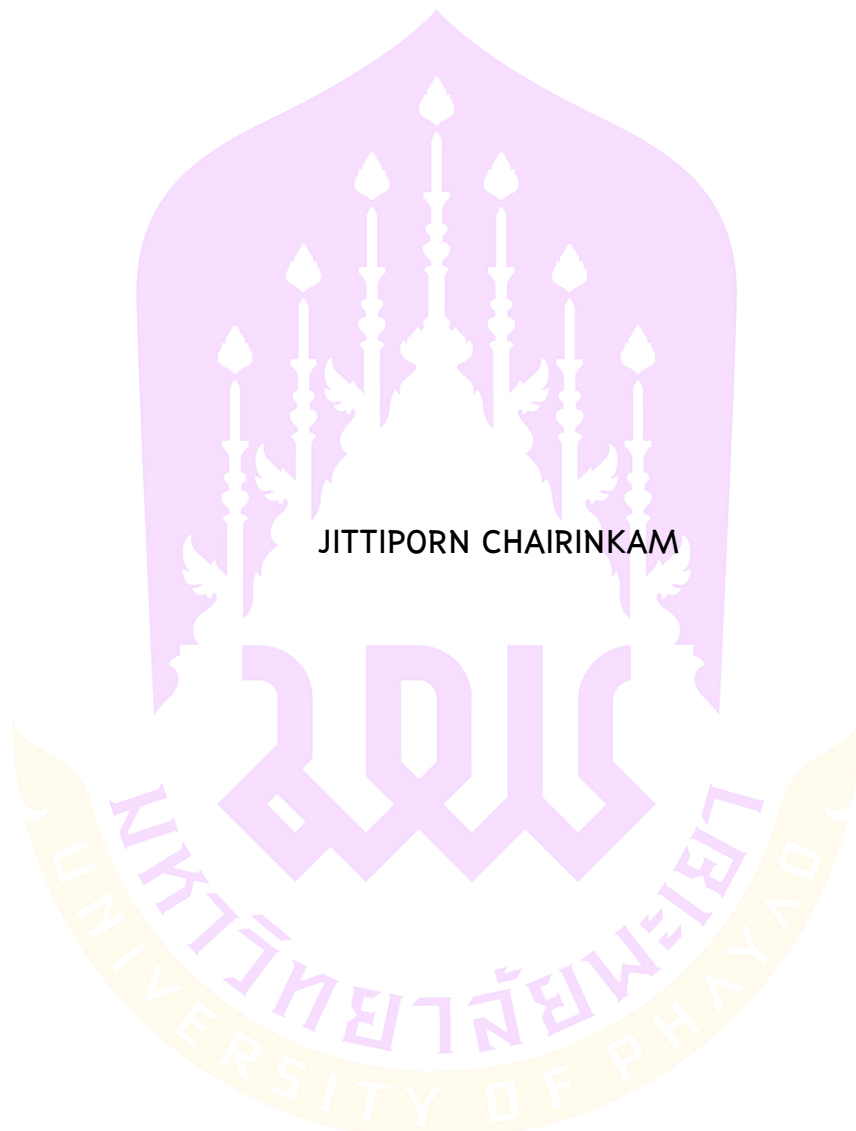


INVESTIGATING SCAFFOLDING BEHAVIORS OF EFL LEARNERS  
IN A WRITING CLASSROOM



JITTIPORN CHAIRINKAM

A Dissertation Submitted to University of Phayao  
in Partial Fulfillment of the Requirements  
for the Doctor of Philosophy Degree in English

May 2024

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การเขียนภาษาอังกฤษเป็นภาษาต่างประเทศ



จิตติพร ไชยรินคำ

วิทยานิพนธ์เสนอมหาวิทยาลัยพะเยา เพื่อเป็นส่วนหนึ่งของการศึกษา  
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Doctor of Philosophy Degree in English  
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IN A WRITING CLASSROOM

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**Keywords:** Scaffolding behaviors, EFL learners, EFL Writing development, Writing process activities

#### ABSTRACT

The purposes of the present study were 1) to investigate peer scaffolding behaviors occurring during EFL writing activities and 2) to investigate the effects of scaffolding strategies on L2 writing development of Thai EFL learners. Ten first–year students who enrolled in the Progressive Reading and Writing course at the University of Phayao were selected by purposive sampling and classified into five expert students and five novice students according to their writing proficiency. These ten participants were observed for peer scaffolding strategies, and their written products were analyzed for writing development as the whole class was introduced to writing activities. Moreover, the semi–structured interview examined the effects of scaffolding strategies in the EFL writing classroom. This study revealed two significant findings as follows. First, ten EFL learners applied various types of peer scaffolding behaviors to pre–writing activity while they hardly utilized peer scaffolding in post–writing activity. It is noteworthy that the Thai EFL learners, both expert and novice, were able to be scaffolders for their peers by supplementing each other’s knowledge and skills because they may be expert writers in different areas. Second, the scaffolding strategies encourage the EFL students to develop their English paragraph writing during pre–writing, while–writing, and post–writing. Learning to write in English with the teacher and peers could provide the EFL students guidance and encouragement from peers, also fostering positive perceptions, and self–confidence during the writing activities.

## ACKNOWLEDGEMENT

I would like to thank my supervisor, Dr.Rattana Yawiloeng, in particular for her consistent support, guidance, and direction throughout the writing of my thesis. Her expertise, dedication, and insightful feedback were critical to the successful completion of this research project. I admire her wealth of knowledge and appreciate her positive attitude and patience in assisting my research efforts.

I am also grateful to my co-supervisors, Asst. Prof. Dr.Sukanya Kaowiwattanakul and Asst. Prof. Dr.Khomkrit Tachom, for their advice and assistance. Their knowledge of English language teaching was extremely beneficial to my research methodology. I would also like to thank the chairman, Asst. Prof. Dr.Wannaprapha Suksawas, and the research committees, Assoc. Prof. Dr.Phanintra Teeranon and Asst. Prof. Dr.Chittima Kaweera, for their time and positive feedback on my thesis. I appreciate their thoughtful and detailed comments.

I want to extend my gratitude to all of my study participants, including my colleagues and students. Finally, I am grateful to my family and friends for their support and encouragement.

Jittiporn Chairinkam

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# CHAPTER I

## INTRODUCTION

### Background of the Study

#### 1. The contexts of EFL writing classrooms in Thailand

In the 21<sup>st</sup> century, the significance of English has been on the rise ever since it is defined as an international or global language that most people use to communicate. As Thailand entered the ASEAN Economic Community, the government used much effort to promote and expand the country to the international market; this created more significant demands for the workforce to develop high-level English skills (Pawapatcharandom, 2007). Therefore, the demand for English competence has become the most required skill to develop the country in every way (Chatreepinyo, 2012; Seensangworn & Chaya, 2017).

Among four English skills, writing is crucial, especially for college and university students. According to Walsh (2013), writing is used extensively in higher education and the workplace. Students must learn to express themselves in writing to communicate well with professors, employers, peers, or anyone else. Professional communication is done in writing including proposals, memos, reports, applications, preliminary interviews, e-mails, and more, which are part of a college student's or successful graduate's daily life (as cited in Sararit, Chumpavan & Al-Bataineh, 2020). Like Seensangworn and Chaya (2017), the researchers pointed out that writing is essential, especially at the academic or tertiary level. Writing is a means of communication that enables individuals to share ideas, defend opinions, and express emotions. The development of their writing skills and an increase in their confidence in expressing themselves in written English may lead to professional opportunities in the future, as well as empowering students to take on new roles as citizens within the community.

Likewise, Sattayathom and Ratanapinyowong (2008) proposed three ways writing helps students learn. First, writing reinforces the grammatical structures, idioms, and vocabulary that they were taught to students. Second, when students write, they also have a chance to be adventurous with the language, to go beyond what they have just learned to say, and to take risks. Third, when students write English, they necessarily

become involved with the new language; therefore, the effort to express ideas and the constant use of eyes, hands, and brain is a unique way to reinforce learning. As students struggle with what to put down next or how to put it on paper, they often discover something new to write, a new way of expressing their ideas, and a real need to find the right word and sentence.

Notably, writing is an increasingly essential skill which is widely used as a method to facilitate and present students' educational knowledge and occupational opportunities, so Thai universities include many English writing courses in the curriculum for their students to develop their writing skills and support them to receive better educational and occupational opportunities (Promsupa, Varasarin, & Brudhiprabha, 2017; Sararit, et al., 2020). However, writing is one of the most challenging skills for English as foreign language (EFL) learners since Thai EFL students cannot yet master this skill because they have produced ambiguous written communication due to their inability to apply English grammar appropriately in their writing (Promsupa, Varasarin, & Brudhiprabha, 2017; Watcharapunyawong & Usaha, 2013; Wichapricha, 2020). Thus, the significance of writing skills should not be neglected and should be emphasized in EFL classrooms.

For EFL learners, writing in English is a complex process because the EFL writers have to undergo a complicated process, which requires linguistic competence and the content to transfer the message clearly (Chatreepinyo, 2012). Meanwhile, the nature of writing itself is uninteresting enough to motivate EFL learners to practice regularly; unsurprisingly, errors are found unavoidably in Thai EFL students' writing (Chatreepinyo, 2012; Kaweera, 2013). From this aspect, the factors influencing EFL writing classrooms in Thailand are explained below.

### **1.1 Difficulties of Thai EFL writers in English composition**

Most Thai EFL students have been faced with difficulties in writing in English. Most Thai EFL writers still need to improve in writing in English, even though universities provide writing courses for them. However, these Thai students' writing ability is still unsatisfied (Dawilai, Kamyod, & Prasad, 2021; Promsupa, et al., 2017; Seensangworn & Chaya, 2017; Watcharapunyawong & Usaha, 2013). Considering these writing difficulties, many obstacles lead to ineffective writing for Thai EFL students. The first difficulty is

grammatical elements, which is the most serious writing problem that Thai EFL writers face (Boonyarattanasoontorn, 2017; Harris, Ansyar, & Radjab, 2014; Hinnon, 2015; Pawapatcharaudom, 2007; Thongchalem & Jarunthawatchai, 2020). Thai EFL writers should consider many aspects of English grammar when writing sentences in the correct structure, such as choice of article, pronoun, verb tense, sentence agreement, and so on.

Vocabulary is the second difficulty writers face in writing because vocabulary is a necessary tool to complete the task. If Thai EFL writers have enough English vocabulary knowledge in their repertoire, they can choose the right words to convey the meanings and their ideas in writing (Boonkongsan & Intaraprasert, 2014). Without mastering English vocabulary, Thai EFL writers will have fewer opportunities to use their language in writing. These writers will find it hard to present what is in their mind, and if they use incorrect words and are ambiguous, it will make readers feel confused to understand the content of their writing (Harris, et al., 2014). According to these two difficulties, most of these writers can only write simple sentences by copying the given sentence samples, but they cannot create and transfer their thoughts into sentences by themselves without the teacher's assistance (Inkaew & Yawiloeng, 2015; Thoung, Phusawisut, & Praphan, 2020).

The third difficulty is that EFL writers do not know how to express their feelings and thoughts in words because they lack ideas about what to write, and when they write, the complete paragraph consists of many errors and is not well organized in terms of unity and coherence (Chaisiri, 2011; Cox, 2004; Harris, et al., 2014). Similarly, Salem (2007) and Al-Khasawneh (2010) claimed that these writers needed to learn how to start, develop their ideas, and conclude the paragraph. They are also confronted with problems organizing their ideas such as repeating them, reporting few if any valid points, and making serious mistakes in grammar and punctuation including irrelevant information, because they rarely write in English and rarely get EFL writing practice. Myles (2002) and Hyland (2003) claimed that practice is required to improve writing skills. However, not only practice can allow writers to produce effective writing compositions, but experiences and the communicative approaches used in writing are also essential (as cited in Hinnon, 2015).

Therefore, these EFL writers find it challenging to write a paragraph in English without the assistance of teachers or peers of the academic community that they belong

to (Seensangworn & Chaya, 2017). Furthermore, to become effective writers, Thai EFL writers have to devote a great deal of time and effort to practice writing, which makes them feel depressed continuously. Moreover, when these writers who lack experience in writing need to compose a piece of writing, they are likely to be led to anxieties, be overwhelmed, and confused within the context of writing an English paper, and finally give up on writing accomplishment (Boonyarattanasoontorn, 2017; Watcharapunyawong & Usaha, 2013). Thus, these obstacles lead Thai EFL writers to be less successful in writing in English, have negative attitudes towards EFL writing, and have less confidence to think creatively and eventually transfer their thoughts into their written products.

### **1.2 Obstacles of Thai EFL teachers in writing classrooms**

Regarding EFL writing pedagogy, writing in English has been perceived as the most challenging teaching for EFL teachers in Thailand. Thai EFL teachers have to devote considerably more time, energy, and expertise to help Thai EFL students effectively develop their writing skills. It can be said that teaching writing is not a simple task because of a variety of writing competencies, comprising grammatical structures, organization, vocabulary, and the ability to give feedback and appropriate assessment of students' written works (Watcharapunyawong & Usaha, 2013). Similar to White and Arndt (1991), who concluded that writing is considered a difficult skill to teach because it includes several components such as using correct grammar, grasping spelling and punctuation, using appropriate vocabulary, choosing a suitable style that meets the expectations of the readers, and having organizational skills (as cited in Seensangworn & Chaya, 2017). In addition, EFL teachers do not have enough knowledge of creative teaching techniques, so they have not considered developing or supporting creative writing teaching (Cox, 2004). Another obstacle to EFL writing in Thailand is the teaching approach. Many EFL teachers in Thailand follow the traditional method of teaching composition, concentrating on recitation and imitation (Pansue, 2008).

As a result, EFL students rarely have an opportunity to give opinions and subsequently experience a lack of social interactions with their teachers and classmates. In writing classes, EFL teachers tend to emphasize students' final written products rather than focus on their writing processes. In addition, these traditional EFL teachers highlight

mechanics, spelling, punctuation, grammar, sentence structure, and so on, with little attention to development or style (Dawilai, et al.,2021; Ibnian, 2011; Inkaew & Yawiloeng, 2015). This follows Pansue (2008), who also stated that EFL teachers pay more attention to written products rather than the writing process. The written product is evaluated on format, grammar, accuracy, and presentation, whereas the writing development is overlooked. Due to the use of traditional teaching by EFL teachers, Thai EFL students have been assisted insufficiently; consequently, they cannot express their thoughts, knowledge, understanding, and experience through writing perfectly. Therefore, Thai EFL teachers are in charge of constructing Thai EFL students' learning environment, which can stimulate their imagination and help them express those thoughts in their writing.

### **1.3 Learning environment in EFL writing classrooms in Thailand**

To understand the learning context of EFL writing classrooms that leads to ineffective writing in Thailand, many researchers pointed out that English language teaching in Thailand relies heavily on teachers; that is, Thai traditional classrooms focus on teacher-centered leads Thai EFL students to become passive students (Chatreepinyo, 2012; Ka-Kan-Dee & Kaur, 2014; Mackenzie, 2002; Pansue, 2008; Seensangworn & Chaya, 2017; Sitthifong, 2012; Tonboon, 2010). These researchers view English learning as emphasizing rote memorization of sentence structures for daily communication. Moreover, grammar accuracy and vocabulary teaching are the core of the teaching. These problems indicate that the English teaching atmosphere in Thailand needs to pay more attention to meaningful lessons and authenticity in learning. Furthermore, teaching students in the large size of EFL writing classes, it is time-consuming for a teacher to read papers, provide feedback, and ask for revision, so it is impossible for a teacher to notice the errors and assist all students while social interaction with classmates rarely occurred (Dokchandra, 2018; Hatfield, 2010; Seensangworn & Chaya, 2017). Therefore, the English teaching approach in Thailand needs to be improved to a learner-centered approach emphasizing a meaningful and authentic classroom situation (Khamkien, 2010), together with promoting classroom interaction.

## 2. The teaching approach of EFL writing in Thai universities

According to the importance of writing, many Thai universities provide various writing courses for their learners, as writing in English is often required in higher education and academic contexts (Yawiloeng, 2013). However, Thai EFL students have several writing difficulties that need to be assisted. For these reasons, several teaching approaches to writing have emerged to support the development of EFL students' writing skills. A practical writing approach that EFL writing teachers in Thailand have adopted to develop students' skills in constructing written EFL texts is the **product approach**. Using this teaching approach, students usually write a paragraph imitating a given pattern, and grammar, syntax, or mechanics are mostly stressed (Abdollahzadeh & Behroozizad, 2015). Based on learning activities in textbooks, many EFL writing teachers emphasize vocabulary and grammar knowledge with little attention to writing development, so teaching writing is viewed as an assessment or another way of grammar evaluation by teachers. This leads Thai EFL students to consider only the grade they received and ignore the composing processes they go through (Ibnian, 2015; Sutikno, 2008; Yawiloeng, 2013). As a result, many Thai EFL students can write only short sentences and have few opportunities to represent their ideas and knowledge through written works (Kongpetch, 2006). The writing approach used in Thai universities seems to apply rote learning and memorization to EFL writing classrooms and focus on coherent, error-free final drafts; these do not support students in composing their written texts independently. Thus, Thai EFL writing teachers should prepare writing instructions that can stimulate students' creativity and help them transfer those thoughts into their writing independently and automatically.

As mentioned above, writing in English is very difficult for Thai EFL students because their vocabulary and topic are insufficient, their opportunities for interaction in class are limited, and their understanding of writing organization needs to be improved (Yawiloeng, 2013). To solve these obstacles to EFL writing, the approach that can help Thai EFL students in terms of the writing process and enhance the potential of writing skill development should be applied because the product approach cannot meet today's writing class requirement. Using a new approach with step-by-step instruction, the **process approach** of writing helps learners develop their ideas and individualizes their

competence (Sutikno, 2008). Moreover, applying the steps of the process approach, such as generating ideas, structuring, drafting, revising, and editing, into writing courses is better at enhancing learners' independent writing ability than the traditional approach since the approach has, to a certain degree, encouraged students to write with confidence and to feel committed to their work. Hence, they are not worried about their writing being judged as right or wrong (Laksmi, 2006). As mentioned in Sutikno (2008), Richards (1992) and Brown (2011) also emphasized the significant advantages of applying a process approach to writing pedagogy. The first advantage is that by having the writing process, learners will have more opportunities for meaningful writing and become independent writers. The second advantage is that the process approach gives chances for learners to be more creative in using language, and they still focus on content and message, leading learners to have more opportunities to think when they write. To sum up, using the process approach in an EFL writing classroom can enhance EFL learners' creativity and independence in writing.

### **3. The use of scaffolding strategies and writing process in EFL writing**

As mentioned, the writing process is a suitable teaching approach for developing and supporting students' writing proficiency. The writing process allows students to organize ideas and incorporate them into drafts. It offers students a process to follow, in which the teacher can assist students by providing the appropriate strategies. As Martinez, Lopez-Diaz, and Perez (2020) observed, the L2 writing process frequently shows that skilled L2 writers demonstrate a writing process similar to that of L1 writers. Thus, when addressing writing in the EFL classroom, teachers need to scaffold writing instructions to build on the underlying assumptions in writing and develop more complex texts because teachers can better understand students' realities and struggles throughout the writing practice. The nature of the writing process allows teachers to guide students' understanding of the expected outcome of their writing as they work on it, and one helpful strategy for supporting EFL students in their learning and using a form of writing language is *scaffolding*.

The concept of scaffolding is based on the work of Vygotsky's (1978) Sociocultural Theory (SCT), which involves the interaction between a novice and an expert. It is highlighted as a direction for developing a higher level of competency. Harris and Hodges (1996, as cited in Shooshtari & Mir, 2014) defined scaffolding in learning as the gradual

withdrawal of adult (e.g. teacher) support via instructing, modeling, questioning, and feedback for a child's (or learners') performance across successive engagements. Thus transferring more autonomy to the child (or learner) with the assumption that with the teacher's assistance, learners could accomplish tasks that they ordinarily couldn't perform independently. The central to SCT is the idea that a higher form of thinking and acquiring specific skills are shaped by social interaction among participants involved in the learning task through scaffolding assistance (Abdollahzadeh & Behroozizad, 2015; Raizi & Rezaii, 2011). A scaffolded learning environment can enhance EFL learners' current skills and knowledge to a higher level of competence through interaction. In the scaffolding learning context, it is what the teacher (scaffolder) does when collaborating with learners to solve a problem, perform a task, achieve a goal, or acquire a skill that would be beyond learners' unassisted efforts (Abdollahzadeh & Behroozizad, 2015). Therefore, using scaffolding techniques in the process of EFL writing learners is a tool for instructors to help learners transition from assisted tasks to independent performances. At the same time, the teacher provides learners with enough guidance until they can learn the process. After that, teachers gradually give up learners' support to transfer the responsibility to learners for completing the task (Faraj, 2015). Underpinning the SCT perspective, this is possible through social interactions and scaffolding strategies among novice writers, peers, and teachers. Finally, L2 writing development can emerge after learners are assisted by their peers and teachers.

To meet English classroom requirements, scaffolding as an interactional process is considered to be applied together with the writing process in EFL writing classrooms to develop EFL students' writing ability. Abdollahzadeh and Behroozizad (2015) employed teacher scaffolding strategies and writing processes for their EFL students. The findings from their observation field notes and the students' interview transcripts indicated that the teacher utilized different types of scaffolding strategies as support, resulting in students' development in writing. With gaining support and feedback, students had enough time to think, write, reassess, and produce the final written work with step-by-step supervision in every stage (Abdollahzadeh & Behroozizad, 2015). Therefore, using the writing process with teacher scaffolding techniques in teaching writing provides a better basis for enhancing students' ability to write an excellent academic piece in English (Faraj, 2015).

The studies on scaffolding are mainly concentrated on teacher and learner interactions. Scaffolding can also occur in peer interactions when learners work in small groups or pairs, so peer scaffolding that encourages interaction during the writing process has been increasingly implemented in EFL writing classrooms (Hartani & Sulindra, 2017; Lee, 2011; Li & Kim, 2016; Ranjbar & Ghonsooly, 2017).

Since peer scaffolding is a vital means for internalization and progress, Ranjbar and Ghonsooly (2017) claimed that internal development processes will be awakened when learners interact with their peers. It is worth mentioning that since learners take action as both novices and experts, they can positively influence each other's growth. In classrooms, peers can model learning, questioning, and thinking and thus assist other learners in developing their learning skills, as well as a teacher who acts as a facilitator and offers guidance and supervision in assisting learners to engage in the process of writing. They were supported by the study of Sabet, Tahriri, and Pasand (2013), which showed the analysis of writing fluency in argumentative essays through a process approach while learners participated in writing activities in pairs. As a result, a competent writer provided scaffolding to a less competent one, and the result revealed that using scaffolding through a process approach can improve learners' academic writing fluency. Ranjbar and Ghonsooly (2017) also examined the effects of peer scaffolding on EFL writing ability, and they mentioned that teachers should enhance the quality of the collaborative writing process by helping learners to work together and take into account joint efforts in writing tasks. Being assisted by peers and teachers in classrooms also plays a crucial role in learning development; therefore, this current study focuses on both peer scaffolding and teacher scaffolding in an EFL writing classroom.

According to traditional pedagogy and obstacles to EFL writing in Thai universities, the writing process approach has yet to be implemented in Thai EFL classroom instructions. In addition, the learning product (e.g. scores and grades) is often more emphasized than the learning process (e.g. learning activity and classroom participation) (Puengpipattrakul, 2014). Consequently, Thai EFL students still need to be more successful in EFL writing due to the teaching approach with less support from their peers and teachers within their social contexts. However, few studies on EFL writing focus on using scaffolding strategies in EFL

writing classrooms among peers and teachers. In addition, the effects of scaffolding strategies on L2 writing development are investigated in a few studies. Thus, this current study is aimed at fulfilling the mentioned gaps.

### **Purpose of the Study**

1. To investigate peer scaffolding behaviors occurring during EFL writing activities.
2. To investigate the effects of scaffolding strategies on L2 writing development of Thai EFL learners.

### **Research Questions**

1. What are the kinds of peer scaffolding behaviors occurring during EFL writing activities?
2. What are the effects of scaffolding strategies on L2 writing development of Thai EFL learners?

### **The Scope of the Study**

This study is grounded in Vygotsky's sociocultural theory (SCT), which directly emphasizes the interaction between social context and human cognitive development. In the educational context, SCT is applied to classroom setting, and learning is considered the product of shared activity through a teacher–learner relationship that leads to collaborative learning (Behroozizad, Nambiar, & Amir, 2014). Learners can construct knowledge and understanding through sharing problem–solving tasks when they engage socially in any activities, so novice learners can solve problems after receiving guidance from knowledgeable persons, enhancing their abilities to solve problems individually. An opportunity to learn with/from others is mentioned as the zone of proximal development (ZPD). Lantolf (2000) stated that the human mind is always and everywhere socially and semiotically mediated within the ZPD or “the domain of knowledge or skill where the learner is not yet capable of independent functioning, but can achieve the desired outcome given relevant scaffolded help” (as cited in Rahimi & Norooziasiam, 2013).

In this study, the participants consisted of ten first-year English majors at the University of Phayao who were registered for an EFL writing course with different levels of English proficiency for the academic year 2022 in semester two by purposive sampling. To collect the data, the researcher applied a writing process adapted from Faraj (2015) combined with peer scaffolding (Li & Kim, 2016) and teacher scaffolding (Ellis & Lakin, 1988 as cited in Northern Illinois University, 2015) to develop L2 writing of EFL students through writing activities.

The writing activities were conducted continuously over five sessions, ten hours. The writing activities consisted of three stages of the writing process: pre-writing, while-writing, and post-writing. In the pre-writing stage, the participants plan what they will write by brainstorming in groups to generate ideas and list the vocabulary. To assist the participants in brainstorming ideas, they are asked to plan and organize the paragraph using an outline worksheet adapted from Daise and Noroff (2015). The next step is to start drafting. Thai EFL students use an outline worksheet to write the first draft. Although this is individual work, students can get suggestions from both peers and teachers. Before the participants write the final draft, they are asked to work in pairs to review their partner's paragraph using a peer review worksheet adapted from Daise and Noroff (2015) to edit and give feedback on peers' written work. After the participants read their partner's paragraph, they had to complete the worksheet to give each other feedback on the ideas, organization, and language. Then, the participants edit their mechanical errors such as capitalization, punctuation, spelling, and grammar changes. Finally, the written products from the first and the fifth sessions and their behaviors are analyzed to investigate the writing progress.

