task, the teacher should be attentive and responsive; intervening at the right moment to prevent learners from becoming frustrated or disengaged by providing timely support, the teacher helps learners overcome obstacles, develop their understanding, and gradually become more independent; this support may include asking probing questions, demonstrating problem-solving strategies, providing hints or cues, or breaking down complex tasks into smaller manageable steps.

3.2.8.3 Fostering a Collaborative Learning Environment

Scaffolding is enhanced within a collaborative learning environment. The teacher plays a crucial role in establishing and fostering such an environment by encouraging collaboration and interaction among learners, the teacher creates opportunities for peer learning and support. Collaborative activities, such as group discussions, peer feedback, or cooperative projects, can facilitate the sharing of ideas, perspectives, and strategies, the teacher acts as a facilitator, guiding and promoting meaningful interactions among learners this collaborative approach fosters a supportive and inclusive learning community where learners can learn from and with each other.

In addition to these specific roles, it is important for teachers to be flexible and adaptable in their approach to scaffolding they should continuously monitor and assess learners' progress to determine when and how to adjust the level of support. As learners become more proficient, the teacher gradually reduces scaffolding, allowing them to take more ownership of their learning. This process requires skilful judgment and an understanding of learners' developmental stages. Moreover, the teacher's expertise extends beyond scaffolding

techniques, they should have a deep understanding of the subject matter and instructional strategies to scaffold effectively, and knowledge of effective questioning techniques, instructional resources, and appropriate feedback mechanisms also contributes to the successful implementation of scaffolding.

In summary, the teacher or facilitator plays a critical role in implementing scaffolding effectively. Their expertise in diagnosing learners' needs, providing timely support, and fostering a collaborative learning environment significantly influences the success of scaffolding through their guidance and facilitation, the teacher helps learners progress along the zone of proximal development and develop the necessary skills and knowledge to become independent learners.

3.2.9 The Impact of Using the Scaffolding Approach

3.2.9.1 Effective Instruction

Teachers utilize effective instructional techniques by employing scaffolding strategies that align with the principles of the Zone of Proximal Development (ZPD). These strategies include connecting new concepts to pupils' prior knowledge, encouraging collaborative group projects, and enhancing teaching with the use of audio-visual aids. By implementing these approaches, instruction is enhanced, and pupils' learning is supported, as they receive targeted guidance and assistance that bridges the gap between their current abilities and desired learning outcomes.

3.2.9.2 Language Development

The scaffolding approach facilitates language development by providing modelling, clear and slow speech, and encouraging critical thinking. Tasks, reading texts, videos, and audios

contribute to language acquisition, making the learning process more interesting and engaging for pupils.

3.2.9.3 Active Participation and Collaboration

The classroom environment observed in this study actively encourages participation and fosters collaboration among pupils, thereby promoting the realization of the Zone of Proximal Development (ZPD). Pupils are encouraged to support one another, regardless of any difficulties they may have in pronunciation or understanding. This collaborative approach cultivates a welcoming and inclusive atmosphere that effectively eliminates gender discrimination and avoids stereotyping. By promoting active participation and collaboration, the classroom becomes a space where all pupils can engage, learn from each other, and reach their full potential within their ZPD.

3.2.9.4 Individualized Support

The teachers adapt their instruction to make it more interesting and engaging, supporting pupils' understanding and absorption of information, frequent checks for understanding and the incorporation of meta-cognitive strategies further enhance the pupils' learning process. Also, they provide timely and suitable support to pupils when they face challenges or struggle with tasks, they intervene at the right moment to prevent frustration or disengagement, utilizing probing questions, demonstrations, hints, and breaking down complex tasks into manageable steps.

3.2.9.5 Gradual Reduction of Support

In the observed classrooms, teachers adopt a gradual reduction of support strategy as pupils gain confidence. This approach aims to foster pupil ownership of learning and cultivate independence, which aligns with the fundamental principles of the Zone of Proximal

Development (ZPD). By gradually reducing support, teachers empower pupils to take responsibility for their own learning journey and encourage them to apply the knowledge and skills they have acquired independently. This approach not only facilitates pupils' development of self-reliance but also allows them to actively engage with challenging tasks within their ZPD, promoting optimal learning outcomes.

3.3 Recommendations

3.3.1 Implement professional development programs

- Offer professional development opportunities for teachers to enhance their understanding of scaffolding techniques and inclusive teaching practices.
- Provide training sessions, workshops, and resources that focus on effective scaffolding strategies, differentiation, and creating an inclusive classroom environment.

