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**Investigating teachers' perceptions on the use of scaffolding strategies to enhance EFL learners' composition writing. The case of third year learners at Boussaid Kamel Eddine/ Agdouch Diab middle**

**Dissertation Submitted to the Department of English in Partial fulfillment of the Requirements for the Master's Degree**

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**Manel -Fatima**

### Declaration

We hereby solemnly declare that the work we are going to present in this thesis *“Investigating teachers' perceptions on the use of scaffolding strategies to enhance EFL learners' composition writing. The case of third year learners at Boussaid Kamel Eddine/ Agdouch Diab middle school. BBA.* is our original work and has not been submitted for a degree or examination at any other University. The research presented in this thesis is based on our own research and analysis, and all sources have been acknowledged appropriately. We have read and understood the regulations and guidelines controlling the submission of this thesis, and we have followed them throughout the research. This work is to be carried out and completed at University of Mohamed Boudiaf, Msila', Algeria.

**Fatima Mannel**

**Date: June 20<sup>th</sup>,2024**

### Dedication

Above all, my deep thanks and praise are to Allah the Almighty for granting me the patience and strength to carry out this study and to reach where I am today. Without him, this work would never be accomplished.

With deep love and honor, I dedicate this humble work to:

The soul of my Father who left us but still remain in my heart, who dreamed of this special moment and wished all the time to see me graduating. May God have mercy on him and dwell him in his Jannah.

To my Mother who was always by my side and supported me with all her might throughout my academic journey.

To my husband, my supporter in this life. I am really proud of being your wife and

I wish I could do more and more to make you happy and proud of me.

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**Fatima**

### Dedication

In the name of Allah, the most Gracious, the most merciful\*I humbly dedicate this piece of work to my family, to my husband Boubaker and to my kids that I love so much; Lyna, Mohamed and Anes,to my parents who accompanied me through every step of thiswonderful journey.

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### Abstract

The current research attempts to recognize the teachers' perceptions on their use of different scaffolding strategies in the classroom during written sessions. The aim behind conducting this study is to investigate the role of teachers' scaffolding strategies to enhance EFL learners' composition writing skill. This study is based on perceptions about the scaffolding strategies. It is conducted at Boussaid Kamel Eddine Middle School with third year English Students. In order to answer the research questions, two data collection tools are used: a classroom observation that included both the students as well as the teacher, and interviews to teachers of the writing module that provided deep information about the scaffolding strategies used to develop students' writing abilities in which a qualitative descriptive design is adopted. As far as data analysis is concerned, descriptive analysis is employed to analyze the qualitative data collected from classroom observation, and for the interview a Quantitative Content Analysis is used. An observation Grid is elaborated to help researchers observe and note down what they have observed. The results of the study have shown that the teachers implement different scaffolding strategies in the writing module, particularly: ' Bridging, Modeling, Text representation, Contextualization, Schema building and Developing meta-cognition ', affirming that these strategies help students overcome their writing problems, develop their language proficiency, build their confidence, develop their meta-cognitive skills, and become more effective communicators as well.

**Key Terms:** Scaffolding, Scaffolding Strategies, writing skill.

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### LIST OF Abbreviations

**EFL:** English as a Foreign Language

**FL:** Foreign Language

**ZPD:** Zone of Proximal Development

**BKMS :** Boussaid Kamel Eddine Middle School

# General introduction

### 1. Background of the study

EFL teachers are usually concerned with enhancing learners' capacities in the four language skills, listening, speaking, reading and writing. Although all the skills are important, writing takes precedence due to its significant role. According to Hinkle (2011), writing skills are a means for communication, learning, thinking, and organizing ideas. Thus, EFL learners use writing not only to communicate their ideas, but also to express their way of thinking.

Hence, EFL learners are required to place emphasis and practise writing in order to overcome difficulties and to develop their writing. On the other hand, teachers are expected to identify an effective strategies to facilitate the task and to support learners to overcome their inadequate writing. In this context, Ellis (1994) claims that the process of language learning, especially the productive aspect of language use, is not absolutely an individual-focused process, but an interactive sociological construct.

The idea is that language learning requires social interaction as it helps individuals to acquire language and use it successfully. In other words, EFL learners are unable to produce independently without receiving adequate support from their instructor. The latter provides them with a scaffold as they learn to write. That is to say, scaffolding is assistance provided by the teacher to his/her learners to accomplish tasks which they cannot do independently. Bodrova & Leong (1998) argue that through scaffolding instructors provide learners with sufficient guidance till they can learn the process. Thereafter, instructors shift the responsibility to their learners to complete the task on their own.

Writing is an essential skill in the EFL class, and learners are required to do their best in order to master it. In spite of the importance of writing, most EFL learners view it as a challenging task as they face many difficulties in terms of accuracy, coherence, and word

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choice to mention just few. Those difficulties hinder them to produce a good piece of writing.

On the other hand, teachers are expected to be vigilant in addressing and solving such problems. As a result, they struggle to find the most appropriate technique which seems to be helpful for their learners in their attempt. Therefore, they have recently recommended using scaffolding Strategies. This study interests in exploring Investigating the Impact of Scaffolding Strategies in enhancing EFL Learners' Composition Writing. The case study of 3rd year middle school learners.

### **2.Statement of the problem**

Writing is considered as the most complex skill compared to other skills. It is noticed that EFL learners encounter several challenges when they try to produce a piece of writing. For instance, EFL learners have difficulties in grammar, transition of ideas, vocabulary, spelling, punctuation and outlining which lead to incoherent writing. Due to this fact, teachers suggest the strategy of scaffolding to overcome such difficulties and facilitate the writing task for their students. In this respect, the present study attempts to focus on the teachers' perception to scaffolding and the extent this strategy is effective for learners' writing performance.

### **3.Objectives of the study**

1. To explore teachers' perceptions of the effectiveness of scaffolding strategies in improving third-year middle school EFL learners' composition writing skills.
2. To identify the specific scaffolding strategies that teachers believe are most beneficial for enhancing EFL learners' composition writing.
3. To examine the implementation of scaffolding strategies in EFL composition writing classes and identify any challenges teachers face.

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### 4. Research questions

1. How do teachers perceive the effectiveness of scaffolding strategies in improving third-year middle school EFL learners' composition writing skills?
2. What specific scaffolding strategies do teachers find most beneficial for enhancing EFL learners' composition writing?
3. How do teachers implement scaffolding strategies in their EFL composition writing classes, and what challenges do they encounter?

### 5. Research hypotheses

Teachers perceive scaffolding strategies as significantly effective in enhancing the composition writing skills of third-year middle school EFL learners. Among various scaffolding strategies, teachers believe that certain strategies, such as guided writing and peer collaboration, are particularly beneficial for improving EFL learners' composition writing.

### 6. Methodology

Given the nature of the research questions, objectives, and hypotheses, a mixed-methods approach would be the most appropriate methodology. This approach combines both qualitative and quantitative methods, allowing for a comprehensive analysis of teachers' perceptions and practices regarding scaffolding strategies in EFL composition writing. By using both qualitative and quantitative methods, you can gain a more in-depth understanding of the teachers' perceptions and the effectiveness of scaffolding strategies.

Combining data from multiple sources increases the validity and reliability of the findings. Qualitative data can provide rich, detailed insights into the specific strategies teachers use and the challenges they face, while quantitative data can offer measurable evidence of the perceived effectiveness of these strategies. Researchers conducted observations to different

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teachers.. Researchers also distributed structured questionnaires to teachers to quantify their perceptions of the effectiveness of scaffolding strategies and identify which strategies are most beneficial.

### **7. Significance of the Study**

The study might achieve the following: Provide EFL educators and teachers with new understandings and insights concerning the teachers' perceptions of Scaffolding Strategies in enhancing EFL Learners' Composition Writing. The study could lead to further research in the Scaffolding Strategies and provide useful information for other developing EFL studies that have a situation similar to this one.

### **8. Structure of the dissertation**

The present dissertation is divided into two chapters. Chapter One is devoted to literature review. It is considered as an overview on the Writing Skill and Scaffolding Technique. Chapter Two is devoted to the data analysis, the discussion of the findings and their interpretation.

# **Chapter I**

## **Section one The Writing Skill**

## **1. Introduction**

Learning a second language entails learning its main language skills: listening, speaking, reading and writing. The latter plays a major role in expressing one's ideas, thoughts, opinions and attitudes. The current chapter is about the writing skill. It first presents different definitions of writing. Then, it describes the different stages that are involved in the writing process namely : planning, drafting, editing and publishing. In addition, it sheds light on the importance of writing and the major difficulties that EFL students face during the writing process. Moreover, it illustrates the connection between writing and reading, the effect that reading has on writing and vice versa. Finally, it explores two major approaches to teaching writing: the product-oriented approach and the process- oriented approach.

### **1.1. Definition of Writing**

Writing as a distinguished discipline has gained growing interest recently. Indeed, many definitions of the term “writing” have been provided. To start with, for Coulmas (1999, p.560) writing is a “set of visible or tactile signs used to represent units of language in a systematic way”. He adds “the purpose of recording messages which can be retrieved by everyone who knows the language in question and the rules by virtue of which its units are encoded in the writing system”. Moreover, Fisher (2001, p.12) argues that no one definition of writing can cover all the writing systems that exist and have ever existed. Instead, a complete writing system, according to Fisher, should fulfill all the following criteria:

It must fulfill its purpose of communication.

It must consist of artificial graphic marks on a durable or electronic surface.

It must use marks that relate conventionally to articulate speech (the systematic arrangement of significant vocal sounds) or electronic programming in such a way that communication is achieved.

According to Nunan (2003, p.88), writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. It is the way of communication through which we express our ideas, feelings, etc. (Harmer, 2001, p.76). Thus, the students need to master the writing skill because it can be used to express their ideas and feelings and to communicate with others.

Widowson (1978, p.62), on his part, states that "writing is the act of making up sentences and transmitting them through the visual medium as marks on paper". This means that writing is the act of putting letters and words on paper by using different tools. Danials and Bright (1996) define writing as "a system of more or less permanent marks used to represent an utterance in such a way that it can be recovered more or less exactly without the intervention of utterer" (p.3).

Based on these definitions, it can be concluded that the process of expressing thoughts, feelings, and ideas in written form is the art of writing. The term writing which is derived from the verb to write refers to the activity of putting letters and words together to produce systematic and correct sentences in a written form.

## **1.2.The Process of Writing**

Writing is much more than just putting words on paper. Writing is as a complex process which involves several interrelated steps. The writing process is defined by Harmer (2004, p.4) as "the stages a writer goes through in order to produce something in its final written form". This process, he argues, may be affected by the content, the type of writing and the medium it is written in (p.4). Freeman (2003) describes the writing process as the way "we translate ideas into written text" . He adds, « It starts with an idea and the need to develop it, communicate it to an audience, and preserve it. Every writer at every age and at every stage of development and proficiency goes through this process » (p.x).Several researchers,

among them Harmer (2004), suggest that the process of writing has four basic steps. These are the following:

### **1.2.1.Planning**

Planning is the first step in the writing process. In this stage, writers plan what they are going to write. Harmer (2004) claims, « when planning, writers have to think about three main issues ». First, they have to think about the purpose of their writing, which affects the text type they will produce along with the language used, and the information included. Second, writers must consider the audience they are writing for, which influences not only the shape of writing, but also the choice of language. The third issue writers need to tackle is the content structure of the piece of writing. That is, the organization of content in terms of facts, ideas, or arguments (pp.4-5). Thus, planning is the core stage of the writing process through which writers have to identify information about the purpose, the addressed audience and the content structure.

### **1.2.2.Drafting**

The second step of the writing process involves writing a rough draft. During this stage, « the students are able to craft their own writing » (Donohue, 2009, p.12). That is to say, the real writing begins and writers organized their ideas into complete sentences and paragraphs. Harmer (2004) refers to drafting as the first version of a piece of writing that will be amended later. He adds that during the writing process, a number of drafts may be produced until we reach the final version (p.5).

Brown and Hood (1989, p.14) state that drafting is « the stage where you really begin writing, it is not the time to worry about spelling, grammar, punctuation or best wording ». Hedge (2005, p.53) agrees that good writers tend to focus on getting the content right first and leave correcting spelling, punctuation and the grammar until later. The purpose behind drafting is to

focus on ideas and get them on paper. Writers during this stage gather needed information, ideas and arguments and try to organize them following their previously written outline without paying much attention to mistakes in grammar, spelling, capitalization or punctuation.

### **1.2.3.Editing**

After the completion of a rough draft, the writer should start editing. According to Donohue (2009, p.13) « during editing, the student is polishing the writing and making it ready to share with others ». Editing is a significant phase during which writers shape their writing and prepare them to be published; it is about revising what a writer has done. Hedge (2005, p.54) claims that the editing process makes the final readjustments and checks accuracy so that the text is maximally accessible to the reader. Thus, when writers edit, they read through each paragraph many times paying attention to sentences and words that comprised them to make sure it is clear to the intended reader.