## Terms of Definition

**Teacher Scaffolding** refers to scaffolding strategies in which the teacher provides a supportive learning environment when the class is doing writing activities such as modeling, working together, providing some samples, and discussing.

**Peer Scaffolding** refers to any part of a dialogue where learners talk about the language they are producing, question their language use, or correct themselves or others to solve grammatical and lexical problems by cooperating.

**Writing Development** refers to learners' writing performance from being assisted to self-regulated performance within a given task in which they write the first paragraph until the fifth paragraph in terms of topic sentence, supporting detail, concluding sentence paragraph organization, and mechanics.

**Sociocultural Theory** (SCT) refers to the theory from Vygotsky, emphasizing the interaction between social context and human cognitive development. SCT assumes that by engaging in social interactions with adults, children can learn from adults' assistance, and finally, they can develop cognitive development individually.

**The Zone of Proximal Development** (ZPD) refers to the distance between the actual development level (of the learner) determined by independent problem-solving and the level of potential development determined through problem-solving under adult guidance or in collaboration with more capable peers.

**Scaffolding Processes** refer to the process by which the individual learns how to do the given tasks with assistance from more capable others such as a teacher or more advanced peers. Later, this assistance is gradually reduced until the individual can perform the tasks with their ability. By the end of the scaffolding process, the individual will be an independent learner who can communicate in the target language confidently and effectively.

## Significance of the Study

The findings obtained from this study may provide EFL students with clearer views of classroom interaction and scaffolding with peers and teachers, which can assist them in overcoming any struggles they may encounter while writing English. Furthermore, the findings could also provide EFL teachers with clearer views of their scaffolding roles in

the writing classrooms to assist EFL students in writing paragraphs in English. The findings of this study may be beneficial for EFL pedagogy because it will provide EFL teachers with scaffolding strategies in their EFL writing classrooms to enhance their students' writing development and provide useful EFL writing pedagogy by emphasizing the writing process approach and social interactions to promote L2 writing development.



## CHAPTER II

### REVIEW OF RELATED LITERATURE AND RESEARCH

This study investigates peer scaffolding behaviors occurring during EFL writing activities and the effects of scaffolding strategies on the L2 writing development of EFL learners. Therefore, this chapter examines the relationship between sociocultural perspective and second language writing and reviews the current research literature on scaffolding strategies to enhance L2 writing development.

#### **An Overview of Sociocultural Theory (SCT)**

This study is grounded in Vygotsky's sociocultural theory (SCT), which directly emphasizes the interaction between social context and human cognitive development. SCT assumes that while accomplishing an activity in its social setting, all human actions are mediated by its surroundings including historical, institutional, and cultural settings (Bhowmik, 2012). For Vygotsky, the term 'development' relates to the mental and behavioral development of the individual (Yawiloeng, 2013) and can be divided into three major themes: (1) individual development, including higher mental functioning originating from social processes, (2) human actions, on both social and individual planes, are mediated by tools and signs, and (3) genetic or developmental analysis which is used to examine psychological development (Wertsch, 1991).

According to Vygotsky's belief, human mental functioning occurs at both intra-mental and inter-mental. Bhowmik (2012) elaborated on these themes that to fully understand human mental functioning, researchers must look at it over time in its historical context through development or genetic analysis. To confirm this SCT viewpoint, Santoso (2010) explained that to understand an individual's activities, his historical development should be investigated too. Since the activities are framed around a community and are mediated by language and other symbolic tools, they play a central role in the process of meaning among the community members. Thus, how the individual perceives the knowledge is influenced by the others within the social context, including adults, more knowledgeable others, and the culture and language around him/her. Furthermore, it is necessary to understand social

relations in which the individual exists because mental functioning derives from social life. Thereby, enhancing human learning to use physical and symbolic tools gets mediated as he grows up in social and cultural settings; these tools have to be considered, too (Bhowmik, 2012). Underlying sociocultural perspective; therefore, individuals gain knowledge through social interactions with adults or more knowledgeable people in their social contexts.

Regarding a perspective of the interdependence of social and individual processes, Vygotsky (1978) pointed out that physical skills and mental abilities have origin in social interaction between the child and parent and between the child, peers, and others, including teachers that assist the child grows into the intellectual life with those around him (Walqui, 2006). This principle describes a process situated in social interaction: at the beginning of an activity, the child depends on more skillful people; afterward, he takes on increasing responsibility for his learning and participation in the activity. The interaction between the child and the people around him provides the opportunities to observe and participate in the skilled activities of his culture. Finally, through repeated and varied experience in supported and challenging situations, the child becomes a skilled practitioner in specific cognitive development (Steiner & Mahn, 1996). Therefore, individual learners gain opportunities to engage in cognitive development during social interactions with other people like parents, teachers, and peers in the social context, eventually enhancing them to be more skillful learners.

According to Vygotsky (1978), cognitive development is the initial stage of social interaction from the beginning of a child's life. The child develops socially from the early day when he interacts with adult interlocutors verbally or nonverbally to acquire the tool based on which he can express his thoughts (Amerian, Ahmadian, & Mehri, 2014). Vygotsky (1978) asserted that every function in the child's cultural development appears on two levels. First, on the social between people at an inter-psychological level, and then inside the child at an intra-psychological level. Vygotsky stressed that any higher mental function goes through an external social stage before becoming an internal function. Similarly, Yang (2013) also mentioned that mental function is socially distributed and moving beyond people; it depends on interaction and negotiation with others. Thus, the function is initially social, and the process becomes an internal or mental function (Verenikina, 2003). By engaging in

social interactions with adults, learners can learn from adults' assistance, and finally, they can develop cognitive development individually.

In the educational context, SCT is applied to classroom settings. Social interactions and cultural institutions, such as schools and classrooms, have essential roles to play in an individual's cognitive development through social activities such as books, textbooks, dialogues, interactions, instruction, and questions (Amerian, et al., 2014). This view is supported by Behroozizad, Nambiar, and Amir (2014), who state that learning is the product of shared activity through a teacher–learner relationship that leads to collaborative learning. Hammond and Gibbons (2005) also added that teachers and learners actively negotiate meaning in a collaborative learning process. Thus, in classroom contexts, learners are enhanced to construct and extend understanding by themselves through help from social interactions along with support from their teacher.

In addition, learners can construct knowledge and understanding by sharing problem–solving tasks when engaging socially in any activities. The solutions to the learner's problems are gained through the involved participants' or members' behaviors in a shared context, and individual development relies on the transmission of experiences from others in the community (Santoso, 2010). In the learning process, a learner who needs help is assisted by expert members or knowledgeable peers; this guidance is stopped when he/she can act independently. As a result of this guidance, a novice learner gradually becomes an influential community member (Behroozizad, et al., 2014). Engaging in problem–solving activities, novice learners can solve problems after receiving guidance from knowledgeable persons, thereby enhancing these novice learners' ability to solve problems individually.

Based on SCT, Jaworski (2003, as cited in Santoso, 2010) proposed five characteristics of the relationships between the individual construction and social mediation of knowledge within a community of practice, including:

1. Knowing is an action in which learner participants,
2. Learning is a process of comparing current knowledge with previously constructed experiences, which results in the knowledge being reinforced or adapted,

3. Within a learning environment, social interactions play an important part in this experience and contribute fundamentally to individual knowledge construction,

4. Shared meanings through negotiation in the learning environment lead to the development of common knowledge and

5. Learning occurs within a sociocultural setting or a community of practice in which learners are immersed in social interactions.

According to language learning from the SCT perspective, learners must change their learning status to independent self-regulation (Behroozizad, et al., 2014). In other words, by engaging in social interactions within a classroom, language learners whom a more knowledgeable teacher and peers assist can learn from others and eventually learn by themselves. In addition, learning will be helpful if it is ahead of development to challenge learners to think and act in advance of their actual level of learning development (Walqui, 2006).

### **Sociocultural Theory and Language Learning**

From a sociocultural perspective, learning is considered social; meaning is derived through language use within the social context (Behroozizad, et al., 2014). Vygotsky described learning as embedded within social contexts and occurring when a learner interacts with people, objects, and events in a collaborative environment (Shooshtari & Mir, 2014). In both Vygotsky's and Bruner's views (Shooshtari & Mir, 2014), learning primarily occurs when novice learners interact with more experienced guides who can support the actions by using language as a 'symbolic tool' to clarify and make sense of new knowledge. Depending on the discussions with the expert, the more learners use language to present and comment on what they have learned, the more the new knowledge is internalized. So, cognitive development is realized when an individual's mental processing turns away from the external context and learning moves from between people at an inter-psychological level to inside the child at an intra-psychological level (Sabet, et al., 2013; Walqui, 2006). In brief, learning a language in a sociocultural context can enhance learners' language after gaining understanding and knowledge from more knowledgeable people; thereby, they learn by themselves after receiving guidance and help.

Regarding Vygotsky, language is an essential bridge between social and individual mental functioning. The opportunity to interact with other learners in sharing, constructing, and negotiating leads to knowledge construction (Santoso, 2010). Wells (2007) also supported the idea that knowledge building takes place by exchanging information through language as a communication medium. This is an essential contribution to helping learners make sense of the world. Similarly, Hammond and Gibbons (2005) argued that language is integral to the learning process, and with external dialogues, learners gradually internalize to construct knowledge. When learners talk to others, information and ideas can be shared, points of view explored, and new ways of thinking and understanding may be constructed. Furthermore, Vygotsky maintained that learning is not an individual activity but a social interaction through dialogue with others in goal-directed and meaningful contexts (Amerian, et al., 2014).

Thus, learning is a developmental process of learners' interaction through language as a tool to mediate higher mental processes such as memory, concept development, and creativity (Yawiloeng, 2013). When learners interact with various resources (printed materials, dictionaries, internet) or mediators (teacher, peers), they also participate in the language learning process and its associated way of thinking (Lee, 2011). Therefore, language learning processes are enhanced through language as a thinking tool, leading individuals to gain knowledge of the world within their social context.

### **1. Sociocultural approach to writing activities**

Regarding the sociocultural approach, writing activity can be seen as an interaction between the human mind and the writing context, and this interconnectedness can be transmitted to the production of texts (Bhowmik, 2012). Xiao (2012) supported the idea that writing is an internal cognitive process in which the writer uses a variety of cognitive strategies such as planning, reviewing, monitoring, generating ideas, and revising. Thus, Xiao (2012) suggested that writing should be understood as a literate activity mediated by and situated in a sociocultural context. The relationship between context and cognitions in writing activity should be considered. In a sociocultural context, learners engage in writing activities to learn to write through social interactions.

From a sociocultural perspective, although writing activity seems to be an individual writing activity, it is mediated not only by tools such as paper, pen, language, dictionary, or the computer but also by collaborating among people in social action (Xiao, 2012) involves distributed, mediated, and dialogic processes of the invention that Rish, Bylen, Vreeland, and Wimberley (2015) categorized conceptualization of SCT of writing to four tenets namely social act, collaborative form, mediated process, and dialogic view. *The first tenet* defines writing as a social act affected by social relationships, institutional belongings, community membership, and so on. Therefore, this tenet views how a writer and the writing content are shaped by social context. *The second tenet* assumes that authorship is distributed. During processes of invention and transcription, a writer interacts with other people; as a result, this interaction affects the content and style of writing; that is to say, all writing is collaborative and involves forms of co-authorship. *The third tenet* proposes that writing is a mediated process of invention. A writer draws on tools such as languages, conventions, genres, mentor texts, guidelines, and rubrics during the invention process. Conceptualizing and inventing the writing then takes up additional materials and tools such as a pencil, paper, or keyboard that assist in the processes of inscription and distribution to make the writing available to others. *The fourth tenet* views writing as dialogic. When a writer writes, he borrows such ideas, linguistic structures, and lexical material from complex networks of other writers, texts, and discourses he has heard and read before to assemble the words he wants to use. In other words, writing from a sociocultural view, a writer engages in writing activity through social interactions with other people, and he/she is assisted in learning to write by using language and other tools in the social context of writing.

In writing activity, writers are active participants in constructing learning processes, and as a result, the interaction between individuals is fundamentally linked to cognitive functions (Leijen, 2016; Prior, 2006). These cognitive functions are situated in particular social places, both in the immediate setting and ongoing activity, aiming to fulfill short-term and long-term goals (Engestrom, 1999, as cited in Xiao, 2012). Thus, writing is a social activity in which a writer is mediated through interactions with other people during writing.

## 2. Learning to write through a mediation

Underpinning the sociocultural perspective, humans' learning processes emerge through mediation tools such as language. According to Vygotsky (1978), humans can make indirect connections between incoming stimulation and their responses through various links. Vygotsky also referred to indirect connections as 'mediation', which is associated with two means: physical tools or tools (e.g., pen, book, and computer) and psychological tools or signs (e.g., language) (Lei, 2008). Baleghizadeh, Memae, and Memar (2011) also defined mediation as an indirect activity that is not limited to assistance by other human beings but may come in the form of socially constructed semiotic artifacts such as books, maps, and diagrams. Meanwhile, Shrestha and Coffinb (2012) viewed mediation as a process that humans employ to regulate the material world, others, or their own social and mental activity by using culturally constructed artifacts, concepts, and activities. Vygotsky again distinguished between the mediating functions of tools and signs. Vygotsky explained that tools are externally oriented and serve as the conductor of humans' influence on the activity's objective, while signs are internally oriented and aimed at mastering oneself (Thompson, 2013). Lei (2008) supported that through tools, humans can control their behavior from the outside, and using signs, they can regulate their minds from the inside. Similarly, Moll (2000) summarized that when humans interact with their worlds, mediational means, cultural artifacts, tools, and symbols, including language, play crucial roles in formatting their intellectual capacities. Thus, mediation is the process that encourages higher forms of mental development in humans through the use of physical and psychological tools.

Within the SCT perspective, writing is a kind of higher mental function; it is also mediated actions that are consciously taken to facilitate writers' community practices (Lei, 2008). Vygotsky (1986) mentioned that writing can be seen as a socially mediated activity through which a learner develops the ability to deploy the psychological function, and the zone of proximal development (ZPD) is a tool used for instructing the activity system of writing (Thompson, 2013). Thompson (2013) also suggested three elements that teachers should pay close attention to in the writing process: the ZPDs of learners, the mediational tools provided to scaffold their learning development, and the range of social interaction and activities involved in composing a written text. In a sociocultural context,

a writer is mediated through social contexts within the zone of proximal development, providing him/her opportunities to learn to write with others in the communities.

### **3. Second language (L2) writing in a sociocultural perspective**

Within SCT, second language (L2) writing is primarily cognitive or social. It is no longer considered a nonlinear process and an individual practice because the cognitive paradigm of writing is too narrow in its understanding of the context, so the writing task is approached within SCT (Prior, 2006). L2 writing can be examined as a social practice that L2 learners are active participants in constructing learning processes underlying the assumption that human cognitive development is highly dependent upon the social context, which taking place and interaction has widely been acknowledged as an essential component of learning (Rahimi & Norooziasam, 2013; Rezaei & Shokrpour, 2011).

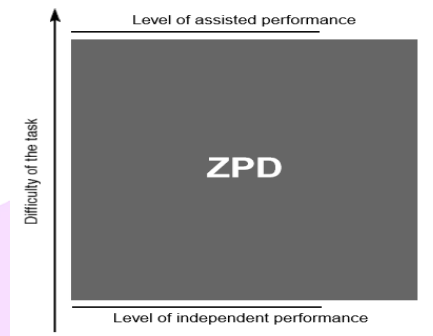
According to the SCT perspective, L2 learners are focused on the use of mediational means and their mediated activities, the communities they interacted with, and the writing strategies they adopted based on the observations and accounts of learners (Lee, 2011). Since the SCT perspective considers writing as internal cognitive processing within the confines of the brain, which interacts with the outside context (Lei, 2008), it can describe not only the tendencies running across learners in a particular learning context but also the different strategies they used in order to associate with their unique learning histories and goals (Lee, 2011). Moreover, L2 writing has shifted its focus from the final product to the process of writing because it is found to be effective in learner's learning to write well and to use writing as a tool for learning. Thus, L2 writing studies have been reconceptualized within the SCT framework to discover the actions and the behaviors of L2 writers while producing written texts (Bhowmik, 2012; Lee, 2011; Lei, 2008; Rahimi & Norooziasam, 2013; Rezaei & Shokrpour, 2011). For the reasons mentioned above, SCT to L2 writing is important since L2 writers come from different social, cultural, and linguistic backgrounds. Therefore, preparing appropriate interactions between mind and contexts to fulfill writers' goals should be considered.

### **Zone of Proximal Development (ZPD)**

The zone of proximal development is considered significant from a sociocultural perspective. It is believed that learning can activate a variety of internal developmental performances when a learner interacts with peers or adults in a social environment. In other words, the ZPD provides an opportunity to learn with/from others (Sabet, et al., 2013). Vygotsky (1978) mentioned that the ZPD is a critical element of the learning process, and it is defined as the distance between the actual development level (of the learner) 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 peers. Lantolf (2000) also stated that the human mind is always and everywhere socially and semiotically mediated within the ZPD or the domain of knowledge or skill where the learner is not yet capable of independent functioning but can achieve the desired outcome given relevant scaffolded help (as cited in Rahimi & Norooziasiam, 2013). Concerning the concept of the ZPD, social factors such as assistance from others or different forms such as modeling and giving feedback are highlighted and involved in the ZPD, which are considered a distance or domain of abilities or skills that learners still need to learn before reaching a state of being more capable and self-regulated (Simeon, 2014). In brief, learning in the zone of proximal development, learners engage in opportunities to gain experience together with others and to gain support from more knowledgeable peers, thereby leading them to learn by themselves.

Vygotsky viewed learners as the active constructors of knowledge, and to construct knowledge, learners have to interact with other learners to negotiate meaning and exchange information. In this process, language as a communication medium is an important tool that mediates interpersonal and intrapersonal activity within the ZPD (Obeian & Bataineh, 2015; Santoso, 2010; Shooshtari & Mir, 2014). Thus, to encourage the ZPD for learning, negotiation between an expert and a novice is required so that the learner may engage in cognitive restructuring or elaboration for cognitive growth (Lin, 2015). The basic idea is that a more knowledgeable learner or expert facilitates the learning development of a novice learner within the appropriate zone of his/her ability (Schwieter, 2010). Bodrova and Leong (1998) supported the idea that fully developed abilities exist at the level of independent performance,

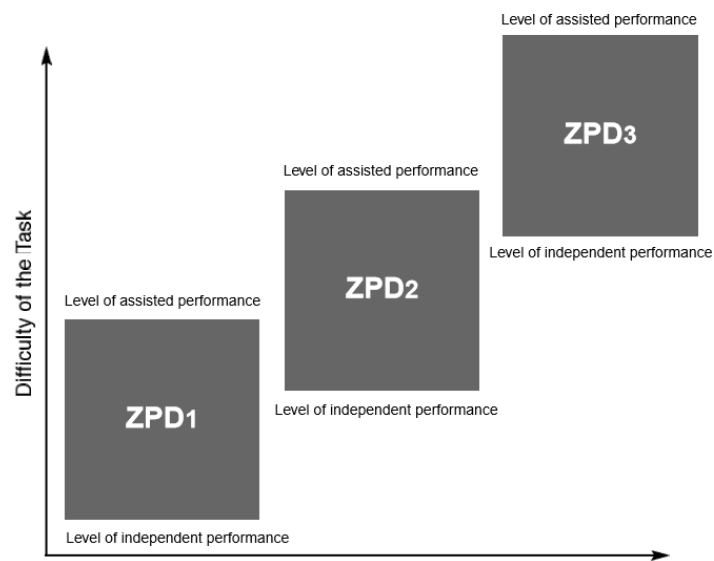
and those abilities that are on the edge of emergence can be enhanced by various degrees of assistance within the ZPD (see Figure 1).



**Figure 1 Zone of Proximal Development (ZPD)**

**Source:** Bodrova & Leong, 1998

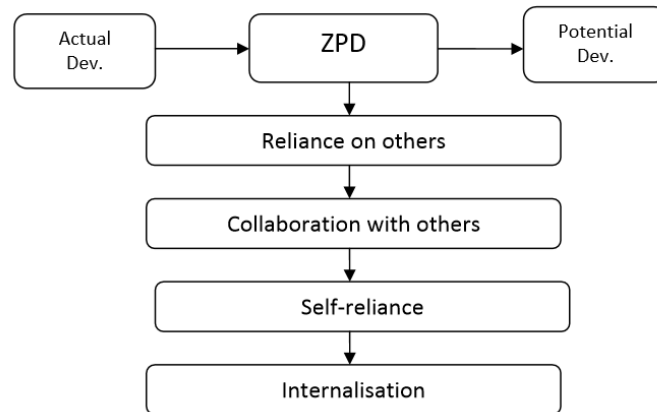
The zone of proximal development is shaped by a specific cultural environment which specifies that learning is best developed when a novice learner is assisted by another learner who has special training and advanced skills through a stage of the novice's ZPD when he/she has built upon what he/she has learned in prior sessions to enhance subsequent tasks (Schwieter, 2010). Schweitzer (2010) also explained that learning development could occur over time within several ZPDs. Each stage of learning consists of assisted scaffolding techniques that lift learners from their performance level to subsequent performance at the same level without assistance. That is, the upper limits of the ZPD may change as the task unfolds. In other words, effective scaffolding can extend the upper limit of the ZPD, perhaps making it possible for learners to reach beyond what they are thought to be capable of (Hammond & Gibbons, 2005). Thus, one ZPD's level of assisted learning is the next ZPD's level of unassisted learning (see Figure 2).



**Figure 2 Learning development within learner's ZPD through scaffolding techniques**

**Source:** Schwieter, 2010

In the ZPD, learning development can emerge from the external stage and then move to the internal stage (Gillani, 2003, as cited in Santoso, 2010). The first two phases start from the external stage: reliance on others and collaboration with others. Knowledge is constructed when learners learn with people in their learning community, and adults or more capable peers scaffold them. Then, this learning moves on to two remaining phases of the internal stage, namely self-reliance, where learners learn individually until they reach the internalization phase, where they have experienced these three phases and successfully constructed their knowledge. As Vygotsky (1978) mentioned, what a learner can do today only with assistance, he/she will do independently tomorrow. Thus, learning is created by participating with more capable partners and promotes the learning of novice learners by scaffolding within which the learner can progress from the present ability to a higher potential level.



**Figure 3** The phases of the ZPD

**Source:** Santoso, 2010

In the L2 writing context, providing appropriate ZPD can enhance the writing ability of a novice writer. If a novice learner can only write isolated or elementary-level sentences by him/herself, assisted learning through scaffolding strategies from both teacher and peers will allow him/her to subsequently perform at the same level without assistance (Schwieter, 2010). For L2 writers, the ZPD is the distance between the actual developmental level determined by individual linguistic production and the level of potential development as determined through language produced collaboratively with peers or teachers (Behroozizad, et al., 2014). Although ZPD is usually one-dimensional and vertical, it is better understood as planes on different levels where different zones interweave (Hoel, 2000). Because L2 writing includes knowledge of theme, genre, text organization, syntax, and so on spelling, the support the writer needs will vary within these zones, and the support the writer can give will also vary (Hoel, 2000). Thus, one learner will perform various roles to complete the written task according to what field he/she is an expert in. Regarding written performance, Thompson (2013) explained four phrases in the learner's ZPD as follows:

**Table 1 Four phrases in the learner's ZPD (Thompson, 2013)**

Phase	Performance
1	Assisted Performance: The written performance is assisted by more capable others, such as a teacher or more advanced peer.
2	Self-Assisted Performance: The written performance is assisted by the self through self-directed speech.
3	Developed Performance: The written performance is developed and becomes automatic.
4	Recursion through ZPD: A change in context leads to recursion back through the ZPD.

The ZPD represents the stage of a learner's development where he/she can carry out a task through mediation provided by peers and teachers. It is the role of the teacher to assist learners within their ZPDs by mediating in all possible ways to ensure that learners become self-regulated. In this current study, the research will apply the ZPD stages from Lee (2011) as a theoretical frame to track learners' writing performance from being assisted to self-regulated performance through the writing process and peer scaffolding.

**Table 2 Five ZPD stages (Lee, 2011)**

Stage	Performance
<b>Assisted Performance</b>	Level 1: The learner is unaware of the errors or does not know how to correct them, even with intervention.
	Level 2: The learner notices the error but cannot correct it.
	Level 3: The learner only notices and corrects the error with the expert's help.
	Level 4: The learner notices the error and corrects it with minimal help.
<b>Self-regulated Performance</b>	Level 5: The learner notices and corrects errors without the expert's help.

## Scaffolding within the Zone of Proximal Development (ZPD) in Second Language (L2) Writing Classroom

The widely acceptable term for how guidance supports learning development, which is linked to the ZPD, is the notion of scaffolding. The term *'scaffolding'* was proposed by Wood, Bruner, and Ross. (1976), described how an expert can facilitate a learner's transition from assisted to independent performance. Wood, et al. (1976) described the process of scaffolding as the adult's controlling those elements of the task that are initially beyond the learner's capacity. In order to elevate learners' performance to a higher potential level, the maximum amount of teacher assistance is needed initially. Then, the level of assistance decreases gradually while the learner can do more independently. Finally, the responsibility for the performance is transferred to the learner, and scaffolding is removed. At this point, the learner can perform independently at the same high level at which he/she was previously able to perform only with assistance or scaffolds (Wood, et al., 1976).

In a pedagogical setting, scaffolding is not to make the task easier for learners but to make the task possible to complete via support by using different strategies such as explaining, instructing modeling, and hints in order to trigger the thinking process and knowledge-building of the learners in the interaction process (Amerian, et al., 2014). Vygotsky (1987) argued the importance of this interaction that

“Instruction is only useful when it moves ahead of development. When it does, it impels or wakens a whole series of functions in a stage of maturation in the ZPD. This is the major role of instruction in development...instruction would be completely unnecessary if it merely utilized what had already matured in the developmental process if it were not a source of development.” (as cited in Schwieter, 2010, p. 32).