3.3.2 Personalize Instruction

- Recognize the diverse needs and preferences of learners.
- Adapt scaffolding approaches to accommodate different learning styles, abilities, and backgrounds.
- Considering individualized support for pupils with special needs or learning challenges, potentially involving additional resources or assistance from specialized teachers.

3.3.3 Utilizing Scaffolding for Effective Technology Integration

- Integrate appropriate educational technology tools and resources to enhance scaffolding and promote inclusive learning.
- Use audio-visual aids, interactive multimedia, and digital platforms to engage pupils, facilitate comprehension, and support their language development.

3.3.4 Promoting Regulation Skills

- Guide pupils in developing self-regulation skills to become independent learners.
- Incorporate opportunities for goal setting, self-monitoring, reflection, and self-assessment within the scaffolding process.
- Encourage students to take ownership of their learning and gradually reduce support as they become more confident and capable.

3.3.5 Create an Inclusive and Safe Learning Environment

- Establish a positive and inclusive classroom climate where all students feel valued and respected.
- Address gender disparities or stereotypes by promoting equal opportunities and fostering an environment that supports the learning preferences and strengths of both genders.

3.3.6 Cultivate Cultural Responsiveness

- Recognize and value the diverse cultural backgrounds and experiences of students. Incorporate culturally relevant materials, examples, and perspectives within the scaffolding process.
- Provide opportunities for students to share their cultural knowledge and encourage respect and understanding among peers.

3.3.7 Assess and Monitor Student Progress

- Implement formative assessment techniques to continuously monitor student progress and adjust scaffolding strategies accordingly.
- Use a variety of assessment methods, such as observations, checklists, and student work samples, to gauge students' understanding and identify areas where additional support may be needed.

3.3.8 Collaborate with Colleagues

- Foster collaboration and shared learning among teachers within the school.
- Create opportunities for teachers to exchange ideas, strategies, and resources related to scaffolding and inclusive practices.
- Establish a professional learning community to support ongoing professional growth in scaffolding techniques.
- Collaborate with special education professionals and create Individual Education Plans (IEPs) for students with disabilities. These plans should outline specific goals, accommodations, and modifications that align with the ZPD and scaffolding strategies. Regularly review and revise the IEPs to ensure the provision of effective support.

3.3.9 Provide feedback and reflection opportunities

- Offer constructive feedback to students on their progress, highlighting areas of improvement and celebrating their achievements.
- Encourage self-reflection and meta-cognitive skills by providing opportunities for students to reflect on their learning process and set goals for further development.

3.3.10 Conduct Research and Evaluation

- Encourage further research and evaluation on the effectiveness of scaffolding approaches and their impact on inclusive learning.
- Promote evidence-based practices by conducting studies, collecting data, and sharing findings with the educational community to contribute to the field of scaffolding and inclusive education.

3.4 Limitations of the Study

The study encountered several limitations that posed challenges to its completion. Firstly, the process of gathering enough participating teachers to answer the questionnaire proved to be difficult. Additionally, despite our efforts, some teachers declined to participate in the interview, which limited the depth of qualitative data that are collected. Furthermore, obtaining permission to conduct classroom observations from the majority of primary school headmasters was met with resistance, hindering our ability to directly observe teaching practices in the natural classroom setting. Moreover, within the classrooms where the observation sessions are permitted, some teachers exhibited a lack of cooperation, which further constrained the extent to which we could gather comprehensive data. These limitations presented significant obstacles throughout the research study, impacting the overall scope and outcomes of the research. Despite these challenges, the study endeavours to provide valuable insights within the constraints faced, offering valuable perspectives on the topic at hand.

3.5 Conclusion

This chapter emphasizes the significance of implementing the scaffolding approach in the classroom through the observation of teachers who effectively employ scaffolding strategies; positive impacts have been observed in areas such as effective instruction, language development, active participation and collaboration, individualized support, and gradual reduction of support. These findings demonstrate the successful realization of the zone of proximal development, where teachers create a supportive learning environment that fosters pupils' growth and independent learning although there are some shortcomings as the difficulty of dealing with pupils with special need, hyperactivity, and classroom management. For this, to optimize the effectiveness of the scaffolding approach, teachers are recommended to embrace it consistently in their teaching practices.

General Conclusion

In conclusion, this dissertation has provided a comprehensive and in-depth exploration of the scaffolding approach as an instructional strategy and its strategies, as well as the zone of proximal development (ZPD) as an essential area of study within the field of psycholinguistics. Through this research, we have gained valuable insights into the significance and impact of these concepts on language learning and development.

