



**Exploring EFL Students' and Teachers' Perceptions Toward Scaffolding
Techniques in the Interpretation of Literary Texts. The Case of Third-Year
Students at Mouhamed El-Bachir El-Ibrahimi University, Bordj Bou arreridj.**

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الذي يحدد القواعد المتعلقة بالوقاية من السرقة العلمية ومكافحتها



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Declaration

We declare that this dissertation, titled “Exploring EFL students and teacher’s perceptions towards scaffolding techniques in the interpretation of literary texts “is our original work. It was completed under the guidance of our supervisor, Dr. Douadi, and has not been previously submitted to any other institution or university. It also acknowledges that all sources used in this study is properly referenced and certify that this dissertation follows the guidelines of American Psychological Association (APA) 7th edition style guide. This study was conducted at the Department of English, Mohammed El Bachir El Ibrahimi University, Bordj Bou Arreridj, Algeria.

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Dedication

First and foremost, all praise and thanks are due to Allah. Without His guidance and grace, this work would never have been completed.

I dedicate this dissertation to:

My beloved mother and my father, my steadfast support—thank you for being my pillars of strength.

To my siblings, my source of power and reliance.

To my dearest friends, the companions of my soul—thank you for your constant encouragement and love.

To that person who's his presence help and meant a lot to me

And to my partner in completing this humble work—Zouina, you are a symbol of strength and hope. You stood by me despite the pain you endured and came back even stronger.

May Allah have mercy on your beloved mother and grant her a place in Jannah.

Imene.

Praise be to Allah, by whose grace good things are completed...

I dedicate this achievement to the dearest soul now resting beneath the soil

to my mother, who left this world but never left my heart.

Here I am today, dearest one, having fulfilled the promise and honored the journey.

Your prayers lit my path, even in your absence.

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With deepest gratitude to all those who extended a helping hand, offered kind words, prayers, or silent support...

This success belongs not only to me, but to all of you

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List of Acronyms

BBA: Bourdj Bou Arreridj

EFL: English as a Foreign Language

LT: Literary Texts

SPSS: Statistical Package for the Social Sciences

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Abstract

This study investigated the perceptions of both instructors and students regarding the use of scaffolding strategies in the interpretation of literary texts in English as a Foreign Language (EFL) classrooms. Grounded in sociocultural theory (Vygotsky, 1978) and constructivist learning paradigms (Bruner, 1985), scaffolding was conceptualized as a responsive, context-sensitive pedagogical practice that supported learners' development of interpretative competence and critical literacy. Adopting an interpretivist research framework, the study explored four key dimensions: learners' affective and cognitive responses, educators' pedagogical conceptions, the perceived efficacy of scaffolding in fostering higher-order analysis, and the contextual constraints shaping its implementation. Dialogic and adaptive scaffolding enhanced students' analytical engagement and autonomy. However, tensions emerged between rigid curricular demands and the flexible, student-centered approaches advocated in pedagogical theory. Participants highlighted challenges in addressing diverse linguistic proficiencies while maintaining the depth of literary exploration. This research contributed to the growing discourse on scaffolding in EFL literature instruction by emphasizing its dynamic, dialogic nature and the necessity of embedding it within the socio-instructional fabric of the classroom (Walqui, 2006; Gibbons, 2015).

General Introduction

Literary text interpretation in English as a Foreign Language (EFL) contexts provides unique instructional challenges due to the intricate interaction of language competency, cultural awareness, and higher-order cognitive abilities. Literature in language schools, unlike transactional or factual literature, necessitates interpretive involvement, which includes decoding figurative language, recognizing symbolic meanings, and contextualizing socio-cultural subtleties. These demands are frequently exacerbated by EFL learners' restricted vocabulary, foreign literary norms, and a lack of prior information about the target culture. These hurdles can impair understanding and sap students' passion and confidence in literary lessons.

In order to overcome these challenges, scaffolding has become a well-known instructional technique that helps students meet the interpretive requirements of literary texts. Scaffolding, which is based on Vygotsky's sociocultural theory, is giving learners organized help that is progressively reduced as they become more independent. It has been demonstrated that this method closes the gap between students' present skill levels and the mental requirements of literary interpretation (Vygotsky,1978)

The usefulness of scaffolding techniques in literary teaching and learning has been the subject of an expanding corpus of study. Reynolds and Goodwin (2016), for example, showed that instructor modelling and organized questioning during poetry analysis greatly enhanced the interpretive skills and confidence of EFL learners. In a similar vein, Hammond and Gibbons (2005) highlighted the importance of scaffolding in encouraging students to interact with challenging texts, especially when education incorporates explicit explanation of literary methods, guided group discussions, and pre-reading exercises.

Furthermore, Al-Ahdal and Al-Ma'amari (2015) discovered that in Saudi EFL classes, dialogic scaffolding—in which students jointly create meaning via classroom interaction—improved literary comprehension and fostered the growth of critical thinking. The significance of teacher-led contextualization of cultural allusions in literary texts was emphasized in a similar study by Pawan (2008), which shown that this type of scaffolding decreased cognitive overload and promoted in-depth analysis.

Despite these realizations, there is still a clear lack of empirical research on how instructors and students see the use and effects of scaffolding in EFL literature classes. Without thoroughly examining the actual experiences, attitudes, and expectations of the participants in the scaffolding process, the majority of current research concentrates on instructional results. The necessity for more thorough studies that take into consideration the subjective aspects of scaffolding and how instructors and students, the main stakeholders, understand it is highlighted by this gap.

Statement of the Problem

The interpretation of literary works in EFL classes is a significant educational challenge because it requires students to traverse complicated linguistic structures, abstract concepts, and culturally rooted meanings—often in a language they do not yet completely comprehend. Broun and Lee (2021) argued that While scaffolding has been widely accepted as a pedagogical strategy to assist learners in this cognitively demanding endeavor, its use in literature education remains unequal, with the impact primarily relying on instructors' conceptual understanding and instructional choices. Furthermore, scaffolding's success is governed not just by its appearance, but also by how educators and students perceive, feel, and internalize it.

Despite growing interest in scaffolding strategies in language education, there is a scarcity of research that systematically investigates how both instructors and students view the importance of scaffolding in literary text interpretation in EFL situations. Existing literature frequently considers scaffolding as a theoretical construct or from a solely instructional design viewpoint, failing to take into account classroom participants' actual experiences, beliefs, and emotive responses. As a result, there is little understanding of how scaffolding is implemented in practice, how it influences students' critical and analytical thinking, and what contextual problems or best practices emerge from its implementation.

This study attempts to fill these gaps by investigating the following overall problem: How do instructors and students perceive and experience scaffolding in the understanding of literary texts in EFL classrooms? More specifically, the study looks into students' attitudes towards scaffolded literary interpretation, teachers' perceptions of its pedagogical value, the extent to which scaffolding promotes higher-order thinking, and the instructional challenges and opportunities that come with its use. By exploring these features, the research hopes to contribute to a more nuanced and practical understanding of scaffolding in literary instruction.

Research Aims and Objectives

The aim of this study, conducted at Mohamed El Bachir El Ibrahimi University –BBA, is to investigate how scaffolding strategies are perceived and applied by both teachers and students in English as a Foreign Language (EFL) classrooms, particularly in the interpretation of literary texts. It seeks to explore the role of scaffolding in enhancing students' interpretative skills, language development, and critical thinking, while also identifying the challenges encountered in its

implementation within literature-based instruction. To achieve this aim these are the main objectives:

- To investigate students' perceptions of scaffolding techniques used in the interpretation of literary texts.
- To gain insight into teachers' views on the effectiveness of scaffolding in supporting literary instruction.
- To explore the ways in which scaffolding strategies contribute to the development of learners' linguistic competence and analytical thinking in literary contexts.
- To recommend to teachers to apply scaffolding techniques in literary texts interpretation.

Research Questions

To achieve these objectives, the study will explore the following research questions:

- How do students perceive the scaffolding techniques used to support their interpretation of literary texts?
- What are teachers' views on the effectiveness of scaffolding in enhancing literary instruction?
- In what ways do scaffolding strategies contribute to learners' linguistic development and analytical thinking in literary contexts?
- What recommendations can be made to improve the implementation of scaffolding in literature-based instruction, based on the challenges faced by both educators and learners?

Research Methodology

This study will use a mixed method research approach, using structured interviews and a questionnaire to collect rich, contextual information from both students and instructors. It will look at how scaffolding technics are used to comprehend literary works and assess their perceived success using participant reflections and in-depth case studies. The participants in this study will include third-year English students and literature teachers from Mohamed El Bachir El Ibrahimi University – Bordj Bou Arréridj. A random sampling technique will be applied to select student participants, while a purposive sampling technique will be used to select teachers who are directly involved in teaching the literature module. Thematic analysis was used to identify recurring patterns and themes about scaffolding's impact on literary comprehension, learner motivation, and the development of critical thinking abilities.

A total of 151 students participated in the study. They were randomly selected from third-year English students enrolled in the literature module. Their input was valuable in understanding how scaffolding influenced their learning, particularly in terms of comprehension, engagement, and confidence.

Significance of the Study

This study adds to the growing corpus of research on scaffolding and its role in foreign language instruction. While much of the current work has focused on scaffolding's effects on language acquisition, writing development, and learner autonomy (Cotterall & Cohen, 2003; Hamoud et al., 2012), less emphasis has been paid to its use in literary interpretation. By investigating both student

and teacher perspectives, this study provides practical insights into how scaffolding tactics might be effectively incorporated to improve literary comprehension and create deeper involvement in foreign language classes.

Furthermore, through an examination at both cognitive and motivational scaffolding strategies (Cromley & Azevedo, 2005; Mankiewicz & Thompson, 2013), this study aims to create a holistic framework for effective literary instruction in foreign language contexts. The findings might serve as a practical guidance for language instructors, curriculum creators, and academics looking to improve literature-based language acquisition and encourage more meaningful interaction with literary works.

Structure of the Dissertation

This dissertation is structured into three main chapters, beginning with a general introduction that presents the background of the study, the statement of the problem, the research aim and objectives, the research questions, the significance of the study, the methodology used, and an outline of the overall structure of the work.

Chapter One is devoted to the literature review. It first discusses the concept of literary texts and their significance in language education. It then explores the theoretical framework of scaffolding, drawing on the ideas of scholars such as Vygotsky and Bruner, and outlines the main scaffolding strategies used in literature instruction. The chapter also examines previous research that investigated both teachers' and learners' perceptions of scaffolding, with a particular focus on literature classes. It concludes by identifying the gaps in the existing literature, especially within the Algerian university context, which this study seeks to address.

Chapter Two describes the practical aspect of the research. It details the methodology adopted, including the research paradigm and design, the participant selection, and the tools used for data collection namely, the student questionnaire and the teacher interviews. The chapter also explains the sampling procedures, the steps followed during data collection, and the techniques used for analyzing both quantitative and qualitative data. Ethical considerations and measures to ensure the reliability and validity of the research are also discussed.

Chapter Three presents the findings and interpretation of the data collected. The first part provides a quantitative analysis of the student questionnaire, while the second part focuses on the thematic analysis of the interview responses. The findings are interpreted in relation to the research questions and existing literature. Finally, the dissertation ends with a general conclusion that summarizes the key outcomes of the study, outlines its limitations, and provides recommendations for future research and teaching practice.

Chapter One: Literature Review

Interpreting literary texts is crucial for the progress of English as a Foreign Language (EFL) learners as it develops higher-order thinking abilities, international awareness, and an appreciation of art in addition to advanced language ability. Learners can transcend rudimentary language proficiency and become fully immersed in complex levels of meaning, tone, symbolism, and cultural context by reading literature in a foreign language. But for students who are still developing the language and analytical skills required to decipher and value intricate literary works, this process can be extremely taxing on their cognitive and linguistic abilities.

A variety of pedagogical tactics, including as close reading, reader-response approaches, collaborative learning, and—most notably—the scaffolding technique—have been used by educators in response to these difficulties in order to help students access literature.

