TEACHER SCAFFOLDING OF ORAL LANGUAGE PRODUCTION

by

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A Dissertation Submitted to the Faculty of the

DEPARTMENT OF TEACHING, LEARNING AND SOCIOCULTURAL STUDIES

In Partial Fulfillment of the Requirements
For the Degree of

DOCTOR OF PHILOSOHY
WITH A MAJOR IN TEACHING AND TEACHER EDUCATION

In the Graduate College

THE UNIVERSITY OF ARIZONA

2011

THE UNIVERSITY OF ARIZONA

GRADUATE COLLEGE

As members of the Dissertation Committee, we certify that we have read the dissertation prepared by May George

entitled Teacher Scaffolding of Oral Language Production

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ACKNOWLEDGMENTS

I would like first to thank God the Almighty for giving me such great perseverance and persistence to finish my PhD; this has been my lifelong dream.

I would like also to thank all of the members of the Department of Teaching and Teacher Education, and the Department of Language, Reading, and Culture, who taught and guided me in the past five years. I was honored to be your student. I want to tell you that I loved every minute I spent learning and gaining knowledge at The University of Arizona. I hope to take with me what I have learned from your guidance and your example.

I give special thanks to my advisors, Dr. Richard Ruiz and Dr. Walter Doyle who helped me reach this point and made me grow in wisdom. Your guidance, love, and assistance led this project to flourish and reach completion. You have changed the way I see things and made me think critically. I would like to thank you for encouraging me to work hard and for all the great ideas you gave me in my project. You widened my perspective about my strengths. You were proud of me that I filled two faculty positions while I was still writing my PhD; you knew this would add richly to my experience.

Thanks must also be given for the feedback received and time spent with advice by Dr. Philip Callahan and Dr. Bruce Johnson.

Thanks must be given for all the support that I received from Linda Webb, Tracy, and Bertha from TTE my best friend Juanita Watters who edited my dissertation, encouraged me, and supported me till the last step of my dissertation also my dear friends Maria Telles, Martha Montoya, and Kevin O'Connell.

Thanks must be given for all the support that was given me to finish my dissertation from the faculty at the United States Military Academy at West Point. A special thanks goes to the head of the department at the U.S Military Academy at West Point, COL. Rickie McPeak, the head of the Department of Foreign Language, who reduced my teaching load and treated me as a member of his family.

DEDICATION

I would like to dedicate this dissertation to my parents, George and Saud and my siblings,

Maha, Kais, and Fadia.

Your prayers and encouragement made me achieve this dream.

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ABSTRACT

This research involved two observational studies. It explored the scaffolding processes as part of classroom pedagogy. The research shed light on the way a teacher's instructional methodology took shape in the classroom. The target event for this study was the time in which a novice learner was engaged publically in uttering a sentence in Arabic in response to a task posed by the teacher. The central question was: What does the teacher do to assist and support this interactive sentence production process? It was decided to label this assistance and support as "scaffolding," i.e., temporary support to help a learner accomplish a challenging task slightly beyond his or her current level of proficiency. The research involved detailed descriptions and analysis of videotaped classroom episodes conducted in first-year Arabic language classrooms at a private liberal arts college during a three-month period. A central finding in this study was that oral Arabic sentence production was achieved through several related steps. These steps involved providing the students a pattern to follow, subsequently removing the pattern, and asking the students to produce sentences after explaining the grammatical rules. The teachers differed in the extent to which they launched models and patterns for students to follow.

CHAPTER 1: STATEMENT OF THE PROBLEM

Introduction

Teaching languages often requires a search for different instructional techniques that can provide novice language learners with the support they need to acquire language skills and master these skills in the long term. Among the skills novice language learners need to master is the production of well-structured sentences that can enable them to engage in a short discourse. Roberts and Langer (1991) believed that learners usually want to express themselves orally in a precise way and in as few words as possible. Lemke stated that spoken language is "the medium in which we understand and comprehend" (1988, p. 136). Lemke believed that language is learned by speaking it with others and using it for specific purposes.

This was an exploratory study of how two college-level teachers of Arabic scaffolded oral sentence production to English-speaking students during classroom lessons. It is based on the premise that oral sentence production is a challenging task for novice language learners and that little is known about how teachers support and sustain this task under conventional classroom conditions. The teaching of Arabic to English speakers provided an especially useful research site for a study of instructional scaffolding because of the marked differences between Arabic and English in pronunciation conventions, in grammatical structures, and in orthography, (which in Arabic includes diacritics).

The Nature of Scaffolding

The target event for this study was the time in which a novice learner was engaged publically in uttering a sentence in Arabic in response to a task posed by the teacher. The central question was: What does the teacher do to assist and support this interactive sentence production process? It was decided to label this assistance and support as "scaffolding"i.e., temporary support to help a learner accomplish a challenging task slightly beyond his or her current level of proficiency. In this section, the idea of scaffolding as used in this study is clarified and distinguished from other types of interactive instructional assistance.

The process of scaffolding was first introduced by Wood, Bruner, and Ross (1976) in their article "The Role of Tutoring in Problem Solving". They used the term "scaffolding" to refer to the "process that enables a child or novice to solve a problem, carry out a task or achieve a goal which would be beyond his unassisted efforts" (p. 90). Later, Graves and Graves elaborated on the term "scaffolding" to include the classroom learners. They stated that "in addition to helping children complete tasks they could not otherwise complete, scaffolding can aid students by helping them to complete a task with less stress or in less time, or to learn more fully than they would have otherwise" (2003, p.30). Scaffolding is an instructional technique that is flexible and temporary. Once the students are able to successfully accomplish the task, scaffolding should be gradually decreased and removed.

Scaffolding is derived from Lev Vygotsky's theoretical concept, the Zone of Proximal Development or ZPD. The ZPD is the "area between what children can do

independently and what they can do with assistance" (Clark & Graves, 2005, p. 571). Teachers use scaffolding to help students navigate their ZPD and extend current knowledge and skills (Wiseman, Elish-Piper, & Wiseman, 2005). Scaffolding as an instructional process is a broad technique that includes many useful and thoughtful techniques that allow the teacher to break down a task into smaller, more manageable parts to provide learners with all the support they need to understand a certain concept. If the scaffolding process is used consistently in the class it can help familiarize students with the complexity of the task and help them know how the task can be done independently (Burner, 1975). Scaffolding involves giving support to the learner in order to move to the next stage of learning. The kind of support that the teacher provides is temporary but important for the learner to advance to the next level of learning (Stewart, 2002).

The process of scaffolding requires knowing how the students are performing in a certain task and scaffolding the class accordingly to shape the students' understanding at the first stage and achieve students' independence at the final stage of scaffolding (Lyons, 2003). Scaffolding is removed when a gradual degree of independency is accomplished on the part of the student during the task. Accordingly, Edward and Mercer state that "learners do not forever remain propped up by the scaffolding of adult assistance but come to take control of the process for themselves" (1987, p.86).

Wood, Bruner, and Ross (1976) identified six main characteristics of scaffolding which involve both the students and the teacher interaction in the task, these are: *recruitment* which is related to making the task interesting, *reduction* in degrees of

freedom which involves explaining the task and not simplifying it, *direction* which deals with having a specific goal to accomplish, *marking critical features* which are related to identifying solutions to solve the problem, *frustration control* which is about dealing with stress, and *demonstration* which is related to showing ways to perform the task.

The teacher's role in the scaffolding process involves giving the responsibility step by step to the students to finish the task. Pressley (1997) believed that this shift of responsibility can help the students gain confidence and gradually accomplish the task successfully. Therefore, the process of classroom scaffolding can involve giving different degrees of support to the students. The amount of support is determined by the teacher to evaluate the students' performance in the class. Teacher support can be of various types. For example, it can involve modeling, giving feedback, questioning, instructing, and restructuring (Tharp &Gallimore, 1988).

In this connection, Lidz (1991) identified two types of learning: direct and mediated. Direct learning is learning that is accomplished without any assistance from the teacher. Lidz associated the concept of scaffolding with mediated learning. Mediated learning involves adjusting the complexity and the maturity of the teaching interaction to accomplish mastery of the task and providing support when necessary.

Several criticisms have been placed on the traditional definition of scaffolding; Mascolo (2005) argued that the standard definition of scaffolding stresses strongly the structuring role of the expert and does not reflect "the dynamic, emergent and open ended nature of development" (p.186). Similarly, Granott (2005) suggested shifting the focus from scaffolders and scaffoldees to "ensembles" which are defined as a few individuals

who interact with one another during the process of learning a specific activity in a certain context. In this definition Granott emphasized the active role of the learner, or ensemble, which is individually able to self-scaffold. A learner from this perspective is a person who imagines talking to someone else in order to solve a problem.

Bickhard (2005) agreed with Mascolo that the traditional definition of scaffolding does not account for situations where the novice learners can learn without much support from the expert. Bickhard advocated the need to adapt a more holistic view of self-scaffolding. In his opinion, this can lead to a high level of understanding through using different meditational means such as "choosing simple cases to work on first,… moving to idealizations… breaking down into sub-problems…. making use of resources that are currently available but may not always be available" (p.170). Using self-scaffolding can lead to provision of new knowledge. Similarly, two types of teacher scaffolding are identified by Lenski and Nierstheimore (2002): directive and supportive. Directive scaffolding involves giving direct instruction; it is a teacher-centered approach. Supportive scaffolding involves a community of learners and is more of a learner-centered approach.

The Differences between Modeling, Coaching, Scaffolding, and Piloting Processes

During the teaching process, different instructional processes can occur at the same time. In this section, I distinguish between modeling, coaching, scaffolding, and piloting. The rational for making these distinctions; is to clarify what each concept means and how they are implemented during the lesson, and to show how scaffolding is different from

modeling, coaching, and piloting processes. Finally, it shows why scaffolding is an important process to be incorporated by teachers in classroom instruction.

Modeling is an instructional process described by Bandura (1994) where the teacher explains the concept clearly through asking questions, providing visuals and auditory means to illustrate the concept. Teacher modeling in a class involves demonstrating the assignment to the class and asking the students to complete it by showing them what they should do. This can be achieved by providing the students with examples and telling them precisely how to do it (Amanda, 2004).

Coaching occurs during the process of giving instruction in the classroom and can involve giving encouragement, diagnosis, directions and feedback. Examples of coaching include, analyzing what the learner is doing and offering help till the end of the task (Brown, Collins, & Duguid, 1989).

Piloting is an instructional process that is different from scaffolding. According to Lundgern (1977) piloting is "whereby the teacher avoids problems by simplifying them so that the students are able to solve them by answering a simple chain of questions" (p. 200). For example, "How do you start? What is it? Do you work carefully?"...etc.

Lundgren identified two types of piloting: collective piloting and individual piloting. Collective piloting occurs when the teacher works in front of the class. Individual piloting occurs when the teacher works individually with each student. Collective and individual piloting are used in the class when the students are not able to master certain concepts and relationships that are prerequisites for instruction where the teacher as Lundgren states "transforms the problem down to the student's level of understanding by putting

simple questions for him" (p.201). Lundgren believes that a piloting strategy is used in the class because of the teaching constraints. Therefore, the teachers are forced to use piloting because it is the only functional way of teaching available to solve the problems that are associated with the teaching process.

Purpose of the Study and Research Question

In this study, I used videotaped interactive lessons to investigate how teachers used scaffolding processes in Arabic language classes in a private liberal arts college. I explored the types of scaffolding processes implemented to support novice learners to produce well-structured Arabic sentences.

The main intent of this study was to investigate how the teachers of Arabic language in a private liberal arts college used scaffolding processes in teaching native speakers of English to produce well structured Arabic sentences that were both original and topic relevant.

Significance of the Study

The study has the potential to provide valuable information to teachers who specialize in classroom pedagogy and teachers working in the field of language teaching regarding the role that the classroom teacher plays in helping students produce original sentences. It identifies different scaffolding processes implemented by the two teachers in their classrooms.

Summary

In summary, we know scaffolding is an instructional process whereby the teacher's role is to provide students with instructional support needed in class at different stages of

learning development. The instructional support depends on several aspects, among these are: the teacher should select appropriate activities in the class, the teacher should gradually release the responsibilities of the learning tasks to the students, and, the teacher has to provide feedback to the students to enable them to progress to higher levels of competencies. Therefore, the teacher determines the difficulty a student might have and identifies strategies that can make the student able to discover the answer without directly giving the student the solution to the problem.

What we did not know about scaffolding yet was how the scaffolding process happened in the class during the early stages of language learning, how the teacher was involved in the scaffolding process, how the teacher acted and scaffolded the students step by step, and when the scaffolding process ended.

Therefore, my main focus in this study was to find out how the students at certain stages of learning the language can produce sentences and how the teachers supported students to reach to that goal. Accordingly, I studied how the scaffolding process was used in the class during the early stages of language learning, how the teachers were involved in the scaffolding process, how they step by step scaffolded the students, and when the scaffolding process ended. In this study, I analyzed selected videotaped classroom episodes to achieve these goals.

CHAPTER 2: LITERATURE REVIEW

Introduction

In this literature review, I examine studies that were conducted in relation to the classroom scaffolding processes of language learning. Scaffolding is investigated in relation to: curriculum enactment, methodology and practices, and classroom pedagogy. To explore these areas, I utilize a main guiding question:

How does research on the scaffolding of language learning inform us about the ways scaffolding processes are incorporated in enacting curriculum, methodology and practices, and classroom pedagogy?

Following the discussion of these areas of research, I addressed the rationale behind using the selected studies in the literature review and how these are related to scaffolding in teaching and learning a language.

Studies of Scaffolding as a Tool in Teaching and Learning a Language

To date there has been little research done on the impact of scaffolding on teaching language which addressed teachers scaffolding students. The researchers on language teaching have indirectly touched upon the teacher's role in teaching a second language to native speakers of English. There are a few studies, however, that address teacher-students scaffolding and student-student scaffolding. No study has been done regarding teacher-students scaffolding in the context of teaching Arabic language to native speakers of English.

Research Related to Enacting Curriculum

The process of scaffolding in teaching English as a Second Language (ESL) was explored by Hammond and Gibbons (2005). They examined how scaffolding looks in the enacted curriculum. They were most interested in how to identify scaffolding in the unfolding of classroom interactions and how scaffolding can be regarded as part of the teaching process.

They developed a model for scaffolding and called it “scaffolding in action” which is divided into two levels; “the designed in level”, and “the interaction contingent”. “The designed in level” is part of macro-scaffolding while “the interactional contingent” is part of the micro-level. The macro level is related to a pre-planned lesson where it involves the designed in scaffolding which focuses on the selections of tasks, sequencing of the tasks, participants and their prior knowledge, semiotic systems, meditational texts, and meta-linguistics and meta-cognitive awareness. While, the “micro-level of scaffolding” involves unplanned interactions between the teacher and the students. “The interactional contingent” of scaffolding includes linking to prior experience, recapping, recasting, cued elicitation, and increasing prospectiveness.

Methodology and Findings of Hammond and Gibbons

Hammond and Gibbons (2005) made classroom observations and they videotaped lessons from six high schools. They used students’ transcripts; and texts to analyze. From the collected and analyzed data they developed their model for scaffolding.

Hammond and Gibbons found that scaffolding appears at both the macro and the micro levels. The macro scaffolding is planned by the teacher. They state that macro

scaffolding is realized through identified classroom goals, organized classrooms, and through the selection of the sequencing of tasks. Macro scaffolding is a combination of pre-planned lessons and the contingent lessons which enable the teachers to develop and create new strategies of teaching while at the same time providing the students with the support they need to achieve better outcomes.

The micro level, by contrast, is related to interactions between the teacher and the students which are not pre-planned. Hammond and Gibbons (2005) believed that unplanned classroom interactions constitute the true level of scaffolding; however they also argued that without pre-planned goals these interactions can add little support to the learning goals of a specific lesson.

Research Related to Methodology and Practices

Cole (2006) examined oral scaffolding of beginning readers within *macro* and *micro contexts* where readers construct text. In the "micro context", the readers focus on the smaller units of the text, letters, sounds, and words. While on the *macro context*, the reader focus is the phrases, the sentences, the paragraph, and the whole text. Cole's main research question was, "What do classroom teachers do or say while scaffolding beginning readers?" The participants in the study were four urban and three suburban first grade teachers. Each teacher selected two students, one novice and one fluent reader. The teachers gave their students a challenging text to read.

Methodology and Findings of Cole

Cole videotaped first grade teachers; conducted unstructured interviews with students, made classroom observations, and took photos. The researcher used a

camcorder to record the gestures, the voices of the participants, and the page in the book they were reading. Then the researcher transcribed and coded the voiced utterances and the gestural behaviors.

Cole found that the teachers spent more time with the novice readers. There were a lot of interruptions during the process and more of the touch-page finger pointing. Scaffolding occurs in both micro and macro contexts. The *micro context* involves smaller units of text like letters, sounds, and words. *The macro context* involves phrases, sentences, paragraphs, and the whole texts. According to Cole "Scaffolders move from *micro* to *macro* and back again as they try to support meaning and fluency as much" (2006, p.454). Teachers usually focus on the micro context and try to move the readers to the macro context where the textual meanings reside.

Cole found that scaffolding behaviors change as development changes. In comparison with fluent readers and novice readers, novice readers require lengthier scaffolding periods, more interruptions during the process, and more gestural making behaviors.

Classroom Practices

In another study, Shim (2003) explored "negotiation of meaning" between the teacher and the students in an intermediate listening and speaking ESL classroom and how the teacher used scaffolding to solve the problem. Negotiation of meaning occurs in the class when there is a problem of communication between the teacher and the students during the classroom discourse. According to Shim, negotiation of meaning refers to "interactional work executed by interlocutors to achieve a mutual understanding when a communication problem occurs" (p.vii). she identified several negotiation of meaning

processes, these are: (1) trouble sources that caused communication difficulty, (2) the participants' perception of communication problems, (3) the decision-making process about whether to pursue negotiation, and (4) the resolution process of communication problems" (p.vii).

Shim's main focus was examining how 6th grade Spanish English bilingual children began to acquire academic English both oral and written. Shim collected her data from an ESL class in the southwestern U.S. The participants in the study were a teacher and nine students at level 3 listening and speaking skills.

Methodology and Findings of Shim

Data collection involved classroom observations for 90 minutes once a week; the researcher took field notes, videotaped the class and audio-taped the interviews, and used stimulated recall sessions.

The results of the study show that teacher scaffolding is realized through dialogic exchanges and joint engagement on the part of the teacher. In addition, the nature of classroom environment which involves both teacher's scaffolding and the collaborative efforts of the whole class can help make the negotiation process constructive and more productive. Therefore, the teacher-student negotiation process in the ESL classroom is a very complicated process in which the cognitive and the social practices play a major part.

Teacher's Role and the Scaffolding Process

Regarding the teacher's role in scaffolding students' talk in a literary discussion, Maloch (2000) examined the teacher's role in relation to the use of activities to prepare

students for the discussion groups and also in relation to the teacher's intervention during the discussions and the influencing factors of these interventions. The participants in the study were thirty students and a teacher in a third grade classroom.

Methodology and Findings of Maloch

Maloch collected the data for six months through observations, field notes, formal and informal interviews, audio and video recording of the class, and collecting artifacts. She observed and participated in the activities, and attended two days of observations twice a week. Maloch focused on group interaction and the teacher's role. Her data analysis involved weekly reviews of field notes focusing on intervention techniques.

The results of the study show that the teacher's role in leading a group discussion is not difficult for it consists only of scaffolding students' attempts at the discussion. The teacher acted as a guide to engage the students in the discussions. Accordingly, the teacher interventions were guided by her expectations in relation to the students' performance. Therefore, the teacher's role in instructional settings is the result of his or her expectations for learning and for using particular instructional techniques. The teacher's support of the students was achieved in two ways scaffolding students through initiating a conversation with them and supporting students to continue their discussion. She found finally that the depth of the teacher intervention is related to how the students responded to the teacher's intervention.

Research on Scaffolding Related to Classroom Pedagogy

The process of scaffolding was examined in relation to language instruction through conducting a longitudinal study for three years by Roehler and Cantlon (1996). Their

main goal was to examine the characteristics of scaffolding within contextualized settings during instructional conversation. The participants in the study were teachers and students from two school districts in a Midwestern city. Two classrooms were selected. Each classroom had a high rate percentage of minority students. These classes were ESL classes.

Methodology and Findings of Roehler and Cantlon

Roehler and Cantlon collected their data by interviewing students, collecting teachers' journal excerpts, audio taping lessons, and collecting field notes. The ESL teachers would give one hour of instruction to the students; through this hour the teachers and the students had time to interact through conversation to solve problems, generate questions, and share ideas.

The study demonstrates that scaffolding in learning conversation is embedded in both classrooms. Five types of scaffolding are identified; the first type is explanation which deals with making the statement clear to fit the learner's understanding. The other types are inviting students to participate, verifying student's understanding, modeling of desired behavior, and inviting students to contribute clues. Scaffolding was identified in this study as a complex process where the teacher had to provide different degrees of scaffolding to different students struggling to learn a new concept. Both Roehler and Cantlon conclude that scaffolding is an important instructional tool in the classroom.

Scaffolding as an Instructional Tool

Scaffolding as an instructional tool was examined by Li Danli (2008) for its impact on learning grammatical forms in Chinese. The researcher focused on teacher-students,

student-student, and teacher-group scaffolding and how scaffolding facilitates student learning of Chinese grammar in order to further student progress. Forty-eight Chinese learners and four teachers participated in the study from a university in Hong Kong and a university in Wuhan.

