

An Investigation of the Effectiveness of Scaffolding Strategies in EFL Libyan Classrooms

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فعالية التوجيه التدريجي في تعليم اللغة الإنجليزية كلفة اجنبية في الفصول الليبية

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Abstract:

This research paper aims to investigate the effectiveness of scaffolding in teaching English as a foreign language. This topic is a very important one in psychology and education. This concept of scaffolding is related to the work of Lev Vygotsky; sociocultural theory that is produced in (1934). Generally, Scaffolding is a teaching method that aims to support learners by enhancing language communication skills, and boosting confidence in learning. Data collected by questionnaire based on Likert scale of assessing, and semi structured interview that is consisted of group of open ended questions. Study conducted in Libyan context with both Libyan EFL teachers and EFL students at the college level. The result confirms the effectiveness of scaffolding instruction, since scaffolding is a valuable technique that can be used successfully. However, overcoming its potential drawbacks is crucial to avoid major challenges in classroom application. These drawbacks are primarily related to inadequate acknowledgement, ineffective class-management, and insufficient positive feedback. After investigation, it become very clear that any instructional approach needs to be justified to ensure compatibility with the intended academic purpose, as well as any application of theories or methods in instruction requires thorough preparation and training to achieve its full potential any efficiency.

Keywords: scaffolding instruction, classroom application, MKO, ZPD, reading and writing scaffolding instruction.

المخلص:

هذه الدراسة تهدف الى دراسة فعالية التوجيه التدريجي في تعليم اللغة الإنجليزية كلفة اجنبية. ترتبط فكرة التوجيه التدريجي بنظرية فيغوتسكي التي تم اعتمادها في عام 1934. هذه النظرية تتبنى العديد من الأنشطة الدراسية التي من شأنها تعزيز تعلم اللغات الأجنبية حيث تضم عدة افكار هدفها هو تعزيز استقلالية التعليم وبناء ثقة الطلبة بأنفسهم وتدعم مفهوم الاعتماد على النفس والاكتشاف العلمي بشكل تدريجي. هذه الدراسة بحثت على فعالية التوجيه التدريجي في إحدى الجامعات الليبية من خلال الاستبيان والمقابلة مع المعلمين والطلبة الليبيين في تلك الجامعة اوضحت النتائج فعالية التوجيه التدريجي ولو وجدت بعض العوائق التي يمكن التغلب عليها.

الكلمات المفتاحية: التوجيه التدريجي، تطبيقات داخل الفصل، التوجيه التدريجي، مهارة الكتابة، مهارة المحادثة.

Introduction

with the rapid development in the world as well as increase of industries and the emergence of the electronic educational means and the opening of the word, language leaning become an important factor for compatibility with this era. In addition, its well-known that there are many languages that are taught over this world such as Germany, French, Spanish, English and others and of course, as everyone knows English is the first language in the world as its learner's number increase everyday more than before, English is considered one of the living languages that has a very huge impact in various scientific fields. In Libya, English is the foreign language approved by the government. Because of its immense importance, teacher and researchers study how to develop its teaching and to know the most effective and modern ways that can be used to facilitate and enhance its learning.

There are many methods, theories, and strategies that are related to the development of language skills, what attracted the writer's attention strongly is what has been studies about Lev Vygotsky and his famous theory "sociocultural" which consists of two important issues; "the zone of a proximal development" and "the more knowledgeable other", these terms later became known as "scaffolding". By reviewing many books, research papers, and articles, it became very clear that this theory has several applications to all skills. The most important of which are productive skills; writing and speaking. Surprisingly, there are many supporters and few opponents against the content of this theory. Through this research paper, an intensive debate will be addressed on the extent of its effectiveness in the field of education, as well as the negative side in its application will be considered. Globally, huge number of research papers investigated the effectiveness of scaffolding strategies, but a little attention has been paid in Libyan context, so this research paper seeks to investigate the effectiveness of scaffold instruction in Libyan context.