In this chapter, scaffolding is discussed as a key teaching strategy that helps students understand literary works by offering them organized, flexible support. It focusses at the actual uses of scaffolding in EFL literature classrooms and aims to clarify its theoretical foundations, which are based in constructivist and sociocultural learning theories. Three primary sections will comprise this chapter: the first will provide a conceptual overview of scaffolding and its applicability to literary instruction; the second will offer specific examples and strategies for using scaffolding techniques with EFL students'

Scaffolding in Language Learning

The term "scaffolding" literally refers to the interconnected metal poles and the lay hardwood boards that builders use to support themselves as they ascend higher and higher in their structure. According to Gibbons (2009) the term scaffolding refers to the necessary materials and protection

that enable builders to reach the developing building. The scaffolding is taken down as soon as the structure is stable enough to stand on its own. In the 1960s, Jerome Bruner, a psychologist and instructional designer, created the term "scaffolding" in education to describe a phenomena similar to scaffolding in building, which supports learners' progress. Scaffolding has been the subject of extensive research since then. Scaffolding is a socio-cultural paradigm that builds on Vygotsky's zone of proximal development in teacher-learner interactions (Smagorinsky ,2018).

Learning is an interactive process, hence scaffolding is essential for knowledge development. while a consequence, professors frequently provide useful pointers while students go through difficult courses. The teacher's cues and commands help students learn skills, which they then apply to other tasks. This temporary support from the teacher enables students to achieve success without aid. Scaffolding is a teaching method in which "a teacher or adult structures a learning task and uses dialogue to provide directives and clues that guide the learner's participation in the learning task" (Celce-Muria 2001 p.195) Teachers can provide instructions and explain the goal by using scaffolding strategies. Teachers also employ them to develop healthy connections and cooperative work. These methods assist students in raising their comprehension level and finishing assignments effectively.

Scaffolding, a regularly used approach in language teaching, has significant advantages in the second language (L2) classroom. Inspired by the sociocultural theory by Vygotsky (1978), the metaphor scaffolding depicts how the caretaker (e.g., teacher or parent) develops or guides children's intake of knowledge and abilities through interactive support (Bruner, 1983). Researchers have extended the use of scaffolding to adult learners, while it was initially used primarily in children's learning processes. According to recent research, scaffolding improves student collaboration (Jarvis & Baloyi, 2020) (Rojas-drummond et al., 2013), classroom

interaction (Lascotte, 2018) (van de Pol et al., 2019), learners' higher-order thinking skills (Jarvis & Baloyi, 2020), and learners' assimilation of teacher instruction (van de Pol et al., 2019). In the educational context, scaffolding has a beneficial effect on students' language development when used in the classroom. It encourages their active participation in the educational process and makes it easier for them to build relationships with others. According to Roth and Lee (2007), scaffolding helps students develop higher-order thinking and problem-solving skills, fosters autonomy, and improves critical thinking skills. It allows pupils to draw on their prior knowledge and combine new information with what they already know, which broadens their comprehension. Students might not be able to finish assignments effectively before getting assistance. However, students acquire the self-assurance and abilities required to tackle projects successfully with the help of their teachers. The "Zone of Proximal Development" refers to this discernible gap between pupils' skills before to and following scaffolding.

Scaffolding's advantages, as shown throughout the field's history, indicate its potential for further advancement through suggestions and empirical research (Landry et al., 2002) (Santrock, 2018).

Theoretical Foundations of Scaffolding in Language Learning

In order to help fill in important gaps in students' knowledge and abilities so that they could then complete the task, the metaphor of instructional scaffolding was first proposed to describe how parents and teachers provided dynamic support to toddlers as they learnt to construct pyramids with wooden blocks (Wood et al.,1976). This support was intended to extend students' current abilities, meaning that even while supported, toddlers did the majority of the work required to solve the problem. In doing so, it simplified some task elements that were not central to learning to perform the skill independently, but it also helped draw students' attention to particularly important task elements, making sure that these elements were not simplified (Reiser, 2004).

Additionally, it supported and maintained students' enthusiasm in the learning task (Belland, et al.,2013). In addition to providing short-term assistance while toddlers worked through issues, scaffolding was designed to help them develop the skills they would need to solve di Furthermore, scaffolding needed intersubjectivity, or a common understanding between the scaffolder and the scaffoldee of what successful completion of the target task would entail (Wertsch& Kazak,2005;Wood et al.,1976)This was thought to be required in order for the students to be aware of when the job was successfully completed, which is essential for future autonomous performance. To put it briefly, students who get scaffolded performance develop skills that can only result in independent performance when they also demonstrate interdependence difficulties on their own in the future (Collins al., 1976).

The provision of precisely the right support and a dynamic evaluation of the child's present performance characteristics were the two main components of scaffolding, which was contingent and iterative (Wood, 2003). In other words, dynamic assessment has always been the foundation for determining the precise kind of help that should be given to children. Support may be decreased

as dynamic assessment showed that students were improving their abilities and moving towards autonomy (Faded; Collins et al., 1989; Pea, 2004; Wood et al., 1976). Support may be expanded if dynamic evaluation revealed that students were having difficulty contributing in a meaningful way (Added; Anderson, Matessa, & Lebiere, 1997; Koedinger & Alevan, 2007)

Vygotsky's Zone of Proximal Development (ZPD)

The concept of the "Zone of Proximal Development (ZPD)" is among the most significant contributions made by Soviet psychologist and social constructivist Vygotsky (1896–1934). The ZPD was developed in the late 1920s and is described as "the distance between the level of potential development, as determined by problem-solving under adult guidance or in collaboration with more capable peers, and the actual developmental level, as determined by independent problem-solving" (Vygotsky, 1978, p. 86). To put it another way, the ZPD shows the difference between a learner's actual degree of growth, or current skills, and their potential abilities with educational help.

The Zone of Proximal Development has two distinct levels. The tasks that the student can complete on their own indicate their present developmental stage, which is covered in the first level. The learner's prospective developmental stage, as determined by the activities they can do with the help and support of an experienced person, is represented by the second level. The Zone of Proximal Development (ZPD) is defined by Goldstein (1999) as "a socially mediated space that is formed through relationships involving sensitivity and trust."

This environment, which promotes cooperative group work, is created by interactions between students and their teacher in the classroom. The active role of the student is highly valued in the Vygotskian theory, which has substantial implications for issues such self-confidence, treatment,

and involvement in the learning process. In addition, Sternberg and Gigorenk (2002) clarify in their book "Dynamic Testing" that the ZPD is not defined.

Bruner's Concept of Scaffolding

The term "scaffolding" was first used by Wood, Bruner, and Ross (1976) to describe how a parent or other skilled "tutor" might help a young kid develop and succeed by assisting them through a difficult task. They outline the following six roles of the tutor in scaffolding the child's activities (paraphrased here): 1. To focus the child's attention on the tutor-defined version of the activity.

2. To simplify the scenario so that the learner can manage the process's components by lowering the number of steps needed to address an issue.

3. To keep the youngster engaged while they work towards a certain objective, encouraging and guiding their behaviors.

4. To draw the learner's attention to important aspects of the work.

5. To manage the child's dissatisfaction and failure risk.

6. To give the youngster idealised examples of necessary behaviors.

Bruner defined 'scaffolding' as a temporary intellectual assistance provided by a teacher to help students achieve a higher level of knowledge. This phrase assumes the individual supplying the 'scaffold' has a previous awareness of the optimal solution to a problem or task outcome. This approach may not be applicable to more symmetrical collaborations, such as peer groups, where no one knows the solution ahead of time and everyone works together to find it.

Common Scaffolding Strategies in EFL Classrooms

In order to boost student learning outcomes, educators should consistently investigate ways to improve their skills. Walqui (2006) identified six types of instructional scaffolding methods that instructors might use. These strategies help instructors boost student achievement and create a positive learning environment. Implementing scaffolding approaches can help teachers assist students through the learning process and promote academic success.

Modeling

This strategy highlights how crucial it is to give pupils adequate and understandable examples of the activities they are required to complete. In order to imitate these successful behaviors, students might try to see effective examples of speaking, writing, reading, and problem-solving. Using a method called observant learning, teachers illustrate and elaborate on specific skills using both spoken explanations and body language. According to Bandura (1925), learning happens when people watch other people and imitate their words or behaviors. The process then proceeds on to having the ability to remember and retain what was observed. The modelled behaviour must then be replicable and imitative for the students. Since motivation affects students' propensity to repeat the behaviour, it is essential to this process. The results of the acts of the models have an impact on the desire to mimic.

Models that get positive reward are more likely to mimic, but those who observe unpleasant outcomes may be less likely to do so (vicarious reinforcement and vicarious punishment, respectively). According to Bandura (1925), children learn much by imitating and paying attention to the words and actions of their parents, siblings, and other around individuals.

Bridging

The above strategy focusses on developing new knowledge by relating it to previously learnt concepts and expertise. According to Tharp and Gallimore (1988, p. 108), bridging is the process of incorporating new knowledge into preexisting mental models. Creating a link between the student and the material and illustrating how new information relates to students' lives is an essential part of bridging. As stressed by Walqui (2006, p. 171), valuing students' existing knowledge and literacy is a crucial component of this approach. Students build confidence when they understand the importance of their everyday knowledge by making connections between new information and their prior experiences. In order foster involvement and improve their speaking abilities, teachers use bridging by encouraging students to connect what they are learning to their own experiences and share these connections with others. Bridging can be promoted from the very beginning of the learning process by using oral questions or narrative pedagogy to provide a supportive environment (Kamil, 2017; Sari & Munir, 2018). Furthermore, students' past knowledge may be evaluated and pertinent real-world examples can be provided via bridging to prior knowledge (Harraqi, 2017; Tomlinson & Moon, 2013; Walqui & Lier, 2010). Another approach to bridging involves encouraging students to share personal experiences related to the theme being discussed in class.

Contextualization

Educational experts have identified the difference between daily and academic language. Walqui (2006, p. 173) emphasises the need for educators to use context-independent academic language in sensory contexts. Everyday language is situational and contextualised, allowing learners to employ nonlinguistic clues to compensate for language restrictions. Academic language is decontextualised and situation-independent, leaving learners reliant on language for

comprehension (Cloran, 1999, as referenced in Walqui). Teachers can use a variety of strategies to help students grasp academic language. Visual aids like pictures, two-minute movies, and other instructive materials may assist pupils generate meaning. Another successful strategy is verbal contextualisation, which involves teachers creating comparisons based on students' experiences. Educators seek metaphors and analogies to help pupils understand complicated subjects using real-world experiences.

Schema Building

Effective learning requires students to store and retrieve knowledge, as well as organise their understanding. Teachers use various techniques to focus students' attention on important points, including headings and subheadings, pictures and captions, class agendas, and chart titles (Boche & Henning, 2015; Harraqi, 2017; Mahan et al., 2018). Providing a complete perspective allows learners to develop meaningful knowledge. During this stage, teachers use graphic organisers to scaffold students' learning. These tools help students visualise the larger context and comprehend the links between ideas before diving into specifics. Graphic organisers help students create conceptual maps to process information in a top-down way and differentiate between central and peripheral facts (Harraqi, 2017). Teachers use visual organisers to help learners absorb and organise information more efficiently. This scaffolding method enables learners understand and navigate challenging subject matter.

Text Representation

The conversion of linguistic formulations into other genres is one strategy that fosters a deeper comprehension of language and improves students' language proficiency.

Barr et al. (2012) point out that students participate in representation when they are asked to change one genre into another. According to Ajayi (2014), this method not only makes learning

easier but also cultivates a deeper sense of purpose. Students can use scripts, skits, or enactments to understand written or spoken language using the "Representing Text" technique. The importance of this approach is emphasised by Walqui (2006), who claims that it prioritises the communication over its formal components. Teachers may foster students' interest about novel ideas and establish a purposeful, stimulating learning environment by using text representation.

Additionally, implementing this method into practice promotes more engagement in class. Through creative representations, students actively participate in showcasing their comprehension and sharing their interpretations. This fosters a better understanding of the topic matter in addition to improving their communication abilities.