For successful scaffolding, Bodrova and Leong (1998) suggested that the teacher should provide the task that the learner can complete with the support that he/she can apply to solve problems he/she will encounter, not just answers to specific questions. Similarly, Hammond and Gibbons (2005) recommended the upper and lower limits, or the

'zone' within which new learning will occur. If the instruction is too difficult or pitched too high, the learner will likely either be frustrated or tune out. If it is too low, the learner is presented with no challenge and does not learn anything. To construct the ZPD, Simeon (2014) specified that the development will not occur in learners if they are given too much assistance to make the task too easy and if assistance is not withdrawn as learners develop their ability to work independently. The point here is that learning will occur when learners work within their ZPD and teachers, through their mediating support role, can assist learners in extending their current understandings and knowledge.

Scaffolding is divided into many phases such as modeling, support, and fading. At first, the learner's behavior is modeled, then the support is given through the learner's performance, and finally, the support is reduced in order to make self-reliance of learner (Amerian, et al., 2014). In addition, Lier (2004 cited in Amerian, et al., 2014) notes six features of scaffolding as follows: (1) *Continuity*: the support for performing the task is maintained; (2) *Contextual support*: a safe but challenging environment is provided, errors are expected and accepted as part of the learning process; (3) *Intersubjectivity*: mutual engagement and support, the interaction and involvement of two minds thinking are realized; (4) *Contingency*: the scaffolding support depends on learners' reactions, elements can be added, changed, deleted, repeated, etc.; (5) *Handover/Takeover*: there is an increasing role for the learner when skills and confidence increase, and he/she can do the task without help; and 6.) *Flow*: Communication between participants is not forced but flows naturally.

For effective learning development, Lidz (1991 as cited in Schwieter, 2010) also provided a criterion by characterizing the most elements of scaffolding as follows:

1. Influence learner's actions through interaction, engagement of attention, and goals.
2. Highlight important aspects, mark relevant differences, and elaborate detailed information.
3. Draw on the learner's past experiences and potential future ones.
4. Visualize the learner's work through his/her eyes.
5. Share experiences that may stimulate new ideas.
6. Manipulate the task to facilitate problem-solving and induce strategic thinking.
7. Encourage the learner that he/she has done something good to boost self-esteem.

8. Challenge learner within but not beyond his/her ZPD.

9. Remember that the learning experience is for learners, not the experts, to avoid competition.

10. Be familiar with the learner's behavior and respond to it appropriately.

11. Give learners a sense of caring and enjoyment in the task.

12. Find areas of improvement and communicate them to the learner.

Therefore, scaffolding is generally considered assistance provided through interactions between a competent other and a learner. However, scaffolding may not only be found in teacher–learner interactions but also in peer interactions. The potential role of the two kinds of interaction, teacher and peer scaffolding, will be described.

### 1. Teacher scaffolding

In classrooms, teacher scaffolding makes it possible to provide academically challenging instructions for language learners, so several practical strategies and tasks can provide rigorous, deep, challenging, and responsible education to learners who need to develop conceptually, academically, and linguistically. To do this, teachers need to be well-versed in the subject matter to provide learners with as many scaffolds as needed to assist their learning. Teachers also need to become involved in professional growth and form partnerships to discuss, peer-coach, and advance theoretical understandings of the practice (Walqui, 2006). To achieve the functions of scaffolding within the ZPD, Aljaafreh and Lantolf (1994, as cited in Karimi & Jalilvand, 2014) illustrated three mechanisms that teachers should consider applying effective intervention within the ZPD of learners, including (1) *Graduated*: an appropriate level of help given to learners while considering their ZPD; (2) *Contingent*: offered only when needed and stopped when learners show self-regulation); and (3) *Dialogic*: collaborative interaction or negotiation achieved through the medium of dialogue.

Because of widespread interest in teacher scaffolding strategies, two important scaffolding classifications are considered, namely *goals* or *functions* of scaffolding (what is scaffolded) and *tools* or *means* for scaffolding (how is scaffolding taking place) (Pol, Volman, & Beishuizen, 2010). Wood, et al. (1976) hypothesized six functions in scaffolding that experts apply to help learners develop a higher level of learning skills: (1) *Recruitment*:

drawing learners' attention to and engaging their interest in the task; (2) *Reduction in degrees of freedom*: simplifying the task by reducing the number of constituent acts required; (3) *Direction maintenance*: maintaining pursuit of the goal; (4) *Marking critical features*: marking critical features and discrepancies between what has been produced and the ideal solution; and (5) *Frustration control*: controlling frustration during problem-solving; and (6) *Demonstration*: modeling solutions to the task, including an idealization of the act to be performed.

In L2 writing classrooms, Walqui (2006) suggested six types of instructional scaffolding to assist learners' performance namely (1) *Modeling*: giving clear examples of what is requested of learners for imitation; (2) *Bridging*: asking learners to share personal experiences related to the theme that will be introduced in the lesson or assigned tasks; (3) *Contextualizing*: providing verbal contextualization by creating analogies based on learners' experiences in order to bring complex ideas closer to learners' world experience; (4) *Schema building*: having a general knowledge of the broad picture before studying the details; (5) *Representing text*: engaging learners in activities that require the transformation of linguistic constructions they found modeled in one genre into forms used in another genre; and (6) *Developing metacognition*: including four aspects including consciously applying learned strategies while engaging in activity; knowledge and awareness of strategic options a learner has and the ability to choose the most effective one for the particular activity at hand; monitoring, evaluating and adjusting performance during activity; and planning for future performance based on evaluation of past performance.

To support the learning activities of L2 learners, Tharp and Gallimore (1988) stated six scaffolding means, including (1) *Feeding back* involves the provision of information regarding learners' performance to him/herself; (2) *Giving hints* entails the provision of clues or suggestions by the teacher to help learners go forward; (3) *Instructing* involves the teacher telling learners what to do or explaining how something must be done and why; (4) *Explaining* refers to the provision of more detailed information or clarification by the teacher; (5) *Modeling* refers to the process of offering behavior for imitation including the demonstration of particular skills; and (6) *Questioning* involves asking learners questions that require an active linguistic and cognitive answer.

As can be seen, many scholars divided scaffolding into various types. In this study, instructional scaffolding (Ellis & Larkin, 1998) is applied as teacher scaffolding, including (1) The teacher does it: teacher models how to perform a new or difficult task; (2) The class does it: teacher and learners work together to perform the task; (3) The group does it: learners work with a partner or a small cooperative group to complete the task, and (4) The individual does it: the individual learner demonstrates the task mastery. In a scaffolded learning environment, the teacher becomes more of a mentor and facilitator of knowledge rather than the dominant content expert. This technique provides the incentive for learners to take a more active role in their learning. Learners share the responsibility of teaching and learning through scaffolding that requires them to move beyond their current skill and knowledge levels. Through this interaction, learners are able to take ownership of the learning event (cited in Northern Illinois University, 2015) as Abdollahzadeh and Behroozizad (2015) claimed that if learners can perceive appropriate strategies, it is effective in improving their writing ability and led them to know how to write at every stage. Thus, teachers should provide learners with high levels of support to encourage them to build their self-confidence and abilities.

## **2. Peer scaffolding**

Peers scaffolding is a form of collaborative learning which has advantages in many ways, especially in terms of providing and receiving explanations that can help learners engage in deeper cognitive processing, such as clarifying thinking, reorganizing information, correcting misconceptions, and developing new understanding (Ge & Land, 2004). From the interaction process, Ge and Land (2004) also pointed out that the process of co-constructing ideas can also lead to improved learning that can later be internalized and used to solve problems independently. Finally, when learners work together, they may experience cognitive conflicts that prompt them to explain and justify their positions, recognize uncertainties about beliefs, seek new information to resolve disagreements, and recognize alternative points of view.

In reality, peer scaffolding often is a mutual, dynamic process. Learners' collaborating can function as scaffolders for each other by assuming complementary roles and supplementing each other's knowledge and skills because they may be experts in

different areas (Hoel, 2000). During the learning process, more capable peers are not the only sources of help, as Lier (1996) explained that such interactions between learners of similar levels of achievement encourage the creation of different kinds of contingencies and discourse management strategies (as cited in Simeon, 2014). Moreover, less capable peers can predictably and sensitively provide assistance to more capable peers within the ZPD. As Danli (2009) noted, scaffolding between learners of different proficiency levels can enhance fluency, and the more capable partners become more aware of their knowledge status. Thus, engaging in peer scaffolding enables learners to learn collaboratively and receive assistance from more capable or knowledgeable learners, consequently helping them gain knowledge by themselves.

The idea of peer scaffolding has been expanded to include an expert–novice relationship and a relationship of equal knowledge, such as working in a group on a shared task (Walqui, 2006). Liar (2004 as cited in Amerian, et al., 2014) mentioned that in participation contexts, the learner has opportunities to learn but of different kinds, and the learner has at least four sources of scaffolding available. Firstly, *when assisted by an expert or a more capable other, a learner can experience successful learning models or participate in more complex social activities*. Secondly, *when collaborating with other learners, learning is constructed together; when working together with other learners, discovery and joint construction occur; when one learner discovers something new, the partner will experience this discovery, too*. Thirdly, *assisting a lower–level learner has opportunities to learn; when teaching a less accomplished peer, a learner needs to organize his/her thoughts and actions and achieve maximum clarity of expression*. Finally, *working alone, when internalized practices and strategies, inner speech, inner resources, and experimentation are used, a learner can internalize teaching and learning strategies, rely on inner resources, and experiment in a self–directed way*.

Furthermore, in terms of the agency of scaffolding, Holton and Clarke (2006, as cited in Santoso, 2010) pointed out three kinds of scaffolding: (1) *Expert scaffolding*, the teacher (scaffolder) as an expert provides scaffolding to learners (scaffoldees). Modeling and providing examples can be effective techniques because learners may imitate what the teacher has done in the classroom; (2) *Reciprocal scaffolding* will occur when two

(or more) learners work collaboratively on a standard task. Within this process, they exchange information to search for knowledge; and (3) *Self-scaffolding* is a situation in which an individual can provide scaffolding for him/herself when any problem or concept new to the individual is being tackled. That is to say, learners are scaffolding themselves in their search for knowledge by finding other resources and adjusting the knowledge they have acquired.

In L2 writing, peer scaffolding is viewed as an effective way to foster L2 learners' development. De-Guerrero and Villamil (2000, as cited in Nguyen, 2013) observed a pair of ESL learners revising a written text and found evidence of development in both the writer and the reader. The writer showed emerging self-regulation and grew into a more independent writer and reviser, while the reader developed aspects of L2 writing, revision, strategic assistance, and collaboration. They found that while two ESL learners worked jointly in revising a written text, the reader displayed scaffolding behaviors that facilitated development, namely recruiting and maintaining the writer's interest, marking critical aspects or discrepancies in the writer's text, explicitly instructing the writer on issues of grammar and mechanics, and modeling. In addition, the reader also showed (a) willingness to influence the partner's actions, to keep the interaction going, and to accomplish goals; (b) efforts at making the task manageable for both and inducing solutions to textual problems; (c) promotion of understanding by focusing on what was not clear or discrepant and eliciting clarification or correction; and (d) ability to read his partner's cues and respond accordingly.

Recently, some studies have focused on peer scaffolding, which has emerged in writing activity because collaborative writing ability can stimulate learners to ponder on language, discuss the language they are utilizing, and help each other to find solutions to linguistic problems (Hartani & Sulindra, 2017; Li & Kim, 2016; Ranjbar & Ghonsooly, 2017). For these reasons, peer collaboration is compatible with the writing process (Ranjbar & Ghonsooly, 2017). To observe peer scaffolding behaviors that occurred during EFL writing activities and to explore their effects on the L2 writing development of EFL learners, some functions of language adapted from Li and Kim (2016) are applied. The functions consist of *acknowledging, agreeing, disagreeing, elaborating, eliciting, greeting, justifying, questioning,*

*requesting, stating, and suggesting.* In conclusion, the role of interaction in peer scaffolding behaviors can improve the level of learners' writing ability since they can utilize scaffolded assistance while working together and then reach a level of performance beyond their level as well.

### **3. Scaffolding in the writing process**

Writing skills are one of the fundamental skills for language learning, and they have been recognized as a process of creating and extending meaning rather than conveying pre-conceived information (Barnard & Campbell, 2005). For this reason, the approach used in teaching writing was changed to a new methodology. For traditional method practice, the finished work is focused on, while in new methodology, learners are given the experience of going through the processes of writing as writers, and the development in learners of the recursive strategies and techniques that writers use when composing are emphasized (Barnard & Campbell, 2005; Faraj, 2015). So, instead of analysis and correction of the final written product given by the teacher, there comes the process of writing in several activities, processes, or stages (Laksmi, 2006). As Bhowmik (2012) added that the task of writing should not be identified with tasks may be accomplished by a single attempt because no piece of writing is perfect at the first attempt and that writing involves recursive processes. To encourage learners to write with confidence and also learn to communicate their ideas in written forms,

Graves (1983, as cited in Laksmi, 2006) suggested the features of the five-stage process as implemented in writing classrooms, including prewriting, drafting, revising, editing, and publishing, which are presented in Table 3.

Table 3 Five stages of the writing process

Stage	Writing activities
<b>Stage 1</b>	1. Learners choose a topic.
<b>Prewriting</b>	2. Learners gather and organize ideas. 3. Learners define a topic sentence. 4. Learners write an outline for their writing.
<b>Stage 2 Drafting</b>	1. Learners write a rough draft. 2. Learners emphasize content rather than mechanics.
<b>Stage 3</b>	1. Learners reread their writings.
<b>Revising</b>	2. Learners share their writings with teachers or in writing groups. 3. Learners participate constructively in discussions about their writing with teacher or classmates. 4. Learners make changes in their compositions to reflect the reactions and comments of both teacher and classmates. Learners make substantive rather than only minor changes between the first and final drafts.
<b>Stage 4 Editing</b>	1. Learners proofread their own or classmates' writings. 2. Learners increasingly identify and correct their mechanical errors.
<b>Stage 5</b>	1. Learners make the final copy of their writings.
<b>Publishing</b>	2. Learners publish their writings in appropriate forms. 3. Learners share their finished writings with the teacher.

**Source:** Graves, 1983, as cited in Laksmi, 2006

According to teaching the writing process in an EFL classroom, five stages of the writing process are illustrated as follows (Faraj, 2015; Laksmi, 2006):

**Stage 1: Prewriting**, the learner focuses on the subject of his/her writing, spots, and audience due to having a complete thought and plan about what they are going to write before starting their writing. The activities in this stage include:

**1. Choosing a topic:** According to Bachman (1990, as cited in Laksmi, 2006), knowledge of the world determines one's communicative language ability, and that interest

is an important aspect that can drive someone to learn something. The writing process allows learners to choose the writing topics they have experienced. So, the more learners are interested in their topic, the more their communicative language ability increases, and the more ideas are expressed fluently. Choosing their topic assists learners in feeling confident about what they have to write down. However, some learners have difficulties in selecting topics for their writing and cannot decide what to write about; brainstorming can be used to make a list of topics and then decide to choose the one that they are more interested in and have enough knowledge about.

**2. Gathering and Organizing Ideas:** It is difficult for some learners to gather ideas for their writing; therefore, different techniques are introduced to guide and stimulate them to gather ideas for their writing.

a.) *Brainstorming:* It provides time for learners to consider their subject and put in writing any ideas they think it promises because many writers will forget their earlier ideas as they think of new ones. In addition, seeing listed ideas together on paper will aid learners in making connections and looking at their topics again from a new perspective. Ideas, word lists, sort of writing, audience, and purpose for their writing are developed from diagrams or listing ideas made by learners when brainstorming.

b.) *Reading:* When learners are not familiar with a topic they will write about, reading can help them collect information and interesting vocabulary about their topic. They can gather ideas for their topic by jotting down ideas from what they have read and making lists of interesting ideas they might want for their topic.

c.) *Interviewing:* The way to gather more interesting and up-to-date information is by interviewing. Learners can talk to someone who is an expert or has experience with the writing topic that learners are going to write about and to avoid plagiarism, and learners must give credit to the interviewee as well.

After gathering ideas, learners have to organize their ideas by following these steps:

1. Go through the ideas and cross out the irrelevant information or the information that no longer seems relevant to the topic, but do not erase it; maybe it will turn out to be useful later on.

2. Put the ideas that are most closely related together in the group without concern about the order of the ideas.

3. Look at the ideas, put them in groups critically, and identify the ideas lacking sufficient support for the topic.

**2. Defining a topic sentence:** A clear sentence can guide the readers to get the writer's ideas. It not only helps the writers to organize the main ideas of the essay but also helps the readers anticipate what will come based on what they have already seen. At this point, grammatical mistakes are not taken into account in order to build up learners' confidence as an initial stage of the writing process.

**3. Outlining:** A writing has three parts: introduction, body paragraph, and conclusion. In the introduction part, learners must introduce their topic with a general statement to grab readers' attention. Then, starting with a thesis statement, which should be in a concise and meaningful sentence to lead the readers to know where the writers are going. In the body paragraph part, learners have to write a topic sentence to make the paragraph's main idea clear without being wordy and hard to comprehend; it should also relate to the thesis statement mentioned in the introduction part. Then, write the example as the supporting details to support what is mentioned in the topic sentence. In the conclusion part, learners have to summarize their ideas and re-assess the thesis statement using fresh language. Also, they need to remind their readers how their presented evidence has contributed to the thesis statement. The concluding paragraph can end with giving some closing thoughts about the implication of the writer's argument or end with a sentence that leaves readers with something to think about and so on.

**Stage 2: Drafting:** The first draft of learners' writing may contain many errors, such as incomplete ideas and mechanical mistakes because they begin their rough, tentative ideas via writing and refining drafts. So, they do not worry about correcting the errors because the aim of putting their ideas into sentences is greater than correcting the errors. Learners' drafts should be written in double-space in order to give space for self-revising or teacher's comments.

**Stage 3: Revising:** While learners are reading their writing, they have to refine it by adding, substituting, deleting, and rearranging material. They are not required

to correct minor grammar mistakes, but they should pay particular attention to the content and organization of their writing. Thus, the revision from an experienced writer, who is concerned with developing content and organization of ideas, is recommended in the revision stage. In the case of self-revision, learners reread their writing themselves and make changes in their writing by adding, removing moving words, and any other changes that their work needs to be completed. However, teachers should be aware of learners' writing organization and that they should write in an appropriate format according to the purpose of their writing.

**Stage 4: Editing:** In this stage, learners have to make their writing 'optimally readable' by correcting capitalization, punctuation, spelling, and grammar. Teachers only indicate mechanical errors and then let learners correct them by themselves. Also, teachers can suggest further transitional words and word choices to make learners' writing coherence and clarity better or improve. Finally, the teacher should recommend and remind learners to record their errors so they will not repeat the same types of errors.

**Stage 5: Publishing:** In this final stage, learners publish their writing to the teacher; however, they can share their writing with other audiences, such as friends or family. This sharing can promote learners' real communication with their readers during the writing process; moreover, the real audiences enable them meaningful respond to their writing and increase or develop their confidence as authors (Tompkins, 1990, as cited in Faraj, 2015).

In order to make a clear purpose that learners will understand and follow the procedures easily, the writing process in this study will be organized into three stages: the pre-writing stage, the while-writing stage, and the post-writing stage. *In the pre-writing stage*, the activities include brainstorming and outlining. Learners can brainstorm in groups to generate ideas and list the vocabulary for their essays. Brainstorming allows learners to share ideas, learn from others, and produce new ideas (Wang, 2014). Then, learners use the ideas from brainstorming to outline their essays. *In the while-writing stage*, learners use the outline to write the first draft with peers and the teacher's suggestions. The last stage, *post-writing*, includes revising and editing. After learners write the first draft, they are required to work in pairs and use a peer review worksheet to review their partner's essay. Then, they revise and improve their essay based on their partner's review. They

are not required to correct minor grammar mistakes, but they should pay attention to the content and organization of their essay. Next, they write the final draft. Before they publish their essay, they have to edit their mechanical errors such as capitalization, punctuation, spelling, and grammar changes by using an editing checklist to let them focus more on specific points.

Writing is a skill which demands the writer to plan and organize their imagination clearly and in sequential order to fulfill the essence of writing. It is also an extremely complex cognitive activity in which the writer must simultaneously demonstrate control of many variables. That is to say. The writer must plan the content, format, sentence structure, vocabulary, punctuation, spelling, and formation of ideas (Kolade, 2012). According to the process approach of writing, the notion of scaffolding emerged from Vygotsky's concept. ZPD can be applied to L2 writing, where learners engage with teachers and peers in a social setting to develop academic thought and analysis. Since writing is deemed cognitively complex, communicating through writing is an active process of skill development and gradual elimination of errors as learners internalize the language (Giridharan, 2012). Scaffolding is indispensable in L2 writing because learners do not acquire an L2 as they did in their L1. They need coaching and explicit instruction in order to appropriate the fundamental skills of L2 (Simeon, 2014). Therefore, the teacher, as a scaffolder, needs to play a role in helping learners acquire knowledge and understanding in order to assist learners in moving their writing ability from their present level to the higher one.

In the area of L2 writing, there have been some studies with positive results of scaffolding and L2 writing development. Veerappan (2011) designed the study to examine how L2 learners have required the use of the English language through journal writing and how they have improved within a short time frame (five weeks). He scaffolded three undergraduate university learners by using several interactive writing techniques and instructions in journal writing, which showed their progress, daily activities, and new experiences. At the end of the fifth week, all of the learners were at an improved level where they constructed more grammatical sentences, seldom made grey errors, wrote a complete and structured sentence, made less frequent repetitions of the same vocabulary, made fewer errors in punctuation, made little spelling mistakes, and able to relate the ideas

and form a coherency in writing in comparison to their journal written on week one. Veerappan (2011) also concluded that scaffolding is necessary because learners need to be guided step by step to write the journal to represent their experiences.

Shooshrari and Mir (2014) investigated how scaffolding can improve L2 learners' writing strategy application and writing quality with their peers' help and with total or random mediation from their instructors. The results of the post-test writing task and the analysis of strategy application records during the treatment and in the post-test revealed that the participants (G1) who received peer-peer interaction with total instructor's mediation significantly improved their writing quality more than the participants (G2) with peer-peer interaction and random instructor's mediation. Moreover, G1 individually used more strategies they had been engaged with while interacting with their group peers and instructor in the classroom than G2. Thus, the participants of G1 were able to apply the strategies independently. As their marks showed, they were more capable of applying practical strategies, which led to their higher writing quality.

By using a semi-structured interview to investigate how L2 learners perceive the use of blended scaffolding strategies through Facebook for learning and improving the writing process and writing performance. Majid, Stapa, and Keong (2015) revealed that after fourteen weeks, ten participants were scaffolded with three types of scaffolding: expert, reciprocal, and self-scaffolding, together with the use of technology such as internet, Facebook, and other ICT tools can generate ideas, edit their work, and improve their vocabulary and spelling. Not only that, they were also able to get help with the use of idioms and grammar. They agreed that using blended scaffolding in learning can enhance social interaction among learners, facilitate the L2 writing process, and later improve writing. Consequently, scaffolding can be incorporated into the writing process to improve EFL writing performance.

## **The Teaching Approaches of Writing**

There is no doubt that writing is the most challenging skill for second language (L2) learners to master. The difficulty lies not only in generating and organizing ideas but also in translating these ideas into readable texts (Sarhady, 2015). The significance of being able to write in a second (L2) or foreign language (FL) has become clearer nowadays, involving the development of an idea, the capture of mental representations of knowledge, and the experience with subjects (Pasand & Haghi, 2013). For these reasons, teachers and educators use several approaches to teaching writing. Even though learners might reach an advanced level of language communication, one of the significant concerns echoed by language teachers is that their level of writing competency seems to be lower than expected (Rusinovci, 2015). Accordingly, different approaches to writing, such as the product and process approaches, came into existence, and they have been the concern of L2/FL researchers (Pasand & Haghi, 2013).

### **1. Product approach to writing pedagogy**

The product approach is one of the earliest approaches used for teaching writing. This approach emphasizes raising learners' awareness, especially in grammatical structures, so learners' writing performance is usually evaluated based on how accurate they are in grammar, spelling, and punctuation (Pasand & Haghi, 2013). In addition, the product approach also focuses on the final product, which should be a coherent and error-free text, rather than on how learners should approach or see the process of writing (Nunan, 1999, as cited in Pasand & Haghi, 2013; Rusinovci, 2015). In this approach, learners will write a paragraph by imitating after analyzing the main components of a sample text in order to copy the text's organizational characteristics (Pasand & Haghi, 2013). Badger and White (2000) considered this approach as teacher-centered, in which writing is mainly concerned with the knowledge about the structure of language, and writing development is mainly the result of the imitation of texts provided by the teacher who becomes the arbiter of the models used (Rusinovci, 2015). To this view, Murray (1980, as cited in Pasand & Haghi, 2013) mentioned that using model texts in L2 writing classes can prevent L2 learners' creativity. Furthermore, encouraging learners to use the same plan in different settings and apply the same forms regardless of content can cause learners to be inhibited rather than empowered or liberated

(Pasand & Haghi, 2013). Finally, most learners are more likely to memorize and imitate, and they fail to integrate critical thinking into their creative writings (Hasan & Akhand, 2010). As can be seen, focusing on the product approach in writing classrooms can enhance learners' awareness of grammatical structures; however, the writing process and skills that learners bring to the classroom seem to be overlooked. As Khoii (2011) claimed, writing is a long and often painful process in which the final product emerges through successive drafts. Therefore, instead of looking at complete texts, teachers should become more interested in the processes learners go through in composing texts.

