

The Use of Scaffolding Strategies to Enhance the Writing Development of EFL Students

Jittiporn Chairinkam

Department of English, School of Liberal Arts, University of Phayao, Phayao, Thailand

Rattana Yawiloeng*

Department of English, School of Liberal Arts, University of Phayao, Phayao, Thailand

Abstract—The current study examined how scaffolding techniques can affect the writing skills of Thai students who are learning English as a foreign language (EFL). The study utilised purposive sampling to select participants, who were divided into two groups: five experts and five novice learners. The study employed a collection of instructional materials consisting of five lesson plans implemented at different stages of the writing process. In addition, a writing rubric was used to assess the quality of written outputs. It was found that implementing scaffolding strategies during the writing process significantly improved the writing abilities of ten EFL students. The scaffolding technique can create a supportive environment where educators can offer guidance and motivation to students as they write. On the other hand, the writing process can be divided into two parts: collaborative efforts that encourage group participation and individual work that promotes independence by gradually reducing the need for help and guidance. Thus, it can be inferred that offering scaffolding strategies during the writing process leads to more substantial enhancements in the writing skills of EFL learners.

Index Terms—scaffolding strategy, writing process, L2 writing development, EFL writing

I. INTRODUCTION

Writing plays a vital role in language acquisition for students who learn English as a foreign language (EFL). It is considered essential to develop this skill to achieve language proficiency. As Wonglakorn and Deerajviset (2023) assert, writing is crucial to cognitive processes and educational development. In addition, writing acts as a means of communication that enables the sharing of ideas, expressing opinions, and displaying emotions among learners. According to Wonglakorn and Deerajviset (2023), enhancing writing skills can boost learners' self-confidence in communicating through written English, paving the way for potential career prospects and enabling learners to assume novel roles as community members. Writing necessitates proficiency in multiple aspects of the language and the capacity to convey ideas through suitable language and communicative techniques effectively. This assertion is supported by the studies of Nguyen (2018) and Kampookaew (2020). Therefore, writing has evolved into a medium of instruction, a language of research, and a mechanism for transferring meaningful knowledge within academic circles.

Nevertheless, most Thai EFL learners have encountered challenges in writing in English. The writing proficiency of these EFL learners remains inadequate. EFL learners' limited ability to construct complex sentences is a significant challenge, as they rely on copying provided sentence samples. This writing problem is due to their insufficient understanding and familiarity with expressing and communicating their emotions and ideas through language and their lack of proficiency in crafting well-structured sentences. These EFL students are also instructed to fill in the gaps in sentences with English words and solve verb tenses according to proper grammatical structure. Hence, these limitations give rise to challenges in the field of EFL writing pedagogy that are problematic to overcome (Tarin & Yawiloeng, 2023). Writing problems have been noted in various studies, including those conducted by Seensangworn and Chaya (2017), Selvaraj and Aziz (2019), and Wonglakorn and Deerajviset (2023). Furthermore, it has been observed that educators often prioritise the final written products of EFL learners. This emphasis primarily centres on mechanics, spelling, punctuation, grammar, and sentence structure. However, there is a tendency to overlook the importance of the learners' writing processes, development, and individual writing styles (Derakhshan & Shirejini, 2020; Toba et al., 2019). As a result, Thai learners of English as a foreign language have not received adequate support. The individual in question experiences difficulty effectively conveying their ideas, expertise, comprehension, and personal encounters to finalize their written work.

Recent studies have proposed implementing scaffolding strategies during writing processes to improve writing development among EFL learners (Ikawati, 2020; Selvaraj & Aziz, 2019; Wonglakorn & Deerajviset, 2023). Extensive research has been conducted on the impact of different scaffolding approaches in improving writing skills. A study by Piamsai (2020) explored the effects of scaffolding instruction in a higher education environment that emphasised

* Corresponding Author. Email: preaw20002@hotmail.com, rattana.ya@up.ac.th

academic writing. The study specifically focused on students who struggled with writing proficiency. The results indicated a noteworthy enhancement in the writing proficiency of the students. The authors have the potential to enhance the clarity of their positions and central concepts, as well as comprehensively and distinctly engage with the subject matter. However, there has been limited investigation into how scaffolding approaches affect the growth of EFL learners' writing abilities when scaffolding is employed during the writing process. Consequently, the ongoing study investigates how integrating scaffolding strategies into the writing process can enhance EFL writing skills.

II. REVIEW OF LITERATURE

A. *Scaffolding Strategy*

Scaffolding is a valuable tool that supports learners in their journey toward gaining new skills, understanding concepts, or reaching higher levels of comprehension. According to Gibbons (2015), scaffolding refers to the temporary support an educator offers students to enable them to complete a comparable task autonomously. The concept of scaffolding, which is associated with the Zone of Proximal Development (ZPD), is a commonly acknowledged term that pertains to how guidance facilitates the advancement of learning. Teachers and peers can enhance learners' learning development and performance in a scaffolded learning environment. Subsequently, the degree of support diminishes progressively as the learner acquires more excellent proficiency and autonomy in completing tasks. According to Wood et al. (1976), the learner has reached a stage where they can perform at a level that previously required assistance or scaffolding. In summary, the relationship between scaffolding strategies and the ZPD is that scaffolding offers personalized assistance that aligns with the learner's ZPD. The implementation of a scaffolding strategy has been observed in EFL writing classrooms to enhance the English writing proficiency of EFL learners, as evidenced by the studies of Ikawati (2020), Kamil (2017), Piamsai (2020), Sidky (2019), and Taheri and Nazmi (2021). Therefore, using a scaffolding strategy is crucial in facilitating the acquisition of writing skills among learners who receive guidance from educators and peers to gradually develop the ability to write independently.

