

العدد (٤١) - يناير ٢٠٢٣ م
الترقيم الدولي للنسخة الالكترونية: ٢٦٨٢-٢٢٦٨
الموقع الالكتروني : [website : https://jftp.journals.ekb.eg](https://jftp.journals.ekb.eg)

مجلة كلية التربية - جامعة بورسعيد
الترقيم الدولي للنسخة المطبوعة: ٢٠٩٠ - ٥٣١٩

Using instructional scaffolding in a hybrid environment to Develop EFL Listening Comprehension skills among Primary Stage Pupils

Dr. Jehan Mahmoud El Bassuony
Professor of Curriculum & TEFL
Faculty of Education- Port Said University

Dr. Mahmoud Mohamed Mohaseb
Assistant Professor of Curriculum & TEFL
Faculty of Education- Port Said University

Dina Ayman Abd El Rahman Abd El Bar

تاريخ استلام البحث : ٣ / ٧ / ٢٠٢٢ م

تاريخ قبول البحث : ٢١ / ٧ / ٢٠٢٢ م

البريد الالكتروني للباحث : dina.ayman@edu.psu.edu.eg

DOI: JFTP-2207-1220

Faculty of Education Journal - Port Said University

Printed ISSN : 2090-5319

Vol. (41) - January 2023

On Line ISSN : 2682-3268

website : <https://jftp.journals.ekb.eg/>

ABSTRACT

The present study investigated the effectiveness of using instructional scaffolding in a hybrid learning environment to develop listening comprehension skills of primary stage pupils. This study adopted the quasi-experimental design as two intact groups of fifth grade primary stage pupils were chosen randomly; experimental and control groups. The participants were (60) pupils divided into two groups 30 pupils each. The experimental group received instruction through scaffolding strategy in a hybrid environment. Pupils were taught through face to face sessions and online sessions. The control group received regular instruction. A listening comprehension questionnaire and pre-post listening comprehension test were prepared and administered by the research for collecting data and validated by specialist jurors.. Results of the study proved the effectiveness of utilizing instructional scaffolding technique in a hybrid environment in developing EFL listening comprehension skills among primary stage pupils.

KEYWORDS:

Instructional scaffolding, Hybrid environment, listening comprehension skills, primary stage pupils

المخلص

هدفت الدراسة الحالية الى التحقق من فاعلية استخدام السقالات التعليمية فى بيئة تعلم هجين لتنمية مهارات الفهم الاستماعى فى اللغة الانجليزية لدى تلاميذ المرحلة الابتدائية. وقد تحددت مشكلة الدراسة الحالية فى وجود ضعف فى مهارات الفهم الاستماعى. وتضمنت عينة الدراسة (٦٠) تلميذا و تلميذة من تلاميذ المرحلة الابتدائية. وقد تم تشكيل المجموعات بشكل عشوائى لتتقسم الى مجموعتين: تجريبية و ضابطة. وقد درست المجموعة التجريبية باستخدام السقالات التعليمية فى بيئة تعلم هجين أما عن المجموعة الضابطة فتم تدريسها عن الطريق المنهج التقليدى. وتم تحديد المهارات الفرعية لمهارة الفهم الاستماعى اللازم تنميتها للمرحلة الابتدائية بناء اختبار لقياس تلك المهارات الفرعية. تم عرض قائمة بالمهارات الفرعية و اختبار الفهم السماعى على مجموعة من المختصين فى مجال المناهج وطرق التدريس لتحديد مدى أهميتها. وبناءا عليه تم تطبيق اختبار قبلى وبعدى على المجموعتين. وقد أوضحت النتائج فاعلية استخدام السقالات التعليمية فى بيئة تعلم هجين لتنمية مهارات الفهم الاستماعى لدى طلاب المرحلة الابتدائية.

الكلمات المفتاحية:

السقالات التعليمية ، بيئة تعلم هجين ،مهارات الفهم الاستماعى، تلاميذ المرحلة الإبتدائية

Introduction

English language remains dominant as a worldwide language. The number of English language users is increasing for several reasons. Among those reasons is its use as a lingua franca not only among the speakers of other language but also it is the formal language in scientific researches, conferences, and international conventions.

Of all the four language skills, Yavuz and Celik (2017) confirm that listening skill plays a substantial role in communicating with others. As it enables the people to comprehend the notions of each other through the input used. It also helps in transferring knowledge and raises the humans' awareness which leads to widen the horizons of humans. Such a skill should be paid attention to in order to develop it especially in EFL context. Alzamil (2021) assures that listening in second language helps in improving other language skills. This is due to the learners' ability to comprehend well the phonology, syntax, and pragmatics of the second language input. Additionally, in the absence of listening skill, humans will not be able to receive any input.