Moreover, Donohue (2009, p.13) states, « When a student chooses to take a piece of writing through to the final stages and produces a published version, it is important that it be edited carefully ». He adds When editing, « the piece is made as correct as possible in term of the conventions of writing: spelling, grammar, punctuation, capitalization, etc. ». Harmer (2004) suggests that revision of one's writing by another reader will help the writer think critically about his or her writing (p.5). Whereas Donohue (2009) argues that during this stage, students continue to reflect on the previous stages and to plan their next steps (p.13).

### **1.2.4.Publishing (the Final Version)**

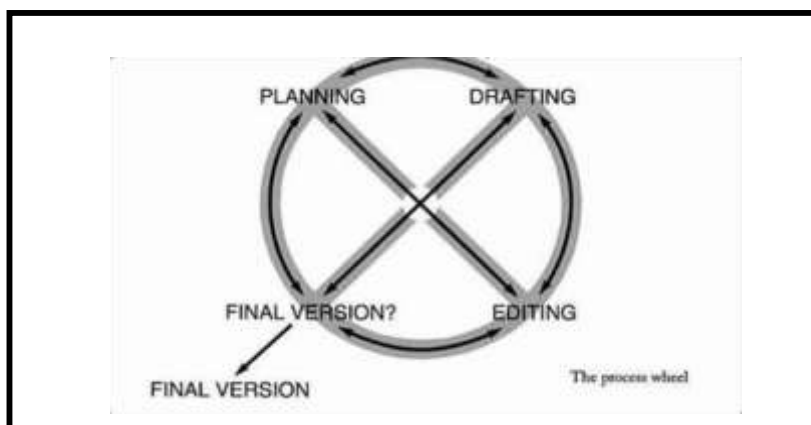
Once the written text has been revised and edited, it becomes ready for publishing. According to Donohue (2009, p.14), this final stage of the writing process includes « sharing, reflection, and assessment of the students' writings ». As Harmer (2004, p.5) asserts, it is in this stage that writers become ready to produce the final version of their piece

of writing to be sent to the intended audience. Accordingly, writing has been traditionally described as a linear process. That is a process whereby writers go from an initial planning stage to a last publishing one toward producing the final version of a text. This linear approach to writing is represented in the following figure.



*Figure.1.* The linear model of the writing process (Harmer, 2004, p.5)

Although the writing process has clearly defined stages, many researchers argue that it is not a linear process; rather, it is a recursive and iterative one. Harmer (2004), for instance states, “The process of writing is not linear as indicated above, but rather recursive” (p.5). This means that after planning, drafting and editing, writers then often re-plan, re-draft and re-edit. Thus, writers are constantly revising previous stages and rethinking about how to apply the learning to other steps in the writing.



*Figure.2* The process wheel (Harmer, 2004, p.6)

The above process wheel suggested by Harmer and accepted by other researchers illustrates the different steps involved in the writing process and their interrelation. It shows

« the many directions that writers can take » (Harmer, 2004, p.9). This means that writers can move backwards and forwards or going up and down at any of these stages until the final version is reached. In other words, writers revise the previous stages and find new ways of refining a piece of writing in order to improve it.

### **1.3.The Importance of Writing**

Writing is an important skill, which serves a number of different purposes. When writing, people translate their thoughts, ideas, and feeling into words. Indeed, it is through writing that people can meet many of their needs, being academic, personal, professional, or other needs. Stressing the importance of writing, Barras (2005) states, « Only by writing well can you give a good account of yourself as students or when applying for employment, or in a career when writing email memoranda, letters, instructions and reports. It is by your writing but many people judge you » (p.1).

The need to learn how to write in English for academic and occupational purposes is increasing. In the field of education, it is important for EFL students to learn the writing skill. Harmer (2004, pp.31-33) states that there are some benefits from learning to write.

Those can be seen in the following points:

Writing is often not time-bound in the way conversation is. When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books, or other reference material to help them.

Writing encourages students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problems which the writing puts in their minds. Writing has always been used as a means of reinforcing language that has been taught.

Writing is frequently useful as preparation for some other activity, in particular when students write sentences as a preamble to discussion activities. Writing can also, of course be used as an integral part of a larger activity where the focus is on something else such as language practice, acting out, or speaking. Teachers often ask students to write short dialogues which they will then act out.

Writing is also used in questionnaire-type activities. Students may be asked to design a questionnaire by asking questions to their colleagues. Writing is used to help students perform a different kind of activity (in this case speaking and listening). Students need to be able to write to do these activities, but the activities do not teach students to write.

Hedge (2005, P.9), on his part, provides an interesting set of purposes for writing which include the following points:

- For pedagogical purposes, to help students learn the system of language.
- For assessment purposes, as a way of establishing a learner's progress or proficiency.
- For real purposes, as a goal of learning, to meet students' needs.
- For humanistic purposes, to allow students to show their strengths.
- For creative purposes, to develop self-expression.
- For classroom management purposes, as a class activity which settles students down.
- For educational purposes, to contribute to intellectual development and to develop self-esteem and confidence.

In brief, we come to understand that EFL students may write for a set of reasons and purposes. Hence, teaching the writing skill is important to meet their needs inside and outside the classroom.

## **1.4.Mechanics of the Writing Skill**

According to Harmer (1988), it is important to help students with the writing skill components: handwriting, spelling, punctuation, and sentences and texts formation. These elements assist them in communicating through a real message in an appropriate manner and they need to focus on such aspects at some stages of learning English .

### **1.4.1.Handwriting**

Harmer (1998), stated that writing is a very personal matter, it is supposed to reflect character and teachers are not in a position of asking learners to change their handwriting style but they can insist on legibility, especially when students are heading towards an exam. Teachers can arrange students who are having problems with English scripts to help them, and some of learners have difficulties in writing from left to right, so teachers can ask them to write in their to give them confidence. According to Harmer (1988), many students whose native- language is different from English, have difficulty in forming English letters, such students should get a special training and this will help them in letters formation because the bad formation of letters is one of the problems which make reading students' writings difficult for teachers.

### **1.4.2.Punctuation**

Harmer (1988) mentioned that using punctuation correctly is an important skill. Many people judge the quality of what is written not just on the content, the language and the writer's handwriting but also on the use of punctuation. If capital letters, commas, full stops, and paragraph boundaries, are not used correctly, this can not only make a negative impression, but can also make a text difficult to understand.

According to Nataq (2014), punctuation is very important since it plays a vital role in meaning. The meaning differs when the punctuation marks are used in different places and teachers should attract student's attention to the importance of using punctuation marks.

### **1.4.3. Spelling**

Harmer (1988) stated that the right formation of words helps students to get the correct word and in the right order, and this facilitate to students to understand the words meaning. Reading as much as possible is the best way of helping and guiding students in learning spelling. Reading longer-texts or extensive reading is too helpful for students in remembering English spelling rules and their exceptions, in addition, teachers should encourage those who may find difficulty to do that because the incorrect spelling may affect the understanding of the written message and the reader judgement.

Teachers as a guide raise the issue of sound and spelling by giving students words formation exercises and this kind of activities may help them to be familiar with spelling patterns and also practice them correctly. Using dictionaries' activities are not just a training for students but also assist them to notice English spelling. As an example, teacher can ask intermediate students to write a list of words in alphabetical order, then asks them to check the words' spelling and this is a useful technique in focusing students' attention on the initial letters spelling. The problem which makes spelling difficult for some students is the fact that not all varieties of English spell the same words in the same way, as in this example of the word "*colour*" and "*color*", or "*theatre*" and "*theater*".

Another difficulty which is that some learners cannot distinguish between the use of "s" and "z" in words like "*apologise*" and "*customize*". To solve these problems, teachers can help students by getting them focus on a particular variety of English, for instance, the British English or the American as a spelling model.

## **1.5.Copying**

Copying is an effective learning technique which solve writing difficulties. Hensher (2013) states that :

Learning to write by hand is as much a psychomotor and kinesthetic challenge as it is cognitive. Students who can recognize letter differences may nevertheless have difficulty in producing them, so copying remains an old-fashioned but effective practice in small doses”.(In “Teaching by Principles: an interactive approach to language pedagogy” (Brown and Lee, 2015,p.438).

Raimes (1983) said this technique gives all students practice with the mechanics of punctuation, spelling and capitalization. According to Harmer (1988), copying exercises such as copying single and joined-up letters, rewriting words from the board are very interesting activities which help students in learning letters and words formation. However, some students are not good at it due to an inability of noticing the key features of English spelling. As an example, students use the note-taking technique to generate ideas which involves both copying and improving the skill itself .

### **1.5.1.Forming Sentences and Texts**

Speech parts are important in learning new words and help students in constructing sentences as Cook (2008) and Shahbazi (2009) mentioned:“It is necessary for students not only know the meaning of the new words in their native language, but they should also know which parts of speech they are in order to use them in useful sentences”.(Cook,2008,p.61) and (Shahbazi (2009,p.203).

According to Nataq (2014), using the new words in building a sentence is the first step of constructing a paragraph or composition. Harmer (1988) stated that although, English sentence formation is difficult, but there is a variety of activities of building sentences by gap

fill, dictation or re-ordering word. Sentence formation depends on basic patterns

“*subject+verb+object*” and students need to learn and practice the art of putting words together in well-formed sentences.

### **1.5.2. Writing Longer Texts**

Writing longer texts as reports and letters need a category or a kind of sub-skills. Writing longer texts is divided into three stages:

#### **1.5.2.1. Pre-writing Stage**

According to Lindsay and Knight (2006), learners need to prepare for what they will write. In order to do that, students can gather information by doing a questionnaire, using punctuation and linking words, they can also take decision about the content and what is included. Teachers should give learners a chance to produce many ideas on a particular topic and quickly as possible without worrying about the quality of ideas or about grammar, spelling and punctuation.

#### **1.5.2.2. Writing Stage**

Lindsay and Knight (2006) stated that in this stage, learners practise their activity and try to write a report or letter by using what they have learnt before. This stage helps students work in groups, give advice and work independently.

#### **1.5.2.3. Post-writing Stage**

Lindsay and Knight (2006) mentioned that learners can share their works and give comment on how their works are successful. In this stage, they use their feedback and ideas. The teacher can do follow up work on any area of the language that still needs improvement.

## **1.6. Writing Difficulties**

Writing has always been conceived of as a difficult skill to be learned and mastered. It represents yet a more challenging and complex cognitive task of English as a second language (ESL) or foreign language (EFL). Kroll (1990, p.140) explains the difficulties of this mechanism and states that:

For English as a second language ESL students, it seems fair to say that writing is particularly difficult. ESL students must learn to create written products that demonstrates mastery over contextually appropriate formats for the rhetorical presentation of ideas as well as mastery in all areas of language. A herculean task given the possibilities for error. It is partially the multiplicity of skills involved which contributes to the overall difficulty of writing ».

Hadfield (1992, as cited in Melouk and Zouaoui, p.150) assert that learners are faced with three areas of difficulty when learning the productive skill of writing. First, the writer cannot consult the reader, for the audience is not immediately present as in the case with speaking. Second, learners suffer from linguistic difficulty because the language that is used in speech is not the same in writing. The difficulty is more evident for EFL learners who are unaware of the discourse patterns inherent in particular types of writing. The last difficulty is cognitive; it relates to the student ability to organize ideas on the paper.

Writing is difficult not only for EFL learners but also for native speakers themselves. Hedge (2000) explains that it is placed at the end when teaching language skills because it is thought to be a complex and difficult skill to master even for native speakers. Hence, writing in English is a difficult task for students Nunun (1989) argues that writing is an extremely difficult cognitive activity which requires the learner to have control over various factors (p.39). Raims (1983, p.13) adds: « When students complain, as they often do, about

how difficult it is to write in a second language, they are talking not only about the difficulty of « finding » the right words and using the correct grammar but about the difficulty of finding and expressing ideas in a new language ».

As they learn to write inside or outside the classroom settings, EFL students encounter a variety of problems and difficulties. These difficulties may be related to features like grammar, punctuation and spelling, or vocabulary.

### **1.6.1. Grammatical Difficulties**

Grammar is an important element in the teaching-learning process. It is defined as a set of rules, which help the learner to make correct sentences. Thornbury (1999, p.1) states that “grammar is the study of what forms or structures are possible in language”, he adds that grammar is a description of the rules which govern how language sentences are formed and structured. These grammar rules help learners to know whether the sentence is correct or not.

However, learners face a number of problems in their attempts to write in the second language. These problems may be related to verbs which, as Tyner (1987) argues, “take different forms depending on tense and subjects they are used with, they create problems for second language writing students” (Tyner, 1987). Similarly, Kharma (1987 as cited in Alfaki, 2015, p.45) states that students have problems with subject verb agreements, pronoun references, and connectors. Sometimes these difficulties are referred to the interference of the mother tongue or other language.

Bahri (2009, p.15) found the most common errors relating to basic grammars:

- The use of articles, namely, misuse of preposition and absence of articles.
- The preposition errors were found namely: overuse, misuse, and redundant use.