(a). *Teacher Scaffolding*

Teacher scaffolding is a crucial process for the pedagogical approach. This is because teachers are required to possess substantial pedagogical and content knowledge, as noted by Taheri and Nazmi (2021). According to Taheri and Nazmi (2021), teacher scaffolding is personalized for students with diverse prior knowledge and abilities and is adjusted and revised for each student throughout the task duration. In other words, student needs are considered when a teacher helps them through scaffolding strategies. Teacher scaffolding facilitates the provision of academically rigorous instructions to language learners. Through implementing various practical strategies and tasks, learners can gain knowledge that is challenging, deep, responsible, and conducive to conceptual, academic, and linguistic development. In educational settings, instructors must comprehensively understand the subject matter to provide students with scaffolding to facilitate their learning. Consequently, educators must act as scaffolders and guide students toward assuming accountability for their learning while also adapting their support strategies to the unique requirements of each student (Wang & Sneed, 2019).

(b). *Peer Scaffolding*

Peer scaffolding refers to a form of assistance provided by peers that is guided by a scaffolding framework (Belland, 2014). Peer scaffolding enables learners to engage in and develop competencies in tasks they could not accomplish independently. In addition, it is seen as small groups of students being allowed to learn new information or overcome learning difficulties during educational activities (Taheri & Nazemi, 2021). In learning language, peer scaffolding is a crucial aspect of EFL classrooms as it aids learners in resolving issues encountered during collaborative learning tasks (Yawiloeng, 2021). In addition, scaffolding is employed within a peer learning framework to give learners appropriate learning resources and occasions to establish mutually advantageous associations with their peers (Chun & Cennamo, 2022). Peer learning involves mutual assistance among learners in acquiring new skills and knowledge by exchanging perspectives and information. Moreover, it is interesting to note that expert and novice learners can support each other by sharing their knowledge and skills, as they may advance in different areas of writing. It is worth noting that peer scaffolding can be a valuable tool for learners at all levels of English proficiency, as it offers practical and beneficial instructions to help them complete tasks (Chairinkam & Yawiloeng, 2021). Using peer scaffolding can facilitate the acquisition of learning opportunities for students in collaboration with their teacher or peers. As a result, individual learners can ultimately attain independent learning development. Engaging in peer scaffolding facilitates collaborative learning and allows learners to receive support from peers with more knowledge or skills, thereby promoting independent knowledge acquisition.

The concept of peer scaffolding has been broadened to encompass an expert-novice dynamic and a relationship of equivalent knowledge, as exemplified by collaborative group work on a common objective (Walqui, 2006). Van (2004) asserted that learners have diverse learning opportunities within participation contexts. As a result, learners have access to at least four distinct sources of scaffolding. Initially, with the aid of a proficient individual or a higher-achieving peer, a learner can encounter effective learning paradigms or engage in intricate communal undertakings. Furthermore, through collaborative efforts with fellow learners, knowledge is co-constructed. Collaborative learning fosters discovery

and joint construction among learners, whereby one learner's discovery of novel information is shared with their partner, resulting in a mutual discovery experience. Thirdly, providing support to a less proficient learner presents learning opportunities. When instructing a less skilled peer, a learner must arrange their thoughts and actions and attain optimal clarity of communication. Consequently, individuals can internalize teaching and learning strategies, rely on their inner resources, and engage in self-directed experimentation when they work independently and incorporate internalized practices and strategies, inner speech, inner resources, and experimentation.

B. Previous Studies

Recent studies have highlighted the significance of scaffolding techniques in L2 writing processes for enhancing writing skills. Sidky's (2019) study aimed to examine how scaffolding methods affected students' writing abilities in a workshop environment. According to Sidky's (2019) study, scaffolding techniques significantly improved students' writing abilities, specifically in genre, register, discourse, grammar, and graphic features. These aspects are considered the primary evaluation criteria.

To better understand how teacher and peer scaffolding affects EFL students' ability to write persuasively, Taheri and Nazmi (2021) undertook a study. The findings indicate that the writing proficiency of EFL learners experienced a noteworthy enhancement after the provision of scaffolding intervention. Improvements in overall organization and linguistic precision characterized the enhanced argumentative writing proficiency. The study results indicate that the group that received teacher scaffolding achieved higher mean scores than the group that received peer scaffolding. Taheri and Nazmi (2021) posited that this phenomenon could be attributed to the students' greater reliance on the teacher's expertise than their peers.

In a recent study, Kitjaroonchai and Phutikettrkit (2022) conducted a case analysis to examine the scaffolding techniques employed by twelve Asian EFL learners while utilizing Google Docs as a writing platform. The study's findings showed that participants used scaffolding and non-scaffolding dialogues to help them develop their online collaborative writing (OCW) projects while working in small groups. This writing activity was achieved through providing guidance, recommendations, responses to inquiries or appeals, posing questions, or elucidating concepts. The study's findings indicate that individuals who engaged in more scaffolding negotiations while undergoing the OCW procedures were more likely to generate a superior writing standard in their subsequent evaluation. Significantly, the results of this study suggest that individuals within small groups derived advantages from scaffolded and unscaffolded negotiations, as these processes facilitated task revisions.

In their present study, Sundari and Febriyanti (2023) explored how collective scaffolding in virtual collaborative writing can enhance learners' ability to complete writing tasks. Furthermore, the study examined the responses of undergraduate students who were learning English as a foreign language to this instructional activity. The study employed a qualitative case study design framework involving 43 EFL university students who willingly took part in an academic writing course. The results indicate that the collaborative writing process involved collective scaffolding in the co-construction of the written text. Moreover, collaborative writing facilitated enhancements in second language proficiency, reciprocal assistance, and participation. Furthermore, the teacher's involvement in aiding and overseeing the group's discussions and written composition remained substantial. Despite the potential feasibility and cost-effectiveness of technology-assisted collaborative writing, some students expressed dissatisfaction due to technological limitations and unanticipated group dynamics. Certain groups could easily accomplish their tasks and establish social cohesion, whereas others required a more extended period to attain group development and textual productivity.