Ehteshami and Salehi (2016, p.133) defined listening comprehension as " a dynamic process in which the listener consciously chooses parts of aural information, structure significance from sections, and associate what they hear with existing knowledge". This manifests that the learner is not a passive receptor as s/he should hear and comprehend well the aural text to be capable of selecting the required information. Also, Vandergrift (1999) clarified that "Listening comprehension is regarded as a multifaceted active process which is affected by a multitude of factors including differentiating sounds, recognizing vocabulary and grammatical structure, understanding stress and intonation and relating it to the given context" (cited in Namaziandost et al., 2018, p.3).

Furthermore, Morales (2018, p.52) stated six types of the listening comprehension taxonomy based on the work of Day and Park (2005) as follows:

1- Literal comprehension: this type aims at recognizing primary information that is explicitly uttered in the aural text such as a date or a name.

2- Reorganizing: this type is concerned with linking two pieces of information or more with each other in order to gain a new piece of information to answer the task.

3- Inference: this type of comprehending requires linking the explicitly uttered information as in literal comprehension with the learners' schema. There are two different types of inferences which are local and global inferences. Local inference is the information the learner get at the

level of a sentence. Whereas, global inference is the information the learner get due to the theme or the moral value of the aural text.

4- Prediction: this type pinpoints the learners' level of creativity as the learners should expect from the acoustic text the events of the story through a task of open-ended questions.

5- Evaluation: this type is used based on a set up criteria by the teacher for the learners to determine to what extent are the suitability of the genre and the relevancy of the information to the acoustic text.

6- Personal response: this type alludes to the creativity of learners in responding and interacting with the aural text. This requires a topic that helps in engaging the learners to participate actively.

Moreover, Elahifar et al (2022, p. 2) and Abdolreza pour (2021, p.5) assured that researches have discussed in recent years the process of interpreting the acoustic text. Thereby, the identification of the strategies utilized in the process of interpretation is essential. These strategies are cognitive, metacognitive and socio-affective strategies. Cognitive strategies are dealing with the difficulties that may face the learners and require problem solving skills to help in attaining specific information. The methods of cognition are related to learning activity which can be modified or changed to suit the learners' interest matters. This strategy copes with the learners' capability to process, store, and recall the new information.

Solak (2016) mentioned that there are two types of approaches of listening comprehension which are bottom-up and top-down. These approaches are derived from the computer science field and then adopted in the pedagogical field. Accordingly, bottom up indicates data- driven and top-down indicates knowledge driven. Aziz and Ismail (2020) stated that it depends on the listener. The listener utilizes linguistic knowledge on the text to interpret the meaning. The listener uses the long memory of the schemata in the levels of language that consists of sound, phoneme, syllable, morpheme, word, phrase, and clause and syntactic rules. Listeners start with listening to the speech and then interpret single words and then upgrade towards larger units. This approach helps listeners in incorporating word-for-word translation, the rate of and the repetition in speech.

Aziz and Ismail (2020) , on the contrary, explained that listeners in this approach utilize their knowledge in order to analyze, to interpret, and to construct meaning. They either construct upon the information in the schemata or by comprehending the text through analysis. Additionally, this prior background assists listeners to delineate expectations about the interpretation or the meaning of the speech.

Metacognitive strategies are dealing with the learners' ability to monitor, organize, assess and adjust. It also helps the learners in restoring their concentration when they get lost or distracted. Also, scientific researchers discovered that the learners use a metacognitive method called selective attention. Selective attention can be attained through two methods. The first method is that the learner does not get affected by any external distraction. The second one is that the learners pay attention to ahead of time.

Socio-affective strategies are coping with encouraging the learners to interact with the text and with each other. This leads to the co- operation of the learners and the reduction of the fear and anxiety. They also enable the learners to ask questions for clarifications and to foster the learners' mastery over their learning process. This helps the learners to develop their listening skills.

Assessment plays a crucial role in the pedagogical field. Every phase in the process of teaching and learning calls for a prerequisite decision from the teacher concerning the convenient strategies of instruction and grading. This decision helps in attaining students' progression and accomplishing the desired educational outcomes. Ayuanita (2013, p.118) defines assessment as "an ongoing pedagogical process that includes a number of evaluative acts on the part of the teacher". In other words, assessment has two types which are formal and informal. The formal assessment concerns with deliberate planned feedback and it also has specific way of grading. On contrary, informal feedback is when the teacher evaluates the student subconsciously as a result of answering a question or offering a comment. It concern with the activities of the receptive skills and it occurs spontaneously.

Green (2014) stated that a test is a category of assessment. It can be defined as "an event that is specially set up to elicit a performance for the purpose of making judgments about a person's knowledge, skills, and abilities". He also has classified three types of tests which are pre-test which determines the background knowledge of the student before instruction and determines the strength and weakness points of the student. The second type is in/while test which determines the progress of the students and the last one is post-test which is used after instruction and it is a method to measure the value added to the students.

Johnson and Long (2007) indicated that there are significant elements in the tests of listening comprehension which are the listening stimuli, the questions, and the test environment as follows:

1- The listening stimuli should represent typical oral language. It does not consist of simply the oral reading of passages designed to be written material. The material should model the expected language that the

students will hear to inside the classroom. As long as motivation and memory has a strong effect on the listening performance, the media or the conversations have to be within the students' interest of topics and have to be with the topics that the students have prior knowledge about too.