Methodology and Findings of Li Danli

Semi-structured interviews with the teachers and the students were conducted before the task. Pre-tests and post-tests were designed to examine student familiarity with the targeted language grammatical features. A task was given which included a writing activity that required the students to rewrite an essay using a relative clause. The data collection was made in 2005-2006. The researcher attended twenty four classroom sessions.

The results of the study showed that two types of scaffolding were identified during a classroom discussion of written and reading essays; scaffolding through clarifying the meaning, and scaffolding through noticing the form. Scaffolding was defined by the researcher as a temporary support that the students receive from the teacher; accordingly scaffolding was applied through the teacher identifying the formal understanding of the content. Scaffolding was used with a main key word, sentence, or paragraph. Scaffolding through noticing the form was achieved in three different instructional contexts: teacher-students interaction, student- student interaction, and teacher-group interaction.

A New Approach to Understanding Scaffolding: Self-Scaffolding

Knouzi, et al. (2010), explored self-scaffolding mediated by “languaging”. Languaging is defined as “our speech to ourselves as we regulate our mental functions”

(p.2). They focused on the process of making meaning and knowledge development through learning a language. They examined the quality of languaging by learners as they read and talked about a text which dealt with the concept of voice in French which involved the passive, the active, and the middle voice. They believe that languaging is private speech, i.e. our speech to our self as we regulate our thoughts. The data analysis is based on nine university learners of French language. The researchers incorporated a micro-genetic approach to examine the students' conceptual development and explored languaging as a self-scaffolding tool through a total duration of a learning event defined as an intervention that followed a pre-test and preceded a post-test.

Methodology and Findings of Knouzi, et al.

Nine participants studying French as a second language were selected from two universities. Knouzi, et al. (2010), developed a concept based instructional unit dealing with the concept of voice. In French, voice involves the active, the passive and middle voices. The students were pre-tested, read the text, and answered interview questions. Then the students were given an immediate post-test and answered interview questions. A stimulated recall was implemented to explain the participants' answers to the delayed post-tested items.

Knouzi, et al. (2010) found that languaging; is self-scaffolding, that is, it used by students to discover new meanings and understand the teaching material presented to them. According to the researchers "languaging mediates the conceptual development of language learners and facilitates the internalization of declarative knowledge" (p. 45). Therefore, high languaging uses self-scaffolding efficiently to solve cognitive conflict

and construct meaning at the end. They suggested that the teachers should encourage the students to talk to each other and make use of languaging to make sense of the teaching material.

Summary of Chapter Two and Rationale for these Studies

In summary, the aim of presenting these studies in this section was to outline the concept of scaffolding in teaching a second language and show how it was implemented in the ESL classrooms in relation to curriculum enactment, methodology and practices, and pedagogy. The current study will draw upon the findings of these studies and will show the similarities and differences when teaching Arabic language to native speakers of English.

The rationale for including these studies in the literature review is that they can inform my research as I observed the process of teaching and learning the Arabic language through curriculum enactment, different methodologies and practices, and pedagogy in each lesson.

The elementary level of Arabic in which the students start to learn and produce original sentences requires the teacher to utilize different practices to speed the process of producing a well-structured sentence. The teacher might instruct the students to write and read the sentence; the teacher might put the students into pairs and ask them work together. Therefore, scaffolding strategies that are implemented at this stage of learning requires different methodologies, practices, and interaction to enact the curriculum and achieve a satisfactory outcome.

CHAPTER 3: METHODOLOGY

This chapter contains information about how this exploratory study was conducted. Subsections include information about participants, settings, and procedures. An explanation of data analysis focuses on scaffolding used in selected episodes of Arabic language sentence production of both teachers and students in Arabic language classes during videotaped lessons.

The purpose of this study was to identify different scaffolding processes that occur in Arabic language classrooms at a private liberal arts college. Data collection in this study focused on how the teachers incorporated and managed scaffolding processes in the classroom

Selected classroom episodes that involve both the teacher and the students in each Arabic language class were transcribed and analyzed to identify scaffolding processes.

Participants

Two Arabic language instructors agreed to participate in this study: a male native speaker of Arabic from Morocco and a female non-native speaker of Arabic who was born in Iran but lived all her life in Lebanon. Both instructors teach an Arabic Level One drill section. The teachers are between 30-40 years old. The teachers were selected in the study because they both teach Arabic for beginners.

My Role as a Senior Instructor

I was the senior instructor of the Arabic Level One presentation sections. I taught three presentation sections for the fall semester of 2009 at a private liberal arts college. Each class was fifty-five minutes long. The presentation section involved teaching the

grammar portions of each chapter in the book. The two instructors in this study worked with me and were responsible for teaching the three drill sections that met twice a week. One instructor taught two drill sections and the other taught one drill section. Each class of the drill section was an hour and fifteen minutes long. I administered the Arabic Level One course and I met with the two drill section instructors on weekly basis as well as communicating with them by emails. I and the two drill section instructors taught the same students.

Settings

The study was carried out through classroom observations and videotaping of lessons. Three Level One Arabic language classes at a private liberal arts college were observed and videotaped. The researcher attended two classroom observations for each class. The researcher sat in the back of the class and took notes manually.

Each language class was videotaped on two separate occasions. The videotaping of the classes was done from the rare of the class and focused only on the teacher. Students' faces were not videotaped.

Procedures

The researcher met with each teacher separately before collecting the data and explained to them the purpose of this research study. The researcher informed each teacher that classroom observations and videotaping of lessons would be provide opportunity to study the relationship between teacher application of scaffolding processes and students production oral Arabic language production. The researcher gave each teacher a consent form which they signed before collecting the data.

First Year Arabic Classes

The two videotaped instructors each taught three drill sections of first-year Arabic (001) for the fall semester in 2009. These classes met every Tuesday and Thursday. The first class met from 9:55-11:10 am, the second and third classes met at 11:20 am - 12:35pm.

The total combined number of the students in these classes was 34 students. The number of students was divided as follows: two classes were taught by a male instructor and had 12 students in each class, both males and females. The third class was taught by a female instructor and had 11 students, both males and females. Three of the students in these classes were high school students. The students' ages ranged from 18-25 years old. The students represented diverse ethnic groups including one Hispanic student, three Asian, and two from the Middle East.

The Students' Background in Arabic and their Education

The students in the first year of Arabic 001 were studying Arabic for the first time. There were only four females two of whom them speak different dialects of Arabic because of their family heritage although they were born in the United States. There were two native speakers of English who had already studied Arabic for a semester but were included in the beginner class because there was not a more advanced class for them to attend that semester.

The students were taking Arabic 001 because of their interest in learning the language and the culture. It was a pass-fail class, which meant their grade point average would not be affected by their grade. The students came from different majors in college. Some

students were studying other languages in addition to Arabic, such as French, Spanish, and Japanese.

Two students were residents of Pennsylvania, and the rest came from the East Coast and Midwest, and from the southern United States.

The Background of the Two Instructors in Teaching Arabic

Regarding the two instructors' backgrounds in teaching Arabic for the first year at a private liberal arts college, the female teacher did not have any experience in teaching Arabic at the college level. She had previously taught English as a second language in Lebanon. This was her first time to teach Arabic. The male teacher taught Arabic in Morocco to fifth-grade and he was doing some tutoring of Arabic in Philadelphia. He has a Master's degree in French.

The Drill Sections

In the drill sections, the teachers reviewed and reinforced the material that was presented on the previous day by the senior instructor. The teachers were responsible for preparing various activities in the class to help the students make progress in learning the language. The main objectives of Arabic 001 were to assist students to produce, read and write short paragraphs in Arabic.

The Book Used for the First Year of Arabic Classes

A new book was used for the first time for the first year Arabic students. It is called "*Ahlen Washalen*", published in 2010 by Yale University Press. The book consists of two parts. The first part included teaching letters and sounds, and the second part included teaching how to read short paragraphs and how to use different grammatical

constructions. The drill activities are the practical aspects of the book that were implemented to help students to produce, read, and write Arabic.

The Grading System of the First Year Arabic Students

The daily homework was not graded. The teachers usually wrote their comments on the homework and the students could refer to these comments to improve their practices. There were weekly quizzes which were graded. There were two mid-term examinations and three oral examinations. Student participation in the class was part of the grade. The students' grades were pass-fail for the first semester and were added to the second semester of Arabic if the students decided to continue studying the Arabic language.

The Performance of the Students during the First Half of the Semester

In the first half of the course, from August 25th until the beginning of October, the students were introduced to all the Arabic letters and sounds. The teachers finished part one of the books. The students were taught how to produce and write each letter though involving them in reading and listening activities through a DVD accompanied by the book. The students also had to do homework online and listen to how the letters were produced; the DVD also included animation of these letters.

Student performance was based on the results of weekly quizzes, three oral examinations, the mid-term examinations, student participation in class, and teacher evaluation of homework. The teacher gave a quiz each week. The students were prepared for the quiz a day ahead. Concerning the oral examinations, the teacher met with each student for five minutes and asked the student to talk in Arabic about certain subjects, such as greetings in Arabic or how to introduce oneself.

Transcription Procedure and Data Analysis

In this study, ten episodes from three video-taped Level One Arabic classes were transcribed and analyzed. The first case study of Mr. Kim involved transcribing and analyzing six episodes from two video-typed classes. The second case study of Miss Kay involved transcribing and analyzing four episodes from one video-typed class. The teachers and the students were given pseudonyms. Mr. Kim was the name given to the male teacher and Miss Kay was the name to the female teacher. Episodes were selected that (1) contained multiple instances of Arabic oral language production and (2) involved a majority of the students in the discussion session.

The selected episodes from the videotaped lessons were translated from Arabic into English. Some of the teacher instructions were given in English; these were highlighted in bold font. The Arabic spoken by both students and teacher was translated into English and represented in regular font. The transcription procedure included a brief description of each exchange between the teacher and the student in direct quotations. Brackets were used to give explanation about teacher-student interactions, especially the visual cues that are not part of the verbal exchanges.

The analysis of each episode involved interpreting and re-interpreting exactly what happened in the class during the lesson. Particular attention was given to analyzing each exchange between the teacher and student in relation to task that was associated with the oral Arabic sentence production. In other words, it was important to establish the precise nature of the language production task a student faced when attempt to generate an Arabic sentence.

Summary of Chapter Three

This chapter included information about the study participants, settings, and procedures. The analysis of the data focused on the selected episodes from the videotaped Level One Arabic classes. Three classes were video-taped and analyzed. Ten episodes were selected from the video-taped lessons, transcribed, and analyzed.

CHAPTER 4: FINDINGS AND ANALYSIS OF DATA

Introduction

Scaffolding as an instructional process is used in class to support the teacher and the student to accomplish the task. This study used data gathering procedures consistent with other studies conducted on scaffolding by Maloch (2000) and Hammond and Gibbons (2005) to examine how the teachers of Arabic language used scaffolding processes while teaching students the production of oral Arabic sentences. This chapter begins with an analysis of each of Mr. Kim's selected episodes focusing on the nature of the oral language production task the student faced and the actions Mr. Kim took to scaffold students' oral language production. This is followed by an analysis of scaffolding patterns across Mr. Kim's episodes, with particular attention to changes across time. This analysis includes a summary of the content covered by Mr. Kim and a summary of the issues of oral language production that the students and the teacher faced in these episodes.

The analysis then turns to Ms. Kay's selected episodes focusing on the nature of the oral language production task the student faced and the actions Miss Kay took to scaffold students' oral language production. Subsequently, attention is devoted to an analysis of scaffolding patterns across Miss Kay's episodes, with particular attention to changes across time. This section contains a summary of the content covered by Miss Kay and a summary of the issues of oral language production that the students and the teacher faced in these episodes.

Finally, the analysis focuses on a comparison of Mr. Kim and Miss Kay on their approaches to scaffolding oral language production. The chapter ends with a summary and conclusions.

The observed session of Mr. Kim involved transcribing and analyzing six episodes from two videotaped classes. The second observed session of Miss Kay involved transcribing and analyzing four episodes from one videotaped class.

The first part of each episode includes the transcription of teacher-student exchanges during the class. The second part of each episode includes the analysis of teacher-student exchanges during the learning process. The researcher translated each episode from Arabic to English. A bold font was used to indicate when the teacher spoke in English during the lesson

An Analysis of Mr. Kim's Episodes

Forming Sentences in Arabic by Using the Past Tense

Lesson on Oct-20-2009

Teacher: Good, take a paper, I will ask you a question first. What did you (he/she) eat this morning? I ate bread and cheese and drank coffee this morning. This morning, I ate bread and cheese and drank coffee. [The teacher pointed to himself with his hands and was counting what he ate with his hand.]

Teacher: Sally, what did you eat this morning? [Walking around and imitating with his hands an eating motion.]

Sally: Uh..I ate…[There was a short pause and Sally starts with verb rather than using the pattern the teacher gave the class. She says it in a low voice.]

Teacher: This morning [Interrupting her because he apparently wanted Sally to follow the pattern.]

Sally: This morning. [There was a short pause.]

Teacher: Yes [Prompt her to go on.]

Sally: I ate bagel and coffee. [Repeating again in a low voice.]

Teacher: That's it?[Meaning "that's all you ate?"] Yes. Good.

Teacher: Jean. [The teacher was asking some students by their names to give him a sentence.]

Jean: I ate. [She does not follow the pattern he wants her to use "This morning" at the beginning of the sentence.]

Teacher: This morning, I ate [Interrupting and correcting the pronunciation of the verb because in Arabic certain diacritics are used with the verb to represent the short vowels that are usually associated with verbs in different timing. In Arabic the pronoun is attached to the verb unlike the English. Therefore "I ate" is formed as one word in Arabic, not two words as in English and the diacritic is placed above the verb represent the pronoun implicit in the structure of the verb in the past tense.]

Jean: This morning, OK, I ate eggs and cereal.

Teacher: And cereal…yes. Good [Repeating and pointing to another student for him to give a sentence.]

Lyn: This morning, I ate cereal and drank coffee [Pointing to another student to give him a sentence.]

Teacher: Yes. Good. [Moving to another student.]

Kevin: This morning, I ate eggs, bread and I drink.

Teacher: I drank [Interrupting and correcting the form of the verb because Kevin used the present tense of the verb "drink" instead of following the pattern given by the teacher and using the past tense.]

Kevin: I drank coffee with milk and sugar.

Teacher: Sugar. Good. [Repeating the word to reinforce it.]

Teacher: **So because we are today talking** [The teacher used English to remind the students of the past tense and made a sign with his hand back over his shoulder to indicate the past tense].

Teacher**: We are using drank, ate… Ok.** Yes. **Wait a minute.** [The teacher interrupts himself to talk to me as I was videotaping, there is a pause.]Yes.

Tom: This morning, I ate bread and cheese. [The teacher did pay attention to Tom while producing the sentence because the teacher was talking to me.]

Teacher: Yes…This morning I ate [The teacher interrupts and motioning with his hand, indicates that he wants Tom to repeat his sentence again.]

Tom: This morning I ate bread with cheese.

Teacher: Good [The teacher looked at Paul and nodded his head and Paul understood that he has to produce a sentence.]

Paul: This morning, I ate pastry.

Teacher: **What's that?** [The teacher uses English because he did not understand the word

Paul used in his sentence, then the teacher goes over to read the word Paul wrote in his notebook.]

Teacher: Pastry. Yes. Good. [Smiling.]

Paul: I ate pastry and I ate coffee.

Teacher: Drank coffee. [Correcting Paul because he used the wrong verb "ate" with the word "coffee" instead of "drink".]

Paul: And drank coffee. [Paul repeats the correct verb and uses the verb "drank" with the word "coffee".]

Teacher: Yes. Good. [Pointing to another student to produce a sentence.]

Linda: This morning,

Teacher: This morning [Correcting the pronunciation of "This" because she used a different diacritical marker for the short vowel.]

Linda: This morning I eat bread and cheese.

Teacher: Good. Yes. [The teacher wanted another student to participate and said "Yes" he was waiting to hear another sentence.]

Tina: This morning, not eat. [Tina did not negate the verb correctly. Negation in Arabic differs from English, different particles are used for example; **(Ma ما)**is used to negate past tense verbs, and must be directly followed by the past tense verb.]

Teacher: I did not. Good [Interrupting and giving Tina the correct negation form because negation had not yet been explained in class.]

Teacher: **You did not eat anything?** [Smiling and questioning her in English.] Why?

Tina: I do not know [She does not understand the teacher's question, there is a long

pause.]

Teacher: **Say it in English, it is fine. You did not eat this morning right? I asked you why?**[The teacher is nodding his head and requesting for more information about her not having had breakfast.]

Tina: **I just did not eat**.

Teacher: Were you sick? OK [The teacher pointed to another student to produce a sentence in Arabic.]

Maria: What…[She forgot the pattern which the teacher had given them which starts with "This morning" she uses another word which has no relation to the phrase that she is supposed to use.]

Teacher: **You say**, "This morning". [Interrupting her in English and telling her to use the phrase "this morning"].

Maria: This morning I ate bread.

Teacher: I ate bread and [Correcting the pronunciation of the verb she used the wrong short vowel.]

Maria: I ate bread and tea.

Teacher: Good..drank tea….Yes. [Stressing the use of the verb "drank" with the word tea.]

Leila: This morning, I eat eggs and bread.

Teacher: Good. I ate an egg and bread [Reinforcing the sentence again by repeating it.]

[Mr. Kim went back to his desk and looked at his lesson plan.]

Analysis of Classroom Episode by Mr. Kim: The Past Tense in Arabic on Oct-20-2009

In this episode, I explored the task that was associated with oral Arabic sentence production and what happened during the interactions between the teacher and the students in order to accomplish the task.

In my analysis, I focused on two main aspects: the word order of Arabic sentences which has specific grammatical and phonological structures, and the processes that were involved in the oral Arabic sentence production. These included the type of intervention that occurred during the learning process and the processes that reflected scaffolding during the teacher-student interaction.

The main task in this episode was reinforcing the use of the past tense in Arabic. The students had been introduced to the rules related to the formation of the past tense in Arabic in a previous lesson a day before when there were given some examples of it. Mr. Kim re-introduced the past tense in an indirect way by giving the students a pattern to follow, he did not explain again the grammatical rules involved in the formation of the past tense in Arabic, he just reinforced the use of the past tense in Arabic by giving the students a task which was a drill and making all the students participate in the drill to learn how to produce a sentence by using the past tense.

At the beginning of the class, Mr. Kim intended to give the students a dictation activity first. He said to the students, “take a paper”, but he changed his mind and started the lesson by giving the students a pattern to follow which included a simple question in the past tense and an answer. The example was “What did you eat this morning? I ate

bread and cheese and drank coffee". The pattern the students have to follow is producing a similar answer which involves a phrase "This morning" and using a past tense verb "I ate" and an object of the verb " Bread and cheese and drank coffee".

The Arabic language has grammatical word order which differs from English. Word order for Arabic sentences is verb, subject, and object. In early stages of learning to produce Arabic sentences, the students are introduced to *"The accusative sentence"* which involves an action happening either in the past, the present, or the future tense, and follows the word order of verb, noun, and object. There are other forms of Arabic sentence that the students will be exposed to later: *"The nominative sentence"* follows the word order of noun, verb, and object and *"The genitive sentence"* follows the word order of a preposition followed by a noun.

The phonological structure of Arabic involves the use of the diacritics which represent three short vowels. These diacritics are used in all parts of the sentence including the verb, noun, and object. The diacritics which represent the short vowels are used differently depending on the kind of sentences that I mentioned above.

In this episode, Mr. Kim repeated the question and the answer that he gave the students as he focused and reinforced on the word order of the sentence in the past tense. He used his hand to point to himself that he ate breakfast this morning and used his hands to count that he ate bread and cheese and drank coffee. The pattern that he gave the students involved direct scaffolding and it was a direct intervention on the teacher's part to help the students learn to produce sentences in the past tense

Mr. Kim called “Sally” and asked her a question that involved the same pattern he gave at the beginning of the class; “Sally, what did you eat this morning? Sally paused for a second and said in a low voice “Uh…I ate”. The teacher interrupted Sally quickly and said “This morning”. He reminded her about the pattern. Sally repeated the phrase and give him a full sentence in a low voice “This morning, I ate bagel and coffee”.

Mr. Kim said to Sally “That’s it ...good”. In this instance, the scaffolding process happened when the teacher reminded the students with pattern he gave and made the student repeat the pattern. Sally produced the sentence in a low voice she was hesitant. Sally was in my Arabic language class, as well as in Mr. Kim’s class and after teaching her for two months, her language skills had not improved a lot. This is why, I suspect, she did not elaborate more when the teacher said to her “that’s it?” and she spoke the sentence in a very low voice. The teacher waited just for a second and moved quickly to the next student because he was aware of Sally’s relatively weak language skills. During my teaching experience, I found that the timing of how long to wait for a student to respond counts a lot, especially when all the students are involved in the task and all of them are asked to produce the same pattern. If the teacher spends more time with a struggling student, it will not be as easy to keep the students on the same track. In this case, Mr. Kim did not wait long to get more information from Sally, instead he moved quickly to the next student.