However, current situations in Thai EFL writing classrooms reveal a noticeable absence in implementing the writing process approach and scaffolding strategy. This observation is made despite prior research on scaffolding techniques and the writing process. This study investigates how writing scaffolding techniques affect the growth of writing abilities in English as a Foreign Language (EFL). This research addresses the gaps in the current literature about this domain. Therefore, this study aims to address the question: "What are the effects of scaffolding strategies on the L2 writing development of EFL learners?".

III. METHOD

The present study employed a mixed-method design to investigate the EFL writing development of 10 participants. Specifically, final written products generated by the participants were analyzed using a writing rubric.

A. Participants

A group of ten first-year English majors at the University of Phayao who were registered for an EFL writing course with different levels of English proficiency took part in the study. The written products were analyzed through a purposive sampling of participants selected as a case study for qualitative data analysis. The study classified the participants into two groups based on their performance in paragraph writing before their involvement in the research, utilizing a writing rubric. Five advanced EFL learners and five novice EFL learners made up each group. Following standard research protocols, before commencing data collection, the participants in this study, consisting of ten EFL students, were required to provide informed consent by signing a consent form. In order to address ethical concerns, pseudonyms were utilised to ensure the confidentiality of the participants. This study was approved by the ethical

approval from the University of Phayao, Thailand. The ethics number of this study is UP-HEC 2.1/008/66.

B. Research Instruments

The writing exercises were consecutive across five sessions, totaling 20 hours. The study employed two distinct research instruments, including five lesson plans and a writing rubric.

(a). The EFL Writing Activities

Through this study, the writing activity employed five lesson plans, each focused on a unique aspect of English paragraph writing. The EFL students involved in the study engaged in a writing exercise that encompasses three distinct stages of the writing process: pre-writing, while-writing, and post-writing. During the pre-writing phase, the students must concentrate on their writing topic and intended audience. This pre-writing process was accomplished by holding group brainstorming sessions to generate ideas and construct a list of necessary vocabulary to ensure their ideas are well-developed and to organize their writing. According to Becky and Spivey (2006), they must also decide on the genre, target audience, and goal of their writing. To facilitate the brainstorming stage, a worksheet based on the outline proposed by Daise and Norloff (2015) was utilized to aid in the planning and organization of the paragraph. According to Faraj (2015), using an outline facilitated learners in establishing connections and gaining a fresh perspective on their topics by visually organizing the listed ideas on paper. The subsequent phase entailed beginning the process of composing a preliminary version. The EFL students used an outline worksheet to compose their initial writing draft. While this was considered an independent task, the students received writing suggestions from their peers and the teacher.

Before composing the final version of their written products, the students were instructed to collaborate with a peer to scrutinize their English written paragraphs. This writing process involved utilizing a peer review worksheet to revise and provide constructive criticism on their written products. The students were asked to finish a worksheet after reading their peers' written paragraphs to give comments on the concepts, structure, and language used within the written work. Lastly, the students engaged in the revising stage of their written paragraph by addressing mechanical errors, including capitalization, punctuation, spelling, and grammatical modifications.

The current study utilised a combination of the three stages of the writing process, as described by Laksmi (2006) and Faraj (2015), in addition to teacher scaffolding strategies, as derived from Ellis and Larkin (1988; as cited in Northern Illinois University, 2015), to support the enhancement of paragraph writing skills among the EFL students. According to Faraj (2015), implementing teacher scaffolding strategies in the writing process can aid learners who have limited experience in writing in English to transition from guided tasks to autonomous performances.

In the pre-writing stage, following instructions on the various components of paragraph composition and engaging in preparatory activities, the EFL students were assigned by the teacher to write a paragraph on a given topic. The individuals engaged in group brainstorming sessions to produce ideas and compile the necessary vocabulary for their paragraph writing. According to Faraj (2015), brainstorming allows individuals to reflect on their topic and organize their thoughts in writing. Additionally, the brainstorming process can aid in retaining prior ideas while generating new ones. The students must finalize an outline worksheet demonstrating the paragraph's structural arrangement at this juncture. During the execution of their written tasks, the teacher provided scaffolding strategies to the students by exemplifying the process of generating ideas through brainstorming techniques. Afterwards, the teacher and the students worked together to complete the English paragraph writing activities.

In the while-writing stage, following the planning phase, the EFL students individually wrote their initial drafts using the information in the outline worksheet. Additionally, they carefully considered their peers' and the teacher's feedback and comments. During this writing stage, the teacher notified the students that their primary objective was to articulate their thoughts into coherent sentences without being concerned with rectifying any mistakes. Consequently, it was typical for initial drafts of written work to exhibit imprecise concepts and technical errors. However, through the implementation of writing exercises, the preliminary and uncertain ideas can be improved during subsequent phases (Faraj, 2015). The pedagogical approach employed by the teacher during this stage was scaffolding, specifically through writing modelling. The teacher furnished a set of exemplars for composing paragraphs and exhorted the entire cohort to deliberate on the structural attributes and calibre of the samples. According to Abdollahzadeh and Behroozizad (2015), utilizing given samples can facilitate learners in enhancing their comprehension and recognizing their mistakes.

In the post-writing stage, the EFL students were encouraged to work together with their classmates during the writing activity. The students were required to peruse the written composition of their peers and undertake an evaluation sheet intended for peers to furnish constructive criticism on the presented ideas, structure, and linguistic expression. Subsequently, the students revised their written compositions again, considering the feedback provided by their peers. According to Faraj (2015), learners enhance their writing skills by adding, substituting, deleting, and rearranging material. Finally, the teacher permitted the students to compose the final version of their written work. Before submitting their written assignments to their teacher, the students self-edited to correct mechanical errors, including capitalization, punctuation, spelling, and grammar. Faraj (2015) emphasizes the importance of learners documenting their mistakes to avoid repeating them in the future.