Developing Metacognition

Often termed "learning to learn," metacognition is a scaffolding technique that focusses on how educators help students control their thought processes while they finish assignments or pick up new information (Coyle et al., 2010; Grossman et al., 2015). With this approach, students actively participate in reading, writing, or inquiry-based tasks while being given clear instruction on how to think and solve problems.

Giving students support and opportunities to reflect on their learning process and choose the methods that best suit them in order to enhance their ability to absorb in and retain new knowledge is the aim of metacognition (Morin, 2014). Before, during, and after a learning task, it entails reflection and thought. For example, students think about the methods they will employ to tackle a task, logically arrange their thoughts, track their development, and assess the efficacy of the methods they have selected (Zimmerman, 1990).

Teachers may help students become self-regulated learners who actively plan, establish objectives, organize their ideas, monitor their work, and self-evaluate throughout the learning process by fostering metacognitive processes. This all-encompassing method of metacognition improves students' capacity to learn efficiently and modify their tactics to get the best outcomes.

Types of scaffolding

According to Belland (2014), there are three main types of scaffolding: computer-based, peer, and one-to-one.

Computer Based Scaffolding

Computer-based scaffolding (CBS) gives pupils a way to improve their abilities and take on tasks that would be difficult for them to do on their own. CBS is especially advantageous for students as it allows them to use computer-based tools to handle challenging and unstructured situations, claim Cho and Jonassen (2002). Students can learn new skills and perform better than they could without the assistance of CBS with the use of this technology. Students get the chance to develop their skills and use more sophisticated methods to problem-solving through CBS.

Peer Scaffolding

Peer support, or peer scaffolding, is when students use tried-and-true scaffolding strategies to support their classmates. The scaffolders are educated in how to make use of these methods and know when to utilise them. According to research by Pifarré and Cobos (2010), peer scaffolding improves cognitive results and makes it possible for students who struggle with self-regulation to successfully complete challenging tasks.

Peer scaffolding has been shown to improve learning outcomes in empirical research.

One-to-One Scaffolding

In one-on-one scaffolding, a teacher works closely with a single student to determine their present level, provide the right kind of support to help them become more proficient at a particular task, and adjust the help according to their requirements. The goal of this scaffolding strategy is to progressively lessen assistance until the learner is self-sufficient and able to operate alone.

Reciprocal Scaffolding

Reciprocal scaffolding, as defined by Holton and Clarke (2006), is a cooperative process in which two or more students work together in a group. This method would use scaffolding to help the participants or group members benefit from one another as they work together to complete the goal or project.

Technical Scaffolding

Yelland and Masters (2007) present the idea of technical scaffolding, a cutting-edge strategy that substitutes computers for instructors to offer advice and input.

This is accomplished by providing learners with support through help pages, online tutorials, and web connections. According to Lai and Law (2005), educational software is crucial in helping students with activities like planning and adhering to an organized framework.

Directive and Supportive Scaffolding

Two types of scaffolding are identified by Wood et al. (1976) as "supportive scaffolding" and "directive scaffolding." In supportive scaffolding, teachers give direction and then follow up with comments in accordance with the Initiation-Response-Follows-up (IRF) process. However, the Initiation-Response-Evaluation (IRE) process is how directed scaffolding works.

Teachers employ "guideline scaffolding" in the IRE model to teach material and assess students' comprehension and relevance. The objective of both directive and supporting scaffolding is to guide and mentor students as they progress through their educational process. While directional scaffolding focusses on the teacher's duty to guide and evaluate the student's performance, supportive scaffolding places more emphasis on providing feedback and rewarding student replies. These scaffolding techniques can be modified in accordance with the particulars of the learning activities, student needs, and instructional objectives.

Understanding Literary Texts

Literary Texts has been defined in a variety of terms by various scholars. Boas (1931) asserts that "literary texts are the record of experience interpreted by personality," meaning that humanity's eager attempt to give life purpose, create beauty, express vivid emotions and ideas, and make men aware of themselves and the life they lead is behind every book that humanity has preserved. Thus, LT have huge influence on human's life. "Literary texts are like umbrella terms giving information on every business," according to Moody (1971). Because LT is interested in all forms of written and verbal communication, it may be the most effective medium for discussing a certain topic. When defining LT from an ELT perspective, Baird (1968) offers a crucial definition: "a literary text is the use of language effectively in suitable conditions." According to him, LT may be utilized in ELT as literary books' language is appropriate for the situation.

The field of teaching languages heavily relies on literary texts. They are significant on three levels: methodological, motivational, and linguistic (Dymešová, 2006). Texts are full of many styles, registers, and genres, according to the language level. From a methodological standpoint, literary works create connections amongst students. Similar to this, the motivational level makes the assumption that reading literary works is a powerful motivator. Consequently, literature has been

emphasised in EFL classes (Kaşlıoğlu & Ersin, 2018). Because it promotes social contact among students and has instructional value, it is an authentic language learning resource (Clanfield & Duncan, 2005). Students get familiar with a variety of linguistic variants, including idiolects, jargon, regional dialects, sociolects, and more.

Accordingly, literature integrates sociolinguistic elements into target language instruction (Shahid, 2016) and prepares students for professional development (Carter & Long, 1991; Van T. M., 2009; Yeasmin, Azad, & Ferdoush, 2011). It can serve as both an example and a topic for writing assignments (Stern, 2001). Because it fosters students' language progress, understanding of diverse cultures, personal participation, and personal growth, the integration of literature into ELT classes has been seen as a positive process (Carter & Long, 1991). Students can develop their emotions and use their imaginations with the aid of literary texts (Babae & Yahya, 2014). Additionally, literature fosters pupils' capacity for interpretation (Lazar, 1993; Gangola, 2015).

Challenges Faced by EFL Learners in Literary Interpretation

Since studying English literature and studying English as a foreign language (EFL) are connected, it is crucial to include literary texts in EFL learning curricula in order to give EFL students the language proficiency and emotional development they need. However, because of a number of issues that might range from problems inherent in literature to issues with the teaching and learning processes, EFL students would rather not study English literature.

The student's perception is an important perspective that plays a critical part in defining and recognizing the obstacles experienced when studying English literature. Al-Mahrooqi and Al-Wahaibi (2012) researched EFL learners' opinions and attitudes towards studying English literature courses and discovered that the more courses they took, the more favorable they felt

about literature. This is why Brumfit (1981) advocates for teaching literature to EFL students, despite the fact that it may be challenging. However, learner's inability to understand literature due to their deficient proficiency in English and their poor reading skills may be the major reasons that hinder their learning of English literature.

Students may avoid taking literary classes for other reasons beyond their own level of skill. EFL students were largely uninterested in the target language's literature, according to Krishnasamy (2015). Indeed, a lot of EFL students misinterpret English literature because they believe it to be at odds with their own culture, values, and beliefs, according to the researcher's observations. Reconstructing their motivations and literary enjoyment is necessary because other students typically detest studying literature, regardless of whether it is published in their first or target language.

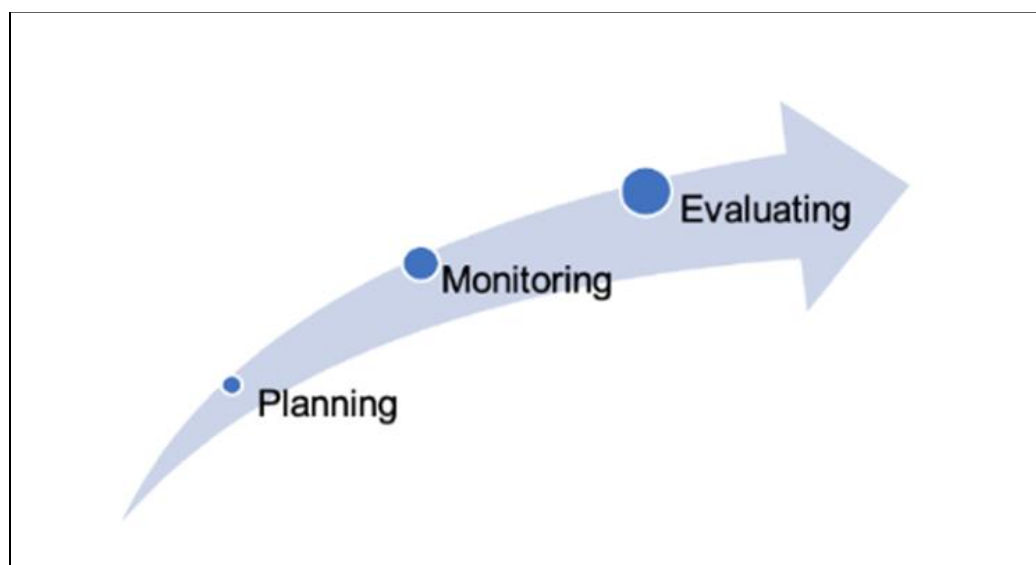
The claim that cultural constraints impede EFL learners from studying literature in the target language and prohibit the inclusion of literary materials in the EFL curriculum may be unjustified. However, it is acceptable that the EFL student finds it difficult to study and grasp profound literary works, which are usually supplied with special prerequisites such as learners' need to be prepared with a thorough understanding of English vocabulary and their usage.

Role of Metacognition in Scaffolding Literary Analysis

Scaffolding refers to the instructed assistance that teachers offer to students during the teaching-learning process. It is a symbolic image of the instructor "holding the learners' hands" in the hope that they would understand what they are learning. Scaffolds might take the shape of prompts, questions, guidelines, or scheduled encounters. Scaffolding can come from a variety of sources in an online learning environment, including instructors, peers, and technology. Scaffolding assists

learners in solving issues or carrying out activities that they find difficult to do on their own (Vygotsky, 1978). Contingency, fading, and transfer of responsibility are some of the most popular models used to define and describe scaffolding. Furthermore, Jumaat and Tasir (2014) and Wahid, Ab Wahab, and Idris (2017) found that metacognitive scaffolding increases higher-order thinking. It helps pupils reflect on what they've studied and analyse their progress. In online learning, the teacher's teaching tactics should involve student interactions to encourage the use of metacognitive skills.

Figure 1 Metacognitive Scaffolding Source: Vygotsky (1978)



Metacognitive scaffolding is one of several forms of scaffolding used in learning. This form of scaffolding (figure 1) helps students build thinking skills while also managing their learning. It encourages learners to reflect on what they are learning throughout the process. Metacognition may be classified into three major categories: (a) Planning scaffolding. This is the guide that the instructor created to help students set learning goals. The second sort of metacognitive scaffolding is (b) monitoring scaffolds, which are used by the instructor to track the students' development.

The last kind is (c) Evaluation scaffolding. This stage allows learners to assess the efficacy of the learning process.

Scaffolding Strategies in the Teaching and Interpretation of Literary Texts

Interpreting literary texts, often are characterized by ambiguity, complex language, and numerous interpretations, poses special difficulties for students, especially in secondary and postsecondary educational settings. Students need to learn higher-order interpretative techniques including evaluating tone, subtext, authorial intent, and symbolism in addition to decoding techniques. Reading literature therefore requires cognitive, linguistic, and cultural skills that adolescents and even adults are still learning. In this regard, scaffolding has become a fundamental component of education, assisting students in moving from superficial understanding to more in-depth critical thinking.

Initially proposed by Wood, Bruner, and Ross (1976), scaffolding is generally understood to be the provision of short-term assistance to students in order to help them complete activities that they may not yet be able to complete on their own. With an emphasis on both theoretical foundations and real-world classroom applications, the current study summarizes recent research on scaffolding forms and tactics used explicitly in the teaching and interpretation of literary texts.

Conceptualizing Scaffolding in Literary Pedagogy

Beyond its psychological origins, scaffolding has developed into a multifaceted teaching strategy used in a variety of educational contexts. A commonly used framework by Van de Pol, Volman, and Beishuizen (2010) characterises effective scaffolding as fading (progressively withdrawn), contingent (suited to learner requirements), and requiring transfer of responsibility (from instructor

to learner). These ideas have found application in literary education, where students frequently vacillate between reliance and independence as they face more complex interpretative problems.

