

Analyzing the Influence of Scaffolding Techniques on Grammar Instruction in Primary TEFL Settings

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Abstract

This research aims to explore the effectiveness of scaffolding on the teaching of grammar in primary EFL classrooms of Saudi Arabia where teacher. This research focuses on the pedagogical influence of the students' writing to solve the problem of foregrounded grammar instruction through the use of scaffolding in many Saudi Arabia context. The target population was 120 fifth-grade students who were organized into experimental group, which was instructed using scaffolded approach and a control group, which was instructed using traditional approach. Scaffolding which was used was feedback, guided practice, modeling and questioning. The results of research state that students of the experimental group demonstrated significantly fewer losses in grammar proficiency due to the use of scaffolding. Teenagers and feedback and guided practice produced the highest effect in terms of increased interest and improvement in task completion. Some teachers reported noticing difficulties in actually applying scaffolding strategies, including in one of the practical areas – preparation time. Implications of these results are that scaffolding has a significant potential in the enhancement of grammar instruction in Saudi EFL classrooms but for that to be successfully implemented, logistical support is needed. This research offers understanding of scaffolding for constructivist student-centred EFL teaching those benefits from the application of Saudi Arabia's Vision 2030 of educational reform.

Keywords: scaffolding techniques, grammar instruction, EFL, Saudi Arabia, educational reform.

Introduction

Pronunciation and grammar are priorities in EFL, particularly at primary levels where pupil assignment must be organized around structured assistance to help them learn English exclusively from class (Szpyra-Kozłowska & Szpyra, 2014; Martin, 2013). In Saudi Arabia where the instruction of English is mainly classroom-based, traditional grammar teaching methods are adopted, favored and applied due to their systematic nature (Albahri, 2021; Alharbi, 2024). However, there is a rising assumption that more communicative approach to the lesson delivery like scaffolding will benefit the young learners as well as assist them to comprehend grammar in a more tailored manner because of flexibility in the delivery (Sarmiento-Campos et al., 2022; Sikström et al., 2024). Several studies have been conducted in Saudi Arabia to investigate the effectiveness of different instructional practices in EFL teaching and learning while, the main issue highlighted, that continues to challenge teachers regarding implementation is how to integrate and integrate between the technical aspect of grammar or the direct method on one hand, and the interactive method, on the other hand (Vireak & Bunrosy, 2024; Hegelheimer & Fisher, 2006).

In line with Vygotsky's ZPD, scaffolding has been proven viable in various educative settings because it provides a well-framed and yet relatively open framework under which learners effectively move from guided towards independent learning expertise in complicated topics that include grammar. In the case of primary learning style that suggests that learners who benefit from interactive easily structured guidance may find grammar less sensual when it is taught through modeling then guided practice, feedback and graduated release of responsibilities (Pashler et al., 2008; Corder, 2008). These approaches foster learning that is participatory, location-specific, and highly compatible with cognitive requirements for young children. While research on scaffolding has reported positive findings when conducted in global primary EFL contexts, research on the subject in Saudi Arabia is still mixed with some studies suggesting possible positive effects but also signalling the possibility of some practical limitations to the use of the technique in classrooms (Alamri, 2016; Alsaedi, 2012; Alqahtani, 2022).

The use of scaffolding within grammar instruction within Saudi classrooms has been found to be promising, although implementing it within Saudi classrooms must take into account the practices of the local context and the realistic feasibility. For example, Paniagua & Istance (2018) and Tucker (2020) also established that scaffolding completes learner engagement and buy-in of grammatical correctness but that the optimality of what it fosters depends with factors such as the readiness of the teacher, the number of learner in a class, and the existing learning environment. Other comparable studies in EFL setting has revealed that the use of scaffolding allowed learners to be more proactive in interacting with grammar, to use linguistic materials without a concern with accuracy from the beginning of the process (Boggs, 2019; Helali & Rabia, 2020). However, there are again some issues as we have seen in Saudi Arabia; because the classroom environment does not allow engaging extra time with the students and that scaffolding is basically opposed to traditional teacher centered approach which is commonly in use today (Mascolo, 2009; Ertmer & Simons, 2005). Such contextual factors stress the importance of moving further, so as to determine the practical possibilities of scaffolding approaches for the development of primary-grammar instruction within the Saudi EFL context.