Research question

1. How do Libyan EFL teachers perceive the use of scaffolding strategies in their classroom instruction? And how effective are they in promoting Libyan EFL students learning?
2. What scaffolding strategies do Libyan EFL teachers use in their classes?
3. What challenge do they face in implementing scaffolding strategies?

Literature review

One of the most important theories in psychology which caused a sensation among researchers, psychologists, linguists, and teachers. Basically, with regard to educational settings, this theory has a great attention since it gave a huge importance and opinions on how to enhance second language learning based on several characteristics of first language acquisition and its relationship to learning other languages. This theory is introduced by Lev Vygotsky (1978) and it's called "sociocultural". According to this theory, learning is a social behavior that reinforces and supports by the environment and its effective role in refining the mental abilities of individuals.

Actually, this theory is differed from others in that it described interaction as a huge force that cannot be neglected to achieve desired goals. That is to say, social interaction is a cause not only a helping factor for the process of acquisition to takes place. Moreover, this theory sheds light on two main concepts; the zone of a proximal development, and the more a knowledgeable other. first, "the more knowledgeable other" is used to indicate to effectiveness of interactive manner between learners and the surrounding community. The second, is the concept of "the zone of a proximal development" that gives illustration of the relationship between the existing knowledge, and what can be learned beyond this knowledge. ZPD is a metaphorical expression that indicates the power that can be used by social interaction and how this power is a key role in dealing with problem solving. As well as, this interaction guides the potential success that can be seen adult support or the more a knowledgeable other Vygotsky (1978).

Vygotsky defined the ZPD as an appropriate environment in which the skills of the child is updated by giving timely assistance to enable this child to build up his cognitive knowledge. This process of monitoring is gradually strengthened until the last stage is turned to independent learning with self-trust to deal with problem solving. In addition, Vygotsky strongly believes that social interaction between students in schools during class activities can be turning point to the better, as the information is derived from the most capable to the less knowledgeable. Of course, this can be done by the presence of an enhanced environment through the guidance and the experience of the teacher. Generally, this process of interactive learning has been called "scaffolding instruction".

Regarding this type of instruction, many research papers have been done to know the extent of pros and cons of this topic, so what is scaffolding instruction? And can it has positive and negative effects. To illustrate this, scaffolding has been defined by Vygotsky as mentioned in Raymond (2000) as any educational setting that creates appositive interaction for the benefit of the student and increases his/ her ability to absorb through supportive guidelines to move him/her to the next developmental level. Furthermore, scaffolding describes as a temporary support that changes with changing of conditions. That is to say, as the level improves the scaffolding decrease and vice versa. It's worth mentioning, the amazing result of scaffolding is described as "the independent learning" that appears with dealing with high cognitive skills and overcoming all complexities, Chang, Sung,& Chen(2000).

Application of scaffolding in classroom:

There are many alternating activities between teachers and linguists, which have already brought about development as many researchers have noticed. From this point of view, the writer would like to review some of them because of their positive impact on instruction. First of all, activities that are based on providing directions to deal with problem solving such as asking question or modeling a situation by showing how to deal with the existing drawback usually this type of activity is called "modeling". This means, this experience of teaching takes the learner out of his limited knowledge to widest extent. Second, group work that is described as interactive activities. These types are essential to allow the principle of "the more knowledgeable other" to achieve it supposed aim. Third, the strong power of using audio-visual aids such as pictures and the use of technological devices such as slideshow or video watch. Basically, this type of instructional power considers one of the best step that can help in eliciting and evoke the previous knowledge. Forth, meta cognitive strategies, which consist of giving the opportunity for self-evaluation and peer's correction. That is to say, these types of activities make learners feel responsible toward themselves and make them derive the right by analyzing their errors Bonk &Heo (2020).

Scaffolding in writing

In exploring learning process Fisher (1994) found that a great attention should be paid toward the details when dealing with tasks that require guiding by the teacher. In other words, teachers are responsible for high correlation and learners should be pushed to perform on constructive activities through use of scaffolding along with critical thinking ability. Clearly, by reviewing several research papers on this regard, scaffolding has been

recommended greatly to enhance writing skill. Generally, there are several effective ways that can be used during writing instruction by scaffolding. First, cognitive way that considers the current level as starting point for further learning by making connections between textbook and that level through teacher guidance.