Mr. Kim asked Jean to give him an answer to the main question he asked. He did not repeat the question “What did you eat this morning?” He waited to hear the answer. Jean said “I ate…”, but the teacher interrupted her at once correcting the pronunciation of

the verb because she used the wrong short vowel with the past tense verb. Mr. Kim focused on the pattern “This morning, I ate”. Then Jean repeated it after him and produced a sentence saying, “This morning, I ate eggs and cereal”. The teacher repeated the word to reinforce as a different vocabulary items. She used it in a sentence with “cereal” and he said “Good,”. Then he pointed this time to another student without calling her name. Teacher scaffolding happened when the teacher did not repeat the question. He simply waited for Jean to give him the answer. This is related to the way the teacher reacted by moving quickly from the previous student to Jean. The teacher waited only briefly between one student’s sentence production and the next student’s. Therefore, the wait time is an important factor in the process of practicing sentence production in order to keep the students on the same track. The scaffolding process happened because the teacher did not repeat the question I call this “*minor scaffolding”* the teacher intervened indirectly. Scaffolding was stressed through the teacher’s emphasis on making the student remember the pattern. The teacher interrupted the student quickly and did not even give the student time to finish the sentence. This immediate interruption is part of the scaffolding process to help the students produce the correct pattern of the sentence and the correct form of the verb. In addition, repeating the word “cereal” has to do with the fact that this word was part of Jean’s sentence and it was a new word. The students had not used it very often. Then the teacher encouraged the student by saying “Good”. This was the second time he used the word “Good”, in the class.

Mr. Kim pointed next to another student indicating that he should give a sentence. Lyn produced a sentence without any mistake. Mr. Kim said “Good” and moved quickly to another student. The teacher did not even repeat the sentence.

Then Mr. Kim asked Kevin to produce a sentence. Kevin said “This morning, I ate eggs, bread, and I drink…”. The teacher interrupted Kevin quickly because he used the verb “drink” instead of saying “drank” and the teacher corrected the tense of the verb. The student repeated the sentence “I drank coffee with milk and sugar”, the teacher said “Good” and repeated the last word “sugar”. In this instance, the scaffolding process involved correcting the tense of the verb. The student repeated after the teacher and produced the sentence correctly. Teacher intervention was direct and happened quickly.

Mr. Kim said in English “We are talking today…” and made a sign to indicate the past tense with his hand, and said in English “We are using drank, ate..”, and then said in Arabic” Yes..” . It is clear that Mr. Kim reacted quickly and he spoke in English reminding the students to produce sentences in the past tense. This time he stressed in English the main objective of the lesson, which was learning the past tense through the pattern he gave the students. This is “*major scaffolding*” where a direct intervention on the teacher’s part happened when he switched from Arabic to English. The way Mr. Kim delivered his instruction this time by using English seemed necessary (especially because these students were novice learners) as part of the learning process is to remind them about the main objective of the lesson in order to accomplish the task.

Tom gave another sentence, but the order in the class was interrupted for a second. The teacher was talking to someone while Tom produced the sentence “This

morning, I ate bread". The teacher was paying little attention to Tom and the teacher remembered only, "This morning I ate" so Tom repeated his sentence again. This time instead of saying, "I ate bread and cheese", he said, "I ate bread with cheese". The teacher said, "Good". The use of "with" rather than "and" does not change the meaning of the sentence in Arabic. It was just a change in preposition. The main thing that happened during Tom's sentence production was the interruption the class, when the teacher was busy with someone else and the student was saying the sentence. The teacher made the student repeat the sentence.

The teacher gave all the students the opportunity to produce the sentence, he asked each student in turn to give him a sentence similar to the pattern he gave. It was Paul's turn to give a sentence. Paul said, "This morning, I ate pastry, I ate coffee". The teacher said in English "What's that?". The teacher did not understand the way Paul said the word "pastry" in Arabic. Therefore, he went and looked in Paul's notebook and read the word. The teacher corrected Paul's pronunciation of the word "pastry" because he made a mistake in pronouncing some sounds of the word "pastry". Mr. Kim also corrected the verb Paul used with the word "coffee". Paul used the verb "ate" instead of using the verb "drank". Mr. Kim made Paul repeat the phrase "I drank coffee". Paul had used Arabic vocabulary item that he had learned previously, although he did not know how to pronounce the word "pastry" correctly. The teacher did not ask Paul to give him the meaning of the word in English. The teacher just checked it himself in the student's notebook. The teacher smiled and was pleased when the student used a new vocabulary item that none of the students had used so far, when he gave them the pattern.

Then, Mr. Kim pointed to Linda. Linda said, “This morning….”. The teacher interrupted and repeated the phrase “This morning” to reinforce the phrase. Linda said “This morning I ate bread and cheese”. The teacher said “Good….Yes”. In this example, scaffolding appeared when the teacher reinforced the phrase “This morning”. The teacher wanted to remind the students of the pattern he gave them.

Another student, Tina gave this sentence: “This morning, not eat”. Mr. Kim corrected the negation by saying “I did not” and said, “Good”. Tina wanted to say that she did not eat anything for breakfast. The students had not studied yet how to negate sentences in Arabic. They know how to say “laaلا” in Arabic which is translated as “No” in English. Tina used the particle “laaلا” to negate the verb “ate” in past. Usually, “laaلا” is used to negate a verb in the present tense. The correct particle which is supposed to be used with the past tense verb is **(Ma ما)**. The teacher gave Tina the correct way in negating the past tense verb. He did not explain to her the grammatical rule. Mr. Kim asked Tina in English **“You did not eat anything?”.** Tina did not understand why the teacher asked her **“why”.** Mr. Kim explained to Tina why he asked her the question because he wanted to know if she was sick. The student seemed very confused with his questions. The teacher moved on by saying, “OK”. He did want to spend more time on that so he pointed to another student to give him a sentence.

In this example, Tina did not follow the pattern that Mr. Kim gave. She gave him a new pattern and Mr. Kim accepted her sentence. The scaffolding process happened when teacher corrected the negation quickly. It was clear that the teacher was flexible and accepted this deviation from the pattern he gave the students because the sentence that

Tina produced was not wrong. She told him the fact about herself that she did not have breakfast. After spending a few minutes with Tina, he said, “OK”, and moved on.

Then, it was Maria’s turn. Maria forgot the pattern and said, “What?”, the teacher interrupted her in English immediately “You say”, and then he said in Arabic, “This morning”. Maria said, “This morning, I ate bread. The teacher interrupted her again, correcting her pronunciation of the words because she used a different short vowel with the verb “ate” in the sentence, “I ate bread and..”. She repeated the sentence “This morning, I ate bread and coffee”. The teacher interrupted her again and said “drank coffee”. Maria forgot to use the verb “drank” with the word “coffee”.

In this instance, the teacher interrupted Maria right away and made her produce the pattern. The scaffolding process was major and direct because the teacher switched to English. The teacher interrupted again wanting her to give a full sentence by saying “and”. Maria repeated the phrase and gave him a full sentence. Scaffolding happened again, when the teacher said, “and”. The student understood that the teacher wanted more. The teacher’s tone of voice helped Tina to understand that he wanted her to say more. The scaffolding process can involve paralinguistic features like using different intonation, movement of hands and facial expressions such as moving the, lips, nodding the head, and eye contact. I consider the paralinguistic features that were used in class as part of indirect intervention and indirect scaffolding. These are hints the teacher can use in class to clarify information and to answer questions. I call this “*paralinguistic scaffolding”*.

I want to emphasize the fact that the time wait can affect students' sentence production. Mr. Kim spent a few minutes with Tina and it is clear when he turned to Maria she no longer remembered the pattern because she started her sentence with something totally different. The time spent with Tina slowed the flow of the task in class.

The last student was Leila. Leila gave a completely correct sentence by saying, "This morning I ate eggs and bread". The teacher said, "Good" and repeated the same sentence to reinforce his pattern. Then he went back to his desk and looked at his lesson plan. In this instance, scaffolding happened when the teacher repeated the sentence after the student. The teacher had steadily stressed the pattern and the form of the verb.

In summary, scaffolding occurred repeatedly through the teacher's prompting and was achieved through the pattern the teacher presented. Implementing the pattern resulted in many direct interventions from the teacher and direct interactions with the students and these led to different kind of involvement from the teacher such as: interrupting very quickly, holding off, repeating, switching between English and Arabic. These interventions were part of the scaffolding process and happened as the situation demanded, and to the extent to which the teacher was certain the students had learned the pattern.

The time that it took to accomplish the task was four minutes and this included all the interactions between the teacher and the students during the learning process. The teacher made all the students participate in the task and moved quickly from one student to another. I found his way of approaching the subject very helpful especially focusing on time as one of the factors that could contribute in the process of oral sentence production.

As I have explained earlier, the word order of Arabic sentences differs from English. Mr. Kim made the students follow the pattern he gave them which involved the accusative sentence type in Arabic, focusing on the verb in the past tense and taking into consideration the type of the diacritic is associated with the verb in the past tense. I have explained also the type of intervention that occurred during the learning process. Mr. Kim intervened directly and interrupted the students quickly and made them repeat the correct answer. The processes that reflected scaffolding during the teacher-student interaction were interruptions, repetitions, and corrections.

Table 1: Forming Sentences with the Past Tense in Arabic

The Past Tense
1- Mr. Kim gave a task to the students which involved using the past tense. 2- Mr. Kim gave a question and provided an answer to it. 3- Mr. Kim started his task in the class by delivering his instruction in Arabic. 4- Students made several grammatical and phonological mistakes. 5- Mr. Kim reminded the students in English that they have to form sentences in the past tense. 6- Teacher intervention was direct and occurred through interrupting students when they were making mistakes. 7- All the students participated in the task.

Forming Sentences with the Present Tense in Arabic

Lesson on Oct-20-2009

After Mr. Kim finished practicing with the students making sentences in the past tense he started directly asking them to produce sentences with the present tense. Mr. Kim asked the students the same question as when he used the past tense (See *Episode 1*) but this time he changed the question structure into the present tense "What are you eating now?" Mr. Kim did not give an answer to the question above, rather he asked as he did before with the pattern he used in the past tense.

Teacher: **Now, for example, now we say now,** [Repeating the same word and speaking in a louder voice.] **Now** [Using his hands to point at the moment in the present] **try to imagine that you are eating something now.** Tom.

Teacher: What are you eating?

Tom: Bread and cheese.

Teacher: I eat [Interrupting quickly and producing the verb "I eat".]

Tom: I eat bread and cheese [Repeated the verb and gave a full sentence.]

Teacher: Good.

Kevin: I do not eat. [A short pause.]

Teacher: I do not eat anything [Interrupting and giving a full negated sentence to Kevin.]

Kevin: I do not eat anything. [Repeating a full sentence.]

Teacher: Good. Yes, [A pause]. **So try to imagine that you are eating something now**

and tell me sentences. Like we used sentences in the past [Moving his hands behind his back to make the sign of the past tense] **and now we want sentences in the present.** [Using his hands to point at the moment in the present.]

Teacher: Yes. [Prompting the student to give him a sentence.]

Paul: I eat.

Teacher: I eat [Interrupting and correcting Paul's pronunciation of the verb. Paul used the wrong vowel when producing the verb in the present tense. In Arabic certain diacritical markers are used with the verb to represent the short vowels of the verbs. Also, the pronoun in Arabic is attached to the verb, unlike the English which are separate. Therefore "I eat" is formed as one word in Arabic, not two words as in English. The diacritic which is placed above the verb refers to the pronoun implicit in the structure of the verb in the present tense.]

Paul: I eat orange.

Teacher: Orange [Interrupting and correcting the pronunciation of the word, because Paul used the sound /p/ to produce the word "orange" instead of using the sound /b/. Although the sound /b/ already exists in English, Paul could not produce the first sound correctly in the word "orange". [In Arabic, the word "orange" is "Burtkal"].

Paul: Orange [Repeating the word after the teacher.]

Teacher: Good. I eat orange [Repeated the sentence.]

Teacher: Yes. [Mr. Kim points to the next student and calls the student's name.] Lyn.

Lyn: [Student repeats the whole phrase.] I eat apples and honey.

Teacher: and? [The teacher questioned Lyn.]

Lyn: I eat apples and honey.

Teacher: **The second one**. [Interrupted her again because he appeared not to understand what was the second word she produced.]

Lyn: Honey. [Repeated again the word "honey".]

Teacher: The honey [Lyn has committed two mistakes. The teacher corrects the pronunciation of the word. Lyn mispronounced the first sound in the word "honey" it a sound that does not exist in English. Therefore, it is difficult for her to produce. She also failed to use the definite article "the" before the word "honey". When something is specified in Arabic, the definite article "the" is obligatory.]

Lyn: The honey [Repeating the word correctly after the teacher.]

Teacher: Good. Yes [Prompting another student to give him a sentence.]

Maria: I drink tea.

Teacher: Good. I drink tea. [Repeated the same sentence to reinforce the production of the new verb].

Teacher: Yes. Good. [Putting his hands together and moving to the next activity.]

Analysis of Episode by Mr. Kim: Forming Sentences with the Present Tense on Oct-20-2009

In this episode, I examined the task that was associated with oral Arabic sentence production and types of the interactions between the teacher and the students in order to accomplish the task. As in the previous episode, I focused in my analysis on two main

aspects: the word order of Arabic sentences and the processes that were involved in the oral Arabic sentence production. These included the type of intervention that occurred during the learning process and the processes that reflected scaffolding during the teacher-student interaction.

The main task in this episode was reinforcing the use of the present tense in Arabic. The students had been introduced to the rules related to the formation of the present tense in Arabic in a previous lesson a day before when they were given some examples of it. Mr. Kim re-introduced the present tense in an indirect way by giving the students a pattern to follow. He did not repeat his explanation again concerning the grammatical rules involved in the formation of the present tense in Arabic. He merely reinforced the use of the present tense in Arabic by giving the students a drill and making most of the students participate in the drill to learn how to produce a sentence in the present tense.

In this episode, Mr. Kim used the same pattern of question as he did in *Episode 1* when he practiced with the students producing sentences in the past tense. He asked the students the same question but this time he changed the form of the verb and used the verb in the present tense “I eat”. Mr. Kim’s question was “What are you eating now?. He did not give the answer to the question this time as he did before. Therefore, the main difference in Mr. Kim’s instructional approach was that he did not provide an answer to the students. He did not give them a pattern to follow. Mr. Kim simply asked them a question using a verb in the present tense and required the students to produce an answer to his question by using the present tense too.

Mr. Kim used the word “now” in English many times and he also used his hands by making a sign to point to an action happening at the present moment. Mr. Kim asked the students to imagine that they were eating food now as in the example:

Teacher: **Now, for example, now we say now,** [Repeating the same word and speaking in a loud voice.] **now** [Using his hands to point at the moment in the present.] **try to imagine that you are eating something now.**

Mr. Kim asked Tom a question. “Tom, what are you eating?”Tom said, “Bread and cheese”. Mr. Kim interrupted Tom quickly and said “I eat”. Tom did not use the verb “I eat” and he did not give a full sentence. Therefore, Mr. Kim intervened directly and emphasized producing the verb in the present tense. Then Tom produced the full sentence, “I eat bread and cheese”. Here, the scaffolding process happened when Mr. Kim interrupted Tom quickly and required him to produce a full sentence in the present tense.

Mr. Kim moved to Kevin to answer his question, “What are you eating now?”

Kevin said, “I do not eat”. Kevin’s answer is incomplete in Arabic because negation in Arabic requires an object that provides more information about the subject and the verb. Mr. Kim repeated the sentence and he added to it the word “anything” in order to complete the full sentence. Tom gave an incomplete sentence because the subject of negation had not yet been introduced in class.

After Tom produced his sentence, Mr. Kim said quickly to the students in English that they have to imagine that they are eating something now. Mr. Kim reminded the

students about what they just did when they produced sentences in the past tense so they have to do the same and produce a full sentence in the present tense, as in the example:

Teacher: Good. Yes. **So try to imagine that you are eating something now and tell me sentences like we used sentences in the past and now we want sentences in the present.**

The scaffolding process happened when Mr. Kim delivered his instruction in English. He first asked the students to imagine that they were eating something, and second he reminded that they were using the present tense.

I found Mr. Kim's instruction in English was useful at this point for he asked the students to produce a full sentence in the present; in addition, he referred to what he has done in *Episode 1* and required the students to follow a similar pattern in providing a new task.

Paul produced this sentence, "I eat". The teacher interrupted Paul quickly and corrected the pronunciation of the verb "eat". Paul used the wrong vowel when producing the verb in the present tense. In Arabic certain diacritics are used with the verb to represent the short vowels of the verbs. Additionally, the pronoun in Arabic is attached to the verb unlike pronouns in English. Therefore "I eat" is formed as one word in Arabic, not with two words as in English. The diacritic which is placed above the verb represent the pronoun implicit in the structure of the verb in the present tense.

Then Paul said, "I eat orange". The teacher interrupted Paul again, repeating the word "orange". Paul used the sound /p/ to produce the word "orange" instead of the sound /b/. Although the sound /b/ already exists in English, Paul could not produce the

sound /b/ in the word “orange” because these sounds assimilate in away unlike English. Paul repeated the Arabic word for “orange”, “Burtkal” correctly after the teacher. In this instance, there were many interruptions and direct interventions on the teacher’s part. First Mr. Kim required Paul to give him a full sentence, and second, he corrected the pronunciation of the word, “orange”.

Lyn produced this sentence, “I eat apple and honey”. Mr. Kim interrupted her and said “and” indicating that she should repeat the last word. Lyn repeated the word “honey”. Even though she attempted to repeat the word “honey”, Mr. Kim did not understand and explained further to her in English, saying “The second one”. Lyn once attempted to say the word “honey”, Mr. Kim responded with correct pronunciation,” the honey”. In this instance, Lyn did not pronounce the first sound in the word “honey” correctly because the sound does not exist in the English. Therefore, it is difficult for novice learners to produce. Furthermore, Lyn failed to use the definite article “the” before the word “honey”, which in Arabic is obligatory when specifying an object.

Maria produced another sentence and this time she used a different verb in the present tense. Maria said “I drink tea”. The teacher praised Maria and repeated her sentence. In this instance, the scaffolding process happened when the teacher repeated the sentence that Maria produced to reinforce the use of verb “drink” in the present tense.

To summarize this episode, Mr. Kim did not provide a pattern to the students as he did in *Episode 1*. This time, he simply asked the students a question, “What are you eating now? In *Episode 1* Mr. Kim provided a pattern to the students to follow which involved an answer to a question in the past, while in this episode Mr. Kim changed his

tactic and did not give the students a pattern to follow. He just asked a simple question using the present tense and required the students to think of the answer.

Mr. Kim delivered his instruction first in English and told the students to imagine that they were eating something “now”. Giving the instructions in English helped to build the interaction between the teacher and the students directly. The students formed several sentences using the present tense. Mr. Kim intervened directly to correct the students’ phonological and grammatical mistakes.

The scaffolding process occurred when Mr. Kim interrupted and corrected the students’ phonological and grammatical mistakes many times. Mr. Kim’s interventions were direct and fast. The scaffolding process also happened when Mr. Kim reminded the students in English that they have to produce sentences as they did when they produced sentences in the past tense. It is clear that the teacher had built his new task on the previous one.

Table 2: Forming Sentences with the Present Tense in Arabic

The Present Tense
1- Mr. Kim gave a task to the students which involved using the present tense. 2- Mr. Kim asked a question to the students and without giving them an answer. 3- Mr. Kim began his task in the class delivering his instruction in English. 4- Students made several phonological and grammatical mistakes.

5- Mr. Kim reminded the students in English to follow the same pattern they used when they produced sentences in the past tense.
6- Teacher intervention was direct and occurred through interrupting students when making mistakes.
7- Not all the students participated in the task, only half of the class.

Using Two Verbs

Lesson on Nov-4-2009

The teacher introduced two verbs to the students: “enter to” and “understand”. First he wrote them on the board. Mr. Kim’s lesson objective was to teach the students how to use different pronouns with different verbs in the present tense and conjugate them correctly. The pronouns he focused on: “I, we, he, she, and both of them”. Then Mr. Kim asked the students to form sentences. He followed different tactics to achieve his goals.

Teacher: Who can read this verb, this word, who can read it? Yes, Lyn. [Pointing to Lyn with his hand to indicate he wanted her to read the word written on the board.]

Lyn: Enter. [Then the teacher pointed at each student to prompt them to read the word “enter” which he had written on the board. He mouthed the word after each student saying the word “enter”.]

Teacher: Good. [Then he pointed to the word “understand” on the board and indicated he wanted someone to read it.]

Ann: Understand.

Teacher: [He pointed at each student to get them to read the word “understand” and repeated silently it after each student said the word “understand”.]

Teacher: Good.

Teacher: **You know what** “entered” means like, **I am outside,** I enter. **Ok, so…**[The teacher went out of the room and opened the door and entered the class. All the students laughed.]

Teacher: **You need to conjugate** “entered to” **to enter into a place so in the present what would you say**?[He wrote the preposition “to” on the board and asked the students.] **What would you say**? I enter to”. [All the students answered his question.]

Teacher: **One by one**. I enter to. Ann.

Ann. I enter to.

Teacher: **Give me a complete sentence**.

Ann: I enter to the class.

Teacher: Repeat all. [All the students repeated the sentence “I enter to the class”. Then he asked the students to use the pronoun “we”.] **What would you say?** John.

John: We enter to the room.

Teacher: Good.

Teacher: **What would you say with the pronoun** “you” **I want someone else.** [Ann wanted to participate again.] [The separate pronoun “you” in Arabic is written with certain diacritics to refer to the subject of the verb which can be either a

feminine or a masculine. The teacher wanted the pronoun “you” that indicates the feminine subject. In Arabic, there are two types of pronouns; separate pronouns and attached pronouns. These pronouns, “I, we, he, she, and both of them,” can be used as attached pronouns to the verb and certain diacritics are used to mark the pronoun in the verb.

Lyn: You enter to the building.

Teacher: Enter to the building. Yes. Good. Sara.

Sara: You enter.

Teacher: You. **You are right** [The teacher repeated the pronoun “you” which refers to the feminine subject. Lyn made a mistake and used a different conjugation of the verb “enter” with the pronoun “you” which indicates the masculine subject rather than the conjugation of the verb that indicates the feminine subject which the teacher required.]