(b). *The Writing Rubric*

The researcher used the writing rubric adapted from Servati (2012) to assess paragraph organization and identify mechanical errors in the EFL students' compositions. The final written products of the EFL students were assessed to measure their progress in their writing skills. These students were given guidance and assistance from their peers and teachers to improve their writing abilities. The reliability assessment of the writing rubric was conducted by three experts, comprising three English lecturers at a Thai university.

C. *Writing Procedures*

To explore the effects of the scaffolding strategy merged with the writing process on EFL writing development, the final written products that ten EFL students produced through the scaffolding writing processes (Table 1) in the first and the fifth sessions, a total of 20 written products were collected as a qualitative data to analyze the EFL students' writing development by using the writing rubric adapted from Servati (2012).

TABLE 1
SCAFFOLDING WRITING PROCESS

Writing Processes	Writing Activities	Scaffolding Strategy
1. Pre-writing process (45 minutes: group work)	<u>Stage 1: Brainstorming and Planning Ideas</u> - Students brainstorm in groups to generate ideas and list the vocabulary for their paragraph writing. - Students complete an outline worksheet to show the organization of the paragraph.	- The teacher models how to generate ideas through brainstorming techniques. - The teacher and learners work together to complete an outline worksheet.
2. While-writing process (45 minutes: individual work)	<u>Stage 2: Writing</u> Students write the first draft individually with the information from the outline worksheet and suggestions from peers and the teacher.	- The teacher provides some samples of drafting a paragraph. - The peers discuss structural features and the quality of the samples.
3. Post-writing process (30 minutes: pair work and individual work)	<u>Stage 3: Revising and Editing</u> - Students read their peers' written paragraphs and complete a peer review worksheet to give each other feedback on the ideas, organization, and language. - Students revise their paragraphs again based on their peer review.	- The teacher lets students write the final draft. Students edit their mechanical errors before handing the paragraphs to the teacher. - The peers work in a group with their peers to complete a peer review worksheet. - The peers revise their paragraphs and write the final draft themselves.

D. *Data Collection and Data Analysis*

To collect data, the final written products which ten participants produced in different topics of paragraphs were gathered. These written products were assessed for the EFL students' L2 writing development as they were engaged in the writing processes, teacher scaffolding, and peer scaffolding. The writing assessment was conducted by the teacher and two English teachers (a Thai teacher and a native speaker teacher).

In terms of the data analysis, the research used percentages to analyze the quantitative data from the final written products by comparing the gain scores from the first and the fifth written products to evaluate the EFL students' writing development. For the qualitative data, the researcher used content analysis to analyze the EFL students' written production using criteria adapted from Servati (2012). The criteria assessed students' writing abilities in five aspects of writing competence: topic sentence, supporting details, conclusion, organization, and mechanics.

IV. RESULTS

A. *Quantitative Data of the EFL Students' Written Productions After Using the Scaffolding Strategy*

This study examines the scores of ten EFL students, consisting of expert and novice learners, enrolled in the EFL writing course at the University of Phayao. The tables presented below display the respective scores of these students. Three English teachers (the researcher, the Thai teacher, and the native-speaker teacher) evaluated the average scores. The qualitative data's findings were presented through the written work of ten EFL students, who used the scaffolding approach and writing process to improve their EFL writing abilities.

TABLE 2
SCORE OF THE FIRST AND THE FIFTH WRITTEN PRODUCTS PRODUCED BY EFL LEARNERS

EFL Students	First written products (Total 60 scores)		Fifth written products (Total 60 scores)		Gain scores	
	First written product' scores	Percentage (%)	Fifth written product scores	Percentage (%)	Scores	Percentages (%)
Expert student 1 (ES1)	36	60%	51	85%	15	25%
Expert student 2 (ES2)	21	35%	37	62%	16	27%
Expert student 3 (ES3)	30	50%	44	73%	14	23%
Expert student 4 (ES4)	33	55%	43	72%	10	17%
Expert student 5 (ES5)	26	43%	39	65%	13	22%
Novice student 1 (NS1)	32	53%	48	80%	16	27%
Novice student 2 (NS2)	21	35%	36	60%	15	25%
Novice student 3 (NS3)	25	42%	42	70%	17	28%
Novice student 4 (NS4)	25	42%	40	67%	15	25%
Novice student 5 (NS5)	28	47%	40	67%	12	20%

As shown in Table 2, the EFL students tended to improve their written products after gaining both teacher scaffolding and peer scaffolding during the writing activities. For example, the expert student (ES2) and the novice student (NS1) received the highest gain score (16 scores, 27%). However, the expert student (ES4) gained the lowest scores in the written production (10 scores, 17%).

Regarding the first written product, the expert student (ES1) gained the highest score (36 scores, 60%). However, the expert student (ES2) and the novice student (NS2) gained the lowest scores (21 scores, 35%). After engaging in using scaffolding strategies, the expert student (ES1) gained the highest scores (51 scores, 85%), whereas the novice student (NS2) gained the lowest scores (36 scores, 60%). In summary, the EFL students could improve their writing abilities after engaging in English writing activities and using scaffolding strategies with the teacher and peers.

