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The Effectiveness of Using Visual Scaffolding Strategy in Teaching English Speaking Skill to Intermediate School Students

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A B S T R A C T

The present study aims at:

1- Finding out the effectiveness of using visual scaffolding strategy on students' achievement in English.

2- Finding out whether there is any statistically significant difference between experimental group achievement at the recognition level and at the production level.

3- Finding out whether there is any significant difference between experimental group's achievement in the pre-test and post-test.

To verify the hypotheses of the study, a sample of (70) students have been randomly selected from first intermediate class at Al Nahreen intermediate school in Al-shirqat city, and divided into two groups, i .e the experimental (35) and the control group(35). Both groups are equalized in their age and their parents' level of education. An achievement test of five questions has been constructed, validated, its reliability is obtained, its data analyzed and then applied to each groups of study. The data has been statistically analyzed and show the following results:

1. There are statistically significant differences between the achievement of the two groups and in favour of the experimental group.

2. The statistically significant differences between the student's achievement at the production level and their performance at the recognition level are equal.

3. There are statistically significant differences between the students' performance in the experimental in the pretest and their performance in the post test in favour of visual scaffolding.

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فاعلية استخدام استراتيجية الدعائم المرئية في تدريس مهارة التحدث باللغة الإنجليزية لطلبة المرحلة المتوسطة

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الخلاصة:

تهدف الدراسة الحالية الى ما يلي:

1- معرفة فاعلية استخدام استراتيجية الدعائم المرئية على تحصيل الطلاب في اللغة الإنجليزية.

٢- معرفة ما إذا كان هناك فرق ذو دلالة إحصائية بين تحصيل المجموعة التجريبية على مستوى الادراك وعلى مستوى الإنتاج.

٣- معرفة ما إذا كان هناك فرق كبير بين تحصيل المجموعة التجريبية في الاختبار القبلي والبعدي.

للتحقق من فرضيات الدراسة تم اختيار عينة عشوائية قوامها (٧٠) طالباً من الصف الأول المتوسط مدرسة متوسطة النهرين بمدينة الشرقاط ، وقسموا إلى مجموعتين ، الأولى التجريبية (٣٥) والمجموعة الضابطة (٣٥) كلا المجموعتين متساويتان في العمر ومستوى والديهم التعليمي.

تم إنشاء اختبار تحصيلي من خمسة أسئلة ، والتحقق من صحته ، والحصول على موثوقيته ، وتحليل بياناته ثم تطبيقه على كل مجموعة من مجموعات الدراسة. تم تحليل البيانات إحصائياً وتظهر النتائج التالية:

١. توجد فروق ذات دلالة إحصائية بين تحصيل المجموعتين ولصالح المجموعة التجريبية.

٢.تتساوى الفروق ذات الدلالة الاحصائية بين تحصيل الطالب على مستوى الانتاج وادائه على مستوى الادراك.

٣. توجد فروق ذات دلالة إحصائية بين أداء الطلاب في الاختبار القبلي وأدائهم في الاختبار البعدي لصالح الدعائم المرئية..

Chapter One

Introduction

1.1 Statement of the Problem

Nowadays, English is an important language all over the world as it is the language of commerce, science, technology communication. So using this language for learning as well as communication is a factor at developing English language skills. That we need to complete communication namely, listening, speaking, reading and writing. (Mubarokah, 2016:35)

In addition, it is the teacher who directly speaks to his students in English. This is the first-hand experience of spoken English for students. So a teacher, automatically, becomes a model for his students. What and how he speaks becomes the final word for students. So, a teacher should really try to be a real model for students. For this a teacher has to do something to improve his ability as an English teacher so that he may become a really good model for his students. Thus, we see that a teacher has double duty. One is how to teach spoken English to his students

and the other is how to improve his own speaking ability Additionally, students with reading problems often have unsatisfactory relationships with adults in the schools. Studies show that poor achievers tend to be perceived negatively by teachers, paraprofessionals, and principles. Teachers often identify poor readers as aggressive, lacking self-discipline, and unmotivated. Low achievers receive less praise or acknowledgment from teachers, and they are more likely to be criticized. Instruction that does not meet a student's needs can be an important factor in a reading problem. For example, when immature children are given formal reading instruction before they can profit from it, they may become frustrated and develop reading problems. If children do not receive sufficient instruction in critical skills, they may fail in the initial stages of learning to read. For examples, research demonstrates that an important link exists between phonemic awareness by first grade, their reading in all of the following grades is affected. Finally, low-achieving students often do not read enough to become better readers. (Blachman et al, 2004:12)

1.2 Aims of the Study

The current study aims at:

1- Finding out the effectiveness of using visual scaffolding strategy on students' achievement in English.
2- Finding out whether there is any statistically significant difference between experimental group achievement at the recognition level and at the production level.
3- Finding out whether there is any significant difference between experimental group's achievement in the pre-test and post-test.

