

THE PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA  
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH  
KASDI MERBAH UNIVERSITY -OUARGLA  
FACULTY OF LETTER AND LANGUAGES  
DEPARTMENT OF FOREIGN LANGUAGES  
ENGLISH SECTION



**Dissertation**  
**ACADEMIC MASTER**  
**Domain:** Letters and Foreign Languages

**Major:** Literature and Civilization

Dissertation submitted in partial fulfilment of the requirement for the Master's Degree in the field of English Language and Literature.

**Presented by:** DIF Khadidja

**Title:**

***The effect of scaffolding technique to develop EFL students' reading comprehension of short stories.***

***The Case of third Year English Students at Kasdi Merbah University, Ouargla.***

**Publically defended**

**On: 15 / 06 / 2022**

**Before the Jury:**

<b>Dr. BELARBI Ahmed Nouredine</b>	<b>Chairperson</b>	<b>UKM OUARGLA</b>
<b>Dr. SAYAH LEMBAREK Samira</b>	<b>Supervisor</b>	<b>UKM OUARGLA</b>
<b>Dr. HANAFI hind</b>	<b>Examiner</b>	<b>UKM OUARGLA</b>

**Academic Year: 2021 / 2022**

# *Acknowledgement*

*In the name of Allah, the beneficent and the merciful, all praises are to Allah. He is the creator of everything in this university who has given me health and strength to finish this study. Peace and salutation to our prophet **Muhammad** saw who brought us from the darkness to the lightness where the world is full of Islamic knowledge.*

*Many thanks to everyone who helped me to achievement this work.*

*I would like to thank my mother, **Zergoune Yamina**, for everything she has done for me.*

*I would like to thank my aunt **Zergoune Kheira**, who is my second mother, for supporting me throughout my university career.*

*I would like to thank all those who loves me and wish me well.*

*I would like to thank my **family** without exception for encouraging and motivating them to complete my studies.*

*In completing this thesis, I faced many obstacles. Therefore, I sincerely Thank great professor **Mr, Khiat Ibrahim**, for his help, support, guidance, advice.*



# *Dedication*

*I dedicate this work to  
my mom.*

# *Abstract*

The current study aims to find the effect of scaffolding technique (temporary support) to develop EFL students' reading comprehension of short stories, as well as to verify the teachers' use of this technique in teaching English as a second language. In addition to knowing the difficulties that students face in the module of reading, also get an idea of the students' perceptions of their level and their importance for reading the types of short stories, and does it really contribute to raising their intellectual and lingual level. The main problem is the difficulty of using effective teaching strategies that can develop students' basic skills. To verify the hypotheses that were putting up, a descriptive and quantitative study was conducted, extracted from the results obtained from the teachers and students questionnaire.

From the results obtained through the collection and analysis of data from the two questionnaires, so that the study confirmed the existence of a direct relationship between the appropriate scaffolding technique and the development of reading comprehension of short stories. The study also showed, in general, that the development of reading can improve in all language skills.

**Keywords:** Scaffolding technique, reading comprehension, short stories, acquiring vocabulary, language learning.

# *List of abbreviations*

**ZPD:** The Zone of Proximal Development.

**EFL:** English as a Foreign Language.

**SQ3R:** Survey, Question, Read, Recite and Review.

**%:** Percentage.

## *List of tables*

<b>Title</b>	<b>Page</b>
<b>Students' Questionnaire</b>	
<b>Table 01:</b> Gender of Students.	33
<b>Table 02:</b> English level of Students.	33
<b>Table 03:</b> English Reading by Students.	34
<b>Table 04:</b> Reading Frequency of Students.	34
<b>Table 05:</b> The Different Types of Difficulties Students Face.	35
<b>Table 06:</b> observing achievements after reading a text and completing a comprehension test as a method to assess students' reading comprehension.	36
<b>Table 07:</b> Assessment of students' reading comprehension by the teacher	37
<b>Table 08:</b> Students' Favorite Short Story Themes for Reading.	38
<b>Table 09:</b> Difficulties encountered by students when reading short stories.	39
<b>Table 10:</b> Students' Perceptions of the Usefulness of Scaffolding technique in EFL Classes.	40
<b>Table 11:</b> Scaffolding Types Most Commonly Used by Teachers.	41
<b>Table 12:</b> The Using Scaffolding technique in reading session .	41
<b>Table 13:</b> The Importance of Scaffolding in Improving Students' reading comprehension, Task Completion and Motivation to Learn.	42
<b>Teachers' Questionnaire</b>	
<b>Table 01:</b> Qualifications of Teachers.	44
<b>Table 02:</b> Teaching Experience of Teachers.	45

<b>Table 03:</b> Reading Level of Students.	46
<b>Table 04:</b> Primary Reading Focuses of Teachers.	46
<b>Table 05:</b> Reading Difficulties of Students.	47
<b>Table 06:</b> Teachers' techniques for Assisting Students with Reading Difficulties.	48
<b>Table 07:</b> Frequency of Reading Instruction and Activities by Teachers.	48
<b>Table 08:</b> Importance of Vocabulary, Grammar, pronunciation and style.	50
<b>Table 09:</b> Shows how teachers react to students' reading difficulties.	52
<b>Table10:</b> Importance of Reading Strategies.	53
<b>Table 11:</b> Types of Reading Strategies Preferred by Teachers.	54
<b>Table 12:</b> Reading Course Assignments for Teachers.	54
<b>Table 13:</b> Reading Questions for Teachers.	55
<b>Table 14:</b> Teachers' attitudes toward reading short stories as a means of enrichment.	56
<b>Table 15:</b> Views' Teachers Concept of Scaffolding technique.	57
<b>Table 16:</b> Teachers' Perspectives on the Importance of Scaffolding technique in EFL.	58
<b>Table 17:</b> Scaffolds That Are Commonly Used by Teachers.	59
<b>Table 18:</b> Important scaffolding strategies that used by the teachers.	59
<b>Table 19:</b> Obstacles that Teachers Face When Using Scaffolding Techniques.	60
<b>Table20:</b> Teachers' opinions in concept the activity.	60
<b>Table21:</b> The purpose of scaffolding instruction.	61

## *contents*

**Acknowledgments**

**Dedication**

**Abstract**

**List of abbreviations**

**List of tables**

**General introduction** ..... 01

**Introduction**..... 01

1. Aims of the Study..... 03

2. Questions of the study ..... 03

3. Hypothesis of the study..... 03

4. Structure of the study..... 03

### **Chapter One: Reading comprehension of short stories**

Introduction..... 04

A. Reading..... 04

A.1. Definition of reading... ..04

A.2. The importance of reading..... 05

A.3 Types of Reading..... 05

1) Intensive reading... ..05

2) Extensive reading..... 06

3) Silent reading..... 06

4) Reading aloud..... 06

5) Model reading... ..07

6) SQ3R (Survey, Question, Read, Recite, Review) process..... 07

7) Speed-reading..... 08

A.4 Reading Strategies..... 08

1) Skimming.....08

2) Scanning..... 09

3) Predicting.....09

4) Summarizing..... 10

5) Inferring.....10

A.5. Models of Reading.....10



1. Bottom-up Model.....	10
2. Top-down Model.....	10
3. Interactive model.....	11
A.6 Purpose of Reading.....	11
B. Reading Comprehension.....	11
B.1. Definition of Reading Comprehension.....	12
B.2. The importance of reading comprehension.....	13
B.3. Levels of Reading Comprehension.....	13
1) Figurative level.....	13
2) Interpretation level.....	14
3) Critical level.....	14
4) Creative level.....	14
C. Short stories.....	15
C.1. Definition of short stories.....	15
C.2. The role of short stories in teaching reading.....	15
C.3. The Strengths of Short Story.....	16
C.4. Elements of a Short Story.....	17
1) Plot.....	17
2) Conflict.....	17
3) Setting.....	17
4) Characters.....	18
5) Symbol.....	18
6) Theme.....	18
Conclusion.....	18

## **Chapter Two: Scaffolding technique**

Introduction.....	20
1. Origins of Scaffolding technique.....	20
2. Definition of instructional Scaffolding.....	21
2.1. Pedagogical Aspects of Scaffolding.....	22
1) Continuity.....	23
2) Contingency.....	23
3) Handover/Takeover.....	23
4) Flow.....	23

3.The importance of scaffolding.....	23
4.Types of Scaffolding.....	24
1)Modelling.....	25
2) Bridging... ..	25
3) Contextualizing.....	25
4) Schema building.....	25
5) Represent text.....	25
6) Develop metacognition.....	25
1) A procedural scaffolding.....	25
2) A conceptual scaffolding... ..	26
3) Strategic scaffolding.....	26
4) A metacognitive scaffolding.....	26
5.Techniques of scaffolding.....	26
1) Advance organizer.....	26
2) Cue card... ..	26
3) Concept maps and mind.....	26
4) Explanation.....	27
5) Hints.....	27
6)Handout.....	27
7) Prompts.....	27
8) Question card.....	27
9) Question Stems.....	27
10) Stories.....	27
11) Visual scaffolding.....	27
6. The advantages and disadvantages of Using Scaffolding technique.....	28
7. Scaffolding Reading comprehension.....	30
Conclusion.....	31

### **Chapter Three : Research Design and Methodology**

Introduction.....	33
1.Students' Questionnaire.....	33
1.1 Aim of the questionnaire.....	33
1.2 Description of the Questionnaire.....	33
1.3 Analysis of results Students' Questionnaire.....	33

1.4 Questionnaire Results and Discussion.....	41
2. Teachers' Questionnaire.....	43
2.1 Aim of the questionnaire .....	43
2.2 Description of the teachers' Questionnaire .....	43
2.3. Analysis of the Teachers' Questionnaire.....	43
2.4. Questionnaire Results and Discussion.....	61
Conclusion .....	62

**General conclusion** .....

**List of References**

**Appendices**

**Appendix one : Students' Questionnaire**

**Appendix two Teachers' Questionnaire**

**المخلص**

---

---

# *Introduction*

---

---

Language is a tool for the development of effective communication. Similarly, language is an important aspect of good communication. As a result, their relationship is extremely close. It is regarded as a crucial part of our lives.

Most people learn English to improve their communication skills for various purposes. By learning English, students will be able to easily access information, learn about other people's cultures, advance science, and provide opportunities for self-development. To grow in order to have a better chance against competition in this globalization era.

There are four English skills that should really be mastered. The four skills are listening, speaking, reading, and writing. Reading skill is becoming increasingly important in the educational field; students must be exercised and trained in order to have a good reading skill. Reading is a skill that teachers simply expect students to acquire when learning a foreign language. Reading, arguably the most important skill for success in all educational contexts, remains crucial as we develop assessments of general language ability.

Reading is one of the skills discussed in this study. Reading is one of the skills that students learn. Because reading is the first skill that connects other skills, it is one of the most complex and difficult of the four skills: listening, speaking, and writing.

Reading plays an important role in our lives because it allows us to read various printed materials such as newspapers, magazines, novels, academic books, and so on. We can obtain a great deal of information, knowledge, and enjoyment. Reading, in relation to language ability, is very important. Reading is an activity that can help you improve your language skills. According to Harmer, reading is beneficial for language acquisition if students understand what they read. The more they read, the better they get at it. It means that reading is an activity that can help you improve your language skills.

Reading is a fluid process in which readers combine information from the text and their own background knowledge to construct meaning. That is, reading is an activity or interaction between the reader and the text, and understanding the meaning of the text depends on what the reader needs. The definition of reading means that reading is a complex, purposeful, interactive, insightful and flexible activity that requires significant time and resources to develop. David Nunan explains that the purpose of reading is comprehension.

Reading comprehension is defined as the process by which students develop an understanding of the meaning of a reading text, after which students can create meaning for

themselves based on that understanding of the text. Therefore, reading comprehension is an important skill to help students understand. Unfortunately, many students find English difficult to learn. Short stories are a unique genre of literature that teachers can use to help students improve reading comprehension. They are also one of the most effective ways to improve reading comprehension.

Short stories, which are considered as a unique literary genre that can be used by the teacher in developing reading comprehension skills. they are also one of the most effective methods for developing reading comprehension skills. In theory, using short stories to develop reading comprehension skills will cause students to exchange ideas in class and make connections between the texts they read in class and ones outside the school. Aside from using short stories, more attention is needed to develop students' thinking skills. Every short story has a beginning, middle, and end. This will motivate and encourage every student in the classroom to keep reading or listening to the story in order to follow the plot or answer questions after hearing it.

As a result, scaffolding is being used as a teaching technique to improve students' reading comprehension. Scaffolding is viewed as a technique used by a lot of teachers to help students' transition from assisted to independent performance.

Scaffolding is a complex instructional concept, and explanations of various types of scaffolding will aid in its widespread adoption. To assist teachers in developing a deeper understanding of scaffolding and using it more frequently in their classrooms to improve students' comprehension. The scaffolding is then a necessity.

Scaffolding is a teaching technique derived from Lev Vygotsky's sociocultural theory. The concept of the zone of proximal development depicts the gap between what individuals can achieve on their own and what they can achieve with the help of others. Their deeper comprehension of scaffolding makes them use it more frequently in their classrooms, and thus improve students' comprehension.

When studying a short story, students become enthusiastic about learning English after employing the scaffolding strategy. When guided, supported, and provided with the necessary attributes, the scaffolding strategy can help students become more responsible for their learning, more motivated, and more successful. Experts as well as more experienced people around the student, such as teachers, parents, and even peers in the same class, can provide

scaffolding. Scaffolding strategy refers to assisting students to the extent of acquiring new skills on an individual basis.

According to the findings of the study, the scaffolding technique has a significant impact on reading comprehension skills in the context of an EFL classroom. Based on the above statement, the researcher wishes to conduct a study titled "**The effect of scaffolding technique to develop EFL students' reading comprehension of short stories.**"

**1) Aim of the study:**

- Identifying the effect of using scaffolding techniques to develop EFL students' reading comprehension of short stories.
- Improving students' reading comprehension by using short stories.

**2) Question of the study :**

- Does scaffolding affect to develop EFL students' reading comprehension ?And how?
- Does teaching short stories by using scaffolding technique contribute to develop EFL students' reading comprehension?

**3) Hypotheses of the study:**

- We hypothesize that the scaffolding technique can influence the development of students' reading comprehension by using short stories.
- Using short stories as tool in reading comprehension will improve and enhance students' vocabulary and language skills.

**4) Structure of the study:**

The current study is divided into two parts. The theoretical section is split into two chapters. The first chapter provides an overview of reading comprehension of short stories. The second chapter is discussed scaffolding technique. The third chapter will deal with field work in addition to the analysis and results obtained from the teachers and students questionnaire.

---

---

# *Chapter one*

---

---



## Introduction

Reading comprehension is a receptive skill, so the reader does not produce anything, but through reading, he can receive information. To develop this skill, short stories are used to make students feel good and ready for reading comprehension. In addition to this, using short stories requires or requires more attention to develop students' thinking skills. Furthermore, Erkaya (2003) mentions that each short story usually has a beginning, middle and end. This motivates and encourages every student in the class to continue reading to the story, follow the storyline, or answer given questions.