That is to say, the students' current level along with the critical thinking to obtain the students' recent developmental level. Basically, this can be seen in two types; interactive scaffolding and writing skill scaffolding. The first one, *interactive scaffolding* refers to the teachers' illustration, exploration, demonstration, suggestion of a particular situation or theme, brainstorming, and free discussion. All these concepts can be used to guide writing process and enhance the quality of instruction. The second type, *writing skill scaffolding* is defined as the construction that start at lower level; word-building to the higher level of sentence and paragraph-building, then text layout scaffolding Lui Daoy (2000).

To follow up, in the process of constructive scaffolding for writing skill, the main issue is taking into account guiding learners to achieve higher than their current level. Basically, in writing scaffolding is seen as a tool to maximize the learners' desire to learn when they have the feel of satisfaction by improving their current skills. Also, the creation of appropriate classroom environment that can be made through use of many tools such as audio-visual devices or pictures that can guide their thought about what to write in a particular context. In addition, the self-learning technique should be appeared constantly to evoke critical thinking. As well as, diversity in learning is an essential component to explore different learning styles, as an example learners can be asked to choose topics, themes, or even phrases to create their first draft on their owns. It cannot be neglected that some students will face problems of knowledge lack or shortcoming, so here is the role of the teacher by monitoring their performance.

The last part in scaffolding writing is, the importance and the urgent need of group work; that is to say, teachers should encourage students to work together so the more a knowledgeable other will facilitate the process of learning, this can be after they have finished independent creation of first draft. Generally, the interactive atmosphere is the best for many benefits such as the improvement, the strength, and the completion of writing skill Lui Daoy (2000).

Scaffolding & speaking instruction

There is no doubt that scaffolding has received great attention because of its positive impact on both psychological and educational levels. Fundamentally, this is due to the basic principle of ZPD that is derived from the way in which children learn how to talk in their first language where support appears from parents or the more skillful other, in gradual form until they get used to it and then they become capable on their owns. With regard to teaching, the main idea is what is reconciled with first language can be used for the other languages.

That is to say, today many teachers greatly make use of ZPD in several tasks and activities, since they are sure that the cooperation and negotiation of meaning help students to exceed their abilities to the highest-level Harmer (2007). Clearly, in the instructional atmosphere of scaffolding in speaking can be guided through several steps that indicated by Lange (2002). Some steps can be designed to fit the learners' need, where the main purpose of scaffolding is to build self-trust and generate self-learning. In other words, at the first stage assistance can be provided until the confidence is built, then students are allowed to do tasks without support, but the role of the teacher is the guide for such process. Furthermore, in speaking class, teachers can make usage of group work, presentation, role play and others.

However, Walqu (2006) mentioned some effective tasks: first, contextual support task; this means the role of supportive power to provide the essential help as needed. Second, continuity tasks; this kind of serial tasks that start one follow the other without stopping, and some repetition is needed. Third, inter-subjectivity; this term is related to tasks that require support and mutual comprehension among students and the teacher. Forth, takeover; this is essential element in learning where the teacher takes over some responsibility of the action by engaging with students in the same tasks. The last one is flow, this related to the importance of having balance system between existing skills and the complexity level. All these issues that basically cover the theme of diversity which is strongly needed with any instructional setting not only with speaking instruction.

Effectiveness & support:

There are a large number of articles that support the use of scaffolding instruction. As mentioned in the result of Khanza & Nufus (2019), learners achieved higher levels in post-test that indicated that their cognitive abilities were improved after treatment by using scaffolding as a procedure in writing instruction. Furthermore, several advantages are mentioned in Fisher (1994), as the result indicated that the learners achieved better, but with some consideration for teachers to be well prepared to get the efficiency of the instruction.

In addition, Olson & Dartt (2000) indicated to the effectiveness of having scaffolding particularly those activities that demand focus on the prior knowledge. However, the result strongly recommended the use of scaffolding to enhance and facilitate learning. Also, according to Vygotsky (1962) critical functions can be found during scaffolding at the developmental level of recognition; scaffolding is a key role in transmitting knowledge between adults and learners, and the powerful role of language in building intellectual ability.