## **2. Process approach to writing pedagogy**

Since research on how learners learn to write and develop their writing within their social contexts has been focused, the process approach has begun broadly in writing classrooms. This process approach has shifted the traditional practice, which focuses on the final written products, to the writing processes. Thus, instead of concentrating on the correctness of the final written product, there comes the writing process in several activities, processes, or stages such as planning, translating, and reviewing (Flower & Hayes, 1980, as cited in Laksmi, 2006). In the process approach, the teacher primarily facilitates learners' writing as Laksmi (2006) commented that writing does not merely mean applying grammatical rules. However, it is more learners' learning to communicate their ideas in written forms. This is supported by Richards (2005 cited in Wang, 2014). He said that communicative language teaching requires teachers to be a "facilitator or monitor" rather than purely knowledge-givers, and learners should become autonomous and responsible in their learning. Moreover, most of the researchers in this area, such as Abdollahzadeh and Behroozizad (2015), Barnard and Cambell (2005), and Kolade (2012) consider the process approach as a sociocultural orientation in which the interaction among community members in creating meaning is focused. In the cooperative learning of writing context, individuals are engaged in social practice to produce an appropriate text through the supervision of peers or teachers. This encourages the sharing and distribution of mental activity among learners and leads them to the co-construction of texts by working together (Barnard & Cambell, 2005). Rusinovci (2015) also mentioned that the process approach is characterized as learner-centered, so the teacher's task is only to facilitate and give feedback

to learners. By allowing learners to receive feedback, this process approach allows learners time to reflect and seek input as they reshape their plans, ideas, and language; moreover, it also allows learners to explore and develop a personal approach to writing (Myles, 2002; Sutikno, 2008). Therefore, the process approach is applied in this study because it is seen that this approach has been considered more effective in helping learners to be active in discovering and understanding a target language, improving writing attitudes, and achieving learning outcomes (Puengpipattrakul, 2014).

## **Current Research Related to Scaffolding and Writing Process**

### **1. Previous studies in the EFL context**

Recently, interesting studies have been on the use of scaffolding strategies in the writing process. A study by Riazi and Rezaii (2011) examined the writing process focused on how the writer writes, where ideas come from, how development, and what various stages of composing involve; teachers become more and more interested in how they can support their learners in learning to write academically. One helpful strategy for this support is scaffolding because it is a highly flexible and adaptable model of instruction that supports learners as they acquire essential skills and higher-order processes. This strategy allows for explicit instruction within authentic contexts of writing and enables teachers to differentiate instruction for learners of diverse needs (Riazi & Rezaii, 2011).

Baradaran and Sacfarazi (2011) studied how a group of university learners was guided through the process of scaffolding to produce their academic essays, taught thirty learners in the experimental group about how to generate ideas, structure, draft, and edit their essays within the scaffolding principles such as contextualizing, modeling, negotiating, contingency, constructing and handover in order to solve the problem of academic writing, but the other thirty learners in the control group did not include in the treatment. After receiving seven instruction sessions in writing, the result from the post-test mean scores on the TOEFL test showed that the application of scaffolding could significantly improve learners' writing performance in the experimental group compared to the control group.

Sabet, et al. (2013) examined the impact of peer scaffolding through the process approach on the writing fluency of EFL learners; twenty learners in the experimental

group practiced essay writing through the process writing approach, while a competent writer provided scaffolding to a less competent one. The essays produced in the pre- and post-test were analyzed regarding writing fluency. The result revealed that both competent and less competent writers in the experimental group have improved their writing fluency, such as the average number of words, Terminable Units (T-units), and clauses. Consequently, Sabet, et al. (2013) concluded that peer scaffolding through the writing process significantly affects the writing fluency of competent writers. Writers can produce more words per minute, and the average number of words they produced was more significant than the pre-test. They also wrote more clauses and more T-units. Furthermore, less competent writers have benefited from peer scaffolding through the writing process approach as they wrote more fluently after the experiment. They produced more words per minute. Also, the average number of words, clauses, and T-units has increased in the writing performance of those learners.

Faraj (2015) studied the effect of teacher's scaffolding on improving learners' writing skills in the teaching writing process. Thirty learners started with a writing process approach, such as pre-writing, drafting, revising, and editing, and ended with publishing; they were provided with the teacher's scaffolding from the beginning until the end of the writing process. The learners' achievement in the post-test compared to the pre-test revealed that using the writing process with the teacher's scaffolding techniques in teaching writing skills provides a better basis for enhancing learners to write a good academic piece of writing in English compared to learners that only get knowledge about writing process without practically practicing it and without teacher's scaffolding. Moreover, the scaffolding technique presented in this study has helped learners find out their weaknesses and strengths and how to work on and improve their weaknesses.

Recently, Hartani and Sulindra (2017) investigated how modeling and peer reviewing as types of scaffoldings in learning, practical expansion of the Constructivism approach could assist EFL learners in improving their writing skills in English Business Correspondence class. The data was collected by interviewing, taking learning activity log (field notes), and giving pre-test and post-test to the participants. The result described that the two scaffolding tools, modeling, and peer reviewing, were able to impact the

improvement of students' English Business Correspondence skills. The modeling action gave initial pictures of the message structure of the business letters, commonly used phrases, writing styles, vocabulary, content/ideas for writing, grammar, and sentence structure. In contrast, the peer reviewing action contributed feedback on students' work.

The evidence of peer scaffolding towards writing development also coincided with Ranjbar and Ghonsooly (2017) applied the concept of ZPD and scaffolding to examine the effects of peer-scaffolding on EFL writing ability and finding out how revising techniques are constructed and expanded when two learners are working in their ZPDs. Two intermediate EFL university students (a "reader" and a "writer") collaboratively revised a cause-and-effect composition written by one of them. A microgenetic approach was applied to analyze the interactions. Results showed that both the reader and writer actively took part in revising the text with assistance transferring mutually between them at the end of the session. Results also indicated that peer scaffolding could be reciprocal rather than unidirectional. They also concluded that teachers could enhance the quality of collaborative writing processes by helping learners work together and consider joint efforts in the writing tasks. Learners can also take more participation, learn evaluative feedback strategies, and benefit from their co-mediators.

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

To better understand how teacher and peer scaffolding affect EFL students' ability to write persuasively, Bhatti, Asif, Akbar, Ismail, and Najam (2020) examined the impact of peer scaffolding through a process approach from 49 EFL learners studying at a university. The participants were randomly assigned to two groups: the control group and the experimental group. They concluded the general results, after using SPSS 16, that peer scaffolding and process approach can enhance words per minute average words in some essential areas of writing fluency.

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

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

## **2. Previous studies in the Thai context**

According to the context of Thai EFL writing classrooms, the research on scaffolding and the writing process was also emphasized by Monphonsri (2012), who investigated whether the instructional model designed effectively reduced learners' writing apprehension after using scaffolding techniques. The researcher designed four lesson plans using five stages of writing processes of scaffolding techniques: bridging, schema building, modeling, metacognitive development, contextualization, and text representation. After

eight weeks of teaching, thirty high school learners could write descriptive paragraphs better than before. Moreover, the questionnaire on the level of learners' satisfaction with the instructional model designed was higher than the criterion set, and learners were very satisfied with their paragraph writing products; that is, their writing apprehension also decreased.

Moreover, Inkaew and Yawiloeng (2015) investigated strategies and types of peer scaffolding through writing processes in three learners. The research procedures were conducted under three stages of the writing process: pre-writing, while-writing, and post-writing using six instructional plans. After four weeks of receiving scaffolding from peers, learners used peer scaffolding strategies during the pre-and the while-writing stages to support vocabulary brainstorming, vocabulary meaning checking, and idea generation of unfamiliar vocabulary by talking to the self. During the post-writing stage, learners engaged in peer scaffolding strategies for checking grammar, asking for help with transitions, and checking their understanding of writing processes. That is to say, learners could use the vocabulary and the English transitions learned from their peers to apply in their writing appropriately. Importantly, there was evidence that self-scaffolding occurred when the good, competent learner talked to himself to write an unfamiliar vocabulary. In the same year, Inkaew and Yawiloeng (2015) investigated strategies and types of peer scaffolding through writing processes in three low, intermediate, and well-competent learners. The research procedures were conducted based on three stages of the writing process: pre-writing, while-writing, and post-writing using six instructional plans. After four weeks of receiving scaffolding from peers, learners used peer scaffolding strategies during the pre-and the while-writing stages to support vocabulary brainstorming, vocabulary meaning checking, and idea generation of unfamiliar vocabulary by talking to the self. During the post-writing stage, learners engaged in peer scaffolding strategies for checking grammar, asking for help with transitions, and checking their understanding of writing processes. That is to say, learners could use the vocabulary and the English transitions learned from their peers to apply in their writing appropriately. Importantly, evidence of self-scaffolding occurred during the good competent learner talked to himself to write an unfamiliar vocabulary.

Thongmak and Thepsiri (2017) designed the study to explore the scaffolding types and procedures and their effectiveness in the target IELTS self-access material. The instruments were checklists for identifying the scaffolding types and procedures. Then, quantitative frequency count analysis was utilized to gather the numbers of each scaffolding type. Qualitative analysis was additionally employed to determine the effectiveness of the scaffolding types and procedures. The results revealed that giving feedback and explanations were used more than other types of scaffolding in the section describing a chart or graph, while in the essay-writing section, questioning and giving feedback were employed most often. In both sections, the same series of scaffolding procedures was provided more in the initial tasks of every unit, and the supports gradually reduced while increasing self-reliance, thereby leading to a satisfactory degree of effectiveness of the scaffolding found in the self-access learning materials.

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

### **The Research Gap**

Although these previous studies in scaffolding and writing process approach abound, there is a gap which is specifically evident in the Thai EFL context. According to previous studies, the writing process approach and teacher scaffolding are applied to many Thai EFL writing classrooms while using peer scaffolding is not widespread. For more effective EFL writing classrooms, both teacher and peer scaffolding can be used together because

both of them have different usefulness if there are a great number of learners in the class and only one teacher cannot be responsive to all their needs, the application and use of peer scaffolding can be a valuable asset for EFL teachers while assistance from teacher scaffolding can regulate a task by manipulating or simplifying it and offering principles of solution, that is to say, peer scaffolding may help learners to complete tasks, but if it is not enough to provide a deep explanation, teacher scaffolding can be fulfilled (Riazi & Rezaii, 2011; Samana, 2013). Therefore, this study is designed to investigate peer scaffolding behaviors that occurred during EFL writing activities and the effects of scaffolding strategies on the L2 writing development of EFL learners.

In conclusion, Writing is an important means of communicating one's ideas, feelings, and thoughts. However, the complex process and writing requirements make students reluctant to write. To solve these problems, scaffolding can be used to give students temporary support to complete the tasks and apply their experience to complete the following tasks without assistance. Since the goal of scaffolding is the gradual release of responsibility from teachers to students, the strategy can be applied in writing activities by integrating the writing process. This process can give a step-by-step guide for students to be independent writers, and it can be applied at all levels of students' proficiency, but it will be more helpful for beginner or novice learners. Finally, the nature of learning is a scaffolded process that enables students to move from one ZPD to another while learning the language and acquiring new knowledge.

## CHAPTER III

### RESEARCH METHODOLOGY

#### **Methodological Framework: Sociocultural Approach**

To answer two research questions of this study: (1) *What are the kinds of peer scaffolding behaviors occurring during EFL writing activities?* and (2) *What are the effects of scaffolding strategies on L2 writing development of Thai EFL learners?* sociocultural theory was used as a methodological framework. In the SCT, learning first occurs at the social or inter-individual level. Thus, the role of social interactions as crucial to cognitive development is emphasized (Vygotsky, 1978). The research underlying the SCT perspective highlights the interaction between a novice and an expert, which is a direction for developing a higher level of competency. In SCT, both Vygotsky (1978) and Bruner (1983) (as cited in Shooshtari & Mir, 2014) view the learning process occurs through interaction with more experienced guides who can support the actions of novice learners. The more the new knowledge is internalized, the more learners use language to present and comment on what they have learned (Shooshtari & Mir, 2014). This process uses language as a ‘symbolic tool’ to clarify and make sense of new knowledge. Therefore, this study also aims to investigate peer scaffolding behaviors occurring during EFL writing activities.

The methodology of this study is underpinned by the SCT perspective that learners’ current skills and knowledge can be extended to a higher level of competence in a scaffolded learning situation. Under the various supports of teachers and peers, learners can perform the tasks appropriately and independently (Abdollahzadeh & Behroozizad, 2015). Specifically, this study investigated learners’ peer scaffolding behaviors during EFL writing activities. In this case, scaffolding is ‘the dialogic’ process in which one speaker assists another in performing a task that they cannot perform alone (Samana, 2013). Finally, the notion of scaffolding merged from Vygotsky’s concept of the ‘zone of proximal development’, which refers to the distance between learners’ achievements through their efforts and what they can achieve through assisted interactions (Giridharan, 2012). Thus, this study explored the effects of scaffolding strategies on the L2 writing development of

EFL learners. For this reason, the SCT framework can be applied to the EFL writing classroom, where learners interact with teachers and peers in the social setting to develop their writing.

### **The Research Approach: Qualitative Methods**

Researchers can use qualitative research, an interpretive technique, to gain an in-depth understanding of a particular event in its natural environment to gather comprehensive data (such as participant comments and field observation notes) (Denzin & Lincoln, 2011). Such in-depth explorations can provide essential insights. However, it is important to realize that qualitative research is not designed to establish causality or generalizable truths but to explore specific cases and issues in depth (Leko, Cook, & Cook, 2021).

Qualitative methods aim to gain in-depth information, leading to a greater understanding of social phenomena (Creswell & Poth, 2016). To provide detailed descriptions and narratives about a phenomenon, qualitative research methodology requires detailed observation of the phenomenon in its natural settings to generate comprehensive descriptions and narratives about the phenomenon (Denzin & Lincoln, 2011). Similar to Trainor and Graue (2014), who mention that qualitative research allows researchers to (a) describe the experiences and perspectives of individuals, (b) explore the meaning and processes underlying various occurrences, and (c) understand how and why phenomena take place in specific contexts.

As mentioned above, a qualitative methods research design is suitable for this study as the main focus of the study is to investigate peer scaffolding behaviors occurring during EFL writing activities and discover the effects of scaffolding strategies on L2 writing development within their natural environment over a short period.

Three research instruments are utilized to gain valuable data, including an observation form, semi-structured interviews, and documentary data. Three experts verified all of these instruments before using them in the study. Ten participants were selected as a case study to provide in-depth information on individual perspectives for this study. Microgenetic analysis was employed to analyze the data from the observation and interviews with the audio recording while participants talked together while doing writing

activities. Moreover, the documentary data was analyzed using content analysis. Therefore, the qualitative method is the most appropriate for this study of scaffolding strategies and peer scaffolding behaviors in an EFL writing classroom.

**Table 4 Research instruments used in this study**

Research Questions	Research Instruments	Data Collection
1. What kinds of peer scaffolding behaviors occur during EFL writing activities?	Observation form	Peer scaffolding behaviors
2. What are the effects of scaffolding strategies on the L2 writing development of EFL learners?	1. Semi-structured interview 2. Documentary data	1. Transcriptions 2. Final written products

## The Research Strategies

### 1. The research participants

The participants in this study were ten first-year students enrolled in the Progressive Reading and Writing course at the University of Phayao during the second semester of 2022. For qualitative data, purposive sampling was used to select ten participants as case studies. According to their paragraph writing scores before participating in the study using the writing rubric (see Appendix A), five learners who gained 15–20 scores were classified as expert writers, and five learners with scores 1–7 were considered novices. Then, these ten participants were observed for peer scaffolding strategies, and their written products were analyzed for writing development as the whole class was introduced to writing activities. Moreover, the semi-structured interview examined the effects of using scaffolding strategies in the EFL writing classroom. In addition, all participants who agreed to participate in this study were informed to sign the consent form before participating in the data collection, and to consider ethical issues, participants' pseudonyms were used in the transcription of data collected from audio and video recordings. In addition, this study received ethical approval from the University of Phayao. The ethics number of this study is UP-HEC 2.1/008/66.

## 2. The writing activities

The writing activities were conducted continuously over five sessions, ten hours. Data was collected from the writing activities that EFL learners participate in. There were five lesson plans (see Appendix B) verified by the experts (IOC = 1.00) and tried out with the other section with the same characteristic to assess the appropriate content and time before using them with the participants.

### 2.1 The writing instructions

The writing instructions designed for this study are to assist EFL learners in improving their writing performance through scaffolding strategies. To encourage EFL learners to write a paragraph, the writing instructions were focused on the writing process, which concentrated on the writing process rather than the final written product. In addition, in the process of writing, how learners write well rather than what they have written is zoomed (Abdollahzadeh & Behroozizad, 2015). Learning to write by focusing on the writing process can assist learners in developing academic writing skills since it allows them to explore and develop their voice, and they become more self-directed (Giridharan, 2012; Pasand & Haghi, 2013). Although there will never be a perfect text, individual learners can get closer to perfection by producing, reflecting on, discussing, and reworking successive drafts of a text (Nunan, 1999, as cited in Sarhady, 2015). In conducting research, the writing process is based on the assumption that language is socially constituted. Through interaction with peers or the teacher's supervision, learners can practice producing an appropriate text while engaging in social practice (Abdollahzadeh & Behroozizad, 2015). However, this approach is divided into different stages and named with different labels. The writing process of this current study comprised three stages: pre-writing, while-writing, and post-writing, which were adapted from Faraj (2015) and Laksmi (2006). Therefore, the writing instructions used in this study focused on scaffolding strategies through the writing process to enhance the L2 writing development of EFL learners.

To collect the research data, the participants engaged in a writing activity consisting of three writing processes: pre-writing, while-writing, and post-writing. In the pre-writing stage. The participants focused on the writing topics and the audience to complete their thoughts. In addition, they planned what they would write by brainstorming

in groups to generate ideas, listed the vocabulary, decided on the sort of writing and audience, and determined the purpose of their writing (Spivey, 2006). To assist the participants in brainstorming ideas, the participants were asked to plan and organize the paragraph using an outline worksheet adapted from Daise and Noroff (2015). A writing outline could help learners to make connections and look at their topics again from a new perspective when they see listed ideas together on paper (Faraj, 2015). The next step was to start drafting. The participants used an outline worksheet to write the first draft. Although this was individual work, the participants could get suggestions from both peers and teachers.

Before writing the final draft, the participants were asked to work in pairs to review their partner's paragraph using a peer review worksheet adapted from Daise and Noroff (2015) to edit and give feedback on each other's written work. After reading their peer's paragraph, the participants had to complete the worksheet to offer each other feedback on the ideas, organization, and language. Finally, the participants edited their mechanical errors such as capitalization, punctuation, spelling, and grammar changes.

## **2.2 The scaffolding writing procedures**

The three stages of the writing process adapted from Laksmi (2006) and Faraj (2015) were combined with teacher scaffolding strategies adapted from Ellis and Larkin (1988 cited in Northern Illinois University, 2015) to assist the participants in building up their paragraph writing skills. As the participants had few writing experiences in English, using scaffolding strategies with the writing process could help learners transition from assisted tasks to independent performances (Faraj, 2015).

In the *pre-writing stage*, after the participants attended a lecture about each component of paragraph writing and participated in the activities to prepare for writing, the teacher assigned them to write a paragraph with the given topic. Then, the participants brainstormed in groups to generate ideas and listed the vocabulary for their paragraph writing. Brainstorming allows learners to consider their subject and put any ideas in their writing; moreover, it can help learners remember their earlier ideas as they think of new ones (Faraj, 2015). In this stage, the participants had to complete an outline worksheet to show the organization of the paragraph. While the participants produced their written tasks, the teacher scaffolded the participants by modeling how to generate ideas through

brainstorming techniques. Then, the participants collaborated with their peers and the teacher to complete an outline worksheet.

In the *while-writing stage*, after the participants planned and organized their ideas, they wrote the first draft individually using the information from the outline worksheet and suggestions from their peers and the teacher. In this stage, the teacher informed learners that they should focus on putting their ideas into sentences and not worry about correcting the errors. Therefore, the first draft of their writing may need more complete ideas and mechanical mistakes. Still, via writing activities, their rough and tentative ideas will be refined in the next stage (Faraj, 2015). The scaffolding strategy which the teacher used in this stage was '*modeling*'. The teacher provided some samples of drafting paragraphs and encouraged the students to discuss structural features and the quality of the samples. This can assist learners to understand better and to be aware of their errors based on the given samples (Abdollahzadeh & Behroozizad, 2015).

In the *post-writing stage*, the participants were asked to work in pairs. The participants had to read their peer's paragraphs and complete a peer review worksheet to give each other feedback on the ideas, organization, and language. Next, the participants revised their paragraphs based on their peer's review. In this stage, the participants were encouraged to pay attention to the content and organization, not grammar mistakes. This was an excellent opportunity for learners to refine their writing because they could add, substitute, delete, and rearrange material (Faraj, 2015). Finally, the teacher allowed the participants to write the final draft. Before the participants submitted the written productions to the teacher, the students edited their mechanical errors such as capitalization, punctuation, spelling, and grammar changes. In this process, the learners were reminded to record their errors so they did not keep making the same type of errors (Faraj, 2015).

Table 5 The scaffolding writing procedures used in this study

Writing Processes	Writing Activities (Laksmi, 2006; Faraj, 2015)	Instructional Scaffolding (Ellis & Larkin, 1988)
<p><b>1. Pre-writing process</b> (45 minutes: group work)</p>	<p><b><u>Stage 1: Brainstorming and Planning Ideas</u></b></p> <p>1. Students brainstormed in groups to generate ideas and listed the vocabulary for their paragraphs.</p> <p>2. Students completed an outline worksheet to show the organization of the paragraph.</p>	<p>1. The teacher modeled how to generate ideas through brainstorming techniques.</p> <p>2. The teacher and learners worked together to complete an outline worksheet.</p>
<p><b>2. While-writing process</b> (45 minutes: individual work)</p>	<p><b><u>Stage 2: Writing</u></b></p> <p>3. Students wrote the first draft individually with the information from the outline worksheet and the suggestions from peers and the teacher.</p>	<p>1. The teacher provided some samples of drafting paragraphs.</p> <p>2. The peers discussed structural features and the quality of the samples.</p>
<p><b>3. Post-writing process</b> (30 minutes: pair work and individual work)</p>	<p><b><u>Stage 3: Revising and Editing</u></b></p> <p>4. Students read their peer's paragraphs and completed a peer review worksheet to give each other feedback on the ideas, organization, and language.</p> <p>5. Students revised their paragraph again based on their partner's review.</p>	<p>1. Peers worked in a group to complete a peer review worksheet.</p> <p>2. Peers revised their paragraphs and wrote the final draft themselves.</p> <p>3. The teacher allowed students to write the final draft. Students edit their mechanic's errors before handing the paragraphs to the teacher.</p>

**Source:** Adapted from Ellis & Larkin, 1988; Faraj, 2015; Laksmi, 2006

### **3. Data collection strategies**

Data collection procedures began after obtaining ethics approval from the University of Phayao. The process of selecting participants for the study takes one week. The participants signed the consent form to participate in five study sessions. Three data collection techniques were used to elicit the participants' writing performance and scaffolding strategies during real-life contexts, including participant observation and documentary data.

#### **3.1 Observation**

In this study, participant observation was used as a data collection technique to understand the context and develop thick descriptions of settings and activities (Rossman & Rallis, 2017; Yin, 2014). Moreover, observation in natural settings assists researchers in understanding the complexity of participants' behaviors and interrelationships among groups (Lichtman, 2014). Observation is fundamental to all qualitative inquiry, and it is used when the researcher needs to observe an activity, event, or situation firsthand, when the researcher desires a fresh perspective, and when participants are not able or willing to discuss the topic under study as the researcher can note body language and participant's words. (Merriam, 2009, as cited in Yawiloeng, 2013; Rossman & Rallis, 2017). Therefore, the observation strategy was used in this study to observe EFL learners' behaviors during writing activities within their real-life classroom contexts.

##### **3.1.1 Participant observation**

Participant observation is a mode in which an observer may assume various roles within a fieldwork situation and participate in the actions being studied (Yin, 2014). In this study, the participant observation technique was used. Participant observation can provide two distinctive opportunities for collecting data: the ability to gain access to events or groups that are otherwise inaccessible to a study and the ability to perceive reality from the viewpoint of someone 'inside' a case rather than external to it (Yin, 2014).

The participants' scaffolding behaviors during writing activities were the main focus of this observation. In the EFL classroom, the researcher had two roles: the teacher and the participant observer. These roles enabled the researcher to observe verbal and non-verbal EFL learners' behaviors in the EFL writing classroom. In each stage of the writing process in every session, the researcher observed ten EFL learners using

audio and video recordings and an observation form (see Appendix C) to observe the peer scaffolding behaviors occurring during EFL writing activities. In addition, playing a role as the participant observer allowed the researcher to take notes of some significant behaviors which can provide partial supplementary data in the final stage of data analysis.

### **3.1.2 Audio and video recordings**

To conduct participant observation and interviews, it is vital to elicit data on peer scaffolding behaviors and scaffolding strategies through audio and video recordings. Although audio recorders and cameras cannot capture all the relevant aspects of social processes, both can be useful to researchers (Babbie, 2010). Because the statements made can be listened to several times, the accuracy of information will be greater (Bell, 1999, as cited in Yawiloeng, 2013). The researcher recorded spoken language (Thai) data and writing behaviors of ten EFL learners participating in writing activities over five sessions. To confirm that ten EFL learners knew that their behaviors and spoken language were recorded, the participants had to sign a consent form before participating in this research. Spoken language in this study included talking to the teacher and peers and talking to the self in Thai. It was recorded and utilized to understand what EFL learners were talking about while doing writing activities and how the talk assisted their writing performance.

*Audio recordings* were used as an observational tool to originate data on spoken language produced by ten EFL learners while participating in the writing activities. To elicit qualitative data during their writing activities, participants recorded their conversations using an MP3 on their desks from the beginning to the end. Using the MP3 could help record the participants separately, allowing the researcher to save the audio files for each participant (Yawiloeng, 2013). Therefore, the audio recordings provide data from participants' talks to reveal what peer scaffolding behaviors occurred during EFL writing activities. Moreover, the audio recordings also provided data to show how participants' talks to the teacher and their peers assisted their writing.

*Video recordings* captured the natural interactions among participants, the teacher, and their peers in the EFL writing classroom. These video recordings were also used as supplementary data to understand how the participants used

spoken language to interact with their teacher and peers while doing writing activities, from the beginning to the end.

### **3.2 Interview**

The interview is one of the most important sources of evidence (Yin, 2014). When the researcher gathered in-depth data from participants about the writing topic, the researcher as the interviewer also set up a situation in which the individual being interviewed revealed their feelings, intentions, meanings, sub-contexts, or thoughts on a topic, situation, or idea (Lichtman, 2014). The interview was used as a data collection strategy in this study because it allows the researcher to gather insights into participants' thinking and deepen their understanding of events and experiences (Rossman & Rallis, 2017). The data was obtained from ten EFL participants when they talked to clarify their writing behaviors while participating in the writing activities, especially what they did when confronted with writing problems. In this study, semi-structured interviews were used to elicit qualitative data on peer scaffolding during the writing activities by recording the participants' talks.