## A. Reading

### A.1. Definition of reading:

Reading is one of the basic language skills that everyone should have. Reading is the key to acquiring knowledge because the greatest source of knowledge is writing. According to Longman Dictionary, reading is the process of understanding the meaning of a written text. When readers read a text, what matters them most is not how they read it, but how well they understand the content of the text. Reading is a process of interactive construction in which readers understand, interpret, and respond to texts based on what they already know. Reading is more than just turning words into sound. Nuttall argues that reading is inherently concerned with meaning, and in particular the process by which meaning is passed from author to reader, extracting texts as much as possible from the information the author instills in them. Reading involves identifying words, but developing meaning and comprehension is paramount. The essence of reading .According to Tankersley, reading is an interactive process that involves both decoding words and deriving meaning from those words. In this context, reading means analyzing word by word from the text to understand its meaning.

In other literature, Grabe says that reading is the ability to extract meaning from a printed page and interpret information appropriately. This means that reading is a word recognition and comprehension process that needs to be combined. Comprehension declines as soon as the reader fails to recognize the words in the text. The message the author conveys in the text is not fully conveyed to the reader. Based on the above explanation, it can be concluded that reading is an interactive process that requires the ability to extract meaning by analyzing the meaning in the text word by word, and then extract as accurately as possible the information that the author puts into it.

### A.2. The importance of reading:

Reading has general goals that should be taught at the general education level. The most important are the following:

- ✓ Morals and values education can be done through books.
- ✓ Develop learners' reading ability, speed, pronunciation and expression.
- ✓ Develop the ability to correctly understand what is read and distinguish between primary and secondary ideas, criticism and judgment of what is read.
- ✓ Provide learners with a rich and updated vocabulary, good structure and beautiful sentences.
- ✓ Develops the learner's tendency to read, leading to a decrease in his performance. The spirit of the scholar-officials broadened their horizons and developed culture .
- ✓ Improve learners' ability to search for and use reference materials and dictionaries and benefit from them in all areas of life.
- ✓ Develop the enjoyment of reading as an enjoyable, fun, and useful daily habit.
- ✓ Expand and enrich the learner's experience while addressing emerging habits, preferences and tendencies. Includes different types of reading.
- ✓ Help learners pursue sustainable education and achieve lifelong learning The following reading skills and competencies: Use rich language to express all aspects of thought, relationship, taste, be able to use and benefit from living reading experiences and invest them in gaining new experiences and satisfying needs knowledge, problem-solving through reading Capability.

### A.3 Types of Reading:

Understanding each reading type below and when to use it should help learners make better decisions about their time. The type of reading you choose depends on the purpose of the reading. The main reading types are:

#### 1. Intensive reading:

According by Koay (2015)that, Intensive reading is the art of reading every word of a text very thoroughly and deeply from beginning to end. it's how to read the short text thoroughly and have a clear goal. This is an activity that requires a lot of mental work and concentration. As explained Lampariello(2017), For this reason, learners who engage in reading must follow certain guidelines carefully or they may experience boredom and burn

out. Furthermore, intensive reading is a classroom activity under the supervision of a teacher who focuses on texts containing new words and phrases. This type of reading is considered the backbone of a language teaching program. It involves focusing on a question-and-answer teaching method and using demonstrations and illustrated explanations to convey the meaning of words, it also describes the vocabulary to be taught and the rules and the order in which it should be presented. It is designed to develop students' ability to understand detailed information.

## **2. Extensive reading:**

There, some experts gave the definition of extensive reading. Grabe and Stoller(2002) argue that extensive reading is a method of teaching reading that allows learners to read as much as possible and the text must be appropriate for their level. According to Jeon and Day(2016) that Extensive reading is a way of learning a language by reading a lot. It is sometimes referred to as happy reading, free reading, and continuous silent reading.

## **3. Silent reading:**

Dalman(2017) believes that silent reading is silent movement with no lips, no head movement, no whispering, comprehension of silent reading or reading by heart, reading three words per second at eye speed, enjoyment of reading by heart, reading speed adapted to the difficulty of reading material.

Silent reading is the use of visual memory, eye movement speed and memory to read. This is because the silent reading activity does not use the physical activity that produces a good product in the form of sound, but simply produces a deep understanding of the passage being read. Tarigan explained that the main purpose of silent reading is to obtain information. While oral reading uses mouth movements and signifies reading with something, this activity affects reading speed. Silent reading is faster than spoken reading because eye movements respond more quickly to what is being read.

## **4. Reading aloud:**

Wesley(2001) declares that Reading aloud is another form of reading that is used in the classroom when used purposefully. Reading aloud is the planned oral reading of a book or printed excerpt, usually related to a topic or research topic. Reading aloud can be used to engage a student's audience while developing background knowledge, improving

comprehension and encouraging critical thinking. Reading aloud can be used to simulate the use of reading strategies that support comprehension. Students can read aloud and have the teacher check their pronunciation, word stress, pauses, and intonation.

### 5. Model reading :

Alkhuli(1980) argues model reading is reading performed by the teacher as a role model, and students imitate reading while reading aloud. It usually occurs after silent reading and discussion, but before students read aloud. model reading can take one of two forms:

- 1) The teacher reads the entire text while the students listen to him without repetition. This form can be called model-agnostic reading.
- 2) The second form is split model reading. The teacher recites a sentence, and the students recite the sentence after him. The teacher then moves on to the next sentence and the student repeats each sentence. If the sentence is long, the teacher needs to break it into meaningful units and pause after each unit to give students enough time to repeat the sentence.

### 6. SQ3R (Survey, Question, Read, Recite, Review) process :

Students get more from textbook reading when using highly structured text.

- **Survey:** Before reading a section of a textbook, readers investigate choices by examining diagrams, tables, or images, viewing chapter titles and subtitles, and reading individual words or blocks of text highlighted by the editor.
- **Questions:** In preparation for reading, the reader generates and writes down a series of key "questions" about the content based on what he or she has read.
- **Reading:** As the reader reads through the selection, he or she looks for answers to the questions asked.
- **Recitation:** After completing the selection, the reader attempts to recite the answers to the questions asked. When readers get stuck on a question, they search the text to find the answer.
- **Review:** At the end of the study session, the reader reviews the list of key questions and recites the answers. If the reader doesn't remember the answer, he or she will go back to the text to find it.

### 7. Word by word reading type:

According to Mikhailov(2008), this way of reading is time-consuming and requires a high degree of concentration. Some material is not easy to understand and therefore requires slow and careful analytical reading. People use this type of reading for unfamiliar words and concepts, scientific formulas. It can take up to an hour to read just a few lines of text.

### **8. Speed-reading:**

According to Wainwright (2007) that Speed reading, on the other hand, means faster reading without loss of comprehension, effective skimming and learning, and of course critical reading. Based on this statement, some skills need to be practiced when trying to read text quickly. Buzan(1984) explained in his book that there is no point in fast reading if you do not understand or remember what you are reading . All speed reading methods recognize this and use comprehension tests to check if you actually understand what you're reading, and retrain to ensure your comprehension keeps pace with your increasing speed. This means that what we mean by "speed reading" is not just speed, but understanding. Speed reading without comprehension is completely useless.

Based on the above explanations, the author concludes that speed reading is a method of using reading skills to read multiple words or phrases at a glance, at a significant speed.

### **A.4 Reading Strategies:**

Barnett (2002) defines reading strategies as cognitive The process that occurs when readers approach text to understand what they are reading. In this sense, reading strategies are the comprehension processes that readers use to make sense of what they read. Therefore, reading strategies are very important and effective for improving students' foreign language proficiency. Students need to use reading strategies because they allow them to understand what they are reading.

#### **1. Skimming:**

According to Liao (2011), skimming is a reading technique in which the reader reads an article quickly and reads through the entire article to obtain the main idea. The reader does not have to pay attention to the details. Nuttall (1996) explained that skimming means reading text quickly to determine its main points. This means that skimming is a way to get

to paragraph as quickly as possible. It also enables readers to predict the purpose, theme, or message of the article, and possibly some developing or supporting ideas.

According to Wiriyachitra and Apicattrakul (1999), there are three browsing methods: preview, overview and survey.

- ✓ **Preview Skimming:** This preview skimming allows readers to read the introductory information.
- ✓ **Skimming overview:** Browsing to get an overview is an important skill for readers.
- ✓ **Survey Skimming:** Polls will give readers an idea of what the material contains.

## 2. Scanning:

May (2005) explained that scanning is a reading technique in which the reader moves his eyes quickly to find specific information. Unlike skimming, scanning allows readers to find only specific facts or information without having to read everything. According to Kartika (2012), this can be done by looking at the final learning problem and searching for keywords or ideas, searching for definitions, searching for highlighted words, and searching for examples (including diagrams). Scanning involves three steps: identifying keywords to search for, quickly searching the text for those words, and then reading the sentences around them to see if they provide the information you're looking for. The application of reading comprehension scanning makes it easier for readers to search for specific information without wasting too much time. According to Grellet (1981), both skimming and scanning are specific reading techniques required for fast and efficient reading. Skimming is a more in-depth activity that requires a holistic view of the text and implies strong reading skills, while scanning is the opposite. It's much more limited, as it only means getting information relevant to our purpose. However, when reading a specific text, both activities are often used together.

## 3. Predicting:

Prediction refers to using knowledge about topics to predict content and vocabulary and checking comprehension; using knowledge about text type and purpose to predict discourse structure; using knowledge about authors to predict writing style, vocabulary, and content. Prediction belongs to a group of strategies called reciprocal teaching or collaborative teaching. Prediction requires students to take information (headlines or captions, pictures, abstracts, or diagrams) and make educated guesses about ideas or concepts that might appear in the text. After making predictions, students read or listen to

the text and confirm or revise their predictions. Beginning English learners may not have sufficient language skills to make predictions. They may need additional input to enrich their background knowledge and expand their vocabulary before making predictions.

#### **4. Summarizing:**

Summarizing strategy is one of reading techniques, a method of recovering the context of the original text with one's own words. The findings are mostly relatively short and contain key points that briefly summarize the text. It is sufficient for higher education level. This approach involves condensing the rest into concise descriptions by continually extracting unimportant material. In other words, this is the only strategy left to the reader. Details or basic concepts of a given text must be ordered or preserved according to the type of reader.

#### **5. Inferring:**

Inferring is a reading strategy designed to help students understand information in a text that is not always fully described. For example, a writer can provide clues that readers can use to understand a theme, person, or event. Students can draw inferences by combining information from texts with their structures. Teachers must help students identify and understand when information is implied or not in order to draw direct conclusions. This strategy should be taught with explicit instruction, as it is a complex skill that requires higher-order thinking.

### **A.5 Models of Reading:**

#### **1. Bottom-up Model**

Bottom-up models of the reading process essentially treat reading as a translation, decoding, or encoding process. Here, the reader starts with letters or larger entities, and while focusing on them, begins Predict the words they will spell. As words are recognized, they are decoded into internal speech, from which the reader derives meaning, as if listening. In this process, reading comprehension is considered an automatic result of accurate word recognition. Advocates of these models argue that reading is essentially translating a graphic symbol into a symbol. Close to spoken language. These models are influenced by behavioral psychology and structural linguistics, and are mainly suitable for beginners.

#### **2. Top-down Model**

In a top-down reading model, readers' cognitive and linguistic abilities Competencies play a key role in constructing meaning from printed materials. Most of these models are based on psycholinguistic theory, the theory that there is an interaction between thought and language. Goodman (1967) defines reading as the process of using available linguistic cues selected from perceptual inputs based on reader predictions. As the information is processed, preliminary decisions about meaning are confirmed, discarded, or refined as the reading progresses. Graphical information in top-down models is only used to support or reject assumptions about meaning. In this case, comprehension is achieved according to these models, using only as much information as possible from a system of graphical, syntactic and semantic cues. Other prompts are based on the reader's language ability.

### **3. Interactive model**

The top-down model focuses on what the reader brings to the reading process, the reader uses it consciously to achieve the overall purpose of the text, relies more on existing knowledge (background knowledge) and uses less written information. The model is used to make assumptions, predictions, expectations, and reasonable guesses about text. Most researchers recommend using a top-down model because it relates to the reader's schema.

#### **A.6 Purpose of Reading:**

Purpose of reading Rivers and Temperly propose seven main purposes read:

- Obtaining information for or for a specific purpose curious about a topic.
- Receive instructions on how to perform tasks for us work or daily life.
- Acting, playing games, doing puzzles.
- Keep in touch with friends by letter or contact Learn about business letters.
- Know when, where, or what something will happen usable.
- Know what happened or what happened (as in newspapers, magazines, reports).
- For pleasure or excitement.

In addition to the above-mentioned purpose of reading, reading generally has a purpose, depending on the purpose of the author. The author sees the goal of reading as obtaining information for a specific purpose Instructions on how to perform tasks for our work or everyday life and for pleasure or excitement.

### **B. Reading Comprehension**



**B.1. Definition of Reading Comprehension:**

In understanding about comprehension, there are some definitions of reading comprehension. A definition of reading comprehension can be found in Kruidenier (2002). He points out that comprehension strategies are techniques that guide students in trying to read and write. Johnson (2008) proposed the concept of reading comprehension. Comprehension skills, he explained, are strategies that readers use to retrieve information and construct meaning from explanatory texts. Brown (2001) has different definitions of reading comprehension. He points out that reading comprehension is primarily about developing appropriate and effective comprehension strategies. Reading comprehension requires the reader to have the knowledge to understand the text. That is, the reader should have some idea of what he will read to make the text easier to understand.

Reading comprehension, according to Lenz (2013), is the ability to construct meaning from texts, think deeper into one's own background knowledge, and decode and relate to the words/text. Reading comprehension, according to Seymour (2017), is the ability to process information in texts in order to develop meaning.

Furthermore, Seymour distinguishes three levels of reading comprehension: literal, inferential, and critical/evaluative. The literal level necessitates an understanding of what is actually happening in the story. At this point, laying a solid foundation will aid comprehension of the more complex and structured text. It requires readers to concentrate on reading the texts/images, hearing the words, and identifying the key ideas.

Snow (2002) defines the concept of reading comprehension as the simultaneous extraction and construction of meaning through the interaction and incorporation of written language. According to Snow(2002), reading comprehension is determined by three elements: (1) the reader, (2) the text, and (3) the activity. This means that reading comprehension is the automatic process by which the reader gathers data from the text and processes it into meaning. Furthermore, according to Flynn (2006), this reading comprehension is also known as the activity of representing the content in the text . In much of the educational literature, the term "reading comprehension" is often used to describe the comprehension of text in order to distinguish this activity from the act of comprehending speech through listening.

From the above explanation it can be concluded that reading comprehension is more familiar than listening comprehension when it comes to acquiring information. In a nutshell, reading comprehension is the process of interaction between the reader and the text by extracting and constructing meaning.

### **B.2. The importance of reading comprehension:**

Reading comprehension is important because it allows students to learn language as well as obtain information. It helps with language learning success. According to Harmer (2007), reading comprehension is beneficial not only for careers, pleasure, and study, but also for language acquisition. Furthermore, Mikulecky and Jeffries (1996) demonstrated the significance of reading comprehension in foreign language acquisition by stating that reading comprehension can improve students' general language skills, assist them in thinking in English, enrich vocabulary, and improve writing skills. At the same time, it improves students' abilities to search for new ideas, facts, and experiences .