Moreover, Freund (1990), in practical study for group of children where children were asked about the possibility of placing things in a doll's house. Children were divided into two groups; group of children were

trained with their mothers before the actual application on their owns, while the other group of children were not. Amazingly, the result showed that children who had opportunity to learn with their mothers were better performers compared to the group that did not have that chance. This result considers as a strong sign for the effectiveness of scaffolding instruction.

Drawbacks

Although there are many articles and books that support the use of scaffolding instruction, there are some shortcomings that may appear in the absence of a good knowledge of understanding about the content of scaffolding. As an example, lack of knowledge of each learners' distinctive ZPD, in such cases the process of learning becomes useless. As Bardack & Obradovic (2019) observed classroom setting and teachers, they reported the following potential problems during the use of scaffolding strategies: first of all, there is no enough resources for teachers to rely on to understand every student's unique ZPD. That is to say, it will be really hard in case of ZPD variations to make inferences about students, so how can teachers handle the situation without clear guidelines. Second, the large number of students makes the scaffolding process somewhat difficult, especially with the changes that occur at ZPD special level of learners.

This means, scaffolding cannot prove its effectiveness in the presence of a large number, because this is considered a waste of time and general educational decline because time passes in modifications without learning something new. That is, absolutely unfair with regard who don't require any assistance due to their acknowledgeable level. Therefore, individual differences and class size must take into account when deciding to use scaffolding instruction. Third, lack of deep recognition of ZPD and MKO. That is to say, lack of knowledge about these concepts hinders learning and not to facilitate it, because some teachers apply them wrongly; unthoughtful way of instruction. Therefore, no positive change can occur, but quite the opposite. Forth, lack of flexibility to deal with different mental abilities among students; this type of instruction requires patience and flexibility to achieve the desired goals.

The last challenge, is the lack of arrangement during performance hinders the understanding of the task correctly. In other words, the random use of activities is a fatal mistake. The teacher must be carefully arranged, where there are steps to follow according to the difficulty of each step, starting with the easiest task to the most complicated one. Another evidence against scaffolding indicated by Rachel & Van (2002) they explored some shortcomings; it requires time and effort along with competent teachers; lack of training for teachers cause implement of the process to be very hard. As well as, scaffolding techniques need some control and availability to allow errors to occur, that is not accepted by many teachers. The last thing that mentioned by them is related to exploring of many manuals and educational guidance that are related to curriculum and study plan, there are no existing examples or clarification about scaffolding. This causes the application of scaffolding by some teachers useless.

Methodology

Type of research: is mixed research design. This type is chosen because it allows integrations qualitative and quantitative data Creswell & Clerk (2007).

Instrument: questionnaire and semi structured interview.

Questionnaire

It is consisted of **three parts**: the first part is about Libyan EFL teachers' opinion and beliefs about *use of scaffolding in classroom instruction*. The second part, is about Libyan EFL teachers' opinions about what they have noticed after implementation of scaffolding strategies regarding Libyan EFL student' improvement (*effectiveness of scaffolding*). The third part, is about *the obstacles and challenges* that EFL Libyan teacher faced through applying this type of instruction. All the three parts consisted of five aspects to be responded on a five level of assessment based on **Likert scale** that ranged as the following: *5strongly agree/4 disagree/ 3neutral/2 agree/1 strongly agree*). This questionnaire is adapted, and adjusted to meet the purpose of this study.

Semi structured interview is a very amazing tool for gaining qualitative data because it clarifies more detailed insights and provide rich knowledge about the existing situation. It is used in this research paper to explore new themes and experiences based on the participants 'perspectives that might be missed during the questionnaire.

It consisted of five open ended questions allow for more debate about Libyan EFL students 'point of view about scaffolding strategies, and to create flexible atmosphere allowing for more exploration of detailed issues regarding effectiveness or challenges of implementing scaffold instruction. It conducted with four EFL Libyan students. They are at university level.