#### **Semi-structured interviews**

Semi-structured interviews are typically used in qualitative studies because interviewing allows the researcher to 'probe' for more detailed responses and to clarify what respondents have said (Gray, 2004, as cited in Yawiloeng, 2013). Conducting semi-structured interviews, although a limited number of questions was prepared in advance, the primary purpose of these interviews was to elicit participants' worldviews so the researcher could pose follow-up questions to help uncover participants' meanings or perspectives (Rossman & Rallis, 2017; Rubin & Rubin, 2012). Using semi-structured interviews enabled the researcher to explore EFL learners' thoughts and behaviors related to their writing performances.

These semi-structured interviews consisted of four sections (see Appendix D). The first section was a general ice-breaking question to help the participants to feel relaxed during the interview. The second section consisted of questions for asking the participants about their background knowledge of learning English as a foreign language. The third section was composed of questions for gathering the effects of peer scaffolding on the L2 writing development of EFL learners. The last section included questions to gain

data about scaffolding strategies affecting the L2 writing development of EFL learners. To collect qualitative data, ten participants were interviewed individually after the fifth session in Thai for 15–20 minutes. To prepare the audio data, an MP3 was used to record each interview and save the participants' talk in a separate file for transcribing. The researcher could take notes during the recordings to collect important information or participant comments. To ensure reliability and trustworthiness, the experts assessed the interview questions (IOC = 1) before using them in the semi-structured interviews.

### **3.3 Documentary data**

In order to examine the effects of scaffolding strategies on the L2 writing development of the participants, the final written products that ten participants produced in the 1<sup>st</sup> and the 5<sup>th</sup> sessions, a total of 20 written products of paragraph writing, were collected (see Appendix E). The researcher used the writing rubric (see Appendix A) to evaluate topic sentences, supporting details, paragraph organization, and mechanical errors in the written productions. The final written products were assessed for the learners' L2 writing development as they were introduced to the writing process and scaffolding strategies by three people, including the researcher and two English teachers (a Thai teacher and a native speaker teacher).

### **3.4 The researcher's roles**

The researcher of this study had three essential roles: teacher, participant observer, and interviewer. The first role was as a teacher. The EFL classroom used to gather the data was the Progressive Reading and Writing class. The writing part was divided into three stages, namely pre-writing, while-writing, and post-writing. During writing activities, the researcher assigned the students to write a paragraph with a given topic in each session. The researcher played the role of a facilitator and a scaffolder to enhance learners' L2 writing development through the use of scaffolding strategies. Being a teacher also allowed the researcher to know what learners were doing and gave opportunities for the researcher to apply writing experiences to facilitate them.

The second role was participant observation, which allowed the researcher to gain the opportunity to record what was seen and heard meticulously and then analyze the patterns of action and behavior later (Rubin & Rubin, 2012). While the participants did

writing activities, the researcher was an insider who could observe the participants' behaviors within their real learning context of EFL writing. From the participant observation, the researcher could understand the participants' scaffolding behaviors while engaging in each process of writing activity.

The third role of the researcher was as an interviewer. Playing a role as an interviewee allowed the researcher to gather insights into participants' thinking (Rossman & Rallis, 2017). In this study, the researcher used the semi-structured interview in which the researcher had a specific topic to learn about and prepared a limited number of questions in advance. However, the questions can be adapted or added to lead the interview flows and get more vivid details (Rubin & Rubin).

### **Data Analysis**

This study investigates peer scaffolding behaviors occurring during EFL writing activities and the effects of scaffolding strategies on the L2 writing development of EFL learners. Data analysis of this study focused on peer scaffolding behaviors which were defined as any part of a dialogue where ten EFL learners talked about the language they were producing, questioned their language use, or corrected themselves or others to solve grammatical and lexical problems by cooperating (Swain & Lapkin, 1998). The language functions adapted from Li and Kim (2016) were employed to analyze peer scaffolding behaviors during EFL writing activities. The functions consist of *acknowledging*, *agreeing*, *disagreeing*, *elaborating*, *eliciting*, *greeting*, *justifying*, *questioning*, *requesting*, *stating*, and *suggesting*. Moreover, the data from observation and audio recording are analyzed through microgenetic analysis to examine moment-to-moment behavioral changes that may indicate the development of writing skills through scaffolding (Ranjbar & Ghonsooly, 2017). As Belz and Kinginger (2003) mentioned, the microgenetic method is observing skill acquisition during a learning event, enabling the researcher to examine specific development instances.

**Table 6 Peer scaffolding behaviors**

Peer Scaffolding Behaviors	Definitions
1. Acknowledging (Ac.)	1. Recognizing or praising others' ideas, comments, helpfulness, and capabilities.
2. Agreeing (Ag.)	2. Expressing agreement with others' viewpoints.
3. Disagreeing (Di.)	3. Expressing disagreement with others' viewpoints.
4. Elaborating (El.)	4. Extending and elaborating on self or others' ideas about writing.
5. Eliciting (Eli.)	5. Inviting or eliciting group partners' opinions, comments, etc.
6. Greeting (Gr.)	6. Greeting group members.
7. Justifying (Ju.)	7. Defending one's ideas/comments by giving reasons.
8. Questioning (Qu.)	8. Asking questions that one is not clear about.
9. Requesting (Re.)	9. Making direct requirements or requests.
10. Stating (St.)	10. Stating one's ideas and the ideas groups have discussed earlier, posting writing content, or sharing information.
11. Suggesting (Su.)	11. Offering suggestions/recommendations about writing contents, structure, format, etc.

**Source:** Adapted from Li & Kim, 2016

In this study, the teacher scaffolded the students by applying the instructional scaffolding from Ellis and Larkin (1998) as scaffolding strategies to explore the effects of scaffolding strategies on the L2 writing development of EFL learners. The researcher used percentages to analyze the quantitative data from the final written products by comparing the gain scores from the 1<sup>st</sup> and the 5<sup>th</sup> written products to evaluate the EFL students' writing development. For the qualitative data, the researcher used content analysis to analyze the EFL students' written production using criteria adapted from Servati (2012). The criteria assessed students' writing abilities in five aspects of writing competence: topic sentence, supporting details, conclusion, organization, and mechanics.

### **Transcripts of the Data**

Ten hours of audio recording were transcribed to analyze peer scaffolding and L2 writing development of EFL learners during writing activities. After that, the researcher transcribed the data and verified it again by two experts fluent in Thai and English (one is a Thai teacher, and the other is a native speaker).

### **Trustworthiness of the Data**

A study's aim is its conduct, and its findings are sufficiently believable that others will use those findings to improve social circumstances (Rossman & Rallis, 2017). Thus, it is essential to ensure reliability and validity ethically. Reliability is whether a particular technique, applied repeatedly to the same object, yields the same result each time (Babbie, 2010). To enhance data reliability, the data in this study was collected from the EFL students repeatedly and continually for five weeks as they participated in writing activities. Moreover, this study used multiple triangulation methods, including participant observations, semi-structured interviews, and documentary data, to ensure consistency and reliability. Yin (2014) claimed that any finding or conclusion is likely more convincing and accurate if it is based on several different sources of information.

External validity is the extent to which the result can be generalized to the relevant populations, settings, treatments, or outcomes (Edmonds & Kennedy, 2017). In this study, the data was analyzed under the underlying theoretical and methodological framework of sociocultural theory to confirm validity.

## CHAPTER IV

### RESULTS

This study investigated the kinds of peer scaffolding behaviors occurring during EFL writing activities through three steps of the writing process. Moreover, this study aimed to examine how scaffolding techniques can affect the writing skills of Thai EFL students. The findings from the two research questions are presented in this chapter, divided into two main sections. First, section 1 presents the use of peer scaffolding behaviors by ten EFL learners who enrolled in an EFL writing classroom, and section 2 reveals Thai EFL students' written products before and after using the scaffolding strategy. The findings from these analyses have been presented in light of the following research questions. Research Question 1 is *“What kinds of peer scaffolding behaviors occur during EFL writing activities?”* Research Question 2 is *“What are the effects of scaffolding strategies on the L2 writing development of EFL learners?”*

To answer the research questions, this chapter presents the quantitative data and qualitative data as follows:

#### **The Results of Research Question 1: What kinds of peer scaffolding behaviors occur during EFL writing activities?**

##### **Quantitative data:**

1. Peer scaffolding behaviors used by ten EFL learners during EFL pre-writing activity
2. Peer scaffolding behaviors used by ten EFL learners during EFL while writing activity
3. Peer scaffolding behaviors used by ten EFL learners during EFL post-writing activity

##### **Qualitative data:**

4. Peer scaffolding behaviors between the expert and the novice EFL learners during the pre-writing activity
5. Peer scaffolding behaviors between the expert and the novice EFL learners during the while-writing activity

6. Peer scaffolding behaviors between the expert and the novice EFL learners during the post-writing activity

**The Results of Research Question 2: What are the effects of scaffolding strategies on the L2 writing development of EFL learners?**

**Quantitative data:**

The EFL students' written products after engaging the scaffolding strategy

**Qualitative data:**

1. The EFL students' written products after engaging the scaffolding strategy
2. The EFL students' perceptions of scaffolding strategies on L2 writing development

**The Results of Research Question 1: What kinds of peer scaffolding behaviors occurring during EFL writing activities?**

The following tables present the frequency of peer scaffolding behaviors by ten EFL learners (5 experts and five novices) who enrolled in an EFL writing classroom at the University of Phayao during each stage of the writing process identified through participant observation. In this study, peer scaffolding behaviors are defined as any part of a dialogue where ten EFL learners talked about the language they were producing, questioned their language use, or corrected themselves or others to solve grammatical and lexical problems by cooperating (Swain & Lapkin, 1998 as cited in Li & Kim, 2016). The language functions adapted from Li and Kim (2016) were employed to analyze peer scaffolding behaviors. The functions consist of *acknowledging, agreeing, disagreeing, elaborating, eliciting, greeting, justifying, questioning, requesting, stating, and suggesting*. Moreover, the results of qualitative data are illustrated based on the researcher's observation through audio and video recordings and their final written products in which ten EFL learners utilized the different peer scaffolding in their writing tasks.

The pre-writing activity in Table 7 includes brainstorming and outlining. After engaging in the writing activities, the Thai EFL learners were able to brainstorm in groups to generate ideas and list the vocabulary. Then, these Thai EFL learners used the ideas from brainstorming to outline their paragraphs.

**Table 7 Peer scaffolding behaviors used by five expert learners during EFL pre-writing activity**

Peer scaffolding behaviors	Coding	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Total	Rank
Acknowledging	Ac.	3	4	1	1	1	10	8
Agreeing	Ag.	4	5	5	3	2	19	5
Disagreeing	Di.	–	–	–	2	1	3	10
Elaborating	El.	7	9	9	5	4	34	3 <sup>rd</sup>
Eliciting	Eli.	1	4	2	3	2	12	7
Greeting	Gr.	–	–	–	–	–	0	11
Justifying	Ju.	2	4	2	3	2	13	6
Questioning	Qu.	12	14	9	10	9	54	1 <sup>st</sup>
Requesting	Re.	1	2	–	2	–	5	9
Stating	St.	6	9	4	5	5	29	4
Suggesting	Su.	7	12	5	11	7	42	2 <sup>nd</sup>
<b>Total</b>		<b>43</b>	<b>63</b>	<b>37</b>	<b>45</b>	<b>33</b>	<b>221</b>	

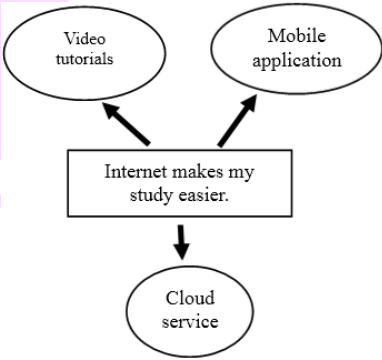
The data presented in Table 7 shows that the expert learners mostly used ‘Questioning’ as their peer scaffolding behaviors. As can be seen, Expert 2 was the learner who mostly used peer scaffolding strategies (63), while Expert 5 was the learner who least used peer scaffolding strategies (33). The most peer scaffolding behaviors used by the expert EFL learners were ‘Questioning’ (54), followed by ‘Suggesting’ (42) and ‘Elaborating’ (34), respectively, while ‘Greeting’ did not occur in this stage.

**Table 8 Peer scaffolding behaviors used by five novice learners during EFL pre-writing activity**

Peer scaffolding behaviors	Coding	Novice	Novice	Novice	Novice	Novice	Total	Rank
		1	2	3	4	5		
Acknowledging	Ac.	1	4	2	-	-	7	8
Agreeing	Ag.	4	4	2	3	3	16	4
Disagreeing	Di.	1	-	-	-	1	2	10
Elaborating	El.	6	5	4	1	2	18	2 <sup>nd</sup>
Eliciting	Eli.	2	3	1	1	1	8	7
Greeting	Gr.	-	-	-	-	-	0	11
Justifying	Ju.	-	5	-	3	2	10	6
Questioning	Qu.	11	11	11	12	11	56	1 <sup>st</sup>
Requesting	Re.	1	2	1	-	-	4	9
Stating	St.	8	6	2	1	1	18	2 <sup>nd</sup>
Suggesting	Su.	1	4	4	1	1	11	5
<b>Total</b>		<b>35</b>	<b>44</b>	<b>27</b>	<b>36</b>	<b>22</b>	<b>164</b>	

According to Table 8, it can be seen that most novice students used 'Questioning' as their peer scaffolding behavior. Novice 2 was the learner who mostly used peer scaffolding strategies (44), while Novice 5 was the learner who least used peer scaffolding strategies (22). 'Questioning' (56) was the most peer scaffolding behavior used by novice EFL learners, followed by 'Elaborating' (18) and 'Stating' (18), respectively. However, 'Greeting' did not occur in this stage, the same as the expert learners.

**Table 9 Samples of peer scaffolding behaviors between the expert and the novice EFL learners during brainstorming and planning ideas for writing**

Move	Dialogues	Peer Scaffolding	Coding	Sample of Written Product
1	<p><b>Expert 1:</b> “The topic that the teacher gives us today is how we use the Internet to make our study easier”.</p> <p><b>(Stating)</b> “How do you think about that?”</p> <p><b>(Eliciting)</b></p>	<p>Stating</p> <p>Eliciting</p>	<p>E1St.</p> <p>E1Eli.</p>	
2	<p><b>Novice 1:</b> “I used to serf tutorial videos and use the application to search vocabulary or new knowledge”. <b>(Stating)</b></p>	<p>Stating</p>	<p>N1St.</p>	 <pre> graph TD     A[Internet makes my study easier.] --&gt; B(Video tutorials)     A --&gt; C(Mobile application)     A --&gt; D(Cloud service)   </pre>
3	<p><b>Expert 1:</b> “Does it look like the benefits of telephone?”</p> <p><b>(Questioning)</b></p>	<p>Questioning</p>	<p>E1Qu.</p>	
4	<p><b>Novice 1:</b> “I mean using the Internet to connect the information.” <b>(Elaborating)</b></p>	<p>Elaborating</p>	<p>N1El.</p>	
5	<p><b>Expert 1:</b> “I see”.</p>	<p>—</p>	<p>—</p>	
6	<p><b>Novice 1:</b> “How about you?” <b>(Eliciting)</b></p>	<p>Eliciting</p>	<p>N1Eli.</p>	
7	<p>Expert 1: “I use Cloud service to store information”. <b>(Stating)</b></p>	<p>Stating</p>	<p>E1St.</p>	
8	<p><b>Novice 1:</b> “It’s cool”.</p> <p><b>(Acknowledging)</b></p>	<p>Acknowledging</p>	<p>N1Ac.</p>	

According to Table 9, the expert and novice writers used various peer scaffolding behaviors while planning what they would write by brainstorming ideas in groups to generate ideas. Expert 1 began to help Novice 1 using ‘Stating’ (E1St); the expert posted the topic given by the teacher, followed by ‘Eliciting’ (E1Eli). After the novice used ‘Stating’ (N1St) to share his idea, the expert asked him using ‘Questioning’ (E1Qu), so the novice tried to answer by ‘Elaborating’ (N1Eli) his idea to make it clearer. Alternating, the novice asked for ‘Eliciting’ (N1Eli) from the expert to share ideas and used ‘Acknowledging’ (N1Ac) from his expert peer. Consequently, these expert and novice peers revealed three ideas on how they used the Internet to make their study easier, including video tutorials (move 2), mobile applications (move 2), and cloud service (move 7). Therefore, the learners could note the ideas down on a brainstorming worksheet.

**Table 10 Samples of peer scaffolding behaviors between the expert and the novice EFL learners during while-writing activities**

Move	Dialogues	Peer Scaffolding	Coding	Examples of Written Products
1	<b>Novice 3:</b> “Tell me how to write the topic sentence from these words”.	Requesting	N3Re.	Requesting ↓
2	<b>Expert 3:</b> “... Just write it after our ideas and write the topic here when you want to finish the sentence”.	Elaborating	E3Eli.	Elaborating ↓
3	<b>Novice 3:</b> “Like this?”	Requesting	N3Re.	<i>“Watching movie, listen to music, find a foreigner friend and writing exercise are ways to make my English learning better”.</i> (Novice 3)

Table 10 (cont.)

Move	Dialogues	Peer Scaffolding	Coding	Examples of Written Products
4	<b>Expert 3:</b> “That’s not right (Disagreeing) because this is the sentence and all nouns here should be the subject.” (Suggesting).	Disagreeing Suggesting	E3Di. E3Su.	Elaborating ↓
5	<b>Novice 3:</b> “Er...nouns, so I have to add-ing to these words”. (Elaborating)	Elaborating	N3El.	<i>“Watching movie, listening to music, finding a foreigner friend and writing exercise are ways to make my English learning better”.</i> (Novice 3)
6	<b>Expert 3:</b> “Yes, you can do it.” (Acknowledging) “And then, we have to describe our ideas in the supporting details.”	Acknowledging	E3Ac.	

According to Table 10, the novice writer attempted to use peer scaffolding strategies, including ‘Requesting’ and ‘Elaborating’, to gain the expert writer’s help in writing the topic sentence. For writing a topic sentence in English, Novice 3 used peer scaffolding strategies by ‘Requesting’ (N3Re) so that Expert 3 could explain to her how to write the topic sentence. Then Novice 3 wrote the topic sentence in English by herself *“Watching movie, listen to music, find a foreigner friend and writing exercise are ways to make my English learning better”*. When Expert 3 looked at the novice’s topic sentence, the expert showed ‘Disagreeing’ (E3Di) the novice’s topic sentence and provided ‘Suggesting’ (E3Su) how to write a good topic sentence. Consequently, Novice 3 used a peer scaffolding strategy for ‘Elaborating’ (N3El) the topic sentence by talking to himself and writing the topic sentence that *“Watching movie, listen to music, find a foreigner friend and writing exercise are ways to make my English learning better”*. Finally, Expert 3 scaffolded Novice 3 by providing ‘Acknowledging’ (E3Ac) as the novice could write the topic sentence by herself.

**Table 11 Peer scaffolding behaviors used by five expert learners during EFL while-writing activities**

Peer scaffolding behaviors	Coding	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Total	Rank
Acknowledging	Ac.	-	-	-	-	-	0	7
Agreeing	Ag.	-	-	-	-	-	0	7
Disagreeing	Di.	-	1	-	-	-	1	6
Elaborating	El.	2	1	1	1	1	6	2 <sup>nd</sup>
Eliciting	Eli.	-	-	2	1	-	3	4
Greeting	Gr.	-	-	-	-	-	0	7
Justifying	Ju.	-	1	1	-	-	2	5
Questioning	Qu.	2	1	1	-	-	4	3 <sup>rd</sup>
Requesting	Re.	-	-	1	-	-	1	6
Stating	St.	-	-	-	-	-	0	7
Suggesting	Su.	3	1	1	1	1	7	1 <sup>st</sup>
<b>Total</b>		<b>7</b>	<b>5</b>	<b>7</b>	<b>3</b>	<b>4</b>	<b>26</b>	

According to Table 11, five expert EFL writers deployed various peer scaffolding behaviors during the while-writing activity. To complete the first draft of paragraph writing, the expert writers mostly employed ‘Suggesting’ (7), followed by ‘Elaborating’ (6), and ‘Questioning’ (4), respectively. However, these EFL expert writers did not use the following peer scaffolding strategies, namely ‘Acknowledging’, ‘Agreeing’, ‘Greeting’, and ‘Stating’ while they engaged in the while writing activity. Among these expert EFL writers, Expert 1 and Expert 3 mostly revealed peer scaffolding behaviors; however, Expert 4 used the least peer scaffolding strategies.

**Table 12 Peer scaffolding behaviors used by five novice learners during EFL while-writing activities**

Peer scaffolding behaviors	Coding	Novice	Novice	Novice	Novice	Novice	Total	Rank
		1	2	3	4	5		
Acknowledging	Ac.	-	-	-	-	-	0	4
Agreeing	Ag.	1	2	-	-	-	3	3
Disagreeing	Di.	-	-	-	-	-	0	4
Elaborating	El.	-	1	2	1	-	4	2 <sup>nd</sup>
Eliciting	Eli.	1	-	-	2	-	3	3
Greeting	Gr.	-	-	-	-	-	0	4
Justifying	Ju.	-	2	1	-	1	4	2 <sup>nd</sup>
Questioning	Qu.	2	3	1	1	1	8	1 <sup>st</sup>
Requesting	Re.	-	-	1	2	-	3	3
Stating	St.	-	-	-	-	-	0	4
Suggesting	Su.	-	1	2	1	-	4	2 <sup>nd</sup>
<b>Total</b>		<b>4</b>	<b>9</b>	<b>7</b>	<b>7</b>	<b>2</b>	<b>29</b>	

Table 12 reveals many peer scaffolding behaviors used by novice learners at the while-writing stage. While writing the first draft individually, the novice EFL writers tried to overcome this while-writing stage and mostly used peer scaffolding strategies, namely 'Questioning' (8) as the first rank of peer scaffolding. In addition, other scaffolding strategies were also employed as the second rank by the novice EFL writers, including 'Elaborating' (4), 'Justifying' (4), and 'Suggesting' (4). However, the novice writers did not use peer scaffolding strategies, namely 'Acknowledging', 'Disagreeing', 'Greeting', and 'Stating', while they participated in the while-writing activity. Among these EFL novice writers, Novice 2 revealed the highest use (9) of peer scaffolding strategies, followed by Novice 3 (7) and Novice 4 (7). Nonetheless, Novice 5 uncovered the least frequent use (2) of peer scaffolding.

**Table 13 Samples of peer scaffolding behaviors between the novice and expert EFL learners during while-writing activity.**

Move	Dialogues	Peer Scaffolding	Coding	Examples of Written Product
1	<b>Novice 2:</b> "Writing the first draft is just writing everything from the outline again, isn't it?" <b>(Questioning)</b>	Questioning	N2Qu.	
2	<b>Expert 2:</b> "Not really." <b>(Disagreeing)</b> "Because you have to add some words like first, second, third to show their connection." <b>(Justifying)</b>	Disagreeing Justifying	E2Di. E2Ju.	
3	<b>Novice 2:</b> "OK."	Agreeing	N2Ag.	<b><i>"There are three ways ... First, I watch ... Second, I always ... Third, I can ..."</i></b> (see Appendix E)

According to Table 13, Novice 2 uncovered peer scaffolding strategies, namely questioning and justifying, used with Expert 2 to ensure how to write the first draft. Novice 2 started to ask for help from Expert 2 by 'Questioning' (N2Qu) about writing the first draft. Then, Expert 2 did not agree, 'Disagreeing (E2Di)', with the Novice 2's way to write the first draft. Expert 2 also provided 'Justifying' (E2Ju) as a peer scaffolding strategy to help Novice 2. After gaining peer scaffolding from Expert 2, Novice 2 used 'Agreeing' (N2Ag) to accept the justification from the expert. Consequently, Novice 2 could write the first draft by himself that *"There are three ways ... First, I watch ... Second, I always ... Third, I can ..."*.

**Table 14 Samples of peer scaffolding behaviors between the novice and expert EFL learners during while-writing activity**

Move	Dialogues	Peer Scaffolding	Coding	Examples of Written product
1	<b>Novice 2:</b> “Why do you use the word “office device”?” <b>(Questioning)</b>	Questioning	N2Qu.	
2	<b>Expert 2:</b> “I mean electric things that we use at the office. If I use “appliances”, it looks like electric things at your house”. <b>(Elaborating)</b>	Elaborating	E2EI.	
3	<b>Novice 2:</b> “So, use “an” not “a” here”. <b>(Suggesting)</b>	Suggesting	N2Su.	
4	<b>Expert 2:</b> “Oh, I forget”.			<p><i>“Finally, when you do not use <u>a</u> office device ...”</i></p> <p style="text-align: center;">↓</p> <p><i>“Finally, when you do not use <u>an</u> office device ...”</i></p>

Table 14 shows how Novice 2 used peer scaffolding strategies, namely questioning and suggesting, to help Expert 2 use an appropriate English vocabulary and article during the while-writing activity. While learning to write a paragraph, Novice 2 wondered about the English vocabulary choice of Expert 2 and used ‘Questioning’ (N2Qu) to elicit the reason. After that, Expert 2 attempted to explain and used ‘Elaborating’ (E2EI) to inform a reason for choosing the vocabulary choice. In this writing situation, the novice EFL learner could play a role as a scaffolder at a lexical level by ‘Suggesting’ (N2Su) the expert how to use a correct article. Finally, Expert 2 could write an English sentence with a correct article (Move 4).