### **B.3. Levels of Reading Comprehension:**

Smith (1969) in Reid (1981, 457) divides reading comprehension into four levels of competence: verbal, interpretive, critical, and creative. Because understanding skills are also thinking skills, these four levels are related to the cognitive (intellectual) behavioral categories identified by Bloom (1961) and others. "Knowledge" refers to literal understanding; "understanding" and "application" at the explanatory level; "analysis" and "assessment" at the critical level; and "synthesis" at the creative level.

According to Heilman et al. (1981), the following levels of comprehension were identified:

#### **1- Figurative level**

This is the most basic level. This means that the reader must repeat what the author says. Questions at this level are factual and detailed. Fact, sequence, chronology, and enumeration are not required at this level. The following abilities are associated with the literal level:

- Understanding of word meanings.
- Recall ideas that were expressed directly or described in your own words.
- Understanding of grammatical clues such as subjects, verbs, pronouns, conjunctions, and so on.

- Understanding of word meanings.

## 2- Interpretation level

This level necessitates that the reader go beyond the author's information. The reader must understand the meaning of the data by paying attention to relationships such as causality and part to whole, making comparisons, drawing inferences and inferences, and generalizing. The following skills are related to the level of interpreting:

- Discuss the information provided in order to understand the author's tone, intent, and attitude.
- Obtaining factual information, main points, comparisons, and causality Relationships that are not explicitly stated in the text
- Recognize the text's informational hierarchy.
- Remembering the main point of a clearly stated statement
- Recognize the text's informational hierarchy.

## 3- Critical level

Students at this level learn to evaluate and judge the author's use of information and language to guide readers' interpretations; they also take notes on the author's biases, qualifications, opinions, intentions, and authenticity.

Critical levels are associated with the following capabilities:

- Respond to textual information by explaining what it means to the reader.
- Analyze and assess the quality of written information using predefined criteria.

## 4- Creative level

This level requires readers to participate in formulating or reflecting on their own ideas using the information provided. Open-ended questions at this level may ask readers to include their own knowledge, opinions, and values.

The following are creative skills:

- Understanding of emotional reactions to literary techniques
- Recognize the impact of form, style, and structure.

In short, the literal level entails capturing information that has been directly stated. The interpretive level entails drawing conclusions by "reading between the lines." The critical stage entails assessing the written material. The creative level entails developing

and considering ideas. According to the description above, each level necessitates a different set of skills or abilities. Interpreting requires more skills than writing, for example.

### **C. Short stories**

#### **C.1. Definition of short stories:**

Short stories are one of many types of English literature. Short stories are works of fiction, usually written in prose and narrative form, which are shorter than novels. According to Wright (2002), a "story" in the broadest sense "ranges from a complete story in a book to a fragment of action" and includes "any description of a dramatic event in reality or fiction: traditional stories, local legends, contemporary fiction, news, Personal...anecdotes, student stories...delivered through...personal storytelling, television, theatre, film, newspapers, public events. Short stories are relatively short and usually focus on a central theme, plot, and main characters (and some supporting characters), while novels may contain a variety of plots and themes, with some prominent characters. Short stories are an exciting and evolving form of storytelling. They talk about all the author's expressions of life experience in relation to the human imagination. As literature, short stories are fun to read and talk about. They entertain, develop intellectual experiences and develop learners' vocabulary. They are also effective in helping English learners practice all four language skills: reading, writing, listening and speaking (Pardede, 2011).

#### **C.2. The role of short stories in teaching reading:**

As can be seen from the ideas above, literature actually has many benefits for reading development because it exposes students to the different uses of language. It helps students self-read a variety of literary texts by referring to their own life experiences. It also helps develop reading skills. This is because reading literature helps students become familiar with different characters and styles. Also, short stories can help students easily read texts or various materials. Also, using short stories can help students acquire knowledge from different contexts. Also, short stories can help students learn new words. It is assumed that students are interested in reading short stories, which contributes to the development of students' reading comprehension.

Also, when students are asked to read short stories in class, they also develop the habit of reading outside of class. Additionally, as students read short stories, they develop

their writing skills, and having students read aloud helps their language skills. Also, when students read the short story repeatedly, they deepen their understanding. In addition, reading short stories can also help students understand other material. From the above point of view, it is not difficult to understand that the use of literary works is very beneficial to the development of students' reading comprehension ability.

Next, closely related to this study, the role of short stories in students' reading comprehension development is highlighted: Almost all modern short stories have the following unique characteristics that make them particularly suitable for reading comprehension classes: universal, non-trivial Sex, personal relevance, diversity, interest, economy and power of advice, ambiguity; moreover, each learner's explanation is valid and a virtually limitless pool of interactive discussion is guaranteed. Short stories create the tension necessary to truly exchange ideas in class discussions. In addition, short stories push students from a passive reading state to a personal connection to the text—and then beyond it to expand connections to other texts and the world outside of school (Ghesami, 2011).

According to Karagami (2013), there are many good reasons to use short stories in the classroom, here are a few: Short stories are real, they engage students for the kind of language and Short stories are ready to promote interaction. In other words, literary texts tend to have rich layers of meaning that can be effectively used for emotional or point-of-view reflection and interaction to expand language awareness. Asking learners to examine challenging or non-standard language examples (which may appear in literary texts) makes them more aware of the norms of language use (Widdowson, 1975, cited by Lazar, 1993).

### **C.3. The Strengths of Short Story:**

According to Al-Dersi (2013), short stories have several advantages:

- 1- Short stories make learning English an enjoyable and engaging process.
- 2- Short stories stimulate learners' curiosity about the target culture and language.
- 3- Short stories promote language acquisition and language awareness in learners.
- 4- Short stories provide practical usage of new words in a variety of forms, enabling learners to understand the meaning and usage of new words in context.

- 5- Short stories keep readers guessing what's coming next, so actively engage them in the process and help them understand the meaning of new words they encounter through context.
- 6- Short stories provide English teachers with the opportunity to combine them with productive skills such as speaking and writing.
- 7- The short story ensures that students can take it with them; it doesn't take much time to read it.
- 8- **Create opportunities:** Encourage students to be creative students. From the above statement it can be concluded that the short story technique has many advantages, such as: Expands vocabulary, is interesting, provides contextual use and does not require much time. Therefore, teachers are advised to use this technique when teaching English, especially when teaching vocabulary.

#### C.4. Elements of a Short Story:

##### 1) Plot:

The plot of a short story is its series of events. Throughout the plot, events develop, climax, and come to a conclusion in the finale. There are two approaches to plot development; you are responsible for creating the visuals first: Writers use linear plot development when revealing events in the order in which they occurred.

The author uses non-linear plot development when interrupting the sequence of events in the plot. Flashbacks, subplots, Parallel graphs can be used in nonlinear graphs.

##### 2) Conflict:

The plot of a short story usually focuses on conflict or struggle. There are two main types of conflict in literature; you are responsible for creating the visual for the first:

- External conflict is a struggle between two roles, between individuals and groups, or between roles and natural forces.
- Internal conflict is a struggle that a character experiences.

##### 3) Setting:

The setting of the story is the time and place of the action. • Shooting can be in the past, present, or future, and can also include a specific year, season, or time of day.

- Location can refer to a cultural and historical environment or a specific geographic location in a country, city or municipality. In some stories, scenes not only provide context for the plot, but also shape the characters, plot, and conflict. For example, cultural expectations can guide characters to take certain actions.

- The setting can also help create a mood—the atmosphere of the story.

#### **4) Characters:**

The characters in the story are those who take part in the action. Often, story characters are people, but they can also develop complex but believable characters:

- Describe the character's appearance, speech and behavior.
- Show interactions between characters.
- Share the characters' thoughts and feelings.

#### **5) Symbol:**

A symbol is a figurative representation of a person, place, or object. It can have a literal meaning, but it can also stand for something larger, such as an idea or an emotion.

- A symbol can be specific to a particular literary work or a universal idea.

#### **6) Theme:**

The central message of a short story is what it tells us about life. There may be a problem with the information you have provided.

- The stated topic is expressed directly by the author.
- There is a suggestion of an underlying theme in the characters' experiences or in the setting of the work.

**Conclusion**

Using short stories to improve students' reading comprehension skills will make reading easier, encourage students to read more and more short stories, give students the opportunity to use their creativity. These abilities will create comfort for students, facilitate the teaching of foreign culture, and develop students' creative thinking. This study may be helpful to English teachers, especially those who are having difficulty teaching reading comprehension skills.

This chapter includes three parts. The first and second are about reading and reading comprehension, which is its definition, importance, types, strategies, models, levels. As for the third part, it revolves around the definition of short stories, as well as its role in teaching reading, and the strengths, in addition the elements of short stories.



---

---

# *Chapter two*

---

---

## Introduction

The use of modern methods and strategies in all primary, secondary and tertiary education is one of the things recognized by all experts in the fields of education and scientific research. Educators compete to develop key tools, activities and theories whose application will help improve the quality of educational life, then; education has tangible benefits for individuals and society as a whole, and teaching scaffolding, despite its flaws, is the primary One of the educational theories that has proven to be one of the most successful educational strategies. It is also considered as one of the pedagogical applications of constructivist theory, where learning can only take place by recognizing the learner's past experience and building a new educational system from it, which is developed through temporary and ephemeral support for the learner produced.

This part discussed the scaffolding technique. It focused on the origin of the term scaffolding and its definitions. Then, the researcher investigated the importance. Next, types and techniques were presented. Advantages and disadvantages of scaffolding were highlighted. Special emphasis was devoted to scaffolding Reading comprehension.

### 1. Origins of Scaffolding technique:

In Wood et al (1976) pioneered the use of the term "scaffolding" and described how the interaction between tutors and children in how to build a wooden pyramid puzzle employs a "scaffolding" process that enables children or novices to solve problems, complete tasks, or achieve beyond self-imposed goals. Whether mother-child interaction serves language development or the development of Wood et al (1976) The first thing to note is that learning situations are neither formal pedagogies nor "designs" in the traditional sense (even though the puzzles are designed, as Tabak points out in that version). In our view, the interactions we study occur naturally in informal settings and reflect one of the sociocultural-based activities typical of at least some families in Western societies.

Needless to say, the scaffolding implemented in these mother-son encounters is not computer-mediated. In these psychologists' descriptions of human development, the concept of scaffolding does the job of drawing attention to the role that certain maternal

behaviors seem to play in facilitating the execution of more complex movements than might otherwise occur.

In this sense, scaffolding, both as a noun and as a verb-noun, seems to be an appropriate phrase transition, since it is a structure directed in a particular form, driven by tacit approval of the child's independent abilities and needs. Assessing, and briefly building on behalf of the learner, the child can produce behavior- and verbs on its own, because scaffolding is also a process, as different aspects of the activity must be built into the performance over time, unless independence is achieved 's performance.

## **2. Definition of instructional Scaffolding:**

Scaffolding is usually accompanied by several terms, including help, direction and guidance. instructional Scaffolding originated from Lev Vygotsky's sociocultural theory and his concept of the zone of proximal development (ZPD). Vygotsky's definition of ZPD describes it as the gap between actual developmental level (determined by independent problem solving) and potential developmental level (determined by adult guidance or cooperation with more capable peers). According to Piaget's constructivist theory, ZPD should be maximized by active learners with help from peers and teachers. However, according to Vygotsky's theory of social constructionism, scaffolding is temporarily provided and gradually removed as learners become more independent. The concept of scaffolding is closely related to ZPD and was developed by other theorists applying Vygotsky's ZPD to a teaching context.

Olson, Pratt (2000) states that when scaffolding is taught, knowledgeable others provide scaffolding or support to facilitate the development of the learner. These scaffolding help students build on prior knowledge and internalize new information. The activities offered in the Scaffolding course go beyond what the learner can do on their own.

According to Larkin, scaffolding is the systematic sequencing of requested content, materials, assignments, and teacher and peer support to optimize learning. Scaffolding is a process of supporting students until they are able to apply new skills and strategies independently. Another definition, scaffolding, is a temporary structure that is often erected during the construction of a building. When each piece of the new building is complete, the scaffolding is removed. Scaffolding is temporary but essential for the construction of the building. According to the above definition, it refers to temporary

scaffolding that supports buildings under construction. The scaffolding will be removed when the structure is strong enough to stand on its own.

Goos (2004) provides a different definition of scaffolding. He sees scaffolding as a form of communication in which teachers plan predetermined steps to move a conversation forward. Teachers effectively reduce their teaching status to teachers and try to play the role of interlocutor in order for learners to achieve their own goals and actions.

Palincsar (1986) likens the support and guidance provided to learners to scaffolding in building construction. Scaffolding provides "adjustable and temporary" support for buildings under construction. Support and Guidance Provide learners with an internationalization of the knowledge needed to help complete the task. This support is gradually weaned until the learner is independent. These supports fade as students develop self-directed learning strategies to promote their own cognitive, emotional and psychomotor learning skills and knowledge. Instructors support students in completing tasks or concepts. Support can take many forms, such as outlines, testimonials, storyboards, or guiding questions.

Based on the above explanation, the researchers believe that scaffolding technique are technique that enable students to take responsibility for their own learning when they are guided, supported, and given the necessary attributes. The level of scaffolding support can be so powerful that when teachers model the expected task and provide individualized verbal explanations to identify elements of content and strategy, there is strong support. It won't help if the teacher just gives some hints about the task based on what the student already knows.

Wachyunni (2015) defines scaffolding as a process or activity in which a teacher (or other experts) assists students by temporarily supporting their learning. When students require scaffolded assistance, the teacher provides it, gradually reducing and removing it as students learn and develop their knowledge and skills.

### **2.1. Pedagogical Aspects of Scaffolding:**

The ultimate goal of scaffolding is to assist, support and facilitate the learning process. Hammond (2001) described how scaffolding works, saying: "Knowing when and how to intervene is what scaffolding is all about. It's about teachers being informed and active in guiding students to new ideas and concepts. Scaffolding, he added, is more than

"helping" so students can complete a task. It requires teachers to act conditionally and employ a variety of strategies that allow students to gain understanding and confidence to independently apply new. In other words, they can work without assistance. This requires teachers to carefully monitor student learning, provide assistance when needed, and withdraw when appropriate.

Van Lier (2004) and Walqui (2006) illustrates different and important pedagogical aspects of scaffolding:

- **Continuity:** Tasks are repeated and linked together in variation. Contextual Support: Encourages exploration in a safe, supportive environment; facilitates access to means and goals in a variety of ways. Inter subjectivity: Building mutual commitment and rapport; encouraging and non-threatening participation in a shared community of practice.
- **Contingency:** Task procedures adjust to learner behavior; contributions and statements are linked and can be constructed together.
- **Handover/Takeover:** As competence and confidence grow, the learner plays an increasingly important role; the teacher carefully monitors the learner's willingness to take on more episodes.
- **Flow:** Skills and challenges are balanced; participants focus on tasks and are "in tune" with each other. The pedagogical aspects of scaffolding described above claim that psychological and cognitive scaffolding exists in pedagogical scaffolding. They all work together and it is difficult to characterize each aspect individually.

### 3. The importance of scaffolding:

According to McKenzie (1999), the importance of scaffolding is as follows:

#### 1) Scaffolding provides clear instructions:

Teachers anticipate possible problems by providing step-by-step instructions to explain what students need to do to meet expectations for learning activities.

#### 2) Scaffolding Clarifies Purpose:

Scaffolding lets students know why they are doing the work and why it is important. Your work is still purposeful and painful. As they do this work, it serves the thought process, the learning of meaning, and the development of knowledge.