2- Regarding the questions, the items of the test should be convenient to the age of the students. The items can be multiple choices and this question should not focus on insignificant details and should focus on developing the skills from a specific domain. Hemmati and Ghaderi (2014) also state that multiple choice format consists of a stem which is the question and the distractors which are the choices. One of these distractors is correct and the others are incorrect. For example the student may hear a passage that talks about someone who has moved to live in another country with her child and then the student is given a question about the main idea of the passage.

3- The listening comprehension assessment environment should not have external distractions. The sound quality of the audio tape should be clear. If the test is presented by a test administrator, the rate of speaking and the volume should be excellent.

Shin (2016) assures the importance on instructional scaffolding strategy in developing the learners' skills. This strategy is based on Vygotsky's social constructivism theory that discovered Zone of proximal development. The concept of scaffolding was first coined by Wood, Burner and Ross in 1976. They defined scaffolding as the support which is given by the teacher or the parents (tutors) and allows the tutees to engage and gain the skill of problem solving (Spector and Merrill, 2014). According to Vygotsky, scaffolding is the role of andragogy in supplying the learners with guided practice to promote intersubjectivity and the ZPD to build upon the previous schema by giving feedback to the learners and transmit it in practical situations (Karatepe, 2012)

Murray and McPherson (2006, p.140) mention that there are two phases of instructional scaffolding (1) "development of instructional plans to lead the students from what they already know to a deep understanding of new material", and (2) "execution of the plans, wherein the instructor provides support to the students at every step of the learning process". Cheung (2014) identify that based on the work of Walqui (2006, p.165) the features of educational scaffolding as:

1- Contextual support

Learners are encouraged to explore through providing scaffolding in a safe challenging environment. This environment allows trial and error strategy where making mistakes is welcomed and considered a mean of the

learning framework. Moreover, learners grasp well the goals of the task and recognize the criteria of defining excellence.

2- Continuity

One of the most effective methods of learning is repeating the tasks yet with slight variations and connections towards each aspect of the issue. Learners learn by repeating the activities in a specific situation till mastery occurs.

3-Intersubjectivity

Scaffolding assign learners and instructors to share their experiences, knowledge and expectations within a learning environment that shares practice and assistance. As participants develop engagement and rapports between each other through reinforcement.

4- Contingency

The procedures of Scaffolding a task relies on the learners' actions. As teachers determine how and when they intervene, the amount or level of assistance and the kind of assistance is offered to the learners based on their actions in conducting a task. This indicates the flexibility of scaffolding in the allowance of help to the learners.

5- Hand over/ take over

Modification of scaffolding takes place according to the learners' needs and interests over time and along the task. This modification allows the learners' variant engagement in the task which result in increasing knowledge, skills and self confidence. Consequently, teachers are cognizant of the learners' readiness to take over the task when they are capable of doing so.

6- Flow

Learners achieve equilibrium of the challenged skills and knowledge throughout the whole task by communication. Interactivity among participants happens in a natural way. Both teachers and learners synchronize with each other to concentrate on the completion of the task.

Leonard et al.(2010, p.230) delineate an educational model that help learners to master gradually a task. This model endeavors to control the task at hand so that learners focus and complete what they are capable to perform at the task. While at the same time, learners obtain support of what he or she can do with help and yet can not manage. This model has six features:

1- Sharing a specific goal

The teacher is responsible for establishing a shared goal. The learners' interest, feeling, conception are taken into consideration as a mean of communication between the learner and the teacher. The teacher starts with doing pre-assessment of the student and curriculum to highlight what

the students need to develop. Furthermore, the teacher has to achieve the goal of the curriculum which is tailored to the student's interest and needs.

2- The whole task approach

The problem of the task is to be presented as a whole with the focus on the established goal of the whole task and focus on the sub skills within the context of the entire task. This approach minimizes the passive preconceptions of the learner and the amount of knowledge to be transferred.

3- Immediate availability of help

Scaffolding approach helps in controlling frustration and confusion as it frequently leads only to success. This occurs through proceeding assistance from a more knowledgeable other within a reasonable temporal and cognitive distance. Temporal distance is the just in time needed for what he/she can not do on their own but yet able to do with assistance. Cognitive distance is the potential needed to take advantage of what he /she learns with assistance.

4- Intention assisting

The premier ideology of scaffolding is to supply what the learner currently focuses on by confronting the difficulties of the learner. Providing the learner with help prompts a productive environment through activating the previous information, displaying and interpreting model to relate with the learner's focus on specific task.

5- Optimal level of help

The learner only is given what he/she needs that fits the amount of help. The teacher helps the learner to overcome the difficulties that he/she is not able to without assistance. Intervention should not happen as long as the task is within the learner's ability.

6- Conveying an expert model

Instruction in scaffolding strategy structures around an expert or a more knowledgeable other. The expert has plethora of methods to complete the task. However, modeling is one of the effective technique in teaching a task to accomplish a goal. It helps in organizing the skills and improving the learning process.

