



Effects of EFL Teachers' Scaffolding Strategies on Motivation and Grammatical Achievement: Pawi Secondary and Preparatory School, Grade 11 in focus

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Abstract

The main objective of this study was to examine the effects of EFL teachers' Scaffolding strategies on students' motivation towards grammar learning and grammar achievement: Pawi Secondary and Preparatory School, Grade 11 in focus. To this end, the study employed a quasi-experimental research design with a quantitative approach. The school was selected using convenient sampling technique among six Secondary and Preparatory Schools in Pawi woreda. Two data collection instruments were used and piloted in the study. Participant students were selected using purposive sampling technique. In this study pre-test were given (for baseline) for all six sections and purposely selected two intact groups out of six which have homogenous pre-test results from grade 11 students, creating comparison and experimental groups. Each group consisted of 51 students, resulting in a total of 102 participants. Data were collected through pre- and post-tests for grammar achievement and motivation towards learning grammar questionnaire test for students. The findings analyzed using independent sample t-tests, and the results indicated that the treatment had a significant and noteworthy influence on both students' motivation towards learning grammar and grammatical achievement. This shows that the implementation of scaffolding strategies by EFL teachers positively affected students' motivation towards learning grammar and their ability to improve their grammatical achievement. Based on the results, the study provides valuable evidence supporting the effectiveness of EFL teachers' scaffolding strategies in enhancing students' motivation towards learning grammar and grammar achievement in the Ethiopian educational setting.

Keywords: Grammar achievement; Students' motivation; Scaffolding Strategies

1 INTRODUCTION

The teaching of grammar in language learning has been a topic of ongoing debate among scholars and researchers in the worldwide. Over the years, there have been various approaches to grammar instruction, ranging from explicit teaching to more implicit, inductive and deductive methods (R. Ellis, 2007; Long, 2015). Grammar is seen as crucial for language proficiency, as it gives the rules that govern the construction and use of meaningful units in a language (Batstone, 1994).

While the communicative approach in language teaching downplayed the role of grammar instruction in the late 1970s, however, in recent research has emphasized the importance of formal instruction to achieve high levels of accuracy in language teaching-learning (Cook, 2001; Nassaji & Fotos, 2004). Grammar is the central aspect of language that bonds other language components such as pronunciation, vocabulary, and skills like speaking, writing, reading, and listening (Cook, 2001). Therefore, effective grammar instruction is essential and should be approached with engaging teaching-learning methodologies (Richards, 2001). However, there has been a dispute regarding the teaching of grammar over the past few decades. Traditional methods based on formal grammar instruction have often been criticized for their limited success in helping learners communicate effectively in a second or foreign language (N. C. Ellis, 2002).

Students' motivation to wards learning grammar plays a significant part in learners' learning and academic achievement. Motivation can be defined in various ways by different researchers. For instances, Gardner (1985) defines it as the willingness and satisfaction experienced by individuals in their efforts to learn a language. Brown (1994) describes motivation as the choices individuals make regarding their approach or avoidance of certain experiences or goals and the level of effort, they exert in pursuing them. The term "motivation" is derived from the Latin word "mover," which means to put into action or move towards something (Kumar, 2005). It involves activating learners' physiological or psychological processes to help them achieve their desires and goals in life (Abdulrasoul, 2012). In addition, humans are primarily motivated to improve their own competence, ability, and creativity; to change the world rather than respond to it; and to both influence by their environment. Moreover, motives are learned; they are affectively toned associative networks arranged in a hierarchy of strength within a given individual (McClelland, 1965; Winslow, 1990). Hence, motivated students can apply their efforts to learn grammar and can achieve better than students who are not motivated to wards learning.

In Ethiopian schools, English is serves as the medium of instruction predominantly from high school to university level (Ministry of Education (MoE), 1994). However, it is as a subject in primary school and a medium of instruction in secondary schools and in some regions like Benishangul Gumuz region, it is a medium of instruction beginning from grade five. Studies have indicated that the teaching methodologies and instructional techniques employed by teachers have had a detrimental impact on English learning in the country. These poor teaching methodologies have resulted in a decline in students' English language proficiency, despite their exposure to the language for an extended period of time (Teshome, 2001).