**3) Scaffolding keeps students on task:**

Furthermore, by providing structure and guidance, students can train individually or in teams without fear.

**4) Scaffolding provides assessments to clarify expectations:**

The expectations that teachers hope to achieve are communicated at the outset by providing examples of high-quality work from others. Students are also shown the rubrics and standards that define good quality.

**5) Scaffolding guides students to valuable resources:**

Teachers provide resources to reduce confusion and wasted time. Students can then select these resources to use.

**6) Scaffolding reduces uncertainty:**

Surprise and disappointment. Teachers should test each step in the curriculum to see if there is an opportunity to eliminate frustration or difficulty, the goal is to achieve maximum learning and efficiency, and scaffolding provides efficiency.

**7) Scaffolding optimizes task focus, clarity, effort and time.**

Scaffolding creates momentum. Communication, motivation, thinking, understanding and knowledge are all achieved through scaffolding.

**4. Types of Scaffolding:**

Walqui (2006) proposed six scaffolding strategies for effective classroom instruction:

**1- Modeling:**

During the teaching process, examples or presentation materials must be given in the correct language to help students better understand the course .

**2- Bridging:**

Bridging means getting students to think and learn new knowledge or concepts. This can be done by telling them about previous events or things related to new concepts, or by asking them questions. Students will find it easier to understand new knowledge

Contextualizing means giving examples of an event in different ways depending on their world.

### **3- Contextualizing:**

The important purpose here is not to lead students to memorize the material, but that they can understand and can interpret it in their own way without going out of context.

### **4- Schema building:**

Schema structure as a teacher, it is necessary to provide students with an understanding of new knowledge. After modelling, bridging and contextualizing, the next step is schema creation. This means that teachers should create materials to make connections each other. It provides students with an opportunity to reflect on the connection between each piece of material and the other topics being discussed. able to pass Give them a title and subsections, provide information in the form of charts, pictures, etc. This way students can learn new interpretations for the next connection.

### **5- Represent text:**

Copying the text here means the teacher makes it easier for students to engage with the text. This can be done by changing the text to a different genre, or through classroom activities such as drama, role play or mini-dialogues. It depends on the text. By undertaking these activities, students will enjoy their learning process and conceptually understand the meaning of the text.

### **6- Develop metacognition:**

It is the last major strategy of scaffolding. In this part, teachers play the roles of evaluators and supervisors. Teacher evaluates strategies in class. You can see this during the discussion. Teachers can monitor interactions between everyone Student makes sure his method works.

According to Jumaat and Tasir (2014), there are four types of scaffolding that are used online Learning Environment:

- 1) **A procedural scaffolding** to help students use the tools at their disposal
- 2) **A conceptual scaffolding** that helps students determine what to consider when learning (i.e. guides them to prioritize basic concepts).
- 3) **Strategic scaffolding** that provides students with alternative approaches to solving the learning problems they encounter.

- 4) A **metacognitive scaffolding** that guides students in their thought process and helps them evaluate themselves as they learn.

Scaffolding of any type can be critical to a student's success. For example, procedural scaffolding can play a key role in ensuring students have access to tools in a learning management system, while conceptual frameworks can help guide students through the use of more complex materials. Likewise, strategic scaffolding helps students find new ways to bypass obstacles, and metacognitive scaffolding encourages them to take a moment to assess their progress in the course.

### 5. Techniques of scaffolding:

Alibali (2006) suggested that teachers can use various scaffolds to accommodate students' different levels of knowledge when completing assignments. More complex content may require a series of scaffolding given at different times to help students master the content. Below are some common scaffolds and how they might be used in a classroom setting:

#### 5.1. Advance organizer:

Tools to introduce new content and assignments to help students become familiar with topics: flowcharts to illustrate processes; organizational charts to illustrate hierarchies; outlines to represent content; mnemonics to aid memory; A description of the location or content of the task; contains rubrics for task expectations.

#### 5.2. Cue card:

Prepared cards are given out to individuals or groups of students to help them discuss a specific topic or content area: vocabulary to prepare for an exam; complete master records for specific content; formulas for assigning questions; defining terminology.

#### 5.3. Concept maps and mind:

Maps Cards showing relationships: Partial or complete cards for students to fill in; students create their own maps based on their current knowledge of the task or concept. Example - Sample, Sample, Illustration, Question: A physical object; an illustrative question used to represent something.

#### 5.4. Explanation:



Explain More detailed information to help students complete assignments or think about concepts: written instructions for assignments; oral explanations of how the process.

**5.5. Hints:**

Suggestions and tips to move students forward.

**5.6. Handout:**

Prepared handouts that provide task- and content-related information, but are less detailed and have space for student notes.

**5.7. Prompts:**

- **Physical or Verbal Reminders:** Helps recall past or assumed knowledge
- **Body Movements:** Pointing, nodding, blinking, patting feet and other body movements. Verbal: words, statements and questions such as "start", "stop", "it's there", "tell me now", "Which toolbar menu item would you press to insert a picture?", "tell me why. "This is how the character behaves".

**5.8. Question card:**

Prepared content cards and assignment-specific questions allow individuals or groups of students to ask each other relevant questions about a specific topic or content area.

**5.9. Question Stems:**

Partial sentences completed by students: Encourage deep thinking by using higher-order "what-if" questions.

**5.10. Stories:**

Connect complex and abstract material to situations more familiar to students: storytelling to inspire and motivate learners.

**5.11. Visual scaffolding:**

Pointing (bringing attention to an object); representational gestures (spreading bent hands to illustrate roundness; moving stiff hands diagonally up to illustrate a step or process), diagrams such as diagrams; methods of highlighting visual information.

**6. The advantages and disadvantages of Using Scaffolding technique:**

In addition to defining scaffolding, some experts also try to point out some advantages of scaffolding technology, especially when it comes to reading. In Rollin's

view, the ultimate goal of scaffolding is to develop an independent, self-regulated learner. As children begin to gain more independence and knowledge, this is achieved by reducing support or giving up control and support to knowledgeable people. Vygotsky explained that scaffolding makes student learning more manageable by modifying complex and difficult tasks to make them accessible, manageable, and within a student's next developmental area. In her work "Teaching in Areas", Angela Lui tries to show students and teachers some of the advantages of using scaffolding technology.

➤ **Provide students with:**

- 1) Challenging but rewarding tasks that are thought provoking and motivating to learn.
- 2) Meaningful instructions and feedback to help drive further development at a reasonable pace.
- 3) A learning environment where they are seen as individuals, collaborative groups and classes.
- 4) A learning environment where their creativity and thought processes are recognized accepted.

➤ **Teachers can:**

- 1- Identify and leverage areas of strengths and weaknesses to customize the learning experience at the individual and group level.
- 2- Engage students in social interactions to facilitate learning.
- 3- A better understanding of learners as individual learners, small group learners and learners in larger social contexts.
- 4- Discover unique thought processes that different students can use to solve problems.
- 5- According to Brown Bransford, the benefits of scaffolding are:
  - a. Stimulate student interest and connect it to learning tasks.
  - b. Simplify learning tasks and make them manageable and manageable for students .
  - c. Reduce frustration or risk.
  - d. Clarify the difference between child's labor and standard solutions or expectations.
  - e. Provide guidance to help students focus on achieving their goals.

- f. Provide a model and clearly define the expectations associated with the activities to be carried out.

Although scaffolding can be used to optimize learning for all students, it is a very challenging form of instruction (Pressley, Hogan, Wharton-McDonald, Mistretta, and Ettenberger 1996). Here are some challenges and caveats of the scaffolding class. A major challenge for classroom teachers is teaching students, who all have different areas of proximal development. Within a class, many students may have similar ZPDs, but some may have completely different areas. Some researchers have begun to study how to flexibly design scaffolding to meet the needs of different students. Recognize that scaffolding should provide additional support for learners to successfully complete tasks that are currently impossible.

Savery (1998) found evidence that learners do not all need the same amount of scaffolding. He used six forms of scaffolding support, although each occurred to varying degrees according to the needs of the students. Teaching, questioning, modeling, and cognitive structures are part of teacher-student interactions.

Puntambekar and Kolodner (2005) pointed out that one form of scaffolding may not be sufficient to meet the needs of all learners at all times, thus recommending the concept of distributed scaffolding. Another challenge is that classroom environments involving many students do not allow for fine-tuned, sensitive, and individualized communication in one-on-one or group scaffolding (Rogoff, 1990). Instead of teachers working with each student, support is provided in essays or software tools that individuals interact with, or redefine classroom activities so peers can help each other (eg, Bell & Davis, 2000; Jackson, Krajcik, & Soloway, 1998; Puntambekar and Kolodner, 2002; Reiser et al., 2001).

Hogan and Pressley (1997) studied the challenges of scaffolding in the classroom. They offer several solutions for scaffolding of large classes. Students can be organized into small groups, making groups more like skeletons than individuals. Another suggestion is to equip groups with cue cards, question cards, or question stemming.

Spectrum (2008) mentions some of the challenges of scaffolding:

- A. Scaffolding planning and implementation is time-consuming and laborious.
- B. Choose appropriate scaffolding to suit students' different learning and communication styles.

- C. Know when to remove scaffolding so students are not dependent on supports.
- D. Insufficient knowledge of students (their cognitive and emotional abilities) to provide appropriate scaffolding. Heavens and Heavens (2009) warn teachers not to "walk over the scaffolding" and obstruct what happens naturally. Often, when the superstructure is scaffolded, we limit the creativity of the final product.

Scaffolding instruction is individualized so each learner can benefit. However, this is also a major disadvantage for teachers, as custom-designing supports and scaffolding for the course would be time-consuming. Implementing custom scaffolding in classrooms with large numbers of students will be a challenge. Finally, the teacher manuals and course guides they were exposed to did not provide scaffolding examples or outline scaffolding methods (Stufy, 2002).

### 7. Scaffolding Reading comprehension

According to van de Pol, Volman, and Beishuizen (2010), scaffolding has evolved in the educational field as a process of instructional support and responsibility transfer from the teacher to students. As a result of this supportive learning environment, Enyew and Yigzaw, Gibbon (2015) declare that scaffolding influences and fosters students' reading comprehension. According to Gibbons (2015), the teacher scaffolds students' reading by engaging them in reading activities at three stages: before, during, and after reading (Herawati, Gani, & Muslim, 2020). These are defined as reading text planning, application, and comprehension check. During the planning stage, the teacher gives students the opportunity to build on prior knowledge while also learning new things. In the second stage, students are encouraged to use strategies that promote interaction with a given reading task or text as a result of reading planning. Students are asked to relate their understanding or comprehension of the text to other aspects or skills of English in the third stage.

### Conclusion

Trying scaffolding in a classroom for the first time can be time-consuming and difficult to understand, especially for new teachers. However, it is an effective way to help students learn new concepts and help them remember new information more easily. By connecting old ideas with new ideas, teachers lay the groundwork for learning those new ideas. As students move toward independent practice, teachers can gradually challenge

students to successfully explore these new concepts on their own. We conclude that educational scaffolding is a form of support designed to help students bridge the gap between what they know and what they want to know, and enable them to become independent learners.

---

---

*Research  
Design and  
Methodology*

---

---

## **Introduction**

This research design is based on two main steps: the theoretical part, which provides a review of the chapter, and the practical part, which is used to elicit information. This chapter is divided into two sections: the first analyses the students' questionnaire, and the second deals with the teachers' questionnaire. The data collected and the results obtained allow us to diagnose the effect of the scaffolding technique on developing EFL students' reading comprehension of short stories.

### **1. Students' Questionnaire**

#### **1.1. Aim of the questionnaire:**

The purpose of this questionnaire is to gather valuable information about the abilities of short story reading comprehension, the sources of difficulties, and the benefits and challenges of instructional scaffolding strategy in teaching reading comprehension. Its goal is to identify the major factors that can have a negative impact on their reading, either directly or indirectly. The results of this questionnaire would aid in the development of recommendations for improving teaching by scaffolding / learning of reading comprehension.

#### **1.2. Description of the Questionnaire:**

In terms of the students' questionnaire, It was answered by a group of third-year English students at Kasdi Merbah Ouargla. We worked with a group of thirty (30) students. The reason for selecting third-year students is that they are studying the branch of scaffolding. So we were curious about the role of instructional scaffolding in reading short stories.

This questionnaire contains (13) questions. They are broken down into three sections. The first section focuses on general student information, while the second section includes questions about reading comprehension of short stories. The scaffolding technique is discussed in the third section.

#### **1.3. Analysis of results Students' Questionnaire**

##### **Section one: General information**

- 1) Sex: male or female

	Number of answers	Percentages
Male	6	20%
Female	24	80%
Total	30	100%

**Table 1:** Gender of Students

The first question inquired about students' gender; the results revealed that the vast majority of students (80% ) are females, with only (20% ) being males. We can then assert that female students outnumber male students in English classes, possibly because females value foreign languages and are more talented.

2) How do you consider your level in English?

Level	Number of answers	Percentages
1) Excellent	9	30%
2) Good	15	50%
3) average	5	16,70%
4) weak	2	6,70%
Total	30	100%

**Table 2:** English level of Students

(50% ) of students evaluate their level in English as good. While (30% )of them said that their level in English is excellent . However (16,70%) of students consider their level as average . Finally (6,70%) of students see that their level is weak in English and therefore they must develop it more.

**Section two: Reading comprehension of short stories:**

1) Do you like reading?



	Number of answers	Percentage%
Yes	22	73,33 %
No	8	26,70%
Total	30	100%

**Table 3:** English Reading by Students

The majority of students (73,33 %) said yes and that they are liked reading, while only (26,70%) said they do not like reading.

2) How often do you read in English?

	Number of answers	Percentages%
Always	11	36.7%
Sometimes	13	43.3 %
Rarely	6	20%
Never	0	0%
Total	30	100%

**Table 4:** Reading Frequency of Students

(36.7%) stated that they always read, ( 43.3 %) stated that they only sometimes read, and (20%) stated that they rarely read in English. As can be seen, students' reading frequency ranged from those who always or sometimes read to those who only rarely read. Thus, those who read are interested and may consider reading to be one of their favorite hobbies, whereas those who do not read may consider reading to be boring and useless.

3) When reading a text in English, what do you find most difficulties?

	Number of answers	Percentages%
Coherence: understanding	7	23,3%
Meaning		
Cohesion: understanding text	16	53,33%
Structure		
Understanding the main idea	4	13,3%
Encountering no problem	3	10%
Others, please add them	00	00%
Total	30	100%

**Table 5:** The Different Types of Difficulties Students Face

The above table(5) shows that the most stressed difficulty was cohesion as the most significant barrier to their understanding of text structure and idea organization(53,33%). While (23,3%) identified coherence: understanding meaning. Students appear to struggle with understanding or at least guessing the general meaning of the text at hand. The main idea is their major constraint in text reading comprehension for (13,3%). Whereas (10%) stated that they have no difficulties. No student chose 'others,' implying that no significant difficulties were encountered.

4) The only accurate method used to assess reading comprehension is to observe students' achievements after reading a text and completing a comprehension test.