TABLE 3
GAIN SCORES OF EACH CRITERION OF WRITING PRODUCTS PRODUCED BY 10 EFL STUDENTS

EFL Students	Topic sentences (Total 12 scores)	Supporting details (Total 12 scores)	Conclusions (Total 12 scores)	Organizations (Total 12 scores)	Mechanics (Total 12 scores)	Gain scores 60 scores
Expert student 1 (ES1)	2 (3.33%)	3 (5%)	5 (8.33%)	1 (1.67%)	4 (6.67%)	15 (25%)
Expert student 2 (ES2)	2 (3.33%)	3 (5%)	3 (5%)	5 (8.33%)	3 (5%)	16 (27%)
Expert student 3 (ES3)	2 (3.33%)	5 (8.33%)	2 (3.33%)	2 (3.33%)	3 (5%)	14 (23%)
Expert student 4 (ES4)	2 (3.33%)	2 (3.33%)	1 (1.67%)	3 (5%)	2 (3.33%)	10 (17%)
Expert student 5 (ES5)	1 (1.67%)	3 (5%)	2 (3.33%)	5 (8.33%)	2 (3.33%)	13 (22%)
Novice student 1 (NS1)	3 (5%)	1 (1.67%)	5 (8.33%)	5 (8.33%)	2 (3.33%)	16 (27%)
Novice student 2 (NS2)	3 (5%)	1 (1.67%)	2 (3.33%)	5 (8.33%)	4 (6.67%)	15 (25%)
Novice student 3 (NS3)	4 (6.67%)	4 (6.67%)	1 (1.67%)	3 (5%)	5 (8.33%)	17 (28%)
Novice student 4 (NS4)	3 (5%)	1 (1.67%)	4 (6.67%)	4 (6.67%)	3 (5%)	15 (25%)
Novice student 5 (NS5)	1 (1.67%)	3 (5%)	4 (6.67%)	1 (1.67%)	3 (5%)	12 (20%)

Table 3 shows that EFL students could improve their English paragraph writing performance after using scaffolding strategies. As can be seen, ten EFL students gained the highest scores of 'organizations' (34 scores, 56.66%), followed by 'mechanics' scores (31 scores, 51.66%). However, these EFL students gained the lowest scores of 'topic sentences' (23 scores, 38.33%).

When considering the L2 writing development of individual students, the results showed that novice student 3 (NS3) could improve writing performance by gaining the highest scores (17 scores, 28%). This NS3 student gained 'mechanics' scores (5 scores, 8.33%); however, the student gained a 'conclusion' score only 1 score (1.67%). In addition, the expert student 2 (ES2) and the novice student 1 (NS1) also gained identical scores of 16 scores (27%). Unexpectedly, the expert student 4 (ES4) revealed the least gain scores (10 scores, 17%). In sum, these EFL students could develop their writing performance in English paragraph writing after receiving support from peers and teachers during the writing activities.

B. Qualitative Data of EFL Novice Students' Written Productions Before and After Using Scaffolding Strategy.

(a). Expert Students' First Draft of the Written Productions

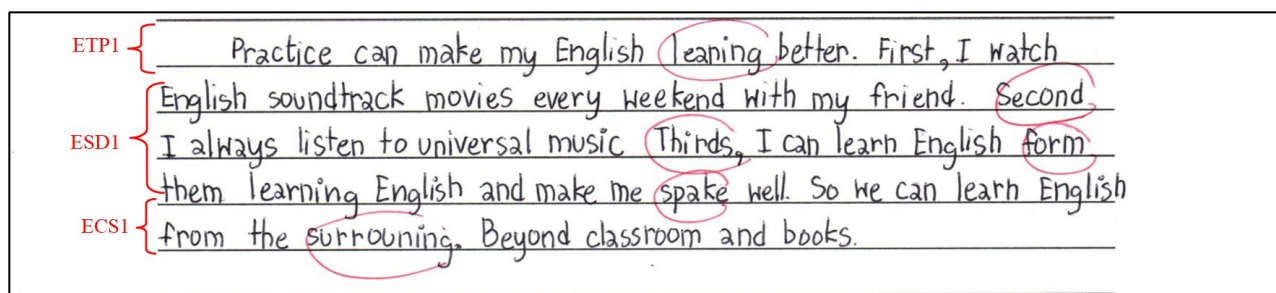


Figure 1. Sample of the Expert Student's First Draft (Topic: The Ways to Make My English Learning Better)