Scaffolding in literature classes involves mediating meaning as well as simplifying materials. Langer (2011) highlights how literary interpretation is socially formed and evolved via discourse, drawing on Vygotskian sociocultural theory. By allowing students to engage in "envisionment building"—a cyclical process of creating meaning, changing viewpoints, and placing texts within larger conceptual frameworks—scaffolding serves as a link between the complexity of the text and their interpretative capacity.

Forms of Scaffolding in Literary Instruction

In literature, pedagogical scaffolding may be divided into several of related categories that each focus on different aspects of the learning process:

Cognitive Scaffolding

Cognitive scaffolding assists learners through the mental processes required for literary analysis by focussing on their thought processes. Think-alouds, in which teachers simulate the internal conversation that proficient readers have when interpreting texts, are one of the most extensively studied teaching techniques (Duke & Pearson, 2002). Teachers externalise cognitive techniques and make them available to pupils by articulating predictions, connections, and analytical insights.

Text chunking, which divides a complex story or poetry into digestible chunks, is another often mentioned technique. In order to avoid cognitive overload and encourage progressive meaning-making, students participate in focused conversation or analysis following each session. These methods work especially well for exposing students to works with a lot of style, such postmodern fiction or Shakespearean play.

Procedural Scaffolding

Learners can navigate the task structure itself with the help of procedural scaffolding. Visual frameworks for organizing textual material are provided by tools like graphic organizers, which include plot diagrams, character charts, and topic maps (Langer, 2011). A theme tracker, for instance, might encourage students to follow a motif's development over several chapters when examining a book, supporting interpretative synthesis.

The use of scaffolded writing projects, such as tiered essay outlines or organized literary response prompts, is equally important. These foster the growth of logical coherence and the integration of textual evidence while lowering the cognitive load associated with open-ended interpretation.

Linguistic Scaffolding

Scaffolding for learners with linguistically diverse backgrounds has to take into consideration the demands of both language learning and literary comprehension. Language-based scaffolding like pre-teaching literary vocabulary, sentence openers, and glossed texts—where challenging terminology and cultural allusions are annotated—are crucial, according to Gibbons (2002). By lowering the language barrier without sacrificing the depth of the original content, these scaffolds let English language learners (ELLs) access and react to the text in a more genuine way.

Dual-language texts, parallel translations, and bilingual reading aids can offer linguistic and cultural access in situations when the target material is in a second language. This supports Cummins' (2000) support for additive bilingualism in literacy instruction.

Collaborative and Interactive Scaffolding

The power of peer contact is harnessed by collaborative scaffolding to mediate comprehension. Students participate in small-group conversations with alternating roles (e.g., summariser,

questioner, connector) in literary circles, which were made famous by Daniels (2002). The co-construction of literary meaning and interpretative discourse are fostered by these encounters.

Reciprocal teaching (Palincsar & Brown, 1984) is another effective tactic. In this approach, students take turns facilitating discussions while using comprehension techniques including summarising, clarifying, and asking questions. Peer-led scaffolding distributes interpretative power among students while also fostering metacognitive awareness.

Scaffolding Across the Reading Process

Effective literature instruction adheres to the three-phase model of reading pedagogy by scaffolding students before, during, and after reading:

- A few examples of pre-reading scaffolds that stimulate interest and activate prior knowledge include anticipation guides, KWL charts, and contextual briefings (Beach & Marshall, 1991). Texts having historical or cultural embeddedness benefit greatly from these.
- Annotation prompts, guided questions, and close-reading protocols are examples of real-time assistance used in during-reading tactics. Teachers could ask students to take marginal notes on tone, voice, and imagery, or they might pause for interpretative remark.
- Post-reading scaffolds use analytical writing tasks, creative reinterpretations (such as recreating situations from many viewpoints), and Socratic seminars to solidify learning. These kinds of exercises improve one's ability to read texts and promote individual interaction with them.

Challenges in Implementing Scaffolding for Literary Texts

Scaffolding in literary education presents several difficulties despite its pedagogical promise. Over-scaffolding can inhibit students' autonomy and creative interpretation, as cautioned by Hammond and Gibbons (2005). In a similar vein, children could grow dependent on structure instead of internalising interpretative skills if intentional fading is not used.

Practical restrictions may come from teacher readiness, curriculum requirements, and time limits. Many teachers claim they lack the tools or training necessary to apply differentiated scaffolding, particularly in classrooms with a broad range of skill levels or in schools with little funding.

Conclusion

In conclusion, interpreting literary works in EFL contexts necessitates both linguistic complexity and critical engagement—capabilities that many students are still acquiring. Scaffolding emerges as a pedagogical requirement, helping learners bridge the gap between their existing talents and the complicated demands of literary interpretation. Scaffolding, which is based on sociocultural and constructivist ideas, allows for the progressive internalization of interpretative processes, eventually leading to learner independence.

This chapter has presented the conceptual underpinnings of scaffolding, proved its practical applicability through classroom-based practices, and emphasized its dynamic, responsive character in assisting EFL students. As literature instruction evolves in foreign language education, the deliberate use of scaffolding may have a transformational impact on making literary works more accessible, engaging, and rewarding for learners of all competence levels.

Chapter Two: Methodology

This chapter explains the methodological approach used in this study, which aims to explore how both teachers and students perceive the use of scaffolding techniques when interpreting literary texts. Given the nature of the research questions, a mixed-methods design was chosen. This approach combines both qualitative and quantitative methods, allowing the study to capture a broader and deeper understanding of the participants' views and experiences. The chapter presents the research design, the context and participants, the data collection tools, the procedures followed, the data analysis methods, and the ethical considerations observed during the research process.

Research Design

This study is based on a mixed-methods research design within the pragmatic research paradigm. Since the topic of literary scaffolding involves both measurable trends and subjective experiences, it made sense to use a design that combines both types of data. The goal was to not only measure students' attitudes through surveys but also to explore teachers' views more deeply through interviews.

As Onwuegbuzie and Leech (2004) explain, combining qualitative and quantitative methods gives researchers more flexibility and helps provide richer insights. Similarly, Janson, Onwuegbuzie, and Turner (2007) suggest that this approach is especially useful in studies focused on perceptions and attitudes. Well-known scholars such as Creswell (2007), Creswell and Plano Clark (2011), Feilzer (2010), and Tashakkori and Teddlie (1998) support the idea that mixed methods are especially suitable in social and educational research.

According to Fetters (2016), combining different research traditions helps the researcher analyze both statistical trends and contextual factors. This mix allows for better interpretation and stronger conclusions. Manwell (2016) also argues that using more than one method helps make findings more complete and trustworthy. Likewise, Enosh, Tzafir, and Stolowy (2014) point out that multiple data sources help cover gaps that may arise if only one method is used.

The study is grounded in pragmatism, a research paradigm that focuses on using the most effective methods to address real-world problems. As Patton (1990) puts it, pragmatism is more concerned with what works than with following one specific philosophical stance. Creswell (2014) and Johnson et al. (2007) also confirm that pragmatism aligns well with mixed methods.

In the context of this research, pragmatism provided the flexibility to combine questionnaire results with interview data, helping to understand not only what participants think about scaffolding, but also why they hold these views.

Setting of the Study

The research took place in a natural academic setting—specifically, the university environment where students and teachers usually conduct their learning and teaching. This helped ensure that the data collected reflected real classroom dynamics. The study was carried out at Mohamed El Bachir El Ibrahimi University in Bordj Bou Arreridj (BBA), Algeria, within the Faculty of Letters and Languages, more precisely in the English Department.

This environment was chosen because it provided a rich and realistic setting for exploring how scaffolding is used and perceived during literature lessons in an EFL (English as a Foreign Language) context. Observing and collecting data in participants' actual classrooms added

authenticity to the study and allowed for better understanding of how scaffolding is applied in day-to-day teaching and learning.

Participant Selection

Participants included third-year English undergraduate students and two university literature instructors. This academic level was selected because students by their third year are more experienced in literary analysis and have encountered a variety of teaching strategies. This makes them more capable of reflecting on their experiences with scaffolding.

Students: Out of around 200 students, 151 participated in the study. Their input was valuable in understanding how scaffolding influenced their learning, especially in terms of comprehension, engagement, and confidence.

Teachers: Two literature instructors were also included. They were purposefully selected based on their direct experience with third year and knowledge of scaffolding strategies as well as their willingness to take part in the study. Their perspectives were crucial to understanding how scaffolding strategies are designed and used in practice.

The sampling strategy used was purposive sampling, which allowed for the selection of participants who were directly involved with the subject of the study and could provide relevant insights.

Data Collection Tools

To collect comprehensive data, both questionnaires and structured interviews were used:

Questionnaires: These were distributed to students to gather their opinions and experiences regarding scaffolding in literature classes. According to Artino et al. (2014), questionnaires are

effective in collecting personal views and beliefs that might not be easy to observe. The use of both open-ended and close-ended questions helped capture both measurable data and more detailed personal feedback. Since students completed the questionnaires anonymously, they were more likely to answer honestly. Online google form used to distribute it and pilot testing were done with 9 students .

Structured Interviews: These were conducted with the two teachers. All participants were asked the same questions, allowing for consistency and fairness in how data was collected. As explained by the District of Columbia Public Schools (2022), structured interviews ensure that all participants are treated equally and judged on similar criteria. Johnson (2020) also notes that structured formats help reduce bias and keep the focus on actual responses. Online interviews were distributed.

This combination of methods allowed the researchers to gather both broad and deep insights from different angles.

Ethical Consideration

Ethical guidelines were strictly followed throughout the study. All participants were informed about the purpose of the research and their rights. Participation was voluntary, and they were given the choice to withdraw at any time. Teachers were provided with a consent form before the interviews. Students were informed through a short paragraph at the beginning of the questionnaire, ensuring anonymity and voluntary participation. To protect privacy, pseudonyms were used for the teachers, and no identifying information was collected from students. All data was handled confidentially and used solely for research purposes. The research was conducted with approval

from the relevant university department and followed the ethical standards of Mohamed El Bachir El Ibrahimi University.

Data Analysis

To gain a fuller understanding of how scaffolding is experienced in literature classes, this study combined both qualitative and quantitative methods. On the qualitative side, interview responses from teachers and open-ended answers from students were carefully examined using thematic analysis. This involved several thoughtful steps: first, reading through the data multiple times to become familiar with what participants were expressing. Then, key ideas and repeated patterns were highlighted and grouped into initial codes. These codes were gradually developed into broader themes that captured the main messages in the data. Once the themes started to take shape, they were reviewed and refined to make sure they truly reflected what participants meant. Each theme was then given a clear, meaningful name, and powerful quotes were selected to illustrate each one. On the quantitative side, the close-ended parts of the student questionnaire were analyzed using SPSS software. This helped identify general trends in the data by calculating frequencies and percentages, showing how students, as a group, responded to scaffolding in their literature learning. By combining both types of data, qualitative data from the interview and quantitative from the questionnaire the study was able to present a more complete and nuanced picture of how scaffolding affects students' understanding, motivation, and critical thinking when working with literary texts.

Chapter Three: Findings and Discussion

This section presents a detailed interpretation and discussion of the data collected through the questionnaire and interviews. It aims to understand the perspectives of both students and teachers by closely examining their responses and identifying key themes that emerged from the data. The discussion is guided by the research questions and supported by relevant studies from the literature review. By connecting participants' experiences and opinions with existing theories and findings, this chapter seeks to provide a comprehensive and meaningful understanding of how scaffolding techniques are perceived and applied in the interpretation of literary texts within the EFL classroom.

Analysis of Interviews and Questionnaires

Interviews Analysis

To better understand how scaffolding is actually experienced in the classroom, we spoke with two literature teachers at Mohamed El Bachir El Ibrahimi University. Through open and thoughtful conversations (Appendice A), they shared their personal experiences, challenges, and reflections on using scaffolding with third-year students. What emerged from these interviews were several

meaningful themes that shed light on both the practical benefits of scaffolding and the real difficulties teachers face when trying to make it work.

