

عنوان مقاله:

Investigating the Implementation of Peer Scaffolding on Speaking Proficiency in Blended versus Traditional Classes at the Advanced Level

محل انتشار:

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نویسندگان:

.Department of Linguistics and Foreign Languages, Payame Noor University. Tehran, Iran - - -

.English Department, Chabahar Maritime University, Chabahar, Iran - - -

.Department of Linguistics and Foreign Languages, Payame Noor University. Tehran, Iran - - -

خلاصه مقاله:

Traditional methods of scaffolding for language teaching have turned out ineffective, leading to the exploration of innovative approaches such as blended learning. While blended learning has shown effectiveness in various language aspects, its impact on scaffolding for speaking proficiency remains unclear. This study investigated the impact of peer scaffolding on speaking proficiency in traditional face-to-face classes versus blended classes. The participants consisted of ۴۲ advanced learners, randomly assigned to a control group (traditional classes) and an experimental group (blended classes). Pre-tests and post-tests were conducted using speaking topics to assess speaking proficiency, and evaluations were done using established criteria. The control group received instruction and speaking practice using conventional methods, while the experimental group had access to online resources and was engaged in face-to-face sessions guided by peers and the teacher. Descriptive statistics and t-tests were employed to analyze the data. The findings indicated that the experimental group, which received peer scaffolding in the mixed class, performed better in speaking ability compared to the group that received peer scaffolding in the conventional class. These findings have implications for language teachers, material developers, and policy makers, emphasizing the potential benefits of integrating peer scaffolding within blended learning environments to enhance speaking proficiency for advanced learners.

کلمات کلیدی:

Blended class, peer scaffolding, speaking proficiency and traditional class

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