**Table 15 Peer scaffolding behaviors used by five expert learners during EFL post-writing activity.**

Peer scaffolding behaviors	Coding	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Total	Rank
Acknowledging	Ac.	-	-	-	-	-	0	
Agreeing	Ag.	-	-	-	-	-	0	
Disagreeing	Di.	-	-	-	-	-	0	
Elaborating	El.	-	-	-	-	-	0	
Eliciting	Eli.	-	-	-	-	-	0	
Greeting	Gr.	-	-	-	-	-	0	
Justifying	Ju.	-	-	-	-	-	0	
Questioning	Qu.	-	2	-	1	-	3	2 <sup>nd</sup>
Requesting	Re.	-	-	-	-	-	0	
Stating	St.	-	-	-	-	-	0	
Suggesting	Su.	3	1	2	1	-	7	1 <sup>st</sup>
<b>Total</b>		<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>0</b>		

According to Table 15, the expert EFL writers revealed their peer scaffolding behaviors during the post-writing activity. After gaining enough scaffolding from both the teacher and peers, five expert writers used fewer scaffolding strategies. There were only two types of peer scaffolding strategies that the expert writers used, namely 'Suggesting' (7) and 'Questioning' (3)

**Table 16 Peer scaffolding behaviors used by five novice learners during EFL post-writing activity.**

Peer scaffolding behaviors	Coding	Novie	Novice	Novice	Novice	Novice	Total	Rank
		1	2	3	4	5		
Acknowledging	Ac.	-	-	-	-	-	0	
Agreeing	Ag.	-	-	-	-	-	0	
Disagreeing	Di.	-	-	-	-	-	0	
Elaborating	El.	-	-	-	-	-	0	
Eliciting	Eli.	-	-	-	-	-	0	
Greeting	Gr.	-	-	-	-	-	0	
Justifying	Ju.	-	-	-	-	-	0	
Questioning	Qu.	-	-	-	-	1	1	2 <sup>nd</sup>
Requesting	Re.	-	-	-	-	-	0	
Stating	St.	-	-	-	-	-	0	
Suggesting	Su.	1	1	1	1	1	5	1 <sup>st</sup>
<b>Total</b>		<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>		

Table 16 shows fewer uses of peer scaffolding by five novice EFL learners during the post-writing activity. Interestingly, 'Suggesting' (5) and 'Questioning' (2) were only two kinds of peer scaffolding revealed in this stage. In addition, Novice 5 was the learner who mostly used two peer scaffolding while other EFL novices used only one time of peer scaffolding in this stage.

**Table 17 Samples of peer scaffolding behaviors between the novice and the expert EFL learners during post-writing activity**

Move	Dialogues	Peer Scaffolding	Coding
1	<b>Novice 1:</b> “In order to” here, “i” should be a small letter and put a full stop here.” <b>(Suggesting)</b>	Suggesting	N1Su.
2	<b>Expert 1:</b> “Er... How do you know that.” <b>(Questioning)?</b>	Questioning	E1Qu. “... use the smart phone as favor, <u>ln</u> order to ...”
3	<b>Novice 1:</b> “I see in the book here ha ha ha.”		↓ “... use the smart phone as favor, <u>ln</u> order to ...”

According to Table 17, Novice 1 and Expert 1 revealed how to use peer scaffolding strategies during the post-writing activity to revise and edit their final written productions. While engaging in the post-writing activity, Novice 2 used a peer scaffolding strategy in the form of ‘Suggesting’ (N1Su) to suggest to Expert 1 how to use a capitalization of the phrase ‘in order to’. After receiving peer scaffolding from the novice, Expert 1 employed the ‘Questioning’ (E1Qu) strategy to check his understanding before revising his spelling. Therefore, this evidence revealed that the novice EFL writer could scaffold the expert EFL writer at a lexical level.

In conclusion, these significant results show that the EFL learners applied various types of peer scaffolding behaviors to pre-writing activity while they hardly utilized peer scaffolding in post-writing activity. It is noteworthy that the Thai EFL learners, both expert and novice, were able to be scaffolders for their peers by supplementing each other’s knowledge and skills because they may be expert writers in different areas. That is to say, peer scaffolding may help learners complete tasks by providing more practical and beneficial instructions to learners at all levels of English proficiency.

## The Results of Research Question 2: What are the effects of scaffolding strategies on the L2 writing development of EFL learners?

### 1. The EFL students' written productions after engaging in the scaffolding strategies

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

**Table 18 The L2 writing development of the expert EFL learners before and after gaining scaffolding from the teacher and peers**

EFL Students	1 <sup>st</sup> written product (Total 60 scores)		5 <sup>th</sup> written product (Total 60 scores)		Gain scores		
	Scores	Percentage (%)	Scores	Percentage (%)	Scores	Percentages (%)	Rank
	Expert 1 (E1)	36	60%	51	85%	15	25%
Expert 2(E2)	21	35%	37	62%	16	27%	1 <sup>st</sup>
Expert 3(E3)	30	50%	44	73%	14	23%	3 <sup>rd</sup>
Expert 4(E4)	33	55%	43	72%	10	17%	5 <sup>th</sup>
Expert 5(E5)	26	43%	39	65%	13	22%	4 <sup>th</sup>

As shown in Table 18, five expert EFL students tended to improve their written products after gaining both teacher scaffolding and peer scaffolding during the writing activities. As can be seen, Expert 2 received the highest gain score (16 scores, 27%). However, Expert 4 gained the lowest scores from the written production (10 scores, 17%). Regarding the first written product, Expert 1 gained the highest score (36 scores, 60%). However, Expert 2 gained the lowest scores (21 scores, 35%). After engaging in using

scaffolding strategies, Expert 1 gained the highest scores (51 scores, 85%), and Expert 2 gained the lowest scores (37 scores, 62%). In summary, the EFL students could improve their writing abilities after engaging in English writing activities and gaining scaffolding from the teacher and peers.

**Table 19 The L2 writing development of the novice EFL learners before and after gaining scaffolding from the teacher and peers**

EFL Students	1 <sup>st</sup> written product (Total 60 scores)		5 <sup>th</sup> written product (Total 60 scores)		Gain scores		
	Scores	Percentage (%)	Scores	Percentage (%)	Scores	Percentages (%)	Rank
Novice 1 (N1)	32	53%	48	80%	16	27%	2 <sup>nd</sup>
Novice 2 (N2)	21	35%	36	60%	15	25%	3 <sup>rd</sup>
Novice 3 (N3)	25	42%	42	70%	17	28%	1 <sup>st</sup>
Novice 4 (N4)	25	42%	40	67%	15	25%	3 <sup>rd</sup>
Novice 5 (N5)	28	47%	40	67%	12	20%	4 <sup>th</sup>

Table 19 shows the L2 writing development of five novice EFL learners before and after receiving scaffolding from both the teacher and the peers. Novice 3 received the highest gain score (17 scores, 28%), while Novice 5 gained the lowest scores in the written productions (12 scores, 20%). Considering the first written product, Novice 1 gained the highest score (32 scores, 53%), while Novice 2 gained the lowest score (21 scores, 35%). After engaging in using scaffolding strategies, Novice 1 gained the highest scores (48 scores, 80%), whereas Novice 2 gained the lowest scores (36 scores, 60%). In conclusion, EFL students could develop their L2 writing skills by participating in English writing activities and utilizing scaffolding strategies with peers and the teacher.

**Table 20 The EFL expert writers' language use in written productions after engaging in the scaffolding strategies**

Writing criterion	Expert	Expert	Expert	Expert	Expert	Total	Rank
	1	2	3	4	5		
1. Topic sentence (12 scores)	2 (3.33%)	2 (3.33%)	2 (3.33%)	2 (3.33%)	1 (1.67%)	9 (15%)	4
2. Supporting details (12 scores)	3 (5%)	3 (5%)	5 (8.33%)	2 (3.33%)	3 (5%)	16 (27%)	1 <sup>st</sup>
3. Conclusion (12 scores)	5 (8.33%)	3 (5%)	2 (3.33%)	1 (1.67%)	2 (3.33%)	13 (22%)	3
3. Organization (12 scores)	1 (1.67%)	5 (8.33%)	2 (3.33%)	3 (5%)	5 (8.33%)	16 (27%)	1 <sup>st</sup>
4. Mechanics (12 scores)	4 (6.67%)	3 (5%)	3 (5%)	2 (3.33%)	2 (3.33%)	14 (23%)	2 <sup>nd</sup>
<b>Total (60 scores)</b>	<b>15 (25%)</b>	<b>16 (27%)</b>	<b>14 (23%)</b>	<b>10 (17%)</b>	<b>13 (22%)</b>		

Table 20 shows that expert EFL students could improve their English paragraph writing performance after using scaffolding strategies. As can be seen, five EFL students gained the highest scores of 'organization' (16 scores, 27%) and 'supporting details' (16 scores, 27%), followed by 'mechanics' scores (14 scores, 23%). However, these EFL students gained the lowest scores of 'topic sentence' (9 scores, 15%).

When considering the L2 writing development of individual students, the results showed that Expert 2 (E2) could improve writing performance by gaining the highest scores (16 scores, 27%). This E2 student gained 'organization' scores (5 scores, 8.33%); however, the E2 student gained a 'topic sentence' and 'conclusion' score only 1 score (1.67%). Unexpectedly, Expert 4 revealed the least gain scores (10 scores, 17%). In sum, these EFL students could develop their L2 writing performance in English paragraph writing after receiving scaffolding from their peers and the teacher during the writing activities.

**Table 21 The EFL novice writers' language use in written productions after engaging in the scaffolding strategies**

Writing criterion	Novice	Novice	Novice	Novice	Novice	Total	Rank
	1	2	3	4	5		
<b>1. Topic sentence</b> (12 scores)	3 (5%)	3 (5%)	4 (6.67%)	3 (5%)	1 (1.67%)	14 (23%)	4
<b>2. Supporting details</b> (12 scores)	1 (1.67%)	1 (1.67%)	4 (6.67%)	1 (1.67%)	3 (5%)	10 (17%)	5
<b>3. Conclusion</b> (12 scores)	5 (8.33%)	2 (3.33%)	1 (1.67%)	4 (6.67%)	4 (6.67%)	16 (27%)	3 <sup>rd</sup>
<b>4. Organization</b> (12 scores)	5 (8.33%)	5 (8.33%)	3 (5%)	4 (6.67%)	1 (1.67%)	18 (30%)	1 <sup>st</sup>
<b>5. Mechanics</b> (12 scores)	2 (3.33%)	4 (6.67%)	5 (8.33%)	3 (5%)	3 (5%)	17 (28%)	2 <sup>nd</sup>
<b>Total</b> (60 scores)	16 (27%)	15 (25%)	17 (28%)	15 (25%)	12 (20%)		

Table 21 demonstrates how the use of scaffolding strategies could help EFL students write English paragraphs more effectively. The greatest results for ‘organization’ (18 scores, 30%) were obtained by five novice EFL students, and ‘mechanics’ (17 scores, 28%) was the second rank. These novice EFL students, however, gained the lowest scores (10 scores, 17%) for ‘supporting details’.

Regarding the individual novice students, the results indicated that Novice 3 (N3) could develop writing performance by obtaining the highest scores (17 scores, 28%) after gaining scaffolding from the teacher and peers. This N3 student received 5 scores (8.33%) for ‘mechanics’ but only 1 score (1.67%) for ‘conclusion’. It was surprising to see that Novice 5 had the lowest gain scores (12 scores, 20%). In brief, with peer and teacher scaffolding during the writing activities, these EFL students could improve their L2 writing performances.

In summary, questioning and suggesting are the first two scaffolding behaviors that EFL students apply while engaging in writing activities, and in terms of writing criteria, organization and mechanics are the first two criteria that students show writing improvement.

## 2. The EFL students' written productions before and after using the scaffolding strategies

The writing exercise used five lesson plans and three stages of the writing process in this study, each of which concentrated on a different aspect of writing an English paragraph, and the expert–novice EFL participants completed writing.

For qualitative data, the final written products that ten participants produced in the first and fifth weeks were assessed by the same rubric for the EFL writing development, as shown in Figures 4–7. In addition, the topics given to the students in the first and the fifth weeks were ‘The Way to Make My English Better.’ and ‘What are the Advantages of Using a Smartphone in English?’

In the **pre-writing stage**, the teacher gave 45 minutes to the EFL students to do an assignment where they were to create a paragraph on the given topic. After being provided with instructions on the various parts of paragraph composition, the participants participated in brainstorming sessions in groups to generate ideas and gather vocabulary for their paragraph writing. At this point, the students need to complete an outline worksheet that shows the paragraph's structural structure. As the students worked on their written assignments, the teacher gave them a scaffolding strategy by showing them how to use brainstorming approaches to generate ideas. Following that, the teacher and the students collaborated to finish an outline worksheet.

During the **while-writing stage**, the EFL students had 45 minutes to use the material from the outline worksheet to write their first drafts on an individual. They also gave considerable thought to the remarks made by the teacher and their peers. During this phase, the teacher used scaffolding as a teaching strategy, specifically writing modeling. The instructor provided a series of models for writing paragraphs and encouraged the whole class to discuss the compositional features and quality of the models.

In the **post-writing stage**, the EFL students were urged to collaborate with their peers during the writing exercise within 30 minutes. The students were expected to read the written work that their classmates had produced and complete a peer review worksheet so that their classmates could provide helpful feedback on the concepts, organization, and language use. The students then revised their written pieces more while

taking their classmates' feedback. At last, the teacher gave the students to complete the final draft of their written assignments. The students self-edited their written tasks to fix mechanical problems, such as capitalization, punctuation, spelling, and grammar, before turning them into their teacher.

### 2.1 Expert EFL students' written productions before and after using the scaffolding strategies (see Table 22 to Table 26)

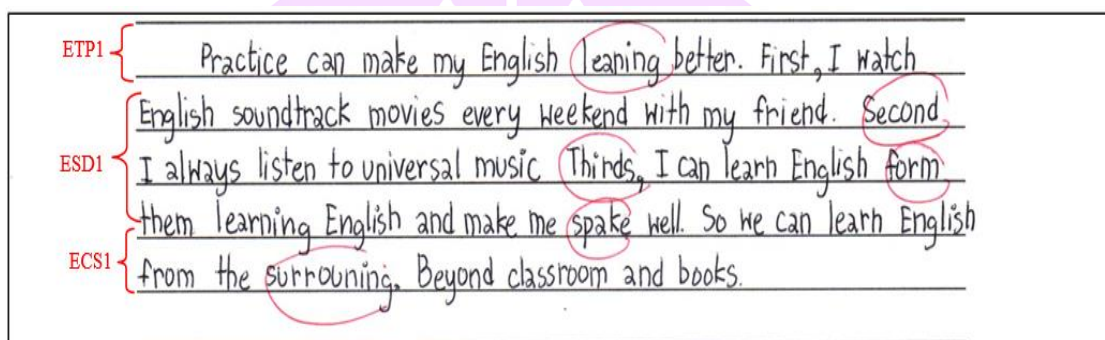


Figure 4 Sample of Expert 5's final written product in the 1<sup>st</sup> week.

(Topic: The Ways to Make My English Better.)

ETPS { These days, smart phone become a part in the student's life.  
There are a lot of advantages to learn English. They also present us with amazing opportunities to re-design the way we learn English.

ESDS { Firstly, Student can use the application for test. For example, They can do the English test to know their English skill on smart phone.  
Secondly, student can use smart phone to listen English conversation in the youtube or other application. They can use it everyday for better listening skill.

ECSS { Finally, Student can use smart phone to practice how to pronounce word correctly. The right pronunciation is very important in English language.  
In conclusion, a growing number of schools in the world are turning to the smart phone as a learning tool. Technology is one of the ways for children to success in the future.

Figure 5 Sample of Expert 5's final written product in the 5<sup>th</sup> week.

(Topic: What are the Advantages of Using a Smartphone in English?)



**Table 22 Sample of L2 writing development of Expert 5: Writing topic sentences**

Expert 5's written product in the 1 <sup>st</sup> week (see Figure 4)	Expert 5's written product in the 5 <sup>th</sup> week (see Figure 5)	L2 writing development (see Figure 4 and Figure 5)
Topic: The Way to Make My English Learning Better	Topic: What are the Advantages of Using Smart Phone on English Learning?	
Topic sentence ●"Practice can make my English leaning better." (ETP1)	Topic sentence ●"These days, smart phone become a part in the student's life. There are a lot of advantages to learn English. They also present us with amazing opportunities to re-design the way we learn English." (ETP5)	<u>Before using scaffolding</u> ➤ The topic sentence is unclear/unrelated to the topic. (Figure 4: ETP1)  ↓ <u>After using scaffolding</u> ➤ A topic sentence is fairly well-developed but does not introduce the topic. (Figure 5: ETP5)

According to Table 22, Expert 5 seemed to be able to develop the English writing performance of the topic sentence, which was fairly well developed. Regarding writing topic sentence before using the scaffolding strategy, the expert student wrote a topic sentence that was unclear and unrelated to the given topic: *"Practice can make my English leaning better."* (ETP1). After using a scaffolding strategy during writing, this expert student could write a clear and well-developed topic sentence: *"These days, smart phone become a part in the student's life. There are a lot of advantages to learn English. They also present us with amazing opportunities to re-design the way we learn English."* (ETP5).

**Table 23 Sample of L2 writing development of Expert 5: Writing supporting details**

Expert 5's written product in the 1 <sup>st</sup> week (see Figure 4)	Expert 5's written product in the 5 <sup>th</sup> week (see Figure 5)	L2 writing development (see Figure 4 and Figure 5)
<p>Topic: The Way to Make My English Learning Better</p> <p>Supporting details</p> <p>●"First, I watch English soundtrack movies every weekend with my friend. Second I always listen to universal music. Thirds, I can learn English form them." (ESD1)</p>	<p>Topic: What are the Advantages of Using Smart Phone on English Learning?</p> <p>Supporting details</p> <p>●"Firstly, Student can use the application for test. For example, they can do the English test to know their English skill on smart phone. Secondly, student...They can use... Finally, Student...The right pronunciation..." (ESD5)</p>	<p><u>Before using scaffolding</u></p> <p>➤ There are details, but they are either unclear or unrelated to the topic. (Figure 4: ESD1)</p> <p style="text-align: center;">↓</p> <p><u>After using scaffolding</u></p> <p>➤ There are enough details to analyze the topic clearly, and each cause or effect has sufficient details. (Figure 5: ESD5)</p>

According to Table 23, the expert student provided supporting details in the first written product, they lacked clarity and failed to establish a clear connection to the topic: "First, I watch English soundtrack movies every weekend with my friend. Second I always listen to universal music. Thirds, I can learn English form them." (ESD1). After using a scaffolding strategy, this expert student demonstrated the ability to write adequate supporting details to allow for precise analysis, and there are enough details to analyze the topic: "Firstly, Student can use the application for test. For example, they can do the English test to know their English skill on smart phone. Secondly, student...They can use... Finally, Student...The right pronunciation..." (ESD5). After using the scaffolding strategy, both students can compose sufficient details to support their paragraph writing.

**Table 24 Sample of L2 writing development of Expert 5: Writing concluding sentences**

Expert 5's written product in the 1 <sup>st</sup> week (see Figure 4)	Expert 5's written product in the 5 <sup>th</sup> week (see Figure 5)	L2 writing development (see Figure 4 and Figure 5)
<p>Topic: The Way to Make My English Learning Better</p> <p>Concluding sentence</p> <p>●"So we can learn English from the surrounding. Beyond classrooms and books." (ECS1)</p>	<p>Topic: What are the Advantages of Using Smart Phone on English Learning?</p> <p>Concluding sentence</p> <p>●"In conclusion, a growing number of schools in the world are turning to the smartphone as a learning too. Technology is one of the ways for children to success in the future." (ECS5)</p>	<p><u>Before using scaffolding</u></p> <p>➤ There is no concluding sentence, or it does not summarize or restate the topic sentence. (Figure 4: ECS1)</p> <p style="text-align: center;">↓</p> <p><u>After using scaffolding</u></p> <p>➤ The concluding sentence summarizes or restates the topic sentence but does little to unify the whole paragraph. (Figure 5: ECS5)</p>

Regarding Table 24, the expert students did not summarize the topic sentence: "So we can learn English from the surrounding. Beyond classrooms and books." (ECS1). After using a scaffolding strategy during writing, the expert student learned to use 'In conclusion' as an introductory word in the concluding sentence. However, it does little to unify the whole paragraph: "In conclusion, a growing number of schools in the world are turning to the smartphone as a learning too. Technology is one of the ways for children to success in the future." (ECS5). In the context of the first written product, the concluding sentence of the novice student summarized the topic sentence. In brief, scaffolding can enhance students' writing ability to write more precise concluding sentences.

**Table 25 Sample of L2 writing development of Expert 5: Paragraph organization**

Expert 5's written product in the 1 <sup>st</sup> week (see Figure 4)	Expert 5's written product in the 5 <sup>th</sup> week (see Figure 5)
L2 writing development: Organization <u>Before using scaffolding</u>	L2 writing development: Organization <u>After using scaffolding</u>
➤ The sentences may lack variety. Linking words are present, but they do not add to the overall effectiveness of the paragraph. (Figure 4: EOG1)	➤ Sentences are strong and expressive with varied structure. Linking words is appropriate and adds to the effectiveness of the paragraph. (Figure 5: EOG5)

According to Table 25, there might not be much variation in the sentences. Although they are used, the paragraph's overall efficiency was not increased by the presence of linking words in the first written product of the expert (EOG1). However, the expert seemed to have improved the paragraph structure in the fifth written product by using a variety of sentence patterns and skillfully employing linking words to direct the reader (EOG5).

**Table 26 Sample of L2 writing development of Expert 5: Mechanics**

Expert 5's written product in the 1 <sup>st</sup> week (see Figure 4)	Expert 5's written product in the 5 <sup>th</sup> week (see Figure 5)
L2 writing development: Mechanics <u>Before using scaffolding</u>	L2 writing development: Mechanics <u>After using scaffolding</u>
➤ There are errors in punctuation, grammar, spelling, and capitalization that distracting, the meaning of the paragraph can still be discerned. (Figure 4: EMC1)	➤ There are a few minor errors in punctuation, spelling, grammar, or capitalization, but they do not detract from the overall meaning and effectiveness of the paragraph. (Figure 5: EMC5)

According to Table 26, grammatical, spelling, and capitalization problems, the paragraph's message from the first written product was still clear (EMC1). The expert appeared to develop the fifth written work with a few minor errors in punctuation, spelling, grammatical, and capitalization issues, but they didn't take away from the paragraph's meaning (EMC5). In summary, the expert's writing skills could be enhanced by using scaffolding techniques from peers and the teacher.

2.2 Novice EFL students' written productions before and after using the scaffolding strategies (see Table 27–Table 31)

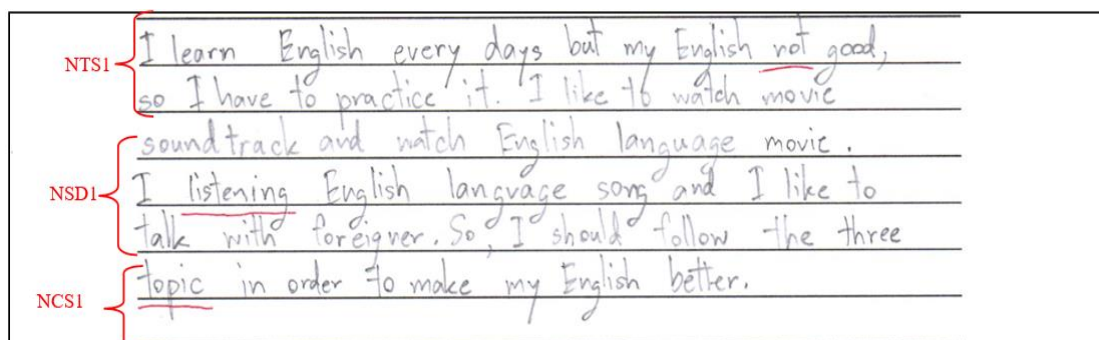


Figure 6 Sample of Novice 4's final written product in the 1<sup>st</sup> week  
(Topic: The Ways to Make My English Better.)

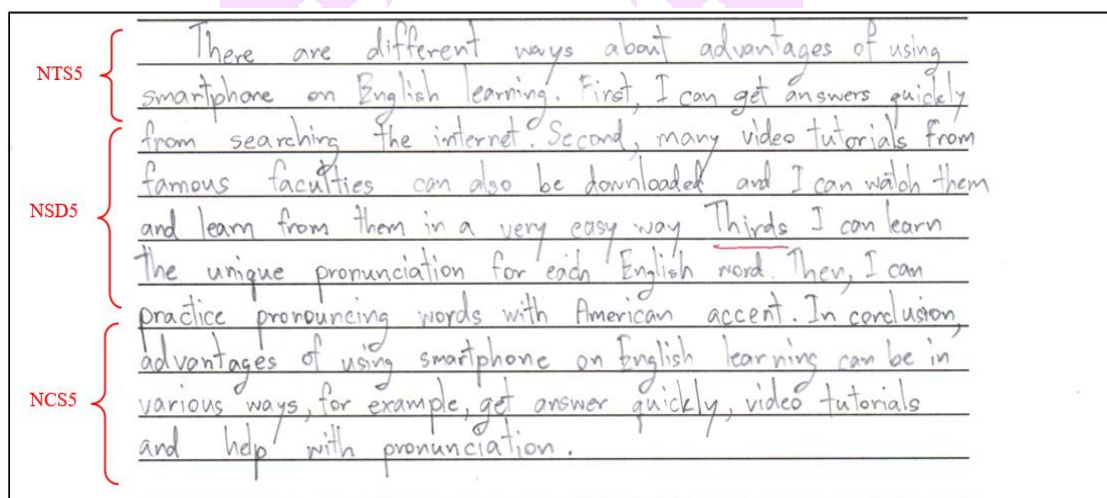


Figure 7 Sample of Novice 4's final written product in the 5<sup>th</sup> week  
(Topic: What are the Advantages of Using a Smartphone in English?)

**Table 27 Sample of L2 writing development of Novice 4: Writing topic sentences**

Novice 4's written product in the 1 <sup>st</sup> week (see Figure 6)	Novice 4's written product in the 5 <sup>th</sup> week (see Figure 7)	L2 writing development (see Figure 6 and Figure 7)
Topic: The Way to Make My English Learning Better	Topic: What are the Advantages of Using Smart Phone on English Learning?	
Topic sentence "I learn English every days but my English not good, so I have to practice it." (NTS1)	Topic sentence "There are different ways about advantages of using smartphone on English learning." (NTS5)	<u>Before using scaffolding</u> ➤ There is no topic sentence in the paragraph. (NTS1)
		↓
		<u>After using scaffolding</u> ➤ A topic sentence is fairly well developed but does not introduce the topic. (NTS)

According to Table 27, Novice 4 seemed to be able to develop the English writing performance of the topic sentence. The novice seemed to improve writing the topic sentence from lacking topic sentence to clear topic sentence: "*There are different ways about advantages of using smartphone on English learning.*" (NTS5). Therefore, it appeared that the scaffolding strategy could enhance the EFL students in writing topic sentences in a paragraph.