Challenges of Scaffolding in Large Classrooms

A shared challenge identified by both participants was the difficulty of applying scaffolding strategies effectively in large classes. Participant One, who teaches third-year literature and has more than five years of experience, highlighted the struggle to personalise instruction due to the overwhelming number of students. They stated, “It is hard to modify my techniques to suit students’ needs as we have huge number of students,” revealing how class size hinders the ability to adapt to learners' individual needs. Participant Two echoed this concern, explaining that large, passive classrooms make it difficult to maintain the interaction and active engagement that scaffolding requires. Both educators agreed that the lack of participation and individual attention in large settings limits the success of scaffolding.

Efforts to Differentiate Instruction

In recognition of diverse student needs, both teachers attempt to differentiate their teaching, though they admitted it is difficult, especially in large classes. Participant One acknowledged the challenge by saying, “I do my best,” suggesting a sincere effort to reach all students even if it is not always fully successful. Participant Two originally used diagnostic surveys and formative assessments to adjust their instruction, but due to rising concerns around AI-generated work, now relies more heavily on real-time observation and classroom interaction. This allows for a more accurate understanding of each student’s true abilities and needs.

Changes in Student Behavior and the Rise of AI Tools

A significant issue raised by Participant Two was the increased use of AI-generated content by students, which has led to changes in how they assess learning. Concerned about the

authenticity of written submissions, they have shifted their focus to more in-class assessment techniques. These include evaluating class participation, monitoring involvement in activities, and assessing students' real-time ability to analyse literary passages. This shift reflects a broader concern with maintaining academic integrity and ensuring that learning outcomes are genuinely achieved.

Suggestions for Improving Scaffolding in Literature Instruction

Both participants proposed actionable recommendations to enhance scaffolding in literature classes. Participant One suggested reducing class sizes and increasing the number of tutorial (TD) sessions, which would enable more personalized support and better engagement. Participant Two recommended eliminating individual student presentations in favor of collaborative workshops guided by multiple instructors. They also advocated for a greater focus on guided close reading and annotation instead of lecture-based lessons, with the aim of fostering a more interactive and student-centered learning environment.

Types of Scaffolding Strategies Used

Despite the challenges, both teachers reported using a variety of scaffolding techniques to assist students in interpreting literary texts. Participant One focuses on multimodal methods, using tools such as visual aids, technology, films, and videos to enhance engagement and simplify difficult content. This approach is designed to appeal to multiple learning styles and help make abstract literary concepts more accessible. Participant Two, on the other hand, employs more structured and literature-specific strategies, including contextual scaffolding, modelled reading,

guided annotation, and the use of film adaptations. These are delivered as part of a step-by-step instructional process, aiming to gradually build students' comprehension of complex literary ideas.

Perceived Effectiveness of Scaffolding

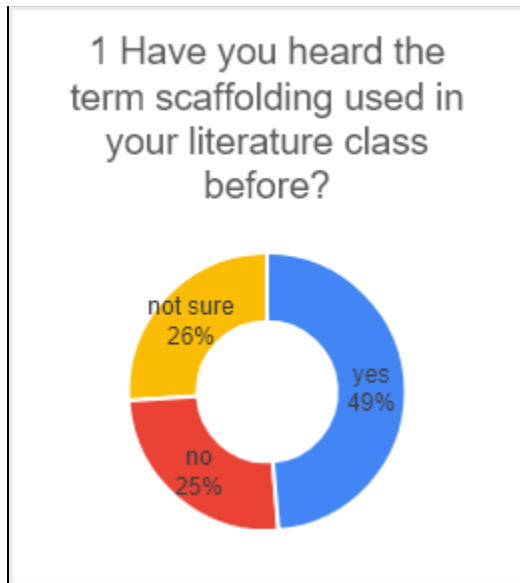
Both participants expressed positive views regarding the effectiveness of scaffolding in promoting deep understanding and analytical thinking. Participant One described scaffolding as essential, emphasizing its role in helping students develop higher-order thinking skills: "We teach students to think, judge, reflect on, compare, contrast, contemplate, analyze and discuss... It is crucial!" This statement underscores the cognitive impact of guided support. Participant Two also acknowledged its importance but added that its success is conditional upon students' effort and participation. They noted, "Yes, it does, but only when students engage seriously," pointing out that scaffolding is a two-way process that depends on both teacher facilitation and learner involvement.

Questionnaire Analysis

This section presents the findings derived from the students' questionnaire (Appendices B) The data collected from the closed-ended questions are analyzed using descriptive statistical methods to identify common trends and patterns. The analysis of these quantitative results is supported by tables and pie charts for visual clarity. Following this, the open-ended responses are examined through qualitative thematic analysis, drawing on students' own words to provide deeper insights into their experiences and perspectives.

Q1: Have you heard the term scaffolding used in your literature class before? (Spss)

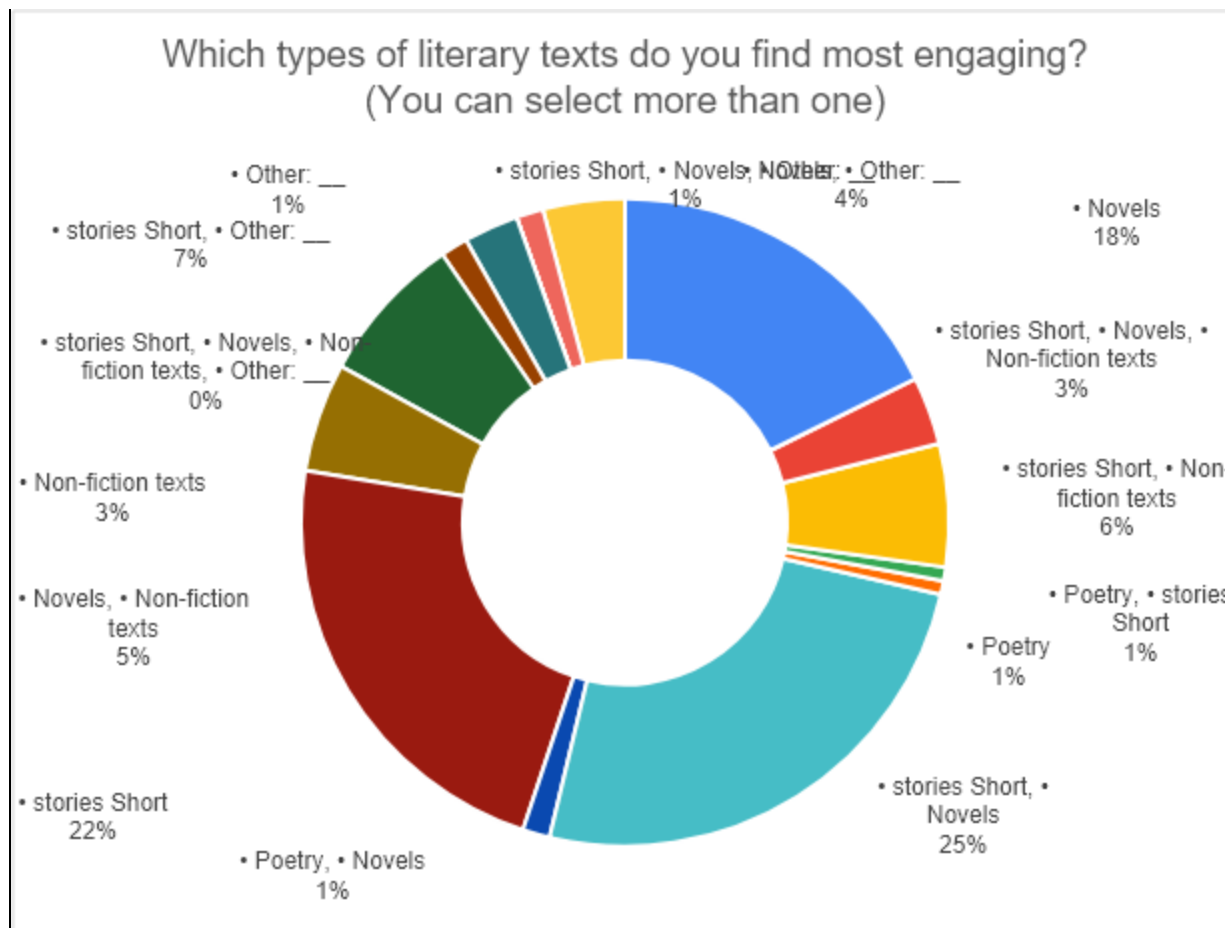
Figure 2 Understanding Literature: insight from students.



This figure shows that almost half of the respondents (49%) are aware with the phrase scaffolding in the context of literary studies, indicating that the idea is well-known among students. However, the combined number of those who haven't heard of it (25%) or are unsure (26%) equals 51%, suggesting that a small majority of students may not completely understand or recall encountering the word. This gap indicates a need for more explicit training and reinforcement of scaffolding tactics in literary education. It also emphasizes the significance of making educational principles such as scaffolding more clear in classroom practice so that all students understand and benefit from them.

Q2: Which type of literary texts do you find most engaging? (spss)

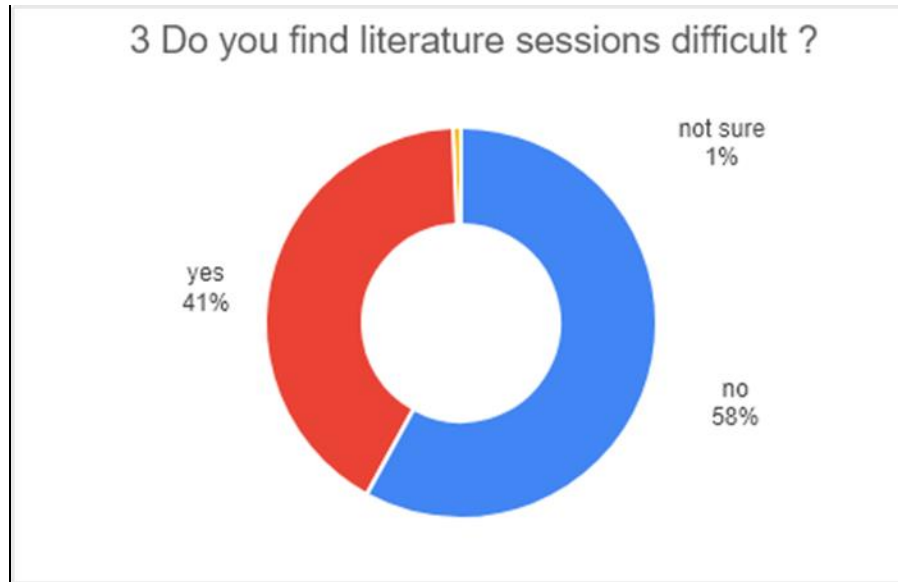
Figure 3 Most Engaging literary Texts.



The statistics show strong patterns in student choices for engaging literary works, with short stories emerging as the most popular choice, either alone (22%), or in combination with novels (31%). Novels are also popular, especially when combined with short tales, but they are less popular on their own. In contrast, non-fiction texts and poetry receive less attention, with non-fiction generating just 3% interest alone and 5% when combined with novels, and poetry receiving only 1% of replies. The low number of "Other" categories (0-7%) suggests that the available alternatives properly represent student preferences.