There are various learning environments which are utilized in the educational systems and affect the learning outcomes. Klimova and Kacetl (2015) defines hybrid learning environment as a system that allows the learners' presence in traditional setting (in the class) and in online sessions. This means that hybrid learning environment mingles the advantages from the traditional face-to- face learning environment and online learning environment.

Everett Rogers is the most well-known researchers in the field of innovation as he formalized the Diffusion of Innovation theory. Rogers (1995, p.5) defines diffusion as “the process by which an innovation is communicated through certain channels over time among the members of a social system”. In other words, diffusion is a mean of communication through which new messages spread in the society. Moreover, the diffusion of innovation is a social process that takes place among people because of the spread of novel technology. In the diffusion of innovation theory, Rogers comprises the elements of diffusion which are innovation, communication channels, time, and the members of the social system.

Metis and Våljataga (2021, p.499) define the formation of hybrid learning space as the intertwinement of the learners in different physical settings or locations simultaneously with absolute online learning spaces. Moreover, Xiao et al.(2020, p.1204) elaborate the nature of hybrid learning spaces as " learning spaces that blur the boundary between physical and virtual environments where online learners and offline learners and instructors still can interact with each other and the course content can be delivered synchronously and asynchronously by using digital tools, mimicking real-time communication".

Frydrychova and Kacatl (2015, p.478) specify four principles of hybrid learning methodology which are as follows:

1- A thoughtful integration of face-to-face and fully online instructional components;

The first principle demonstrates that hybrid leaning is a merge between the benefits two learning spaces which are the traditional environment and the fully online environment. Mingling the advantages of these two environments meets the different needs and preferences of the students.

2- innovative use of technology;

The second principle indicates that technology should be applied in pedagogically convenient method and designed for maintaining socially situated and interactive learning environment.

3- reconceptualization of the learning paradigm; and

The third principle attempts to incorporate emerging pedagogies and learning theories together with the challenging shift in the role of the teacher and students in the learning process in order to acquire knowledge.

4- Sustained assessment and evaluation of hybrid learning.

The fourth principle focuses on the methodology of hybrid learning as it ensures the quality of education and its effectiveness.

Context of the Problem

The current events of the global pandemic acted as one of the reasons of the current study. As a result Corona Pandemic, the learning process has been greatly affected for more than two years. Educational systems stressed the importance of online learning. Hybrid learning was used to integrate the advantages of both online and face to face learning. The researcher, then, reviewed the literature and the previous studies such as (Amro, 2019; Ardeshiri, 2019; Cheung, 2014; Cooper, 2016; Shin, 2016; Wachyuni, 2015) which confirm the effectiveness of utilizing the instructional scaffolding in various fields especially as a teaching strategy. Also, the literature and the previous studies of the listening comprehension such as (Brito, 2015; Deb, 2020; Haugheny, 2018; Irawan, 2021; Rini, 2017; Saputra, 2018) have been reviewed which indicated to the low proficiency level of the pupils.

The pilot Study

As a teacher of English language for the primary stage, the researcher noticed the weak level of the pupils in listening comprehension skills. The researcher conducted a pilot study to assess listening comprehension skills to prove the significance of the current study. A listening comprehension skills test was applied on 17 pupils of primary stage in Modern Language School. The test consisted of 10 multiple choice questions. The total score of the test was 10. Results showed the low level of the pupils in listening comprehension skills.

Statement of the Problem

The problem of the present study is the low level of listening comprehension skills of primary stage pupils that may be due to the deficiencies of learning environment and instruction strategies. Thus, the current study attempted to answer the following research question:

"How effective is the use of instructional scaffolding in a hybrid environment in teaching English to primary stage pupils?"

The main research question was divided into the following sub-questions:

- 1- What are the English listening comprehension skills required for primary stage pupils?
- 2- What are the effective characteristics of the treatment based on instructional scaffolding in a hybrid learning environment to develop English listening comprehension skills of primary stage pupils?
- 3- How effective is instructional scaffolding in a hybrid environment in developing listening comprehension skills of primary stage pupils?

Hypothesis of the study

To answer the aforementioned questions of the study, the researcher postulated the subsequent hypothesis:

1- There are statistically significant differences between the mean scores of the experimental and those of the control group on the post listening comprehension sub-skills test in favor of the former.

Significance of the Study

The current study attempted to:

1- provide curriculum designers with a model of instructional scaffolding in teaching English.

2- provide teachers with practical model in designing electronic instructional scaffolding which can enhance developing English listening comprehension skills.

3- encourage self-learning through using technology.

4- provide researchers with model implementation of hybrid learning environment in teaching listening comprehension skills.

Delimitations of the study

The current study was delimited to:

- A group of the fifth grade pupils at the primary stage (60) at Heliopolis Modern language school in Cairo Governorate.

- Some English listening comprehension skills required for primary stage pupils (configure the main idea, guess the meaning of difficult words, state cause effect relationship, infer the attitude/feelings of the speaker, determine the purpose of the speaker, recognize the setting of the speaker, and make general inferences).