Sara: Enter to the college. [Produced the correct verb herself.]

Teacher: Good. Now “both of them”,“both of them”. **What would you say, Ann**?

Ann: **With** “enter”?

Teacher: Yes.

Ann: [A long pause.] Enter. [She did not how know to produce the correct verb with the pronoun “both of them”.]

Teacher: Enter [The pronoun “both of them” is marked in the structure of the verb “enter”. It is one word in Arabic.] Yes. [Indicating that he wanted Ann to give him a sentence.]

Ann: Enter to the house.

Teacher: Good. To the house.

Teacher: "**Understood," you know what the word "understood" is. "To understand," so pick one of the pronouns and give me a sentence with "understand". Give a correct sentence or try just try, to give a sentence**. [The teacher asked the students to use the second verb he wrote on the board "understood" to form sentences.]

Tina: I understand.

Teacher: I understand. [The teacher interrupted her because she did not use the correct vowel sound with the verb in order to indicate the present tense. Therefore, the teacher said the word again, with the correct vowel sound.]

Tina: I understand math.

Teacher: Yes, good, I understand math. Yes.

Summer: I understand not.

Teacher: W**e do not say** "not" **to negate a sentence. We say "I do not understand".** [The students had not been introduced yet to verb negation in Arabic.]

Summer: I do not understand Arabic. [The teacher gave her a more complete sentence.]

Teacher: I do not understand Arabic sentence. Good. **You do understand Arabic.**

Summer: Yes**.** [Everyone laughed in the class.] Yes.

Teacher: **Try to produce more sentences. You can use** "enter" or "understood". Yes.

Sue: You understand the book.

Teacher: Understand. [The teacher corrected the pronunciation because Sue did not use

the correct vowel sound with the verb to indicate the present tense.]

Teacher: Yes, good, you understand the book. Yes, good. [The teacher repeated the sentence.]

Teacher: **So now a part from** "enter" and "understand" **try to give a correct sentence from a verb you know in the present**, use a verb in the present. Yes. Tom

Tom: Goes to office the teacher. [This is a correctly formed sentence in Arabic. The less literal English translation is "He goes to the teacher's office". As previously mentioned, in Arabic, the pronouns can be attached to the verb. Therefore, the verb "goes" in Arabic is written with certain diacritics (representing specific vowels) to indicate the marked pronoun which can be: "I, we, he, she, and both of them". Also, in Arabic there is a grammatical structure known as "Idafa"; when two nouns are contiguous the second noun is definite and the first noun should be indefinite as in "office the teacher".]

Teacher: Yes, good, goes to office the teacher, Lyn.

Mari: I sleep in my apartment.

Teacher: I sleep. [The teacher corrected the pronunciation because Sue did not use the correct vowel sound with the verb in the present tense.]

Teacher: Good, I sleep in my apartment. [The teacher corrected the pronunciation of the verb "sleep" because Lyn did not use the correct vowel with the verb in a present tense.]

Lyn: I sleep in my apartment.

Teacher: Good, yes.

Amy: We study at the university.

Teacher: Good. We study at the university.

Teacher: Tina, Yes, Tina **she said it**. [Tina wanted to say the same sentence as Amy did.]

Teacher: **It was the same sentence** [All the students laughed.] Good.

Teacher: **That's it.**

Lydia: I like magazine "**People"**. [The teacher corrected the pronunciation of the word "magazine". Lydia did not know how to say the word "magazine" in Arabic, she used the word "recorder". These two words sound somewhat alike in Arabic.]

Teacher: Magazine.

Lydia: I like magazine **"People"**. [It is "People Magazine" in English.]

Teacher: Yes that's very good. You can say just "magazine **"People"**. Or translate people to "Alnas". [The teacher wrote the word "people" in Arabic on the board. Then the teacher moved to another subject.]

Analysis of Classroom Episode by Mr. Kim: Using Two Verbs

Lesson on Nov-4-2009

In this episode, I focused in my analysis on two main aspects: the word order of Arabic sentences which has specific grammatical and phonological structures, and the processes that were involved in the oral Arabic sentence production. These included the type of intervention that occurred during the learning process and the processes that reflected scaffolding during the teacher-student interaction.

The main task in this episode was using the present tense in Arabic and conjugating the verbs "enter to" and "understand" with different pronouns like "I, we, he,

she, and both of them". The students had been introduced previously to the rules related to the formation of the present tense verb in Arabic and the separate pronouns. Mr. Kim followed certain steps to achieve his goal. First, Mr. Kim introduced two verbs to the students: "enter" and understand". He wrote these verbs on the board. Second, Mr. Kim asked each student to repeat the verbs "enter" and "understand".

Third, Mr. Kim asked the students in English if they know the meaning of the Arabic word for "enter". Mr. Kim went out of the room for a second and then opened the door and entered the room again. Fourth, he wrote on the board the preposition "to" and said, "I enter to" and asked the students to give him a complete sentence.

All the students tried to produce a sentence loudly at once. Mr. Kim said in English, "One by one". Then he pointed to Ann. Ann said "I enter to" the teacher said "to" indicating that he wanted to hear the rest of the sentence. Ann said "I enter to the class". The teacher asked all the students repeat the sentence "I enter to the class".

In this instance, Mr. Kim introduced the two verbs in the present tense and he asked all the students repeat these verbs after him. Then he used the verb "enter to" in a specific context. For example, "I enter to the class". His intervention was direct. He asked all the students to repeat the sentence, "I enter to the class". In this instance, the scaffolding process happened when Mr. Kim asked all the students to repeat the sentence, and when he showed them what the word "enter" means when he opened the door and entered the room.

Mr. Kim suggested to the students to use the pronoun "we" with verb "entered to". Mr. Kim asked John to give him a sentence. John said "We enter to the room". The

students had been introduced to the separate pronouns in Arabic in the previous lesson and they used them with different verbs. John used the correct conjugation of verb “enter to” with the separate pronoun “we” and he used a new word as a direct object which is “the class”.

Then Mr. Kim used English to deliver his instruction which showed how to use the pronoun “you” to indicate the masculine subject. Lyn produced a correct conjugation of the verb “entered to” with the pronoun “you”, and used a new direct object in the sentence “You enter to the building”.

Sara started her sentence and said, “you enter”. She made a mistake in conjugating the verb “enter to” with the pronoun “you” because she used the masculine subject instead of the feminine subject that the teacher required her to use. The teacher interrupted her and said the pronoun “you” indicating the feminine subject. Sara said quickly “Enter to the college”. In this instance, the scaffolding process happened when the teacher repeated the pronoun “you”. Mr. Kim said to Sara that she was right except she needed to make a minor change; Sara realized at once that she needed to produce the correct conjugation of the verb to have the correct gender for the subject.

Mr. Kim asked Ann to give him a sentence and use the pronoun “both of them”. Ann did not know how to conjugate the verb “enter to” with the pronoun “both of them”. He gave her the correct conjugation of the verb. Ann repeated after him the correct conjugation of the verb. In this instance, Mr. Kim did not wait long to hear the correct production of the verb from Ann. He said it himself because the students were not

introduced to the conjugation of verbs with the pronoun “both of them” that indicates duality (two things or two people depending on the subject) in Arabic.

The teacher asked the students in English to form sentences with the verb “understood”.

Teacher: “**Understand”, you know what the word “understand” is “to understand” so pick one of the pronouns and give me a sentence with “understand”. Give a correct sentence or try just to try give a sentence**.

Tina said “I understand math”. Tina produced the correct conjugation of the verb. The teacher repeated her sentence and emphasized the verb “understand”. In this instance, Mr. Kim used English to ask the students to form sentences with the verb “understand”. He told the students to pick any pronoun they would like to use.

In this task, it is clear that the teacher wanted to give the students a choice and also responsibility. Part of the scaffolding process is to support the students while at certain points making them responsible to accomplish the task independently. Accordingly, Mr. Kim gave the students a pattern to follow when he used the verb “enter to” in a context “I enter to the class”. The students then produced several sentences. Mr. Kim asked the students to use the verb “understand” with any pronoun they would like. He did not give them any pattern to follow.

Mr. Kim said “Yes”, indicating that he wanted another student to give him a sentence with the verb “understood”. Summer gave this sentence, “I understand not”. Mr. Kim corrected the sentence and said “I do not understand”. The students had not been yet introduced to verb negation in Arabic. Therefore, Mr. Kim intervened quickly and gave

the correct verb negation. Mr. Kim told Summer in English smiling "**But you do understand Arabic**". All the students laughed.

Mr. Kim asked the students again in English to produce more sentences with the two verbs "understood" and "entered":

Teacher: **Try to produce more sentences. You can use** "enter" and "understand".

Sue gave a sentence, "You understand the book". The teacher interrupted her because she did not use the correct vowel with verb for the present tense. Therefore, the teacher intervened and corrected her pronunciation the verb.

Then Mr. Kim changed his strategies completely and said in English:

The teacher: **So now a part from** "enter to" and "understand" **try to give a correct sentence from a verb you know in the present**, use a verb in the present. Yes. Tom.

Mr. Kim asked the students to produce sentences and use verbs they know other than "enter to" and "understand". Then he asked Tom to give him a sentence. Tom said "Goes to office of the teacher". The natural English translation is, "He goes to the teacher's office". In Arabic, the pronouns can be attached to the verb. Also, in Arabic there is a grammatical structure known as "Idafa" when two nouns are contiguous. The second noun is definite and the first noun should be indefinite as in "office the teacher".

In this instance, Mr. Kim had changed his strategies again, and gave a total freedom to the students to make sentences with any verb they like. The scaffolding process happened when Mr. Kim's changed his strategies for third time. This gradual

change in Mr. Kim's strategies appeared important to achieve the teacher's goals by having the students use the pronouns with different verbs in the present and produce original sentences.

Mari gave a sentence "I sleep in my apartment". Mr. Kim interrupted her and corrected the verb "I sleep" because she did not use the required short vowel with a verb in the present tense. Then, Amy gave this sentence "We study at the university". The teacher repeated the sentence and reinforced the verb "study at" and praised her.

Finally, Lydia produced this sentence, "I like magazine people". The teacher corrected the pronunciation of the word "magazine" in Arabic because Lydia used the word "recorder" in an attempt to refer to "magazine". Mr. Kim said the word "magazine" and Lydia repeated the word correctly. Mr. Kim gave another word for the word "people" and told Lydia she could use as it is because it is the name of a popular magazine or could use the translation of the word "people" in Arabic as "Alnas". In these examples, the students used a variety of verbs with different pronouns. The teacher intervened to correct the grammatical and the phonological mistakes. The scaffolding process happened when the teacher interrupted the students directly and corrected their mistakes and made them repeat the correct forms after him.

In summary, Mr. Kim main focus in the lesson was making the students produce sentences by using different pronouns with a variety of verbs in the present tense and learn how to conjugate these verbs correctly along with the correct attached and separate pronouns.

Mr. Kim followed certain steps to achieve his goal. First, Mr. Kim introduced two verbs to the students: “enter” and understand”. He wrote these verbs on the board. Second, Mr. Kim asked each student to repeat the verbs “enter” and “understand”. Third, Mr. Kim asked the students in English if they know the meaning of the Arabic word for “enter”. Mr. Kim went out of the room for a second and then opened the door and entered the room again. Fourth, he wrote on the board the preposition “to” and said, “I enter to” and asked the students to give him a complete sentence.

Mr. Kim intervened a lot when the students produced the sentences. His intervention was direct and fast. The scaffolding process happened by interrupting students and correcting their grammatical and phonological mistakes. The scaffolding process occurred also when Mr. Kim followed three steps to deliver his instruction in order to achieve his goal.

Table 3: Using Two Verbs

Using Two Verbs
1- Mr. Kim gave a task to the students which involved knowing how to conjugate verbs with different pronouns in the present tense. 2- Mr. Kim wrote two verbs on the board and asked each student to read them. Then he wrote on the board the preposition “to” and asked the students to

form a sentence with the verb “enter to”. He made all the students repeat the sentence.

3- Mr. Kim started his task in the class delivering his instruction in Arabic.

4- Students made several grammatical and phonological mistakes.

5- Mr. Kim followed three steps to achieve his goal:

   a. First, Mr. Kim introduced two verbs to the students: “enter” and understand”. He wrote these verbs on the board.

   b. Second, Mr. Kim asked each student to repeat the verbs “enter” and “understand”.

   c. Third, Mr. Kim asked the students in English if they know the meaning of the Arabic word for “enter”. Mr. Kim went out of the room for a second and then opened the door and entered the room again.

   d. Fourth, he wrote on the board the preposition “to” and said, “I enter to” and asked the students to give him a complete sentence.

6- Teacher intervention was direct and occurred through interrupting students when they were making grammatical and phonological mistakes.

7- The scaffolding process happened when Mr. Kim interrupted the students and corrected their mistakes and also when he followed three steps to achieve his goal.

8- During the first and the second steps, the students produced short simple sentences, while in the final step the students produced longer sentences.

9- Mr. Kim used English to deliver his instruction in the steps two and three.

10- Most of the students participated in forming sentences.

Numbers in Arabic

Lesson on Nov-4-2009

Mr. Kim's main lesson objective was teaching students writing and reading cardinal numbers in Arabic. He wrote numbers on the board for example, one hundred in English and he wrote next to it the number in Arabic for example, مئة. Then Mr. Kim asked the students to read after him the numbers he wrote them on board.

Mr. Kim made combinations of numbers like 915 and 1925 and taught the students how to read them. Then he dictated them some numbers. Finally, he asked the students to give him combinations of numbers and he wrote them on the board.

Teacher: And now give me sentences. Form sentences using numbers, **you are going to make up sentences now using numbers, ok.** For example, "I have one hundred book", "I have one book". [A student laughed.] **That was what you wanted to say ok, I am sorry,** you repeat that. Yes. Good

Sue: There ten thousands car. [In Arabic the word "there" is an adverb. The word "car" remains singular when it is followed by hundreds and thousands.]

Teacher: Good. There ten thousands car. In.[Indicating that Mr. Kim wanted more information.]

Sue: In. **I am thinking of car sales may be, so it is like**.

Teacher: **Oh**, **so it will be really, you would say** in the car sales **at the place where they sell cars.** Yes or in the factory, **that can be a factory**. In the factory.

Sue: Oh, in the factory.

Teacher: Good, more sentences.

Ann: I have, **or** what words.

Teacher: **Do you have?**

Ann: No, it is like **he has or he**.

Teacher: He has.

Ann: Ok. He has.

Teacher: **Go on, I mean when you give a sentence we can correct it. I cannot predict what you want to say.**

Ann: I have library one hundred book. [Ann did not know how to form a question using the pronoun "you" to refer to the masculine subject. Therefore, Mr. Kim gives her the sentence.]

Teacher: Do you have one hundred book in the library?

Teacher: Repeat. [She repeated after him word by word.]

Ann: Do have one hundred book in the library?

Teacher: Good, more sentences, yes**, just try to use them all sentences correct, just try to make them up.** Yes**. What we will do, split in three groups and try to make as many sentences as possible using numbers.**

Teacher: **So each group would come up with three sentences.[The students worked in groups for two minutes.]**

Teacher: Yes, so we start together**. Sue: Are you ready?**

Sue**: I do not know.** [Sue was not prepared to give him a sentence.]

Teacher**: Ok, it is ok.**

Teacher**: So let's start.** Yes sentences, so. **Did you finish? Ok, yes.**

Amy**:** There five hundred tree.

Teacher: Good. There five hundred tree in the garden or in the field. Good.

Lyn: There one hundred teacher.

Teacher: One hundred teacher. [The teacher corrected the pronunciation of the word "teacher" because Lyn pronounced it with a short vowel. However, because the word "teacher" was the last word in the sentence it did not need to be produced with a short vowel.]

Teacher: Good.

Tina: The year has three hundred.

Teacher: Three hundred.

Tina: The year has three hundred and five and six.

Tina: 365.

Teacher**: 365 three hundred and sixty five.**

Teacher**: Good.**

Tina**: Date.**

Teacher**:** Date**.** You want year.

Tina: **Days in the year.**

Teacher**: Ok repeat** in the year 365 day. [Tina repeated the sentence after Mr. Kim word

by word.]

Teacher: Yes.

Vicky: I have two thousand camels.

Teacher: Good**, this a very good example.** I have two thousands camel. **I explain this we do not say** two thousand "الفين" **, we say** "الفا" **because it is an "Adafa". Good, yes. Are you from Saudi Arabia?** [Everyone laughed.]

Kevin: There ten thousand books in the library.

Teacher: Ten thousands book. [Kevin made two mistakes, the first one was when he pronounced the word "thousand" he should say in Arabic "thousands" and the second one was when he used the plural form of the word "books' he should have used the singular form instead "book".]

Kevin: There ten thousands book in the library.

Teacher: Good. Ann.

Ann: I have four hundred orange.

Teacher: Four hundred orange.

Teacher: Good. Yes.

Mark: I have six thousands bicycle.

Teacher: Six thousands bicycle. [Mark made a mistake in pronouncing the word "bicycle" he used the short vowel /a/ instead of using the long vowel /a:/in pronouncing the sound /Alif/ in the word " bicycle" which is in Arabic "دراجة".]

Mark: Six thousands bicycle.[He repeated the sentence correctly after Mr. Kim.]

Teacher: Good, yes.

Sue: There one thousands chair in my room.

Teacher: There one thousands chair in my room.

Teacher: Good, yes.

Julia: We like.

Teacher: Like [Repeat the same word.]

Julia**:** Watch.

Julia**: What is that?**

Teacher: **What is to watch in Arabic? “**Watching” **this is a verbal noun. You can say it this way, “**To watch” **or “**watching”**, both of them are correct, watching, this is the verbal noun**. [Wrote both “watching” and “to watch” on the board.]

Julia**:** To watch three thousands **programs program.**

Teacher**: Ok, you repeat.**

Teacher**:** We like to watch three thousand program. [She repeated with him every word.]

Teacher**:** Good. **Excellent.**

Martha: There three hundred and twenty.

Martha: **No,** there three hundred and twenty four

Teacher: Twenty four.

Martha: There three hundred and twenty four students in the class.

Teacher: student. [Martha made a mistake and used the plural form of the word “student” instead of using the singular form “student”.]

Martha: Student in the class. [Repeated the sentence correctly.]

Teacher: Good.

Summer: There four hundred and seventy five streets in DC. [Summer made a mistake and used the plural form of the word “streets” instead of using the singular form “street”.]

Teacher: Street in DC. [The teacher corrected the pronunciation of the word “street”.]

Summer: Street in DC.

Teacher: Good.

Analysis of Classroom Episode by Mr. Kim: Numbers in Arabic

Lesson on Nov-4-2009

In this episode, I focused my analysis on two main aspects: the word order of Arabic sentences which has specific grammatical and phonological structures, and the processes that were involved in the oral Arabic sentence production. These included the type of intervention that occurred during the learning process and the processes that reflected scaffolding during the teacher-student interaction.

The main task in this episode was reinforcing the use of numbers in Arabic. Mr. Kim first taught the students to read numbers from one hundred to ten thousand. He asked the students repeat them after him, gave them dictation, and asked them to say out loud a combination of numbers that he himself wrote on the board.

Mr. Kim asked Sue to form sentences using numbers. Sue gave him a sentence, “There ten thousand car”. Mr. Kim repeated the sentence and added the word “in” indicating that he wanted more information from Sue about the location of these cars. Sue replied in English saying, **“I was thinking of car sales”.** The teacher gave Sue the word, **“car sales”** in Arabic. Mr. Kim gave Sue another word in Arabic which is “factory”. He

said, “There ten thousands car in the factory”. In Arabic the word “there” is an adverb. The word “car” remains singular when it is followed by numbers like hundreds and thousands.

Ann wanted to form a sentence but she could not express it in Arabic. She kept asking in English, “It is **like he has**”. Mr. Kim said to her in English, **“Go on, when you give a sentence, we can correct it. I cannot predict what you want to say**”. Ann gave this sentence in Arabic, “I have library one hundred book”. Mr. Kim corrected the sentence saying, “Do you have one hundred book in the library?” He made Ann repeat the sentence after him word by word”. In this instance, Ann did not know how to use the pronoun “you” in a sentence to refer to the masculine subject. Mr. Kim said to her in English to try to produce the sentence even if it is wrong. When Ann produced her sentence. Mr. Kim gave her the correct sentence and made her repeat it after him word by word.

Mr. Kim made the students work together in a group of three for two minutes to form sentences using numbers in Arabic. Mr. Kim delivered his instruction in English and said to the students that they should try to produce any sentence they want with numbers because all the sentences are correct and that they just need to make them up.

Teacher: Good, more sentences, yes**, just try to use them all sentences correct, just try to make them up.** Yes**. What we will do, split in three groups and try to make as many sentences as possible using numbers.**

Mr. Kim asked Sue to give him a sentence. Sue said "**I do not know**". She was not ready to give him a sentence. Then Mr. Kim asked the students if they had finished forming sentences.

Teacher**: So let's start.** Yes sentences, so. **Did you finish? Ok yes.**

Amy gave a sentence, "There five hundred tree in the garden". Mr. Kim repeated the sentence and added to it "There Five hundred tree in the garden or in the field". In this instance, the teacher did not ask Amy to give him more information about the location of the trees because the students did not know to the word "field" in Arabic.

Lyn formed a sentence, "There one hundred teacher". Mr. Kim corrected the pronunciation of the word "teacher" because Lyn pronounced the word "teacher" with diacritic. In Arabic, both in speech and written, no diacritics are used in the last word in the sentence. This is known as "case endings in Arabic".