- Punctuation errors consist of two kinds namely: apostrophe and comma.
- Errors relating to the capital letter namely the first word of a sentence, the first letter of the proper names, and the names of days.
- Errors relating to spelling namely: a wrong addition of suffix “-ed” to past form of verb and a wrong spelling of a word.

#### **1.6.2.Errors relating to verb tenses.**

- Errors relating to word form (parts of speech) such as a wrong word class and a wrong prepositional phrase.
- Errors relating to missing words namely: be omission, verb omission, and object/subject omission.

#### **1.6.3.Punctuation and Spelling Difficulties**

Punctuation is considered as “part of repertoire of good writing skills” (Angelilo, 2002, p.7). It is one of many tools that writers use for communicating meaning. Punctuation is a collection of marks used in writing to help readers understand what the writer is trying to say. The way a student punctuates writing can change the meaning completely, because each punctuation mark is a distinctive way of interpreting the meaning. According to Byrne (1988, p.16), the fact punctuation has never been standard to the extent as spelling, making it problematic.

Thus, student usually commit mistakes in using commas, full stops, semicolons and colons which effects the communication process. Carrol and Wilson (1995, as cited in Alfaki, 2015, p.45) state that students encounter punctuation problems as there are no universal rules of punctuation (p.191). In other words, punctuation rules are not very exact, they are complex and it depends on one's style to determine the meaning.

Spelling is another important aspect of writing. One single misspelled word can change the entire meaning of the sentence. Writing difficulties related to spelling include the misspelling of words, which are a result of the regularities of the English spelling system (Bancha, 2013, p.3). According to Piterson (n.d.), "some students' spelling difficulties might stem from the fact that they pronounce words incorrectly" (p.3). He argues that English spelling is difficult to learn due to the existence of many silent letters, the plethora of homonyms, the numerous rules for adding prefixes and suffixes, creating plural forms, hyphenating words, and the hodge-podge of words from other languages that comprise it (p.4).

#### **1.6.4.Vocabulary Difficulties**

Vocabulary is one of the language components that can affect language macro skill. Richard and Renandya (2002, as cited in Asyiah, 2017, p.294) believe that "vocabulary plays a crucial part in one's foreign language learning and language proficiency that can affect how well learners speak, listen, read and write". According to Schmitt (1999), vocabulary has traditionally been "one of the language components measured in language tests" (p.189).

However, lack of vocabulary is another cause of difficulty, which makes writing colourless, boring, and ineffective. Wilkins (1972, p.97), as cited in Alqahtani, (2015, P.22) states that "there is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say while without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

Unlike syntax and phonology, vocabulary do not have rules that learners may follow to acquire and develop their knowledge. However, the more words learners know, the more they will be able to understand and interpret what they hear and read; and the better they will be able to say what they want to when speaking or writing.

## **Chapter One**

### **Section two Scaffolding Technique**

### 1. Definition of scaffolding

The concept of scaffolding lies in the work of Lev Vygotsky in his socio-cultural theory. However, the coinage of the term 'scaffolding' was first used by Bruner, Ross and Wood (1976) in their study of parent-child talk in which the term is used as a metaphor to the verbal interaction between the child and the mother who provides an aid to her child in order to enhance the learning of language (Gibbons, 2015). According to Bruner et al. (1976), scaffolding is defined:

Adult controlling those elements of the task that are essentially beyond the learner's capacity, thus permitting him to concentrate upon and complete only those elements that are within his range of competence (p. 90). That is to say, an adult (a teacher or an expert) provides support to the learner to enable him/her perform a task, which is beyond his/her unassisted capacity, then he lets him/her complete it independently. Furthermore, scaffolding is used as an analogy to repairing a building in which scaffolding is removed as each bit of the building is finished (Gibbon, 2015).

Moreover, a number of scholars and researchers have given a great attention to the concept of scaffolding, and they have implemented it in the educational context. According to Ellis (1994), the notion of scaffolding is defined in the field of second language acquisition (SLA) as the dialogic process by which assistance is provided in order to enable a given speaker carry out particular functions that transcend his level of competence and proficiency. That is, Ellis's idea of scaffolding is nearly simulate to Wood's, Bruner's, and Ross's ideas in which scaffolding is viewed as an appropriate help provided to the learner.

Again, the concept of scaffolding, according to Verenikina (2008), means a help offered by a more knowledgeable participant to novice one through social interaction. In other words, scaffolding occurs within a social interaction in which the novice person

receives the needed support from an expert whether a teacher or a peer. Furthermore, Holton and Clarke (2006) view scaffolding as an act of teaching which helps the learner in constructing knowledge immediately, and it is considered as the basis for future autonomous learning. Learners' construction of knowledge depends on scaffolding as a cornerstone to independent learning in the future.

## **2. Definition of zone of proximal development (ZPD)**

The concept of zone of proximal development was introduced by the Russian psychologist Lev Semenovich Vygotsky during the late 1920. He used the term to criticize the psychometric-based testing in Russian schools which reflects only learners' current level of developments rather than their probable future achievements (cited in Shabani et al., 2010). The ZPD is defined by Vygotsky (1978) as:

The distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peer (cited in Walqui, 2006, p. 162).

The ZPD, according to Vygotsky, is the distance between what a learner can accomplish independently at the actual development level, and what s/he cannot perform without any assistance i.e. at the level of potential development. Also, it can refer to the cognitive gap between what can be done with and without the help of an expert (Gibbon, 2015). Additionally, Roosevelt (2008) states that keeping learners in the ZPD, in which learners will be more exposed to problem solving tasks, is the most important goal of education for Vygotsky's point of view (cited in Shabani et al., 2010).

However, due to the difficulty of tasks that learners are engaged in, they need to work collaboratively with one another or with the teacher in order to achieve the tasks.

Nevertheless, the same tasks will be completed independently next time. Also, the ZPD implies the meaning of supporting learners in their learning stages in which the teacher ought to set a task just higher than learners' current abilities, but it suits their level, and then s/he provides his/her learners with rules which allow them to perform independently in the following stage (Pishghadam & Ghardiri, 2011). In addition, Gibbon (2015) states that collaborative learning makes both the teacher and the learner take an active role in the learning process. Consequently, the learning process has a social nature.

Besides, according to Mitchell and Myles (2004), the zone of proximal development is an area of knowledge where the learner is still unable to perform independently, but s/he can reach the attainable result as s/he gains the needed scaffolding. Figures 1 and 2 show how teaching occurs within ZPD:

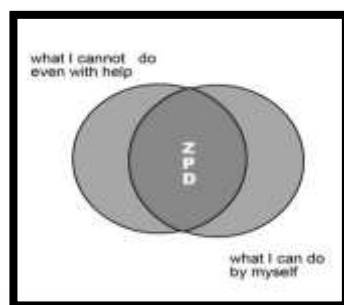


Figure 1: ZPD

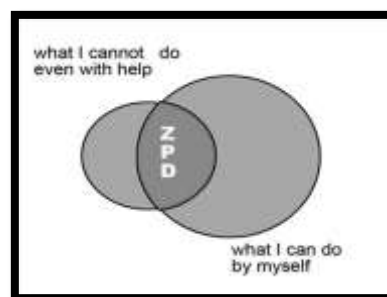


Figure 2: ZPD after teaching has occurred

**Source:** Adopted from Vygotsky's ZPD: Instructional Implication and Teachers' Professional development (Shabani et al., 2010).

### 2.1.The connection between scaffolding and the zone of proximal development

Learning comes through cognitive and social interaction in which the learner is assisted by an expert like an instructor, who removes his/her scaffold gradually to enable the learner complete the task on his/her own (Walqui, 2003, cited in Al hussain, 2012).

Instructors tend to involve their learners in problem solving tasks that are within their zone of

proximal development, and learners work under the guidance of their instructors.

Consequently, working within the zone of proximal development requires scaffold in order to make learning more effective, and to enable learners perform later similar tasks in new contexts (Hammond & Gibbons, 2005).

Scaffolding is always in link with ZPD. Al hussain (2012) maintains that scaffolding occurs through classroom interaction where learners obtain support to learn concepts and language that are beyond their abilities. In addition, following the work of Bruner, Wood and Ross (2006), the process of scaffolding is slightly beyond the current level of learners, but within their ZPD (cited in Birjand & Jazebi, 2014). The idea means that scaffolding does not occur above the zone of proximal development.

### **2.2.The sociocultural theory as the basis of scaffolding**

The concept of scaffolding can be traced back to Vygotsky's socio-cultural theory (SCT) that accounts for the processes through which learning and development take place. Dongyu et al. (2013) point out that in language learning interaction plays a significant role and serves as a channel through which learning occurs. Thus, learners learn from each other via social interaction. Moreover, according to Vygotskyian's perspective, knowledge construction happens through the process of social interaction which serves in developing learners' current level. In other words, the interaction between learners and their teacher or among learners gives them an opportunity to build their own knowledge. In this context,

Wertsch (1985) states that interaction promotes individuals to deal with cognitive challenges, which are beyond their abilities (cited in Turuk, 2008). Although the idea of scaffolding is rooted in socio-cultural theory, the term has never been used before Jerome Bruner. The latter is concerned with the interpretation of Vygotsky's ZPD (Burch, 2007). Therefore, the idea of scaffolding is implied in the work of Vygotsky, but the creation of the concept is associated with Bruner. In addition, Bruner (1978) uses the concept to

provide description of parent-child talk in which mother's assistance is characterized by focusing the child's attention on aspects of particular tasks that s/he is later required to perform on his/her own (Bruner, 1978). According to Bruner's perspective, the aid of the mother aims at training the child for future independent performance.

Vygotsky (1978) also points out that learning takes place within the learners' ZPD where they are provided with enough support to do difficult tasks. This support is faded as a learner becomes autonomous or self-regulated (cited in Burch, 2007). During the learning process, the learner receives assistance which allows him/her to perform tasks, but this sort of assistance is removed gradually as responsibility is shifted towards the learner. Again, Vygotsky's socio-cultural theory leads to the conclusion that social interaction is the basis of language learning in which learners receive sufficient support to acquire language.

### **2.3.Characteristics of scaffolding**

Scaffolding is considered as a collaborative process based on teacher-student interaction in which both participants play an active role in this process (Van de Pole et al., 2010). Although scaffolding is interpreted differently, there are common features that can be found in each definition. For example, in the classroom context, scaffolding is characterised by the following:

**Interaction:** According to Searle (1984), interaction must be collaborative either among learners themselves or between learners and their teacher (cited in Masters, 2005).

**Working within Learner's ZPD:** The teacher determines the learners' level through diagnostic strategies, then s/he designs tasks that are slightly beyond their level of comprehension, but those tasks are not transcending the learners' ZPD (Rogoff, 1990 cited in Master, 2005).

**Fading:** It refers to the gradual removal of scaffolding (Birjandi & Jazebi, 2014). The teacher's support is faded as learners become independent. Therefore, fading is related to the transfer of responsibility towards the learner to accomplish the task autonomously. Fading provides learners with a chance to assume responsibility, and increase their self-regulation (Hu, 2006).

In addition, Van Lier (2004) identifies six pedagogical fundamental features of scaffolding which are continuity, contextual support, intersubjectivity, contingency, handover/takeover, and flow. First, continuity means that tasks are repeated with slight variations, but they should be linked to each other. Second, contextual support means that learners are encouraged to explore in safe and in supportive environment. Third, intersubjectivity refers to rapport establishment. Fourth, contingency refers to the adjustment of task procedures that depends on the actions of learners. Fifth, handover/takeover (teacher/learner) are important conditions and without them scaffolding becomes meaningless. Last but not least, flow refers to the balance between skills and challenges.

#### **2.4.Types of scaffolding**

Holton and Clarke (2006) distinguish between two types of scaffolding which are domain and agency. The former is classified by them into two types, which are conceptual scaffolding and heuristic scaffolding. The conceptual scaffolding is provided by the teacher for purposes of conceptual understanding. Conversely, heuristic scaffolding aims at solving problems that encounter learners. In addition, Holton and Clarke (2006) go a step further and suggest that agency scaffolding is categorized into three categories, which are expert, reciprocal scaffolding and self-scaffolding. However, Holton and Clarke believe that as the learner passes the three kinds above during the learning process, another kind of scaffolding might be added, which is the transcendental scaffolding.

Holton and Clarke (2006) also view the expert's scaffolding as passive, and for them the teacher as an expert or a scaffolder should give assistance to the learner or scaffoldee. Teacher's role at this stage is just as a facilitator while learners are required to grasp the picture and construct their knowledge. Furthermore, during this process, learners work collaboratively with their peers. When they work together with others, discovery and joint construction occur. Thus, as the learner learns something new, his/her partner will also experience this new knowledge (Walqui, 2006).

As a consequence, reciprocal scaffolding takes place in this process. In addition, Holton and Clarke focus on learners' opportunities to provide scaffolding to themselves. This type of scaffolding is known as self-scaffolding in which learners break down the problems into constituents, and use the available resources to develop knowledge construction (Bickhard, 2007 cited in Agus, 2008). Moreover, since learners can scaffold themselves, they are also able to provide scaffolding to other learners as a sort of transcendental scaffolding. Also, Agus (2008) assumes that transcendental scaffolding is the process of beyond scaffolding. That is, transcending the self, and as a learner passes all the above kinds of scaffolding, s/he becomes autonomous.