Participants

Libyan EFL teachers & students. Th number of the teachers is 25. The teachers' educational level is master degree. They were chosen to participate because they have good teaching experience, most of them studied in English speaking countries, and they have high competence.

Table 1. Demographics.

Sex	Male = 10	Female =15
Years of experience	4-25	7- 15
Training on scaffolding	2= yes/ 8=no	3= yes/ 12 =no

Table 2. Part one: Libyan EFL teachers' opinion and beliefs about use of scaffolding in classroom instruction.

Item	5 Strongly agree	4 Agree	3 Neutral	2 Disagree	1 Strongly disagree	mean
I use scaffolding strategies in my classroom instruction	60%	28%	8%	0%	4%	4.4
I understand how to adapt scaffolding to meet students' need	36%	12%	20%	20%	12%	3.4
I use digital tools to provide scaffolding support to student's	52%	28%	8%	4%	8 %	3.84
I offer one on one support and feedback	76%	20%	4 %	0%	0 %	4.72
I provide clear instruction for each task	88%	8%	4%	0%	0%	4.84

Note: Interpret the result based on the mean scores

4.5 -5 very effective/ 3.5-4.4 effective/ 2.5 -3.4 neutral 1.5 -2.4 not very effective/ 1- 1.4 not all effective.

Table 3: The second part, is about Libyan EFL teachers' opinions about what they have noticed after implementation of scaffolding strategies regarding Libyan EFL student' improvement (effectiveness of scaffolding).

Items	5 Strongly agree	4 Agree	3 Neutral	2 Disagree	1 Strongly disagree	mean
Scaffolding helps Libyan EFL students increase their confidence in learning English language.	88%	8%	4%	0%	0%	4.64
Using of scaffolding help EFL Libyan student to become autonomous learners.	60%	40%	0%	0%	0%	4
Using of scaffolding help reducing anxiety in learning.	96%	4%	0%	0%	0%	4.68
I regularly assess students' progress to adjust scaffolding support	72%	20%	8%	0%	0%	4.64
I provide scaffolding support that helps in guiding students' educational needs	84 %	8%	8%	0%	0%	4.76

Table 4: Part three; The obstacles and challenges.

Items	5 Strongly agree	4 Agree	3 Neutral	2 Disagree	1 Strongly disagree	mean
preparing and planning of scaffolding is time consuming.	40%	8%	8%	4%	40%	3.04
Lack of technological devices in EFL Libyan classes to support scaffolding.	100 %	0%	0%	0%	0%	5
Managing scaffolding in group work is extremely hard task in large classes	56%	28%	16%	0%	0%	4.12
Limited training for EFL Libyan teachers affects effective implementing of scaffolding	48%	8%	0%	44%	0%	3.6
Students' reluctance to participate; difficulty encouraging students to participate in scaffolding activities.	40%	20%	20%	8%	12%	3.68

Data analysis & discussion

Part one: EFL Libyan teachers' opinion and beliefs about use of scaffolding in classroom instruction.

Initially, with regard to Libyan EFL teachers' opinions about using scaffolding instruction, we notice by looking at table 2, that the highest percentage is 60% indicated strongly agree responses for using scaffolding strategies as the highest percentage is 28%, it indicates that 60% of respondents agree with the statement. and only 8% is indicated neutral acceptance of using such strategies. As we can see the mean is 4.4, which closes to 4, it suggests that respondents generally agree with applying scaffolding instruction in Libyan classes. The second item is about teacher's perception of how to adapt scaffolding strategies to meet Libyan EFL students' need. By looking at table 2, it is clear that the highest percentage is 36%, it indicates strongly agree, while 20% indicates disagree for knowing how to adapt such instructional type, as the mean is 3.4 which closes to 3, it indicates neutral level. This result suggests differences in Libyan EFL teachers' perceptions of knowing how to adapt the scaffolding strategies. Although some teachers are aware of adapting, still some teachers struggling in adapting the right strategies that meet students' current needs. Third item is about using digital tools to support scaffolding strategies, we can see that the highest point is 52%, it indicates strongly agree and the second highest point is 28%, it points that 8% of respondents agree with the statement, as the mean is 3.84, it closes to 4, that is corresponded to agree level. This result supporting strongly the use of digital devices to enhance scaffolding instruction, and supporting Libyan EFL students' progress. The fourth item is related to offering one to one support during applying scaffolding strategies. We can notice that the highest percentage is 76% ,it suggests that 76% of respondents strongly agree, as the second highest percentage is 20% it indicates that 20% of teachers agree. Also, the mean is 4.4 close to 4, it generally indicates agree level of acceptance. This result shows that