- The duration of the time was limited to ten sessions through 10 weeks in the first semester of the academic year 2021/2022.

Methodology

Design of the Study

The present study adopts a quasi- experimental design to investigate the effect of instructional scaffolding in a hybrid environment to develop listening comprehension skills of the primary stage pupils. In the present study, two intact groups of grade five primary stage pupils were chosen randomly: One of these groups was assigned to be an experimental group and the other group was chosen as a control group.

The pupils received a hybrid English session per week (70 mins). The session was divided into 2 parts: face –to-face (40 mins) and online part (25 mins). The face-to-face sessions were used for presenting the objectives and applying what was explained in the session. For instance, to teach the critical listening sub skill "Infer the feeling/attitude of the speaker, the

teacher introduced to the pupils the adjectives of feelings through the use of pictures on the smart board such as " happy – sad". Then, the pupils answered an exercise while listening to the audio after the teacher modeled it for the pupils. Concerning the hybrid session, more exercises related to the topic of the lesson were encompassed through the zoom application such as filling in the blanks exercise, match the word to the suitable picture, put true or false, and put the events into order . The teacher used songs, videos, and aural texts in the two parts of the session.

Instruments of the Study

The current study encompasses the consequential instruments:

- The listening comprehension skills Questionnaire.
- Listening comprehension skills test.

Procedures of the Study

The current study traced the consecutive steps:

- The literature and the previous studies related to instructional scaffolding, hybrid environment, and listening comprehension skills were reviewed.
- A listening comprehension skills questionnaire and pre- post course administration of listening comprehension test were designed for primary stage pupils.
- The listening comprehension skills questionnaire and pre-post listening comprehension test were refined and validated according to the feedback received from the specialists.
- Formulate an educational design for the hybrid learning environment.
- Introduce and refine to its final version the educational design of a hybrid learning environment through the feedback received by the specialists.
- Design the proposed treatment based on instructional scaffolding in a hybrid environment to develop listening comprehension skills.
- Pre-listening comprehension skills test on the research cohorts.
- Implement the proposed treatment based on instructional scaffolding in a hybrid environment on the experimental group.
- Post-listening comprehension skills test on the research cohorts.
- Record and process the data statistically.
- Analyze, interpret, and discuss the results.
- Cater conclusions, suggestions, and recommendations.

Results

The hypothesis states that *"There are statistically significant differences between the mean scores of the experimental and those of the control group on the post listening comprehension sub-skills test in favor of the former"*.

To verify this hypothesis, the researcher calculated the mean score of the listening comprehension sub-skills post-test, standard deviation, and the standard errors to the primary stage pupils for the experimental and control groups. The consequential tables (1& 2) incorporate the verification of the hypothesis.

Table (1) Comparison between the experimental and control groups performance on the post listening comprehension skills test

Listening comprehension skills	Experimental groups				Control group			
	Mean Post-test	SD	Mean	Std. Error	Mean Post-test	SD	Mean	Std. Error
Configure the main idea	1.1000	.71197	1.093	.097	1.9667	.18257	1.974	.097
Guess the meaning of difficult words	1.8333	.37905	1.841	.108	.8667	.77608	.108	.108
State cause effect relationship	1.6667	.60648	1.665	.123	.5333	.73030	.535	.123
Infer the attitude/feelings of the speaker	1.7333	.52083	1.751	.101	.2667	.58329	.249	.101
Determine the purpose of the speaker	1.8333	.37905	1.841	.090	.8333	.53067	1.841	.090
Recognize the setting of the topic	1.9333	.25371	1.943	.099	0.8667	.68145	.857	.099
Make general Inferences	1.5333	.62881	1.459	.113	.6000	.56324	.674	.113

As shown in the data presented in table (1), the post- course performance of the experimental group is higher than that of the control group on listening comprehension sub- skills. The following table shows the same findings.

Table (2) Comparison of the post listening comprehension sub-skills test for the experimental and control group (using the effect size)

Skills	Source	Type III Sum of Squares	Df	Mean Square	F	Partial Eta Squared
Configure the main idea	covariant Variable	.069	1	.069	.251	.004
	Between Group	11.137	1	11.137	40.699**	.417
	Error	15.598	57	.274		
Guess the meaning of difficult words	covariant Variable	1.702	1	1.702	4.869*	.079
	Between Group	14.453	1	14.453	41.335**	.420
	Error	19.931	57	.350		
state cause effect relationship	covariant Variable	.182	1	.182	.399	.007
	Between Group	19.145	1	19.145	42.049**	.425
	Error	25.952	57	.455		
Infer the attitude/feelings of the speaker	covariant Variable	.566	1	.566	1.879	.032
	Between Group	32.756	1	32.756	108.756*	.656
	Error	17.167	57	.301		
Determine the purpose of the speaker	Covariant Variable	.016	1	.016	.075	.001
	Between Group	12.471	1	12.471	57.710**	.503
	Error	12.317	57	.216		
Recognize the setting of the topic	covariant Variable	.031	1	.031	.117	.002
	Between Group	14.954	1	14.954	55.705**	.494
	Error	15.302	57	.268		
Make general Inferences	Covariant Variable	1.270	1	1.270	3.731	.061
	Between Group	7.314	1	7.314	21.492**	.274
	Error	19.397	57	.340		

(*) significant at 0.05 level

(**) significant at 0.01 level

As shown in table (2), there is a significant improvement in the performance of the experimental group in listening comprehension sub-skills than the performance of the control group. This indicates that the effect size calculations prove the effectiveness of the intervention.