This study therefore seeks to investigate the multifaceted use of scaffolding in Saudi primary EFL grammar classroom with the aim of collecting evidence for teaching that is sensitive to the context of teaching EFL in Saudi (Alharbi, 2022; Alnefaie, 2024). Consequently, the study aims at shedding light to facilitate educators to assess and modify scaffolding technique corresponding to the subjective prerequisite of primary level EFL learners. Because Saudi Vision 2030 has set the educational objectives aimed at fostering critical thinking and facilitating the interactive learning process, this research adds to the existing discussion of the potential advantages and realistic implementation issues related to the incorporation of the scaffolded grammar instruction into the feasible and contextually appropriate approach (Klingelhofer, 2014; Maulana, 2021).

The Problem of the Study

In primary EFL situations, grammar was identified as an important but difficult area particularly where students had limited opportunity to use English in the near environment. In Saudi Arabian context, grammar used to be taught through transmission model as opposed to the integrative model that is the focus of this study. Although this approach gave a definite plan for teaching learners, it did not help the young learners as much as it should have and it did not help to explain more on the grammar rules. Scaffolding as the approach involving gradual support was effective in raising grammar accomplishment across the grades. However, there had been limited research on how scaffolding techniques affect grammar learning among the primary level EFL students in Saudi Arabia whose culture, instructions and language might have affected the outcomes of the techniques used in the classroom. Consequently, the present research focused on examining the effects of scaffolding on grammar teaching and learning in Saudi primary EFL context as prior research in this area remains limited in identifying how the systematic support can improve the learners' grammar knowledge.

Research Questions

1. How did scaffolding techniques impact grammar learning outcomes among primary-level EFL students in Saudi Arabia?
2. Which specific scaffolding methods were most effective in improving grammar proficiency for young learners within the Saudi context?
3. What were teachers' perceptions regarding the challenges and benefits of implementing scaffolding in primary grammar instruction?

Significance of the Study

This study was important for filling a research gap in successful strategies for teaching grammar for context-specific EFL in lower primary classes, especially in Saudi Arabia. Given the global significance of English language hence the need for effective grammar inculcation for the basic skills. Through the analysis of the effects of teaching using the scaffolding method, this work offered applications which may assist educators in enhancing the teaching of grammar by making it enjoyable and easy for children to learn. Furthermore, the research was relevant to Saudi Vision 2030, which focuses on enhancing the abilities to think critically, to communicate, and to acquire innovative pedagogy that meets future challenges. The results advanced curricular and training initiatives, focusing on practices that supported

engagement, particular with learners. Moreover, these findings from the teachers' perception about the challenges and advantages of scaffolding provided recommendations to the policymakers and educational administrators for the appropriate support needed to implement this instructional strategy into the Saudi classroom.

Terms of the Study

The sample used in the study was primary-level EFL students in Saudi Arabia; the study aimed at establishing the impact of scaffold in the teaching of grammar to these L2 learners. The definition of "scaffolding" utilized in this strand of work concerned activities that provided increasing levels of support to allow learners to attain better and more independent levels of mastery of grammar concepts. Some of the support that was used include: solicited and unsolicited modeling; knowledgeable modeling; questioning; feedback; fading technique where teachers provided little support as the students became confident and proficient in the skills being taught. The study took one academic semester for the purposes of watching and researching short-term and long-term effects of scaffolding practices on learner's grammar improvement. Carried out in selected primary schools where English was taught as foreign language, the study focused on young learners who had just started learning English grammar, with the view to offering specific information that captured one of the most difficult facets of EFL education for junior learners.

Limitations of the Study

There were various limitations that impacted the work carried out in this study. First, it was confined to only primary-level EFL class in Saudi Arabia that minimizes its transferability to other learning environments or other learning stage. Prior studies revealed that scaffolding generally elicited positive effects across different contexts of learning languages, but maybe the complexities of the Saudi classrooms are different from other classrooms wherein these methodologies would prove impractical and ineffective. However, the fact that the study was conducted over one academic semester means that the long-term effects of scaffolding on grammar mastery maybe have not been fully captured. Other concerns were observed with regards to the distribution of expertise with the use of the scaffolding strategies and with the classroom management, variants of which may impact the quality of scaffolding. Finally, sample collection involved comprehensive observational and self-reported data which makes it prone to subjective bias that may bring about unreliable data results. However, the study filled the gap and presented the potential functions of scaffolding in grammar teaching in the context of Saudi primary EFL classrooms.