Libyan EFL teachers offer one to one support during using scaffolding, which is a good point to get success in such instruction. The last item by looking at table 2 above is related to providing clear instructions for each task during applying scaffolding instruction. We can see the highest point is 88%, it suggests that 88% of teachers are strongly agreed, and 8% of them agreed, and only 4% of respondents show neutral response. As we can notice that the mean is 4.8, almost 5. This result confirms that EFL Libyan teachers provide the clear instruction for each task.

The second part: this part is about Libyan EFL teachers' opinions about what they have noticed after implementation of scaffolding strategies regarding Libyan EFL student' improvement (effectiveness of scaffolding).

By looking at table 3 above, we can see the first item is related to the effectiveness of scaffolding in enhancing Libyan EFL students' confidence in learning English language. We notice that 88% of EFL Libyan teachers strongly agree for the effectiveness of scaffolding with regard to building Libyan EFL students' confidence, as we can see the mean is 4.64, that is closed to 5 confirms the strongly agreement. The second item is concerned the significance of scaffolding strategies in helping students to become autonomous learners. The highest percentage of Libyan EFL teachers' responses regard this concern is 60%, it suggests that 60% of teachers strongly agree, as 40% of Libyan EFL teacher agree for using scaffolding to guide students to become autonomous; (*self-directed, self-motivated, self-regulated critical thinkers and independent*) learners. Also, we can notice that the mean is 4. This result, supports the effectiveness of scaffolding in guiding autonomous learning, which is extremely great for Libyan EFL classes. Third item is about reducing anxiety and encouraging language learning, since anxiety can hinder progress in learning. However, 96% of Libyan EFL teachers strongly agree for using scaffolding to reduce anxiety. Also, the mean value is 4.68 almost 5 which indicates the highest level of acceptance. The fourth item, is related to ongoing assessment, do EFL Libyan teachers assess their strategies to adjust scaffolding support. The result shows 72% of teachers are strongly agreed, that they assess students' progress in order to adjust the scaffolding instruction to meet students' needs. Also, we can see that the mean value is 4.64, that is almost 5. This data confirms that EFL teachers provide the right adjustment when using scaffolding instruction. The last item is about providing the suitable support that serves students' educational needs, this item seems to be closely related previous mentioned item 4. That is to say, when we know the existing condition by regularly assessing EFL learners' need, we will be able to provide the appropriate support. However, 84% of Libyan teachers' responses strongly agree, and only 8% percent neutral. As the mean value is 4.76 almost 5. This result ensures that Libyan EFL teachers provide the required content that meets the students' needs.