Based on the researchers experience in English language teaching at high school and higher education levels, have observed challenges among students in discourse activities and communicative grammar skills. These challenges are reflected in low scores on grammar tests. On the other hand, some students want to learn only grammar forms. A main problem in EFL classrooms is the occurrence of non-interactive learners who avoid to engage with their teachers and peers. By adopting the Scaffolding Strategies, teachers can create a more interactive and engaging learning environment. This strategies encourages active students' participation, peer interaction, and the development of language skills in meaningful contexts. The gradual support provided through scaffolding assists students in building their language proficiency and confidence (Ur, 1988).

In addition, the teaching methodology employed in English language instruction in Ethiopian schools has a significant impact on students' language development. Implementing alternative strategies, such as the Scaffolding Strategies, can enhance the teaching and learning process, improve language skills, and promote interactive learning in EFL/ESL classrooms (Ministry of Education (MoE), 1994; Teshome, 2001; Ur, 1988).

Moreover, the researchers' experiences revealed that tests set by teachers primarily focus on assessing learners' factual knowledge of grammatical forms and structures. Many colleagues of the researchers have expressed concerns about the English language deficiencies of their students. Nevertheless, without scientific investigation, these concerns remain rumors and require in-depth research to be substantiated. It is vital to conduct research at all levels to study this issue meticulously.

Numerous research findings indicate the declining effect of grammar teaching in Ethiopia. The teach-

ing of grammar relies on the integration of all skills that teachers should acquire during their training, yet many teachers exhibit low proficiency in teaching grammar (Smith et al., 2012). Additionally, studies examining the usefulness of inductive and deductive approaches to grammar instruction have not consistently favored either approach for classroom application (Freeman, 2015). Therefore, having challenges in teaching grammar needs to explore alternative teaching and learning methods is necessary.

Based on the researchers' experiential knowledge, it has been observed that many students lack motivation when it comes to learning grammar communicatively, they are motivated to learn grammar forms. Dörnyei (2001) emphasizes that without motivation, learners struggle to perform well in their language learning endeavors, leading to potential failure in their academic achievement. According to Vygotsky (1978), by demonstrating, and other suitable procedures, the educator can explain and give guidance when the novice is confused. Vygotsky saw the instructor comprehensively; a friend or even an apparatus could serve in the part of the educator. Motivated students incline to have a positive attitude and a clear understanding of their goals and how to achieve them.

On the other hand, unmotivated students may become pessimistic and struggle to involve actively in the learning process. Elliott et al. (2005) defines motivation as an internal state that stimulates individuals to take action, encourages specific behaviors, and sustains their involvement in classroom activities for example, in learning grammar authentically. Moreover, Slavin et al. (2009) notes that highly motivated students are more likely to actively plan and participate in their learning. Motivation plays essential role in the learning process, and it has long been a concern for language teachers and researchers, particularly in the context of learning English language.

Scaffolding is a means to which teachers can build upon a student's strengths and support based on their weakness or needs. Support should be contextual, social, and temporary frameworks used to support successful learning with a specific academic domain and it is a way of giving guidance from a more experienced partner or adult interaction (Vygotsky, 1987; Wood et al., 1976). Scaffolding is thought of as using steps in a process, modeling the steps, and then giving students the opportunity to try it themselves. As the researchers adopt the Social Cognitive Theory (SCT), which encompasses various aspects of teachers' roles in the teaching and learning process, for instance, modeling, bridging, feedback and giving explanation. Numerous scholars have explored the effects of scaffolding strategies on students' language achievement, while others have focused on students' motivation in grammar learning. Both international and local research studies have been conducted in this field (Addisu, 2019; Al-Muhamed & Nagaratnam, 2011; Bilew, 2022; Mukhtar, 2017; Tadesse, 2001).

In recent times, there has been a global concern regarding scaffolding students to enhance their academic achievements, particularly in English language research. This has prompted the researchers to pay close attention to studying the effects of EFL teachers' scaffolding strategies on students' motivation towards grammar learning and grammatical achievement. Relevant studies have been conducted within the context of foreign language teaching, specifically focusing on scaffolding strategies.