The scaffolding approach, with its various strategies, serves as a guiding framework that facilitates learners' progression along the zone of proximal development. By employing scaffolding techniques, teachers provide targeted support and guidance to learners, helping them navigate the challenges they encounter while developing the necessary skills and knowledge to become independent learners. These strategies include adjusting language use to an appropriate level, gradually reducing support as proficiency is gained, breaking down complex concepts, providing prompts and cues, modelling strategies, and offering feedback. By scaffolding their instruction, teachers create a supportive learning environment that enables students to take risks, make connections, and develop their language skills with confidence.

Furthermore, the zone of proximal development, as proposed by Lev Vygotsky, offers valuable insights into the optimal level of challenge and support required for learners to make significant progress. It identifies tasks and skills that learners cannot perform independently but can achieve with guidance and support. By understanding and identifying the ZPD for each learner, teachers can provide tailored scaffolding to bridge the gap between their current abilities and their potential abilities. This approach not only promotes academic growth but also fosters the development of critical thinking skills, problem-solving abilities, and metacognitive strategies. It recognizes learners' potential to achieve more with appropriate

support and guidance, ensuring they are neither overwhelmed by tasks that are too difficult nor bored by tasks that are too easy. Its inclusion within the psycholinguistic endeavour will enable teachers to regard not only the learners' preferences and styles but also their psychological and cognitive needs and impairments.

The findings of this research strongly support the hypothesis that the effective implementation of the scaffolding approach and the understanding of the principles of the ZPD significantly contribute to positive language learning outcomes. The study's results demonstrate the positive impact of scaffolding and the ZPD on pupils' language acquisition and learning processes. It is evident that teachers who employ scaffolding strategies and leverage the principles of the ZPD create a more engaging and inclusive learning environment, promoting students' language development and academic performance. Based on the research findings, several recommendations can be made to enhance language teaching and optimize instructional strategies; firstly, schools should prioritize providing ongoing professional development opportunities for teachers. These programs should focus on scaffolding techniques, the principles of the ZPD, and inclusive instructional practices. Training sessions, workshops, and mentorship programs can equip teachers with the knowledge and skills needed to effectively implement these approaches. Secondly, it is important to foster collaborative learning environments. Encouraging collaborative activities and peer interaction in the classroom through group work, projects, and discussions allows students to support and learn from each other, promoting active participation and a sense of belonging. Furthermore, recognizing the diverse learning needs of students is crucial. Individualizing instruction and support is essential in accommodating these needs. Teachers should provide individualized scaffolding techniques and adaptations, addressing the specific needs of learners with disabilities and ensuring equal access to learning opportunities.

In addition, promoting metacognitive strategies is highly beneficial. Teaching students to become aware of their own learning processes and encouraging them to reflect on their strengths, weaknesses, and progress fosters the development of metacognitive skills. This, in turn, empowers learners to become more independent and self-regulated in their language learning journey. Lastly, collaboration with parents and caregivers is a key; involving them in the learning process by providing resources, strategies, and information on scaffolding and the ZPD helps create a strong support system; also, open communication and collaboration between teachers and parents/caregivers support students' language development both at school and at home.

To sum up, this study highlights how the scaffolding approach and its strategies facilitate learners' progression along the zone of proximal development, enabling the development of necessary skills and knowledge for becoming independent learners. The findings of this research strongly support the hypothesis and provide practical insights for teachers seeking to optimize their instructional strategies for language learning. By implementing the recommended strategies and approaches, schools can foster a supportive and inclusive learning environment that empowers learners to overcome challenges, develop language proficiency, and become confident and autonomous learners. Further research in this area can explore additional aspects and applications of scaffolding and the zone of proximal development, ultimately enhancing language learning cognitive mechanisms and contributing to the advancement of the field of psycholinguistics.

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Appendix

Questionnaire :

We are master two students specialized in linguistics in the English department of Ibn Khaldoun University. This questionnaire is part of our research endeavour which targets to examine the applicability of psycholinguistic approaches in teaching third year primary school. We would be very grateful if you could devote few sometime to fill this questionnaire. Your responses will be highly confidential

Personal data:

Gender:

- Male
- Female

Please state your highest academic qualification?

- Licence degree
- Masters degree
- Doctorate
- Others (Please specify)

.....
.....

Please state your current employment status?

- Permanent employee
- Part-time (71-90% of full-time hours)
- Other (Please specify)

.....

Do you currently work as a teacher of 3rd grade pupils at another school?

- Yes
- No

Do you have a mentoring program for new teachers?

- Yes
- No

➤

Are parents involved in the school life of their children?

➤
.....
.....
.....

How many boys and girls study in the classroom?