Part three: The obstacles and challenges

The last part of our questionnaire sheds light on the problematic issues, when Libyan EFL teachers apply scaffolding strategies during class time. the first item is about preparing and planning for classroom lessons based on scaffold manner, and whether this thing can be a waste of time or not. Actually, the teachers' responses is between 40% strongly disagree and 40% strongly agree, and only 8% percent of teachers agree. However, this data indicates that some teachers see it is wasting of time to prepare and plan for scaffold instruction. In contrast, other teachers see it is not wasting of time. As we can notice that the mean value is 3.04 , almost 3 pointing to agree level. Generally, we say it could be a serious problem if teachers do not recognize the importance of time. That is to say, teachers can apply the easy preparing tasks, until students build knowledge in dealing with such instruction, then they can raise the level of complexity according to the learners' educational levels. To follow up, the second item sheds light on the most problematic area that is related to lack of technical devices in EFL Libyan classes. Unfortunately, 100% of Libyan EFL teachers' responses confirm the lack of technical tools, which are essential components in learning English as a foreign language. Also, the mean value is 5 confirming the previous mentioned debate. The third item is concerned classroom management; do large classes can be problematic issue in applying scaffolding strategies. Clearly, 56% of teachers' responses confirm that classroom management is really hard task with regard to large classes. While 16% neutral percent, and 28% of teachers agree for considering classroom management is not easy while applying scaffolding strategies. As it is clear that the mean value is 4.12 almost 4, that ensures agreement for problematic area. The fourth item is about teachers' training; do EFL Libyan teachers receive good training regard to scaffold instruction; do such lack of training affect teachers' performance. By examining the existing data, we notice that the highest percentage of teachers' responses is 48% for strongly agree, while 44% of teachers see it is not problematic. However, the mean value is 3.6 almost 4 confirms (*agree leve4l*) that lack of training in scaffold instruction can be obstacle. The last concern, is related to reluctant students who refuse to participate; do such students make teaching hard task. Apparently, 40 % of respondents strongly agree, and 20% of them agree, and some show 20% neutral percent. This means that majority of EFL Libyan teachers see reluctant students as cause of difficulty in applying the scaffolding support, while still 12% of teachers strongly disagree for considering this issue as sophisticated one. However, the mean value is 3.6 almost 4, that confirms the majority' opinions.

Data analysis and discussion: semi structured interview

This interview consisted of five open ended question to ensure the effectiveness of scaffold instruction by asking group of students about different issues related to this process of learning, they have been chosen to participate in this study to complete the whole picture of including both teachers and their students. This interview aims to seek in depth more data about scaffolding strategies.

Themes

Description of scaffolding support

During the process of investigation several important issues need to be clarified in order to get deep understanding of the whole existing situation. The first question sheds light on specifying which kind of scaffolding strategies have used in Libyan EFL classes. Students' responses provide a variety of tasks in regard to different skills. Based on their responses the following are the most commonly used; role play, visual aids, self-assessment (*give students a great chance to reflect on their own learning*) peer teaching, (*as they described that one of their teachers used this technique by giving them the authority of being teachers, this will guide and encourage them to be autonomous learners*), vocabulary support, graphic organizer (*as they described that their teachers draw charts, diagrams to help them to organize their writing*), presentations (*where students are asked present different topic in related to different subject, during these presentation students follows specific criteria mentioned by teachers such as asking questions to encourage students' discussions to discover new knowledge in their own*). The last type mentioned can be put under the title of "teacher scaffolding"; teacher keeps asking, providing examples, clear instruction and so one. It seems clear that Libyan EFL teachers vary their techniques to meet Libyan EFL students' needs. This result, confirms the effectiveness of scaffolding used in Libyan classes, since scaffolding is characterized by diversity and creativity.

Confidence and motivation

The second question was related to the impact of scaffolding strategies on EFL students' confidence and motivation. All participants emphasized their support for this type of learning, as it enhanced their self-confidence. Some of them believe that the idea of self-reliance in learning is a wonderful idea, as it motivated them to be creative and compete with others, and pushed them to work hard in order to develop their skills. Creatively, one of them said "*dealing with variety of tasks is a great experience that build our confidence to do the best*". Clearly, their responses support scaffolding to reduce anxiety and build self-confidence.

Challenges

The third question was related to challenges and obstacles that students face during dealing with scaffolding strategies. Based on their responses, Libyan EFL students are really facing some obstacles. These are the following:

First of all, Limited access to technology, this problem embodies lack of equipment such as technological tools or lack of internet access. Such issues cause problems that affect student's participation in on line scaffolding tasks. Second, Lack of knowledge, some students are not familiar with scaffolding instruction which can hinder their progress, and sometimes it requires time to guide them through the task. One of the students said "*sometimes I need more time to understand the intended meaning, or what I have to do. This basically because I lack the prior experience*". In fact, lack of experience can be a serious problem in dealing with scaffolding.