The studies provide valuable insights of the effectiveness of English grammar teaching and learning in various contexts. Al-Muhamed and Nagaratnam (2011) examined the difficulties in teaching and learning grammar in an EFL context. The study showed that teachers supposed communicative activities, both written and spoken, to be challenging for students in terms of learning grammar and improving grammatical accuracy. The study highlighted the need for improvement in grammar teaching methods, including accurate descriptions of grammar and its role in making meaning in context. Related with this, Abdul Kareem (2020) explored the problems in teaching and learning grammar in an EFL context. The study shows various types of grammar instruction and highlighted challenges such as the lack of encouragement, difficulties in understanding grammatical concepts, and problems faced by EFL teachers, for instance, including beliefs about teaching grammar, handling large classes size, and time limitations.

In the local context, Tadesse (2001) explored students' beliefs about EFL grammar teaching and learning, the finding show that students often held a static view of grammar as a set of rules, neglecting its meaning and use in communication setting. In addition, Addisu (2019) investigated the effects of

peer scaffolding strategies on students' grammar proficiency development. The results shows that peer scaffolding strategy has a positive effect on students' grammar proficiency. In the same vein, [Gelaneh \(2021\)](#) examined grammar teaching practices and challenges faced by EFL teachers in Ethiopia. Therefore, one possible reason for this discrepancy is could be lack of instruction on how to scaffold learners in teaching grammar.

Furthermore, the researchers conducted baseline study classroom observation on grade 11 students in K2V2 Secondary School. This school was selected using simple random sampling technique. In this school, there were four sections of in 2022/23 academic year. Among these sections, the researchers observed two sections using simple random sampling technique. The researchers observed that in teaching grammar, the teacher asked about the answer of each question students raise their hands and give answer one by one. The teacher didn't use grammar teaching methodology except question and answer. Without using knowing their ZPD and scaffolding. This means, scaffolding strategies were not employed in teaching grammar.

In terms of motivation, [Mukhtar \(2017\)](#) investigated students' motivation in English language learning among eighth graders in Palangkaraya in Indonesia. The findings showed moderate levels of motivation, with students attributing their motivation to factors such as a pleasant learning atmosphere, well conveyed teaching materials, and ease of understanding. In addition, [Latif R. \(2021\)](#) conducted a study on students' motivation toward English language learning among students of different fields of study in Iraq high schools. The results indicated that students were primarily motivated in learning language.

Motivation in the local context, [Bilew \(2022\)](#) studied the level of motivation among students and teachers in an EFL setting in Ethiopia. The findings emphasized the role of motivation in improving English language learning and teaching processes. Similarly, [Getachew \(2020\)](#) investigated the effects of motivational techniques on students' EFL achievement, suggesting that selected motivational techniques can enhance students' language learning outcomes. Overall, these studies emphasize the significance of effective grammar teaching methods, integration of grammar with other language skills, and the role of motivation in promoting successful language learning. They provide valuable insights for educators and researchers aiming to enhance grammar instruction and motivate learners in different contexts. Even if the Ethiopian education system emphasizes grammar teaching in the curriculum, there are challenges in terms of methodology, content, and the amount of time allocated to grammar instruction. Overall, poor teaching methodologies and inadequate treatment of grammar can be considered the least successful aspect of the curriculum in the country ([Heugh et al., 2007](#)).

Despite the high demand for foreign language teaching in Ethiopia, the quality of grammar instruction requires significant improvement. Enhancing teachers' knowledge of grammar teaching methodologies and strategies should be prioritized in the curriculum to meet the demand for quality foreign language education in Ethiopia. Although researches conducted on international and local levels, researchers didn't try to conduct on effects of Scaffolding strategies on students' grammatical achievement at all levels. The researchers believe that employing scaffolding strategies in teaching grammar is essential. [Addisu \(2019\)](#) published an article on effects of peer scaffolding on students grammar proficiency development is the only article published on the same title. As a result, the researchers initiated to fill the gap on this topic. Therefore, this study aimed to investigate the impact of the Scaffolding strategies on students' motivation towards grammar learning and grammatical achievement. To this end, the following research questions are formulated:

2 Research Questions

The study seeks to answers the following research questions:

1. What is the effect of scaffolding strategies on EFL students' motivation to learn grammar?
2. How do scaffolding strategies influence EFL students' grammatical achievement?