**Table 28 Sample of L2 writing development of Novice 4: Writing topic sentences**

Novice 4's written product in the 1 <sup>st</sup> week (see Figure 6)	Novice 4's written product in the 5 <sup>th</sup> week (see Figure 7)	L2 writing development (see Figure 6 and Figure 7)
Topic: The Way to Make My English Learning Better	Topic: What are the Advantages of Using Smart Phone on English Learning?	
<b>Supporting details</b> "I like to watch movie soundtrack and watch English language movie. I listening English language song and I like to talk with foreigner." (NSD1)	<b>Supporting details</b> "First, I can get answers quickly from searching the internet. Second, many video tutorials... Thirds, I can learn the unique pronunciation..." (NSD5)	<b><u>Before using scaffolding</u></b> ➤ Details are either wrong or lacking, or they are not related to the topic sentence. (NSD1) ↓ <b><u>After using scaffolding</u></b> ➤ There are sufficient details for the topic sentence, but they could be more apparent. (NSD5)

According to Table 28, the novice student may encounter difficulties when attempting to introduce supporting details. The sentences presented in the first written product lacked coherence with the topic sentence: "*I like to watch movie soundtrack and watch English language movie. I listening English language song and I like to talk with foreigner.*" (NSD1). However, the analysis of the final written product revealed that the paragraph exhibited a notable level of development. To enhance the adequacy of the topic sentence, the novice student employed a sequential approach by incorporating transitional phrases such as 'First,' 'Second,' and so on to indicate the subsequent details: "*First, I can get answers quickly from searching the internet. Second, many video tutorials... Thirds, I can learn the unique pronunciation...*" (NSD5). After using the scaffolding strategy, both students can compose sufficient details to support.

**Table 29 Sample of L2 writing development of Novice 4: Writing concluding sentence**

Novice 4's written product in the 1 <sup>st</sup> week (see Figure 6)	Novice 4's written product in the 5 <sup>th</sup> week (see Figure 7)	L2 writing development (see Figure 6 and Figure 7)
Topic: The Way to Make My English Learning Better	Topic: What are the Advantages of Using Smart Phone on English Learning?	
Concluding sentence "So, I should follow the three topic in order to make my English better." (NCS1)	Concluding sentence "In conclusion, advantages of using smartphone on English learning can be in various ways, for example, get answer quickly, video tutorials and help with pronunciation." (NCS5)	<p><u>Before using scaffolding</u></p> <p>➤ The concluding sentence summarizes or restates the topic sentence but does little to unify the whole paragraph. (NCS1)</p> <p style="text-align: center;">↓</p> <p><u>After using scaffolding</u></p> <p>➤ The concluding paragraph unifies the whole paragraph. The reason for the analysis is evident, and the results are presented as valid. (NCS5)</p>

According to Table 29, Novice 4 indicated the concluding sentence; however, it offered little to tie the paragraph together: "*So, I should follow the three topic in order to make my English better.*" (NCS1). After employing a scaffolding approach, it was observed that the novice student demonstrated an ability to formulate a concluding sentence that clearly articulated the purpose of the analysis and presented the results as valid and reliable: "*In conclusion, advantages of using smartphone on English learning can be in various ways, for example, get answer quickly, video tutorials and help with pronunciation.*" (NCS5). In brief, scaffolding can enhance students' writing ability to write more precise concluding sentences.

**Table 30 Sample of L2 writing development of Novice 4: Paragraph organization**

Novice 4's written product in the 1 <sup>st</sup> week (see Figure 6)	Novice 4's written product in the 5 <sup>th</sup> week (see Figure 7)
L2 writing development: Organization <u>Before using scaffolding</u>	L2 writing development: Organization <u>After using scaffolding</u>
➤ Writing is confusing and hard to follow. Linking words are missing. (NOG1)	➤ Writing is clear and sentences have varied structure. There is a fairly good use of linking words to guide the reader. (NOG5)

According to Table 30, the first written product of novice student was difficult to read and understand moreover there were no connecting words (NOG1). After using the scaffolding strategy, clear writing and a variety of sentence structures were present. Linking words were used rather effectively to direct the reader in the fifth written product (NOG5).

**Table 31 Sample of L2 writing development of Novice 4: Mechanics**

Novice 4's written product in the 1 <sup>st</sup> week (see Figure 6)	Novice 4's written product in the 5 <sup>th</sup> week (see Figure 7)
L2 writing development: Mechanics <u>Before using scaffolding</u>	L2 writing development: Mechanics <u>After using scaffolding</u>
➤ There are errors in punctuation, grammar, spelling, and capitalization that distracting, the meaning of the paragraph can still be discerned. (NMC1)	➤ There are a few minor errors in punctuation, spelling, grammar, or capitalization, but they do not detract from the overall meaning and effectiveness of the paragraph. (NMC5)

Regarding Table 31, the sentences were still understandable despite distracting punctuation, grammar, spelling, and capitalization errors (NMC1). Then, it seemed that the novice developed the fifth written piece with a few small capitalization, punctuation, spelling, and grammar mistakes that didn't detract from the meaning of the paragraph (NMC5).

In conclusion, the novice's writing ability could be improved after engaging in scaffolding strategies from both the teacher and classmates.

### **2.3 The EFL students' perceptions of scaffolding strategies on L2 writing development.**

To answer the second research question, "What are the effects of scaffolding strategies on the L2 writing development of EFL learners?", qualitative data from the semi-structured interview was transcribed and analyzed in terms of the benefits of writing activities in each stage with the teacher and peers. The research interviewed 5 expert students and 5 novice students in the 5<sup>th</sup> week after they engaged in the writing activities. The students' pseudonym codes for the expert students were E1–E5 and for the novice students were N1–N5. The findings revealed that students with different levels of English proficiency had different attitudes toward scaffolding strategies on L2 writing development. The following is an overview of the EFL students' responses and study findings based on data from the interview.

#### **2.3.1 Brainstorming and planning ideas in the pre-writing stage**

After the teacher modeled how to generate ideas through brainstorming techniques, students brainstormed in groups to generate ideas and list the vocabulary for their paragraphs. Then, the teacher and learners work together to complete an outline worksheet to show the organization of the paragraph. Students E1, E2, E5, N2, N3, N4, and N5 reflected on the use of brainstorming and planning ideas to generate their ideas and organize their paragraphs in the semi-structured interview.

**Table 32 The EFL students' perceptions of scaffolding strategies on brainstorming and planning ideas in the pre-writing stage**

Thai EFL students	Statements	Coding	Perceptions
Expert students	1. "I like brainstorming with my friends because <b><i>we can share the ideas</i></b> and find the important vocabulary we will use." (Expert 1)	E1	Sharing ideas about vocabulary
	2. "I have never done like this before, but it can help me to <b><i>think about what I am going to write</i></b> ". (Expert 2)	E2	Generate ideas
	3. "The modeling from the teacher makes this activity easier because I don't know how to start, but after we talked in the group, <b><i>the ideas arose</i></b> ". (Expert 5)	E5	Generate ideas
Novice students	4. "I don't like writing because I don't know how to write. However when I <b><i>write an outline to organize ideas</i></b> with my friends, I feel easier than I write by myself". (Novice 2)	N2	Organizing ideas
	5. "When the teacher suggests to me what to write and how to write it, I <b><i>feel more confident to write</i></b> . Because she told me not to worry about the mistakes, just write the vocabulary related to the topic and expand to the short sentences". (Novice 3)	N3	Enhancing self-confidence
	6. "I get new words from brainstorming; these words help me to begin the sentences." (Novice 4)	N4	Sharing ideas
	7. "I like working with my friends because if I don't know something, I can ask them and I ask the teacher too." (Novice 5)	N5	Sharing ideas

According to Table 32, both novice and expert EFL writers reflected their positive perceptions towards scaffolding strategies during the pre-writing stage. The expert novices mentioned that scaffolding strategies during brainstorming and planning ideas before writing helped them generate ideas (E2, E5) and share ideas about vocabulary (E1). Similarly, novice writers also revealed that using scaffolding strategies during the pre-writing stage could help them share ideas for writing (N4, N5), organize ideas before writing (N2), and increase their self-confidence (N3) in writing in English. Therefore, engaging in the writing activities and gaining scaffolding from the teacher and peers could contribute to positive perceptions towards English writing activities among EFL learners.

### 2.3.2 Writing the first draft in the while-writing stage

The teacher provides some samples of drafting paragraphs and lets students discuss structural features and the quality of the samples. After that, students start to write the first draft individually with the information from the outline worksheet and the suggestions from both peers and the teacher. The opinions of E1, E4, E5, N1, and N3 are expressed below.

**Table 33** The EFL students' perceptions of scaffolding strategies in the while-writing stage

Thai EFL students	Statements	Coding	Perceptions
Expert students	1. "I feel writing the first draft is easier. When I look at the writing models, I <i>gain ideas for writing</i> . Previously, I could write only short sentences, but now I <i>can write longer</i> ". (Expert 1)	E1	1. Gaining ideas for writing 2. Writing longer sentences
	2. "I ask the teacher when I don't understand and don't know whether I am writing correctly or not. The teacher helped me with <i>some beneficial advice</i> ". (Expert 4)	E4	Receiving useful suggestions from the teacher

Table 33 (cont.)

Thai EFL students	Statements	Coding	Perceptions
Expert students	3. "In my group, my friends usually ask each other whether they are writing correctly or not, or what to write next. Sometimes, this bothers me, but I <b>get some ideas from their talks</b> ". (Expert 5)	E5	Gaining ideas for writing from peers' talks
Novice students	4. "Actually, this is my first time writing an English paragraph. I feel very anxious. However, the teacher and my friends gave me some suggestions, so I <b>feel relaxed and can write longer sentences</b> ". (Novice 1)	N1	1. Reducing anxiety 2. Writing longer sentences
	5. "This is my first writing too. I wouldn't say I like writing in English because I don't know what to write. However, writing <b>an outline makes writing easier</b> . And when I'm not sure how to write, <b>I can ask the teacher and my friends all the time.</b> " (Novice 3)	N3	1. Assisting writing more easier when using a writing outline 2. Gaining help from the teacher and peers

According to Table 33, the EFL learners viewed that using scaffolding strategies during the while-writing activities could provide many benefits for English paragraph writing. For the EFL expert learners, being scaffolded by the teacher and peers could assist them in gaining ideas for writing (E1, E5), writing longer sentences (E1), and receiving useful suggestions from the teacher and peers (E4). Regarding novice EFL learners, gaining scaffolding during writing from the teacher and peers could help reduce anxiety (N1), write longer sentences (N1), write more easily (N3), and gain help from the teacher and peers (N3). In brief, engaging in writing activities using scaffolding strategies could enhance the EFL

learners' L2 writing development and motivate their positive perceptions toward English writing.

### 2.3.3 Revising and editing in the post-writing stage

During the post-writing stage, the EFL students worked in pairs, read their peer's paragraphs, and completed a peer review worksheet to give each other feedback on the ideas, organization, and language. Then, students revise their paragraphs again as a final draft based on their partner's review before submitting the paragraphs to the teacher. The perceptions of ten students are revealed below.

**Table 34** The EFL students' perceptions of scaffolding strategies to revise and edit in the post-writing stage

Thai EFL students	Statements	Coding	Perceptions
Expert students	1. "I think a review from friend is very good because it can show me where I write incorrectly, and I have <i>to revise them before submitting to the teacher</i> ". (Expert 1)	E1	Revising writing before submitting
	2. "I'm not sure how to correct grammar, <i>so asking my friend who is good in English to help me</i> ". (Expert 3)	E3	Asking for help from peers to correct grammar
	3. "A peer review is very <i>useful for correcting errors</i> . Because sometimes we don't know that we wrote something incorrectly, and because of this we can't correct the mistakes for friends too". (Expert 4)	E4	Correcting errors in writing

Table 34 (cont.)

Thai EFL students	Statements	Coding	Perceptions
Novice students	5. "For me, I can see some easy mistakes. As I said, I don't like writing because my English is not good. However, a <i>review from my friend can help me a lot</i> ". (Novice 2)	N2	Reviewing writing from peers was helpful
	6. "A review is useful for my writing. I think I will remember the mistakes and be careful next time". (Novice 4)	N4	Recognizing writing mistakes

According to Table 34, both expert and novice EFL learners perceived the advantages of scaffolding strategies at the post-writing stage. The expert EFL learners mentioned that using scaffolding strategies while revising and editing writing could help them to revise writing before submitting (E1), ask for help from peers to correct grammar (E3), and correct errors for peers (E4). In addition, the novice EFL learners also informed that using scaffolding strategies during the post-writing activities could assist them gain help from peers to review their writing (N2) and recognize writing mistakes (N4). Therefore, using scaffolding strategies at the post-writing stage is useful and provides benefits for expert and novice EFL learners.

In conclusion, the scaffolding strategies could encourage the EFL students to develop their English paragraph writing during pre-writing, while-writing, and post-writing. The EFL students could generate their ideas for writing through brainstorming and writing modeling. These EFL students could also organize their paragraphs by completing an outline worksheet. Learning to write in English with the teacher and peers could provide the EFL students guidance and encouragement from peers, also fostering positive perceptions, and self-confidence during the writing activities. In addition, these EFL students gained benefits from outline worksheets and writing models for writing their first drafts. Consequently, these EFL learners could complete writing assignments more easily if they received help from their peers and the teacher. Interestingly, after gaining enough help from the teacher

and peers, these EFL students used fewer scaffolding strategies at the final stage of writing, finally they could complete English paragraph writing by themselves.



## CHAPTER V

### CONCLUSION

This chapter aims to summarize the main findings of this study based on the research questions, including (1) “What kinds of peer scaffolding behaviors occur during EFL writing activities?” and (2) “What are the effects of scaffolding strategies on the L2 writing development of EFL learners?” Lastly, recommendations for a future research study are presented.

#### **Conclusion of Research Question 1: “What kinds of peer scaffolding behaviors occur during EFL writing activities?”**

##### **1. Peer scaffolding behaviors occurred during the EFL writing activities**

The findings of this study revealed that peer scaffolding emerged when the Thai EFL learners engaged in writing process activities and participated in group work, pair work, and then individual work. In *the pre-writing activity*, the EFL learners could brainstorm in groups to generate ideas and list the vocabulary for their paragraphs, and then they completed an outline worksheet to show the organization of the paragraph. Thus, these EFL learners engaged in productive discussions to create new ideas and effective planning. These findings support the findings of Zeki and Kuter (2018) who revealed that responses to one another during the writing process can help the learners understand the task. As the EFL learners plan, create, and share ideas and opinions with their peers, they should be aware of the mutual interactions and take on complementary roles as part of pre-writing activities. One reason for these findings may be that students would actively listen to one another to gain different perspectives and explore alternative ways of thinking (Young, Noonan, & Bonanno–Sotiropoulos, 2018 cited in Zulfikar & Aulia, 2020). In addition, these findings also support the findings of Martinez, Lopez–Diaz, and Perez (2020) who uncovered the results of pre-writing activities that being able to organize what would be written in the first stage also decreased the amount of time students had initially taken to produce a well-written paragraph. These findings are also in accord

with Dewi (2021) who confirmed that planning was a valuable stage of the writing process because the students decided the topic and purpose of writing by collecting ideas and sharing viewpoints related to the topic. In brief, the results of peer scaffolding behaviors emerged during the pre-writing activities could be due to the EFL learners gaining opportunities to work with their peers in choosing the topics, brainstorming, and organizing ideas involving that the given topics, consequently these EFL learners could overcome writer's block and utilized it for writing the first draft too.

In ***the while-writing activity***, the EFL learners started to write the first draft individually with the information from the outline worksheet and the suggestions from both peers and the teacher. By incorporating the writing process into EFL writing classes, students can work together to complete tasks, communicate, discuss writing styles, and provide support for one another until they can create their products themselves (Zulfikar & Aulia, 2020). When learners were working in groups, they had an opportunity to talk, share, and plan what they would write freely. Zulfikar and Aulia (2020) also mentioned the advantages of pairs and small groups that allowed language learners to engage in cooperative learning situations where two or more students worked together to complete specific tasks. To facilitate collaborative learning, learners should possess similar expertise and work together to develop and uphold a common understanding of a topic. It has been suggested that, as opposed to individual and competitive learning environments, students can learn more effectively in more learner-centered, collaborative learning contexts, which can support one another in developing their language skills. These results are supported by Guo, Bai, and Song's research (2021), which indicated that the teachers' instruction in the while-writing stage impacted the students' use of self-initiating, self-monitoring, management, and revising strategies. In summary, the interaction with peers and the teacher in the while-writing activity can support students to write the first version of a piece of writing as a draft themselves.

Finally, ***the post-writing activity***, learners read their partner's paragraph and completed a peer review worksheet to give each other feedback on the ideas, organization, and language. Then, the learners themselves revised their paragraphs again based on their partner's review. As Sangeetha (2020) pointed out post-writing activities such as revising and editing are essential stages, and self-editing or peer-editing of writing

errors is encouraged upon teacher-based error correction as they facilitate proficiency in their writing skills as well as encourage independent learning. These findings are highlighted by Guo, et al. (2021). They revealed that these activities promote students' awareness of their problems and prompt them to focus on the organization and content of their passages. Before writing the final draft, the students can work together with classmates to give suggestions or comments on their first drafts. After getting the peer reviews, they can sometimes add some ideas and change the sentences in revising the paragraphs. In the post-writing activities, the students should focus on the correctness of their writing; they need a different approach to see their writing from different perspectives so they can see the mistakes or inappropriate parts of their writing. Revising and editing help the students to identify their writing level as individual writers to improve their writing skills (Dewi, 2021; Setyawan, Ratminingsih, & Suwastini, 2020). Therefore, students can improve their writing abilities by offering and accepting help as they interact with others while working together in each stage of the writing process to achieve the task goal themselves.

## **2. Peer scaffolding used by expert-novice writers**

According to the three stages of the writing process, the finding showed that '**Questioning**' was ranked first by the total frequency of peer scaffolding that expert and novice learners used, especially during the pre-writing activity. This evidence may be because 'Questioning' was how the learners asked their partners something when they were doubtful, unclear, or unsure when they were sharing ideas or something they were going to write. This was a chance for the EFL learners to elaborate their ideas to make their understanding clear as Abdollahzadeh and Behroozizad (2015) supported that the application of 'Questioning' in the planning stage as observable in the results of observation field note paved the way for most of the learners to express their ideas and to think creatively. These findings were similar to Tinggie, Tan, Muslim, & Keng (2023). They mentioned that the use of 'Questioning' helped students to generate creative ideas, as it jogged their memory or prior knowledge of the subject, which can help to enrich their writing with details. In addition, through question-and-answer sessions, the students were able to reduce their writing anxiety, which included feelings of hesitancy or confusion about how to proceed with their writing, allowing ideas to flow more smoothly as Saminen, Muhonen, Cadima, Pegani, and Lerikkanen

(2021) pointed that 'Questioning' is the concrete ways use to support learner's language, learning, and joint understanding during dialogic exchanges. In conclusion, 'Questioning' can be useful for writers by providing time for exploration and generative thinking, and progresses to new levels of knowing and acquisition that can stimulate the learners to think and analyze (Maryam, Soren, & Gunilla, 2019; Pacheco, et al., 2021).

### 3. Peer scaffolding during pre-writing, while-writing, and post-writing Activity

It was evident that ten EFL writers mostly applied various types of peer scaffolding such as 'Questioning', 'Suggesting', and 'Elaborating' to the *pre-writing activity*, especially in a brainstorming activity. This may be because the brainstorming activity encouraged the EFL learners to consider their writing topic and put in writing any ideas they thought were promising. After all, many writers would forget their earlier ideas as they brainstormed new ones. In addition, seeing listed ideas together on paper may aid the learners in making connections and looking at their topics again from a new perspective. Ideas, word lists, sort of writing, audience, and purpose for their writing were developed from diagrams or listing ideas made by the learners when brainstorming (Faraj, 2015). This result agreed with a previous study (Voon, 2010) that brainstorming is the pre-writing activity that assists participants in generating ideas for the content of their writing, enabling them to write more developed pieces.

In the *while-writing activity*, ten EFL writers applied peer scaffolding such as 'Questioning', 'Suggesting', 'Elaborating', and 'Justifying' to create the first draft. As an individual work, the learners composed all information from the outline worksheet into a paragraph, so they employed peer scaffolding to check grammar and vocabulary. This finding is similar to Inkaew (2015), who revealed that Thai EFL learners used peer scaffolding strategies during the while-writing stage to support vocabulary brainstorming, vocabulary checking, and idea generation of unfamiliar vocabulary.

In this present study, however, the EFL learners rarely employed peer scaffolding in the *post-writing activity* to write the final draft. One possible reason why the use of peer scaffolding was decreased may be because the EFL learners were not aware of the

errors or did not know how to correct them, so they had no ideas to write on the peer review worksheet, and they just copied from the first draft to final draft.

Interestingly, the Thai EFL learners were able to be scaffolders for their peers by supplementing each other's knowledge and writing skills. This is because the learners can be expert writers in different EFL writing contexts. This finding was in line with the previous study of Zulfikar and Aulia (2020). They mentioned that the members learned different writing styles from one another. They also learned how to construct sentences, generate, support, and organize their ideas. The participants benefited from the writing strengths of their writing partners as they served as a source of knowledge for one another. This experience resulted in learning and knowledge building in idea generation, which they later applied in their individual writing. During the learning process, more capable peers (expert writers) were not the only sources of help as Van Lier (1996 as cited in Simeon, 2014) explained that such interactions between learners of similar levels of achievement encouraged the creation of different kinds of contingencies and discourse management strategies. Moreover, less capable peers (novice writers) could help more capable peers predictably and sensitively within the ZPD. As Li. (2009) noted, scaffolding between learners of different proficiency levels could enhance fluency, and the more capable partners became more aware of their knowledge status. This is similar to Sabet, et al. (2013) whose research result revealed that both competent and less competent writers in the experimental group have improved in their writing fluency. Because of the individual differences among the students, scaffolding allowed students to contribute their strengths to others. On the other hand, learners were different in their language proficiency, background experiences, knowledge, and the like, and by writing collaboratively, they could tutor, learn, and transform knowledge from each other (Zulfikar & Aulia, 2020). This allowed the conclusion that the role of interaction in peer scaffolding behaviors could improve the level of learners' writing ability since they could utilize scaffolded assistance while working together and then reach a level of performance beyond their level as well.

## **Conclusion Research Question 2: "What are the effects of scaffolding strategies on the L2 writing development of EFL learners?"**

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

### **1. The effects of scaffolding strategies on paragraph organization**

This study found that EFL students could improve their *paragraph organization* after they engaged in the writing activities and gained scaffolding from their peers and the teacher. The evidences showed that these EFL students' paragraph organizations contained various sentence structures and appropriate linking words in the final written products. This result further supports the findings of Zulfikar and Aulia (2020), which revealed that their students wrote more effectively especially in the essay organization when they worked in pairs and small groups. This result was also similar to Martinez, Lopez-Diaz, and Perez, (2020)'s study which showed that after engaging with writing process, students' written products had improvement in the texts' organization structure. Moreover, gaining scaffolding strategies during the writing process could enhance the writing organization by exposing learners to model texts and giving feedback (Piamsai, 2020). Scaffolding strategies allowed the students to be supported in cognitive and metacognitive aspects all through the stages of writing. In addition, scaffolding strategies could offer students opportunities to enhance their knowledge and comprehension through collaborative problem-solving activities with peers and teachers. The findings of this current study are also in line with Dewi, et al. (2023)'s view that during the learning process, learners who needed assistance were

helped by knowledgeable peers or experts, and this assistance ended once the learners could learn independently. In summary, scaffolding strategies can enhance EFL learners progressively develop their writing in terms of paragraph organization after they participated in the writing activities with scaffolding strategies. Consequently, these scaffolding strategies can lead to L2 writing development among EFL learners regarding clear and various sentence structures and appropriate linking words.

## **2. The effects of scaffolding strategies on writing mechanics**

The findings of this study demonstrated that scaffolding could be a highly effective strategy for improving the development of EFL students' *writing mechanics*. After engaging in writing activities with scaffolding strategies, the EFL students' final written productions revealed fewer errors in punctuation, spelling, grammar, and capitalization use. These findings suggested that using scaffolding strategies to assist EFL learners during writing processes allowed them to gain sufficient help from the teachers and peers; consequently, these students could develop their writing performance, particularly writing mechanics. These findings aligned with the research conducted by Nourazar, et al. (2022), which suggested that providing scaffolding to students throughout the writing process could help teachers organize writing activities systematically that adapted to students' individual needs. The research results of Wonglakorn and Deerajviset (2023) supported that after collaborating in the writing process, the mistakes of the student's written products were minimized, which led to more organized and complete paragraphs. The findings of this study could be due to the scaffolding strategies may help reduce students' writing difficulties, and frustration of making errors while writing a paragraph (Gashaye & Muchie, 2021). Consequently, the EFL students were enabled to write English paragraph with fewer errors of writing mechanics.

## **3. The effects of scaffolding strategies on the L2 writing development of EFL learners**

The findings of this study demonstrate how scaffolding techniques could improve L2 writing development of EFL writers in paragraph writing, including writing topic sentences, supporting sentences, concluding sentences, paragraph organization, and mechanics. These findings correlated with a study conducted by Sidky in 2019. The study

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

According to the results of the semi-structured interview, the EFL students had a positive point of view toward the implementation of scaffolding strategies in the writing classroom. These EFL students mentioned that scaffolding strategies through brainstorming and planning activities during the pre-writing stage could help them to discuss and generate ideas before production is written, and brainstorming was better done in groups because it made it easier to get ideas or suggestions (Alqasham & Al-Ahdal, 2021; Mualida & Yulianto, 2021). The results of this study found clear support by Beiki, Gharagozloo and Raissi (2020). The researchers mentioned that the brainstorming method expected that students could have high motivation to learn. Thus, it would not only have an effect on writing skills but also improve English learning as an effective factor that possibly helped students' interaction in generating good ideas. In the while-writing stage, the EFL students viewed that using scaffolding strategies could provide many benefits for writing paragraphs. This process allowed these EFL students to convert their thoughts and ideas into language. At this stage, the EFL students would verify other aspects, such as content, organization, grammar, and mechanics (Aripin & Rahmat, 2021).