(b). Expert Students' Final Draft of the Written Productions

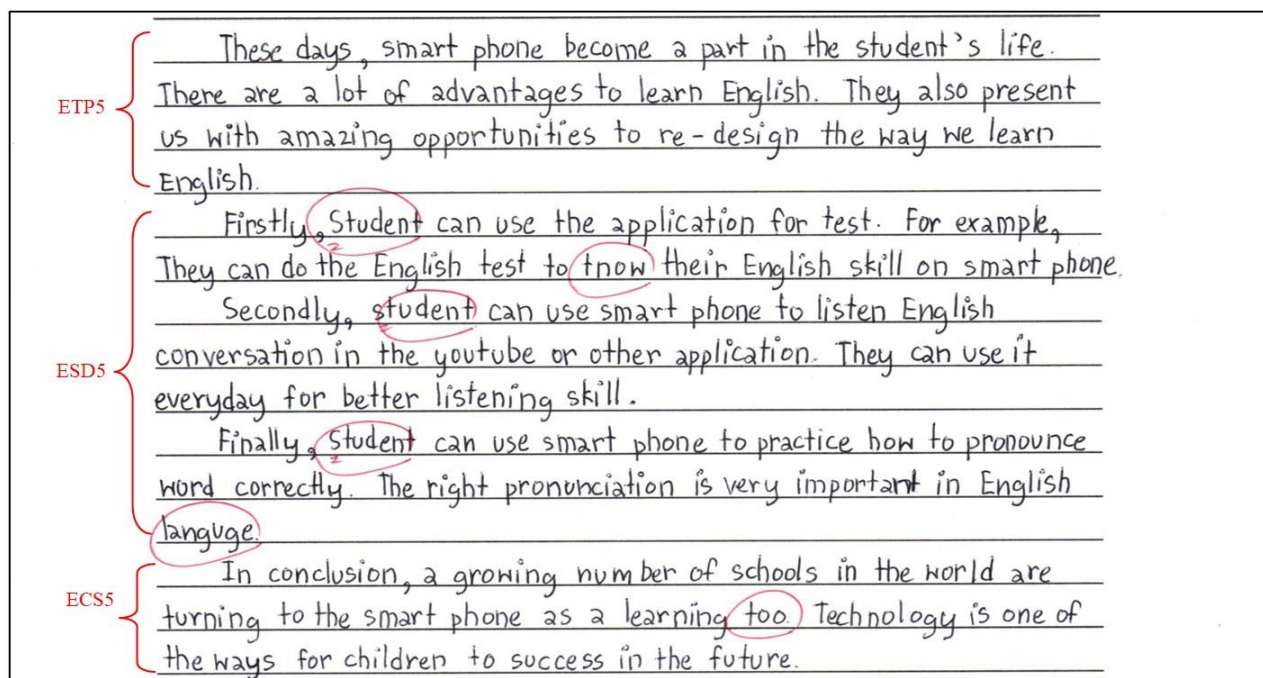


Figure 2. Sample of the Expert Student's Fifth Draft (Topic: What Are the Advantages of Using a Smartphone in English?)

TABLE 4
SAMPLES OF L2 WRITING DEVELOPMENT OF AN EXPERT STUDENT

Expert student' first written product	Expert student' final written product	L2 writing development (see Figure 1 and Figure 2)
Topic: The Way to Make My English Learning Better	Topic: What are the advantages of using smart phone on English learning?	
Topic sentence •"Practice can make my English leaning letter." (ETP1)	Topic sentence •"These days, smart phone become a part in the student's life. There are a lot of advantages to learn English. They also present us with amazing opportunities to re-design the way we learn English." (ETP5)	Before using scaffolding ➤ The topic sentence is unclear/unrelated to the topic. (ETP1) ↓ After using scaffolding ➤ A topic sentence is fairly well-developed but does not introduce the topic. (ETP5)
Supporting detail •"First, I watch English soundtrack movies every weekend with my friend. Second I always listen to universal music. Thirds, I can learn English form them." (ESD1)	Supporting detail •"Firstly, Student can use the application for test. For example, they can do the English test to know their English skill on smart phone. Secondly, student... They can use... Finally, Student... The right pronunciation..." (ESD5)	Before using scaffolding ➤ There are details, but they are either unclear or unrelated to the topic. (ESD1) ↓ After using scaffolding ➤ There are enough details to analyse the topic clearly, and each cause or effect has sufficient details. (ESD5)
Concluding sentence •"So we can learn English from the surrouning. Beyond classrooms and books." (ECS1)	Concluding sentence •"In conclusion, a growing number of schools in the world are turning to the smartphone as a learning too. Technology is one of the ways for children to success in the future." (ECS5)	Before using scaffolding ➤ There is no concluding sentence, or it does not summarize or restate the topic sentence. (ECS1) ↓ After using scaffolding ➤ The concluding sentence summarizes or restates the topic sentence but does little to unify the whole paragraph. (ECS5)

According to Table 4, the expert students seemed to be able to develop the English writing performance of the topic sentence, supporting details, and concluding sentence.

Regarding writing topic sentences before using the scaffolding strategy, the expert student wrote a topic sentence that was unclear and unrelated to the given topic: "Practice can make my English leaning letter." (ETP1). After using a scaffolding strategy during writing, this expert student could write a clear and well-developed topic sentence: "These days, smart phone become a part in the student's life. There are a lot of advantages to learn English. They also present us with amazing opportunities to re-design the way we learn English." (ETP5).

In terms of supporting details, the expert student provided supporting details in the first written product, they lacked clarity and failed to establish a clear connection to the topic: "First, I watch English soundtrack movies every weekend with my friend. Second I always listen to universal music. Thirds, I can learn English form them." (ESD1). After using a scaffolding strategy, this expert student demonstrated the ability to write adequate supporting details to allow for precise analysis, and there are enough details to analyze the topic: "Firstly, Student can use the application for test. For example, they can do the English test to tnow their English skill on smart phone. Secondly, student...They can use... Finally, Student...The right pronunciation..." (ESD5). After using the scaffolding strategy, both students can compose sufficient details to support their paragraph writing.

To write concluding sentences, the expert students did not summarize the topic sentence: "So we can learn English from the surrouning. Beyond classrooms and books." (ECS1). After using a scaffolding strategy during writing, the expert student learned to use 'In conclusion' as an introductory word in the concluding sentence. However, it does little to unify the whole paragraph: "In conclusion, a growing number of schools in the world are turning to the smartphone as a learning too. Technology is one of the ways for children to success in the future." (ECS5). In the context of the first written product, the concluding sentence of the novice student summarized the topic sentence. In brief, scaffolding can enhance students' writing ability to write more precise concluding sentences.

(c). Novice Students' First Draft of the Written Productions

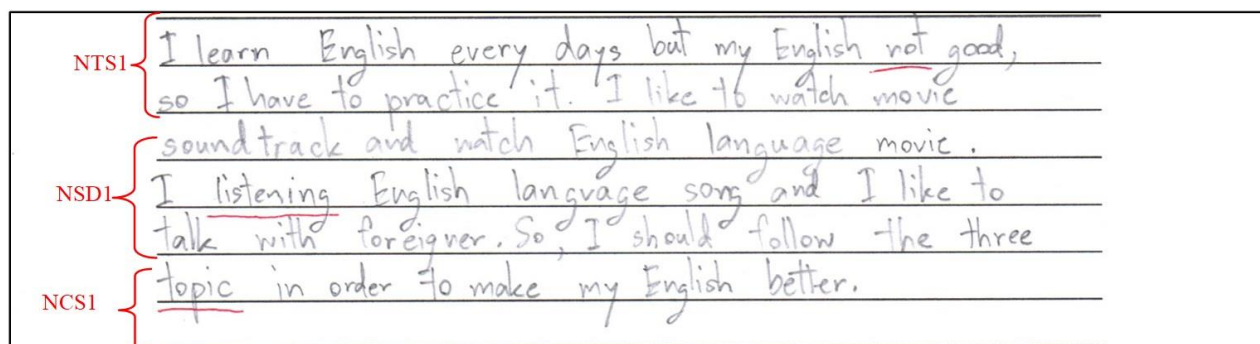


Figure 3. Sample of the Novice Student's First Draft (Topic: The Ways to Make My English Learning Better)