3 Methods and Techniques

To achieve this objective, a quasi-experimental pretest-posttest design was employed. This design was chosen due to the constraints of the natural school setting, which made random assignment of students into groups impractical. Instead, intact groups were used as they naturally existed within the school (Creswell (2012) and Pallant (2010)). Furthermore, a quantitative approach was employed using motivation questionnaire and grammar test. The tests measured students' grammar achievement before and after the intervention, while the questionnaire assessed their motivation towards grammar learning. The experimental group received the intervention, while the comparison group did not. This design allows for examining the effects of the intervention on grammar skills and motivation levels, although it lacks random assignment of participants of both groups.

3.1 Participants, Setting, and Sampling

Pawi Secondary and Preparatory School was selected using convenient sampling technique among six Secondary and Preparatory Schools in Pawi woreda. Convenient sampling is a technique in which a sample is drawn from that part of the population that is close to hand, readily available, or convenient for the researchers (Bhattacharjee, 2012). The participants of the study were grade eleven students in Pawi Preparatory school. Sample students were selected among six sections (A, B, C, D, E and F) by purposive sampling technique, the two intact groups participated in the study, with section B serving as the comparison group and section E as the experimental group from Pawi General Secondary and preparatory School at Pawi woreda in the 2022/23. They each containing 51 students. The experimental group received the intervention, which involved scaffolding strategies for learning grammar, while the comparison group was taught using the usual methods which is teaching grammar forms and meanings without taking consideration of students' gap in learning grammar.

3.2 Data Collection Instruments

To achieve the study's objectives, two assessment tools were employed: a grammar test and a motivation questionnaire. The grammar test consisted of 25 multiple-choice items adapted from Adugna (2021) "Worldwide English Grammar." The questionnaire, on the other hand, comprised 20 objective-type scaled items designed to measure students' motivation towards grammar learning. The Likert scale used in the questionnaire had six levels, ranging from "Definitely true of me" to "Definitely not true of me" (6 to 1).

The researchers ensured the validity of the instruments by looking for feedback from their advisors and colleagues, making necessary adjustments based on their comments five grammar achievement test were removed and two were corrected by avoiding some indispensable distractors. As for reliability, the motivation questionnaire and the grammar test exhibited high levels of reliability, with coefficients of .8195 and .939, respectively.

Cohen (1988) has presented some guidelines for Effect Size (ES) as the following levels: small = .01, medium = .09 and large = .25 Based on Cohen effect size for motivational questionnaire (ES = 0.39) suggests that the difference in motivation posttest scores between the comparison and experimental groups was large, further supporting the effectiveness of the scaffolding Strategies with the experimental group. In addition, the effect size (ES = 0.45) suggests that the difference in grammar achievement posttest scores between the comparison and experimental groups was large, further supporting the effectiveness of the scaffolding Strategies with the experimental group.

3.3 Treatment of the Study

In this study, the data analysis involved the use of inferential statistics, specifically the independent sample t-test, to examine the mean differences between the comparison and experimental groups in terms of their motivation towards grammar learning and grammar achievement. The data was processed using the Statistical Package for the Social Sciences IBM (SPSS) version 23. Before conducting the analysis, several assumptions of the independent sample t-test were assessed to ensure their fulfillment. These assumptions included normality, homogeneity, Levene's test, and linearity. The normality assumption refers to the distribution of data being approximately normally distributed. Homogeneity assumes that the variances of the two groups being compared are equal. Levene's test is used to assess the equality of variances between groups. Linearity examines the relationship between the independent variable (scaffolding strategies) and the dependent variables (motivation and grammar achievement). To satisfy these assumptions, a thorough evaluation of parametric test assumptions was performed prior to conducting the data analysis. Additionally, the data obtained through the instruments used in the study were checked for their appropriateness and fit for analysis.

Prior to commencing the intervention, the researchers and teacher provided the experimental group students with information about the study's objectives. The intervention took place within the regular classroom setting of the school, using scaffolding strategies over a period of ten weeks. Training were given for the teacher for 21 hours based on the training manual. After taking the training, the teacher employed various resources to support the intervention.

The trained teacher used the following scaffolding strategies while teaching the experimental group students. The researchers adapted models from [Van Lier \(2004\)](#) principles of scaffolding Strategies and [Van de Pol et al. \(2015\)](#) conceptual model of scaffolding strategies. The scaffolding strategies that were employed during the entire intervention are summarized. These strategies might vary from lesson to lesson depending on the content, the nature of the task, and the background and needs of the learners as well as changing it from period to period makes it fashion for students.