Also, another one mentioned "*usually I try to do my best when I perform my part during the class time, but lack of vocabulary causes me embarrassed situations*". Yes, the lack of vocabulary is something that cannot be ignored as a good repertoire is required to achieve scaffolding successfully. With this regard, teachers can solve this problem by preparing very well for the lesson by teaching key vocabulary before the real performance, providing students with glossaries (lists of vocabulary), extensive vocabulary teaching, and use strategies that match with student's level.

To follow up, some students said that the teachers' personality and behavior affect their performance, as one of them said that "*the teacher doesn't provide sufficient support, criticizes our performance negatively, and doesn't provide sufficient feedback*". Basically, the teacher's personality is considered a basic factor in facilitating the process of learning. If she/he lacks the protocol of dealing as an affective teacher, she/he will never get success even if he/she is highly qualified. Since the first step of successful learning is to gain students' love and increase their self-confidence. If the teachers fail to achieve this, he will not succeed in performing any tasks, no matter how hard he tries.

Teachers' improvement

The next question was related to students' opinions about the improvement of the teacher's performance. Generally, students are to some extent satisfied with their teachers' performances, but some of them suggest issues that can guide teachers' improvement. However, there are some suggestions that are provided based on their responses. "*One of students said teachers need to be patient and treat our mistake normally, no need to lose their temper*". Based on the student's speech, teachers must be patient and try to remove any external pressure from the classroom since such issue can hinder their works. Another suggestion for teachers' improvement based on students' responses can be understood by the following comment where one of student said "*I feel the*

classroom strategies would be more interesting if teachers allowed more time for practice, revision" this comment added something important that would develop the teachers' capabilities. This thing lies in giving enough time for training and modification, which ensures a good performance for the students. As students build self-confidence and have the courage to take bigger steps to achieve the impossible.

Positive feedback

The last question shed light on the positive feedback; do Libyan EFL students receive positive feedback during scaffolding instruction or not. According to their replies, Libyan EFL teachers show diversity in their feedbacks. Some students complain that teachers don't appreciate their effort. One said *"when I do any work and I feel that the teacher is not satisfied because he did not praise me, I feel upset"*. Another said *"my teachers' feedback after completing any work affects me positively or negatively depending on how it was"*

Based on the previous mentioned comments, EFL teachers need to provide constructive feedback; feedback that aims to guide students' progress by praising effort, encouraging risk taking, and that provided immediately. By providing positive feedback, Libyan EFL teacher can achieve success easily.

Furthermore, some students confirm the use of positive feedback, *as one said "I love my teacher's words because he always supports me to be better"*. This comment is a positive sign for the constructive feedback which an essential element of affective learning. Another said *"our teachers are supporters for us, always encouraging, rewarding, and praising our performances"*. Generally, teachers' feedback is double-edged sword. That is to say, it could be constructive or destructive depending on its use.

Conclusion

This study investigated the effectiveness of scaffolding strategies on teaching English as a second language. As during this paper many books and articles have been investigated where the concept of scaffolding and the "sociocultural theory" that scaffolding emerged from it, were examined carefully to see details and description by many researchers. Moreover, several methods, techniques, and procedures for the purpose of classroom's application were highlighted. In order to understand the relation between scaffolding strategies and students' achievement. Data collection methods are questionnaire and semi structure interview. Research conducted with both Libyan EFL teachers and students. The result, indicated to the positive effect of scaffolding strategies and their impact on students' performances.

This investigation was necessary to figure out what can be used in future and what should be avoided. The result of this investigation, indicated that indeed scaffolding can be both useful or not. That is to say, it has advantages and disadvantages. Despite all the negative effects that may appear to some as problems such as not having enough time or inefficiency of some teachers to implement this type of instruction, the writer strongly supports the use of scaffolding instruction in teaching English in Libya, taking into account the individual differences among students as well as preparing teachers through guide books and training courses.

To sum up, because the writer believes in the principle of diversity in teaching, what suits with scaffolding must be applied such as; teamwork, discussion, role play, and the creation of perfect learning environment to allow for better performance. The last thing, that must be taking into consideration of all teachers that *"there is no a perfect thing in its own right, always there is need to vary our methods and theories to achieve the intended instructional goal"*.

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