### **2.5.Aims of scaffolding**

Scaffolding is a supportive strategy for EFL learners (Al hussain, 2012). Those learners assist each other through social interaction that occurs in the classroom in order to fully understand and master what is beyond their abilities. Thus, scaffolding, according to Al hussain (2012), has some pedagogical purposes in the following stages. The first stage encompasses a planned curriculum that is progressive and implemented through a sequence of tasks, which are ritual. The second stage includes the procedures used for the activity that is set before in the first stage. The third stage is the process of collaborative interaction. For Walqui (2006), it is the actual achievement of stage.

### 2.6. Advantages of scaffolding

The implementation of scaffolding in the classroom setting reveals that this strategy is useful both cognitively and affectively. On one hand, learners will be comfortable while doing the task due to their positive feeling towards learning. On the other hand, scaffolding of the others guides learners' attention to the task and keeps them on the right path (Hu, 2006). Further, McKenzie (1999) states that scaffolding provides several advantages:

- It provides clear directions for students.
- It clarifies the purpose of the task.
- It keeps students on the task.
- It offers assessment to clarify expectations.
- It points students to worthy sources.
- It reduces uncertainty, surprise and disappointment.
- It delivers efficiency.
- It creates momentum.

### 2.7. Scaffolding process

Many scholars apply the metaphor of scaffolding in the classroom context in order to assist EFL learners in achieving unfamiliar tasks. In this context, Al hussin (2012) views scaffolding as a teaching method by which the instructor models specific learning tasks; then s/he transforms the responsibility towards learners. However, the shift of responsibility occurs step by step.

Furthermore, the implementation of scaffolding in the classroom context reflects various strategies where the support is provided during the learning process. Scaffolding as a process is based on gradations. In other words, it grows step by step in which the teacher starts with selecting the appropriate learning task (Gaffney & Anderson, 1991). This task is

required to raise learners' interest rather than frustrating them. As a result, Wood et al. (1976) maintain that the task's evaluation should precede its implementation to decide whether the task is suitable or difficult for learners' level. Moreover, before the application of the task teachers should predict errors to draw the right path for learners.

In addition, Wood (1976) believes that scaffolding has an emotional side. For him, the teacher attempts to make learners more interested within the task during the process of recruitment. Next, s/he controls frustration via encouragement, and simplifies the task by reducing the degree of freedom by which the task is divided into its constituents in order to be manageable. For example, the teacher may ask students to write ideas about a given topic, then transform them into an outline. After that, s/he asks students to write the whole essay. Therefore, the teacher supports learners both cognitively and affectively (Reigeluth & Moore, 1999). The former occurs when the teacher helps learner to master the task. On the other hand, the latter has to do with motivating them towards the task.

Moreover, other techniques are suggested by Wood et al. (1976) such as direction maintenance, marking critical features and demonstration. Direction maintenance assumes that teachers' role is to keep learners motivated on the task. Also, the teacher marks the critical features of the task for the sake of providing discrepancies between the learners' production and the correct product. Nevertheless, learners' task is to make interpretation about these discrepancies. In the final technique, Wood (1976) refers to demonstration as a modeling solution to a given task. Afterwards, learners are required to imitate it in a good way.

In addition to all what is mentioned above, a post task phase is needed to support learners. It encompasses discussion after the task, comprehension checking, teaching the main points again and so on (Graves et al. 1996 cited in Wood, 1976). That is, the teacher

provides follow up activities by the end of the task to make sure that his/her learners have understood.

## 2.8. Strategies and activities to scaffold EFL students in the writing process

Scaffolding is considered as the most powerful instructional technique. It is widely adopted in the classroom contexts to teach reading, speaking and writing in which scaffolding has proven its benefits through empirical studies. Thus, in order to recognize its benefits on writing, both writing process and scaffolding strategies will be discussed.

### 2.8.1. The writing process

Writing is an essential skill in teaching and learning any foreign language. Furthermore, most EFL learners are judged on the basis of their written production. According to Harmer (2007), writing provides learners with chances to process language because they have much time to think. In other words, learners have the opportunity to learn and to think about language because they are not required to produce immediately. Furthermore, as teachers of writing are concerned with the process of writing rather than the product, learners are allowed to rewrite (Brown, 2001). Therefore, the final product is a result of range of stages that enable EFL learners to create language. According to Harmer (2004), these stages are planning, drafting, revising/editing; and proofreading and publishing (final version):

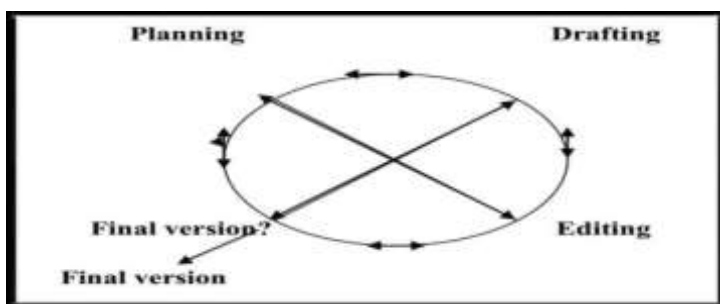


Figure 2: The process wheel (Harmer, 2004, p. 06)

### 2.8.1.1.Planning

Planning or pre-writing is the first and the most important stage in the writing process. According to Oshima and Hogue (2007), the pre-writing stage is the first step in the writing process which requires generating ideas. The pre-writing stage includes all what precedes drafting. In this stage, learners do not write a whole essay directly, but they are prepared to write it. Hence, learners (as writers) focus their concentration on the topic and generating ideas. Also, according to Roberts (2004), this stage involves choosing a subject, narrowing the topic, analysing audience as well as generating ideas.

In the pre-writing stage, writers are required to narrow the topic as much as possible, and then generate ideas through the process of brainstorming (Oshima & Hogue, 2007). In other words, learners select a topic for their essays and write it at the top of the paper, then, write any idea related to the topic without considering grammar and spelling. In this stage EFL, students will also design a plan for their writing, so that they need to decide which ideas will be included in their writing, then they organize them by which they identify the first idea, the next and the last ones (Zemach & Rumisek, 2005).

### 2.8.1.2.Drafting

The second stage in the writing process is drafting in which students write a rough draft. The latter is based on the ideas generated by the writer. In drafting, the writer can write phrases, leave spaces, or even violate the margin because the focus is information or the content rather than the mechanics (Oshima & Hogue, 2007). Moreover, this idea is supported by Galko (2001) who states:

When drafting, you might skip sections or make notes to yourself to come back and add more examples in certain spots to check your facts later. As you draft, you do not need to worry about grammar, spelling or parts of your paper at a later stage (p. 49).

### 2.8.1.3.Revising/ Editing

The third stage is revising/editing, which has a crucial role in the process of writing. Although revising and editing are used interchangeably by most researchers and scholars. Oshima and Hogue (2007) argue that revising is concerned with big issues like content and organisation while edition focuses on the smaller ones such as grammar, punctuation and mechanics.

In this stage, writers check their writing; as a result, they revise both content and organisation for purposes of adding, deleting or rearranging. Writers also aim at checking whether they reach their purpose or not, and make sure that topic sentences fit supporting ideas. They also verify both coherence and cohesion.

### 2.8.1.4.Proofreading and Publishing

Writers' final task is to proofread their writing before the publication. Therefore, they check grammar, spelling, punctuation and typing errors (Oshima & Hogue,2007). After that, writers rewrite the final draft, make any change they want, and then publish their production (Zemach & Rumisek, 2005).

## 2.9. Strategies of scaffolding

Teachers of English may use different strategies to scaffold their learners. Walqui (2006) proposes six strategies of instructional scaffolding that are workable with learners of English and assist them for better performance:

### 2.9.1.Modeling

When learners are engaged in unfamiliar tasks, their teacher provides them with a model. S/he explains the model explicitly first; then, s/he asks them to imitate it. The teacher shows a clear model to the learner, and demonstrates and uses simple language in order to

understand the desired task. Modeling is more beneficial, especially for EFL learners because it allows them to expose to authentic language and recognize certain features of genre. As a result, EFL learners will be able to perform the assigned task.

### **2.9.2. Bridging**

Bridging is defined by Thrap and Gallimre (1988) “as the weaving of new information into existing mental structures” (p. 108). Learners have better opportunities to learn new concepts and knowledge merely with reliance on previous knowledge and understanding. Hence, the teacher helps them to build new information into prior mental construct. That is to say, s/he makes a connection through activating the existed knowledge to build new structures. In order to do that, the teacher may ask several questions to make learners adjust their prior knowledge.

### **2.9.3. Contextualisation**

Researchers of education differentiate between everyday language and academic language (Cloran,1999). The former depends on context and nonlinguistic information. It is situation-dependent. In contrast, the latter relies on language alone. It is decontextualised and situation-independent. Thus, in the academic language context, the teacher creates analogies by providing the verbal context according to the experience of learners. Also, s/he puts new concepts with a sensory context such as the use of relia inside the classroom.

### **2.9.4. Schema building**

Schema is described by Richard and Schmidt (2010) as a mental representation, a plan or a structure. They mean that the mental structure organises new knowledge and ideas in a way that suits the pre-existing ones. Therefore, learners’ task is to know the connection between them through a set of activities given by the teacher. Schema building is top down

process by which learners organize their ideas and make distinction between what is central and what is minor.

### **2.9.5. Text representation**

In this strategy, the teacher requests learners to transform a linguistic construction that is modeled in a particular genre into another one. For instance, learners may transform an epic into drama, or they may be requested to make a video as speech that will be performed later. Hence, learners have a better chance to embody what they have understood from the linguistic form.

### **2.9.6. Developing metacognition**

According to Bransford et al. (1999), metacognition occurs when someone is capable to control his/her understanding of current level, then decide when it is inadequate. In other words, it refers to the person's ability to monitor his/her level of understanding without relying on the teacher's help.

Besides, Walqui (2006) maintains that metacognition contains various strategies which are resulted from the studies about the way an expert conducts the task. These strategies help learners to control their own learning, and they cover the following: learners' application of the learned strategies when they are involved in activities, the selection of the most effective one that suits a specific activity, the evaluation and the adjustment of their performance in order to plan for their future.

In addition, researchers in the educational context suggest other strategies such as questioning, cueing, coaching, collaborating, and so on. For instance, Palincsare (1998) states that in order to make a given task explicate, modeling, questioning and explanation are used (cited in Master, 2005). In the same context, Pearson (1996) identifies cueing,

coaching, and corroboration as the best ways used by the teacher in the learning process (cited in Master, 2005).

### **2.10.The implementation of scaffolding in the writing process**

Scaffolding has an essential role in guiding learners when they write their own essays. However, during the writing process, learners receive various sorts of scaffolding on the basis of their level, capabilities, and needs. As a result, the implementation of scaffolding strategies in the writing process goes with its stages (Ningrum, 2012).

In the first stage, the pre-writing stage, the teacher prepares learners (writers) to write for the target audience, and then s/he directs them towards the purpose of the assignment through looking at clues in the assignments' prompt. After identifying both audience and purpose, the teacher can use an effective writing sample as a model for the desired task. For example, s/he distributes a photocopied model like a descriptive essay, and asks learners to work in pairs or groups in order to figure out its features.

Then, learners write their own essays through imitating the model. Modeling is viewed by Holton and Clarke (2006) as an effective scaffolding strategy that allows learners to imitate the example. Also, exposing learners to models helps them to recognize the main features of each text; consequently, imitating the same model will be easier for them.

In this stage, teacher's scaffolding is continuous through the use of several activities that help learners in their writing. For instance, the teacher tends to use brainstorming with his/her learners as a pre-writing activity in order to stimulate their imagination and to activate their schema. That is, they recall their pre-existing knowledge and construct on them new ones as a form of bridging. In order to reach this goal, the teacher often integrates brainstorming with drawing to help learners bring to mind ideas which suit the task assignment.

The use of brainstorming again allows learners not only to begin quickly and to save time for the following stages, but also to build rapport with their teacher through the interaction that occurs between them (Oshima & Hogue, 2007). This interaction will enhance learners' motivation to write. In addition, during the pre-writing stage, the teacher suggests some effective techniques to facilitate the start such as clustering/mapping or listing. The latter serves in selecting and organizing particular ideas, then listing the related concepts together. The former allows them to explore the relationship between ideas. As a result, the teacher often writes the topic on the middle of board, and asks his/her learners to write all what is associated with it.

In the drafting stage, two scaffolding strategies are suggested which are modeling and questioning. The teacher employs questioning to guide learners when they write their essays, so that s/he asks different questions to extend learners' understanding of the topic. Additionally, according to Hunkins (1972) and Wilen (1986), questioning is commonly adopted to know about the learners' past knowledge, direct and guide learning; and allow them with opportunities for practice. For them, questioning also helps in controlling and maintaining productive learning environments, as well as examining the outcomes of learning (cited in Hu, 2006).

