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Exploring the Impact of Teacher's Scaffolding Techniques on the Writing Skill in EFL Classrooms Case of Second Year Students at the Department of English (8 Mai 1945 university, Guelma)

A Dissertation Submitted to the Department of Letters and English Language in Partial Fulfillment of the Requirements for the Degree of Master in Language and Culture

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Dedication

We dedicate this work to all who believe in us

To our beloved parents who are always supporting us may god bless them To our

brothers; "Abdelghafour", "Adel", "Aissa", and "Mohammed Islam"

To our sisters; "Cherifa" and "Randa"

To our teachers throughout our career

To our lovely friends; "Ghada", "Manel", "Warda" and "Sara"

Beddiar yousra

Deharna imane

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Abstract

The research is conducted to explore the impact of teachers' scaffolding technique on students' writing skill in EFL classroom. It is hypothesized that teachers and students suppose that the use of scaffolding techniques may have an impact on the writing skill. Therefore, the quantitative method is used to collect data, in which two questionnaires were administered, one on Facebook as Google form for 56 second years students at the Department of English in 08 Mai 1945 Guelma University, and one was sent via email as a word document to six (06) teachers of written expression module at the same Department. The results of both questionnaires indicate that teachers' scaffolding techniques have a positive impact on students' writing skill. Thus, it is recommended that teachers keep using these techniques while teaching writing.

Key words: scaffolding techniques, writing skill, EFL classroom.

List of Figures

List of abbreviations

EFL   English as a foreign language

IMSCI   Inquiry, Modeling, Shared, Collaborative, and Independent

LMD   License, Master, Doctorate

(SCT)   Sociocultural Theory

(ZPD)   The Zone of Proximal Development

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General Introduction

General Introduction

In teaching English as a foreign language (EFL), teachers are usually concerned with enhancing learner's abilities in the four language skills: listening, speaking, reading, and writing. Writing is considered as one of the most difficult skills to be developed in learning foreign languages. Also, it is one of the important skills, because of its significant role in communication, learning, thinking, and organizing ideas. Thus, EFL learners have to develop their writing skill because they need to write different paragraphs, essays, short stories, researches….

Teachers are expected to select an effective strategy to facilitate the task, and to support learners to cope with their obstacles in writing. It was argued that teacher's scaffolding techniques plays an important role in learning a foreign language, especially for EFL students, in which teachers have to provide their learners with scaffolding to accomplish tasks, which they cannot do independently.

1. Statement of problem:

Since writing is a complex skill, students of the department of English of the University of Guelma may encounter issues in their writing skill, this might be referred to the techniques used by the teachers, especially if teachers did no scaffold them while teaching the written expression module, so this may influence negatively on student's writing skill.

2. Research Question

This research aims to answer the following questions:

1. Is the Writing skill the most or least favored skill?
2. Does teachers' scaffolding affect EFL student's writing?

3.   What is the importance of using scaffolding technique in improving the writing skill?

3. Aims of the study

The present study is conducted to know whether teachers' scaffolding is important to enhance the student's writing skill or not, and to show if there is a relation between the use of teachers' scaffolding techniques, and the improvement of the writing skill. Also, to show the advantages behind using scaffolding in EFL classes.

4. Research hypotheses

The hypotheses of the present study are:

- Teachers and students suppose that the use of scaffolding techniques may have positive impact on the writing skill.

- Teachers and students believe that the use of scaffolding techniques may have negative impact on the writing skill.

- Teachers and students assume that the use of scaffolding techniques may have no impact on the writing skill.

5. Research methodology and Design

5.1. Research method and tools

One of the methods that study the importance of using scaffolding in writing skill is the quantitative method, and the tool that helps to test the research hypotheses is two questionnaires for both students and teachers in order to collect data about students and teachers of second year, at the Department of English at Guelma University and to know their different perspectives about the use of scaffolding technique.

5.2. Population and Sample of the study

The present study is conducted on fifty six (56) students of second year at the department of English in the University of Guelma, because they need to write several paragraphs, essays, short stories, also they are asked to paraphrase and summarize passages. Also it is administered to six (6) teachers of written expression module at the same department.