Tina formed a sentence repeated it several times, "There three hundred, there three hundred and sixty five date". Mr. Kim did not understand what she intended to say and said in English "**You want a year**?" Tina said in English, **"Days in the year".** Mr. Kim asked Tina to repeat after him "In the year 365 day". Tina repeated the sentence after Mr. Kim word by word. In this instance, the student tried to make a complicated sentence; Mr. Kim helped the students and gave her the correct way of saying the sentence.

Vicky formed a sentence, "I have two thousands camel". The teacher praised her and said, **"This is a very good example**". The teacher explained the grammatical rule in English.

Teacher: **This a very good example.** I have two thousands camel. **I explain this we do not say** two thousands "الفين" **we say** "الفا" **because it is an "Adafa".**

Mr. Kim made a joke and said to Vicky, **"Are you from Saudi Arabia?"** because she used the word "camel" and all the students laughed. In this instance, Vicky formed a full sentence, the grammatical rule that Mr. Kim explained to the students will be introduced to them at a more advanced level of Arabic. It is up to the teacher to give the students any additional linguistic information about the subject he is teaching in class.

Kevin formed a sentence "There ten thousands books in the library". He made two mistakes; the first one was when he pronounced the word "thousand" he should have said "thousands", and the second one was when he used the plural form of the word "books". He should have used the singular form instead "book". Mr. Kim corrected the sentence and said "ten thousands book" and made Kevin repeat the sentence. The scaffolding process happened when Mr. Kim intervened directly, and made Kevin repeats the correct sentence.

Ann formed a sentence "I have four hundred orange." Mr. Kim repeated the sentence to reinforce the number that Ann used.

Mark produced a sentence, "I have six thousands bicycle". Mr. Kim corrected the sentence and said "six thousands bicycle". Mark made a mistake in pronouncing the word "bicycle" he used the short vowel /a/ instead of using the long vowel /a:/in pronouncing the sound /Alif/ in the word " bicycle" which is in Arabic "دراجة".

Sue formed a sentence “There one thousands chair in my room”. Mr. Kim repeated her sentence to reinforce it because it was grammatically and phonologically correct.

Julia gave a sentence, “We like to watch”, “To watch three thousands programs, program.” The teacher did not understand the word “watch” when Julia pronounced it so he made her say it in English. The teacher explained that there are two ways of using the word “watch” in Arabic as a verb “to watch,” or as a gerund “watching”. Julia repeated the sentence after Mr. Kim word by word, “We like to watch three thousands program”.

Martha produced a sentence “There three hundred and twenty four student in the class”. She struggled with the long number she was trying to produce and kept repeating, “Three hundred,” “**No**, three hundred and twenty four student”. Martha made a mistake and used the plural form of the word “students” instead of using the singular form “students”. The teacher corrected the word “student”.

Summer formed a sentence “There four hundred and seventy five streets in DC”. Summer made a mistake and used the plural form of the word “streets” instead of following Arabic rules and using the singular “street”. Mr. Kim made Summer repeated the word “street” correctly.

In summary, Mr. Kim taught students how to read and write numbers in Arabic. He followed different strategies to reinforce numbers in Arabic. For example, he wrote numbers on the board and asked students to read them after him. Mr. Kim made combinations of numbers and taught the students to read them. Then he dictated some

words to the students. Finally, the teacher asked the students to give him combinations of numbers and he wrote them on the board.

Mr. Kim did not provide the students with a pattern to follow, but he taught the students to read and write numbers in Arabic. Mr. Kim asked the students to form sentences with numbers. The students formed some sentences. Mr. Kim interrupted the students and corrected their grammatical and phonological mistakes.

Mr. Kim changed his strategies and made the students work in a group of three and form sentences. The students worked together for two minutes. After that Mr. Kim asked them to share the sentences they formed.

Scaffolding happened when Mr. Kim made the students learn how to read numbers in Arabic, and also when he divided the students into groups of three and made them practice forming sentences together. In addition, Mr. Kim intervened directly when he corrected the students mistakes and made them repeat the sentence after him most of the time.

In this episode, the students produced different types of sentences and used new vocabulary to form longer and more complicated sentence structures. Some of the students produced sentences without any mistakes. After two weeks of forming sentences, the sentences that students formed showed they had made progress in learning by forming longer and more varied sentence structures.

Table 4: Numbers in Arabic

Numbers in Arabic
1- Mr. Kim's main lesson objective was teaching students how to read and write numbers in Arabic. 2- Mr. Kim did not provide the students with a pattern to follow. He asked students to form sentences with numbers in Arabic. The students formed some sentences. Mr. Kim interrupted the students and corrected their grammatical and phonological mistakes. 3- Mr. Kim followed different strategies to reinforce numbers in Arabic. For example, he wrote numbers on the board and asked students to read them after him. Mr. Kim made combinations of numbers and taught the students to read them. Then he dictated some words to the students. Finally, the teacher asked the students to give him combinations of numbers and he wrote them on the board. 4- Scaffolding happened when Mr. Kim made the students know learn to read numbers in Arabic, and also when he divided the students into groups of three and made them form sentences together. 5- Mr. Kim intervened directly; he corrected the students' mistakes and made

them repeat the sentence after him most of the time.

6- Mr. Kim changed his strategies and made the students work in groups of three and form sentences. The students worked together for two minutes. After that Mr. Kim asked them about the sentences they formed.

7- The students produced different types of sentences and used new vocabulary to form longer and more complicated sentence structures. Some of the students produced sentences without any mistakes. After two weeks of forming sentences, the sentence the students formed showed they had made progress in learning by forming longer and more varied sentence structures.

Cardinal and Ordinal Numbers in Arabic

Lesson on Dec-8-2009

Mr. Kim's lesson objective was teaching the cardinal and ordinal numbers in Arabic. The students had been introduced to numbers previously in Arabic. He wrote numbers from one to twenty four on the board in both the cardinal and ordinal forms. Mr. Kim followed several steps to achieve his goal. The first step was explaining the rules about the cardinal numbers in Arabic and focusing on the gender and number agreement. There are different rules associated with number one, two, and three to ten in Arabic. The second step was writing several examples on the board that clarified the rules that were associated with numbers. For example, "There three cars big in the street" [This is literal translation]. The third step was asking students to give him some examples about using

numbers with adjectives. The final step was dividing students into two groups and assigning them a task to do. The task was writing four to five sentences using numbers. Mr. Kim gave the students four minutes to accomplish the task.

Teacher: **Ok. Let us hear the first sentence. We will hear one sentence from each group. This is the last day of the class**, do not be stressed out, you will start. Good yes, good. **Listen to me.**

Mark: There nine girls beautiful**.** [This is literal translation.]

Teacher: There nine girls beautiful**.** Good. **There are nine girls. Very good.** Yes, nine beautiful girls. Good.

Tom: There fifteen book in the room.

Teacher: Thus, there fifteen book, yes, **always the number after** ten **comes singular and accusative**. Fifteen book yes. **Yes, sentence here.** [Indicating the next student should say a sentence.]

Lyn: He went in nine schools.

Teacher: He went to nine schools. Very good. [The teacher wrote the sentence on the board, read it and corrected the preposition. Lyn used the preposition “in” instead of using “to”.]

Lyn: Oh, to. [She realized her mistake.]

Teacher: To, good, yes. He went to nine schools. Yes, good. Sentence here. [Again prompting the next student.]

Ann: The friends wearing.

Teacher: Yes. The friends wearing. [The teacher repeated what Ann said and corrected

the verb “wearing”. Ann did not use the plural form of verb which should follow the subject].

Ann: The friends wearing four hats. Yes.

Teacher: The friends wearing four hats. Yes [He wrote the sentence on the board.]

Teacher: The friends. **You want to say** the friends **this is masculine you change the verb**. Yes. [There should be a gender and verb agreement in Arabic.]

Summer: There thirty library in city.

Teacher: Good. There thirty library in city. Yes.

Martha: There four hundred students in the first year.

Teacher: There four hundred students in the first year, yes good, **freshmen**, **we just say students of the first year**. First year. Yes. Here.

Maria: I ate five egg.

Teacher: Five, again **you say five eggs**. [The teacher corrected the gender number agreement while he wrote the sentence on the board and read it.]

Teacher: Eggs **is feminine**, five **should be masculine.** I ate five eggs. Yes, good.

Sara: Ann likes eggs.

Teacher: Ann like eggs. Good, yes good. **Ann, you like eggs**? [All laughing.]

Sara: **I am trying to play it back**. [Laughing.]

Teacher: Good, five eggs, more sentences, yes.

Rose: There ninety, nine hundred camel beautiful.

Teacher: There.

Rose: No, nine hundred.

Teacher: Nine hundred.

Rose: Nine hundred camel.

Teacher: Camel. [Corrected the pronunciation because she used wrong vowel in producing the word.]

Teacher: [Laughing.]There nine hundred camel beautiful. [Everyone was laughing.]

Rose: Repeating after him, there nine hundred camel beautiful.

Analysis of Classroom Episode by Mr. Kim: Cardinal and Ordinal Numbers in Arabic

Lesson on Dec-8-2009

In this episode, I focused my analysis on two main aspects: the word order of Arabic sentences which has specific grammatical and phonological structures, and the processes that were involved in the oral Arabic sentence production. These included the type of intervention that occurred during the learning process and the processes that reflected scaffolding during the teacher-student interaction.

The main task in this episode was teaching the cardinal and the ordinal numbers in Arabic. The students had been introduced to numbers previously in Arabic. Mr. Kim wrote numbers from one to twenty four on the board in both the cardinal and ordinal forms. He followed several steps to achieve his goal. The first step was explaining the rules about the cardinal numbers in Arabic and focusing on the gender and number agreement. There are different rules associated with number one, two, and three to ten in Arabic. The second step was writing several examples on the board that clarified the rules that were associated with numbers. For example, “There three cars big in the street”. The

third step was asking students to give him some examples about using numbers with adjectives. The final step was dividing students into two groups and assigning them a task to do. The task was writing four to five sentences using numbers. Mr. Kim gave the students four minutes to accomplish the task.

Mark gave a sentence, “There nine girls beautiful”. The teacher repeated the sentence in Arabic and in English to stress the use of the number and the adjective together in the sentence. Mark’s sentence was correct; he did not make any grammatical or phonological mistake.

Tom formed a sentence, “There fifteen book in the room”. The teacher repeated the sentence and said, “Thus, there fifteen book, yes, **always the number after** ten **comes singular and accusative**. Fifteen book. Yes”. In this instance, Mr. Kim explained to Tom again the rules associated with numbers in Arabic which requires both gender number agreements. As I explained, there are certain rules associated with number one, number two, and numbers three to ten in Arabic.

Lyn gave this sentence, “He went in nine schools”. Mr. Kim repeated the sentence and wrote it on the board. Then he read it and corrected the preposition Lyn used. Lyn realized that she made a mistake in the use of the preposition, instead of using the preposition “in” she used “to”. In this instance, teacher’s intervention did not happen right away because he made Lyn produce the sentence, he wrote it on the board, and then he read it with the correct preposition.

Ann formed a sentence, “The friends wearing four hats”. The teacher corrected the verb, “wearing”. Ann repeated the sentence again. The teacher wrote the sentence on

the board. Mr. Kim explained to Ann that the word she used “the friends” as masculine requires the verb “wearing” to be conjugated in the plural form because it refers to the subject. In Arabic there should be a gender and a verb agreement. This example and the previous one showed that the teacher had continuously emphasized the students’ production of corrected grammatical sentence structure in relation to the gender, number, and verb agreement. It is important to correct the students at this stage of language learning and make them aware of forming and producing the correct sentence structure.

Summer gave this sentence, “There thirty office in city”. The teacher repeated the sentence after her. Summer produced full sentence without any mistake. Then Martha gave another sentence, “There four hundred students in the first year”. Mr. Kim repeated Martha’s sentence again and said “First year students” in Arabic means “freshmen” in English. In both these examples, the teacher simply repeated the sentences to reinforce the number and gender agreement.

Maria gave this sentence, “I ate five egg”. Maria made a grammatical mistake. She did not use the plural form with the word “egg”. Mr. Kim corrected the grammatical mistake “eggs” and explained to Maria that the word “egg” is feminine; therefore, number “five” should be masculine**.** Mr. Kim repeated the sentence again, “I ate five eggs. Yes, good”. In this example, Mr. Kim repeated the rules again related to numbers three to ten.

Sara gave a sentence, “Ann like eggs”. She made a joke by picking one of her friends in the class and made a sentence about her. Mr. Kim asked Ann if she likes eggs, **“Ann do you like eggs?”.**Everyone laughed in the class.

Finally, Rose formed a sentence, “There ninety, nine hundred camel beautiful”. The teacher said “ninety” after Rose. Rose corrected herself and said “nine hundred”. The teacher only corrected the pronunciation of the word “camel” because Rose used the wrong vowel sound.

In summary, Mr. Kim’s main objective was reinforcing numbers in Arabic. He followed several steps before dividing the students into group to produce sentences. The first step was explaining the rules about the cardinal numbers in Arabic and focusing on the gender and number agreement. The second step was writing several examples on the board that clarified the rules that were associated with numbers. The third step was asking students to give him some examples about using numbers with adjectives.

Mr. Kim divided the class into groups of three and made the students work together. He gave them a task and asked them to form three to five sentences using numbers. He made the students work for four minutes together. Mr. Kim did not interrupt students while they worked in groups.

The scaffolding process happened when Mr. Kim re-introduced Arabic numbers to the students. He followed several steps to achieve his goal. The students produced different sentence structures and used numbers. They made grammatical mistakes because numbers in Arabic have certain rules unlike English, and gender, number, and verb agreement in the sentence. Mr. Kim reinforced the rules associated with numbers several times, and explained them to the students several times. For example, he explained the rules each time when Tom, Ann, and Sara made mistakes when they formed sentences.

Mr. Kim intervened directly when the students made serious grammatical mistakes, like making mistakes with the gender, number, and verb agreement as in the sentence Maria made “I ate five egg”. In contrast, Mr. Kim did not intervene right away when Lyn made a mistake with the preposition. He wrote the sentence on the board and then said to Lyn that she had to use the preposition “to” instead of the preposition “in”.

In the last day of the class, the students made a variety of sentences, and used different vocabulary. Most of the sentences the students produced were formed for the first time. The students’ sentences were longer and had better sentence structure than their first day.

Table 5: Cardinal and Ordinal Numbers in Arabic

Cardinal and Ordinal Numbers in Arabic
1- Mr. Kim’s lesson objective was teaching the cardinal and the ordinal numbers in Arabic. 2- Mr. Kim followed several steps before dividing the students into group to produce sentences: a. The first step was explaining the rules about the cardinal numbers in Arabic and focusing on the gender and number agreement. b. The second step was writing several examples on the board that clarified the rules that were associated with numbers.

c. The third step was asking students to give him some examples about using numbers with adjectives.

d. Mr. Kim divided the class into a group of three and made the students work together. He gave them a task and asked them to form three to five sentences using numbers. He made the students work for four minutes together. Mr. Kim did not interrupt students while they worked in groups.

3- The scaffolding process happened when Mr. Kim:

a. Re-introduced Arabic numbers to the students. He followed several steps to achieve his goal. The students produced different sentence

b. Structures and used number. They made grammatical mistakes because numbers in Arabic have certain rules unlike English, and requires gender, number, and verb agreement in the sentence.

c. Mr. Kim reinforced the rules associated with numbers several times, and explained them to the students several times.

4- The students made a variety of sentences, and used different vocabulary. Most of the sentences the students produced were formed for the first time.

Different Kinds of Plural in Arabic

Lesson on Dec-12-2009

Mr. Kim's lesson objective was using of different types of plural in Arabic. Singular nouns in Arabic can be plural by following certain rules. Nouns in Arabic are feminine and masculine. For example the word "watch" is feminine in Arabic, while the word "door" is masculine in Arabic.

There are three types of plurals in Arabic; the first type is the plural form used with the "feminine nouns". The second type is a plural form used with the "masculine nouns". Both of the plural forms follow certain rules. A third type is known as the "broken or irregular plural". For example for the word "newspapers" there is no regular rule to follow in the broken plural when pluralizing singular words. Therefore, the students simply have to memorize them.

Mr. Kim gave the students a word in its singular form and asked them to write the plural form in their notebooks. He checked the students' answers and selected a student to read the word in its plural form. Then Mr. Kim wrote the plural form of the word on the board. Finally, he asked the students to use the word in its plural form in forming a sentence.

Mr. Kim wrote on the board the word "car", and read it:

Teacher: Car is singular. The plural of "car". [Mr. Kim asked Kevin to give him the plural of the word, "car"]. [The students had to write the word "car" in their notebooks first. Mr. Kim checked each student spelling.]

Teacher: Kevin, read.

Kevin: Cars.

Teacher: Good. Who can put this word in a sentence? **Give me a sentence with,** "cars". Yes.

Sally: I have three cars.

Teacher: Good, I have three cars.

Teacher: Newspaper. Ann, **so that you understand I am giving the singular give us the plural** newspaper. I **am sorry, I am giving the sound of the plural but it is not the plural**. Yes. "Newspaper" [The teacher was checking each students writing on their notebook]. Miriam. [The teacher asked Miriam to give him the answer.]

Miriam: Newspapers.

Teacher: Newspapers. Yes. [The teacher wrote the word "newspapers "on the board.]

Teacher: Who can give me a sentence with "newspapers"? **Use**, "newspapers" **in a sentence.**

Lydia: I have three newspapers.

Teacher: I have three newspapers. What else? Another sentence. **Can you use the verb,** "read"?

Mark: I read three newspapers.

The teacher: I read [The teacher corrected the verb because Mark used the verb in the imperative tense instead of using it in the present tense in Arabic.]

Mark: I read three…. [Repeating after the teacher.]

Teacher: Yes, I read three newspapers. Good. Yes. [The teacher was looking on his notes.]

Teacher: Watch. Watch. Watch. Watch [“Watch” in Arabic can refer to time, o’clock, and watch]. What is the plural of, “watch”? [The teacher was checking the students spelling and correcting it. He pronounced the word “watch” several times to make the students recognize the difference between two different letters in Arabic which sounds something like *“seen”* and *“saad”*. Yes, good, [The teacher kept pronouncing the word, “ watch” several times loudly to make the students know how to write the long vowels *“alif”* in Arabic.]

Teacher: Sue, yes, read.

Sue: Watches.

Teacher: Give me a sentence has watches. A sentence with watches. **You can use** “watches” **in a sentence**. [The teacher indicated the number five with the fingers of his hand.]

Teacher: **For example use a number with**, “watches”. Dina.

Dina: I have five watches.

Teacher: I have.

Dina: I have five watches. [She corrected the mistake that she made with number “five” because she did not follow the rule for number and gender agreement. If the gender of the noun is feminine the number should be masculine in Arabic and vice versa. This rule is used with numbers 3-10.]

Teacher: Good. I have five watches. Yes. What about, “I sleep”, **I sleep**? **Give me a sentence with**, “I sleep”. How many hours do you sleep? **How many hours do you sleep?**For example.

Teacher: Yes, **you want to say**. “I sleep” for example.

Sue: Six hours.

Teacher: Six. [Interrupting her because she did not use the right rule concerning numbers and gender agreement in Arabic with numbers 3-10.]

Sue: Hours.

Teacher: I sleep six hours.

Sue: **So wait** hours **is time, clocks** hours. [The teacher wrote on the board the word watch and it’s meaning in Arabic as hours and clocks.]

Teacher: **Oh, I see, “hours”,** here is “watch” **this is a very good question**.**“Watch” means “hour” can mean “clock”. It can mean “hours” and it can mean “clock”. When you put it in plural it means “hours” it can mean “hour” and “clock”, like: “I have five hours”. I talk about “watches” and “clocks” and when I talk about “the number of hours I spent” you can also use “**hours”. **Ok.** Good, yes do you have other sentences? Yes.

Teacher: Now “subject”, “subject” [The teacher wrote the number on the board.]

Teacher: Subject, subject, Arabic language, English, math. The plural, what is the plural? [Looking at the students waiting for the answer].**This is not regular it is broken plural. “**Subject”, yes. **Here is one;** Michael Brown studies the Arabic language, physics. What is the plural of “subject”?

John: Subjects. [Interrupting him in a low voice.]

Teacher: John.

John: Subjects.

Teacher: Subjects [He wrote the word “subject” on the board.]“Subjects”, yes. “Subjects”. Now, use “subjects” in a sentence, for example; “How many subjects do you study? John.

John: I study four subjects.

Teacher: [Pointing to the word “subjects” on the board for John because he said “subject” instead of “subjects”.] I study.

John: I study four subjects.

Teacher: Good, I study four subjects. Now another word which is “garden”. [The teacher wrote the word on the board]**.It is not regular, exactly the same way as** “newspaper”. “Garden”, **it is “garden**”.[The students did not seem to know the meaning of the word “garden”, therefore, the teacher translated it to English. Yes.]

Teacher: Yes, then what is the plural of “garden”. Yes, what do you say?

Sonia: Gardens.

Teacher: Gardens. [The teacher asked each student to repeat the word “garden”.]

Teacher: Use the word, “gardens” in a sentence. Sentence has **“gardens”** in it. How many garden in DC?

John: God knows. [Everyone laughing.]

Teacher: Yes. Good. How many garden in DC? Or how many gardens in the city?

Teacher: **Imagine a number and then** “gardens”.

Rita: In the city eight garden.

Teacher: In the city.

Rita: Eight.

Teacher: Eight [Correcting the gender number agreement].

Teacher: In the city eight gardens. Good.