Q3: Do you find literature sessions difficult? (spss)

Figure 4 Students Perspectives on Literature Classes

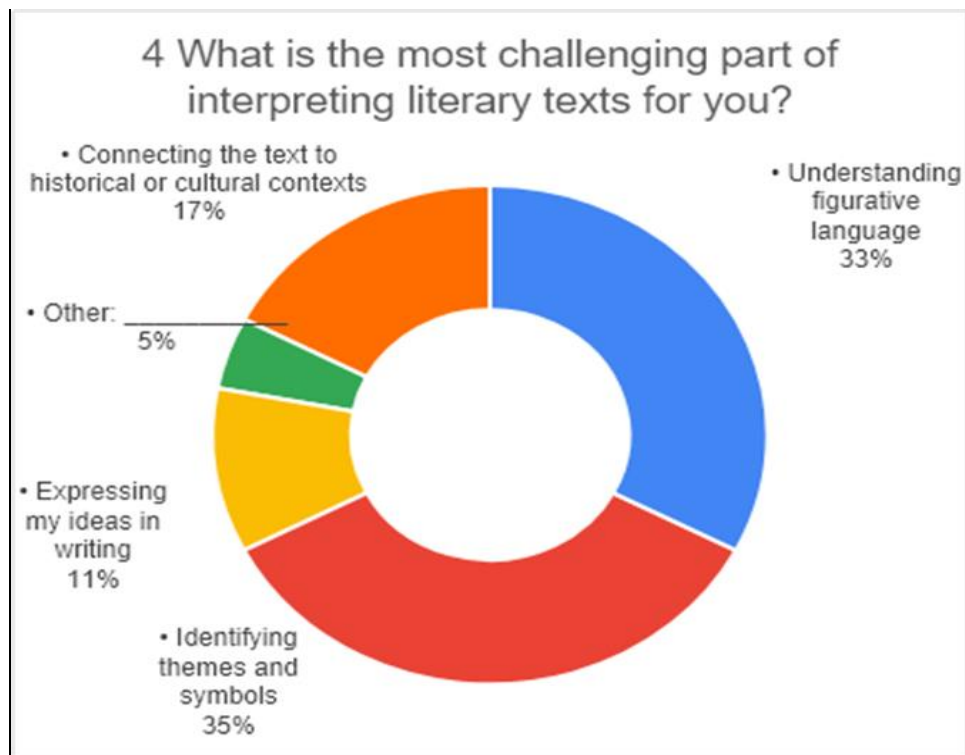


The fact that most participants (58%) do not find literary sessions difficult may be a sign of good teaching, engaged students, or material familiarity. Still, a sizable percentage (41%) still has difficulty, meaning that almost two out of five students have difficulties in literary studies.

It is impossible to ignore this statistic as it emphasizes the necessity of scaffolding and other supportive techniques, particularly for students who could be struggling with difficult texts, language obstacles, or abstract literary analysis. By addressing the root causes of these issues, educators may modify their approaches to provide more accessible and inclusive literary classes.

Q4: What is the most challenging part of interpreting literary texts for you? (spss)

Figure 5 Challenges Faced by Students While Interpreting Literary Texts.

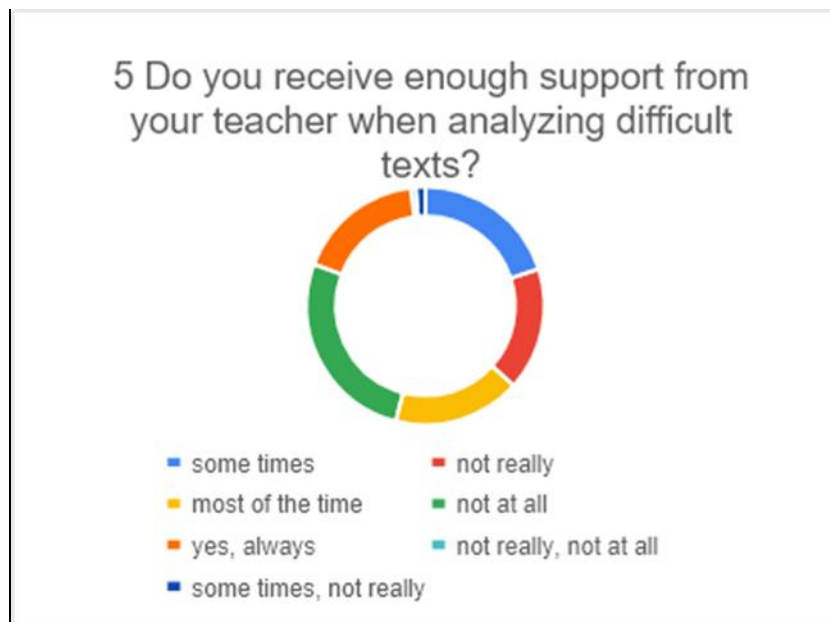


The pie chart depicts the problems that students experience while comprehending literary works. The most challenging task is recognizing themes and symbols, which accounts for 35% of replies. This is closely followed by comprehending metaphorical language (33%), demonstrating that the vast majority of students struggle with deeper analysis and linguistic nuances.

Connecting the work to historical or cultural settings is less important (17%), while expressing thoughts in writing (11%) and overcoming other obstacles (5%) are minor issues.

Q5: Do you receive enough support from your teacher when analyzing difficult texts? (spss)

Figure 6 Teachers Support while Interpreting Literary Texts.



Analysis of teacher support in analyzing difficult texts. The data collected reflect student's perceptions of the support they receive from teacher when dealing with challenging texts. This analysis highlight key percentage

Positive support: 70%of students expressed appreciating for teachers who help them

Limited support: around 30% they are not having enough support from teachers.

Q6: which methods of support help you the most in literature classes ?

Table 1 Methods of Support

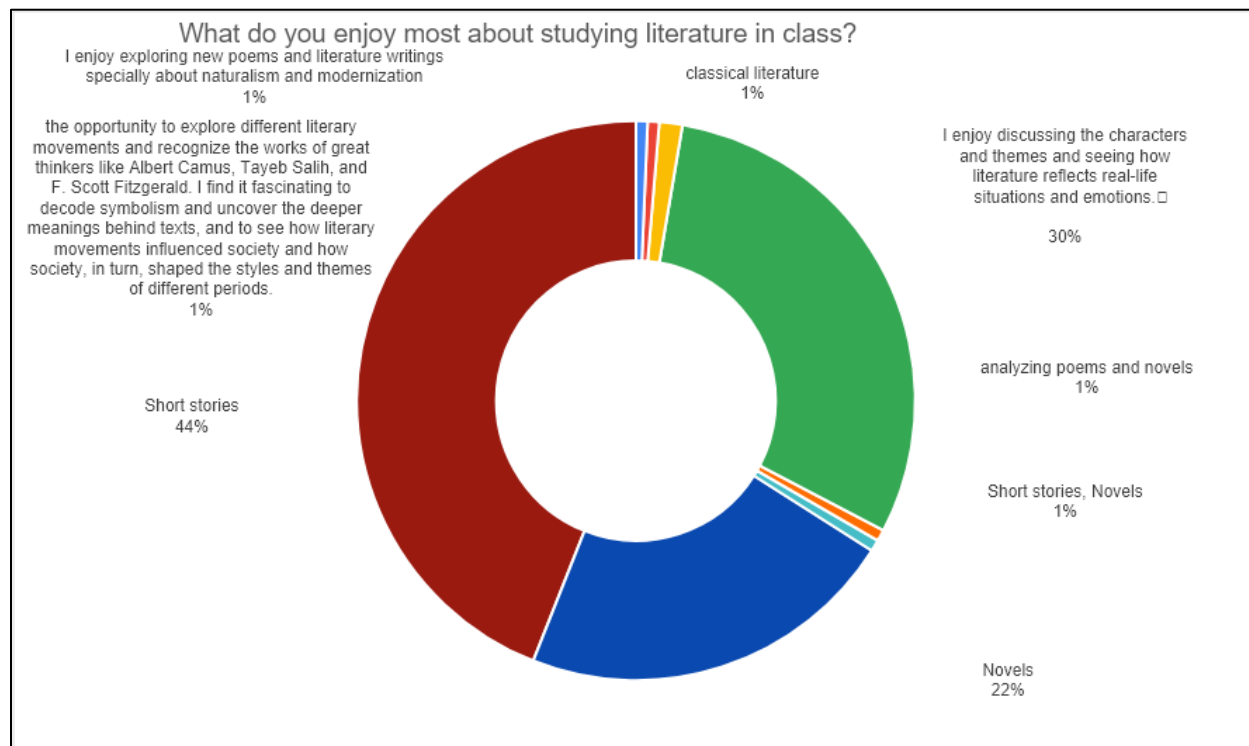
Response Option	Number of Students	Percentage (%)
Yes, definitely	85	56.7%
Somewhat	41	27.3%
Not really	6	4%

I'm not sure what scaffolding is	22	14.7%
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The results of Question 6 show that students benefit most from interactive and structured forms of support in literature classes. Class discussion emerged as the most helpful method, with 63.3% of students selecting it. This highlights the importance of exchanging ideas and interpretations in a collaborative setting. Step-by-step analysis activities were also widely appreciated, chosen by 44.7% of respondents, indicating that structured guidance helps students break down complex literary elements more effectively. Additionally, 34% of students reported that teacher guiding questions were helpful, emphasizing the value of instructional scaffolding in shaping literary understanding. Group work with peers, selected by 25.3%, also played a supporting role, showing that while students appreciate collaboration, they seem to benefit more from teacher-led or structured activities. Overall, the data suggests that students find a combination of teacher support and active engagement to be the most effective in helping them interpret literary texts

Q7: what do you enjoy most about studying literature in class? (spss)

Figure 7 Student Preferences.



The pie chart depicts students' choices for studying literature in class. Short tales had the most comments (44%), followed by discussions on characters, themes, and real-life links (30%) and books (22%).

Q8: Do scaffolding techniques (like guided questions or group discussions help you better interpret literary texts? (table)

Table 2 Scaffolding Techniques that Help Students

Response Option	Number of Students	Percentage (%)
Yes, definitely	85	56.7%
Somewhat	41	27.3%
Not really	6	4%
I'm not sure what scaffolding is	22	14.7%

The results indicate that the majority of students (56.7%) strongly believe that scaffolding techniques, such as guided questions and group discussions, help them better interpret literary texts. An additional 27.3% reported that these techniques help them somewhat, suggesting a generally positive perception. Only a small minority (4%) felt that scaffolding did not aid their understanding. Interestingly, 14.7% of the students were unfamiliar with the concept of scaffolding, which suggests the need for better clarification or training on such instructional strategies within the classroom context

**Q9: Which of the following strategies does your teacher use to u understand literary texts?
(table)**

Table 3 The Teachers Use of Strategy.

Strategy	Percentage (%)
Class Discussion and Think-Aloud	42%
Providing Vocabulary Explanations	13.3%
Guided Discussion	11.3%

According to the responses to Question 9, **Class discussion and think-aloud strategies** are the most commonly used by teachers, as reported by **42%** of students. This suggests that many educators adopt interactive approaches, encouraging students to verbalize their thinking and engage in collective analysis. **Providing vocabulary explanations** was mentioned by **13.3%** of students, highlighting a focus on clarifying language to support comprehension, though it appears less frequently. Meanwhile, **guided discussion**, selected by **11.3%**, indicates some use of structured questioning to direct students' interpretation. Overall, the data reflects a stronger emphasis on open discussion methods over more structured or language-based support, which may suggest the need to balance both for deeper literary understanding.

Q10: How effective do you think this scaffolding techniques are improving your ability to interpret literary texts?

Table 4 The Effectiveness of Scaffolding Techniques.

Response Option	Number of Students	Percentage (%)
Very Effective	91	60.7%
Somewhat Effective	31	20.7%
Not Effective	3	2%
I Do Not Know	25	16.7%

The data from Question 1 indicates that a majority of students (**60.7%**) find scaffolding techniques to be **very effective** in enhancing their ability to interpret literary texts. An additional **20.7%** perceive them as **somewhat effective**, suggesting that over 80% of respondents recognize the usefulness of these strategies to varying degrees. Only a small portion (**2%**) believe scaffolding is

not effective, while **16.7%** indicated uncertainty, possibly due to a lack of clarity or awareness regarding the concept of scaffolding. These findings highlight the generally positive impact of scaffolding on students' interpretive skills, while also pointing to the need for more explicit explanation or application of these methods for some learners.

Q11: Do you feel more engaged during literature lessons when scaffolding techniques are used? why yes /why no

The analysis of 151 student responses to engagement during literature lessons with scaffolding techniques shows that the majority feel more engaged when these strategies are used. Key reasons include better understanding through step-by-step guidance, increased willingness to participate, and enjoyment due to interactive methods like class discussions and group work. Many students expressed that scaffolding helps them facilitate complex texts and grasp information quickly, enhancing motivation and interest. Some students did not feel engaged or were unsure, usually due to unfamiliarity with the term “scaffolding” or lack of experience with such techniques. Overall, responses highlight scaffolding as an effective and highly valued teaching approach in literature lessons.