1.3 Hypotheses of the Study

In order to achieve the aims of this study, these null hypotheses are put forward in order to be verified:

1- There are no statistically significant differences in the mean scores of the experimental group and that of the control group in the posttest.
2- There are no statistically significant differences between the mean scores of experimental group achievement at the recognition level and that at the production level in the post-test.
3- There are no statistically significant differences in the mean scores of the student's achievement of the experimental group in the pre and post-test achievement.

1.4 Limits of the Study

This study is limited to:

1. Iraqi EFL first intermediate school (AL-Nahreen school for boys) students enrolled in the academic year 2019-2020.
2. The use of visual scaffolding strategy and its effectiveness on dialogue.

1.5Significance of the Study

It is hoped that the present study will shed light on:

1- Student will learn the speaking accuracy and fluency, such as pronunciation, stress, intonation, etc.
2- The task that is given by the teacher the students will have a lot of practice .Therefore the practice will result on student's fluency.
3- Students will gain the confidence in the speaking since they often practice it.
4- It is beneficial to study the strategy for students to see how essential is the use of visual scaffolding as well as for the teachers for the purpose to report to them about the importance and usefulness on enhancing facilitating their work in the classroom specifically on the oral expression sessions.
5- Finally give the opportunity to experience the pleasure of being able to communicate using English language.

1.6Definition of the Basic Terms

The terms below have been defined theoretically and operationally:

1.6.1 Effectiveness

Effectiveness is the capability of producing a desired result or the ability to produce desired output. When something is deemed effective, it means it has an intended or expected outcome (Wikipedia, 2013:8)

Effectiveness refers to the degree to which objectives are achieved and the extent to which targeted problems are solved. Effectiveness means ''doing the right thing'' (Business Dictionary, 2019:110)

1.6.2 Visual scaffolding

Is support that includes images and words that can be seen as well as heard. Visual scaffolding is an excellent way to provide comprehensible input to ESL students so that not only will they learn the essential subject content but also they will make progress in their acquisition of English. (McCauley et al,1976:19).

Visual Scaffolding is a derived strategy from scaffolding. Scaffolding is based on the socio-cultural theory popularized by (Vygotsky ,1978:34).

1.6.3 Scaffolding

It is the "strategy used by teachers to facilitate learners transition from assisted to independent performance" (Hasanah, 2013:179).

Scaffolding, in its more usual sense, is a temporary structure that is often put up in the process of constructing a building. As each bit of the new building is finished, the scaffolding is taken down (Gibbons, 2002:10).

Gibbons (2009: 118) states that literally, scaffolding is something place around buildings, thus enabling the builders to access the emerging structure. As soon as the building can support itself, the scaffolding is removing. However, the term of scaffolding use as a metaphor in some fields.

1.6.4 Speaking skill

Speaking is " a skill which enables us to produce utterances, when genuinely communicatively, speaking is desire and purpose driven, in other words we genuinely want to communicate something to achieve a particular end."(Alexander, 1992:66)

Speaking is a skill, which deserves attention every bit as much as literary skills, in both first and second language. Learners of a language need to be able to speak with confidence (Bygate, 2003:9).

Chapter Two

2.1Visual Scaffolding

Levin & Mayer (1993:197) state that pictures can help learning by establishing a setting, contributing to text's coherence and reinforcing the text. They have proposed seven "C" principles for explaining why pictures facilitate learning – pictures improve student learning from text by making it text more concentrated, compact/concise, concrete, coherent, comprehensible, correspondent, and codable.

Cuevas, et al (2002:433) study how instructional strategies (such as use of diagrams in instruction) in complex task training environments can use to scaffold learners' cognitive and metacognitive processes, especially for low ability learners. Their findings suggest that incorporating diagrams into training facilitated performance on measures of integrative knowledge (they found no significant

effect on measures of declarative knowledge). They write “Diagrams additionally facilitate the development of accurate mental models and significantly improve the instructional efficiency of the training.