	Number of answers	Percentage%
Strongly disagree	3	10%
Disagree	2	6,70%
Neither agree nor disagree	6	20%
Partially agree	5	16,7%
Agree	11	36,7%
Strongly agree	3	10%
Total	30	100%

**Table 6:** observing achievements after reading a text and completing a comprehension test as a method to assess students' reading comprehension

According to the analysis of this opinion, the majority of the sample (36,7%) “agree” that The only accurate method used to assess reading comprehension is to observe students’ achievements after reading a text and completing a comprehension test. (20%) “neither agreed nor disagreed” with this opinion, ( 16,7%) of the population “partially agreed”, (10%) of the sample “strongly agreed”, and the same percentage “strongly disagreed”, with only (6,70%) “Disagree”.

- 5) Which of the following testing format is used by your teacher to assess your reading comprehension during the reading sessions?

	Number of answers	Percentage%
Students’ dialogues	9	30%

Questions	6	20%
Word comprehension	2	6.7%
Comprehension proxies	1	3.3%
Open-ended assessment	12	40%
Total	30	100%

**Table 7:** Assessment of students' reading comprehension by the teacher

The above table(7) shows that the most testing used by teacher to assess reading comprehension during the reading sessions are "Open-ended assessment" (40%) .While (30%) responded that "Students’ dialogues" are the main testing to Assess of students' reading comprehension, others (20%) stated that the important testing are "Questions".(3,3% )of students(6.7%) choose "Word comprehension" ,whereas (3.3%)of students preferred "Comprehension proxies".

6) Which themes of short stories do you prefer to read?

	Number of answers	Percentage%
science fiction stories	2	6,7%
Romantic stories	4	13,3%
comedy stories	6	20%
moral stories	11	36,7%
adventures stories	4	13,3%
fairytale stories	3	10%
Total	30	100%

**Table 8:** Students' Favorite Short Story Themes for Reading

This question gives us an idea of the students' favorite themes of short stories. We conclude that (36,7% ) of students prefer to read “moral stories” first. While , “comedy stories” came second (20%).While the percentages were comparable amongthose who prefer to read stories about “adventures” and “romantic stories”, both accounted for an estimated (13,3% ). So, (10%)of the students chose to read “fairytale”, (6,7%) others said that they prefer “science fiction stories” .

7) What are the main difficulties you encounter when reading short stories?

Statement		Percentage
Ambiguous meaning	10	33.3 %
Complex Style	7	23.3%
Difficult words	10	33.3%
Figurative language	3	10 %
Total	30	100%

**Table 9:** Difficulties encountered by students when reading short stories

The majority of students (33.3 %) responded that the most difficult aspect of reading short stories are the “Ambiguous meaning and difficult words”. Others (23.3%) stated that “Complex Style” are the main challenges that students face when reading short stories.( 10 %)of students encounter difficulties with “Figurative language”.

**Section three: Scaffolding technique**

1) Do you think that scaffolding technique is useful in EFL classes?

	<b>Number</b>	<b>Percentage</b>
Yes	25	83,3%
No	5	16,7%
Total	30	100%

**Table10:** Students' Perceptions of the Usefulness of Scaffolding technique in EFL Classes

According to the table (10), almost all students (83,3%) agreed that scaffolding technique is useful in EFL classes. And from it we conclude this strategy has a great impact on increasing their understanding, improving their skills, and independency in learning.

However, only seven informants (16,7% ) denied the usefulness of scaffolding technique in EFL classes. Basically, their rejection was the outcome of their misunderstanding of the concept of scaffolding technique, most of them over rely on the teacher; which is totally the opposite of this notion. This implies their ignorance of the significance of this technique. Accordingly, those students need to learn more about technique and its implications in EFL learning.

2) What are the types of scaffolding that your teachers frequently use?

	Number	Percentage
1. Hints	9	30%
2.“Wh” questions	3	10%
3. Tag questions	2	6,7%
4. Explanations	7	23,3%
5. Modelling	2	6,7%
6. Providing half the answer	1	3,3%
7. Reducing choices	3	10%
8. Prompts	1	3,3%
9. Handouts with out details	2	6,7%
Total	30	100%

**Table11:** Scaffolding Types Most Commonly Used by Teachers

concerning the types of scaffolds commonly used by teachers, the majority of Them (30 %) said they use “hints” and (23,3% ) said “explanations”, making those two the most commonly used strategies to scaffold learners. Also, (10%) of teachers selected “wh” questions” and “reducing choices”, (6,7%) selected “tag questions”, "modelling," and “handouts without details,” and (3,3%) selected “providing half the answer” and “prompts.” This indicates that teachers, depending on the situation, use those types less frequently.

3) How often used scaffolding used in reading session?

	Number	Percentage
Always	26	86,7%
Sometimes	4	13,3%
Never	0	0 %
Total	30	100%

**Table12:** The Using Scaffolding technique in reading session



This question inquired about the frequency with which teachers employed the scaffolding technique in reading session . Surprisingly, no one chose the last option, 'Never,' according to the table, implying that students are usually provided with scaffolds in their studies. Almost all informants (86,7%%) said that scaffolding technique is used “always,” but (13,3%) said that it is used “sometimes.” This indicates that the scaffolding technique is widely used with students, and its frequency of occurrence is determined by a variety of factors.

- 4) Does scaffolding technique help you in reading comprehension perform a hard task easily and raise your motivation to learn ?

	<b>Number</b>	<b>Percentage</b>
Yes	22	73,3%
No	8	26,7%
Total	30	100%

**Table13:** The Importance of Scaffolding in Improving Students' reading comprehension ,Task Completion, and Motivation to Learn

According to the table (13), almost all students (73,3%) believe scaffolding is helpful for improving reading comprehension, completing difficult tasks, and increasing motivation to learn. This suggests that the scaffolding technique is extremely beneficial for FL learners. (26,7% ) of students found it ineffective, implying that they are either unaware of the impact of this technique or dismiss its significance. Furthermore, the failure of this technique could be the result of other influencing factors.

**1.4. Questionnaire Results and Discussion**

The first section, which contains general information, reveals that the majority of students are female. They also had a very commendable level of English, indicating that they have significant capacities that allow them to learn more and improve their level.

In terms of reading comprehension of short stories, the second section revealed that more than half of the students value reading . Also, most students emphasized the importance of reading comprehension in the classroom to help them memorize, acquire, and memorize new information. Students in this questionnaire share the same viewpoint on how to become an effective reader, which can be either by expanding vocabulary knowledge or by developing grammar and critical reading and thinking strategies, thereby increasing reading comprehension and proficiency. Furthermore, the test results revealed that the more students read the short stories, the better their reading comprehension acquisition. Teachers should encourage students to read, especially short stories, and provide them with adequate materials to raise their reading awareness.

Section three analysis revealed that almost all students find the scaffolding technique beneficial in reading comprehension session. This result confirms the students' awareness of the positive consequences of implementing this technique. They stated that it is frequently used in their learning context. In this regard, explanations, hints, 'wh' questions, and reducing options are argued to be the most commonly used types of scaffolds rather than others. Furthermore, almost all students agreed that scaffolding can help them reading and/or complete a difficult task on their own and increase their motivation to learn. This implies that the scaffolding technique has a direct impact on improving reading comprehension and orienting students toward independent learning.

## 2. Teachers' Questionnaire

### 2.1 Aim of the questionnaire:

The goal of this questionnaire is to learn about teachers' perspectives on the challenges they face when teaching English in general and reading comprehension in particular. This questionnaire was prepared to collect information about the method of teaching with the scaffolding technique in the reading comprehension of short stories, as well as to understand the most important difficulties and advantages of this technique, as well as the importance of reading short stories to develop EFL students in general.

The results of this questionnaire would aid in the development of recommendations for improving reading comprehension teaching by scaffolding.

### 2.2 Description of the teachers' Questionnaire:

A structured questionnaire was created for English teachers at Kasdi Merbah University's Department of Foreign Languages. The participants were chosen at random from the English Division's teachers.

A questionnaire was distributed to sixteen (16) teachers; however, two teachers did not respond. The questionnaire is divided into three sections and concludes with an open request for additional suggestions. The first section seeks general information and includes questions about teachers' teaching experience and qualifications. Section two includes questions about short stories reading comprehension. Section three includes questions about scaffolding technique. The questionnaire allows teachers to express their thoughts and make additional suggestions. Furthermore, more teachers did not complete the questionnaire because they stated that they did not teach a reading comprehension module during their teaching careers.

### 2.3. Analysis of the Teachers' Questionnaire

#### Section one: Back ground Information

1) What degree(s) do you hold?

Degree	Number	Percentage
a. Master	0	0%
b. Magister	5	31,25%
c. Doctorate	9	56,25%
Total	14	93,75%

**Table 1:** Qualifications of Teachers

The table above reveals that there is a slight difference between the percentages of the teachers' degree. most of the Ouargla University teachers have doctorate degree, which forms (56,25% ) of the sample; however, (31,25% ) of them have magister degree. This indicates that the majority of teachers are qualified enough to teach the language. Consequently, teachers' degree is positively associated with teaching scaffolding reading comprehension.

**2) How many years have you been a teacher?**

<b>Period</b>	<b>Number</b>	<b>Percentage</b>
<b>a.</b> 1-5 years	6	37,5
<b>b.</b> 5-10 years	3	18,75
<b>c.</b> More than 10 years	5	31,25
Total	14	87,5

**Table 2:** Teaching Experience of Teachers

The displayed results show the teachers' experience in the field of teaching English language at University. According to the table, (37,5 ) of the teachers have an experience from 1 to 5 years; whilst with there is percentage,( 18,75 ) teachers have an experience of teaching the language from 5 to 10 years. The remained participants, which form the average of (31,25). had been teaching English language at University for a very long time (more than 10 years). This implies that teachers of Kasdi Merbah University, in the field of English language, are medium experience in the domain, i.e., teaching.

**Section two: Reading comprehension of short stories**

**1) According to your teaching experience, how would you describe the reading level of your students?**

Levels	Number	Percentage
a. Most are above average	2	12,5
b. Most are average	6	37,5
c. Most are below average	4	25
d. Reading level varies greatly	2	12,5
Total	14	87,5

**Table 3:** Reading Level of Students

Table reveals that the vast majority of respondents ( 37,5) evaluated their students’ level as most are average however, four of them claimed that their students’ level in reading is Most are below average , which represents (25 ).While( 12,5 ) of teachers claimed that most of their students' reading level is above average and students' reading level varies greatly, which percentage (12,5). This indicates that EFL teachers are not satisfied enough with their students’ level of reading knowledge.in addition, teachers agreed reading level is generally average.

2) What is your primary focus in teaching reading?

Option	Number	Percentage
a. Reading fluency	7	43,75%
b. Reading comprehension	7	43,75%
c. Grammar	2	12,5%
d. Spelling	0	0%
Total	16	100%

**Table 4:** Primary Reading Focuses of Teachers

The majority of teachers (43,75%) declared that their primary focus in teaching reading is reading comprehension and reading fluency; i.e., they greatly focus on students’ understanding; in order to enhance their reading ability ,and students have to be fluent readers. (12,5% ) of teachers said that their primary focus is grammar; which implies that they do prefer to make their students understand text structure and general organization of the ideas expressed throughout the text.

3) Do your students experience difficulties in understanding texts or any written material?

Option	Number	Percentage
a. Yes	12	75%
b. No	1	6,25%
Total	13	81,25%

**Table 5:** Reading Difficulties of Students

The majority of teachers (75%) answered with ‘yes’, and ensured that their students do experience difficulties in understanding texts. Each student has his own difficulties this is why teachers should be count for students’ mental, cognitive and even psychological individual factors to provide them with necessary help to overcome such difficulties. (6,25%) of teachers answered with ‘no’ , and confirmed that their students do not face reading difficulties.

### 2.1 Would you give a brief definition of reading comprehension, Please?

Teachers’ definitions of reading comprehension are summed up as follows:

- Teacher01:** “ the ability to recode written materials and grasp the communicative averages in the text.”
- Teacher02:**“reading comprehension is the receptive skill among the 4 language skills that need to be developed through enhancing a set of characteristics likes grammar pronunciation spelling etc and its main types like extensive, intensive, scanning ,skimming” .
- Teacher 03:** “it is the process of internalizing patterns and ideas and interpreting than according the one’s schema or background knowledge.”
- Teacher 04:** “it is how learners or readers understand the text and how they process it”.
- Teacher 05:** “see it in a dictionary”.
- The rest of the professors, they expressed the same meaning about the concept of reading comprehension. That they have almost common key notions in their definitions of reading comprehension; as being the ability to understand, analyze and process any text in hand.

4) How do you guide your students to overcome their reading difficulties?

Option	Number	Percentage
a. Ask them to read the text aloud	7	43,75%
b. Try to find out the cause of the problem	7	43,75%
c. Try to explain the general idea of the text	10	62,5%
d. Others	5	31.25%
Total	29	181.25

**Table 6:** Teachers' techniques for Assisting Students with Reading Difficulties

(62,5%) said that they try to explain the general idea of the text . While (43,75%) of them confirmed that they Ask them to read the text aloud and teachers assumed that they Try to find out the cause of the problem .Accordingly, ( 31,25) of them added other suggestions that are summed up as follows:

- ✓ **Teacher1** : “pdf activities”.
- ✓ **Teacher 2**: “ask them to summarize some passages”.
- ✓ **Teacher3**: “Working on the skill of inferring the meaning based on the context of the text”.
- ✓ **Teacher 4**: “try to look of effective teaching strategies that can help student overcome their reading difficulties”.
- ✓ **Teacher5**:“use the external knowledge”

5) During the reading session, how often do you ask your students to read aloud?

Option	Number	Percentage
a. always	5	31,25%
b. usually	5	31,25%
c. sometimes	3	18,75%
d. never	0	0%
Total	13	81,25%

**Table 7:** Frequency of Reading Instruction and Activities by Teachers

( 31,25% ) of teachers declared that they “always” and “usually” assign reading instructions and activities for their students, which indicates the significant importance they give to developing students’ reading skills. (18,75%) said that they “sometimes” do these reading activities.

6) How do you rate the importance of the following items according to their role in reading comprehension?



	Option	Number on answers	Percentage %	Total
Vocabulary	Highly important	12	75%	93,75%
	How important	2	12,5%	
	Not important	1	6,25%	100%
Grammar	Highly important	7	43,75%	
	How important	4	25%	81,25%
	Not important	2	12,5%	100%
Pronunciation	Highly important	3	18,75%	
	How important	9	56,25%	100%
	Not important	4	25%	
Style	Highly important	5	31,25%	
	How important	4	25%	62,5%
	Not important	1	6,25%	100%

**Table 8:** Importance of Vocabulary, Grammar, pronunciation and style

As we can notice from the above table(8), teachers' rates of every item differs according to its importance. Vocabulary was selected as the most important item in reading comprehension by the majority of teachers ( 75% ), because as much as learners have more vocabulary knowledge as much as they improve their comprehension. While just of ( 12,5% ) teachers said it is "how important". There is one teacher said that the vocabulary is not important. .

Concerning grammar, the majority of them (43,75% ) said it is "highly important", because grammar provides students with the structure they need in order to organize their ideas and to understand the text easily and rapidly. While ( 25% ) of them said that it is "how important". As it is mentioned throughout teachers' questionnaire, (12,5%) of teachers said is" not important".

Concerning pronunciation, (56,25%) considered it as" how important". While the majority of teachers (18,75%) said pronunciation is "highly important", it is important for a specific category of students . Whereas; (25%) of them claimed that it is "not important".