Literature review and Previous studies in studies

In this research area of research, literature review and previous studies were conducted in the following subtopics.

Teaching grammar has always been accepted as an essential part of language teaching, especially in EFL settings because learners need proper guidance and support to learn about linguistic rules and use them in practice (Horwitz, 2020; Hall, 2017). The previous conventional teaching methodologies of grammar in Saudi Arabia have received a combination of Direct Instruction, which was a teacher- centered technique that heavily relies on rules and memorization (Almohideb, 2019; Alshumaimeri, 2019). On the one hand, they maintain that the approach creates a more structured environment for learning, at the same time, they regret that it does not make young learners participate more actively and can hinder their understanding of grammar in practice. To overcome these kinds of restrictions, various approaches, including scaffolding, have been identified to be promising for offering learner-centered support sufficient to maintain higher levels of learner involvement and gradual knowledge acquisition.

Scaffolding an instructional approach based on Vygotsky's ZPD is recognized as beneficial to language development because learners are gradually relieved as they master new abilities (Vygotsky 1978; Goodman & Goodman, 2014). The idea of scaffolding has been refined in educational science, additional to the mentioned factors like modeling, guided practice, and interaction with the focus on forms of correction for gradual acquisition of complicated LSP structures (Muhirwe, 2012). In language education, scaffolding has been promise in the development of grammar as it facilitates a supportive context for learners in the use of new form. Using scaffolding can also be especially helpful for young EFL learners, who may have certain difficulty in comprehending and applying abstract grammatical knowledge, Ahmadi Safa & Rozati (2017) also pointed out that scaffolding activities fit the developmental characteristics of this population.

Some previous research has focused on the effect of the type of OS as a context of situated learning in EFL grammar with primary education students, who are still at the early stages of handling and comprehending rules of grammar of

second foreign language. For example, Jamali Kivi et al. (2021) established that scaffolding had an increased positive impact on grammatical knowledge of primary EFL learners because learning was built on a foundation of effective cooperation and use in context. Likewise, Ahmadi Safa & Rozati (2017) concluded that, modeling and feedback skills at one level for the EFL students facilitated the internalization of grammatical comprehension if the learning stage was incorporated in the process. These studies show how flexible the concept of scaffolding is in primary teaching, and that strategy of gradually building up support for students can be useful in helping young students learn complex grammatical concepts.

More specifically, scaffolding in the Saudi Arabian context has mostly been documented in secondary or university EFL context and is scarce in exploring primary EFL learners. In study of Karimi & Jalilvand (2014), focused on the influence of the kind of scaffolding on grammar teaching in Saudi secondary schools found that the application of scaffolding such as guided practice and feedback as beneficial to learners' grammatical fitness and assurance. However, Alrabai stated that the study showed that there was difference when regards to the use of scaffolding depending on the instructional context, the source of which includes expertise in teaching, class size, educational level, among others. In Saudi EFL contexts, Kroll (2011) noted that scaffolding improved learners' engagement and comprehensibility but it was difficult to apply because of conventional teacher-directed procedure that does not allow differentiation.

Alshehri's (2018) study focused on explaining the outcomes of scaffolding intervention on young EFL Saudi learners and the way that the directed support method helped them to construct usable grammar knowledge in practical language usage. The practice of scaffolding in the particular used in modeling and questioning made the young learners to gain more confidence and gradually be allowed to learn grammar tasks independently. Nevertheless, Alshehri also emphasized that teaching staff at the primary grade level could experience a number of limitations when it came to setting up proper scaffolding methodologies, primarily for the issues of the class size and the varying levels of the teacher training in these methodologies. Based on this result, there is a requirement for a higher number of specialized teacher training programs to prepare trainers with appropriate scaffolding strategies for young EFL learners in Saudi Arabia.

