IMPACTS OF SCAFFOLDING ON IMPROVING SPEAKING PERFORMANCE OF ESP STUDENTS

Abstract

Teaching speaking for EFL students in an ESP classroom is a demanding process. The purpose of this study is to explore the impacts of scaffolding on improving the speaking performance of ESP students. The study will employ a mixed-method, quasi-experimental, pre- and post-test design. The participants are first-year undergraduate students of the ESP Department, UFLS-UD, who will be assigned to two intact groups, namely the IG (Intervention group) and the CG (control group). The instruments used in this study will include both quantitative and qualitative methodologies. The students' speaking performance will be assessed through a Speaking Performance Test (SPT), which will act as both a pre- and posttest. Student's speaking performance will be evaluated in terms of the SPT overall score and also by examining the two key speaking dimensions: accuracy and fluency. Additionally, the effects of scaffolding will be also examined through questions and interviews conducted with students of IG and EFL teachers. These instruments will be implemented before and after the 15-week-module intervention. The PMGA scaffolding model will be used in the learning module. It is expected that the application of PMGA scaffolding model in the intervention could have a significant impact on ESP students’ speaking performance and the research procedures are workable and practical.