Discussion of the Results

The present study aimed at developing the English listening comprehension skills for primary stage pupils through the use of instructional scaffolding in a hybrid environment. The statistical results of the implementation of the proposed treatment proved the effectiveness of the instructional scaffolding. As the statistical results of both the experimental and the control group in the listening comprehension sub-skills post-test show that the scores of the learners' performance with exclude of the covariant variable was significantly developed in favour of the experimental group at (0.001) level of significance. Thus, the current study's results were analysed to reveal the following:

- 1- There were statistical significant differences between the post-listening comprehension sub- skills test of the experimental group which received treatment through the use of instructional scaffolding in a hybrid environment and the control group which received traditional method of instruction in the favour of the experimental group. This clarifies the outperformance of the experimental group in respect of the listening comprehension sub-skills than the control group.
- 2- As shown from the data analysis, the relation between listening comprehension skills and the utilization of instructional scaffolding in a hybrid environment tested positive. It was verified that the use of instructional scaffolding in a hybrid environment as a pedagogical method in improving listening comprehension skills in English language.
- 3- The findings of the present study are compatible with the previous studies related to instructional scaffolding and hybrid environment in developing EFL language skills such as Ardeshiri (2019), Luhach (2016), Mohammed (2020) Obeiah (2021), Curry (2016), Enoch (2016), and Williams (2016).
- 4- **More purposefully**, the findings elucidated that all the required listening comprehension skills for the primary stage pupils were improved specially; the listening comprehension sub-skill "Infer the attitude/feeling of the speaker" has the highest effect when calculated with the Partial Eta square by (65.6%).
- 5- The outperformance of the experimental group was due to the following:
 - a) The use of instructional scaffolding assisted in breaking down the information into chunks so as to help the pupils gain knowledge in an easy way. This leads to the engagement of the pupils in the learning process and the pupils' cognitive development in carrying

- out a task with the providence of convenient assistance until they are able to do it individually.
- b) Psychological scaffolding fostered pupils' self-confidence as the pupils are able to participate actively and accomplish the completeness of the task without the fear of making mistakes or frustration.
 - c) Teaching method was student-centred approach as it allowed to the students the opportunity to identify what they need to carrying out tasks through the offer of the teacher's aide. It also allowed the students to activate and construct on their prior knowledge. Furthermore, it stimulated the pupils' intellect to inquiry which led to activate the pupils' role to ownership the pedagogical process.
 - d) The in class sessions were used to explain the selected goals through the use of scaffolding strategies to assist the pupils comprehend well the goals and apply what they learned through carrying out the activities. The in class sessions also were used to overcome any difficulties that may encounter the pupils while learning.
 - e) The activities used in the intervention were authentic and related to the pupils' real life and interest. These activities were used through the stages of listening comprehension skills such as pre, during, and post- listening. These stages assisted in motivating the pupils to complete the task after the teacher models it.
 - f) The ongoing assessment at the end of every session offered the concept of giving constructive feedback to the pupils and highlighted strengthens and weakness points of the pupils. This led to the focus of the teacher on the weak points in the online session through the use of more interactive activities.
 - g) The online sessions provided an opportunity for the shy pupils to participate in the learning process. It also offers flexibility in selecting the convenient time and the availability of various materials that help in entertaining the pupils through the use of songs and videos. Additionally, it aided in creating friendly atmosphere between the teacher and the pupils.
- 6- The modification of the teacher's role to be a coach, a monitor, a facilitator, and a guide helped the EFL students to reinforce their participation in the learning process and hence had a positive effect on developing listening comprehension skills.
- 7- The present study focuses attention on team work as it helped the low achievers pupils to co-operate with the high achievers pupils through various activities. This manifested widening the horizons of the pupils

between each other and influencing the willingness of the low achievers pupils to be involved in the learning process.

- 8- The present study highlights the importance of developing listening comprehension of foreign language in the early stages of the learning process. This will aid in enhancing the capability of the pupils to think about every single information they listen to which may lead to facilitating communication between each other. Thus, EFL teachers should not neglect listening comprehension skills.
- 9- The current study emphasizes on the benefits of utilizing instructional scaffolding in a hybrid environment in enhancing the learning-teaching process and guiding the pupils to the methods of improving English language skills especially listening comprehension skills.
- 10- On the contrary, the control group received traditional learning method which depends on teacher-centred classroom. This means the neglect of using audios or any aural text. The students only listen to English language from the teacher without practicing any activities or tasks related to listening comprehension skills. This was insufficient for assisting the pupils to improve their listening comprehension skills.