Q12: How do scaffolding techniques effect your participation in class discussions about literary texts? (table)

Table 5 Scaffolding Techniques Effect on Classroom Participation.

Response Option	Number of Students	Percentage (%)
Significantly Increase Participation	101	67.3%
Increase Participation a Little	33	22%

Response Option	Number of Students	Percentage (%)
No Change in Participation	15	10%
Decrease Participation	5	3.3%

The findings for Question 12 indicate that scaffolding techniques have a clear positive impact on students' classroom engagement. A large majority of students (**67.3%**) reported that these techniques **significantly increase their participation** in discussions about literary texts, while an additional **22%** said that their participation **increases slightly**. This shows that nearly 90% of respondents felt more inclined to take part in classroom conversations as a result of scaffolding. Meanwhile, **10%** indicated **no change** in their level of participation, and a small minority (**3.3%**) stated that their participation actually **decreased**. These results suggest that scaffolding not only supports comprehension but also helps to create a more inclusive and engaging learning environment for the majority of students.

Q13: Do you feel that scaffolding techniques help you understand not just the literal meaning but also the deeper or symbolic meanings? (table)

Table 6 The effect of Scaffolding on Literal and Symbolic Meaning Understanding.

Response Option	Number of Students	Percentage (%)
Yes, Definitely	98	65.3%
To Some Extent	40	26.7%
Not Really	10	6.7%
Not at All	5	3.3%

The results from Question 13 reveal that a strong majority of students (65.3%) feel that scaffolding techniques definitely help them grasp not only the literal meanings but also the deeper or symbolic meanings in literary texts. Another 26.7% acknowledged that scaffolding supports their understanding to some extent, indicating that a combined 92% see at least some benefit from these strategies. A smaller group expressed doubt, with 6.7% stating that scaffolding does not really help, and 3.3% believing it is not helpful at all. These findings suggest that while scaffolding is broadly effective in encouraging deeper literary comprehension, a small portion of students may not fully experience its benefits—possibly due to individual learning preferences or how scaffolding is applied in the classroom.

Q14: Do you think that scaffolding techniques enable you to interpret complex literary texts?
(table)

Table 7 Scaffolding Techniques and Interpreting Complex Literary Texts.

Response Option	Number of Students	Percentage (%)
Yes, Definitely	94	62%
To Some Extent	37	24.7%
Not Really	14	9.3%
Not at All	7	4.7%

The responses to Question 14 reveal that most students perceive scaffolding techniques as valuable tools for interpreting **complex literary texts**. A majority (**62%**) believe that scaffolding **definitely helps**, and **24.7%** feel it helps **to some extent**, suggesting that nearly **87%** of students recognize a positive impact. On the other hand, **9.3%** indicated that scaffolding techniques **do not really help**, and **4.7%** believe they **do not help at all**. These results reinforce the idea that while

scaffolding is broadly effective in aiding complex literary interpretation, there is still a minority of students who may struggle with or not respond to these methods, indicating the need for varied and flexible instructional strategies.

Q15: what challenges do you face when using scaffolding techniques in your literature classes?

Table 8 Challenges Faces by Learners When Using Scaffolding Techniques.

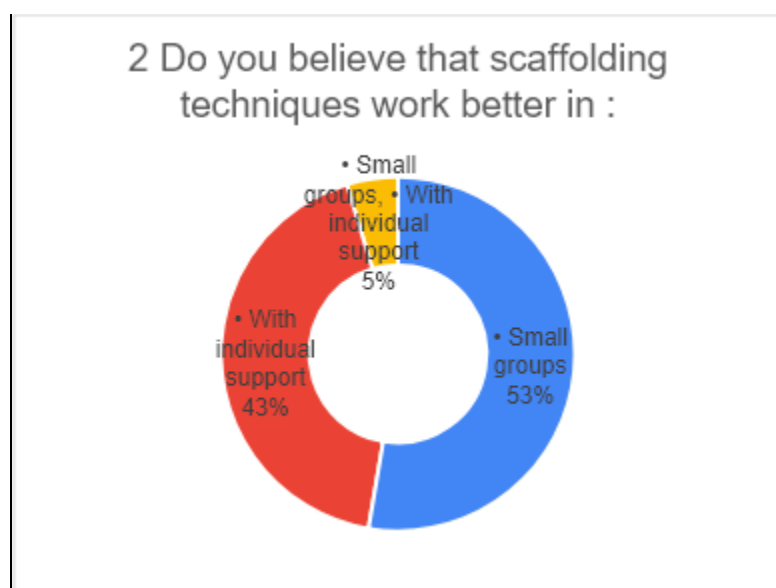
Challenge	Percentage (%)
Group or peer activities do not always help me understand the text better	13.3%
I rely too much on scaffolding and struggle when it is not there	9.3%
I do not always understand the purpose of steps or activities	10%
The support is removed quickly before I feel ready	6%
I get confused when we break down the text too much and lose the overall meaning	10%
There is not enough time to go through all the scaffolded steps	10%

The responses to this question highlight several key challenges students face when engaging with scaffolding techniques in literature classes. The most common issue, cited by **13.3%**, is that **group or peer activities do not always help them understand the text better**, suggesting that collaborative scaffolding may not work effectively for all learners. Additionally, **10%** of students

noted that they **do not always understand the purpose** behind scaffolding steps or that **breaking down the text too much leads to confusion and loss of overall meaning**. The same percentage also felt there was **not enough time** to complete all the scaffolded stages. Some students (**9.3%**) admitted to becoming **overly reliant on scaffolding**, struggling when it's removed, and **6%** felt that **support is withdrawn too quickly**, before they are confident. These findings indicate that while scaffolding is generally helpful, it must be applied carefully and flexibly, with attention to pacing, clarity, and learner autonomy.

Q16: Do you believe that scaffolding techniques work better in? (spss)

Figure 8 Scaffolding Techniques with Groups and Small Groups.



The findings indicate a modest preference (53%), maybe due to the fact that small group settings encourage peer contact, cooperation, and shared knowledge, for the employment of scaffolding approaches. Nonetheless, a sizable majority (43%) prefers individual support, which would indicate a need for specialized, individualized help that specifically attends to the requirements of every student. Although blended techniques are acknowledged, the very low percentage (5%) who

selected both strategies together suggest that respondents may not use them as frequently or believe they are less successful. These observations emphasize how crucial it is to balance the advantages of social learning with the need for individualized attention when implementing scaffolding, taking into account learner variety and instructional objectives.

Q17: Would you recommend the use of scaffolding techniques in future literature courses?

why yes / why no

Regarding recommendations for future use, almost all students advocate for the use of scaffolding techniques in literature courses. Students noted that scaffolding clarifies literary texts, augments critical thinking, vocabulary, and interpretative skills, fosters active learning and participation, and addresses all learning styles by offering systematic, step-by-step direction. Some students were unsure or did not prefer it due to unfamiliarity or a preference for clear instructions, but the majority view scaffolding positively.

Q18: What suggestions do you have to make scaffolding techniques more effective in improving interpretation skills?

Suggestions for improvement include the use of visual aids, guided questions, modeling, peer collaboration, relating texts to real-life experiences, and gradually decreasing teacher assistance to promote independence. Students emphasized the importance of varied activities and teacher feedback, recommending more practice and familiarity with scaffolding and diverse, engaging teaching methods.

Discussion of the Results and Findings

This section presents a detailed interpretation and discussion of the data collected through the questionnaire and interviews. It aims to understand the perspectives of both students and teachers by closely examining their responses and identifying key themes that emerged from the data. The discussion is guided by the research questions and supported by relevant studies from the literature review. By connecting participants' experiences and opinions with existing theories and findings, this chapter seeks to provide a comprehensive and meaningful understanding of how scaffolding techniques are perceived and applied in the interpretation of literary texts within the EFL classroom.

How Do Students Experience Scaffolding in Literature Classes?

When we spoke with students about scaffolding in their literature classes, many described it as a kind of helpful guidance that made challenging texts feel more manageable. For them, scaffolding

was like having someone walk beside them on a tough path—pointing things out, helping them get through difficult spots, and then gradually letting them go on their own. Students especially appreciated class discussions and step-by-step activities that helped break down complicated stories and uncover deeper meanings. One student shared, “When we talk things through together, I feel like I understand the story in a whole new way.” This supports what Gibbons (2009) and Walqui (2006) have said about learning being most effective when it’s interactive and social.

Still, not all students had the same experience. Some admitted they didn’t always see the point of certain activities, or they felt lost when the support was removed too quickly. A few even said they had grown a bit too dependent on the teacher’s help. These honest reflections echo Bruner’s (1976) idea that scaffolding needs to be adjusted carefully to fit each student’s pace and needs. Interestingly, about half of the students didn’t actually know the term “scaffolding,” even though they clearly benefited from the strategies. This suggests that teachers could do more to explain what scaffolding is and why it’s used—helping students become more aware of how they learn, as Lascotte (2018) recommends.

What Do Teachers Think About Scaffolding?

The two teachers we interviewed spoke with real care and commitment about helping their students succeed. They saw scaffolding as essential—especially for learners studying literature in a second language. From using visuals and videos to guiding students through texts and offering live feedback, both teachers had found creative ways to make literature more accessible.

But they also pointed out some serious challenges. Both mentioned how difficult it is to give every student enough attention, especially in large classes with limited time. These are real concerns that

show up in the research too (Roth & Lee, 2007). Even the best teaching strategies can fall short if the conditions aren't supportive. Despite these struggles, the teachers agreed that scaffolding made a big difference—students became more confident, more active in discussions, and better at analyzing texts. Still, they noticed that some students relied too heavily on the support or didn't fully engage. As one teacher said, “Scaffolding works, but only if students are willing to meet you halfway.”

How Does Scaffolding Help with Language and Critical Thinking?

What really stood out in the data is how scaffolding helps students go beyond just understanding what's happening in a story. Many said it helped them dive into the deeper layers—like figuring out themes, interpreting metaphors, or connecting characters to real-life issues. This is exactly what theorists like Vygotsky (1978) and Jarvis & Baloyi (2020) talk about—how scaffolding can push learners to think more critically and make meaningful connections.

Students also shared that they felt more confident using new words and speaking up in class. Teachers noticed this too—saying that when students had structured support, they were more willing to analyze, compare, and reflect on what they read. So, scaffolding isn't just a way to survive literature class—it's a tool that helps students grow as thinkers and communicators.

What Could Make Scaffolding Even Better?

Both students and teachers had thoughtful ideas for how to make scaffolding more effective. One suggestion was to explain it more clearly—so students understand not just what they're doing, but why they're doing it. Another key point was finding the right balance between helping and letting go: support should be reduced slowly as students build confidence.

Variety also matters—using visuals, group work, real-life connections—so students stay engaged and different learning styles are respected.

Teachers also expressed a need for more time and smaller groups to give students more focused support. And finally, they stressed the value of reflection—giving students the space to think not just about what they’re learning, but how they’re learning it.

Connecting Back to the Literature

When we look back at the theories discussed in the literature review, it’s clear that what students and teachers shared in this study brings those ideas to life. Scaffolding, as Vygotsky and Bruner explained, works best when it’s flexible, interactive, and gradually fades as learners grow more independent. It helps students move from simply understanding the text to analyzing it deeply—and from just receiving information to actively making sense of it. But both the research and the real classroom voices agree: scaffolding isn’t magic. It needs strong communication, the right classroom environment, and an ongoing effort to meet students where they are.

Final Thoughts

To wrap up, this study shows that scaffolding is more than just an educational theory—it’s a practical and powerful tool that can really change how students experience literature in EFL classes. When it’s used thoughtfully, it builds confidence, encourages participation, and opens the

door to deeper understanding. The real challenge now is to keep improving these techniques, making them even more adaptable, clear, and meaningful for every learner.