Analysis of Classroom Episode by Mr. Kim: Different Kinds of Plural in Arabic Lesson on Dec-12-2009

In this episode, I focused my analysis on two main aspects: the word order of Arabic sentences which has specific grammatical and phonological structures, and the processes that were involved in the oral Arabic sentence production. These included the type of intervention that occurred during the learning process and the processes that reflected scaffolding during the teacher-student interaction.

The main task in this episode was using of different kinds of plural in Arabic. Singular nouns in Arabic are pluralized by following certain rules. Nouns can be feminine or masculine in Arabic. For example the word “watch” is feminine in Arabic. While, the word “door” is masculine in Arabic. There are three types of plurals in Arabic; the plural form used with the “feminine nouns” and the plural form used with the “masculine nouns”. Both of the plural forms follow certain rules when they are used in the plural form. And the third is the “broken or irregular plural”. For example, for the word “newspapers” there is no regular rule to apply in the broken plural in order to pluralize the singular word. Therefore, the students simply have to memorize them.

Mr. Kim followed a certain strategy to achieve his goal. Mr. Kim gave the students a word in its singular form and asked them to write the plural form in their notebooks. He checked the students’ answers and selected a student to read the word in

its plural form. Then Mr. Kim wrote the plural form of the word on the board. Finally, he asked the students to use the word in its plural form in forming a sentence.

Mr. Kim asked the students to give him the plural form of the word “car” in Arabic. He said the word “car” is singular and he kept asking the students for “its plural”. The students have studied how to form the plural in Arabic in previous lessons. Mr. Kim pronounced the word “car” in its singular form. The students had to write the word “car” in the plural in their notebooks. Mr. Kim checked the students’ answers in their notebooks and asked Kevin to read what he wrote in his notebook. Then Mr. Kim asked the students in Arabic and in English to use the word “cars” in a sentence. Sally said “I have three cars”, Sally produced a grammatically correct sentence.

Mr. Kim gave another word to the students to write, “newspaper” and asked the students to give him the plural in Arabic. He asked Ann to give the plural for the word, “newspaper”. He talked to her in English since he knew her that her language ability was weak. Mr. Kim did not get back to Ann because she did not answer him right away. He apologized to the students because he pronounced the word, “newspaper” as it sounded in its plural form “newspapers”. The teacher checked the students’ answers in their notebooks and asked Miriam to give him the answer. Mr. Kim asked the students to use the word “newspapers” in a sentence. Lydia produced a grammatically correct sentence, “I have three newspapers”.

Mr. Kim wanted the students to give him another sentence. He suggested that they use the verb, “read”. Mark gave him a sentence, “I read three newspapers”. Mr. Kim repeated the sentence and corrected the verb “read” because Mark used the imperative

form of the verb, which is an order given to someone to do something rather than using the verb “read” in the present tense. The verb “I read” is one word in Arabic where the pronoun “I” is attached to the verb unlike the English. Mark repeated after the teacher the correct form of the verb. In this instance, the scaffolding process happened when Mr. Kim corrected the verb and made Mark repeat it after him. Mr. Kim did not tell Mark specifically about his mistake, instead he corrected the verb by saying it correctly, and Mark repeated after him.

Mr. Kim gave the students the word “watch” in its singular form and asked the students to give him the plural. Mr. Kim repeated the word, “watch” several times and then checked the students’ spelling in their notebooks. He corrected the spelling of the word because the students mixed two letters in Arabic *“seen”* and *“saad”*.

Mr. Kim asked Sue to read what she wrote in her notebook. Sue said “watches”. Mr. Kim asked the students to use the word “watches” in a sentence. Then Mr. Kim told the students to use a number with the word “watches” and he indicated the number five with the fingers of his hand. Dina gave a sentence, “I have five watches”. Dina made a mistake. She did not follow the rule concerning the number and the gender agreement. In Arabic, if the gender of the noun is feminine the number should be masculine and vice versa. This rule is used with numbers 3-10.

Then Mr. Kim asked the students to use the word, “watches” with the verb, “sleep”. He asked Sue a question in English**, “How many hours do you sleep?”**. Mr. Kim told Sue to use the verb “I sleep” and give him a sentence. Sue said “six hours”. Mr. Kim corrected Sue because she did not follow the rules concerning the number gender

agreement with numbers 3-10 in Arabic. Sue was confused and said to Mr. Kim in English, "**So wait** hours **is time, clocks** hours"

In Arabic, the word, "watch" means both "hours" and "o'clock". Mr. Kim spent time explaining the meaning of the word "watch" in Arabic.

Teacher: **Oh, I see, hours,** here is watch **this is a very good question**. **"Watch" means "hour" can means "clock", it can mean "hours" and it can mean "clock". When you put it in plural it means "hours" it can mean "hour" and "clock" like: I have five hours. I talk about "watches" and "clocks" and when I talk about the number of hours I spent you can also use** hours **ok.**

Mr. Kim gave the word "subject" to the students and asked them to give him the plural form. Mr. Kim explained to the students what the word "subject" means in Arabic. John interrupted Mr. Kim saying in a low voice the plural form of the word "subjects". The teacher heard John and he wrote the word on the board. This time he did not check the students' spelling. He asked the students to form a sentence with the word, "subjects". John said, "I study four subjects".

Mr. Kim corrected John indirectly by pointing to the word he wrote on the board on its plural form. John realized his mistake immediately and corrected himself. Mr. Kim did not make the students repeat the correct word after him, he did not correct the word, and he simply pointed to the board. The scaffolding process happened when Mr. Kim pointed to word "subject" on the board.

Finally, Mr. Kim gave the word, "garden" and asked the students to give him the plural form. The students did not know the meaning of the word, "garden" in Arabic. Mr.

Kim gave them the meaning in English. Mr. Kim asked the students to form a sentence with the word, “garden”. The teacher asked the students for an example, “How many garden in DC?” John said “God knows”. Everyone laughed. Then the teacher told the students to use a number with the word “gardens’. Rita gave this sentence, “In the city eight garden”. The teacher repeated the word, “eight” after her because she used the singular form. She should have used “eights” in the plural form, so she corrected herself immediately.

In summary, Mr. Kim followed certain steps to achieve his goals. Then Mr. Kim wrote the words on the board. Finally, he asked the students to use the words in its plural form and form a sentence. Mr. Kim selected the words that he wanted the students to use in their plural forms.

Mr. Kim intervened directly when the students made grammatical mistakes. He reminded them several times about the rules used with different numbers in Arabic. In several instances, the students realized their mistakes and corrected them without teacher’s intervention.

The process of scaffolding happened when Mr. Kim interrupted the students and corrected them, also when he made them repeat the correct answer. The students were able to correct themselves at this stage of learning. They formed and produced sentences with the different words the teacher gave them.

Table 6: Different Kinds of Plural in Arabic

Different Kinds of Plural in Arabic
1- Mr. Kim's lesson objective was using of different types of plural in Arabic. Singular nouns in Arabic are pluralized by following certain rules. 2- Mr. Kim followed a certain strategy to achieve his goal: a. Mr. Kim gave the students a word in its singular form and asked them to write the plural form in their notebooks. b. He checked the students' answers and selected a student to read the word in its plural form. c. Then Mr. Kim wrote the plural form of the word on the board. d. Finally, he asked the students to use the word in its plural form and form a sentence. 3- Mr. Kim intervened directly when the students made grammatical mistakes. He reminded them several times about the rules used with different numbers in Arabic. In several instances, the students realized their mistakes and corrected them without teacher's intervention. 4- The process of scaffolding happened when Mr. Kim interrupted the students and corrected them, also when he made them repeat the correct answer.

5- The students were able to correct themselves at this stage of learning. They formed and produced sentences with the different words the teacher gave them.

An Analysis of Scaffolding Patterns across Mr. Kim's Episodes, with Particular Attention to Changes across Time.

This section is divided into two sub-sections and these are: a summary of the content covered in these episodes and a summary of the issues of oral Arabic language production that the students and the teacher faced in these episodes. The episodes presented in these sections are back-to-back episodes.

A Summary of the Content Covered by Mr. Kim

This section presents a summary of the content that was covered by Mr. Kim during the selected episodes. In the first set of episodes on October 20th, Mr. Kim taught the students how to use the past tense in Arabic. In the second set of episodes on November 4th, Mr. Kim introduced two verbs to the students: "enter to" and "understand", and how to write and read cardinal numbers in Arabic. In the third set of episodes on December 8th, Mr. Kim reintroduced the cardinal and ordinal numbers in Arabic to the class and how to use different types of plural in Arabic.

Specific problems appeared during students' oral Arabic sentence production in the class. These were structural, phonological, grammatical, and interventional. These problems varied according to the nature of task and changes that happened across time and these problems contributed to knowledge growth.

The structural problems appeared when Mr. Kim gave the students a pattern to follow in class. For example the pattern that Mr. Kim gave involved the use of the past tense in Arabic “This morning, I ate bread and cheese”. In many instances, the students did not remember the use of the phrase “this morning”. Mr. Kim interrupted the students several times and reminded them to use the sentence pattern he gave them earlier.

The phonological problems appeared when the students were given a task that involved forming oral Arabic sentences. The Arabic language has vowel sounds unlike English. Mr. Kim interrupted the students several times and corrected the vowels they mispronounced when producing the verbs or the adjectives in the sentence.

The grammatical problems appeared when Mr. Kim asked the students to produce sentences using the plurals in Arabic. For example, he explained that there are different types of plurals in Arabic and gave the students many words in their singular forms and asked the students to change them into plural form and use them in a sentence. The students faced several problems in producing the correct grammatical structure, the gender, number agreement, and the correct tenses.

Interventional problems appeared when Mr. Kim interrupted the students during oral sentence production. Mr. Kim corrected the students’ mistakes and asked them to repeat the correct answer after him. There were some instances where Mr. Kim gave the answer to the students because the students used different grammatical structures which had not yet been covered in the class.

Finally, in the first and the second sets of episodes Mr. Kim interrupted the students a lot and to correct their grammatical and phonological mistakes. Changes

happened across time and knowledge growth was achieved in the last set of the episodes where Mr. Kim's intervention became less and the students started to recognize their mistakes and correct them.

A Summary of the Issues of Oral Language Production that the Students and the Teacher Faced in these Episodes

This section includes a summary of the issues that evolved in the six episodes of Mr. Kim that were transcribed and analyzed in the previous section. The chronology of the analysis shows the teacher's instructional approach in scaffolding students to produce oral Arabic sentences and how language development happened across time.

During the October 20th episodes, Mr. Kim exhibited the following patterns: he seemed especially committed to making sure the correct form was always on the floor. To do this he created a sentence pattern for the students to follow, modeled (verbally and physically) the use of the pattern, and monitored closely the extent to which the students followed the pattern. He was likely to interrupt quickly when the incorrect form was used, correct the use, and provide immediate and heavy prompting (again both verbal and physical).

On November 4th episodes, Mr. Kim exhibited the following patterns: he continued to interrupt and correct incorrect forms, but the sentence patterning had faded and the students were more proficient in producing sentences, even longer and more complicated sentences, and self-correcting when they made mistakes. He used English frequently to explain what they were to do. In the episode on numbers, Mr. Kim turned production over to the students by having them work in groups to make up as many

sentences as they could. When they reported out their sentences, however, Mr. Kim still interrupted to correct mistaken forms.

On December 8th episodes, Mr. Kim exhibited the following patterns: he began sentence production by having students work in groups to write sentences. Student production was clearly more proficient and self-correction was apparent, so Mr. Kim spent more time repeating the correct form the students used and praising their production. Nevertheless, he continued to interrupt and correct when production was inaccurate and the student did not self-correct. And there was some patterning in the production of sentences using plural nouns.

Across all episodes, Mr. Kim began with a strong, direct scaffolding role, creating patterns, modeling, and monitoring closely students' conformity to correct form in their oral language production. This faded as students became more proficient in sentence production and self-correction. Mr. Kim sustained his practice of interrupting and correcting throughout whenever an incorrect form appeared. He was obviously very vigilant concerning the correct use of the language.

An Analysis of Miss Kay's Episodes

The analysis now turns to the scaffolding episodes in which Miss Kay was the teacher. These episodes were recorded on two occasions in November 2009. From each occasion, two episodes were selected for a total of four episodes. The format of the analysis follows that used with Mr. Kim's episodes.

Negation in Arabic

Lesson on Nov-10-2009

Miss Kay's lesson objective was teaching the students the concept of negation in Arabic. The students had been introduced to the concept of negation in the previous lesson. Miss Kay first asked the students to repeat after her two questions about possession then she gave them answers to the questions she asked which involved negation. In the second step, Miss Kay divided the students into pairs and gave each pair seven pictures to play a game. The name of the game was "Hunt" or "Go fish". In this game, the students exchange pictures by asking each other if they have for example "a car", "a pen", and so on". The correct response is "Yes, I have", or "No, I do not have".

Teacher: Say after me; Do you have a house? Yes I have a house. [The students repeated after her.] Do you have car? No, I do not have a car. [The teacher then divided the students into pairs, and she distributed pictures to the students.]

Teacher: Yes, I have a house. No, I do not have a house.

Teacher: **You may start now. The aim of the game is to practice,** "Do you have a car? Do you have a restaurant?". [The students were playing the game and asking each other questions, the teacher was moving from one group to another.]

Ann: Do you have a restaurant?

Amy: Do you have a pen?

Teacher: Pen. [The teacher corrected Amy because she used the wrong vowel sound with the word "pen".]

Amy: Pen.

Ann: Yes, I have a pen.

Joe: Do you have a car?

Linda: No, I do not have a car.

Teacher: Car, pen. [The teacher moved among the group of the students and told them to use the pictures of a car and a pen to ask each other questions.]

Lyn: Do you have a window?

Joe: No, I do not have a window. [The students were playing the game and laughing.]

Sally: Do you have an office?

Teacher: Have. [The teacher corrected Sally because she used the wrong vowel sound with the word “have”.]

Sally: Have.

Jean: No, I do not have an office.

Teacher: Do you have a chair? For example [The teacher suggested to the students the use of the picture of “a chair” in a sentence.]

John: Do you have a bicycle?

Jill: Yes, I have a bicycle.

John: Do you have a phone?

Jill: Yes, I have a phone. [Miss Kay started another activity.]

Analysis of Classroom Episode by Miss. Kay: Negation in Arabic

Lesson on Nov-10-2009

Miss Kay’s lesson objective was teaching the students the concept of negation in Arabic. The students had been introduced to the concept of negation in the previous

lesson. Miss Kay first made the students repeat after her two questions related to possession: “Do you have a house? Yes, I have a house. No, I do not have a house. Do you have a car? Yes, I have a car. No, I do not have a car”.

In the second step, Miss Kay divided the students into pairs and gave each pair seven pictures to play a game. The name of the game was “Hunt” or “Go fish”. In this game, the students exchange pictures as they ask each other if they have for example a picture of “a car”, “a pen”, and so on”. The correct response is “Yes, I have”, or “No, I do not have”. Then she said to them in English that they should practice next, “Do you have a car?”, “Do you have a restaurant?”

In this episode, Miss Kay gave the students a pattern to follow, she asked them questions related to the concept of possession and answered the questions with “Yes, I have” or “No, I do not have”. Then Miss Kay gave the students a task to help them learn the concept of negation. She made them play a game known as “Hunt” or “Go fish” and divided them into five pairs. She gave each pair seven pictures to use in the game. Miss Kay asked the students to play the game immediately after she gave them the pattern to follow.

Miss Kay explained to the students clearly in English the aim of the game which was to practice using negation in Arabic. She delivered two more sentences “Do you have a car? Do you have a restaurant? In order to use these questions as a pattern in the game.

Each group started the game. Ann asked a question and soon Amy asked her a question “Do you have a pen?” Miss Kay was moving from one group to another and

interrupted Amy and corrected her because Amy made a mistake and pronounced the word “pen” with the wrong vowel sound. In written Arabic, certain diacritics are used to represent short vowels. The kind of the vowel depends on the structure of the sentence. Amy repeated the word correctly after Miss Kay. Ann answered Amy’s question and said “Yes, I have a pen”. In this instance, the scaffolding process happened when Miss Kay interrupted Ann immediately and her repeat the word “pen” after her.

Another pair was playing the game at the same time and they asked each other questions Joe asked Linda “Do you have a car?” Linda answered “No, I do not have a car.” While Miss Kay moved from one pair of students to another she suggested to them to use the pictures of

“a car” or “a pen” and talk about them.

Sally asked John “Do you have an office?” Miss Kay interrupted Sally and corrected the word “have” because Sally used the wrong vowel sound. Sally repeated the word “have” correctly after Miss. Kay. Jean answered Sally’s question “No, I do not have an office”. In this instance, the scaffolding process happened when Miss Kay interrupted Sally immediately and made her repeat the word.

Miss Kay suggested to the students to use the picture of “a chair” in a sentence. She gave them this sentence “Do you have a chair?” In this instance, Miss Kay suggested for the second time to the students to use different pictures such as “chair”, and she gave them a pattern again to follow. The scaffolding process happened when Miss Kay suggested to the students to use different pictures for the second time, and also when she gave them a pattern to follow each time.

John asked Jill a question “Do you have a bicycle?” She said “Yes, I have a bicycle”. Jill asked John a question too, Jill said, “Do you have a phone?” John’s answer was “Yes, I have a phone”.

In summary, Miss Kay followed several steps to teach the concept of negation to the students. In the first step, Miss Kay asked the students to repeat after her two questions related to possession: “Do you have a house? Yes, I have a house. No, I do not have a house. Do you have a car? Yes, I have a car. No, I do not have a car”.

In the second step, Miss Kay divided the students into pairs and gave each pair seven pictures to play a game. The name of the game was “Hunt” or “Go fish”. In this game, the students exchange pictures as they ask each other if they have for example a picture of “a car” or “a pen”, and so on”. The correct response is “Yes, I have”, or “No, I do not have”. Then she said to them in English that they should practice now, “Do you have a car?”, “Do you have a restaurant?”

Miss Kay explained to the students clearly in English the aim of the game which was to practice using negation in Arabic.

The scaffolding process happened when Miss Kay interrupted the students twice to correct their mistakes. It also happened when Miss Kay suggested to the students to use different pictures for the second time, and when she gave them a pattern to follow each time. Miss Kay did intervene a lot while the students were playing the game; she let the students work independently.

Table 7: Negation in Arabic

Negation in Arabic
1- Miss Kay followed several steps to teach the concept of negation to the students. a. In the first step, Miss Kay asked the students to repeat after her two questions related to possession: “Do you have a house? Yes, I have a house. No, I do not have a house. Do you have a car? Yes, I have a car. No, I do not have a car”. b. In the second step, Miss Kay divided the students into pairs and gave each pair seven pictures to play a game. The name of the game was “Hunt” or “Go fish”. In this game, the students exchange pictures as they ask each other if they have for example a picture of “a car” or “a pen”, and so on”. The correct response is “Yes, I have”, or “No, I do not have”. Then she said to them in English that they should practice next, “Do you have a car?”, “Do you have a restaurant?” 2- The scaffolding process happened when: a. Miss Kay interrupted the students twice to correct their mistakes. b. She suggested to the students to use different pictures for the second

round.

c. She gave them a pattern to follow each time.

3- Miss Kay did intervene a lot while the students were playing the game; she let the students work independently.

Polite Ways of Answering in Arabic

Lesson on Nov-10-2009

Miss Kay's lesson objective was teaching the students how to answer a yes-no question in a polite way. Miss Kay followed certain steps to achieve her goal. First, she wrote two phrases on the board "No, I am sorry" and "Yes take it please". Second, she asked each student to repeat "No, I am sorry". Third, she asked the whole class to repeat after her "Yes, take it please" three times. Fourth, she gave each student a different Arabic newspaper. Fifth, she asked them a question about it.

Teacher: John, do you have "AL-Nahar Newspaper?" ["AL-Nahar" is the name of the newspaper in Arabic.]

John: Yes, take it please.

Teacher: Very good.

Teacher: Tom, do have the "Middle East Newspaper? [The teacher waited for Tom to give her the answer.] Do you have the "Middle East Newspaper?"Yes, or no. Say, yes or no. **Say yes or no. I am asking you.**

Tom: Yes.

Teacher: Where is it? This is “AL-Hayat Newspaper”.

Tom: AL-Hayat. [“AL-Hayat” is the name of the newspaper in Arabic.]

Teacher: **I am asking you, do you have the** “Middle East Newspaper?”

Tom: I do not know. No, sorry.

Teacher: Excellent.

Teacher: Jill, do you have the “AL-Dyiar Newspaper?”

Jill: No, sorry.

Teacher: Sally, do you have “AL-Nahar Newspaper?”

Sally: Yes.

Teacher: What do you say? [Sally gave incomplete answer therefore; the teacher asked her a question.]

Sally: Yes, take it please.

Teacher: Mark, do you have “AL-Raai Newspaper?” [The teacher pointed to the answer on the board.]

Mark: Yes, take it please.

Teacher: Excellent. [The teacher gave two newspapers to Amy and Ann.]

Teacher: Amy, do you have “AL-Arabi Magazine?”

Teacher: Do you have “AL-Arabi Magazine?”

Amy: No.

Amy: No, sorry.

Teacher: Ann, Do you have “AL-Raai Newspaper?”

Ann: Yes, take it please.

Teacher: Excellent.

Teacher: Sally, do you have “AL-Nahar Newspaper?”

Sally: No, sorry.

Teacher: Rick, do you have the “Middle East Newspaper?”

Rick: Yes, take it please.

Then the teacher moved to another topic. She gave dictation to the students.