In this stage, questioning is also used as scaffold for extending learning thinking through reflecting in their thoughts. That is, scaffolding allows them to think logically, and encourages them to look at the problem from different angles (Josiah et al., 2013).

In the revising/editing stage, learners are required to revise their writing so as to correct their mistakes. In this stage, the teacher's immediate feedback is very important because learners' writing is not perfect, yet they sometimes receive this feedback the day after. That is to say, comments and suggestions are written by the teacher; as a consequence, learners seem to be unwilling to correct their mistakes.

Furthermore, the teacher attempts to break the routine and uses vital activities to motivate learners to correct their mistakes. For example, s/he enhances working collaboratively in order to endorse communication among them. The latter can work in groups, share what they write and discuss together. Collaborative work provides learners with the opportunity to give feedback on their classmates' writings, yet in this type of environment teachers' assistance is still there (Yau, 2007).

Moreover, the scaffolding strategy that is suggested in the stage of revising/editing is peer scaffolding. It refers to the process of paper exchanging in which partners exchange their drafts, read them, and then comment (Zemach & Rumisek, 2005). It involves reading the texts of others for purposes of feedback providing. In this regard, Mangelsdorf (1992) claims that "learners do not simply evaluate or edit one another's texts, "they are responding to what the essay says as well as how it says it" (cited in Burket & Wally, 2013).

Further, through peer-scaffolding, the responsibility is gradually shifted towards learners, as a teacher reduces his/her scaffold, instruction becomes learner-centered. Learners negotiate with each other and communicate their intentions directly. Consequently, in this stage the teacher does not impose his/her opinion, and s/he acts only as a facilitator to offer guidance in the thinking process (Brown, 2001, p. 340).

The final stage is proofreading and publishing. This stage is systematic because it is based on gradation. Thus, learners edit their rough, proofread it, and then publish it. The teacher can direct learners' attention to the incorrect forms and provides hints to help them correct the errors (Geeslish & Long, 2004). In proofreading and publishing, the teacher values learners' products through adding extra marks or giving gifts to motivate them and to enhance their self-confidence.

## **Chapter II**

### 2.1. Research Design and Methodology

## **Introduction**

The current study aims at exploring the teachers' perceptions about scaffolding in enhancing EFL students' composition writing in the EFL classroom, and also recognizing the attitudes of those learners towards this strategy. Thus, this chapter is devoted to the methodology that is used in this research work in order to achieve the objectives of the study. It describes the population and instruments that are adopted in the study. In addition, it presents data analysis and discussion of the findings.

### **2.2. Methodology**

The present study follows a mixed method approach ( qualitative and quantitative methods) to gather data. Qualitative data was collected via classroom observation while quantitative data was collected through the questionnaires. These methods seem to be the most appropriate for the nature of the research topic because they help to answer the research questions and to reach the stated objectives.

#### **2.2.1.Sampling and setting**

The participants of this study are 3rd year middle school learners and teachers of written expression at the same department during the academic year 2023/2024 at Boussaid Kamel Eddine/ Agdouch Diab middle school. BBA.

#### **The selected teachers**

Fifteen (15) teachers of 3rd year middle school, KMUO are the sample of this research work.

#### **2.2.2.Research instruments: Description and analysis**

Questionnaires and classroom observation were adopted as instruments in order to collect data about the current study. For the analysis of the results, the data collected from the administered questionnaires are treated by means of the SPSS system version 24 (Statistical Package for the Social Sciences) based on percentages.

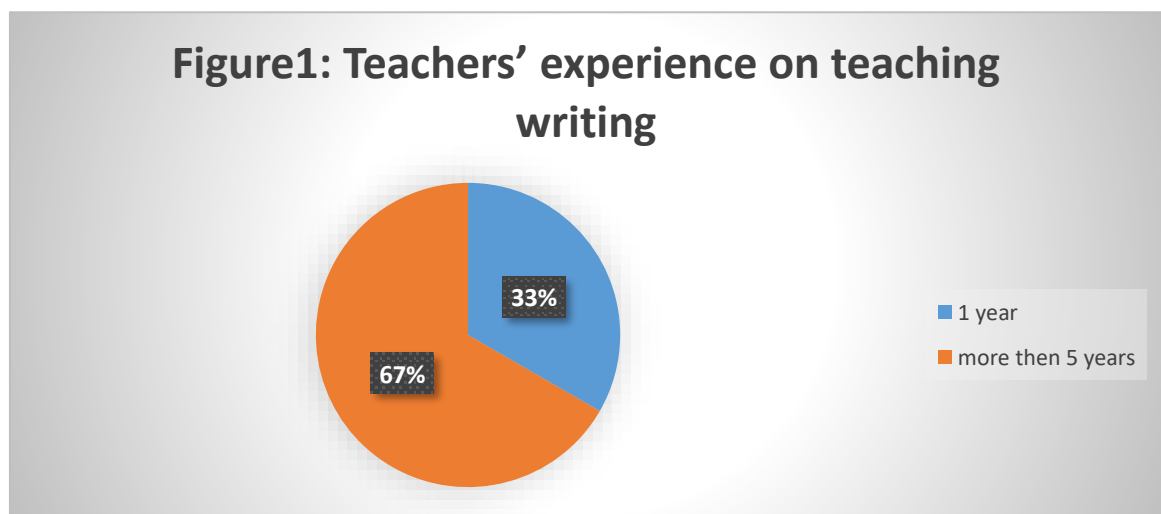
## 2.3. Description and Analysis of teachers' questionnaire

### Section One: Teachers' Professional Background

**Table 1**

*Question 1: How many years have you been teaching writing?*

Options	Number of respondent (N)	Percentage (%)
1 year	5	33.33



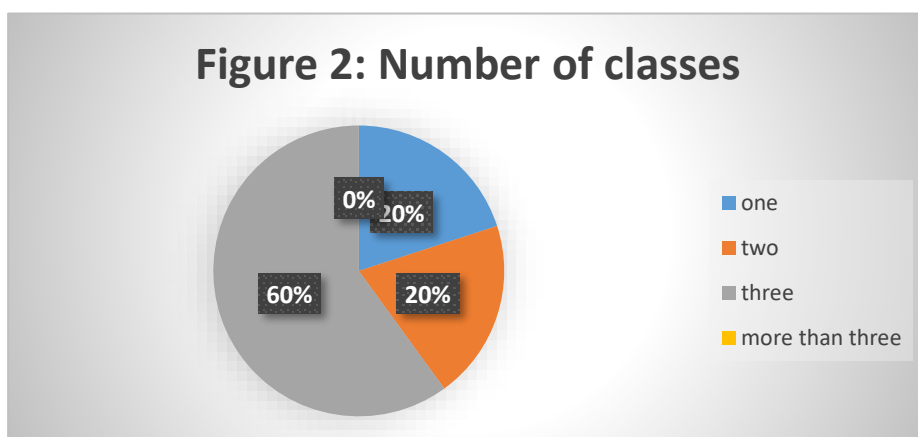
More than 5 years	10	66.33
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According to the given results in Figure 1, almost all the teachers (66.66%) are experienced in teaching writing because they have been teaching English for more than 5 years whereas only some are novices (33.33%).

**Table 2**

*Question 2: How many classes of writing usually teach?*

Options	Number of respondent (N)	Percentage (%)
one	3	20
two	3	20
three	11	60
more than three	0	00

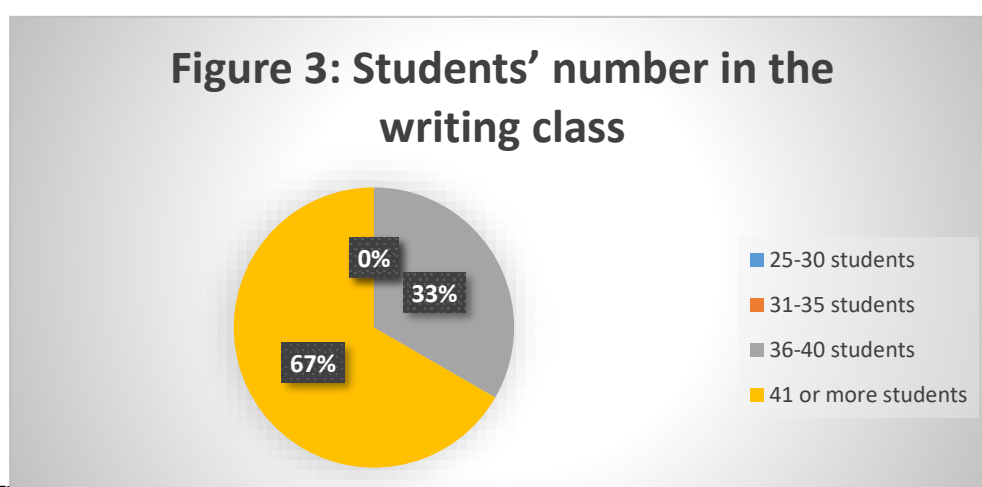


Concerning the results provided in Figure 2, most of the teachers have three (60 %) classes of writing. However, (20 %) of the teachers teach ‘two classes’ and (20 %) usually teach only one class.

**Table 3**

*Question 3: What is the average number of students in your class of writing?*

Options	Number of respondent (N)	Percentage (%)
25-30 students	0	00
31-35 students	0	00
36-40 students	5	33.33
41 or more students	10	66.66



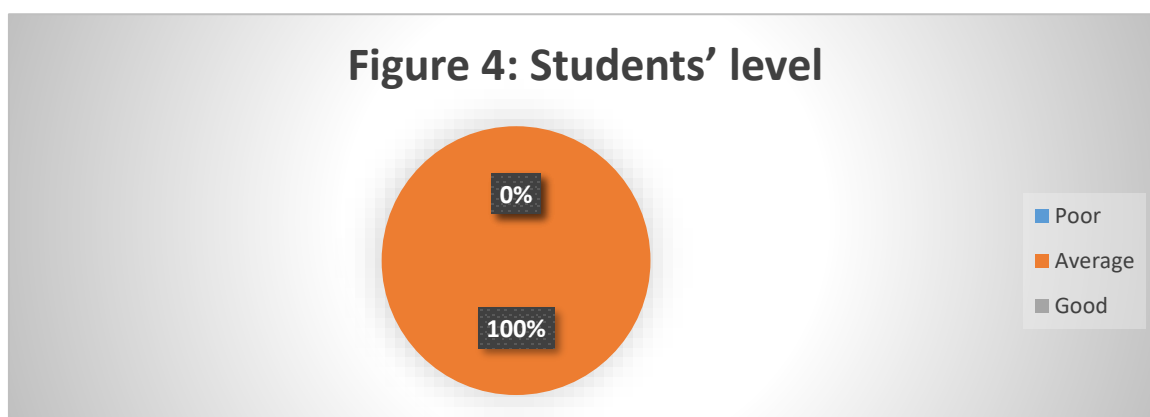
The results in Figure 3 show that more than half of the teachers (66.66%) have between (36-40) students in their writing classes while (66.66%) mention that they have ‘more than 40 students’ in the class.

**Table 4**

*Question 4: How can you describe your students' level?*

Options	Number of respondent (N)	Percentage (%)
Poor	0	00
Average	15	33.33
Good	0	0

All the teachers (100%) agree that their students' level in writing is average

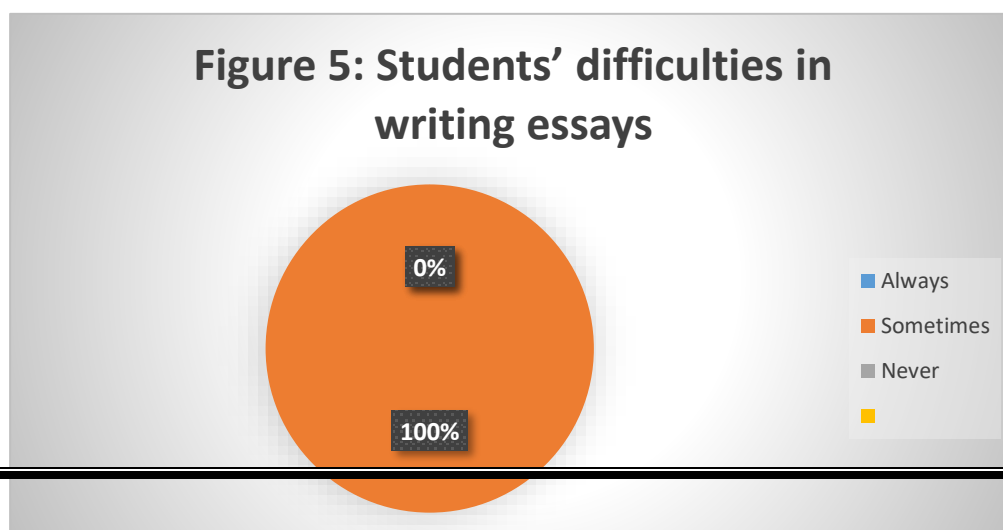


## Section Two: Scaffolding students' writing

**Table 5**

*Question 5: Do your EFL learners struggle in writing essays?*

Options	Number of respondent (N)	Percentage (%)
Sometimes	0	00
Always	15	100
Never	0	00