Research Limitations

Although this study aimed to explore students' and teachers' perceptions of scaffolding techniques in literature classes as thoroughly as possible, there were some limitations that should be acknowledged. First, there was a lack of previous research focusing specifically on the use of scaffolding in interpreting literary texts in EFL contexts, which made it challenging to fully support our findings within an established academic framework. The study was also limited to one university due to time and logistical constraints, meaning the results may not reflect the experiences of students and teachers in other Algerian institutions. While the sample size of 150 students provided useful insights, it may not capture the full range of learners' backgrounds, language levels, or personal learning needs. Moreover, the reliance on self-reported data through questionnaires and interviews means that the findings reflect perceptions rather than direct classroom practices. Including classroom observations or examples of instructional materials could have offered a more complete picture. Finally, the study focused only on literary texts, so the results may not apply to other areas of English language learning. Despite these limitations, the research offers valuable insights and sets the stage for further exploration into the role of scaffolding in EFL education.

Recommendations for Further Researches

Based on the findings and limitations of this study, several recommendations can be made for future research. It would be valuable for future studies to explore scaffolding techniques across a wider range of universities and educational contexts to better understand how different teaching environments and student populations experience these strategies. Including participants from different academic levels and with varying degrees of language proficiency could offer deeper insights into how scaffolding can be tailored to meet diverse needs. Additionally, combining self-reported data with classroom observations or lesson analysis would help researchers see not only how students and teachers perceive scaffolding, but also how it is actually applied in real-time. Future studies could also examine the long-term effects of scaffolding on students' ability to interpret complex texts independently, and explore its role in other areas of EFL learning, such as writing, speaking, or grammar. Finally, investigating how digital tools and online platforms can support or enhance scaffolding in literature classes could open up new possibilities for both teaching and learning in modern classrooms.

Recommendation for Practice

In light of the study's findings, several practical recommendations can be made for teachers and educators working in literature classrooms. First, teachers are encouraged to use a variety of scaffolding strategies—such as guided questions, class discussions, and step-by-step analysis—to support students' understanding of complex literary texts. However, it is important that these techniques are introduced gradually and clearly, ensuring that students understand the purpose behind each activity. Teachers should also be mindful of the timing and pacing of scaffolding, making sure support is not removed too early, especially for students who still need guidance. Providing opportunities for students to work both independently and collaboratively can help them

develop critical thinking while avoiding over-reliance on teacher support. Additionally, offering regular feedback and checking for understanding at each stage can make scaffolding more effective and personalized. Finally, institutions could support teachers by offering training or workshops focused on scaffolding techniques tailored for EFL learners, especially in the context of literary text interpretation.

Conclusion

The findings of this study confirm the critical role of scaffolding in literature instruction for EFL learners. Students reported both affective and cognitive benefits, including improved engagement, deeper interpretation, and increased participation. These results are consistent with the theoretical foundations laid by Vygotsky's ZPD, Bruner's scaffolding model, and more recent empirical research on EFL pedagogy. At the same time, student responses highlighted the need for well-balanced, responsive scaffolding that promotes learner independence and metacognitive growth—an objective aligned with the educational goal of transforming supported performance into autonomous mastery.

General Conclusion

This study, titled "Exploring Teachers' and Learners' Perceptions Towards the Use of Scaffolding in Literary Texts Interpretation", aimed to understand how scaffolding is viewed and experienced by both students and teachers in literature classes. It focused on four main areas: students' feelings about scaffolding when interpreting literary texts, how teachers perceive its effectiveness, how it contributes to critical and analytical thinking, and the challenges or best practices that come with using it in EFL literature classrooms.

To explore these questions, a mixed-method approach was used. The participants included 141 third-year EFL students and two literature instructors from Mohamed El Bachir El Ibrahimi University in Algeria. Data was gathered through a questionnaire for the students which included both closed and open-ended questions and in-depth interviews with the teachers. This combination helped provide a clearer and more complete picture.

The findings showed that most students responded positively to the use of scaffolding. They said they felt more engaged and confident, especially when their teachers simplified difficult texts, asked guiding questions, encouraged classroom discussions, or used visual aids and videos. These strategies helped them better understand complex elements like figurative language, deeper themes, and cultural references.

From the teachers' side, scaffolding was seen as an important tool to help students think more deeply and develop their analytical skills. However, they also mentioned several difficulties, such as large class sizes, limited time, and the increasing reliance of students on AI tools, which can sometimes interfere with the learning process.

These results support Vygotsky's sociocultural theory, especially the idea of the Zone of Proximal Development (ZPD), which suggests that learners benefit from guidance that helps them achieve tasks they could not do alone. In this study, scaffolding helped students bridge the gap between what they could currently do and the advanced skills needed for literary analysis.

Although the study had some limitations, the findings highlight the important role that scaffolding plays in making literature more understandable and in encouraging students to think more critically.

Based on the results, some practical recommendations can be made. Reducing the number of students per class would give teachers more opportunities to offer individual support. Increasing the number of tutorial (TD) sessions could give students more practice and feedback. It would also be helpful for teachers to receive professional development on how to adapt scaffolding techniques to different learners and how to use digital tools more effectively. Future research could explore how AI might be used to support scaffolding rather than replace it, and long-term studies could help us better understand its impact on students' thinking and language development.

In conclusion, scaffolding is more than just a teaching technique. It is a way to support student growth. As Vygotsky suggested, it helps learners move beyond their current abilities. In literature classes, this kind of support helps students become more independent, confident, and critical readers, which enriches their overall learning experience.

In terms of contributions, this research provides valuable insights for both instructors and course designers. For instructors, it offers practical, student-validated strategies for applying scaffolding in literature classes, which can lead to more effective teaching and better student engagement. For course designers, the findings highlighted the importance of incorporating scaffolding-friendly

structures within curricula, such as more flexible time allocations, smaller class sizes, This study also underscores the need for targeted professional development that equips educators with adaptive scaffolding techniques and integrates digital tools meaningfully. Ultimately, this research contributes to building more learner-centered, supportive environments that foster critical thinking and deeper engagement with literary texts.

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Appendices

Interview Questions

Appendice(A)

1. How long have you been teaching literature for third year students at BBA University?

.....

2. Which techniques do you use usually to help your students interpret literary texts?

.....

3. Have you ever use scaffolding technics to help your students to understand literary interpretation of texts? if yes which one you use?

.....

4. How do you think scaffolding helps students understand literary texts?

.....

5. Could you share an example of how you use scaffolding in a literary interpretation lesson?

.....

6. How do you modify or adapt your scaffolding techniques to respond to students' different needs?

.....

7. Do you think scaffolding helps students develop critical thinking in literature? Why or why not?

.....
8. What are the main benefits and challenges of using scaffolding in literature teaching?

.....
9. How do you assess whether your scaffolding methods are effective for students?

.....
10. What would you suggest to improve the effectiveness of scaffolding techniques?

Questionnaire Questions

Appendice (B)

1 What do you enjoy most about studying literature in class?

Short stories

Novels

2 Which types of literary texts do you find most engaging? (You can select more than one)

- stories Short

- Novels

- Non-fiction texts

- Other: __

3 Do you find literature sessions difficult ?

yes

no

4 What is the most challenging part of interpreting literary texts for you?

- Understanding figurative language

- Identifying themes and symbols

- Connecting the text to historical or cultural contexts

- Expressing my ideas in writing

- Other: ____

5 Do you receive enough support from your teacher when analyzing difficult texts ?

yes, always

most of the time

some times

not really

not at all

6 Which methods of support help you the most in literature classes?

Class discussion

Teacher's guiding questions

group work with peers

step-by-step analysis activities

Scaffolding

7 Have you heard the term scaffolding used in your literature class before?

yes

no

not sure

8 Do scaffolding techniques (like guided questions or group discussions) help you better interpret literary texts?

yes, definitely

somewhat

not really

I am not sure what scaffolding is

9 Which of the following strategies does your teacher use to help you understand literary texts?

(Select all that apply)

- Guided questions

- Class discussions and think-aloud

- Providing vocabulary explanations

- Class discussions and think aloud

- Visual aids like charts or graphic organizers

- Modeling literary analysis
- Pair or group activities
- Providing sentence starters or writing frames
- Connecting the text to personal or real-world experiences
- Other:

Effectiveness of Scaffolding Techniques

10 How effective do you think these scaffolding techniques are in improving your ability to interpret literary texts?

Very effective

Somewhat effective

Not effective

I don't know

11 Do you feel more engaged during literature lessons when scaffolding techniques are used? Why or why not?

12 How do scaffolding techniques affect your participation in class discussions about literary texts?

Significantly increase participation

Increase participation a little

No change in participation

Decrease participation

13 Do you feel that scaffolding techniques help you understand not just the literal meaning but also the deeper or symbolic meanings

Yes, definitely

To some extent

not really

not at all

14 Do you think that scaffolding techniques enable you to interpret complex literary texts?

Yes, definitely

To some extent

not really

not at all

15 Challenges Faced by Students When Using Scaffolding Techniques

1 What challenges do you face when using scaffolding techniques in your literature classes?

- I do not always understand the purpose of the steps or activities.
- The activities feel too easy and slow down my learning
- The support is removed too quickly before I feel ready.
- I rely too much on the scaffolding and struggle when it is not there.
- Group or peer activities do not always help me understand the text better.
- I get confused when we break down the text too much and lose the overall meaning.

- I get confused when we break down the text too much and lose the overall meaning
- I have difficulty applying the skills learned through scaffolding to new texts.
- The techniques used do not match my learning style.
- There is not enough time to go through all the scaffolded steps.
- I am not always sure how to connect the guided steps to the final interpretation or essay.
- Other: ____

16 Do you believe that scaffolding techniques work better in :

- Small groups
- With individual support

Final Reflections and recommendations:

17 Would you recommend the use of scaffolding techniques in future literature courses? Why or why not

18 What suggestions do you have to make scaffolding techniques more effective in improving interpretation skills?

ملخص

تستقصي هذه الدراسة تصورات كل من المعلمين والطلاب فيما يتعلق باستخدام استراتيجيات السقالات لتيسير تفسير النصوص الأدبية في صفوف اللغة الإنجليزية كلغة أجنبية (EFL). وترتكز الدراسة على النظرية الاجتماعية الثقافية (فيجوتسكي، 1978) ونماذج التعلم البنائية (برونر، 1985)، ويتم تصور السقالات كممارسة تربوية متجاوبة ومراعية للسياق تدعم تطوير المتعلمين للكفاءة التفسيرية ومحو الأمية النقدية. وباعتماد إطار بحثي تأويلي، تستكشف الدراسة أربعة أبعاد رئيسية: استجابات المتعلمين العاطفية والمعرفية، والمفاهيم التربوية للمعلمين، والفعالية المتصورة للسقالات في تعزيز التحليل عالي المستوى، والقيود السياقية التي تشكل تطبيقها.

تتوافق النتائج مع الأبحاث السابقة (لانغر، 2011؛ هاموند وجيبونز، 2005)، مؤكدةً أن السقالات الحوارية والتكيفية تعزز المشاركة التحليلية والاستقلالية لدى الطلاب. ومع ذلك، برزت التوترات بين متطلبات المناهج الصارمة والمقاربات المرنة المتمحورة حول الطالب التي تدعو إليها النظرية التربوية. وسلط المشاركون الضوء على التحديات في معالجة الكفاءات اللغوية المتنوعة مع الحفاظ على عمق الاستكشاف الأدبي.

يساهم هذا البحث في الخطاب المتنامي حول السقالات في تدريس الأدب في اللغة الإنجليزية كلغة أجنبية من خلال التأكيد على طبيعته الديناميكية والحوارية وضرورة إدراجه ضمن النسيج الاجتماعي-التربوي في الصف الدراسي.

الكلمات المفتاحية: الدعم التدريجي، التدعيم، فهم النصوص الأدبية، تعلم اللغة الإنجليزية كلغة أجنبية، التفكير النقدي، التفاعل الاجتماعي، بناء المعرفة، التحديات التعليمية، تعديل الدعم، مشاركة الطلاب.