Finally diagrams effectively scaffold participants’ metacognition, improving their met comprehension accuracy (i.e. their ability to actually monitor their comprehension)”. “There are several theories that elucidate why inclusion of illustrations, such as pictures and diagrams leads to better understanding of the present material and improve retention and application of its concepts. One theory suggests that diagrams repeat the information in the text.

2. 2 Visual Scaffolding in Teaching and Learning

Research on visual scaffolding has mostly employed visual objects such as graphic organizer, pictures, diagrams, abstract visuals, and even hand and arm gestures in order to enhance learning efficiency and effectiveness. According to previous studies, visual scaffolding seems to promote learning by providing both implicit and explicit hints. (Hassett & Schieble, 2007:62).

Additionally, visual scaffolding is actively use as explicit aids for language learners in that it encourages knowledge comprehension by supplementing verbal information through visual images. Language learners can have difficulty understanding verbal-oriented text when learning other language or subjects. Therefore, pictures, drawings, illustrations, graphic organizers, and other visuals is widely use as visual scaffoldings. Those visual scaffoldings are known to improve language learning, and even to overcome cultural difference. (Ibid)

Last but not least, visual scaffolding such as a graphic novel is known to be entertaining to and especially effective for visual learners and struggling readers, as they combine images with text to increase comprehension. (Ibid)

2.3 Visual Scaffolding Using Transformational (Mnemonic) Function of Images

According to Carney & Levin(2002:5) have delineate five functions that pictures serve in text processing: decorational, representational, organizational, interpretational and transformational. decorational pictures “simply decorate the page, bearing little or no relationship to the text content” ; representational pictures “mirror part or all of the text content and are by far the most commonly used type of illustration” ; organizational pictures “provide a useful structural framework for the text content” ; interpretational pictures “help to clarify difficult text”; and transformational pictures “include systematic mnemonic (memory

enhancing) components that are designed to improve a reader's recall of text information".

2.4History of Scaffolding

Bruner (1986:89) defines scaffolding as a process of 'setting up' the situation to make the child's entry easy and successful and then gradually pulling back and handing the role to the child as he becomes skilled enough to manage it." . Wood & Middleton (1975:181) define scaffolding as a process that enables a child or a novice to solve a problem, carry out a task, or achieve a goal which would be beyond his unassisted efforts. And provide temporary support that helps students reach higher levels of speaking that they would not be able to achieve without assistance. The teacher gradually shifts more responsibility over the learning process to the student. Scaffolding, originally, is using in the initial studies to reflect parent-child interaction. Wood and Middleton (1975:181) observed how mothers interact with their children to build the 3D model. The type of support included: general encouragement, specific instructions, direct demonstration e.g. showing the child how to place one block on another. The results of the study show that no single strategy is best for helping the child to progress. Mothers whose assistance is most effective than those who vary their strategy according to how the child is doing. When the child is doing well, they became less specific in their help. When the child starts to struggle, they gave increasingly specific instructions until the child start to make progress again.

2.5 Advantages and Disadvantages of Scaffolding

Based on this review of the literature it is clearly notice that:

1- Scaffolding is a highly flexible and adaptable model of instruction that can be used to support students at all levels.
2- Scaffolding engages the student. The student does not passively listen to the information presented. Instead, through teacher prompting the student builds on prior knowledge and forms new knowledge.

In working with students who have low self-esteem and learning disabilities, scaffolding provides an opportunity to give positive feedback. This makes them feel that they are capable of performing the task.

3- It can minimize the level of frustration of the student.
4- Implementation of individualized scaffolds in a classroom with a large number of students would be challenging.
5- A teacher may not properly implement scaffolding instruction and therefore will not see the full effect.

6- Scaffolding also requires that the teacher give up some control and allow the students to make errors. This may be difficult for teachers to do.
7- Finally, the teachers‟ manuals and curriculum guides do not include examples of scaffolds or outlines of scaffolding methods that would be appropriate for the specific lesson content.(Van Der ,2002:5)

2.6The Nature of Speaking

The four skills (listening , speaking , reading and writing) speaking seems intuitively the most important : people who know a language are referring to as " speakers " of that language , as speaking include all other kind of knowing .(Ur , 2012:117)

Learning speaking, whether in a first or other language, involves communication, and complex skills for producing and managing interaction.

Alexander (1992: 78) states that to speak means to produce some words representing one's ideas. It is a process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. However, Speaking is generally considering one of the major productive skills.

Besides, depending on two main functions of language (i. e. interactional and transactional) have made a useful distinction between transactional language and interactional language.