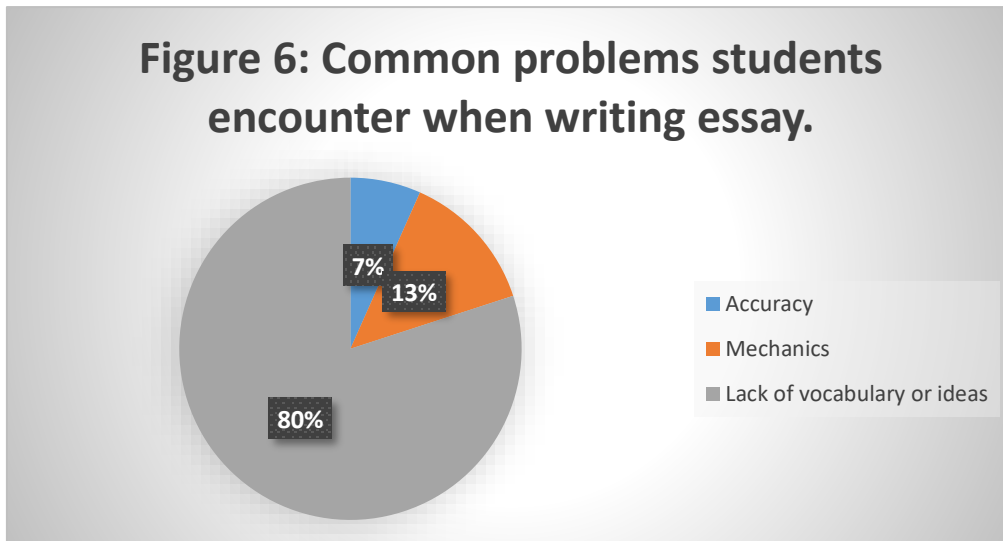


The results obtained from Figure 5 reveal all the teachers (100%) agree that their students always struggle in writing essays.

**Table 6**

*Question 6: What are the common problems that your learners encounter when writing essays?*

Options	Number of respondent (N)	Percentage (%)
Accuracy	1	6.66
Mechanics	2	13.33
Lack of vocabulary or ideas	12	80



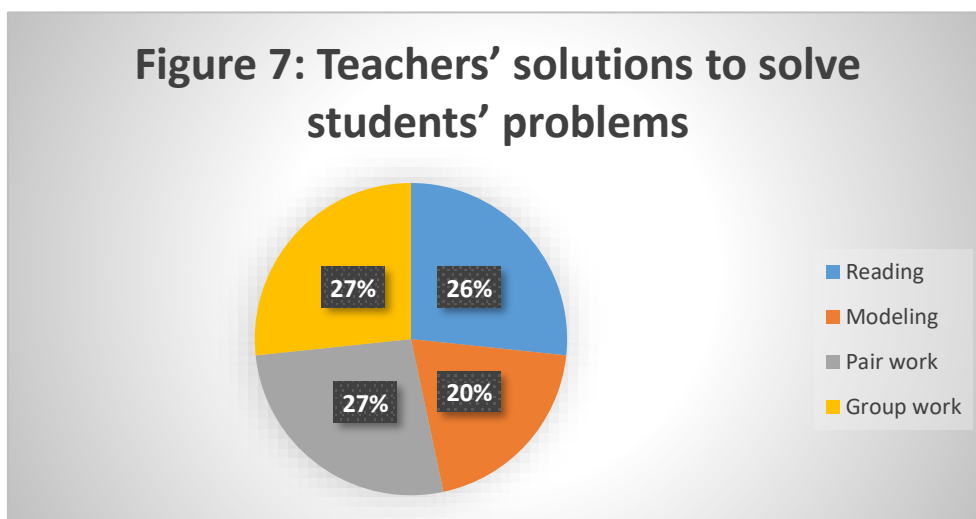
(80%) of the teachers state that 'lack of vocabulary or ideas' are the common problems that their students fall in when writing essays. Also, (13.33%) of them respond by 'mechanics', but (6.66%) reply by 'accuracy'. It is noticed that all the teachers agree that lack of vocabulary or ideas is the common problem that students encounter when writing their essays.

**Table 7**

**Question 7: Which solutions do you adopt to solve those problems?**

Options	Number of respondent (N)	Percentage (%)
Reading	4	26.66
Modeling	3	20
Pair work	4	26.66
Group work	4	26.66

The teachers adopt different solutions to solve students' problems in writing. (26.66%) use 'reading', (20%) use 'modeling', and (26.66%) of the teachers also adopt both 'pair work' and 'group work' as a solution. Moreover, (26.66%) mention that they use 'reading' and 'group work' to solve their students' mistakes .

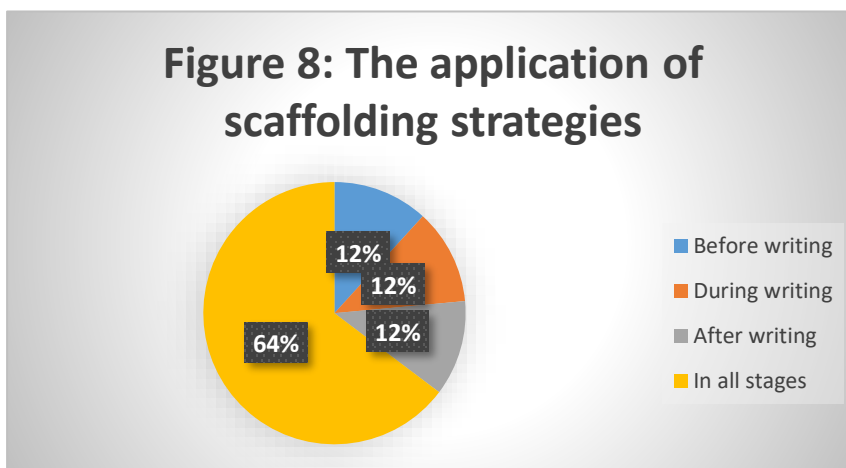


**Table 8**

**Question 8: At what writing stage do you apply scaffolding strategies with your students?**

Options	Number of respondent (N)	Percentage (%)
Before writing	2	13.33
During writing	2	13.33
After writing	2	13.33

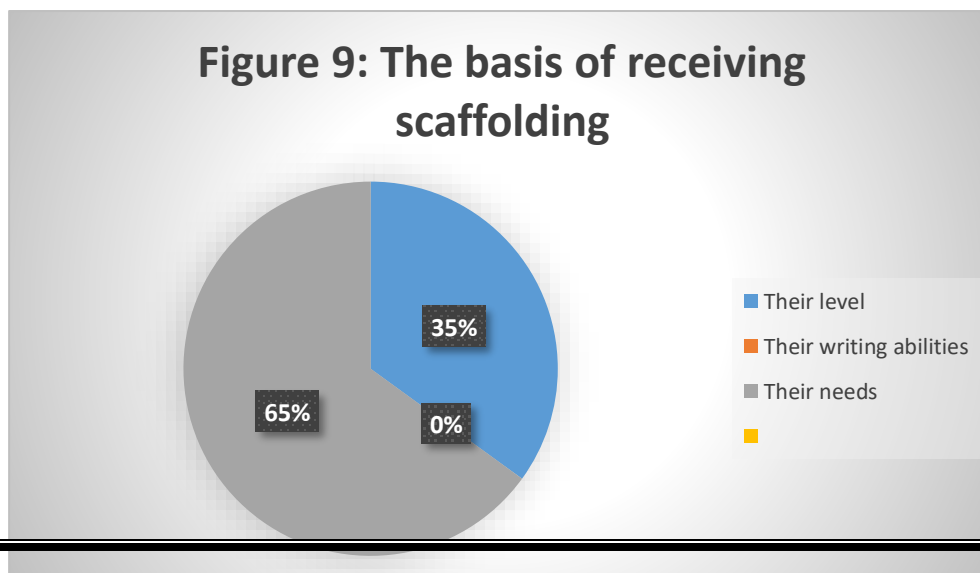
The results in Figure 8 show that (73.33%) of the teachers apply the scaffolding techniques ‘in all stages’ of writing process. On the other hand, (13.33%) of the teachers state that they use these technique ‘before’, and (13.33%) apply them during and ‘after writing’. Yet, (13.33%) of them reply that the implementation of scaffolding techniques takes place only ‘during writing’.



**Table 9**

*Question 9: On which basis do your learners receive your scaffolding?*

Options	Number of respondent (N)	Percentage (%)
Their level	7	46.66
Their writing abilities	0	00
Their needs	13	86.66

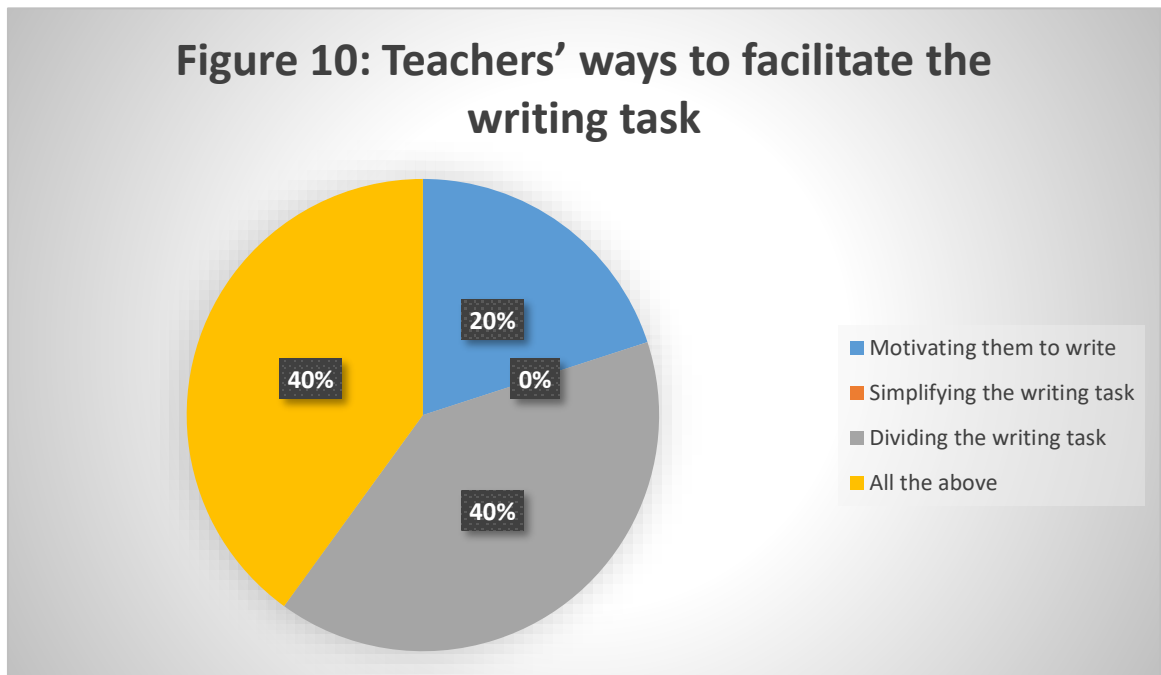


The results obtained from Figure 9 show that the majority of teachers (86.66%) provide their students with scaffolding ‘on the basis of their needs’, while (46.66%) maintain that scaffolding is given according to students’ level.

**Table 10**

*Question 10: Which of the following do you think is an effective way to facilitate the writing task for your learners?*

Options	Number of respondent (N)	Percentage (%)
-Motivating them to write	3	20
-Simplifying the writing task	0	00
-Dividing the writing task	6	40
-All the above	6	40

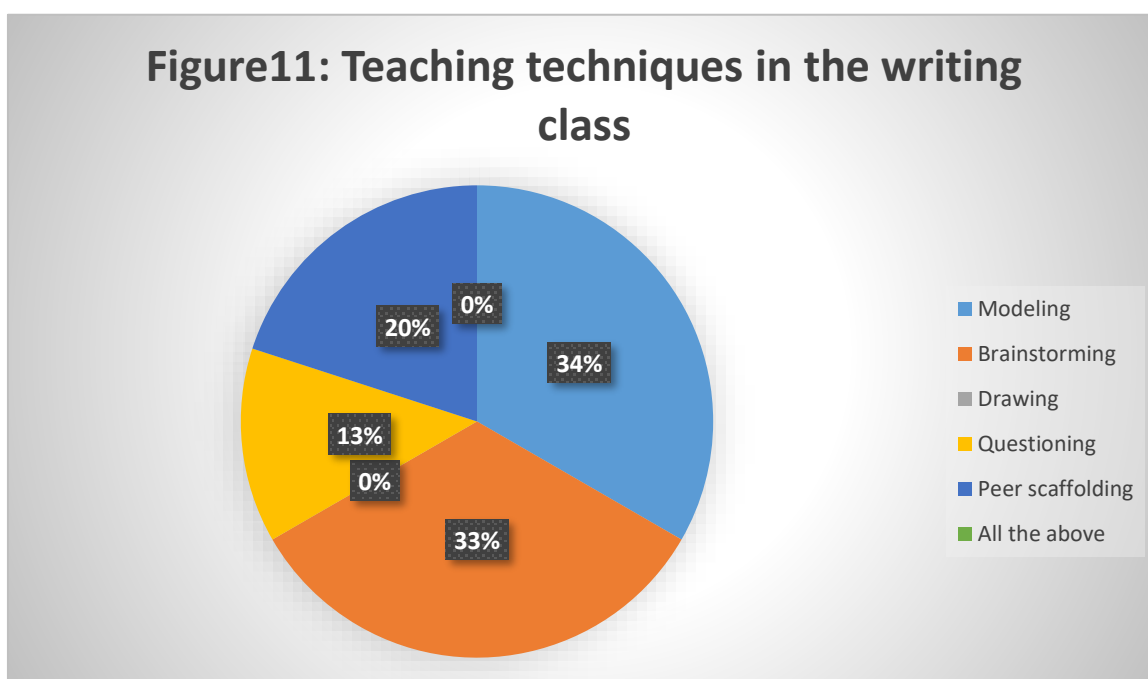


(40%) of the teachers think that ‘dividing the writing task’ is an effective way to facilitate it for their students, as well as (40%) select ‘all stated options’, i.e. motivating students to write, simplifying and dividing. In contrast, only (20%) of the teachers prefer to ‘motivate students to write’.