1. Contextual scaffolding strategy was implemented to create a supportive learning environment during the teaching-learning processes. It also used to promote access to resources and goals. In this study, the researchers assessed students' grammar levels through pretests and the trained teacher provided contextual support tailored to address their individual gaps during the intervention.
2. Hints were given by the teacher to offer clues, suggestions, or guidance to assist students in developing their grammar in teaching tenses. The trained teacher provided hints to help students determine the correct ways to apply correct tenses during the lesson.
3. Modeling strategy involved the teacher demonstrating specific skills or showcasing how to perform certain activities related to grammar tenses form, meaning and function different tenses. And giving examples how to perform the activities.
4. The teachers' explanation occurred as he moved around the classroom, identifying actual difficulties students encountered and providing detailed information and clarifications about the ongoing activities in the lessons regarding grammar.
5. Inter-subjectivity was promoted by encouraging collaboration and active engagement among students, creating a non-threatening and participatory learning atmosphere.
6. Bridging was employed by the teacher to activate students' prior knowledge in order to facilitate their achievement of specific tasks in learning grammar (tenses).
7. Feedback was provided to students regarding their performance. In this study, the teacher scaffolded students' grammar by providing assistance to help them complete grammar tasks while learning tenses. The teacher monitored students' progress and offered corrective feedback regarding the appropriateness of the grammar lessons in general.
8. Handover involved the gradually increasing learners' autonomy and responsibility as their skills and confidence grew up. The teacher gradually reduced their supportive role, allowing learners to work independently when they demonstrated the ability to do so. The teacher withdrew support when learners became autonomous. In contrast, the comparison group students received

the same content and workload as the experimental group but were taught using conventional grammar instruction methods, without the use of scaffolding strategies both groups were taught by the same teacher. Giving explanation and giving feedback were also used by the teacher in teaching comparison group.

3.4 Ethical Considerations

Ethical considerations were taken into account during this study. The researchers obtained a consent letter from the English Language and Literature Department to ensure the study's compliance with ethical guidelines. Subsequently, permission was sought from the selected school to conduct the study on its premises. Following approval from the school, the researchers obtained informed consent from the participants involved in the study to take test and questionnaire. The participants were assured that their participation was voluntary and that any information they provided would be treated as confidential. This confidentiality measure was implemented to protect the privacy and anonymity of the participants of the study.

4 Results

The results and analysis of the study, guided by the research questions, are presented in this section. The study aimed to address two research questions and tested them at a 0.05 level of significance, with the ultimate goal of examining the effects of teachers' scaffolding strategies on students' motivation towards learning grammar.

The first research question focused on the effects of EFL teachers' scaffolding strategies on students' motivation towards learning grammar. To investigate this, an independent sample t-test was conducted to examine the mean score difference between the comparison and experimental groups' students in the pre- and post-score test results.

The independent sample t-test analysis aimed to determine if there was a significant difference in the mean scores of the two groups, indicating the effect of the scaffolding strategies on students' motivation. The pre-test scores were compared to establish a baseline, and the post-test scores were compared to assess the effects of the scaffolding strategies on motivation.

By analyzing the mean score differences between the comparison and experimental groups, the researchers could determine the extent to which the scaffolding strategies influenced students' motivation towards learning grammar. The significance level of 0.05 was used to assess whether any observed differences were statistically significant.

4.1 Effect of Scaffolding Strategies on Students' Motivation towards Learning Grammar

These findings demonstrate the effectiveness of the intervention in enhancing students' motivation towards learning grammar. The results suggest that employing scaffolding strategies positively impacted students' motivation, leading to increased engagement and interest in grammar learning.

Table 1: Students Motivation towards learning Grammar Questionnaire (Pre- Intervention)

Group of students	N	Mean	SD	T	Df	P
Comparison Group	51	4.247	.880	1.075	100	.285
Experimental Group	51	4.06	.835	1.075	99.73	

As can be observed in table1, there was no a significant difference in the comparison and experimental

groups students' motivation towards grammar learning. The mean score difference between the comparison and experimental groups in the pretest was 0.187, favoring the comparison group. However, the independent sample t-test results indicated that this difference was not statistically significant ($t = 1.075$, $p = 0.285$, $p > \alpha$ at $\alpha = 0.05$). This suggests that, before the intervention, the participants in both groups had similar levels of motivation towards learning grammar, indicating a homogeneity of background.