Transactional language contains factual or propositional information and deals with the transfer of that information.

Whereas, interactional language is using to establish and maintain social relationships. According to them, speaker language can be both interactional and transactional considering the facts that, interactional language is listener oriented ' and transactional language is ' message oriented. (Brown &Yule, 1983:44)

2.7 The Functions of Speaking

According to Brown and Yule cited in Richards (2008:21) there are three functions of speaking: talk as interaction, talk as transaction, and talk as performance. Each of these speech activities is quite distinct in terms of form and function and requires different teaching approaches.

A. Talk as interaction

Talk as interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of

interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

B. Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other. Examples of talk as transaction are:

1) Classroom group discussions and problem-solving activities.
2) A class activity during which students design a poster.
3) Discussing needed computer repairs with a technician.
4) Discussing sightseeing plans with a hotel clerk or tour guide.
5) Making a telephone call to obtain flight information.
6) Asking someone for directions on the street.
7) Buying something in a shop.
8) Ordering food from a menu in a restaurant.(Ibid)

C. Talk as performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches.

D. Teaching Speaking Skill

According to National Capital Language Resource Center, the goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood; using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation. (http://www.nclrc.org/essentialsspeakingsp/index.html,January, 30th,2011)

Based on the statement above, it can be said that teaching speaking is focused on communicative efficiency. In this case, the researcher discusses the importance of teaching speaking, techniques in teaching speaking, and micro and macro skill in speaking.(Ibid)

CHAPTER THREE

PROCEDURES

3.1 Experimental Design

Best and Khan (2006:177) define experimental design as "the blueprint of the procedures that enable the researcher to test hypotheses by reaching valid conclusions about the relationship between independent and dependent variables". The experimental design of this study is called "the posttest only, Equivalent-Groups design". It includes the following steps:

1. Selecting two groups of student's randomly. And assigning them to the experimental and control group.

2. Make equalization between the students of the experimental group and control group in some variables.

3. Managing the independent variable only to experimental group.

4. Teaching the control group according to the traditional way.

5. Subjecting the two involved groups of students to the posttest.

3.2 Population and Sample

The whole population of the present study includes 107 first year students of intermediate school at Al-Shirqat city, during the academic year 2019-2020. The students are grouped into three sections, A, B, and C. Section A and B have been selected randomly to be control and experimental groups whose total number is 70. Section A consists of 37 students. Section B consists of 35 students, while section C consists of 39 students, section C have been selected as a pilot study.

3.3 Lesson Plan for Teaching the Control Group

Unit: 5, Lesson: 1

Date: 6th July

Class/Section: 1st intermediate class B

Period :(9:30-10:30)

Subject: Other countries

Aims

1- Introduction to the unit topic other countries.
2- Listen for specific information to identify countries.

3- Write sentences.
4- Ask and answer questions about countries visited.
5- Develop vocabulary.

Procedures:

1- Write country on the board. Point out the plural form. Elicit the names of some country.
2- Present and practice this pattern: I come from (country) where do you come from?
3- Elicit the names of four countries in the vocabulary box. Tell the students to match the names to the countries.
4- Elicit the names of four children and ask the students where they think each on comes from.
5- Say the English name of the gulf countries and ask the students to repeat.
6- Ask the students to look at the map of the world on SB35, and find a name of a country or continent beginning with A. continue with other letters.

Materials:

Students Book 34/35, Activity Book 54, Color board pen and the audio (track 28)

Language:

Sentence pattern: present perfect tense; Yes / No.

Vocabulary:

Country, French, Japan, India, Scotland, Russia, USA, Spain, Germany, Asia

Evaluation: Checking the students' understanding to the lesson by an oral test

Homework: SB 36, AB 55

3.4 Lesson Plan for Teaching the Experimental Group

Date: 6th July

Class/Section: 1st intermediate class A
Period :(10:45-11:30)
Subject: Other countries
Aims

1- Introduction to the unit topic other countries.
2- Listen for specific information to identify countries.
3- Write sentences.
4- Ask and answer questions about countries visited.
5- Develop vocabulary.

6- Make students able to pronounce names of country correctly.