**Table 11**

**Question 11:** What teaching techniques are you implementing in your writing classes?

Options	Number of respondent (N)	Percentage (%)
Modeling	5	33.33
Brainstorming	5	33.33
Drawing	0	00
Questioning	2	13.33
Peer scaffolding	3	20
All the above	0	00



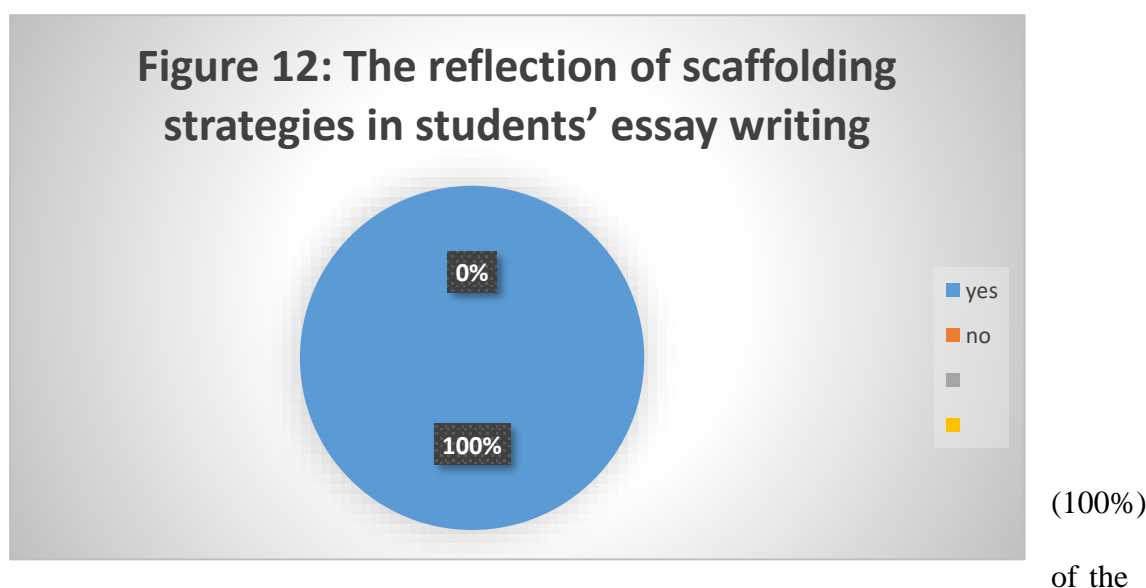
The majority of the teachers claim that: ‘modeling’ (33.33%) ‘brainstorming’ (33.33%) and ‘peer scaffolding’ (13.33%) are the main teaching techniques they implement

in their writing classes. Others state that they use ‘questioning’(20%). However, none of them mention ‘drawing’ technique.

**Table 12**

**Question 12: Do the scaffolding strategies you are applying reflect your students’ essays writing?\***

Options	Number of respondent (N)	Percentage (%)
yes	15	100
no	00	00



teachers reveal the fact that scaffolding strategies that they are using reflect on students’ essays writing. That is to say, students are able to produce essays after gaining sufficient support from the teacher. This proves that scaffolding is very effective.

#### **2.4.Findings and discussions**

The interpretation of teachers’ questionnaire indicates that several techniques of scaffolding are used by the teachers. The latter use those techniques in order to enhance students’ writing and to help them to overcome difficulties they face in essays’ writing. Since most of the teachers are experienced in teaching writing, they know when to use scaffolding and how to apply it in order to improve their students’ level in writing.

In addition, the findings of the questionnaire show that during the stages of the writing process, teachers scaffold EFL students on the basis of their needs and level. Moreover, this kind of scaffolding affects students' written production, and it motivates them to write more essays.

### **2.5. Description of the classroom observation**

According to Kumar (2011), observation is not only purposeful, but also a systematic and selective way which enables the researcher to watch and to listen to an interaction or phenomenon as it takes place. It is also considered the most appropriate tool to gather authentic data from the context of the study. Furthermore, the reason behind observing the EFL classes of writing at BKMS is to ensure the results of the questionnaires. Also, classroom observation is an appropriate tool since it goes with the qualitative method.

Classroom observation sheet, which has been used, embraces an introduction that includes general information which are: the name of the observer, class, group, the topic of the session, the module, date and time, and objectives. The second section deals with the way the teacher delivers the lesson and scaffolds the students in the writing process. The third section includes remarks and observations while the last one is devoted for comments

### **2.6. Analysis of Classroom Observation**

After attending ten (10) sessions with third year students and their teacher of written expression in the classroom (starting from 25<sup>th</sup> March to 20<sup>th</sup> of April), the following observations were made:

On the basis of the criteria that we have set (items from 1 to 4), it is observed that in the **planning stage** (Prewriting), the teacher introduced the lesson through providing students with a model of the intended task. Students read the model and then they discussed its features with their teacher. The latter commented on students' answers through immediate feedback. Furthermore, after students became familiar with the topic of the new task, the

teacher used brainstorming in which students tried to generate ideas about the topic. It is remarked that the strategy of modeling the activity of brainstorming was more effective because it allowed students to interact with their teacher, to save time, and to be motivated to write.

In the second stage, which is **drafting**, students wrote their rough draft after they brainstormed ideas. In this stage, it is observed that the teacher used the strategy of **questioning** in which several questions were asked. Those questions concerned the intended task such as the purpose of the topic, the audience, the thesis statement, the topic sentences, and so on. This strategy directed and guided learners, and helped them build well structured pieces of writing

**In revising stage**, it is observed that the teacher asked the learner to exchange each other's writings drafts. As a result, the teacher's role was reduced while students' role was increased. As it is remarked, students tended to underline grammatical mistakes, spelling mistakes, or only addressed capitalization and punctuation. In this regard, although peer- correction is an effective strategy in writing, it is sometimes insufficient with low achievers' students. Hence, teacher's intervention is still needed at this stage.

In **the proofreading/publishing stage**, after students corrected their mistakes, the final version was prepared for publishing. Thus, it is observed that students read their pieces of writing before the audience i.e. classmates. In this case, the teacher commented on students' final products and collects them. Also, the teacher asked the students to do another task independently as homework.

### **2.6.1.Example of Observation Data**

Fifteen teachers were observed during the period between March 25 and April 20th.

### **2.6.2. Classroom Activities and Teacher Interventions**

<b>Observation Criteria</b>	<b>Indicators</b>	<b>Intervening Teachers.../15</b>
<b>Introduction of Writing Task</b>	Clear explanation of the writing task, objectives, and expectations	<b>10</b>
<b>Activation of Prior Knowledge</b>	Use of questions or activities to connect new writing task to students' existing knowledge	11
<b>Modeling</b>	Demonstration of writing techniques or examples by the teacher	09
<b>Guided Practice</b>	Teacher provides structured guidance while students practice writing	10
<b>Feedback and Assessment</b>	Immediate and constructive feedback on students' writing progress	05
<b>Encouragement of Peer Support</b>	Activities or tasks that promote peer-to-peer interaction and support	07
<b>Use of Visual Aids/Tools</b>	Integration of graphic organizers, charts, or other visual aids to support writing	05
<b>Differentiated Instruction</b>	Adaptation of tasks or support based on individual student needs	06
<b>Encouragement of Independent Writing</b>	Opportunities for students to write independently with minimal support	07
<b>Monitoring and Checking for Understanding</b>	Regular checks for student understanding and progress during the writing task	08

### 2.6.3. Impact of Teachers' Interventions

<b>Impact Criteria</b>	<b>Indicators</b>	<b>Notes</b>
<b>Student Engagement</b>	Level of student participation and interest in the writing task	high
<b>Student Confidence</b>	Signs of increased confidence in writing abilities	high
<b>Improvement in Writing Skills</b>	Observable improvements in writing structure, vocabulary, and coherence	high
<b>Collaboration and Interaction</b>	Frequency and quality of student interactions and collaboration	very positive
<b>Reduction in Writing Anxiety</b>	Signs of reduced anxiety or stress related to writing tasks	acceptable
<b>Teacher-Student Relationships</b>	Quality of interactions between teacher and students during the scaffolding process	very good

### 2.6.4. Teachers' Perceptions and Changes Over Time

<b>Observation Criteria</b>	<b>Indicators</b>	<b>Notes</b>
<b>Initial Perceptions</b>	Teacher's initial thoughts on the effectiveness of scaffolding strategies	good
<b>Observed Changes in Perceptions</b>	Notable shifts in teacher's perceptions throughout the observation period	high

<b>Observation Criteria</b>	<b>Indicators</b>	<b>Notes</b>
<b>Reflection and Adaptation</b>	Evidence of teacher reflection on practice and subsequent adaptations in scaffolding approach	good
<b>Challenges Faced</b>	Challenges encountered by the teacher while implementing scaffolding strategies	good
<b>Successes and Positive Outcomes</b>	Success stories or positive outcomes noted by the teacher	positive

## **2.7. Findings and Discussions of the tables**

According to the observation that has been done, we infer that EFL students benefit from their teacher's scaffolding which allows them to process all stages of writing. In addition, it enables them to overcome the difficulties of the writing tasks through using different techniques such as brainstorming that could help them in enhancing their essay writing. Teacher's scaffolding also plays an important role in raising the interaction whether between the teacher and students or among students themselves, and it increases students' motivation to write as a result of their positive attitudes towards teacher's scaffolding.

The researchers selected ten classroom observations and categorised them into three observations according to the similarities observed among teachers. Hence, the process is as follows

### **2.7.1. Observation 1 (Teacher A,B,C)**

**Activation of Prior Knowledge and modelling:** Teacher used a brainstorming session to connect the new writing task to students' experiences. Students shared personal stories related to the topic.

- Teacher demonstrated writing a question/Answer on the board, explaining each step.

**Sequence1: Task 7 page 26 I follow the example given below and I ask my partner about his/ her interests in music.**

- **Teacher's intervention:** Here, the teacher in his pre-writing introduction, reviews some of the hobbies and he gives some examples of music as a preparing ground to answer the communication dialogue. He even gives a model through interaction with students.
- **Guided Practice:** Teacher provided sentence starters and walked around to assist students.

**Sequence One: Writing a Poster page 40 Task 2:**

Students work together in a group and they choose a musical genre, instrument, a craft(s) which needs to be preserved. Teacher's interventions: He explains the tasks, simplify the instructions, facilitate the objectives behind the tasks, gives examples etc. Students need some items for their posters-

**Teacher's Intervention:** Teacher writes some examples on the board and extends the repertoire for students to select from. This is a kind of scaffolding though in its prime. Students did not know about what a slogan or motto or loggo was so they ask the teacher for help. The teacher explains, give examples and even brought some concrete models in the class.

Reading the text 'Dar Imzad, the students did face many difficult words;

**Teacher's scaffolding:** the teachers help explain them. He also guides them on how to write three paragraphs of the poster before they exchanged ideas with their friends.

**Conclusion:** Through these tasks, we can say that the role of the teacher is imminent in the guidance, the modelling, the revision in the pre-writing, and in the explanation of the tasks. Students seemed more confident after seeing the teacher's example. Engagement increased during guided practice.

**Feedback and Assessment:** Teacher gave individual feedback during the practice session, highlighting strengths and areas for improvement.

**Challenges Faced:** Some students were reluctant to participate in the brainstorming session.

### **Observation 2 (Teacher D,E,F)**

**Activation of Prior Knowledge:** Teacher used a visual aid (a picture) to spark discussion related to the writing topic.

#### **Sequence 2-page 76-79- I think and I write-**

I need to write two short paragraphs about Setif and Constantine- Teachers showed two pictures about two different towns in Algeria and starting talking about through the use of brainstorming and as a preparation for the writing.