For style, most of teachers (31,25% ) said that style is "highly important". (25%) of them answered "how important". While, just ( 6,25% ) of teachers said is "not important".

As we can deduce from the above answers, the most important items in reading comprehension according to teachers are vocabulary, pronunciation.

7) What do you usually do when a student falls behind in reading?

	Number of answers	Percentage%
Wait and give him time to improve his Performance.	8	50%
Spend more time working on reading Individually with that student.	3	18,75%
Assign home work to help the student Catches up.	4	25%
Urge him to use reading strategies to Enhance his comprehension.	10	62,5
		18,75%
Others please specify	3	
Total	28	174,75%

**Table 9:** Shows how teachers react to students' reading difficulties

The aim of this question is to know how teachers act if a student falls behind in reading; i.e., encounters difficulties, and how they help him to catch up. The majority of teachers (62,5) declared that they do so through urging him to use reading strategies to enhance his comprehension. (50%) of them said they wait and give him time to improve his performance, while (25% ) of teachers confirmed that they help him through assigning homework to catch up. Whereas; (18,75%) of them prefer to spend more time working on reading individually with that student. (18,75%) of teachers whom are choosing ‘others’ , this implies This means that there are other methods to help students improve their reading ability , which are:

- 1) “do a rehearsal”
- 2) “integrate the other language skills”
- 3) “ask them to read about topics of their interests”

8) According to you, are reading strategies important tin enhancing students’ reading

comprehension?

Option	Number	Percentage
a.Yes	11	68,75%
b.No	0	0%
Total	11	68,75%

**Table10:** Importance of Reading Strategies

The majority of teachers (68,75%) responded ‘yes’; and then, ensured that reading strategies are important in enhancing students’ reading comprehension. Most of Teachers agreed that reading strategies are very important in enhancing their students’ reading comprehension and suggest that they need to be taught and reinforced in the EFL classes and to be considered in curriculum development and course design.

If yes, say how?

Teachers’ suggestions about the importance of reading strategies can be stated as follows:

1. “How reading strategies make reading easier and teach skills that can be used in different texts”.
2. “They motivate learners to discover knowledge”.
3. “It enables learners to understand the text”.
4. “The proved the students with the necessary tools.”
5. “They motivate learners to discover knowledge.”
6. “The reading strategies give the students a solution to understand the text easily.”
7. “Reading strategies make reading easier and teach skills that can be used in different texts.”

It seems from the above teachers’ suggestions that they are aware of the importance of reading strategies in enhancing and developing students’ reading comprehension. Almost all teachers’ suggestions turn around the same thing which is the role of using effective and appropriate reading strategies in developing students’ skills and reading abilities.

9) What type of reading strategies do you prefer your students to use more in their reading tasks?

Option	Number	Percentage
a. Skimming	7	43,75%
b. Scanning	5	31,25%
c. Predicting	6	37,5%
d. Summarizing	9	56,25%
e. Inferring	9	56,25%
Total	35	225%

**Table 11:** Types of Reading Strategies Preferred by Teachers

(56,25% ) of teachers ensured that they prefer their students to use summarizing strategy , the same percentage (56,25%) represents those who prefer inferring strategy. While; (43,75% ) of teachers preferred their students to use skimming strategy. Whereas; (37,5% )of teachers preferred their students to use predicting.( 31,25% )of teachers preferred their students to use scanning. From the above results, we can assume that the five types of reading strategies are highly considered by teachers and are preferred to be used by students to develop their reading skill and language learning abilities.

**Teacher said:** what are scanning and skimming.

10) In your reading course, in what would you select the tasks below in?

Option	Number	Percentage
a. Answer reading comprehension questions	9	56,25%
b. Write some thing in response to their reading	7	43,75%
c. Answer oral questions	8	50%
d. Summarize what they have understood in their own words	8	50%
e. Others,(please specify)	2	12,5%
Total	34	212,5%

**Table 12:** Reading Course Assignments for Teachers

This question asked teachers to know what they aim their students be able to do at the end of the reading session. The majority of them (56,25% ) mentioned that they ask students to answer reading comprehension questions in order to check their comprehension. While, (50% ) of teachers preferred to end a classroom session by asking students to Answer oral questions and summarizing what they have understood in their own words, because their own summaries could help them self- assess their reading comprehension process before receiving teacher’s feedbacks. (43,75%) claimed that they prefer to ask students to write something in their own words and styles in response to what they have read; aiming at motivating them to make use of new learned vocabularies and language structures. Whereas; (12,5% ) of them preferring another answers. As a conclusion, teachers are interested in their students’ reading comprehension more than any other reading task or skill. Consequently, +the teachers added the following suggestions:

1. “Top down, up down, interactive.”
2. ” Mastering the techniques and strategies of reading helps the readers understand the text and decode it.”

11) Do you ask your students while reading to?

Option	Number	Percentage
a. Activate their prior knowledge	8	50%
b. Make predictions	7	43,75%
c. Generate their own questions	5	31,25%
d. Paraphrase	9	56,25%
e. Use concept maps, or text structure frames	0	0%
Total	29	181,25%

**Table 13:** Reading Questions for Teachers

The majority of teachers (56,25%) confirmed that they try paraphrase . Also (50% ) of

them focused on leading students to Activate their prior knowledge. Whereas; (43,75%) of teachers ensured that they Make predictions. (31,25%) of teachers declared that they motivate students to generate their own questions.. However, teachers did not ensure Use concept maps, or text structure frames.

We can assume that the majority of teachers focused on paraphrasing, because they consider it as a core factor in enhancing EFL students’ reading skill; as well as, requiring them to Activate their prior knowledge, preview Making predictions or to develop their critical reading abilities. They did also focus a little bit on letting students generate their own questions.

**12) How would reading short stories help in improving the students’ reading skill?**

**Teachers said:**

- 1) “All the above activities can be used combination with short stories”.
- 2) “Expanding vocabulary in use context.”
- 3) “It help them to enrich their vocabulary.”
- 4) “Concertizing learning in different registers genres.”
- 5) “Help enhance high order skills such as creative writing ,critical thinking and problem solving”.
- 6) “It develops their vocabulary therefore increase their reading comprehension .“

**13) Do you think that reading short stories can motivate students to enrich their vocabulary?**

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
<b>a. Yes</b>	11	68,75%
<b>b. No</b>	0	0%
Total	11	68,75%

**Table 14:** Teachers' attitudes to ward reading short stories as a means of enrichment

This question aims to know the teachers’ opinion about reading short stories to enrich their students’ vocabulary. According to the table, all the participants (68,75%)think that short stories can motivate EFL learners to improve their lexis. Reading short stories and vocabulary knowledge are strongly related in English language learning.

**How?**

Teachers’ suggestions about reading short stories to enrich their students’ vocabulary

can be stated as follows:

- 1) “How if the short stories are interesting.”
- 2) “They learn new words and styles without getting bored.”
- 3) “The same think of others.”
- 4) “Reading always give students opportunities to enrich their vocabulary.”
- 5) “More reading equals = more vocabulary.”

14) If you have any other suggestions or comments, please add them below.

Teachers added the following suggestions:

- 1) “The questionnaire is not clear which strategies and should be devoted to teacher who are teaching oral comprehension.”
- 2) “Reading newspapers ,articles.”
- 3) ”I advise learners to start with reading for pleasure.”
- 4) “I prefer to use short story reading during the class and as home work to make sure that their reaction to the story is personal.”

**Section three: Scaffolding technique**

1) Are you familiar with the concept of scaffolding technique?

Option	Number	Percentage
a.Yes	10	62,5%
b.No	1	6,25%
Total	11	68,75%

**Table 15:** Views' Teachers Concept of Scaffolding technique

Question tackled teachers’ familiarity with the concept of scaffolding strategy, in which one of teachers (6,25% ) said that they are not familiar with the concept. This reflects its lack of awareness of the importance of this strategy in FLT, but still it may be using many techniques related to scaffolding. However, (62,5% ) of them confirmed their familiarity with that notion. This indicates their awareness about its significance in learning. Teachers who answered by ‘yes’ were required to define the concept of scaffolding strategy. But, only some of them provided definitions that are suitable with those theoretical ones in the literature.

Teachers’ definitions are illustrated as follow:

- 1) “Used to breakdown courses to teachable items. “



- 2) “Read an article about it.”
- 3) “Ask my students to read paragraph by paragraph and discuss the content together.”
- 4) “Helping the student to become more independent.”
- 5) “It is an effective way refers to a method where teachers offer a particular link of support to students to improve a particular skill.”
- 6) “Scaffolding means providing support the learner to achieve a certain level.”
- 7) “Scaffolding technique provides the student with the needed support while learning something new to use what knowledge.”

2) Do you believe that scaffolding technique is important in EFL?

Option	Number	Percentage
a. Yes	11	68,75%
b. No	0	0%
Total	11	68,75%

**Table 16:** Teachers' Perspectives on the Importance of Scaffolding technique in EFL

The analysis of the question showed that all the teachers (68,75%) confirmed the importance of scaffolding strategy in EFL. Some of them also justified their responses as follows:

- 1) “Language is abstract.”
- 2) “That is because scaffolding consists of many teaching strategies.”

As a general observation, teachers believe that the scaffolding strategy is an effective strategy for overcoming difficulties that students may encounter while learning a foreign language. In addition to being actively involved in the learning process, they believe it is beneficial for developing certain skills such as self-confidence and self-motivation.

3) What kind of scaffolding technique you usually provide your learners with?

	Number	Percentage
a. Hints	8	50%
b. “Wh” questions	8	50%
c. Tag questions	4	25%

d. Explanations	5	31,25%
e. Providing half the answer	3	18,75%
f. Reducing choices	1	6,25%
g. Prompts	4	25%
h. Handouts without details	5	31,25%
i. Others	1	6.25%
Total	39	243,75

**Table 17:** Scaffolds That Are Commonly Used by Teachers

Concerning types of scaffolds that are frequently used by teachers, the majority of them (50%) said that they use ‘hints’, and said “Wh” questions what makes those two the most used strategies to scaffold learners. Also, ( 31,25%) of teachers chose “Explanations” and “Handouts without details”, ( 25%) said “Tag questions” and “Prompts”, (18,75%) chose “Providing half the answer “ , ( 6,25%) chose “Reducing choices and others”.

4) What is the most important scaffolding strategy that you prefer to use?

Option	Number	Percentage
a. Modelling	1	6,25%
b. Bridging	4	25%
c. Contextualizing	8	50%
d. Schema building	4	25%
e. Representing text	1	6,25%
Total	18	112,5%

**Table 18:** Important scaffolding strategies that used by the teachers.

Concerning the important scaffolding strategies that are frequently used by teachers, the majority of them (50% ) said that they use “Contextualizing”. Also, (25% ) of teachers chose “Schema building” and “bridging”, (25% ) said “representing text” and “modelling”.

5) What difficulties do you encounter when you using scaffolding techniques with your students?

	Number	Percentage
1) Implementing scaffold sis time consuming.	4	25%

2) Do not know the appropriate scaffold to use.	1	6,25%
3) Do not know when exactly to use scaffolds.	2	12,5%
4) Do not know when exactly to remove scaffolds.	1	6,25%
5) Do not know students' level.	2	12,5%
6) Do not know students' learning styles.	3	18,75%
7) Large number of students in the class.	7	43,75%
8) Other.	1	6,25%

**Table 19:** Obstacles that Teachers Face When Using Scaffolding Techniques

Large number of students in the class as an obstacle for implementing scaffolding technique .In addition,(25% ) of teachers considered that implementing scaffolds is time consuming. This may imply that teachers know that scaffolding strategy needs a lot of time for its efficacy. (18,75%) of teachers considered that not knowing students' learning styles are regarded as challenges for using that strategy. This means that they are aware about the importance of those factors for the effectiveness of this strategy. Besides, (12,5% ) of teachers claimed that Do not know when exactly to use scaffolds and not knowing students' level. Mainly, teachers (6,25%) opted for the second and finale options. Mainly, familiarity means knowing everything about students and providing a more relaxed atmosphere where the teacher can implement scaffolding strategy appropriately and make learners benefit the maximum from that strategy.

6) Activation (a form of scaffolding) is a way to:

Option	Number	Percentage
a. Assess how well the students understand the reading material	4	25%
b. Bridge prior knowledge with current topic	6	37,5%
c. Address gaps in student's knowledge	2	12,5%
Total	12	75%

**Table20:** Teachers' opinions in concept the activity

This question aims to know the teachers’ opinion about the concept of activation .According to the table, the participants (37,5%) think that the activation is bridge prior knowledge with current topic . also (25%) of teachers said the activation is assess how well the students understand the reading material, besides (12,5%) of teachers claimed that the activation is address gaps in student's knowledge.

7) What is the main purpose of scaffolding instruction?

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
<b>a.</b> Breaking up information into smaller chunks to provide support for student learning	5	31,25%
<b>b.</b> Helping students see how pieces of information fit together to provide support for student learning	6	37,5%
<b>c.</b> .Differentiating instruction to meet individual student needs in learning	2	12,5%
<b>d.</b> Accommodating students with different learning needs so that student learning is supported for all students	0	0%
Total	13	81,25%

**Table21:** The purpose of scaffolding instruction

This question aims to know the teachers’ opinion about the main purpose of scaffolding instruction .according to the table(21), the majority of teachers (37,5%) said that the main purpose of scaffolding instruction is Helping students see how pieces of information fit together to provide support for student learning. Also, (31,25% ) of teachers considered Breaking up information into smaller chunks to provide support for student learning is the main purpose, besides (12,5%) of teachers claimed that Differentiating instruction to meet individual student needs in learning is the main purpose of scaffolding instruction.

8) What are the benefits and challenges of scaffolding technique?

**Teachers said:**

1. “Providing support improves comprehension different levels in one class they need different styles Design of scaffolding activities is time consuming.”

2. "Scaffolding is a good technique to improve students skills( reading ,writing or listening)."
3. "Teachers should be trained to use scaffolding in EFL contexts."
4. "Scaffolding techniques helps the student break into pieces the difficulties faced during reading. This may need time and efforts on the level of individual activities of the students."
5. "The benefit is to help students in becoming more independent and creative, the challenges are already highlighted in answers of question (5)"
6. "Already answered."

The rest of the teachers, they expressed the same meaning about the benefits and challenges of scaffolding technique.

#### 9) Would you add further information or suggestions to the topic, please?

This question is open-ended; it is about further information concerning the effect of scaffolding technique to develop EFL students' reading comprehension. The teachers added suggestions, those which can be outlined as follows:

1. "The questionnaire lack practicality, too long."
2. "Minimize and organize your questionnaire."
3. "Teachers should be trained to use scaffolding in EFL contexts."

#### 1.4. Questionnaire Results and Discussion:

The first section of the teachers' questionnaire, "General Information," reveals that the majority of the teachers have a doctorate degree and significant experience teaching EFL, ranging from 1 to more than 10 years. This means they have enough experience to teach beginners who are having difficulty learning the FL.

In section two, They stated that in order to help their students become effective readers, they place a strong emphasis on reading comprehension. Their main concern is how to make students easily understand what the text is about. Teachers almost always define reading comprehension as "the ability and capacity to read a given text, decode it, process it, and understand its meaning."