Accordingly, it can be inferred that students' background did not significantly influence the findings of this study. This establishes a solid foundation for comparing the effects of the scaffolding strategies on students' motivation to wards grammar learning.

Table 2: Motivation Questionnaire Post- Intervention

Group of students	N	Mean	SD	T	Df	P
Comparison Group	51	4.155	.624	3.568	100	.001
Experimental Group	51	4.639	.744	3.568	97.065	

There was a significant effect of scaffolding strategies on students motivation towards grammar learning and as evidenced by their achievements throughout tests. As can be observed in table2, there was a significant effect of scaffolding strategies on students' motivation towards grammar learning.

After the implementation of the treatment, a significant mean score difference was observed between the comparison and experimental groups in the posttest. The mean score difference between the two groups in the posttest was 0.484, favoring the experimental group. The t-test yielded a t-value of 3.568 and a p-value of 0.001 ($p < \alpha$ at $\alpha = 0.05$). This indicates that the experimental group, which received the intervention involving scaffolding strategies, exhibited a higher level of motivation towards learning grammar compared to the comparison group.

4.2 Effects of Scaffolding Strategies on Students' Grammar Achievement

These findings demonstrate the effectiveness of the intervention in enhancing students' grammar achievement. The results suggest that employing scaffolding strategies positively impacted students' learning outcomes, leading to improved grammar skills.

Table 3: Students' Grammar Achievement

Test	Group of students	N	Mean	SD	T	Df	P
Pre-test	Comparison Group	51	13.54	1.847	-.746	100	.458
	Experimental Group	51	13.92	3.05			

Based on Table 3, the mean score difference between the comparison and experimental groups in the pretest was 0.38, favoring the experimental group. However, the independent sample t-test results indicated that this difference was not statistically significant ($t = -0.746$, $p = 0.458$, $p > \alpha$ at $\alpha = 0.05$). This suggests that, before the intervention, the participants in both groups had similar levels of grammar knowledge, indicating a homogeneity of background of students.

Hence, it can be concluded that students' background knowledge did not significantly impact the findings of this study. This sets the stage for evaluating how scaffolding strategies influence students' grammar achievement.

Table 4: Post test results using independent sample t-test

Test	Group of students	N	Mean	SD	T	Df	P
Post	Comparison Group	51	13.90	1.835	6.317	100	0.000
	Experimental Group	51	16.76	2.66			

There was a significant effect of scaffolding strategies on students' grammar achievement. As evidenced

by their achievements throughout tests. As can be observed in table 4, there was a significant effect of scaffolding strategies on students' grammar achievement.

After the implementation of the treatment, a significant mean score difference was observed between the comparison and experimental groups in the posttest. The mean score difference between the two groups in the posttest was 2.86, favoring the experimental group. The t-test yielded a t-value of 6.317 and a p-value of 0.000 ($p < \alpha$ at $\alpha = 0.05$). This indicates that the experimental group, which received the intervention involving scaffolding strategies, exhibited a higher level of grammar achievement compared to the comparison group.

Therefore, it can be concluded that students' background knowledge did not significantly impact the findings of this study. This sets the stage for evaluating how scaffolding strategies influence students' grammar achievement.

5 Discussion

This study was designed to see the effects of scaffolding strategies on students' motivation and grammar achievement. After the implementation of the treatment, a significant mean score difference was observed between the comparison and experimental groups in the posttest. The mean score difference between the two groups in the posttest was 0.484, favoring the experimental group. The t-test yielded a t-value of 3.568 and a p-value of 0.001 ($p < \alpha$ at $\alpha = 0.05$). This indicates that the experimental group, which received the intervention involving scaffolding strategies, exhibited a higher level of motivation towards learning grammar compared to the comparison group.