In addition, the EFL students perceived the advantages of scaffolding strategies through revising and editing in the post-writing stage, and they agreed that peer review worksheets helped them improve their writing ability. This was directly in line with the study of Ruru and Sulisty (2020). The researchers found that receiving and giving feedback to their peers possibly decreased students' anxiety in writing. The learners know that making mistakes is a part of learning, and they make some common mistakes. Receiving and giving feedback to their classmates may increase the students' confidence in writing so that they feel less anxious and stressed while writing something in English. Some studies revealed that the students considered peer review techniques as educational and supportive. Most students had a positive attitude towards the peer review worksheet in writing class. Students appreciated their peers' corrections on their writing, and they enjoyed the process of writing because they liked to collaborate to make their writing better. Furthermore, revising and editing activities could make the condition of the classroom less anxious and stressful (Dewi, 2021; Iswandari & Jiang, 2020; Meletiadou, 2021; Sun, 2020).

### **Recommendations**

This study aimed to discover how scaffolding strategies during the writing processes affected the L2 writing development of EFL learners. The results showed that using a scaffolding strategy seemed to be effective for the teacher in establishing a supportive and motivating learning atmosphere for EFL students while they were writing in a foreign language. The writing processes were divided into group activities that offered various experiences and individual activities that could help EFL learners become autonomous learners. It could be concluded that scaffolding in the writing processes was effective in enhancing the L2 writing development of EFL students.

This study confirmed Vygotsky's (1978) theoretical predictions about the advantages of scaffolding according to its theoretical conclusion. This study's potential pedagogical implications included the suggestions for educators to use scaffolding carefully. To improve the writing skills of novice writers and promote effective teaching methods for EFL writing, it is suggested that educators prioritize the use of the writing process approach and encourage social interactions to enhance proficiency in writing. This can be achieved by incorporating

more group work activities and dedicating substantial class time to teacher and peer scaffolding.

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



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APPENDIX

## APPENDIX A Writing rubric

Adapted from Servati (2012)

Criteria	4	3	2	1
<b>Topic Sentence</b>	A topic sentence is clear and well-developed. It also introduces the topic.	A topic sentence is fairly well-developed, but it does not introduce the topic.	A topic sentence is unclear/unrelated to the topic.	There is no topic sentence in the paragraph.
<b>Supporting Details</b>	There are enough details to analysis the topic clearly, and each cause or effect has sufficient details.	There are sufficient details for the topic sentence, but they could be clearer.	There are details, but they are either unclear or unrelated to the topic.	Details are either wrong or lacking, or they are not related to the topic sentence.
<b>Conclusion</b>	The concluding paragraph effectively unifies the whole paragraph. The reason for the analysis is clearly restated and the results are effectively summarized.	The concluding paragraph unifies the whole paragraph. The reason for the analysis is evident and results are presented as valid.	The concluding sentence summarizes or restates the topic sentence, but it does little to unify the whole paragraph.	There is no concluding sentence, or it does not summarize or restate the topic sentence.
<b>Organization</b>	Writing is smooth, skillful, and coherent. Sentences are strong and expressive with varied structure. Linking words are	Writing is clear and sentences have varied structure. There is fairly good use of linking words to guide the reader.	Writing is clear, but sentences may lack variety. Linking words are present, but they do not add to the overall effectiveness of the paragraph.	Writing is confusing and hard to follow. Linking words are either missing or inappropriate.

Criteria	4	3	2	1
	appropriate and add to the effectiveness of the paragraph.			
<b>Mechanics</b>	No errors in punctuation, spelling, grammar, or capitalization.	A few minor errors in punctuation, spelling, grammar, or capitalization, but they do not detract from the overall meaning and effectiveness of the paragraph.	A few errors in punctuation, grammar, spelling, and capitalization that distracting, the meaning and intent of the paragraph can still be discerned.	Distracting and major errors in grammar, punctuation, spelling, and capitalization.



## APPENDIX B Sample of the lesson plan

Class: Progressive Reading and Writing section \_\_\_\_\_

Date: \_\_\_\_\_

Topic: The Way to Make My English Learning Better

**Objects:** 1. The students will be able to write a paragraph which consists of topic sentence, supporting details and conclusion.

2. The students will be able to write a paragraph with a good organization and mechanics.

**Writing Activities (2 hours)**

Adapted from Laksmi (2006), Faraj (2015), and Ellis and Larkin (1988)

1. Teacher assigns students to write a paragraph with the given topic in following steps:

Writing Process	Writing Activities Laksmi (2006) and Faraj (2015)	Instructional Scaffolding Ellis and Larkin (1988)
<b>1. Pre-writing process</b> (45 minutes: group work)	<b><u>Stage 1: Brainstorming and Planning Ideas</u></b> 1. Students brainstorm in group to generate ideas and list the vocabulary for their paragraphs 2. Students complete an outline worksheet to show the organization of the paragraph.	1. Teacher models how to generate ideas through brainstorming techniques. 2. Teacher and learners work together to complete an outline worksheet.
<b>2. While-writing process</b> (45 minutes: individual work)	<b><u>Stage 2: Writing</u></b> 3. Students start to write the first draft individually with the information from the outline worksheet and the suggestion from both peers and teacher.	1. Teacher provides some samples of drafting paragraph. 2. The peers discuss structural features and the quality of the samples.
<b>3. Post-writing process</b> (30 minutes: pair)	<b><u>Stage 3: Revising and Editing</u></b> 4. Students read their peer's paragraphs and complete a peer	1. The teacher lets students write the final draft. Students edit their mechanics errors before handing the paragraphs to

Writing Process	Writing Activities Laksmi (2006) and Faraj (2015)	Instructional Scaffolding Ellis and Larkin (1988)
work and individual work)	review worksheet to give each other feedback on the ideas, organization, and language.  5. Students revise their paragraph again based on their partner's review.	the teacher.  2. The peers work in a group with their peers to complete a peer review worksheet.  3. The peers revise their paragraphs and write the final draft themselves.

2. Teacher evaluate student's paragraph by using a writing rubric adapted from Servati (2012).

**Materials:**

1. Brainstorming worksheet
2. Outline worksheet
3. First draft
4. Peer review worksheet
5. Final draft
6. Sample of drafting paragraph



## 1. Brainstorming

The Ways to Make My English Learning Better



## 2. Outline Worksheet

**Topic: The Way to Make My English Learning Better**

I. Topic sentence:

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II. Supporting detail 1:

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Supporting detail 2:

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Supporting detail 3:

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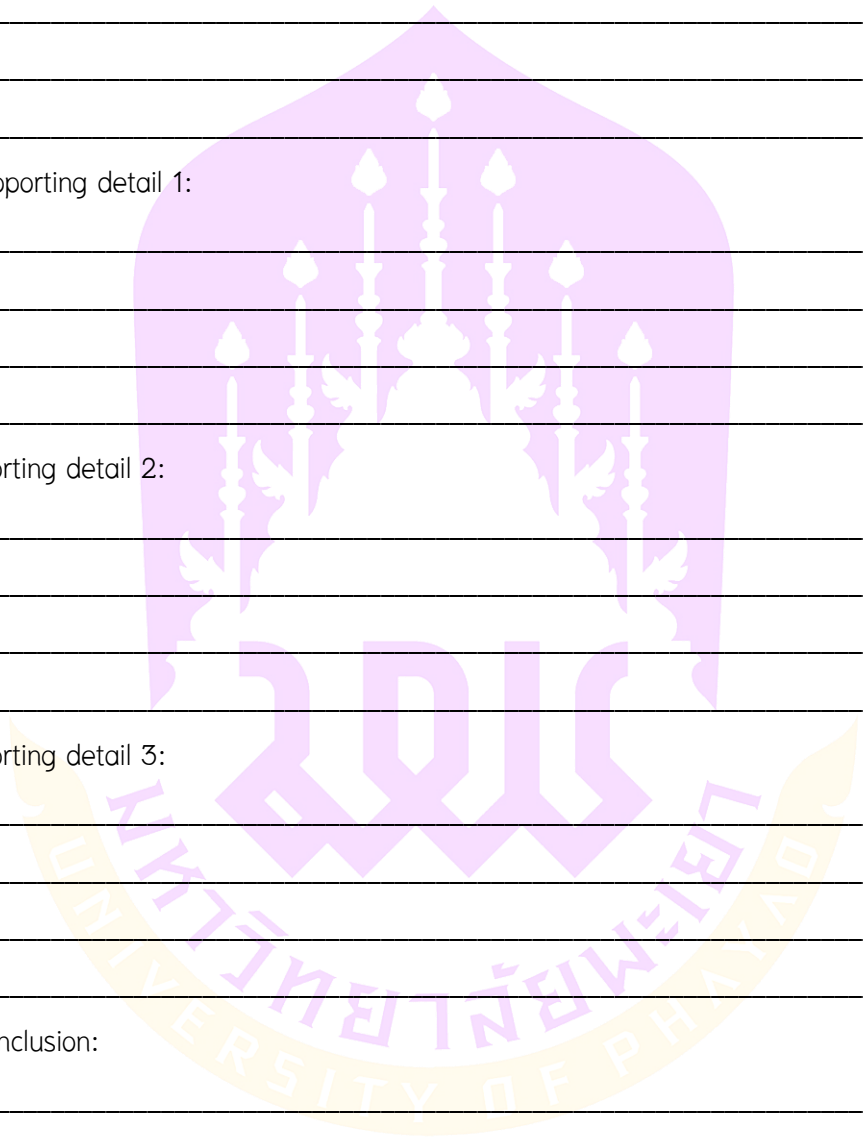
III. Conclusion:

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## Peer Review Worksheet

Date: \_\_\_\_\_

Writer: \_\_\_\_\_

Peer Editor: \_\_\_\_\_

Topic: **The Way to Make My English Learning Better**

1. Does the paragraph begin with a topic sentence?

Yes      No

2. Is the topic sentence introduced clearly?

Yes      No

If not, how should it be revised?

\_\_\_\_\_

3. Does the writer explain each cause and/or effect clearly and convincingly?

Yes      No      Are more examples or details needed to help readers understand?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Does the supporting details support the topic sentence sufficiently?

Yes      No

Are more examples or details needed to support the topic sentence?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Does the paragraph have a concluding sentence?

Yes      No

6. Does the concluding sentence summarize the ideas and/or restate the topic sentence?

Yes      No

If not, how should it be revised?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. Are the sentences in the paragraph connected correctly with linking words?

Yes      No

If you find any mistakes or any linking words are needed, give some examples.

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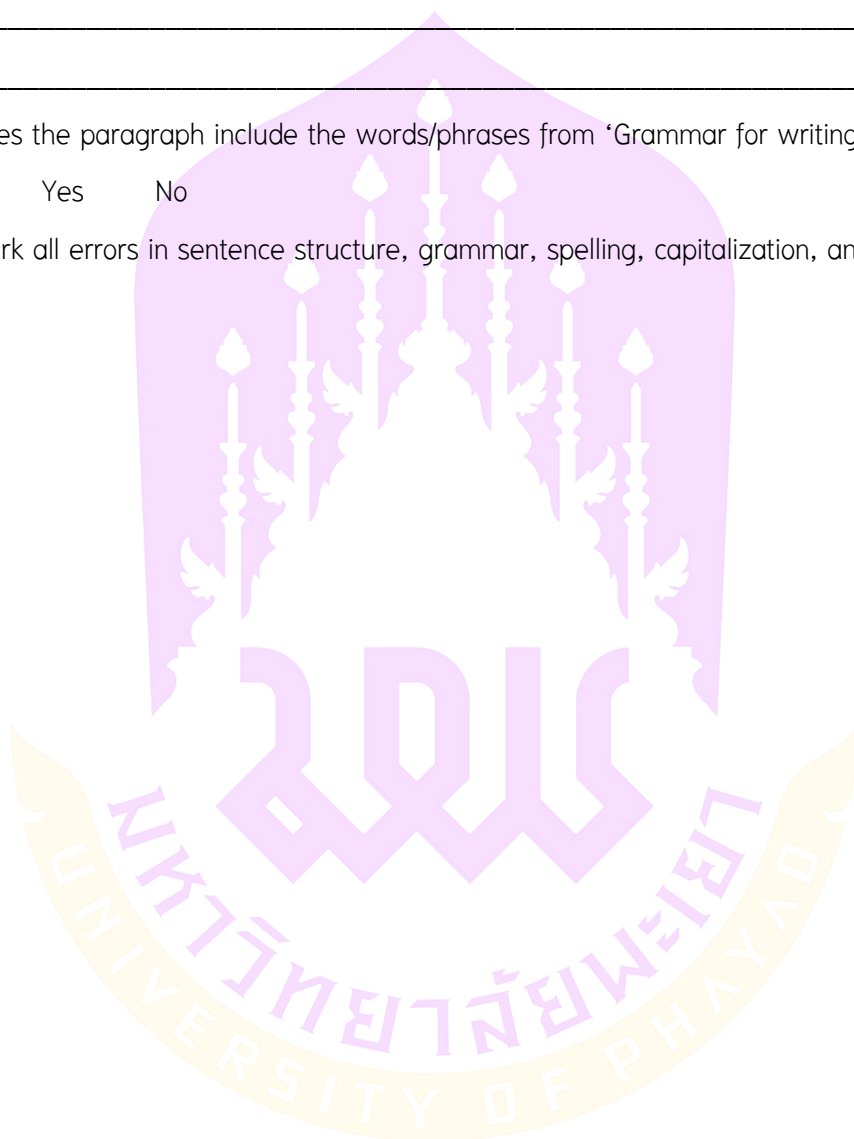
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8. Does the paragraph include the words/phrases from 'Grammar for writing' part?

Yes      No

9. Mark all errors in sentence structure, grammar, spelling, capitalization, and punctuation.





## APPENDIX C Observation form

Adapted from Li and Kim, 2016

Date: \_\_\_\_\_

**Purpose:** 1. To investigate kinds of peer scaffolding behaviors occurred during EFL writing activities

2. To investigate the effects of peer scaffolding on L2 writing development of EFL learner

### Writing Process: Pre-writing

Peer scaffolding behaviors	Expert 1 (E1) (Frequency)	Novice 1 (N1) (Frequency)	Note
1 Acknowledging			
2 Agreeing			
3 Disagreeing			
4 Elaborating			
5 Eliciting			
6 Greeting			
7. Justifying			
8. Questioning			
9. Requesting			
10. Stating			
11. Suggesting			

**Writing Process: While-writing**

Peer scaffolding behaviors	Expert 1 (E1) (Frequency)	Novice 1 (N1) (Frequency)	Note
1 Acknowledging			
2 Agreeing			
3 Disagreeing			
4 Elaborating			
5 Eliciting			
6 Greeting			
7. Justifying			
8. Questioning			
9. Requesting			
10. Stating			
11. Suggesting			

**Writing Process: Post-writing**

Peer scaffolding behaviors	Expert 1 (E1) (Frequency)	Novice 1 (N1) (Frequency)	Note
1 Acknowledging			
2 Agreeing			
3 Disagreeing			
4 Elaborating			
5 Eliciting			
6 Greeting			
7. Justifying			
8. Questioning			
9. Requesting			
10. Stating			
11. Suggesting			

## Appendix D Semi-structured interview

### 1<sup>st</sup> section: General ice-breaking questions

1. How was your final week of this semester?
2. Do you prepare for your final examination next week? How?

### 2<sup>nd</sup> section: Background Knowledge of Learning English as a Foreign Language

1. When did you start learning English?
2. How were your English classes in your high school?
3. What techniques do you use when studying English?
4. How was your experience in writing in English?

### 3<sup>rd</sup> section: The Effects of Peer Scaffolding on L2 Writing Development of EFL Learners

1. What do you think about the brainstorming activity?
2. How does the brainstorming in groups help you to generate the ideas and organize the outline?
3. How does the outline worksheet help you to organize the paragraph?
4. How do you feel about working with peers in writing activities?
5. Did you revise your paragraph according to the peer review worksheet?
6. How does the peer review worksheet help you to revise and edit your paragraph?

### 4<sup>th</sup> section: The Effects of Scaffolding Strategies on L2 Development of EFL Learners

1. How does the modeling from the teacher help you to do the activities?
2. How do you feel about the suggestion from the teacher?
3. How do the samples help you to write the first draft?
4. Were the suggestions from peers and the teacher useful or not for your writing? How?

Did you find any changes or developments in your writing after engaging in the writing activities?

Appendix E Written Productions produced by ten EFL learners

Expert 1's final written product in the 1<sup>st</sup> week

(Topic: The Ways to Make My English Learning Better)

Watching an English movie, listening an English Song, finding a foreign friend and doing an English exercise are the ways to make my English learning better.

First, I watch a movie with an English subtitle. Then, I watch it again without a subtitle. I love listen an English song everyday. Second, nowadays, I can chat in the online website. I find new foreign friends and speak English with them. Third, I do many exercises everyday for develop my English skills. Therefore, we can practice to be better in English everyday. English is very important to communicate around the world. I hope your English skill will be better in everyday.

Expert 1's final written product in the 5<sup>th</sup> week

(Topic: What are the Advantages of Using a Smartphone in English)

These days, smart phone become a part in the student's life. There are a lot of advantages to learn English.

They also present us with amazing opportunities to re-design the way we learn English.

Firstly, student can use the application for test. For example, they can do the English test to know their English skill.

Secondly, student can use smartphone to listen English conversation in the youtube or other application. They can use it every day for better listening skill.

Finally, student can use smartphone to practice how to pronounce word correctly. The right pronunciation is very important in English language.

In conclusion, a growing number of schools in the world are turning to the smart phone as a learning tool. Technology is one of the ways for children on their path to success.

Expert 2's final written product in the 1<sup>st</sup> week

(Topic: The Ways to Make My English Learning Better)

There are many ways to make my English better. First, I listen to English songs and learn by their lyrics. Second, I watch English soundtrack movies. Sometimes they have English subtitle, so I can see words that they talk to each other. Thirds, I talk to my friends in English or even make a group to play game about English words. In conclusion, English skill is very important. So, listening to English songs, watching English soundtrack movies and talking to friends in English are ways to make my English better.



Expert 2's final written product in the 5<sup>th</sup> week

(Topic: What are the Advantages of Using a Smartphone in English)

Smartphone has many advantage. There are three obvious advantages of using smartphone on English learning. Firstly, I can get answers quickly from searching on the internet. Secondly, many video tutorials from famous faculties can also be downloaded and I can watch them and learn from them in a very easy way. Finally, I can learn the unique pronunciation for each English words. Then, I can practice pronouncing word with American or British accent. In conclusion, advantage of using smartphone on English learning can be in many ways such as get answers quickly, video tutorials and help with pronunciation.



Expert 3's final written product in the 1<sup>st</sup> week

(Topic: The Ways to Make My English Learning Better)

Watching movie, listen to music, find a foreigner friends  
and writing exercise are way to make my English learning  
better. First; when we watch movie or listen to music, we should  
listen carefully to find words. It will make us understand the song.  
Second, nowadays, the technology is very advanced. It is not difficult  
for us to talk to foreigners because will make us develop more talk.  
Lastly, even though we will remember the vocabulary, but sometimes  
we may forget. so doing the exercises will revive the vocabulary  
and let us know the sentence. Therefore, we should improve our  
English because of this English is very important both for  
studying and working.

Expert 3's final written product in the 5<sup>th</sup> week

(Topic: What are the Advantages of Using a Smartphone in English)

Nowaday, the phone is-becoming popular. It is portable and easy to use. First, sometimes we want to speak English, but we aren't sure what the words we want to say. We can use the phone to search for it. Next, we know we want to write this vocabulary, but we can't spell it. We can use the phone to find the words we can write correctly. Finally, if we have vocabulary and writing, then we can use the phone as a medium to review what we don't understand.



Expert 4's final written product in the 1<sup>st</sup> week

(Topic: The Ways to Make My English Learning Better)

There are many ways to make my English learning better. First, I  
listen to English music and always repeat it again. Second, I  
watch soundtrack movies and learn about pronounce or words.  
Thirds, I practice my English skill everyday and decide how much time  
a week I am going to spend studying and strict to it. In conclusion,  
learning English can be in many ways such as listen to music, watch  
movies and practice english skill. These ways can make my English  
learning better



**Expert 4's final written product in the 5<sup>th</sup> week****(Topic: What are the Advantages of Using a Smartphone in English)**

There are different ways about advantages of using smartphone on English learning. First, I can get answers quickly from searching the internet. Second, many video tutorials from famous faculties can also be downloaded and I can watch them and learn from them in a very easy way. Thirds, I can learn the unique pronunciation for each English word. Then, I can practice pronouncing words with American accent. In conclusion, advantages of using smartphone on English learning can be in various ways, for example, get answer quickly, video tutorials and help with pronunciation.



Expert 5's final written product in the 1<sup>st</sup> week

(Topic: The Ways to Make My English Learning Better)

Practice can make my English learning better. First, I watch English soundtrack movies every weekend with my friend. Second, I always listen to universal music. Third, I can learn English from them learning English and make me speak well. So we can learn English from the surrounding. Beyond classroom and books.



Expert 5's final written product in the 5<sup>th</sup> week

(Topic: What are the Advantages of Using a Smartphone in English)

These days, smart phone become a part in the student's life. There are a lot of advantages to learn English. They also present us with amazing opportunities to re-design the way we learn English.

Firstly, Student can use the application for test. For example, They can do the English test to know their English skill on smart phone.

Secondly, student can use smart phone to listen English conversation in the youtube or other application. They can use it everyday for better listening skill.

Finally, Student can use smart phone to practice how to pronounce word correctly. The right pronunciation is very important in English language.

In conclusion, a growing number of schools in the world are turning to the smart phone as a learning tool. Technology is one of the ways for children to success in the future.



Novice 1's final written product in the 1<sup>st</sup> week

(Topic: The Ways to Make My English Learning Better)

There are three ways to make my English learning better.

First, I watch about English language example listening to music, watching movie, and youtube about English. Second, to date someone who is foreigner for practice speaking skills. Thirds, R read a book about English language example newspaper, novels, and grammar English.

In conclusion, we should be aware. I want to learn English language by watching, reading, and to date someone who is foreigner.



Novice 1's final written product in the 5<sup>th</sup> week

(Topic: What are the Advantages of Using a Smartphone in English)

There are three advantages of using smart phone on English learning. First, translate so I use smart phone for translate. Second, learning online so I can learning online on my smart phone everytime. Thirds, English game when I freetime and I will play English game. There fore, I think. there are a variety of ways to help English learning from the above three advantages of using smart phone on English learning.



Novice 2's final written product in the 1<sup>st</sup> week

(Topic: The Ways to Make My English Learning Better)

There are three ways to make my English learning better.

First, I sometimes watch English soundtrack  
with my sister at home.

Second, I always listen to universal song  
and sing a song with lyric.

Third, I find foreigner friends to talk  
about English in daily life.

So, we can learn English from the surrounding.

Beyond classrooms and books.



Novice 2's final written product in the 5<sup>th</sup> week

(Topic: What are the Advantages of Using a Smartphone in English)

There are three advantages of using smart phone on English learning.

First, just turn on the smart phone and internet before use it.

Second, you can pick up the phone, if you want to use anywhere.

Third, Finding the meaning of words in dictionary online.

Finally, smart phone can do anything. If you use it in a useful ways, it will be good for you.



Novice 3's final written product in the 1<sup>st</sup> week

(Topic: The Ways to Make My English Learning Better)

There are three ways to make my English learning better. First, I watch about English language example; listening to music, watching movies, about English language. Second, to date someone who is foreigner for practice speaking skills. Third, Reading a books about English language example; newspapers, novels, and grammar English.

In conclusion, we should be aware, I want to learn English language by watching, reading, and to date someone who is foreigner.



Novice 3's final written product in the 5<sup>th</sup> week

(Topic: What are the Advantages of Using a Smartphone in English)

- There are three advantages of using smart phone on English learning. First, I follow the country's news for example education in ASEAN. Second, I use the smart phone to search for information such as vocabulary, grammar, etc. Third, I use the smart phone as a medium to develop my English skills, such as pronunciation skills, reading skills, watching movies and listening to music from abroad.

In conclusion, we should use the smart phone as a favor. In order to enhance the skills. It also creates English language skill in speaking, reading, writing, etc.



Novice 4's final written product in the 1<sup>st</sup> week

(Topic: The Ways to Make My English Learning Better)

I learn English every days but my English not good,  
so I have to practice it. I like to watch movie  
soundtrack and watch English language movie.  
I listening English language song and I like to  
talk with foreigner. So, I should follow the three  
topic in order to make my English better.



Novice 4's final written product in the 5<sup>th</sup> week

(Topic: What are the Advantages of Using a Smartphone in English)

There are different ways about advantages of using smartphone on English learning. First, I can get answers quickly from searching the internet. Second, many video tutorials from famous faculties can also be downloaded and I can watch them and learn from them in a very easy way. Thirds I can learn the unique pronunciation for each English word. Then, I can practice pronouncing words with American accent. In conclusion, advantages of using smartphone on English learning can be in various ways, for example, get answer quickly, video tutorials and help with pronunciation.



Novice 5's final written product in the 1<sup>st</sup> week

(Topic: The Ways to Make My English Learning Better)

First, I watch English soundtrack movies every weekend with my friend.

Second, I always listen to universal music.

Thirds, I can learn English form them. learning English and make me spoke well. So we can learn English from the surrounding. Beyond classrooms and books.



Novice 5's final written product in the 5<sup>th</sup> week

(Topic: What are the Advantages of Using a Smartphone in English)

There are three advantages of using smart phone on English learning

First, just turn on the smart phone and internet before use it.

Second, you can pick up the phone, if you want to use anywhere.

Third, Finding the meaning of words in dictionary online.

Finally, smart phone can do anything, if you use it in a useful ways, it will be good for you.



## BIOGRAPHY

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<b>PUBLICATION</b>	Chairinkam, J. and Yawiloeng, R. (2021). Peer Scaffolding Behaviors in English as a Foreign Language Writing Classroom. <i>Asian Journal of Education and Training</i> , 7(4), 226–234.  Jittiporn Chairinkam and Rattana Yawiloeng. (In press). The Use of Scaffolding Strategies to Enhance the Writing Development of EFL Students. <i>Theory and Practice in Language Studies</i> , 9 or 10
<b>AWARD RECEIVED</b>	–