Furthermore, each teacher has his or her own method of guiding his or her students to overcome their reading difficulties; however, they do share some strategies and tips such as: try to explain the general idea of the text and ask them to read the text aloud, try to find out the cause of the problem and teach them how to use and effectively apply reading strategies to

a given text. As a result, teachers are aware of the critical role reading strategies play in facilitating students' reading comprehension, assisting them in extracting meaning from texts, and developing their overall reading proficiency.

Teachers assign a rough value to various types of reading strategies and advise students to use them all to improve their text comprehension. Also, Teachers believe that reading short stories is an effective tool for expanding students' vocabulary knowledge because it helps them master other language skills, motivates them to read, and raises their cultural awareness. Although teachers encourage their students to read in general, and short stories in particular, one of the challenges teachers face in teaching reading is a lack of reading materials. Most teachers agree that there is a link between vocabulary acquisition and short story reading; it is the most enjoyable strategy for helping students learn new vocabulary.

The third section demonstrates that most of teachers claimed that knowing the principles of using this technique and its significant outcomes on improving learners' levels. Concerning applying this technique in EFL classes, all the teachers confirmed its importance and provided some comments to illustrate their answers. Mainly they see that this technique is influential since it helps developing learners' skills and overcoming some learning difficulties. Additionally, teachers claimed that they frequently use scaffolds such as hints, "wh" questions. some of them that they claimed that Contextualizing and Bridging , schema building are among the most important scaffolding strategies used by the teachers.

However, the majority of teachers stated that they encounter some difficulties when implementing scaffolding technique, such as time consuming, large classes, and not knowing learning styles, making it difficult to decide on the appropriate scaffolds to use.

## Conclusion

To summarize, this study supports many findings in questionnaires scaffolding as an effective technique in short stories reading comprehension in an EFL context. The scaffolding used by the teacher cooperative learning condition has a significant effect on improving students' reading comprehension skills, as evidenced by the gain. Scaffolding, in particular, is quite helpful for low ability students to achieve better comprehension when it comes to levels of ability in reading comprehension. This suggests that low-ability students benefit more from reading through scaffolding questions, in this study. As a result, they outperform the high-ability students. Finally, because scaffolding has demonstrated its effectiveness in improving students' reading comprehension skills, it is reasonable to recommend that teachers implement it .Finally, because scaffolding has been shown to be effective in improving students' reading

comprehension skills, it is reasonable to recommend that teachers implement this strategy in an EFL reading classroom.

---

---

*General  
conclusion*

---

---



According to Aila (2015), that scaffolding is an effective reading instruction strategy that helps students who struggle to understand what they read. It is only one of many techniques available for use, but it plays an important role in assisting learners to progress within the ZPD. The primary goal of scaffolding in the ZPD is for students to be actively engaged in their learning, with the goal of becoming self-directed, lifelong learners. The findings of this study also demonstrate the educational value of scaffolding instruction in EFL classrooms. Because reading comprehension is one of the most important skills for EFL learners, the findings suggest that teachers should incorporate scaffolding into their students' English learning settings to improve their reading comprehension. Scaffolding outperformed the conventional method in terms of improving reading comprehension skills. Questionnaire examination The previous chapter demonstrated that this difference was due to the researcher's strategy because all extraneous variables were previously controlled. This large effect can be attributed to instructional scaffolding activities, techniques, and teaching aids aimed at improving EFL learners' short story reading achievement.

Furthermore, the positive interaction and participation of the students themselves who demonstrated motivation, as well as the teacher's ample assistance and support until they demonstrated mastery, were attributed to the outcome. The study's findings revealed that using a scaffolding strategy had a significant impact on the experimental group's students' levels of reading achievement for short stories. Returning to the research hypotheses, statistical analysis of the data obtained from the students' performance revealed a remarkable level of achievement in short stories. These findings back up previous research that demonstrated that the scaffolding strategy teaching method improved students' reading comprehension (for example, Chi 2007; Mehdian 2009; Sukyad and Hasanah 2010; Attarzadeh 2011; Pishghadam and Ghadiri 2011; Bassiri 2012). They found that using the scaffolding strategy improved students' achievement. Furthermore, the findings of this project were supported by O'Neal et al. (2009), Batt (2010), and Echevarria et al. (2011), who demonstrated that in scaffolded lessons and classes, there is a high level of student engagement and interaction with teachers, peers, and text, which leads to elaborate discourse and higher-order thinking. Students are explicitly taught functional language skills such as negotiating to mean, asking for clarification, confirming information, arguing, persuading, and disagreeing. Students

practice and apply their new language and content knowledge through instructional conversations and meaningful activities. Students to practice and apply their new language and content knowledge through instructional conversations and meaningful activities. The scaffolding technique has proven to be an important component of effective teaching, particularly when it comes to teaching reading comprehension skills. As a result, teachers are encouraged to reconsider traditional methods in favour of new ones that rely on support and assistance. Giving students assistance and support through instructional scaffolding optimizes student learning and improves reading comprehension skills. It is one of the principles of effective instruction that allows teachers to meet the needs of individual students, and it is very motivating, supportive, and appealing to low achievers who prefer to be active participants. Furthermore, this technique fosters cooperative learning among group members. The researcher assessed the students' attitudes toward the use of scaffolding strategies in language learning. These findings could be used to redesign reading courses at language institutes, schools, universities, and other educational institutions. Furthermore, the project findings can suggest that teachers use scaffolding strategy teaching in their classes because participants' attitudes toward participating in this method were positive. Regardless of the potential issues, the researcher's experience with this method in the future may serve as an important example for other teachers in educational centers. An effective teacher is one who provides explicit Context ualizing ,Schema building, bridging to help his or her students construct a clear understanding of the text content. Such a teacher meets the requirements of a scaffolding teacher in that learners should receive support and assistance from the teacher in order to successfully complete certain tasks and progress to more complex ones. More importantly, the interaction between teacher and student should be collaborative. Scaffolding can assist language teachers in reaping the benefits of it and its content while teaching reading comprehension skills.

According to Açıkgöz (2002), when traditional methods of instruction such as lecture and dictation are used in educational systems, students quickly forget what they have learned during lectures. The cause of this problem is attributed to the teacher and student roles in the classroom. The teacher is the expert and decision-maker in traditional teaching classes, while students are passive listeners and note-takers. In general, students memorize and review the materials presented by teachers, but they forget them after the examination. Teachers are facilitators in classes where the scaffolding strategy is used, and

students are discoverers and investigators. They ask questions, make predictions, analyse, debate, evaluate their own strengths and weaknesses, interact, and try to learn. In Iran, where traditional whole-class methods have been used for several years, changing these roles may be difficult for teachers and students. Knowing the potential difficulties associated with adjusting to new roles may aid teachers who intend to use scaffolding activities in their instruction. To avoid problems that may arise as a result of difficulties in adjusting to new roles, both teachers and students should be trained in this technique.

---

---

# *Bibliography*

---

---

- **Al Aila, M. Z.** Effectiveness of Using Scaffolding Strategy on Developing Seventh Graders' Reading Comprehension Skills . M.A. Dissertation, The Islamic University, Gaza, 2015.
- **Açıkgöz, K. Ü.** *Aktif Öğrenme* ,İzmir: Eğitim Dünyası Yayınları, 2002.
- **Alibali, M** (2006). *Does visual scaffolding facilitate students' mathematics learning? Evidence from early algebra.* <https://ies.ed.gov/funding/grantsearch/details.asp?ID=54>
- **Al khuli , R.** (1980). Teachers of gifted students: suggested multicultural characteristics and competencies. *Roper Review*, 23(4), 235-239.
- **Al-Dersi, Z.E.** (2013). The use of short stories for developing vocabulary of EFL learners. *International Journal of English Language & Translation Studies*, 1(1), 72-86, ISSN 2308-5460.
- **Angela Lui**, *Teaching in the Zone*, Children's Progress, 2012, p.5.
- **Barnett.** (2002). Postgraduate students' use of reading strategies in L1 and ESL Contexts: Link to success(pp1-14). *International Education Journal*, 5/4
- **Batt, E. G.** "Cognitive coaching: A Critical Phase in Professional Development to Implement Scaffolding Technique." *Teaching and Teacher Education: An International Journal of Research and Studies*, Vol. 26, No. 4, 2010, pp. 997-1005.
- **Dalman, Keterampilan Membaca.** Jakarta: PT Raja Grafindo Persada.(2017)
- **Darling-Hammond, L.** (2001). The challenge of staffing [ourdoi.org/10.24071/ilt.2018.210210](https://doi.org/10.24071/ilt.2018.210210).
- **Duke, N.K., & Pearson, P.D.** (2001). Effective practices for developing reading comprehension. In A.E. Farstrup & S.J. Samuels (Eds.), *What research has to say about reading instruction*, (3rd ed., pp. 205–242).
- **Newark, DE:** International Reading Association.
- **Frimasary. A. E.** (2015). Using Short Story to Improve Student' Reading Comprehension. Center of Language Innovation, *Journal of Linguistics and Language Teaching*. 2 (2), Bengkulu
- **Gibbons, P.** (2002). *Scaffolding language, scaffolding learning*. Teaching second
- **Gibbons, Pauline.** 2015. *Scaffolding Language, Scaffolding Learning*, Second Edition. Portsmouth, NH

- **Goos, M.**, 2004. Learning mathematics in a classroom community of inquiry. *J. Res. Mathemat. Educat.*, 35(4), 258- 291.
- **Gordon Wainwright**, *How to Read Faster and Recall More*, 3rd edition (New York: How to Books Ltd, Spring Hill House & Begbroke, 2007), , p. 38.
- **Grabe, W., & Stoller, F. L. (2002)**. *Teaching and Researching Reading*. New York: Pearson Education.
- **Hammond, J.** (2001). *Scaffolding: Teaching and learning in language and literacy education*. Primary English Teaching Assoc., PO Box 3106, Marrickville, New South Wales, 2204, Australia.
- **Harmer, J.** (2007). *How to teach English*. PEARSON Longman, England.
- **Heather Coffey**, “ Scaffolding”, at <http://www.learnne.org/lp/pages/5074> on february 2nd 2016.
- **Heilman, A.W., Blair, T.R., Rupley, W.H.** 1981. *The Principles and The Practices of Teaching Reading*. Ohio: Charles E. Merrill Publishing Co. p.246 Heinemann.  
[http://www.ababasoftware.com/speedreading/five\\_types\\_of\\_reading.html](http://www.ababasoftware.com/speedreading/five_types_of_reading.html)
- **Hudson W.** *Toward Unified Models in User-Centered and Object-Oriented Design*, in *Object Modeling and User Interface Design*, ed
- **Van Harmelen**, Addison-Wesley, Reading, Massachusetts, 2001.
- *International Journal of Bilingual Education and Bilingualism*, 9(2), 159-180.
- *International Journal of English Language Teaching*, Vol.5, No.4, pp.1-27, May 2018
- **Jeon, E., & Day, R. R. (2016)**. The effectiveness of ER on reading proficiency: A meta-analysis. *Reading in a Foreign Language*, 28, 246–265.
- **Juleiha**. 2020. *English Education Department Education And Teacher Training Faculty The State Islamic University SulthanThahaSaifuddin Jambi*.
- **Kartika, P.**(2012). *Teaching Reading Ability Using Skimming Technique At The Second Grade Students Of Smp Muhammadiyah2Bandung*. Retrieved from: [publikasi.stkipsiliwangi.ac.id/files/2012/12/08220069-kartika.pdf](http://publikasi.stkipsiliwangi.ac.id/files/2012/12/08220069-kartika.pdf)
- **Khatib, M.** (2013). *Short Story Based Language Teaching (SSBLT): A literaturebased Language Teaching Method*. *International Journal of Basic Sciences & Applied Research*, 2(2) 155-159.
- **Khatib. M.** (2012). *Enhancing Reading Comprehension through Short Stories in Iranian EFL Learners*. *Theory and Practice in Language Studies*. AcademicPubliser Manufactured in Finland, 2 (2) 1799-259

- **Koay, J.** (2015). What is Intensive Reading? Independent Researcher and A Research & Development Consultant at EduMaxi. Victoria University of Wellington, School of Linguistics and Applied Language,
- **Lampariello L** (2017). Extensive vs. Intensive Reading .On line article. Retrieved from: <https://www.lucalampariello.com/intensive-vs-extensive-reading>
- Language and Language Teaching, 21(2), 207-218.
- **Larkin, Martha**, Using Scaffolding Instruction To Optimize Learning. December 2002. P. 4, available on <http://files.eric.ed.gov/fulltext/ED474301.pdf> (access on March 15, 2017. 10:00 am) 42 Pauline Gibbons, Scaffolding language, scaffolding learning: Teaching English language learners in the mainstream classroom. Second edition, Portsmouth: Heineman. 2002, p.16
- **Liao, G.** (2011). On the Development of Reading Ability. Theory and Practice in Language Studies, 1(3), 302-305.
- **Mahmoud Z. Al Aila**. 2015. Effectiveness of Using Scaffolding Strategy on Developing Seventh Graders' Reading Comprehension Skills. The Islamic University of Gaza Postgraduate Studies Deanship Faculty of Education Curriculum & Methodology Department.
- **May, C.** (2005). "Explicit Instruction of Reading Strategies that Enable EFL Learners to Achieve Comprehension in Reading: The Case of third year learners". Unpublished M.A. Thesis at the Mentouri University, Faculty of Letters and Languages .
- **McCosker, N., Diezmann, C.**, 2009. Scaffolding students' thinking in mathematical investigations. Australian Primary Mathematics Classroom., 14(3), 27-33.
- **McKenzie, J.**, 2000. Scaffolding for success. Beyond technology, questioning, research and the information literate school community. Retrieved from <http://fno.org/dec99/scaffold.html>.
- Mikulecky, B. S. ,& Jeffries, L.** (1996). More Reading Power. New York: America Addison-Wesley Publishing Company.
- Mikhailov, S.** (2008). Word by word type reading. Viewed on December 10, 2011, at Speed reading articles:
- **Nuttall, C.**, (1996). Teaching reading skills in a foreign language. London: Heinemann Educational Books.