(d). Novice Students' Fifth Draft of the Written Productions

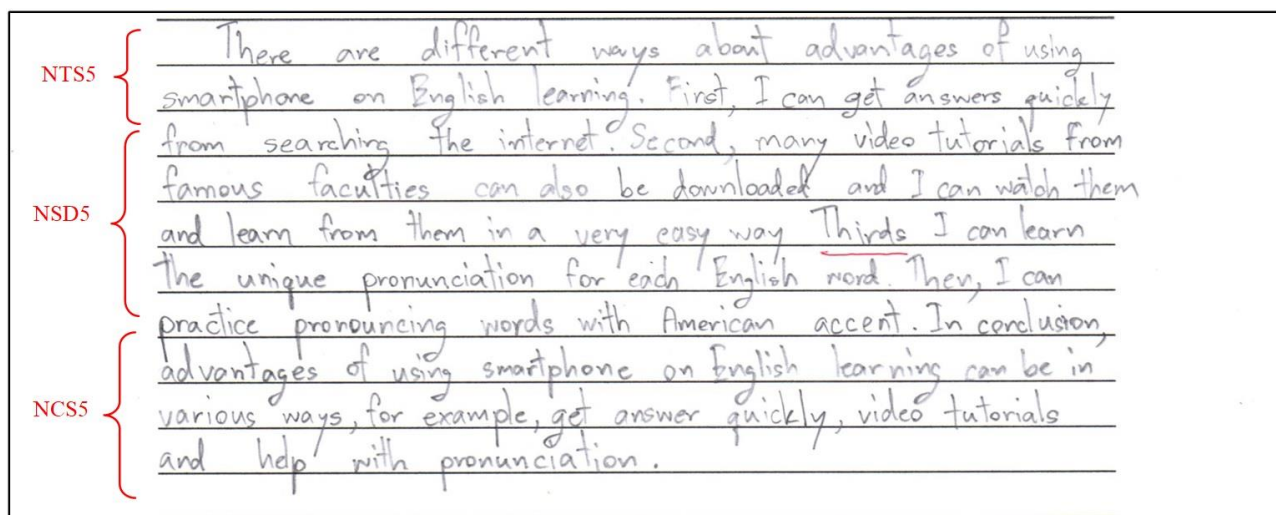


Figure 4. Sample of the Novice Student's Fifth Draft (Topic: What Are the Advantages of Using a Smartphone in English Learning?)

TABLE 5
SAMPLES OF L2 WRITING DEVELOPMENT OF A NOVICE STUDENT

Novice student' first written product	Novice student' final written product	L2 writing development (see Figure 3 and Figure 4)
Topic: The Way to Make My English Learning Better	Topic: What are the advantages of using smart phone on English learning?	
Topic sentence •"I learn English every days but my English not good, so I have to practice it." (NTS1)	Topic sentence •"There are different ways about advantages of using smartphone on English learning." (NTS5)	<u>Before using scaffolding</u> ➤ There is no topic sentence in the paragraph. (NTS1) ↓ <u>After using scaffolding</u> ➤ A topic sentence is fairly well developed but does not introduce the topic. (NTS)
Supporting detail •"I like to watch movie soundtrack and watch English language movie. I listening English language song and I like to talk with foreigner." (NSD1)	Supporting detail •"First, I can get answers quickly from searching the internet. Second, many video tutorials... Thirds, I can learn the unique pronunciation..." (NSD5)	<u>Before using scaffolding</u> ➤ Details are either wrong or lacking, or they are not related to the topic sentence. (NSD1) ↓ <u>After using scaffolding</u> ➤ There are sufficient details for the topic sentence, but they could be more apparent. (NSD5)

TABLE 5 (CONT.)
SAMPLES OF L2 WRITING DEVELOPMENT OF A NOVICE STUDENT

Novice student' first written product	Novice student' final written product	L2 writing development (see Figure 3 and Figure 4)
Topic: The Way to Make My English Learning Better	Topic: What are the advantages of using smart phone on English learning?	
Concluding sentence •"So, I should follow the three topic in order to make my English better." (NCS1)	Concluding sentence •"In conclusion, advantages of using smartphone on English learning can be in various ways, for example, get answer quickly, video tutorials and help with pronunciation." (NCS5)	<u>Before using scaffolding</u> ➤ The concluding sentence summarizes or restates the topic sentence but does little to unify the whole paragraph. (NCS1) ↓ <u>After using scaffolding</u> ➤ The concluding paragraph unifies the whole paragraph. The reason for the analysis is evident, and the results are presented as valid. (NCS5)

According to Table 5, the novice students seemed to be able to develop the English writing performance of the topic sentence. The novice student seemed to improve writing the topic sentence from lacking topic sentence to clear topic sentence: *"There are different ways about advantages of using smartphone on English learning."* (NTS5). Therefore, it appeared that the scaffolding strategy could enhance the EFL students in writing topic sentences in a paragraph.

The novice student may encounter difficulties when attempting to introduce supporting details. The sentences presented in the first written product lacked coherence with the topic sentence: *"I like to watch movie soundtrack and watch English language movie. I listening English language song and I like to talk with foreigner."* (NSD1). However, the analysis of the final written product revealed that the paragraph exhibited a notable level of development. To enhance the adequacy of the topic sentence, the novice student employed a sequential approach by incorporating transitional phrases such as 'First,' 'Second,' and so on to indicate the subsequent details: *"First, I can get answers quickly from searching the internet. Second, many video tutorials... Thirds, I can learn the unique pronunciation..."* (NSD5). After using the scaffolding strategy, both students can compose sufficient details to support.