Procedures:

1- Turn on the projector on the four pictures of the four countries, and tell the students that they will hear and watch the four people introduce themselves and give specific details about their countries (France, Japan, Oman and India) play 28- SB- p73.
2- After listening to each people on the play 28 more than one time, the students will able to guess the right picture and match them to their countries.
3- Show the students the maps of the world on SB35 and ask them this question –have you ever been to + name of country.
4- Point out to the country on the board. Point out the plural form. Elicit the names of some country.
5- Present and practice this pattern: I come from (country) where do you come from?
6- Elicit the names of four countries in the vocabulary box. Tell the students to match the names to the countries.
7- Elicit the names of four children and ask the students where they think each on comes from.
8- Say the English name of the gulf countries and ask the students to repeat.

Materials:

Projector, Pictures, Drawing, Maps, Students Book 34/35, Activity Book 54, Color board pen and the audio (28).See Appendix (H)

Language:

Sentence pattern: present perfect tense; Yes / No.

Vocabulary:

Country, French, Japan, India, Scotland, Russia, USA, Spain, Germany, Asia

Evaluation: Checking the students' understanding to the lesson by an oral test, quiz at the end of lesson, feedback and interview.

Homework: SB 36, AB 55.

3.5Construction of the Achievement Test

An achievement test has been constructed by considering the contents and behavioral objectives of the instructional material. It consists of five questions, and scored out of hundred, as shown it in table (3.9). Half of the questions measure

students' achievement at the recognition level while the other questions measure students' achievement at the production level as shown in appendix(C).

The first question contains two branches, (A) includes five items that students should complete their answer according to their understanding of the passage and each items take two marks , while(B) include two items demand from the students to write two short passages according to given pictures and each item take five marks.

The second question contains two branches, (A) include two items demand students to write a paragraph to describe the two pictures and each one take five marks. While (B) include five items demand students to understand the dialogue on tap in order to complete the missing words.

The third question includes two branches A and B, A contains five items demand students to recall information about the passage from their textbook each item take two marks while B include five items the students should remember grammar rules and each item take two marks.

The fourth question includes two branches (A) contains five items that students should match questions in list (a) to their answers in list (b) and each item take two marks. While branch (B) contains two items demand from students to give short description about Tom and Mike and each item take five marks.

The fifth question contains two paragraphs, the first paragraph contains five items while the other paragraph contains four items each paragraph take ten marks.

3.6 Pilot Administration of the Test

Pilot study means a preliminary study that is conducted with a sample out of the experiment sample in order to acquaint the researcher with any obstructions that may face during the test. (Good, 1973:143). The Pilot study aims to:

1. Find whether the items are suitable,

2. Analyze the test items, and find the difficulty level and the discrimination power of the items,
3. Check the test instructions, and
4. Know the time required for the examinees to answer the test.

Therefore; the test has been conducted on fifty students randomly selected from section (C). Results indicate that the time needed to answer all the test items ranges between 60-70 minutes and there is no ambiguity in the instructions of the given test.

3.7 Validity of the Achievement Test: Validity refers to the truth of the test when it measures the components that the examinee intended to measure (Bynom, 2001:201).All the notes and modifications stated by jurors have been considered.

3.8 Reliability of the Achievement Test

Reliability is one of an important characteristic of a good test. A test is reliable if its degree of accuracy stays stable and consistent in each time is conducted with the same condition for the same sample of students. (Verma and Beard, 1981: 86)

3.9 Final Administration of the Posttest

After verifying the pilot administration, the validity and reliability, the test is finally applied on the first of July 2020 to the two groups of students (experimental and control).The researcher has spread the test papers to the involved testees and ask them to read the instructions of the questions carefully and state their responses within the limited time of the test. At the end of that time, all the test papers have been collected to be scored according to the designed scoring scheme.

CHAPTER FOUR
ANALYSIS OF DATA AND DISCUSSION OF THE RESULTS

4.1 Comparison between the Mean Scores of the Experimental Group and that of Control Group in the Posttest

The obtained mean scores of the experimental group in the posttest is 75.20 with standard deviation 11.69 whereas that of the control group is 59.20 with standard deviation 5.51. Then the t-test formula for two independent samples is used to find whether there is any significant difference between the obtained mean scores of the two groups .The Calculated t-value is found to be 7.32 whereas the tabulated t-value is 2.00 at the degree of freedom (68) and the level of the significance (0.05), as shown in table (4.1).This means that there are statistically significant differences between the achievement of the two groups, and in favour of the experimental group. Thus, the first hypothesis which states that there are no statistically significant differences in the mean scores of the experimental group and that of the control group in the posttest is rejected.