- Boys.
- Girls.

Are there any forms of bias and stereotype in this school?

- Yes
- No

Explain how?

-
-
-
-

Do male and female pupils learn differently in your classroom?

- Yes.
- No.

How so?

-
-
-
-

How Can You Promote Gender Equality In Your Classroom?

.....

.....

.....

.....

Was any of the subject categories listed below included in your formal education or training?

	Topic	
	Yes	No
Knowledge and understanding of my subject field(s).		
Knowledge of the curriculum.		
Pupils' evaluation and assessment practices.		
ICT (information and communication technology) skills for teaching.		
Pupils' behavior and classroom management.		
Gender awareness		

Approaches of scaffolding		
Teaching students with special needs.		
Teaching in a multicultural or multilingual setting.		
Teaching cross-curricular skills (e.g. problem solving, learning-to learn).		
Language comprehension.		
Language production.		
Connectivism theory.		
Social learning theory.		
Psychanalytic.		
The zone of proximal development.		
Language and gender.		

How often pupils experience the following situations:

	Always	Often	Sometimes	Rarely	Never
Expressing problems.					
Understanding.					
Production problems.					
Stuttering/ Cluttering.					
Dysgraphia.					
Attentiveness.					
Auditory processing disorder.					
Visual perceptual/visual motor deficit.					
hyperactivity					
Lack of Concentration					

Extensive anxiety					
Fear from public					

As a teacher how do you deal with these difficulties?

-
-
-
-

How would you approach scaffolding in the classroom to work on the pupils' zone of proximal development?

-
-
-
-

How will you modify your teaching to help pupils who are struggling with learning difficulties?

-
-
-
-

How would you deal with a pupil who faces behavioural problems?

-
-
-
-

If the majority of your class failed a test, project or assignment, what would you do?

-
-
-
-

❖ This is the end of the questionnaire, thank you for giving us your time by answering our questions.

الملخص

يستكشف هذا البحث فعالية السقالات في تدريس اللغة الإنجليزية في علم اللغة النفسي. يهدف إلى فهم دور السقالات في منطقة التنمية القريبة (ZDP) وتأثيرها على فهم الطلاب وإنتاجهم. تم جمع البيانات من خلال الاستبيانات والملاحظات من مدرسي اللغة الإنجليزية الجدد وطلاب الصف الثالث. تشير النتائج إلى أنه على الرغم من وعي المعلمين بإمكانية السقالات ، فإن تطبيقها العملي لا يستهدف بشكل فعال ZDP للطلاب. يوصى بدمج النهج اللغوي النفسي في تدريب المعلمين لتحسين فهمهم. يساهم هذا البحث في علم اللغة النفسي من خلال تقديم وجهات نظر عملية لتحسين استراتيجيات التدريس وتعزيز طرق التدريس اللغوية الشاملة.

الكلمات المفتاحية: السقالات ، منطقة التنمية القريبة ، علم اللغة النفسي ، الفهم ، الإنتاج ، التربية اللغوية الشاملة.

Résumé

Cette recherche explore l'efficacité du l'échafaudage dans l'enseignement de l'anglais en psycholinguistique. Elle vise à comprendre le rôle dul'échafaudagesur la zone de développement proximal (ZDP) et son impact sur la compréhension et la production des élèves. Les données ont été collectées via questionnaires et observations auprès de nouveaux enseignants d'anglais et de leurs élèves de troisième année. Les résultats indiquent que malgré la prise de conscience des enseignants sur le potentiel dul'échafaudage, son application pratique ne cible pas efficacement la ZDP des élèves. Il est recommandé d'intégrer l'approche psycholinguistique dans la formation des enseignants pour améliorer leur compréhension. Cette recherche contribue à la psycholinguistique en offrant des perspectives pratiques pour optimiser les stratégies pédagogiques et promouvoir une pédagogie linguistique inclusive.

Mots-clés: L'échafaudage, Zone de Développement Proximal, Psycholinguistique, Compréhension, Production, Pédagogie Linguistique Inclusive.

Summary

This research explores the effectiveness of scaffolding in English language teaching from a psycholinguistic perspective. It aims to understand its impact on students' comprehension and production. Data was collected through questionnaires and observations from English teachers and their students. Findings indicate a need to improve the practical application of scaffolding to target students' learning needs. Integrating the psycholinguistic approach in teacher training is recommended to enhance their understanding. This research contributes to inclusive language teaching strategies.

Keywords: Scaffolding, Zone of Proximal Development, Psycholinguistic Perspective, Comprehension, Production, Inclusive Language Teaching.