- **Modeling:** No explicit modeling was observed.
- **Guided Practice:** Teacher assigned peer review activities but did not provide clear guidelines. Students later on expressed their failure to describe a town
- **Feedback and Assessment:** Feedback was provided collectively, not individually.
- **Challenges Faced:** Peer review activity caused confusion among students due to lack of clear instructions and modelling.
- **Student Reactions:** Students were initially interested in the visual aid and the pictures the teacher brought to the class but they struggled when they started to write.

### **Observation 3 (Teacher G,H,I,K)**

- **Activation of Prior Knowledge:** Teacher asked students to recall previous lessons related to the topic.
- **Modeling:** Teacher wrote a sample introduction and discussed the structure.
- **Guided Practice:** Provided a writing template and assisted students in small groups.
- **Feedback and Assessment:** Used a rubric to give detailed written feedback on drafts.

- **Challenges Faced:** Managing time effectively to give detailed feedback to all students was difficult.
- **Student Reactions:** Students were motivated by the clear structure provided. Some expressed anxiety about receiving detailed feedback.

### **2.7.2.Organizing Qualitative Notes into Categories**

#### **Category: Types of Interventions**

- **Activation of Prior Knowledge:**
  - Teacher A: Brainstorming session with personal examples
  - Teacher B: Visual aid (picture) for discussion and for review
  - Teacher C: Recall of previous lessons as a step to pre-writing
- **Modeling:**
  - Teacher A: Demonstrated writing an interview Question/ Answer Practice on the board
  - Teacher B: None
  - Teacher C: Wrote a sample introduction and discussed the structure of how to fill an interview form.
- **Guided Practice:**
  - Teacher A: Provided sentence starters, walked around to assist/ Scaffold
  - Teacher B: Assigned peer review activities without clear guidelines
  - Teacher C: Provided a writing model, assisted in small groups
- **Feedback and Assessment:**
  - Teacher A: Individual feedback during practice session
  - Teacher B: Collective feedback
  - Teacher C: Detailed written feedback using a sample template

#### **Category: Student Reactions**

- **Teacher A:** Increased confidence and engagement after seeing the example.
- **Teacher B:** Initial interest in visual aid, struggled with peer review.
- **Teacher C:** Motivated by clear structure, some anxiety about detailed feedback.

#### **Category: Challenges Faced**

- **Teacher A:** Reluctance to participate in brainstorming-they thought learners are weak
- **Teacher B:** Confusion during peer tasks share due to lack of clear instructions.
- **Teacher C:** Time management for providing detailed feedback. Most of time was geared towards an unfinished activity.

### **2.7.3. Analyzing and Reporting Findings**

#### **2.7.3.1. Thematic Summary: Types of Interventions:**

- **Activation of Prior Knowledge:** Different strategies were used, such as brainstorming personal stories, using visual aids, and recalling previous lessons. The effectiveness varied based on student engagement.
- **Modeling:** Only four teachers used explicit modeling. Those who did observed increased student confidence and engagement.
- **Guided Practice:** Varied approaches included sentence starters, peer reviews, and templates. Clear guidance was crucial for success.
- **Feedback and Assessment:** Individualized feedback was more effective but challenging to manage time-wisely. Collective feedback was less effective.

#### **Student Reactions:**

- Positive reactions to clear examples and structured guidance. Students showed satisfaction for their teachers' scaffolding
- Initial interest in engaging activities, but confusion and anxiety when instructions were unclear or feedback was detailed.

### **Challenges Faced:**

- Student reluctance to participate in open discussions because they lacked vocabulary.
- Confusion during peer activities due to lack of guidance-scaffolding is sometimes absent
- Difficulty managing time to provide detailed feedback to all students. Teachers were not properly firm with time management.

#### **2.7.3.2. Narrative Summary**

In observing the 15 teachers, several key themes emerged regarding the use of scaffolding strategies in EFL composition writing. Teachers employed various methods to activate prior knowledge, with mixed success depending on student engagement levels. Explicit modeling of writing tasks significantly boosted student confidence, though not all teachers used this technique. Guided practice was most effective when teachers provided clear instructions and support, as seen with the use of sentence starters. Peer review activities, however, often led to confusion without adequate guidance. Feedback and assessment were critical, with individualized feedback proving more beneficial for student development, though it posed time management challenges for teachers.

Students responded positively to structured and clear interventions, showing increased engagement and confidence. However, there were instances of anxiety and confusion, particularly when tasks were not clearly explained or when detailed feedback was provided. These insights suggest that while scaffolding strategies are valuable, their effectiveness depends heavily on clear instructions, structured support, and manageable feedback processes. Future professional development should focus on these areas to enhance EFL composition writing outcomes.

## **Conclusion**

To conclude, Chapter Two dealt with the methodology of the research as well as results and discussions. It covered the methodology, sampling and setting, and research instruments. It also tackled the description of each instrument and its analysis. Based on the results of the questionnaires and the classroom observation, it is noticeable that EFL learners can improve their level in writing through the scaffolding provided by their teachers.

# **General Conclusion**

### General Conclusion

The current research work attempted to explore the perceptions of teachers on the use of scaffolding as a technique in enhancing EFL students' composition writing in the EFL classroom and to recognize the attitudes that they hold toward it. To reach these aims, questionnaires and classroom observation were conducted. A Questionnaire was carried out with teachers of 3rd year middle school written comprehension and expression subject matter. The findings of teachers' questionnaire revealed that third year EFL students struggle when they try to write compositions because of the lack of vocabulary, ideas, and mechanics and sometimes teachers' scaffolding.

However, their difficulties are reduced gradually as they receive sufficient support from the teacher. Furthermore, the findings of teachers' questionnaire showed that teachers always attempt to develop their students' level in writing through the use of various techniques of scaffolding that help in facilitating the writing tasks.

In addition, it appeared from the analysis of the teachers' questionnaire that teacher's scaffolding is based on students' needs and level, and it exists at all stages of the writing process. On the other hand, the analysis of classroom observation proved that teachers' scaffolding encourages teacher-students interaction in the EFL classroom and increases students' motivation toward composition writing due to their positive attitudes.

It is also ensured that the strategy of teachers' perceptions of scaffolding has a real impact on students' composition writing in the EFL classroom since it is reflected on their writings and their attitudes towards writing. Also, this strategy motivates EFL learners to write more attempts independently after obtaining sufficient guidance from their teachers.

## General Conclusion

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Based on the findings of the present research work, it appears that teachers' scaffolding has a great impact on enhancing EFL students' writing skills and increasing their interest to write. Therefore, it would be better for teachers to apply scaffolding strategies in teaching other skills such as reading and speaking because language skills are integrated. Additionally, since teachers' scaffolding proved its effectiveness in reducing learners' frustration, teachers can implement it in teaching other subjects or recommend it to their peers.

Further studies may also investigate scaffolding from different angles such the relationship between scaffolding and the Zone of Proximal Development or students-students scaffolding. Moreover, future researchers may adopt other tools for data collection as using experiments or surveys because they may help to gain detailed information about this topic.

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# **Appendices**

**Appendix A**  
**Teachers' Questionnaire**

**Dear Teachers,**

**Would please complete the following questionnaire for a Master Two Dissertation Completion entitled Investigating teachers' perceptions on the use of scaffolding strategies to enhance EFL learners' composition writing. Your answers and Feedback will an invaluable support to my study and will be confidentially kept .**

**Section One: Teachers' Professional Background**

**Question 1: How many years have you been teaching writing?**

.....

**Question 2: How many classes of writing usually teach?**

.....

**Question 3: What is the average number of students in your class of writing?**

.....

**Section Two: Scaffolding students' writing**

**Question 5: Do your EFL learners struggle in writing compositions?**

Yes

No

**Question 6: What are the common problems that your learners encounter when writing compositions?**

1.....

2.....

3.....

**Question 7: Which solutions do you adopt to solve those problems?**

1.....

2.....

3.....

**Question 8: At what writing stage do you apply scaffolding strategies with your students?**

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Before writing

During writing

After writing

In all stages

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**Question 9: On which basis do your learners receive your scaffolding?**

1.....

2.....

**Question 10: Which of the following do you think is an effective way to facilitate the writing task for your learners?**

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-

Motivating them to write

-Simplifying the writing task

-Dividing the writing task

-All the above

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**Question 11:What Teaching Techniques are you implementing in your writing classes?**

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Modeling

Brainstorming

Drawing

Questioning

Peer scaffolding

All the above

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**Question 12: Do the Scaffolding Strategies you are applying reflect your students' composition writing?**

Yes  No

**Thanks for your Cooperation**

## Appendix B Observation Grid

### Observation Grid for Scaffolding Strategies in EFL Composition Writing

#### General Information

- **Observer Name:** .....
- **Date:**.....
- **Teacher Name:**.....
- **Class/Grade:**.....
- **Number of Students:**.....

#### Classroom Activities and Teacher Interventions

Observation Criteria	Indicators	Notes
<b>Introduction of Writing Task</b>	Clear explanation of the writing task, objectives, and expectations	
<b>Activation of Prior Knowledge</b>	Use of questions or activities to connect new writing task to students' existing knowledge	
<b>Modeling</b>	Demonstration of writing techniques or examples by the teacher	
<b>Guided Practice</b>	Teacher provides structured guidance while students practice writing	
<b>Feedback and Assessment</b>	Immediate and constructive feedback on students' writing progress	
<b>Encouragement of Peer Support</b>	Activities or tasks that promote peer-to-peer interaction and support	
<b>Use of Visual Aids/Tools</b>	Integration of graphic organizers, charts, or other visual aids to support writing	
<b>Differentiated Instruction</b>	Adaptation of tasks or support based on individual student needs	
<b>Encouragement of Independent Writing</b>	Opportunities for students to write independently with minimal support	
<b>Monitoring and Checking for Understanding</b>	Regular checks for student understanding and progress during the writing task	

#### Impact of Teacher Interventions

Impact Criteria	Indicators	Notes
<b>Student Engagement</b>	Level of student participation and interest in the writing task	
<b>Student Confidence</b>	Signs of increased confidence in writing abilities	
<b>Improvement in Writing Skills</b>	Observable improvements in writing structure, vocabulary, and coherence	

<b>Impact Criteria</b>	<b>Indicators</b>	<b>Notes</b>
<b>Collaboration and Interaction</b>	Frequency and quality of student interactions and collaboration	
<b>Reduction in Writing Anxiety</b>	Signs of reduced anxiety or stress related to writing tasks	
<b>Teacher-Student Relationships</b>	Quality of interactions between teacher and students during the scaffolding process	

### **Teacher Perceptions and Changes Over Time**

<b>Observation Criteria</b>	<b>Indicators</b>	<b>Notes</b>
<b>Initial Perceptions</b>	Teacher's initial thoughts on the effectiveness of scaffolding strategies	
<b>Observed Changes in Perceptions</b>	Notable shifts in teacher's perceptions throughout the observation period	
<b>Reflection and Adaptation</b>	Evidence of teacher reflection on practice and subsequent adaptations in scaffolding approach	
<b>Challenges Faced</b>	Challenges encountered by the teacher while implementing scaffolding strategies	
<b>Successes and Positive Outcomes</b>	Success stories or positive outcomes noted by the teacher	

## Abstract in Arabic

### ملخص

تهدف الدراسة الحالية إلى التعرف على تأثير استراتيجيات التدريس التوجيهية المختلفة التي يستخدمها معظم المعلمين في الفصل الدراسي خلال جلسات الكتابة. الهدف من إجراء هذه الدراسة هو التحقيق في دور استراتيجيات التوجيه التي يستخدمها المعلمون لتعزيز مهارة كتابة الوضعيات الادماجية لدى متعلمي اللغة الإنجليزية كلغة أجنبية. تستند هذه الدراسة إلى استراتيجيات التوجيه. من أجل الإجابة على أسئلة البحث، تم استخدام استبيان كاداة لجمع البيانات ، ومقابلات مع معلمي وحدة الكتابة التي قدمت معلومات عميقة حول استراتيجيات التوجيه المستخدمة لتطوير مهارات الكتابة لدى الطلاب. فيما يتعلق بتحليل البيانات، تم استخدام التحليل الوصفي لتحليل البيانات النوعية التي تم جمعها من الاستبيان حيث تم استخدام تحليل المحتوى الكمي. أظهرت نتائج الدراسة أن المعلمين يطبقون استراتيجيات توجيهية مختلفة في وحدة الكتابة، لا سيما: "الجسر، النمذجة، تمثيل النص، التكيف، بناء المخطط، وتطوير ما وراء المعرفة"، مؤكدة أن هذه الاستراتيجيات تساعد الطلاب على التغلب على مشاكل الكتابة، وتطوير كفاءاتهم اللغوية، وبناء ثقتهم بأنفسهم، وتطوير مهاراتهم فيما وراء المعرفة، وأن يصبحوا أكثر فعالية في التواصل مع الآخرين.

**المصطلحات الرئيسية:** التوجيه، استراتيجيات التوجيه، مهارة الكتابة