Table (4.1)

The T-test Value of Paired Samples, the Experimental Group and Control Group Performance in the Post-Test

Groups	No.	Mean	SD.	T-Value		DF	Level of Significance
				Calculated	Tabulated		
EG.	35	75.20	11.69	7.32	2.00	68	0.05
CG.	35	59.20	5.51				

4.2 Comparison between Students' Achievement at the Recognition Level and that at the Production Level

The obtained mean scores of the students' achievement at the recognition level in the posttest is 33.51whereas that at the production level is 36.45. Then the t-test formula for the two related samples is used to find whether there is any statistically significant difference between the obtained mean scores of the two groups . The Calculated t-value is found to be 1.10 whereas the tabulated t-value is 2.04 at the degree of freedom (34) and the level of the significance (0.05), as shown in table (٤.2) This indicates that there are statistically significant differences between students' achievement at the production level and their performance at the recognition level are equal. Accordingly, the second hypothesis , which states that there are no statistically significant differences between the mean scores of experimental group achievement at the recognition level and that at the production level in the post-test. is accepted .

Table (4.2)

Students' Mean Scores and T-Value of the Two Levels

Group	Levels	No.	Mean	SD.	T-Value		DF	Level of Significance
					Calculated	Tabulated		
EG.	production	35	36.45	11.56	1.10	2.04	34	0.05
	recognition	35	33.51	13.77				

4.3 Comparison between Experimental Group in the Pre-Test and in the Post-Test Scores

It is found that the mean score of the difference between the students' performance of experimental group in the post-test is 75.20 with a standard deviation of 11.69.whereas that of the pre-test is 27.00 with standard deviation 7.38. The calculated t-value is 21.33, which is found to be higher than the tabulated t-value which is 2.04 at 0.05 level of significance when the degree of freedom is 34, as shown in table (4.3).The obtained results indicate that there are statistically significant differences between the students' performance in the experimental in the pre-test and their performance in the post-test in favour of Visual Scaffolding Strategy, thus the third hypothesis which state, that there are no statistically significant differences in the mean scores of the student's achievement of the experimental group in the pre and post-test achievement, is rejected.

Table (4.3)

The T-test Value of paired samples, the Experimental Group Performance in the Pre-Test and Post-Test

Group	Tests	Mean	N	Std. Deviation	T-Value		DF	Level of Significance
					Calculated	Tabulated		
Exp.	posttest	75.20	35	11.69	21.33	2.04	34	0.05
	pretest	27.00	35	7.38				

CHAPTER FIVE

CONCLUSIONS, RECOMMENDATIONS

AND

SUGGESTIONS

5.1 Conclusions

In the light of the findings of the present study, the following points are concluded:

1. The achievement of the students of the experimental group is better than the students of the control group which indicates that those students have positively responded to the suggested technique and that visual scaffolding strategy is an

effective technique that stimulates students' creativity in generating and organizing their ideas, encourages brainstorming, and arouses motivation by using images, key words, first letters and encoding information

2. Using projector in class have helped the students to develop strategies for effective communication, generating ideas, managing conflict, managing personal and interpersonal stresses and better performance**.**
3. Using gestures help students to understand, organize and analyze all elements of speaking in the best way.
4. The use of dialogue and video are useful to improve the social interaction among students. The students share information, generate ideas, participate in the exercises and answer the questions freely.
6. Intermediate students show a positive response towards visual scaffolding strategy since it is easy and simple to design as well as exciting in use.
7. Visual scaffolding help students with intellectual and developmental disabilities learn unfamiliar content more easily.

5.2 Recommendations

Teachers of English are recommended to:

1) Think of implementing visual scaffolding to enhance their students' improvement mainly speaking skills.
2) Pay more attention to the different speaking skills and how to create real-life situations in order to facilitate the teaching process.
3) Benefit from the attractiveness of the social media to develop their learning of the English language skills.
4) Enrich the syllabus using technologies.
5) Motivate students' learning using internal and external incentives. Exchange ideas and experiences with teachers of English from different countries.
6) Enroll in training courses for self-development.
7) Organize special programs for the low-achievers.
8) Offer different opportunities for students to use the language they know.

5.3 Suggestions for Further Studies

In the light of given conclusions and recommendations, the following points are suggested for further work:

1. The role of using visual scaffolding strategy on students' achievement in teaching English Grammar.

2. The effect of using visual scaffolding strategy on college students' performance in oral skills.

3. The impact of using visual scaffolding strategy on students' achievement at primary and secondary schools in English.

4. The effectiveness of using visual scaffolding strategy for teaching English essay, novel, poetry, etc.

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