Analysis of Classroom Episode 2 by Miss. Kay: Polite Way of Answering in Arabic Lesson on Nov-10-2009

Miss Kay’s lesson objective was teaching the students how to answer a yes-no question in a polite way. She followed certain steps to achieve her goal. First, she wrote two phrases on the board “No, I am sorry” and “Yes take it please”. Second, she asked each student to repeat “No, I am sorry”. Third, she asked the whole class to repeat after her “Yes, take it please” three times. Fourth, she gave each student a different Arabic newspaper. Fifth, she asked the students a question about it.

Miss Kay asked John a question about the newspaper she gave him. John answered her in a polite way saying “Yes, take it please”. Then Miss Kay asked Tom a question “Do you have the “Middle East Newspaper?” and repeated her question again. She waited for Tom. Then she told Tom in Arabic and in English to say “Yes” or “No”. Tom said “Yes”. Miss Kay knew that Tom did not have the newspaper she had asked about. Therefore, she asked him a question and pointed out to Tom that the newspaper he had was “AL-Hayat Newspaper”. Tom repeated the newspaper’s name “AL-Hayat”. Miss

Kay explained to Tom in English that she asked him if he had “The Middle East Newspaper?” Tom said he did not know, then he gave her the right answer “No, sorry”.

In this instance, Miss Kay asked Tom if he has the “Middle East Newspaper?”She explained to Tom her question in Arabic and in English. Tom did not understand the question. Then Miss Kay explained again what she wanted from him, this time in English. Tom finally, understood her question. The scaffolding process happened when Miss Kay tried to get the correct answer from Tom. She did not give him the answer but used both Arabic and English to clarify the question to Tom.

Miss Kay asked Jill if she had “AL-Dyiar Newspaper?”. Jill knew how to answer her correctly. Then Miss Kay asked Sally if she had “AL-Nahar Newspaper?”. Sally gave Miss Kay an incomplete answer. Miss Kay questioned Sally in Arabic and said “What do you say? Sally gave her a complete answer, “Yes, take it please”. In this instance, Miss Kay intervened immediately and asked Sally a question. Miss Kay wanted Sally to give her the correct answer. The scaffolding process happened when Miss Kay asked Sally a question and Sally gave an answer to it.

Then Miss Kay asked Mark if he had “AL-Raai Newspaper?” Mark gave her the right answer. Then Miss Kay asked Amy is she had “AL-Arabi Magazine?” and repeated her question twice. Amy said “No”, and then said again “No, sorry”. Amy realized that she gave Miss Kay an incomplete answer therefore, she corrected herself right away. Finally, both Ann and Rick gave Miss Kay the right answer when she asked about the newspapers they had.

In summary, Miss Kay's lesson objective was teaching the students how to answer a yes-no question in a polite way. She used certain steps to achieve her goal. First, she wrote several phrases on the board "No, I am sorry" and "Yes take it please". Second, Miss Kay asked each student to repeat "No, I am sorry". Third, she asked the whole class to repeat after her "Yes, take it please" three times. Fourth, Miss Kay gave each student a different Arabic newspaper, and fifth she asked them each a question about the newspapers they had.

The scaffolding process happened when Miss Kay taught the students on the board how to answer a question politely. The scaffolding process also happened when Miss Kay tried to help Tom and John arrive at the correct answer. She did not give them the answer but used both Arabic and English to clarify the question.

Table 8: Polite Way of Answering in Arabic

Polite Way of Answering in Arabic
1- Miss Kay's lesson objective was teaching the students how to answer a yes-no questions in a polite way. 2- She used certain steps to achieve goal. a. First, Miss Kay wrote two phrases on the board: "No, I am sorry" and "Yes take it please". b. Second, Miss Kay asked each student to repeat "No, I am sorry".

c. Third, Miss Kay asked the whole class to repeat after her "Yes, take it please" three times.

d. Fourth, Miss Kay gave each student a different Arabic newspaper.

e. Fifth Miss Kay asked them a question about the newspapers they have.

3- The scaffolding process happened:

a. When Miss Kay taught the students on the board how to answer a question politely.

b. When Miss Kay tried to help Tom and John to arrive at the correct answer. She did not give them the answer but used both Arabic and English to clarify the question.

Engaging Students in a Conversation

Lesson on Nov-24-2009

Miss Kay's lesson objective was engaging students in different conversation settings relevant to topics they had studied before. Miss Kay followed certain steps to achieve her goal. First, Miss Kay wrote several sentences on the board and made the students repeat the sentences twice after her. Second, she told the students that they would work in groups to prepare for and perform skits. Third, Miss Kay divided the students into three groups and gave them a certain skit to perform. Fourth, she gave the students four minutes to work together.

Teacher: [Miss Kay wrote on the board four sentences.]

I want cup of coffee please.

Are you married?

I have three girls?

What time is it?

Teacher: Let us read together. [Miss Kay made the students read each sentence after her twice.]

Teacher: [Miss Kay wrote on the board three more sentences and made the students read each sentence after her twice.]

I studied the Arabic language at Damascus University.

What do you do every day?

Jill: What is the meaning? [She pointed at the board because she did not know how to read the word “married”.]

Teacher: Married?

Jill: What is the meaning of “married”?

Teacher: She has a husband. A man and a woman married. [The teacher drew a picture of a man and a woman on the board].

Jill: **Oh, OK.**

Jill: Am I married?

Teacher: You are not married.

Teacher: **Now we are going to do role play today which will be like skits, three skits,**

and three groups. I am going to give time for practicing the skits. You will have four minutes to practice the skits. I will tell you what the set up is and then you have two and two minutes to perform here. The first group will be John.

Amy: [Interrupted the teacher.]**Last time we practiced role play.**

Teacher: This will be a practice.

Teacher: [She is speaking to the first group.]**Tom. Sally is not here. OK. Rick, Tom, Mark and John you will be one group. Here she comes, Sally.**[Sally walked into the classroom late.] C**ould you please sit somewhere? The setting for the skits, you are guests in a restaurant and John will be the waiter, John you have menus, trays, all kinds of things. You need to sit together when you come you have to use the place and pretend it is a table.**

Teacher: [She is speaking to the second group.] **Then Jill is an Arab journalist, oh here comes Amy. Amy will you please join the group? You will I mean be a journalist. Amy you will be Arab journalist you write in the newspaper and you will be invited for an interview on the television.**

Teacher: [she is speaking to the third group.] **Then, Jack and Ann you are both living in a high rise. You meet in elevator. You want to know each other you have two or three minutes, you can ask, do you have car?**

Teacher: [To all the students.]**You have four minutes, ok. I will give you five minutes to prepare. You can work in the book, use the vocabularies, you have the warm up on the board. You have to perform for two to three minutes. I will**

tell you when you will start. I am going to set the timer now for four minutes to start, ok.

[The students worked together in groups; the teacher was busy with her papers. The students were talking laughing and working on the skit that was assigned to them. They used the book and they spoke in English most of the time. The timer sounded.]

Teacher: The first groups please start. Please, please come in.

John: Hi. [He was carrying a tray with empty cups of tea and coffee.]

John: What do you want?

Sally: I want Sambosa. [Arabic food, everyone laughed.]

John: Do you want coffee? [Offering a cup of coffee.]

Tom: No, I do not drink coffee. I want tea. Thank you.

John: Do you drink?

Teacher: Drink. [The teacher interrupted John and said the word “drink” because John did not know how to say it.]

John: Do you drink coffee?

Rick: No, thank you. I like tea.

[The second group is ready to start their skit.]

Teacher: Now, Jill and Amy.

Jill: Hi.

Amy: Welcome.

Jill: What is your name?

Amy: My name is Amy.

Jill: What do you do? [She used the wrong pronoun with the verb “do”. She used the attached masculine pronoun with the verb “do” instead of the feminine. In Arabic pronouns can be attached to the verb. These are: I, you, he, she, we, and them.]

Amy: In a newspaper.

Jill: Are you married? [She struggled in pronouncing the word several times because the word was difficult to pronounce.]

Amy: No, I am not married.

Jill: Where you from?

Amy: I am from Chicago.

Jill: How many language you speak? [The word “language” is correctly used as a singular with “how many”. “Speak” in Arabic indicates “you speak” with an attached pronoun “you”. Jill used the incorrect masculine pronoun “you”.]

Amy: I speak three: English, Arabic, and French.

Jill: Thank you. Good bye.

[The third group started their skit.]

Jack: Hi.

Ann: My name is Ann.

Jack: My name is Jack.

Ann: From where you are?

Jack: I am from New York.

Ann: I am from Arizona.

Jack: Where do you study?

Ann: I study at the University of Arizona.

Ann: where do you study?

Jack: I study at Brad College.

Ann: Do you have car?

Jack: No, No, No, No. [Both of them were laughing.]

Jack: Car **yourself**? [Jack used the pronoun "yourself" in English.]

Ann: Yes, I have car.

Jack: Good Bye.

Ann: Good Bye.

[The teacher erased the board and wrote "Good Bye".]

Analysis of Classroom Episode by Miss. Kay: Engaging Students in a Conversation Lesson on Nov-24-2009

Miss Kay's lesson objective was engaging students in different conversational settings relevant to the topics they had studied before. Miss Kay followed certain steps to achieve her goal. First, Miss Kay wrote several sentences on the board and asked the students to repeat the sentences twice after her. Second, she told the students that they would work in groups to prepare and perform skits. Third, Miss Kay divided the students into three groups and gave them a certain skit to perform. Fourth, she gave the students four minutes to work together.

The scaffolding process happened when Miss Kay provided a pattern to the students to follow which included some sentences she wrote on the board. These

sentences were warm up sentences for the class before the task. The scaffolding process also happened when Miss Kay asked the students repeat the sentences after her twice.

Miss Kay assigned the first group the roles of a waiter in a restaurant. Five students were engaged in the first group. The second group was assigned the roles of an Arabic journalist interviewing someone on a TV. Two students were engaged in the group. The third group was assigned the roles of two people meeting for the first time in an elevator. Two students were engaged in the third group.

Miss Kay gave the students four minutes to prepare the task together. Miss Kay answered Jill's question. Jill inquired about the word "married". Miss Kay explained to Jill the meaning of the word "married". She drew a picture of a man and a woman on the board. Jill said, "Am I married?", the teacher said immediately to Jill, "No, you are not married".

The teacher set the timer and the students worked for four minutes. Miss Kay was busy with her papers at her desk, and the students were busy working on the skit. They were asking each other many questions in English about organizing the skit. They used the book and the sentences on the board to prepare their skit. Miss Kay provided the students some sentences to help them with their skit but she did not ask the group if they needed support.

After the four minutes ended Miss Kay asked the first group to perform their skit. All the students in the group went to the front of the class and performed the skit. John acted as a waiter and he was carrying a tray that had cups in it and he was serving tea and coffee. John asked Sally "What do you want?" Sally said, "I want Sambosa." Sambosa is

an Arabic food. The students laughed because John was serving coffee and tea. Then John asked Tom if he wants coffee. Tom answered him politely, “No, I do not drink coffee. I want tea. Thank you.” John started his sentence with the word “drink” he could not pronounce it then Miss Kay intervened and said the word “drink” immediately. Then John asked Rick if he likes to drink coffee, Rick said to him he likes tea. The first group performed their assigned task as Miss Kay told them to do. John played a major part and interacted with each member in the group. Miss Kay intervened directly when John did not know how to say the word “drink”. The students used the pattern Miss Kay gave them on the board, “I want a cup of coffee please” and part of changed the sentence, “I want tea”. The students formed the conversation questions and answers.

Then Miss Kay asked the second group to perform their task. Jill interviewed Amy and asked her a couple of questions about her job. Jill used the wrong pronoun with the verb “do”. When she asked Amy “What do you do?”. Jill used the attached masculine pronoun with the verb “do” instead of the feminine. In Arabic pronouns can be attached to the verb. Miss Kay did not correct Jill. Amy answered Jill’s question and said, “In newspaper”. Jill asked Amy another question and used the word “married”. Jill struggled in pronouncing the word “married.” Miss Kay did not intervene to help Jill. Amy answered Jill that she was not married. Amy followed the pattern that Miss Kay used, pronouncing the word correctly. Then Jill asked Amy another question, “Where you from?” Amy said she was from Chicago. Jill’s final question to Amy was about how many languages she speaks and Amy said three languages. In this instance, Jill and Amy performed the task that Miss Kay assigned to them. They formed many questions and

answers. Miss Kay did not intervene to correct the grammatical mistakes. She let the students depend on themselves.

The third group consisted of Jack and Ann. Miss Kay assigned a task to them. The task was that they met in the elevator and wanted to learn more about each other. Jack and Ann introduced themselves. Then Ann wanted to know where Jack was from. Jack said he was from New York. Ann said she was from Arizona. Jack asked Ann where she is studying. Ann told him she studies at the University of Arizona, and Jack said he studies at Brad College. Ann asked Jack if he has a car, Jack said, “no” many times and was laughing, and he asked Ann, “Car **yourself?**”, Ann replied that she has a car. In this instance, Jack and Ann interacted with each other in a long conversation. They formed several questions and formed answers to these questions. Miss Kay did not intervene in their dialogue. All the sentences that Jack and Ann produced were grammatically and phonologically correct. In this instance, the Jack and Ann used the pattern that Miss Kay gave them, but restructured the sentences that she put on the board and formed new sentences, using a word or two from the one written on the board.

In summary, Miss Kay followed certain steps to achieve her goal and made the students learn to communicate in different settings. First, Miss Kay wrote several sentences on the board and asked the students to repeat the sentences twice after her. Second, she told the students that they will work in groups to perform skits. Third, Miss Kay divided the students into three groups and gave them a certain skit to perform. Fourth, she gave the students four minutes to work together.

The scaffolding process happened when Miss Kay provided a pattern to the students to follow which included some sentences she wrote on the board. These sentences were a warm up sentences for the class before the task. The scaffolding process also happened when Miss Kay made the students repeat the sentences after her twice.

Finally, Miss Kay let the students work alone. She did not intervene or interrupt the students, except for the two times when she corrected the first group. Miss Kay made each group work independently of her supervision. The students formed long conversations, they depended on the pattern that Miss Kay gave them, but restructured the sentences that Miss Kay put on the board and formed new sentences, using a word or two from the one written on the board.

Table 9: Engaging Students in a Conversation

Engaging Students in a Conversation
1- Miss Kay's lesson objective was engaging students in different conversations settings relevant to topics they had studied before. 2- Miss Kay followed certain steps to achieve her goal and made the students learn to communicate in different settings. a. First, Miss Kay wrote several sentences on the board and made the students repeat the sentences twice after her.

b. Second, she told the students that they would work in groups to prepare and perform skits.

c. Third, Miss Kay divided the students into three groups and gave them a certain skit to perform.

d. Fourth, she gave the students four minutes to work together.

3- The scaffolding process happened when Miss Kay:

a. Provided a pattern to the students to follow which included some sentences she wrote on the board. These sentences were warm up sentences for the class before the task.

b. Asked the students to repeat the sentences after her twice.

4- Miss Kay let the students work alone. She did not intervene or interrupt the students except for the two times when she corrected the first group. Miss Kay made each group work independently of her supervision.

5- The students formed long conversations, they depended on the pattern that Miss Kay gave them, but restructured the sentences that Miss Kay put on the board and formed new sentences, using a word or two from the one written on the board.

Inquiring about Time in Arabic

Lesson on Nov-24-2009

Miss Kay's lesson objective was to teach the students how to inquire about time in Arabic. She followed certain steps to achieve her goal. Miss Kay's lesson objective was to teach the students to how inquire about time in Arabic. She followed certain steps to achieve her goal. First, she drew a clock on the board and drew the hour and minute to mark a specific time on it. Second, Miss Kay asked each student in turn to act as a teacher and draw the clock hands for a specific time. Third, the same student would select any fellow student to answer the question, "What time is it?"

Teacher: And now we draw a big clock. This is a big clock, a good one? [The teacher asked the students for their approval.]

Ann: Of course.

Teacher: Three o'clock, six, o'clock, nine o'clock, twelve o'clock, [The teacher talked aloud to herself while she was drawing the clock on the board.] And now I will ask Tom.

Teacher: Please, Tom, draw the time and ask a student "What is the time?"

Teacher: [The teacher looked at Tom and said] Ask the students, Ann or Sue, about the time."What time is it?" You are the teacher. Tom, first draw the arrows and you have to ask any of them, "What time is it?".

Tom: Ann. [Tom paused a long time before asking the question, the teacher prompted him what he should say.]

Teacher: **Ask them, what time is it?** [The teacher repeated her question in English.]

Tom: What time is it?

Ann: One [It took Ann a long time to answer the question.]

Teacher: Very good, one and a half. [The teacher interrupted Ann and corrected her because she did not know how to read the time written on the board.]

Ann: And a half.

Teacher: And a half. Very good. One and a half. Yes. One more. [The teacher told Tom to ask another student.]

Tom: Sue, what time is it? **Oh, let's do the time**. [Tom had forgotten to draw the hands on the clock first.]

Teacher: Yes [Tom was drawing hands on the clock on the board.]

Teacher: This is clear? This is clear? [The teacher helped Tom in drawing the hands on the clock on the board. She asked the students if they were easy to read.]

Tom: Sue, what time is it?

Sue: The time is nine.

Teacher: Eleven o'clock. [The teacher looked at the board and changed her answer.]

Tom: We subtract.

Teacher: No, do not subtract. Eleven o'clock. [In Arabic, time is expressed by indicating how many minutes remain till the coming hour, unlike in English where time is often expressed by how many minutes are past the most recent hour. I.e. in Arabic "twelve till quarter" would likely be expressed in English as "eleven forty-five". However, in English one can also say, a quarter till twelve".]

Ann: Twelve forty five.

Teacher: Excellent.

Tom: **What time is it?** [Tom asked the teacher.]

Teacher: Twelve forty five. Twelve forty five.

Ann: **That is Twelve?**[Ann asked Tom.] **It is like fifteen to me**.

Teacher: Yes, we subtract.

Teacher: The time is twelve forty five. [The teacher wrote the time on the board and read it loudly with the correct vowel sounds.]

Teacher: The time is twelve forty five. The time is twelve forty five. **Eleven and twelve always have** accusative case.

Tom: Mark, What time is it?

Mark: The time is two twenty.

Teacher: One twenty. Two twenty I think. [The teacher was not sure about the time, because Tom's marks on the clock were unclear.]

Teacher: Thank you. Tom. Sally, you are the teacher.

Sally: Amy, what time is it?

Amy: The time is six fifteen.

Teacher: Excellent.

Sally: Lyn, what time is it?

Mark: It is nine [Mark interrupted Sally.]

Lyn: It does not matter. Will be half and five.

Teacher: The time is nine and a half and five minutes [The teacher interrupted Lyn and

corrected her, saying the time correctly, 9:35, and giving the students the full answer in Arabic.]

Teacher: And five minutes. [“only” is used in English to refer to the time while “and” is used in Arabic.]

Lyn: Five minutes.

Teacher: Thank you, Mark.

Teacher: If you do not mind, please [The teacher continued to prompt him while redrawing the hands on the clock on the board.]

Mark: Jill, what time is it?

Jill: Ah, Ah. [Jill did not answer to Mark right away.]

Teacher: The time is three and five minutes [The teacher interrupted the student right away and said the time for her in Arabic.]

Mark: John, what time is it?

John: The time is five thirty.

Teacher: The time is five thirty. Thank you. Mark please.

Mark: What time is it?

Amy: The time is three.

Teacher: Three forty five. [The teacher interrupted Amy because Amy gave her the wrong answer.]

Teacher: Three twenty. [The teacher gave a different answer, correcting her own mistake.]

Amy: Three twenty.

Mark: What time is it?

Sue: The time is two to ten.

Teacher: To ten [The teacher corrected Amy because she did know how to read the time in Arabic and she made a grammatical mistake with "to" because she used the wrong vowel sound.] To ten. **Always after** "to" **is accusative.** [The teacher wrote the sentence on the board and repeated it twice].

Teacher: Twelve and eleven are always in the accusative case. Yes. [The teacher explained to the students on the board that eleven and twelve o'clock in Arabic are always used in the accusative case and this requires the use of certain vowel sounds when producing them in speech and certain diacritics are used when writing them.]

Analysis of Classroom Episode by Miss. Kay Inquiring about Time in Arabic Lesson on Nov-24-2009

Miss Kay's lesson objective was to teach the students how to inquire about time in Arabic. She followed certain steps to achieve her goal. Miss Kay's lesson objective was to teach the students to how inquire about time in Arabic. She followed certain steps to achieve her goal. First, she drew a clock on the board and drew the hour and minute to mark a specific time on it. Second, Miss Kay asked each student in turn to act as a teacher and draw the clock hands for a specific time. Third, the same student would select any fellow student to answer the question, "What time is it?"

Miss Kay asked Tom to do two things: first, to draw a certain time on the clock on the board, and second to act as a teacher and ask the other students a question about the

time he drew the hands on the clock. Miss Kay repeated her question to Tom and told him to ask either Ann or Sue about the time. Miss Kay asked Tom to first draw the hands on the clock. Tom drew the hands and called on Ann. However, he did not ask Ann a question. Miss Kay repeated her question in English and told Tom to ask Ann the same question. Finally, Tom asked Ann about the time he drew on the board. It took Ann a long time to answer the question. Ann knew how to say the first part of the answer and she said, “one”. Miss Kay interrupted her and added the second part of the answer, “one and a half”. Ann repeated the complete answer after Miss Kay.

In this instance, Miss Kay intervened directly several times. First, she gave Tom many instructions and directions to perform the task: she asked him to act as a teacher, to draw the hands on the clock on the board and specify the time, and to ask a student a question to state the time. It appeared that Tom did not understand what was required of him. Miss Kay asked him directly to ask either Ann or Sue about the time. Tom still did not seem to understand Miss Kay. Miss Kay changed her strategy and asked him in English to ask the students about the time. Then Miss Kay intervened and interrupted Ann because Ann gave partial answer about the time. Miss Kay gave the answer in full immediately and did not wait for Ann to think of the answer. It is clear from this example that Miss Kay’s intervention was direct, fast. The scaffolding process happened when Miss Kay asked Tom several times to begin his task. She used both English and Arabic to make him understand what was required for him to do.