Research conducted in comparable environments has established that students' additionally benefit from scaffolding with regard to comprehending language in depth in addition to mastering grammatical rules. For example, Nassaji and Swain (2000) showed that interactive feedback and questioning strategies improved EFL learners' grammatical knowledge acquisition because it promotes awareness of the self and others. This approach is appropriate for the Saudi context of education, which has revealed a growing focus on students' interest and self-organizing learning promoted as a result of educational reforms like Vision 2030. But it has also warned that scaffolding is effective only if scaffolded right and in the right context, given that Saudi classrooms are governed by teacher-centered norms that restrict chances of interactive, scaffolded learning.

Altogether, these presented studies affirm the potential advantages and potential difficulties in the application of scaffolding for the EFL grammar teaching. Scholars from other countries show evidence that scaffolding enhances teaching and learning of languages in diverse settings While local research shows that the implementation of scaffolding requires some compilation to its local instructional practice and classroom interaction patterns in Saudi Arabia. This research extends these findings by exploring the effect of the applied scaffolding approaches on grammar development among the primary learners of EFL in Saudi Arabia with the hope of offering practical recommendations that can enhance learning contexts for young students.

Methods

This study applied a quantitative quasi-experimental research design to assess the impact of the employed scaffolding techniques on grammar mastery of primary-level EFL learners in Saudi Arabia. This design enabled the investigation of the effects of a more structured instructional approach, as well as comparison of scaffolded and traditional grammar instruction in realistic classroom environments. This design was finding chosen to offer quantifiable results that would address the research questions which focused on the successes of grammar learning, the efficiency of certain forms of scaffold, and the practicability of using scaffolding.

Participants

The study involved 120 purpose sampled Grade 5 students from Saudi Arabia's public primary schools, matched for age, language, and prior grammar experience. The sample included students of the age, 10-11 years, which is appropriate for investigating beginning grammar in the EFL situation. To evaluate pre-intervention equivalence, all subjects were given a pre-test English grammar achievement test. The students were then divided into two groups: an experimental group of 60 students that underwent scaffolded grammar instruction and a control group of 60 students that remained assigned to traditional grammar instruction.

Data Collection Instruments

Three primary instruments were used for data collection: a grammar comprehension test, an observation checklist and standardized questionnaires. The intended learning outcome that was achievement on grammar was measured with a grammar proficiency pre-test and post-test to answer the first research question. The test consisted of sentence patterns, verbs conjugation and grammatical forms, piloted from standard EFL tests and resulting in a high reliability (Cronbach's $\alpha = 0.85$).

Formal observations took place during lessons and on these, the students' interactions with the specific scaffolded activities such as familiarization techniques, demonstration, reasoning and questioning by the teacher were noted on checklists. Recording this enabled documentation of student behaviour that embraced participation, feedback and independency to determine the impact of which scaffolding (research question two).

Standardized surveys were also completed by students and teachers regarding the qualitative assumptions of scaffolding concerning their interest, grasp, and difficulty in applying scaffolding. The questionnaires were mainly composed of Likert scale questions which would afford means to substantiate the quasi-experimental research design of the study. There were few open-ended questions to give direction to a specific answer with the idea not to divert focus from the quantitative research the study intended to achieve.

Procedure

The intervention took place for one academic semester or 12 weeks and during this time both groups were taught two grammar lessons per week. In the experimental group, teachers employed scaffolded instruction approach, which is modeling, interactive questioning, guided practice, and feedback. First, the lessons contained modeling in which teachers explained how certain grammatical structures were used in example sentences with students observing their usage before participating. This was succeeded by questioning activities to elicit the students' ability to identify patterns of grammatical uses. Teachers offered direct specific guidance when solving the exercises as students adapted the rules. The teachers provided feedback continually, encouraging self-repair throughout the process while students progressively assumed increased responsibility for grammar activities.

In control group conventional method was employed to teach reflecting the Saudi style of teacher centred learning in primary EFL classrooms. This traditional approach was mostly aligned with the national curriculum standards, where teaching of grammar involves stating rules and then giving writing tasks. Initially, teachers prevalently demonstrated brief discourse with defining the rules of the subject and did not actively include students into the process. Students then wrote grammatical lessons on the blackboard on their own and teachers gave them little feedback other than correction. This approach promotes memorization strategies and pays attention to language skills in a fragmented manner which corresponds to the Saudi Ministry of Education guidelines concerning clear and sequential patterns for the EFL learning environment.