The findings of this study demonstrated the effectiveness of the intervention in enhancing students' motivation towards learning grammar. The result of this study aligns with the findings of the studies (Boris, 2022; Erdil, 2019; Mukhtar, 2017) (Martinez et al., 2020), whose findings in their published articles showed that motivations positively affect student learning effectiveness in grammar learning. In the same vein, Maulizar (2019) published article on Students' motivation in learning English language. The results of this study indicate that students are highly motivated in learning English language. The findings of the study is also consistent with the existing local studies. For example, Bilew (2022) studied the level of motivation among students and teachers in an EFL setting in Ethiopia. The findings emphasized the role of motivation in improving English language learning and teaching processes. Likewise, Getachew (2020) investigated the effects of motivational techniques on students' EFL achievement, suggesting that selected motivational techniques can enhance students' language learning outcomes. Overall, these studies emphasize the significance of effective motivation towards learning. Therefore, scaffolding must continue and adopted to our context since it improves the quality of motivation towards academic achievement.

The findings of this study demonstrated the effectiveness of the intervention in enhancing students' grammar achievement. After the implementation of the treatment, a significant mean score difference was observed between the comparison and experimental groups in the posttest. The mean score difference between the two groups in the posttest was 2.86, favoring the experimental group. The t-test yielded a t-value of 6.317 and a p-value of 0.000 ($p < \alpha$ at $\alpha = 0.05$). This indicates that the experimental group, which received the intervention involving scaffolding strategies, exhibited a higher level of grammar achievement compared to the comparison group.

The results of this study similar with the findings of studies (Ameri & Seyyed Rezaei, 2016; Rezaee et al., 2018)(Lamhot, 2019). Additionally, Vonna et al. (2015), whose findings in their published article showed that scaffolding strategies can significantly improve students' writing achievement.

This result supports Vonna et al. (2015) whose result shows that low contingent support was more effective in promoting students' achievement and task effort than high contingent support in situations where independent working time was low. The findings of the study is consistent with the existing local study, Addisu (2019) and Simachew G. and Belihu M.(2021) whose findings in their published

articles indicated that scaffolding strategies have positive effect on students learning in EFL classroom in Ethiopian context.

However, this result is in contrary to Oletić and Ilić (2014). Their results obtained from the study show that there are generally low levels of motivation present among both high school and university students. This finding could also be coinciding with the light of literature such as Wells (1999) stresses that the outcome of successful scaffolding constructs for learners the ability to do the task they have done, or similar types of tasks, on their own. In addition, Hartman (2002) emphasizes these and mentions that the unique property of scaffolding as a teaching strategy is to make learners self-regulated and independent learners. Furthermore, Capellio and Moss (2010) noted that scaffolding helps students to cope with difficulties of tasks in an authentic manner. The way that scaffolding is carried out in the classroom depends on the students' level or abilities. Therefore, teachers should consider the students level knowledge and should support accordingly.

However, the finding of this research is contradictory to Shayer and Adey (2002). According to Shayer, the application of the ZPD in practice is more problematic. Shayer stressed that Vygotsky failed to provide much about the effective use of ZPD in classrooms. In addition, (Piaget, 1995), suggests that participation in the activity for which a child is not ready with a more knowledgeable other, leads primarily to imposing the partner's views and will not affect the structures of the child's actions.

6 Conclusions and Recommendations

6.1 Conclusions

The study's findings provide encouraging evidence that the implementation of scaffolding strategies in the EFL classroom positively influenced the motivation and grammar achievement of grade 11 students. The results indicate that the use of scaffolding strategies effectively enhanced students' motivation levels and contributed to improved performance in grammar. In other words, the scaffolding strategies employed in the study successfully boosted students' motivation and facilitated their progress in mastering grammatical concepts. These findings advocate that incorporating scaffolding strategies into EFL instruction can be a valuable approach for promoting students' motivation and enhancing their overall grammar learning outcomes.

6.2 Recommendations

Based on the study's findings, the researchers recommend that curriculum designers expand the range of grammar teaching strategies beyond the traditional deductive and inductive approaches. The researchers suggest that newly trained teachers should be equipped with various options for teaching grammar, and all teachers should receive short training sessions on effective grammar teaching instructions. The implication of the study's findings shows that the use of scaffolding strategies has a positive impact on students' motivation and grammar achievement. Therefore, teachers are encouraged to incorporate scaffolding strategies in their grammar teaching practices. The study also revealed a statistically significant difference between the experimental and comparison groups, favoring the experimental group. This suggests that the consistent use of scaffolding strategies throughout the teaching process yields more effective results in terms of students' grammar learning and achievement.

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The authors declare that there are no conflicts of interest

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