- **O’Neal, D.**, Ringler, M., and Lys, D. “Changing Teacher Attitudes toward Instruction of Academic Language through Sustained School-University Partnership.” *International Journal of Educational Leadership Preparation*, Vol. 4, No. 4, 2009, pp. 1-7.
- **Olson, J. and Platt, J.** (2000). *The Instructional Cycle. Teaching Children and Adolescents with Special Needs* (pp. 170-197). Upper Saddle River, NJ: Prentice-Hall, Inc.
- **Online Scaffolding** (2018). *Scaffolding Online*
- **Palincsar, A.S.** (1986). The role of dialogue in providing scaffolded instruction. *Educational Psychologist*. 21 (1&2), 73-98.
- **Pardede, P.** (2010). Short stories use in language skills classes: Students’ interest and perception. *The Proceeding of the 4th International Seminar 2010: Bringing Linguistics and Literature into EFL Classrooms* (pp. 1-17). Salatiga: Satya Wacana Christian University.
- **Pardede, P.** (2011). Using short stories to teach language skills. *Journal of English Teaching*, 1(1), 14-27. DOI: <http://dx.doi.org/10.33541/jet.v1i1.49>
- **Pardo, L. S.** (2004). What every Teacher Needs to Know about Comprehension. *International Reading Association*, 272–280
- **Parvareshbar, F. & Ghoorchei, B.** (2016). The effect of using short stories on vocabulary learning of Iranian EFL learners. *Theory and Practice in Language Studies*, 6(7), 1476-1483. DOI: <http://dx.doi.org/10.17507/tpls.0607.20>
- **Ratna Wati Mamin,** “Penerapan Metode Pembelajaran Scaffolding Pada Pokok Bahasa Sistem Periodic Unsur”, in *Journal chemical* (Malang: Universitas Negeri Malang), Vol. 10 No.2 Desember 2008, P.55-6
- **Robinson, F. P.** (1946). *Effective study*. New York: Harper & Row
- **Safadi, E., & Rababah, G.** (2012). The effect of scaffolding instruction on reading comprehension skills. *Journal Of Language Studies*, 2012. P.1-38. 40 N. Balaban., Seeing the child, knowing the person. In Ayers, W. *To become a Teacher*. Teacher college Press. 1995. P. 52-61 schools. *Educational Leadership*, 58(8), 12-17.
- **Setyani, S.G.** 2009. *The Use of Short Stories to Develop Student’s Reading Comprehension Skill*. Thesis. Semarang State University. Jepara Scott, S. E. (2009). *Knowledge for teaching reading comprehension: Mapping the terrain*. A dissertation. The University of Michigan
- **Tiara Eka Pransiska.** 2018. *The Use Of Short Story As Materials In Reading Comprehension In Mts Yapi Pakem Sleman Yogyakarta Grade Ix*. English Language



Education Department Faculty Of Psychology And Socio-Cultural Sciences Universitas Islam Indonesia Yogyakarta.

- **Tony Buzan**, Speed Reading, (New York: E.P. Dutton, Inc, 1984) p.xiii.
- **Van der Stuyf, R. R.** (2002). Scaffolding as a teaching strategy. Adolescent learning and development, 52(3), 5-18.
  
- Van de Pol, J., Volman, M., & Beishuizen, J.** (2010). Scaffolding in Teacher–Student Interaction: A Decade of Research. Education Psychology Review, 22, 271–296.
  
- **VanLier, L.** (2004). The ecology and semiotics of language learning: A sociocultural perspective. Boston: Kluwer Academic.
- **Walqui, A.**, 2006. Scaffolding instruction for English language learners: A conceptual framework. Int. J. Bilingual Educat., Bilingual., 9 (2), 159-180.
- **Wells, G.**, 1999. Dialogic inquiry: Toward sociocultural practice and theory of education. Cambridge: Cambridge University Press. Wong-Fillmore, L., 1985. Language minority students and school participation: What kind of English is needed. J. Educat., 164(2), 143-156.
- **Wiriachitra, A. & Apichattrakul, C.** (1999). How to read scientific and technical English understandingly. English Teaching Forum. 34(1). Retrieved on 24 October 2018, from <http://exchanges.stage.gov/forum>
- **Wolley.G.** (2010). Developing reading comprehension: combining visual and verbal cognitive processes. Australian Journal of Language and Literacy. 33 (2) 108–125
- **Wolley.G.** (2010). Reading Comprehension. Springer. Children with Learning Difficulties <http://www.springer.com/978-94-007-1173-0>
- **Wood, D., Bruner, J. S., & Ross, G.** (1976). The role of tutoring in problem solving. Journal of Child Psychology, Psychiatry, & Applied Disciplines, 17, 89–100.
- **Wright, A.** (2002). Ways of using stories. Hungary: International Languages Institute.
  
- Wachyunni, S. (2015).** Scaffolding and cooperative learning: Effects on reading comprehension and vocabulary knowledge in English as a foreign language. Groningen, The Netherlands: Center for Language and Cognition Groningen (CLCG).
  
- **Yasinta, Yulis.** “The Effectiveness Of Using Scaffolding Technique Toward Students’ Skill in Writing The Effectiveness Of Using Scaffolding Technique Toward Students’ Skill In Writing Descriptive Text At The Eighth Grade Of SMP Al-Zahra Indonesia.”, 2014.

- **Yitagesu Belete**.2017. Investigating The Role Of Literary Texts In Developing Students' Reading Comprehension With Specific Reference To Grade Nine Students Of Bole Community Secondary School. Addis Ababa University College of Humanities, Language studies, Journalism and Communications Department of Foreign Languages and Literature.
- **Yulia, M. F.** (2018). Extensive reading for Indonesian university students: An

## Appendix one

### STUDENTS' QUESTIONNAIRE

Dear students,

The following questionnaire is a part of study, which aims to investigate EFL students' points of view about the effect of scaffolding technique to develop EFL students' reading comprehension of Short Stories. Therefore, you are kindly requested to answer the questions by putting a tick (√) in the appropriate answer(s) or by giving full statement(s) whenever necessary. Be sure that your answers will be anonymous, and will be used only for research purposes.

#### Section one: General Information

1) Gender: Male  Female

2) How do you consider your level in English?

Good  Excellent   
Average  Weak

#### Section two: Reading Comprehension of short stories

1) Do you like reading?

Yes  No

2) How often do you read in English?

always   
sometimes   
rarely   
never

3) When reading a text in English, what do you find most difficulties?

- a) **Coherence:** understanding meaning (word meaning, passage meaning, etc)
- b) **Cohesion:** understanding text structure (Sentence organization, structure, grammar, etc)
- c) Understanding the main idea
- d) Encountering no problem

4) The only accurate method used to assess reading comprehension is to observe students' achievements after reading a text and completing a comprehension test.

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Partially agree
- Agree
- Strongly agree

5) Which of the following testing format is used by your teacher to assess your reading comprehension during the reading sessions?

- a) Students' dialogues (teacher gives students opportunity to discuss what they have read, students centered **classes**).
- b) Questions (multiple choice questions, true or false questions).
- c) Word comprehension (strongly related to vocabulary, teachers design some activities to assess students' word comprehension during reading a given text such as: fill in the gaps, find the synonyms or the antonyms).
- d) Comprehension proxies (are used as assessment tools to evaluate both students' ability to identify words and read fluently).
- e) Open-ended assessment (teacher asks students to write assignments or prepare presentations summarizing what they understand from the written material during the reading process).

6) What are themes of short stories do you prefer to read?

a) Science Fiction stories

b) Romantic stories

c) Comedy stories

d) Moral stories

e) Adventures stories

f) Fairy tales stories

7) What are the main difficulties you encounter when reading short stories?

a) Difficult words

b) Complex Style

c) Figurative language

d) Ambiguous meaning

### Section three: Scaffolding technique

Scaffolding is a teaching technique used by teachers provide support temporarily to students to enhance learning and help with assignments. Furthermore, it is a method of grading learning by following specific steps that lead to complete mastery of knowledge.

1) Do you think that scaffolding technique is useful in EFL classes?

Yes

No

2) What are the types of scaffolding that your teachers frequently use?(One or more options)

- a. Hints
- b. "Wh" questions
- c. Tag questions
- d. Explanations
- e. Modeling
- f. Providing half the answer
- g. Reducing choices
- h. Prompts
- i. Handouts without details

3) How often used scaffolding in reading comprehension session?

Always

Sometimes

Never

4) Does scaffolding technique help you in reading comprehension perform a hard task easily and raise your motivation to learn?

Yes

No

## Appendix two

### TEACHERS' QUESTIONNAIR

Dear teachers,

This questionnaire is an attempt to collect data for the accomplishment of a master dissertation on “The Effect of scaffolding technique to develop EFL students' reading comprehension of Short Stories ”. Therefore, we would be so grateful if you provide us with precise, clear, and complete responses. Be sure that your answers will be anonymous and will be used for research purposes only.

Thank you for your time, effort, and collaboration

#### Section One: General information

1) What degree (s) do you hold?

a) master

b) Magister

c) Doctorate

2) How many years have you been a teacher?

#### Section Two: Reading Comprehension of short stories

1) According to your teaching experience, how would you describe the reading level of your students?

a) Most are above average

b) Most are average

c) Most are below average

d) Reading level varies greatly

2) What is your primary focus in teaching reading?

a) Reading fluency

b) Reading comprehension

c) Grammar

d) Spelling

3) Do your students experience difficulties in understanding texts or any written material?

Yes

No

Would you give a brief definition of reading comprehension, Please?

4) How do you guide your students to overcome their reading difficulties?

a) Ask them to read the text aloud

b) Try to find out the cause of the problem

c) Try to explain the general idea of the text

d) Others, (please specify):

5) During the reading session, how often do you ask your students to read aloud?

a) Always

b) Usually

c) Sometimes

d) Never

6) How do you rate the importance of the following items according to their role in reading comprehension?

The items	Highly important	how important	Not important
Vocabulary			
Grammar			
Pronunciation			
Style			

7) What do you usually do when a student falls behind in reading?

a) Wait and give him time to improve his performance



b) Spend more time working on reading individually with that student

c) Assign home works to help the student catch up

d) Urge him to use reading strategies to enhance his comprehension

e) Others,( please specify):

8) According to you, are reading strategies important in enhancing students' reading comprehension?

Yes

No

If yes, please say how ?

9) What type of reading strategies do you prefer your students to use more in their reading tasks?

a) Skimming

b) Scanning

c) Predicting

d) Summarization

e) inferring

10) In your reading course, in what order would you classify the tasks below in?

a) Answer reading comprehension questions

b) Write something in response to their reading

c) Answer oral questions

d) Summarize what they have understood in their own words

e) Others,(please specify):

11) Do you ask your students while reading to?

a) Activate their prior knowledge

b) Make predictions

c) Generate their own questions

d) paraphrase

e) Use concept maps, or text structure frames

12) How would reading short stories help in improving the students' reading skill?

13) Do you think that reading short stories can motivate students to enrich their vocabulary?

Yes

No

How?

14) If you have any other suggestions or comments, please add them below.

### Section three: Scaffolding technique

1) Are you familiar with the concept of scaffolding technique?

Yes

No

How?

2) Do you believe that scaffolding technique is important in EFL?

Yes

No

Justify your answer please:

3) What kind of scaffolding technique you usually provide your learners with?

a) Hints

b) "Wh" questions

c) Tag questions

d) Explanations

e) Providing half the answer

f) Reducing choices

j) Prompts

h) Handouts without details

l) other

4) What is the most important scaffolding strategy that you prefer to use?

- a) modelling
- b) bridging
- c) Contextualizing
- d) Schema building
- e) representing text

5) What difficulties do you encounter when you using scaffolding techniques with your students?

- a) Implementing scaffolds is time consuming
- b) Do not know the appropriate scaffolds to use
- c) Do not know when exactly to use scaffolds
- d) Do not know when exactly to remove scaffolds
- e) Do not know students' level
- f) Do not know students' learning styles
- j) Large number of students in the class
- l) Other

6) Activation (a form of scaffolding) is a way to:

- a) assess how well the students understand the reading material
- b) bridge prior knowledge with current topic
- c) address gaps in student's knowledge

7) What is the main purpose of scaffolding instruction?

- a) Breaking up information into smaller chunks to provide support for student learning

b) Helping students see how pieces of information fit together to provide support for student learning

c) Differentiating instruction to meet individual student needs in learning

d) Accommodating students with different learning needs so that student learning is supported for all students

8) what are the benefits and challenges of scaffolding technique?

9) would you add further information or suggestions to the topic, please?

Thank you for your cooperation

## الملخص :

تهدف الدراسة الحالية لإيجاد أثر تقنية السقالات (الدعم المؤقت) في تطوير الفهم القرائي للمقصص القصيرة لدى الطلبة، كذلك تهدف للتحقق من استخدام الأساتذة لهذه التقنية في تدريس اللغة الإنجليزية كلغة ثانية. بالإضافة الى معرفة الصعوبات التي يواجهها الطلبة في مادة القراءة، كذلك أخذ فكرة عن تصورات الطلبة اتجاه مستواهم وأهميتهم لقراءة أنواع القصص القصيرة وهل حقا تساهم في رفع مستواهم الفكري واللغوي. تتمثل المشكلة الأساسية في صعوبة استخدام استراتيجيات فعالة في التدريس والتي يمكن ان تطور مهارات الأساسية للطلاب. وللتحقق من الفرضيات التي وضعت، تم اجراء دراسة وصفية وكمية مستخلصة من النتائج التي تم الحصول عليها من استبيان الاساتذة والطلبة.

من النتائج المتحصل عليها من خلال جمع وتحليل للبيانات من الاستبيانين، بحيث اكدت الدراسة من وجود علاقة طردية بين تطبيق تقنية السقالات بشكل مناسب وتطوير الفهم القرائي للمقصص القصيرة، كذلك كشفت الدراسة عن أهمية ووعي التلاميذ اتجاه القراءة وبالخصوص قراءة القصص لاكتساب مفردات جديدة وتحسين من كفاءتهم اللغوية، كذلك وضحت الدراسة بصفة عامة ان تطوير القراءة يمكن ان تتحسن في جميع المهارات اللغوية.

**الكلمات المفتاحية:** تقنية السقالات , الفهم القرائي , القصص القصيرة, اكتساب مفردات, تعلم لغتا.

## Abstract:

The current study aims to find the effect of scaffolding technique (temporary support) to develop EFL students' reading comprehension of short stories, as well as to verify the teachers' use of this technique in teaching English as a second language. In addition to knowing the difficulties that students face in the module of reading, also get an idea of the students' perceptions of their level and their importance for reading the types of short stories, and does it really contribute to raising their intellectual and lingual level. The main problem is the difficulty of using effective teaching strategies that can develop students' basic skills. To verify the hypotheses that were putting up, a descriptive and quantitative study was conducted, extracted from the results obtained from the teachers and students questionnaire.

From the results obtained through the collection and analysis of data from the two questionnaires, so that the study confirmed the existence of a direct relationship between the appropriate scaffolding technique and the development of reading comprehension of short stories. The study also showed, in general, that the development of reading can improve in all language skills.

**Keywords:** Scaffolding technique, reading comprehension, short stories, acquiring vocabulary, language learning.

## **Résumé:**

L'étude actuelle vise à trouver l'effet de la technique d'échafaudage (soutien temporaire) pour développer la compréhension de lecture des histoires courtes des étudiants EFL, ainsi que de vérifier l'utilisation de cette technique par les enseignants dans l'enseignement de l'anglais comme langue seconde. En plus de connaître les difficultés que les étudiants rencontrent dans le module de lecture, avoir aussi une idée de la perception des étudiants sur leur niveau et leur importance pour la lecture des types de nouvelles, et est-ce que cela contribue vraiment à élever leur niveau intellectuel et linguistique. Le problème principal est la difficulté d'utiliser des stratégies d'enseignement efficaces qui peuvent développer les compétences de base des élèves. Pour vérifier les hypothèses formulées, une étude descriptive et quantitative a été menée, extraite des résultats obtenus à partir du questionnaire des enseignants et des élèves.

A partir des résultats obtenus par la collecte et l'analyse des données des deux questionnaires, de sorte que l'étude a confirmé l'existence d'une relation directe entre la technique d'étayage appropriée et le développement de la compréhension de la lecture des histoires courtes. L'étude a également montré, en général, que le développement de la lecture peut améliorer toutes les compétences linguistiques.

**Mots-clés:** Technique d'échafaudage, compréhension de la lecture, histoires courtes, acquisition de vocabulaire, apprendre une langue.