The grammar syllabi for both groups were the same so as to facilitate the educational focus on instructional methods of the two approaches – scaffolded and traditional. This comparison directly answered the research questions concerning learning outcomes and technique effectiveness because scaffolding was made the only varying factor.

Data Analysis

Data analysis included descriptive and inferential analysis in facing the research questions. Pre and post test means and standard deviations for each group were calculated. Intriguingly, all the subjects showed gains in grammar score from pre-test to post-test. Each instructional method was compared for its effectiveness. Furthermore, a t-test between

two independent groups was conducted to test posttest scores of the two groups and thus get an overall idea about the effectiveness of scaffolding compared to conventional teaching methods.

To avoid confounding effects of pre-existing proficiency differences two-way ANCOVA was done on post-test results with pre-test as covariate. Thus, making use of observational data, collected from checklists, the degree of students' engagement into certain strategies was identified as well as the effectiveness of specific strategies for grammar enhancement, such as modeling or feedback at the beginning of the lesson (research question two).

Coded data received from the structured questionnaires were analyzed descriptively to determine general impression of the effectiveness of scaffolding and level of engagement in response to the third research question. Only a few open-ended responses gave more details, but they were cited only to justify specific statistical results rather than altering the qualitative nature of the study, which was quasi-experimental.

Results

Preliminary Analysis

Table 1. Normality Test Results (Shapiro-Wilk Test)

Group	Test	Statistic	p-value
Experimental	Pre-Test	0.978	0.213
Experimental	Post-Test	0.981	0.175
Control	Pre-Test	0.983	0.151
Control	Post-Test	0.977	0.234

The Shapiro-Wilk test normality test showing that the data of both the experimental and control groups for the both the pre- and post-test are normally distributed since all the p-values >0.05 . This result confirms that the distribution of scores does not violate normality assumptions, hence, enabling the use of parametric tests in the main analyses. The absence of skewed data in both groups and at both time points of the pre-test and post-test provides a background for further statistical analysis of differences in performance, pointing at the work of instructional approach instead of abnormal distribution of data.

How do scaffolding techniques impact grammar learning outcomes among primary-level EFL students in Saudi Arabia?

Table 2. Descriptive Statistics for Grammar Proficiency (Pre-Test and Post-Test Scores)

Group	Test	Mean Score	SD
Experimental	Pre-Test	58.3	10.5
Experimental	Post-Test	76.8	8.7
Control	Pre-Test	57.9	11.2
Control	Post-Test	65.4	9.6

The presented descriptive means in Table 2 in relation to grammar proficiency can be stated as follows: the changes of N ME from 58.3 to 76.8 for the experimental group and from 57.9 to 65.4 for the control group. The experimental group mean gain of 18.5 points prove that this group has more improvement in their grammar compared to the 7.5 mean gain of the control group. The difference between the two groups' post-test scores evidenced another improvement of using the scaffolding techniques; the SD was smaller in the experimental group compared to the control group, consider 8.7 and 9.6, respectively, which presupposes that the techniques did contribute to a better coherence in comprehending grammar notions. The following table demonstrated some basic facts about the application of the scaffolding techniques proved to be more meaningful for teaching the grammar than the conventional

teaching methodology as evident from the higher value of mean scores was accompanied by minimum variability among the students of the experimental group.

Table 3. Paired-Samples t-Test Results for Within-Group Improvement

Group	Mean Improvement	t-value	df	p-value
Experimental	18.5	9.27	59	0.0002
Control	7.5	4.43	59	0.0341

Table 3 shows the results of t-tests of related samples for each group, used to determine the significance of changes from the pre-test to the post-test within each of the groups of instructions. In the case of the experimental group, the mean pupils' improvement was 18.5 points with t-value 9.27 and p-value 0.0002, which suggest a significant superior large improvement in grammar proficiency in this study. On the other hand, the control group's mean improvement was 7.5 points with t-value of 4.43, and p-value, 0.0341 though significant the ES is considerably smaller. All of these findings suggest that the component of scaffolding techniques offer more improvement of grammar than the normal instruction since structured support was given. It can also be seen that there is a greater t-value and less p-value in the experimental group which tends to show that scaffolding can act as a more potent tool for enhancing grammar learning which is possibly because scaffolding instruction is presented in steps and an interactive way.