However, it offered little to tie the paragraph together: *"So, I should follow the three topic in order to make my English better."* (NCS1). After employing a scaffolding approach, it was observed that the novice student demonstrated an ability to formulate a concluding sentence that clearly articulated the purpose of the analysis and presented the results as valid and reliable: *"In conclusion, advantages of using smartphone on English learning can be in various ways, for example, get answer quickly, video tutorials and help with pronunciation."* (NCS5). In brief, scaffolding can enhance students' writing ability to write more precise concluding sentences.

V. DISCUSSION

A. Engaging in Writing Activities With Assistance From Peer Scaffolding and Teacher Scaffolding

This study has found that the EFL students could improve writing paragraph organization after they engaged in the writing activities and gained scaffolding from their peers and the teacher. This finding implies that gaining teacher and peer scaffolding during the writing processes can offer students opportunities to enhance their knowledge and comprehension through collaborative problem-solving activities with peers and teachers. These findings counter the widely expressed view of Dewi et al. (2023) that during the learning process, learners who needed assistance were helped by knowledgeable peers or experts, and this assistance ended once the learners could learn independently. In other words, this scaffolding instruction helped a new learner progressively develop into a valuable contributor to the community.

In the context of this current study, it was observed that novice writers demonstrated an enhanced problem-solving capacity through engagement in writing activities that involved problem-solving. This improvement was attributed to the valuable guidance provided by experienced writers, which enabled the novices to address the encountered challenges effectively. Consequently, the novices exhibited an enhanced aptitude for independent problem-solving. In conclusion, it can be assumed that the scaffolding writing process reduces learners' writing anxiety because they participate in a supportive environment, are motivated to learn, and encounter fewer situations of frustration when completing the writing task (Hasan & Karim, 2019; Hashem, 2021). Therefore, the individual growth of learners is contingent upon the exchange and sharing of experiences among community members in a supportive learning environment (Hashem, 2021).

B. Using Scaffolding Strategies to Enhance L2 Writing Development

Through this study, it has been demonstrated that scaffolding can be a highly effective strategy for improving the development of EFL students' L2 writing skills. The use of scaffolding has shown positive results in enhancing writing performances. These findings suggest that using scaffolding strategies to assist EFL learners during writing processes allows them to gain sufficient help from the teachers and peers; consequently, these students could develop their writing performance. These findings align with the research conducted by Nourazar et al. (2022), which suggests that providing scaffolding to students throughout the writing process can help teachers organize writing activities systematically that adapt to students' individual needs.

C. Using Scaffolding Strategies to Enhance English Paragraph Writing

The findings of this study demonstrate how scaffolding techniques can improve the growth of EFL writers in paragraph writing, including writing topic sentences, supporting sentences, concluding sentences, mechanics, and paragraph organization. These findings correlate with a study conducted by Sidky in 2019. The study demonstrated that supporting students while writing their papers improved their writing abilities, specifically in grammar and structure. These improvements were evident in the second and third draughts of the students' papers. In addition, the findings further confirm the study conducted by Piamsai (2020), which highlighted the advantages of using scaffolding in writing instruction to enhance students' writing skills in different primary areas, including task completion, organization, lexical variety, structural variety, correctness, and affective scaffolding. Similarly, Hashem (2021) study verified that scaffolding positively impacted students' writing development and reduced writing errors. The researcher explained that the teacher's interaction with students was crucial in guiding and supporting their learning. Additionally, the teacher provided valuable support and encouragement to the students throughout the writing process. Another critical factor was the students' understanding of each step involved in the strategy and their ability to implement these steps effectively. Lastly, the teacher's gradual decrease in assistance allowed the students to develop independence in their writing.

VI. CONCLUSION

This study aimed to discover how scaffolding strategies during the writing processes affected the L2 writing development of EFL learners. The results show that using a scaffolding strategy seems to be effective for the teacher to establish a supportive and motivating learning atmosphere for EFL students while they are writing in a foreign language. The writing processes are divided into group activities that offer various experiences and individual activities that can help EFL learners become autonomous learners. It can be concluded that scaffolding the writing processes is effective in enhancing the L2 writing development of EFL students.

This study confirms Vygotsky's (1978) theoretical predictions about the advantages of scaffolding according to its theoretical conclusion. This study's potential pedagogical implications include the suggestions for educators to use scaffolding carefully. In order to improve the writing skills of novice writers and promote effective teaching methods for EFL writing, it is suggested that educators prioritise the use of the writing process approach and encourage social interactions to enhance proficiency in writing. This can be achieved by incorporating more group work activities and dedicating substantial class time to teacher and peer scaffolding.

Thus, it can be suggested that further research is necessary to investigate the impact of the scaffolding strategy on various dimensions of writing proficiency, including writing accuracy and complexity. Additional investigation can be carried out to explore the possible impacts of utilising the scaffolding strategy on enhancing English skills, including speaking, listening, and reading.

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Jittiporn Chairinkam was born in Phayao, the northern part of Thailand. She received her B.Ed. (English) and M.Ed. (Teaching English as a Foreign Language) from Chiang Mai University, Thailand. She is a lecturer at the School of Liberal Arts at the University of Phayao. Her teaching and research interests include EFL writing, teacher scaffolding, peer scaffolding, and Sociocultural Theory (SCT).



Rattana Yawiloeng is a lecturer at Thailand's University of Phayao's School of Liberal Arts. In Thailand, she pursued a B.Ed. (English) and an M.A. (English). In 2013, she graduated with a Doctor of Philosophy (Ph.D. in Education) from the University of New South Wales in Sydney, Australia. Her research interests include L2 vocabulary acquisition, EFL reading and writing, Second Language Acquisition (SLA), teacher and peer scaffolding, and Sociocultural Theory (SCT).