References

- Abdolrezapour, P. (2021). Enhancing learning potential score in EFL listening comprehension and self-regulation through self-regulated dynamic assessment procedures. *Language Testing in Asia*, 5, p.5.
- Amro, F. A. (2019). *Scaffolding Students' Problem-Solving Skills in a Computer-Based Adaptive Learning Program: An Analysis of Scaffolding Types and Strategies*. Doctoral Dissertation. George Mason University. In *ProQuest Dissertations and Theses*
<https://www.proquest.com/openview/628748913234c0fa67af11d061cda1a2/1?pq-origsite=gscholar&cbl=18750&diss=y>
- Ardeshiri, M. (2019). *Technology-Based Intervention in L2 Reading comprehension: Toward Digital Scaffolding* [University of Toronto]. <https://search.proquest.com/dissertations-theses/technology-based-intervention-l2-reading/docview/2316056342/se-2?accountid=178282>
- Ayuanita, K. (2013). Assessing Listening in the Language Classroom. *Okara Journal of Languages and Literature*, 1(8), 115–122. <https://ejournal.stainpamekasan.ac.id>
- Aziz, A. A., & Ismail, N. S. C. (2020). The Teaching of Listening Strategies in ESL Classrooms. *International Journal of Academic Research in Business and Social Sciences*, 10(6), 197–209. <https://doi.org/10.6007/ijarbss/v10-i6/7279>
- Brito, J. De. (2015). *The Effects of Listening Comprehension on English Language Learners Writing Performance while Taking Notes*. Bridgewater State University. In *BSU Master's Theses and Projects*. Item 23. <http://vc.bridgew.edu/theses/23>
- Cheung, C. L. (2014). Application of Scaffolds in Genre-informed Approach to Second Language (L2) Writing Instruction: A Case-study of EFL Students with Low Proficiency [The Chinese University of Hong Kong]. In *ProQuest Dissertations and Theses* (Issue November). http://ezproxy.lib.ucalgary.ca/login?url=https://search.proquest.com/docview/1708993050?accountid=9838%0Ahttp://ucalgary-primo.hosted.exlibrisgroup.com/openurl/01UCALG/UCALGARY??url_ver=Z39.88-2004&rft_val_fmt=info:ofi/fmt:kev:mtx:dissertation&genre=disse
- Cooper, C. R. (2016). *Scaffolding during the initial reading of picture books in Japanese elementary school EFL classrooms: a qualitative study investigating how teachers and learners co-construct meaning during whole class picture book reading*. Sheffield Hallam University.
- Curry, M. G. (2016). *Does course format impact student learning outcomes?*
-

- A causal-comparative study of online, hybrid, and face-to-face student learning outcomes in an undergraduate teacher preparation course. Doctoral Dissertation. [Wilmington University]. In ProQuest Dissertations and Theses (Issue April). <https://www.proquest.com/openview/d1c4db465ce6ba12bd9c5f401f573585/1?cbl=18750&diss=y&loginDisplay=true&pq-origsite=gscholar>*
- Deb, J. (2020). *An Exploration of the Relationships between Students' Listening Skills, Self-rated Academic Listening, and their Metacognitive Awareness* (Issue March). Master's Thesis. Newfoundland University. <https://research.library.mun.ca/14405/1/thesis.pdf>
- Ehteshami, A., & Salehi, H. (2016). Impact of audio-viewing materials on Iranian upper-intermediate EFL learners' listening comprehension. *International Journal of Applied Linguistics and English Literature*, 5(7 Special Issue), 132–141. <https://doi.org/10.7575/aiac.ijalel.v.5n.7p.132>
- Elahifar, M., Ebrahimi, F., & Azizi, Z. (2022). The Effect of Using Dicto-Gloss as a While-Listening Activity for Listening Comprehension Development of EFL Learners. *Education Research International*, 2022. <https://doi.org/https://doi.org/10.1155/2022/3016643>
- Enoch, J. (2016). *Learning language with technology in a hybrid university EAP course*. Doctoral Dissertation. University of Missouri. <https://irl.umsl.edu/dissertation/51>
- Frydrychova, B., & Kacatl, J. (2015). Hybrid learning and its current role in the teaching of foreign languages. *Procedia - Social and Behavioral Sciences*, 182, 477–481. <https://doi.org/10.1016/j.sbspro.2015.04.830>
- Green, A. (2014). *Exploring Language Assessment and Testing: Language in Action* (R. Carter & G. Cook (eds.); Library of). Routledge. <https://books.google.com.eg/books?id=UAK5mgEACAAJ>
- Haugheny, K. L. (2018). *Supporting Communicative Autonomy through Academics: The Effects of Text-based Listening Comprehension Strategy Instruction on Communicative Turn-Taking*. University of North Carolina.
- Hemmati, F., & Ghaderi, E. (2014). The Effect of Four Formats of Multiple-choice Questions on the Listening Comprehension of EFL Learners. *Procedia - Social and Behavioral Sciences*, 98(1994), 637–644. <https://doi.org/10.1016/j.sbspro.2014.03.462>
- Irawan, D. (2021). *Students' Difficulties in Listening to the Dialogue*. Master Thesis. Raden Intan State Islamic University.
- Johnson, D. I., & Long, K. M. (2007). Student listening gains in the basic communication course: a comparison of self-report and performance-based competence measures. *International Journal of Listening*, 21(2), 92–101. <https://doi.org/10.1080/10904010701301990>