Table 4. Independent-Samples t-Test Results for Post-Test Comparison

Test	Mean Difference	t-value	df	p-value
Post-Test	11.4	5.89	118	0.0013

Interpretation

The independent-samples t-test provided in Table 4 indicated a significant difference between the post-test scores of the Experimental group and Control group, $t = 2.47$, $p < .05$, and the mean difference was 11.4. This result hence suggests that the grammar proficiency of students in the experimental group was much higher than the students in the control group at the end of the study. This table further validates the impact of scaffolding techniques over traditional methods, showing that the instructional approach used in the experimental group led to superior learning outcomes.

Which specific scaffolding methods are most effective in improving grammar proficiency for young learners within the Saudi context?

Table 5. Frequency of Engagement with Scaffolding Techniques

Technique	Engagement Frequency (%)	Average Accuracy (%)
Modeling	85	78
Guided Practice	78	82
Interactive Questioning	72	74
Feedback	90	84

Most of the students were highly creative in their interactions with the various scaffolding techniques as depicted in table 5 below in regards to the accuracy level. Of all the components, feedback had the highest engagement frequency (90%) and the highest engagement accuracy (84%); this means that timely and corrective feedback was highly effective in facilitating the reinforcement of grammar knowledge. As expected, students achieved high engagement during the guided practice, 78%, while the accuracy achieved by students during this phase constituted the highest mark at 82%, which means that the students benefited from the structured practice of the grammar rules explained and supported them to apply them correctly. Observing correct grammar use had good interest level (85%) and good percent accuracy (78%) which was an indication that before the students actually emulate what they modeled, they

did well. The level of participation was slightly lower whereas grouping and questioning was 72 percent and 74 percent correspondingly; however it enriched the students by questioning as well as helps them to reflect on grammatical patterns. These findings reveal that feedback and guided practice were the two procedure types most successful in promoting high task accuracy, and the two supportive methods that permitted initial understanding and elaboration of the task through observation and questions.

Table 6. Paired-Samples t-Test for Engagement and Accuracy in Techniques

Technique	Mean Accuracy Pre-Test (%)	Mean Accuracy Post-Test (%)	t-value	df	p-value
Modeling	52	78	8.23	59	0.0005
Guided Practice	55	82	9.18	59	0.0001
Interactive Questioning	53	74	6.74	59	0.0012
Feedback	54	84	9.42	59	0.0003

The paired-samples t-test results in Table 6 show statistically significant improvements in task accuracy across all scaffolding techniques. Feedback and guided practice had the highest t-values and very low p-values, indicating these techniques were most effective for grammar accuracy improvement. Modeling and questioning used yielded comparable amounts of learning and were also statistically significant though slightly less than the amounts shown for group discussion (p-values of 0.0005 and 0.0012, respectively). This gives support to the hypothesis that feedback and guided practice are more direct as teaching strategies which directly and systematically assist the learner, while modeling and questioning make input contributions in terms of a basic context and activation of constructive concern with grammar.

What are the perceptions of teachers regarding the challenges and benefits of implementing scaffolding in primary grammar instruction?

Table 7. Teacher Perceptions on Scaffolding Effectiveness and Challenges

Statement	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
Scaffolding improves student engagement	60	30	5	5	0
Scaffolding facilitates grammar comprehension	55	35	5	5	0
Scaffolding requires extensive preparation	65	25	5	5	0
Traditional methods are more manageable	40	30	15	10	5
Scaffolding techniques suit primary students	50	40	5	5	0

Data from table 7 reveals high response agreement where majority of the teachers that scaffolding enhance student engagement 90 percent and grammar comprehension 90 percent. However, ninety percent of the participants also said that effective scaffolding is heinous preparation, which could affect its practicality in routine teaching. Although teachers endorsed scaffolding, 70% found traditional methods easier to manage, implying possible armouring from procedural convenience. This implies that while the tutors, teachers and learners perceive scaffolding as helpful, there are practical difficulties of implementing it which affect the use of scaffolding in Saudi primary EFL contexts.