Miss Kay asked Tom to ask another student about the time. She said to Tom “one more”. Tom drew the hands on the clock on the board to indicate a specific time. Miss

Kay helped Tom to make the time clear and she asked the students if the drawing was clear. Sue said to Tom that the time was nine o'clock. Tom said, "We subtract the time". Miss Kay interrupted Tom immediately and said, "Do not subtract". In Arabic, time is expressed by indicating how many minutes remain till the coming hour, unlike in English where time is often expressed by how many minutes are past the most recent hour. I.e. in Arabic "twelve till quarter" would likely be expressed in English as "eleven forty-five". However, in English one can also say, a quarter till twelve". Miss Kay changed her answer and said the time was "eleven o'clock". Ann interrupted them and said the time is, "Twelve forty five". In this instance, each one was stating the time differently.

Tom inquired in English about the time. Miss Kay repeated twice the time was "twelve forty five" to indicate the correct time. Miss Kay wrote the time on the board and explained both in Arabic and in English that the numbers eleven and twelve always are in the accusative case. In this instance, there was a lot of confusion about subtracting the time in Arabic. Miss Kay explained how to produce the time phrase grammatically but there were no further explanations about the confusion that happened about subtracting the time in Arabic. For example; in Arabic if the time is "11:45" it is said, "twelve till quarter".

The uncertainty about time happened because Sue said first that the time was, "nine". Miss Kay interrupted and said the time was, "eleven". Then Ann said, "twelve forty five". Miss Kay changed her answer and said the time was, "twelve forty five" and wrote the answer on the board and explained the rules related to stating the time when it is eleven or twelve o'clock in Arabic. Miss Kay intervened several times and finally she

used the board to explain to the students the correct answer. Teacher's intervention was excessive because there were many exchanges between the teacher and the students. These exchanges involved a lot of misunderstandings regarding identifying the correct time that Tom had drawn on the blackboard. The uncertainty about the time occurred because the minute and hour hands that Tom drew were not very clear.

There was another misunderstanding and uncertainty about telling the time when Tom asked Mark to tell him the time that he drew on the board. Mark said "Two twenty". Miss Kay interrupted him and said, "One twenty", then she said, "I think two twenty". This example shows that the teacher herself could not figure out the time that Tom drew on the board. The teacher could have avoided such confusion by correcting the hands on the clock that Tom drew on the board.

Then, Miss Kay asked Sally to take a turn. Sally drew the hands clearly on the board. Sally asked Amy about the time. Amy gave her the right answer. Then Sally asked Lyn about the time. Mark answered for Lyn right away and stated the time. Sally corrected Tom. Then Miss Kay interrupted them immediately and gave the students the answer in full in Arabic. In this instance, Miss Kay interrupted the students and did not wait to hear them produce the answer in full.

Then Miss Kay asked Mark to act as a teacher and ask the students about the time. Mark drew hands on the clock to indicate a certain time, then he asked Jill about the time; Jill did not know the answer. Miss Kay interrupted again and gave the answer in full. Mark marked a new time on the board then he asked John to tell him the time that he drew on the board. John gave the right answer. Miss Kay repeated John's answer. In this

instance, Miss Kay interrupted and gave the right answer; she did not wait to get the right answer from the students.

Then Mark drew a new set of hands on the clock on the board then he asked Amy about the time that he drew on the board. Amy said, “The time is three”. Miss Kay interrupted her immediately and said, “three forty five” but Miss Kay gave Amy a different time and said, “three twenty”. Amy repeated after Miss Kay the correct answer. In this instance, there was another uncertainty about the time as it had been drawn on the board and Miss Kay intervened and gave the answer in full to the student.

Mark drew hands on the clock to indicate a certain time then he asked Sue about the time. Sue replied “The time is two to ten”. Miss Kay corrected Sue because she made a grammatical mistake and used the wrong vowel sound with the phrase “to ten”**.** Then Miss Kay wrote the sentence on the board and repeated it twice. She explained to the students by writing the words on the board that eleven and twelve o’clock in Arabic are always used in the accusative case and this is indicated by the use of certain vowel sounds when producing them in speech and certain diacritics are used in when writing them. In this instance, There scaffolding process happened when Miss Kay asked the students to repeat after her twice what she wrote on the board concerning the accusative case used when stating times of “eleven or twelve o’clock” in Arabic.

In summary, Miss Kay’s lesson objective was to teach the students to how inquire about time in Arabic. She followed certain steps to achieve her goal. First, she drew a clock on the board and drew the hour and minute to mark a specific time on it. Second, Miss Kay asked each student in turn to act as a teacher and draw the clock hands for a

specific time. Third, the same student would select any fellow student to answer the question, “What time is it?”

The scaffolding process was not obvious in most of the interactions between the teacher and the students for several reasons. There was a lot of uncertainty about telling the correct time because the hands the students the students drew on the clock on the board were not clear enough to give a clear indication about the precise time. This caused the teacher to be uncertain and change her answers many times when reading the time on the clock on the board. The uncertainty about the time drawn on the clock on the board caused the teacher to intervene immediately and give the correct answer.

The scaffolding process happened when Miss Kay asked the students to repeat after her twice what she wrote on the board concerning the type of the grammatical case used when stating the time of “eleven or twelve o’clock” in Arabic.

The teacher intervened a lot and her intervention was direct and fast. In most of the interactions that happened between the teacher and the students, the teacher seemed to give the answer in full. It appeared that there was not enough of a wait time for the students to produce the answer because Miss Kay intervened too quickly.

Table 10: Inquiring about Time in Arabic

Inquiring about Time in Arabic
1- Miss Kay’s lesson objective was to teach the students how to inquire

about time in Arabic. She followed certain steps to achieve her goal:

a. First, she drew a clock on the board and drew the hour and minute hands to mark a specific time on it.

b. Second, Miss Kay asked each student in turn to act as a teacher and draw the clock hands for a specific time.

c. Third, the same student would select any fellow student to answer the question, “What time is it?”

2- The scaffolding process was not obvious in most of the interactions between the teacher and the students for several reasons:

a. There was a lot of uncertainty about telling the correct time because the hands the students the students drew on the clock on the board were not clear enough to give a clear indication about the precise time.

b. This caused the teacher to be uncertain and change her answers many times when reading the time on the clock on the board.

c. The uncertainty about the time drawn on the clock on the board caused the teacher to intervene immediately and give the correct answer.

3- The teacher intervened a lot; her intervention was direct and fast. In most of the interactions that happened between the teacher and the students, the teacher seemed to give the answer in full. It appeared that there was not enough of a wait time for the students to produce the answer because Miss Kay intervened too quickly.

4- The scaffolding process happened when Miss Kay asked the students to repeat after her twice what she wrote on the board concerning the type of the grammatical case used when stating time of “eleven and twelve o’clock” in Arabic.

An Analysis of Scaffolding Patterns across Miss Kay’s Episodes, with Particular Attention to Changes across Time

This section is divided into two sub-sections: a summary of the content covered in these episodes and a summary of the issues of oral language production that the students and the teacher faced in these episodes.

A Summary of the Content Covered by Miss Kay

This section presented a summary of the content that was covered by Miss Kay during selected episodes. In the first set of episodes on November 10th, Miss Kay taught the students the concept of negation in Arabic and how to answer a yes-no question in a polite way. In the second set of episodes On November 24th, Miss Kay engaged students in different conversation settings relevant to topics they had studied before and how to inquire about time in Arabic.

Specific problems appeared during students’ oral Arabic sentence production in the class. These were phonological, grammatical, and interventional. These problems varied according to the nature of task and changes that happened across time and contributed to knowledge growth.

Phonological and grammatical mistakes appeared when Miss Kay asked the students to produce sentences. There were a few instances where Miss Kay corrected the students' grammatical and phonological mistakes.

Interventional problems appeared when Miss Kay intervened and gave the correct answer to the students. There were many instances where Miss Kay interrupted the students immediately and gave them the right answer.

A Summary of the Issues of Oral Language Production that the Students and the Teacher Faced in these Episodes

This section includes a summary of the issues that evolved in the four episodes of Miss Kay that were transcribed and analyzed in the previous section. These episodes were back to back episodes. The chronology of the analysis shows the teacher's instructional approach in scaffolding students to produce oral Arabic sentences and how language development happened across time.

During the November 10th episodes, Miss Kay exhibited the following patterns: she had students give group choral responses to repeat the pattern she modeled for them. This pattern defined the structure of sentences students were to produce.

Miss Kay used props (games; newspapers) to structure oral language production. During group work using the game she moved from one pair of students to another to listen, and she corrected mistakes in form, but she did not monitor all students all the time.

During the November 24th episodes Miss Kay exhibited the following patterns, she provided model sentences on the board and had the students repeat them through

group choral responses (as in the earlier episodes). She also used props (skits; clock on board) for students to practice oral language production.

In the skits, Miss Kay intervened very little, letting the students take over. The clock prop seemed not to work because the times students drew were ambiguous. This seemed to prompt the teacher to intervene frequently.

Across all episodes, Miss Kay provided models for students to use in oral language production and had them repeat these at the beginning of lessons. She used props to structure oral language production (although in one case "the prop" seemed to fail). She was not always vigilant to interrupt or correct mistakes formed during oral language production.

A Comparison of Mr. Kim and Miss Kay on their Approaches to Scaffolding Oral Language Production

This section presented a comparison of patterns across teachers. Three main differences were identified: First, the teachers differed in the extent to which they launched models and patterns for students to follow. Second, the teachers differed in the extent to which they played a direct, central role in scaffolding oral language production. Third, the teachers differed in the extent to which they closely monitored the accuracy of the form of oral language production.

Mr. Kim gave the students a pattern to follow and asked them to produce sentences similar to the pattern he gave them. Mr. Kim interrupted the students immediately if they did not produce the correct pattern. Miss Kay would write a few sentences on the board and ask the students to repeat these sentences after her and use

them as a pattern. Miss Kay did not ask the students to follow the pattern exactly as she wrote them on the board. She gave the students the choice of forming new patterns.

Mr. Kim interrupted the students immediately and scaffolded them directly. He corrected their grammatical and phonological mistakes and asked the students to repeat after him. While, Miss Kay scaffolded the students indirectly she did not intervene a lot when she involved them in games, she used material like cups and a tray, and newspapers to perform the activity. She only gave them directions to follow and made them work together.

Mr. Kim corrected each mistake the students made in class during oral Arabic sentence production. There were many instances where Mr. Kim gave his instruction in English and Arabic and reminded the students about the task. Miss Kay did not correct students' mistakes all the time. She delivered her instruction only once. Only during the activity of telling time in Arabic did a lot of misunderstandings occur this was related to the way the activity was administered.

Summary of Chapter Four

This chapter presented findings from observations of two teachers that were videotaped in a private liberal arts college. Ten episodes were selected from three video-taped classes. These episodes were transcribed and analyzed. Several patterns emerged from the two case studies which presented how the two instructors used the scaffolding processes to support Arabic language learners to produce oral Arabic sentences.

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

In the previous chapter, the findings and the analyzed episodes of the observed sessions were presented. This chapter discusses general conclusions, recommendations, and future researches ideas based on these findings. The chapter is divided into three sections. The first section discusses general conclusions based on findings of the observed sessions and what this study adds to the existing literature of classroom pedagogy. The first observation session focuses on Mr. Kim's instructional approach in class and the second observational session focuses on Miss Kay's instructional approach in class. The second section of this chapter presents recommendations. The third and final section examines possible directions for future research.

General Conclusions

A central finding in this study was that oral Arabic sentence production was achieved through several related steps. These steps involved providing the students a pattern to follow, subsequently removing the pattern, and asking the students to produce sentences after explaining the grammatical rules.

The teachers differed in the extent to which they launched models and patterns for students to follow. Mr. Kim created patterns, modeled, and monitored closely the students' oral Arabic language production. Miss Kay provided models for students to use in oral language production and had them repeat these at the beginning of lessons.

Another major finding in this study was that there were a lot of direct and indirect teacher interventions in class where the scaffolding processes happened. This involved:

corrections of pronunciation mistakes, sentence repetitions, and verb form and word order corrections.

The teachers differed in the extent to which they played a direct, central role in scaffolding oral language production. Mr. Kim practiced a strong, direct scaffolding role which faded as students became more proficient in sentence production and self-correction. Miss Kay intervened very little, letting the students work by themselves.

Mr. Kim intervened directly, interrupted the students, and corrected their mistakes. While, in many instances Miss Kay let the students work alone, there were instances where she intervened and corrected the grammatical mistakes, but these instances were minimal in comparison with Mr. Kim.

Mr. Kim used one to one interaction most of the time with the students. He followed a teacher-centered approach. There was only one instance where Mr. Kim used group work and asked the students to work in groups of four. While Miss. Kay used group work most of the time, she involved the students in many games and different activities which required group work.

Mr. Kim played the role of the expert most of the time when scaffolding the students. He intervened directly. While, Miss Kay let the students work together. She just gave the students a few instructions to follow. Granott (2005) refers to this type of group work as the “ensemble” or the active role of the learner.

A major criticism related to the scaffolding practices of many instructors is that the teacher controls the task and gives the students little freedom to express themselves. In this study Mr. Kim directs the students step by step to achieve the task. Miss Kay, on

the other hand, was dynamic and the students worked independently most of the time when to accomplish their task.

This study aimed at explaining the process that occurred in the class during oral Arabic sentence production and not on the resulting product. Both of the teachers scaffolded their students differently. Therefore, the resulting product was different.

Mr. Kim focused on making the students produce the correct sentence grammatically and phonologically. Miss Kay, on the other hand focused on making the students work together and learn from each other.

This study adds to the existing literature in the following ways: (1) it is the first of its type to explore the scaffolding processes in relation to oral Arabic language production, and (2) it is the first pedagogical study in relation to classroom instruction that provides a detailed description of the steps that are involved in teaching oral Arabic language production. In addition, this study presents two different observation sessions that enrich the literature of language learning with varied teacher methodology and practices in teaching oral Arabic sentence production.

Finally, the scaffolding processes happened throughout the class, while teaching students oral Arabic sentence production. The scaffolding processes moderated when the students became more proficient in the language. Hence, language development happened gradually and systematically and the students began to correct themselves as the teacher's intervention decreased.

Future Research

Based on the findings and conclusions of this study, several recommendations for future research are made in this section to help to identify questions about how the process of scaffolding can be used when teaching different language skills. These skills include: listening, reading, writing, and speaking. Future research should explore other teacher approaches in using the scaffolding process in class. Finally, future research should explore how scaffolding is achieved in group work. The three areas of suggested future research are as follows.

First, future research should look for different dynamics for teaching language learners on how the scaffolding process is implemented in class when teaching listening, writing, reading, and speaking skills to novice language learners. This study revealed there are different stages for the scaffolding process when teaching production of sentences in Arabic. Future studies on the use of scaffolding in teaching language skills should look for similar patterns that can help students to learn listening, writing, reading, and speaking skills and help them advance in these skills.

Second, future research should examine more cases studies to explore different ways of teaching the same concepts by different teachers, and how the scaffolding process was used during teaching and how much the teacher contributed in using the scaffolding process in the class. And further research could to compare the findings of this study with other teachers who teach Arabic or other languages, how they used scaffolding in teaching, and if they come to similar or different conclusions from this study.

Third, future research should also explore how the process of scaffolding can be achieved in group learning. In this study, “collective scaffolding” was identified; more research is needed to examine the role of the teacher in group learning and what other types of scaffolding can emerge when the teacher scaffolds a group of students.

APPENDIX A INSTITUTIONAL REVIEW BOARD APPROVAL FORM

THE UNIVERSITY OF ARIZONA.

Human Subjects
Protection Program

1618 E. Helen St.
P.O. Box 245137
Tucson, AZ 85724-5137
Tel: (520) 626-6721
http://www.irb.arizona.edu

HSPP Correspondence Form

Date: 5/19/09
Investigator: May George (TTE)
Advisor: Richard Ruiz, PhD
Project No./Title: 09-0486-02 Teacher Scaffolding of Oral Arabic Language
Current Period of Approval: 5/19/09 – 5/18/10

IRB Committee Information	
☐ **IRB1** – IRB00000291	☐ Full Committee Review
☑ **IRB2** – IRB00001751	*1st review*
☐ **IRB3** – IRB00003012	*Conditions met*
☐ **IRB4** – IRB00005448	☑ Expedited Review
☐ Administrative Action	☐ Facilitated Review
FWA Number: FWA00004218	☐ Administrative/Exempt Review

Nature of Submission	
☑ New Project	☐ Continuing Review
☐ Amendment	☐ Protocol Deviation/Violation/Waiver
☐ Unanticipated Problem Involving Risks to Subjects or Others	☐ Non-Compliance
☐ Response to IRB Committee	☐ Not Applicable
☐ Other (define):	

Documents Reviewed Concurrently	**Appr: Approved Ack: Acknowledged Rev: Reviewed**
☐ Not Applicable	
☑Consenting Instruments: Teacher Scaffolding of Oral Arabic Language (version 5/18/09) Re-consent: ☐ All ☐Current Only ☐ Not Required	Appr
☐ VOTF (dated 5/14/09)	Rev

Committee/Chair Determination
☑ **Approved** as submitted

- **Expedite Approval (45 CFR 46.110 Category 6):** Collection of data from voice, video, digital, or image recordings made for research purposes.
- **Expedite Approval (45 CFR 46.110 Category 7):** Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

Elaine G. Jones, PhD, RN, FNAP
Chair, IRB2 Committee
UA Institutional Review Board
EGJ/rkd

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Form version: 05/14/09

APPENDIX B CONSENT FORM

SUBJECT CONSENT FORM FOR COURSE INSTRUCTOR

Title: Teacher Scaffolding of Oral Arabic Language

Introduction

You are being invited to take part in a research study. The information in this form is provided to help you decide whether or not to take part. If you decide to take part in the study, you will be asked to sign this consent form. A copy of this form will be given to you.

What is the purpose of this research study?

The purpose of this study is to explore how teachers use scaffolding in oral Arabic language classes at Swarthmore College and to describe the scaffolding strategies used to support the learners to generate well structured Arabic sentences that are both original and topic relevant.

Why are you being asked to participate?

You are being invited to participate because you have direct contact with the students taking your course and because you have knowledge of, and are involved in teaching Arabic Language.

How many people will be asked to participate in this study?

You and another Arabic instructor from [redacted] will be asked to participate in this study.

What will happen during this study?

During this study, your class will be videotaped twice. I will meet with you and have a recall session after the class. The recall session will be recorded on an audio recorder.

How long will I be in this study?

Your videotaped lessons and audio recall meetings will be conducted during September of 2009 and March of 2010. Each observation, videotaping, and audio recording session will take about fifty minutes to complete. Each classroom will be observed and videotaped twice during September of 2009 and March of 2010.

Are there any risks to me?

The observations, videotaping, and audio recordings of your class will involve no risk. If you do not like the observations, videotaping, and audio recording of your class you can stop participating at any time.

Are there any benefits to me?

There are no direct benefits from your participation in this study; however, your participation will help me to identify strategies for scaffolding to be used by all language teachers in the class when needed.

Will there be any costs to me?

Aside from your time, there are no costs.

Will I be paid to participate in the study?

You will not be paid for your participation.

Will video or audio recordings be made of me during the study?

I will make videotaping of your class and an audio recording of our recall sessions so that I can be certain that your responses are recorded and videotaped accurately only if you check the box below:

☐ I give my permission for audio/video recordings to be made of me during my participation in this research study.

☐ I do not give my permission for audio/video recordings to be made of me during my participation in this research study.

Will the information that is obtained from me be kept confidential?

When I write final report your actual name will not be used and your true identity will be protected. The only persons who will know that you participated in this study will be the researcher: May George.

Your records and videotapes will be confidential. You will not be identified in any reports or publications resulting from the study.

What if I am harmed by the study procedures?

There are no expected risks from your participation in this study.

May I change my mind about participating?

Your participation in this study is voluntary. You may decide to not begin or to stop the study at any time. Your refusing to participate will have no effect on you. You can discontinue your participation with no effect. Any new information discovered about the research will be provided to you as it arises. This information could affect your willingness to continue your participation.

Whom can I contact for additional information?

You can obtain further information about the research or voice concerns or complaints about the research by calling the Principal Investigator May George, Ph.D. Candidate at 01-520.404.9865.

If you have questions concerning your rights as a research participant, have general questions, concerns or complaints or would like to give input about the research and can't reach the research team, or want to talk to someone other than the research team, you may call the University of Arizona Human Subjects Protection Program office at (520) 626-6721. (If out of state use the toll-free number 1-866-278-1455.) If you would like to contact the Human Subjects Protection Program by email, please use the following email address http://www.irb.arizona.edu/suggestions.php.

Your Signature

By signing this form, I affirm that I have read the information contained in the form, that the study has been explained to me, that my questions have been answered and that I agree to take part in this study. I do not give up any of my legal rights by signing this form.

_____
Name (Printed)

_____ _____
Participant's Signature Date signed

Statement by person obtaining consent

I certify that I have explained the research study to the person who has agreed to participate, and that he or she has been informed of the purpose, the procedures, the possible risks and potential benefits associated with participation in this study. Any questions raised have been answered to the participant's satisfaction.

_____
Name of study personnel

_____ _____
Study personnel Signature Date signed

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