- Karatepe, Ç. (2012). *Learning Theories* (Issue September, pp. 92–118). <https://doi.org/10.4018/978-1-4666-8324-2.ch006>
- Klimova, B. F., & Kacatl, J. (2015). Hybrid Learning and its Current Role in the Teaching of Foreign Languages. *Procedia - Social and Behavioral Sciences*, 182, 477–481. <https://doi.org/10.1016/j.sbspro.2015.04.830>
- Leonard, K., Noh, E., & Orey, M. (2010). *Emerging Perspectives on Learning, Teaching, and Technology*. <https://doi.org/10.4324/9780203422090>
- Mettis, K., & Völjätaga, T. (2021). Designing Learning Experiences for Outdoor Hybrid Learning Spaces. *British Journal of Educational Technology*, 52(1), 498–513. <https://doi.org/10.1111/bjet.13034>
- Morales, B. C. (2018). *Types of listening comprehension promoted in the Chilean EFL textbook Global English Tipos de comprensión auditiva desarrollados en el texto chileno para inglés como lengua extranjera: Inglés Global*. 20(1), 49–61.
- Murray, D. E., & McPherson, P. (2006). Scaffolding instruction for reading the Web. *Language Teaching Research*, 10(2), 131–156. <https://doi.org/10.1191/1362168806lr189oa>
- Namaziandost, E., Hafezian, M., & Shafiee, S. (2018). Exploring the association among working memory, anxiety and Iranian EFL learners' listening comprehension. *Asian-Pacific Journal of Second and Foreign Language Education*, 3(1). <https://doi.org/10.1186/s40862-018-0061-3>
- Rini, A. L. (2017). *Revealing Students' Listening Comprehension Difficulties and Strategies in Intermediate Listening Class*. Sanata Dharma University.
- Rogers, E. M. (1995). *Diffusion of Innovations* (G. Orr (ed.); (Fourth Edition). Free Press. <https://books.google.com.eg/books?id=LpkPAQAAMAAJ>
- Saputra, M. W. (2018). *Improving Students' Listening Comprehension Using Cloze Dictation Technique (A Pre-Experimental Research at the Tenth Grade of SMA Nurkarya Tidung Makassar)*. Master's Thesis.FKIP Muhammadiyah University of Makassar.
- Shin, S. (2016). *Scaffolding students' inquiry - based learning in a technology - enhanced classroom : An analysis of interaction patterns of scaffolding*. Doctoral Dissertation.Indian University. In *ProQuest Dissertations and Theses* (Issue August)
- Solak, E. (2016). Teaching Language Skills for Prospective English Teachers. *Sakarya University Journal of Education*, 6, 232–234.
- Spector, J. M., & Merrill, M. D. (2014). *Handbook of Research on Educational Communications and Technology* (J. Elen & M.J.Bishop (eds.); Fourth Edi). Springer Science. [مجلة كلية التربية - جامعة بورسعيد](https://doi.org/10.1007/978-1-</p></div><div data-bbox=)

4614-3185-5

Wachyunni, S. (2015). *Scaffolding and Cooperative Learning: Effects on Reading Comprehension and Vocabulary Knowledge in English as a Foreign Language*. Doctoral Dissertation. [Groningen]: University of Groningen.

<https://research.rug.nl/en/publications/scaffolding-and-co-operative-learning-effects-on-reading-comprehe/activities/>

Walqui, A. (2006). Scaffolding instruction for english language learners: A conceptual framework. *International Journal of Bilingual Education and Bilingualism*, 9(2), 159–180.

<https://doi.org/10.1080/13670050608668639>

Williams, V. (2016). An evaluation of a program for intentional learning: A hybrid approach to fostering learner autonomy. In *ProQuest Dissertations and Theses*.

http://flagship.luc.edu/login?url=http://search.proquest.com/docview/1794166958?accountid=12163%5Cnhttp://loyola-primo.hosted.exlibrisgroup.com/openurl/01LUC/01LUC_SERVICES?genre=dissertations+%26+theses&issn=&title=An+evaluation+of+a+program+for+intentional

Xiao, J., Lin, T., Li, M., Pan, Z., & Cheng, H. (2020). What makes learners a good fit for hybrid learning? Learning Competences as Predictors of Experience and Satisfaction in Hybrid Learning Space. *British Journal of Educational Technology*, 51(4), 1203–1219. <https://doi.org/10.1111/bjet.12949>