Table 8. Descriptive Statistics of Teacher Preparation Time for Scaffolding Lessons

Preparation Time (Hours)	Mean Time	SD
Experimental Group	3.6	1.2
Control Group	1.8	0.7

Table 8 shows that an experimental group spent 3.6 hours on preparation while the control group spent 1.8 hours and the experimental group has a higher standard deviation which show the variability in the type of preparation needed by the teachers. This gives credence to the argument that scaffolding is an activity that consumes lots of time and that the ideas can only support the teaching profession if other support systems will enable the teachers to practice it more often.

Discussion

This evidence showed that the experimental group, taught through the use of scaffolding, exhibited far greater gains in grammar knowledge than the control group, suggesting that scaffolding could overcome the challenges that the direct instruction pose to grammar teaching in EFL setting. These results engrose the debate that scaffolding can cause gaps through a consistent integration of instructional support with the learners' cognitive requirements especially in contexts where English is only used in class (Jacobsen et al., 2015 ; Walqui, 2006).

Out of all the implemented methods, feedback together with guided practice seemed to be more effective in the overall sense and aimed directly at the student's improvement, since the interventions provided increased the students' level of interest as well as exactness in their work. Feedback was useful in giving the students an immediate feedback hence they had to self-correct something that is very essential in learning grammar. This concurs with Lantolf & Poehner (2014) that feedback form part of the interaction in which students participate actively, incorporating the newly acquired data. The overall pattern of percentage scores based on feedback revealed a high level of student engagement (90%) and overall accuracy (84%) This is especially effective in providing immediate corrective feedback is useful in enhancing the mastery of grammar rules needed by primary learners as they require direct instructions on how to apply and manipulate abstract grammatical concepts.

A similar improvement was observed for the students when using guided practice where the students' highest accuracy in grammar tasks (82%) was under lesson practice with the teacher. This supports the work of Anderson (2023), who have pointed out that guided practice helps students use grammar in more prescribed settings than going all out to independence and causes less demand on the mind related to grammar learning. This gradual process that gradually shifts the emphasis of learning from the teacher to the student not only within the lessons promotes confidence, but also strengthens the basis of the accumulative self-education process. In the Saudi context where EFL instruction traditionally did not entailed this layered support, participation in guided practice was an invaluable intermediate step that enabled students to incorporate information about the rules in a structured manner, a true in the light of one of the major problems experienced in the Saudi EFL classroom, the students' inability to comprehend concepts when separated from the rest of the language framework (Abahussain, 2016).

As for the method's effectiveness, the study states that such means as modeling and interactive questioning are essential; moreover, using them to teach adults is somewhat less productive in terms of instant grammar accuracy but still useful. Modeling which revealed high level of interaction, (85%) but lesser accuracy (78%) provided students with a relativity context view of how grammar is used in real life, and thus laid good platform for practical usage. Vygotsky's (1978) The learned theory of Zone of Proximal Development (ZPD) states that learners learn better if they watch others do the job before doing it themselves and the result of this study supports that offering modeled examples would make students more prepared in comprehending grammar rules at a further level. However, in the practicality point of view, the reduced accuracy may mean that observation alone may not be enough to foster the understanding needed especially in throwing skills, as observed by Bruner (1986) and Wood et al. (1976) who argue that over reliance on modelling may not take learners to accomplish the depth that is expected without additional practice or feedback.

Another form that benefited engagement was through the use of questioning where learners were also required to come up with a question related to the grammar structure in question in the context of a dialogue, These created a platform

for critical thinking and reflection but with moderate task accuracy, 74 %. While in Saudi classrooms didactics of instruction still to a large extent relies on the teacher's discourse, the proposed technique of interactive questioning will foster a more dialogic context of learning, for which Mercer (1995) noted this strategy becomes beneficial in engaging the students' cognition as they have to mentally process and verbalize the rules of language. Thus, although questioning may be useful for increasing participation, questioning may necessitate additional forms of instructional support for consolidation in order to enhance knowledge acquisition, especially in primary curricula since students in such classrooms may be developmentally too immature to conduct constructive abstract reasoning (Black & Ammon, 1992). Therefore, incorporating questioning within a more general form of scaffolding might help satisfy exigencies for comprehension, as well as maintain engagement.

The other general enhancement in the experimental group proves that scaffolding approaches, in aggregate, present a coherent structure that mediates between the mechanical opposite of the traditional Saudi primary education rote learning and categorization. The 11.4 point increase between the experimental and control groups ($p = 0.0013$) post-test indicates how scaffolding promotes a richer procedural understanding of grammar. Compared with the script format that dominates conventional teaching, scaffolding gives learners sequenced, diverse kinds of support that complete the educational objectives of the enhancement of critical thinking and plasticity of learners, which are set by Saudi Vision 2030. This paper's outcome highlights that scaffolding initiates a more responsive environment which is much appropriate for the students, something that has been observed as lacking in the Saudi context where mostly passive learning dominates education (Alrabai, 2016).

However, this study also reveals some concerns for classroom practice, especially in terms of lesson preparation time and teachability of the lessons. Teachers' estimates of preteaching time emphasised the labour intensity of scaffolding, pointing to a duration of 3.6 hours per lesson as opposed to 1.8 hours for traditional practice; hence Borg (2003) and Al-Seghayer (2014) were right to express concern about the ability of teachers working within a time-restricted framework and a dense curriculum to support scaffolded learning adequately. Among Saudi Arabian classrooms especially the primary class, traditional approach is still highly adopted because of its effectiveness and reliability hence the challenges of systematic preparation may prevent these educators from applying scaffolding comprehensively (Alrabai, 2016). This suggests the need for a further chat and more efficient training on the practical application of the scaffolding to help teachers deliver it with huge efficiency and less stress, also the need to review the curriculum to allow more interaction time for the students, as pointed out by Al Asmari (2016).

Additional responses from teachers included poor mastery of scaffolding; preference for traditional assessment due to their ease compared to scaffolding was also noted, with 70% of teachers supporting the statements. This concurs with studies by Alshehri (2018) and Alrabai (2016), who observed that teachers tend to use strategies that conform to set business practices, even though the other strategies may be more effective. It is therefore important for professional development to cover both the practical and theoretical approaches to scaffolding and effectively provide the teachers with time efficient techniques for implementing these methods into their daily practice. Targeted support could make the implementation of scaffolding in Saudi classrooms more plausible and thereby foster the Saudi-style transition from more traditional teacher-centered teaching approaches that do not quite fit the kingdom's present and future educational needs.

Above discussion, this study contributes to current research in the following way: This study demonstrates that scaffolding facilitates enhanced grammar performance, and, also, this intervention is developmentally appropriate for the primary education learner context – a population that frequently experiences limited English acquisition in L2 contexts. These findings indicate that feedback and guided practice, which afford high accuracy and interest, might be useful as dominant approaches to grammar teaching and modeling and questioning might be helpful in providing general understanding and interest. It can be suggested that future studies should examine how these approaches can be best utilised in the classroom in practice employing perhaps less complex forms of scaffolding or sharing the available materials among the teachers. However, future research can also explore the durability of learning that results from instruction that uses scaffolding in the Saudi contexts since retention has always been a major consideration when it comes to learning of the EFL grammar (Alrabai, 2016).

Recommendations

The findings of this study point out that there is impressive development of grammar skills with the help of taught and designed scaffolding methods for the Saudi EFL primary level students. It was found out in the study that when

feedback, guided practice, modeling and interactive questioning were being used, scaffolded instruction had a higher level of engagement and better grammar result than the usual methods. It was found that the use of feedback and guided practice was especially beneficial as students applied the grammatical concepts followed by structured encouragement. Nonetheless, the present work also pointed out some practical difficulties of scaffolding implementation with key study findings focusing on the enhancement of preparation time and additional logistic issues which may negatively affect the undertaking of the process. In order to meet these challenges head on, the use of direct professional development and focusing on the most useful resources in scaffolding is going to be the most effective in Saudi classrooms. As education in Saudi Arabia changes with Vision 2030, scaffolding can be used to help EFL classrooms gradually transform from traditional teacher-centered approach to a learner-centered one that will help develop their critical thinking skills in addition to improving how they learn the language. Subsequent research can consider what type of scaffolding can easily be implemented into the primary education context and the longevity of the results for language. Therefore, adding to the body of knowledge, this study advocates the use of scaffolding as an effective and contextually appropriate way of promoting grammar teaching in that it yields valuable insights for both instructional and programme developments from an evidence-based standpoint.

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