6. Structure of the dissertation

This research is divided into three chapters: the first two chapters are concerned with the theoretical background of the topic, and the last chapter is concerned with the practical part of analyzing the students and teachers' questionnaires. The first chapter entitled "**writing skill**" explores the definition, types, process of writing, and its importance for the EFL students and will give the problems that may face them while writing, and finally will provide the main characteristics of good writing. The second chapter entitled "**Scaffolding Technique**" includes the definition of scaffolding technique, its types, and strategies.

Also, it deals with its advantages and importance. The last chapter that concerns the field investigation is entitled **"Filed investigation",** covers the analyses of the questionnaires that will be used to investigate this research.

Chapter One

Chapter one: writing skill

Introduction

EFL learners around the word tend to develop their capacities in the four skills; writing, speaking, reading, and listening. Especially writing that is considered as one of the complex ways of communication, it needs different elements and strategies to be enhanced. This chapter provides different definitions of the writing skill, and its relation with the other skills mainly speaking and reading. Also, it introduces the processes of writing, the elements that provide a good writing, and the difficulties that the learners may face. In addition, this chapter highlights the different approaches of teaching the writing skill, and it gives their main ideas and criticism, and distinguishes between them.

1.1 Definition

Writing is a system of using set of symbols in order to communicate with others, Crystal(2006, p. 257) explains further the definition if writing by saying: "writing is a way of communication, which uses a system of visual marks made on some kind of surface, it is one kind of graphs expression". In other words, writing refers to the use of related graphs and symbols that produce a clear text in order to communicate with others.

The writing skill is defined by Bazerman (2009) as the act of transmitting correct sentences on pares he say: "…writing system refers to specific type graphs marks that represent types of linguistic units" (p. 07). Brown and Yule (1983) claim that writing is the language that is learned in schools with the gaudiness of the teacher.

1.2 Writing and Other Skills

Writing has a clear relationships and differences with the other three skills; speaking reading and listening.

1.2.1Writing and Speaking

On one hand; Writing and speaking are productive acts; both of them produce language. Grabe and Kaplan (1996) claim that "speech is primary and written language is merely a reflection of spoken language".

On the other hand, Vigotsky (1962, p. 98) claims that writing and speaking are different in their form and role. Writing is more complicated than speaking. Weigle (2002) said that academic research find that writing is more "correct" then speaking. These ideas are supported also by Brown (1985, p. 23) who said:

> Spoken language is made up as a speaker speaks, it tends to be much less well organized, much less densely packed with information, to contain quite a lot stops and starts together with occasional errors… is much rhythmically structured, with varying lengths and pauses, and is typically structured in much shorter   sentences and phrases than occur in the written language".

The differences between written and oral language are summarized by Brown (1994), in which he said that these two skills are different in six points; performance, production, distance, orthography, complexity, and vocabulary.

Kelly (1969, p.145) believes that writing influence positively on the speaking skill in which he claims "the writing process helps to develop the skill of critical speaking".

1.2.2 Writing and reading

Despite the main difference between writing and reading skills in which writing is productive and reading is receptive, these skills are close to each other.

The ability of learners to produce a good written work is related to their ability in reading Thomas(1976) (As cited in Fillippe and Caverly, 2000, p.15). This idea is supported also by Storsky (1983), who claimed that the written works produced by learners are results of what they understand and learn from vocabulary and all the linguistic features from what they read.

According to Hyland (2003)," writing together with reading is central aspect of literacy". In other words, reading different genres helps to write different genres especially in literature, for example; a learner who reads different novels and stories, his/her imagination and creativity will increase and help him/her to write a novel.

1.2.3 Writing and listening

Brown (2003) indicates that the common point that relates writing with listening is assessment. He claims that both skills may be assessed through dictation by saying: "dictation was described as an assessment of integration of listening and writing" (p.225). He explains his view by saying that the learners are asked to listen to a passage and then to answering the question given (true/false, filling the gaps,…), then the teacher checks the correctness of the answers, and at the same time check the correctness of orthography, grammar, punctuation,…He believes that a good writer is a good listener (p.131-226).

1.3 Writing process

The writing process is defined as the strategies and techniques that all authors use to produce an organized written work, in which Dyson and Freedman (1990)(as cited n Sunder,

2006, p. 41) claim that "over the past two decades, there has been significant shift from only the products of writing to studying the process associated with how writers write". Hedge (2000, p.124) stated the activities involved in the writing process by stating:

> It involves a number of activities: setting goals, generating ideas, organizing information, selecting appropriate language, making a draft, reading and reviewing it, then revising and editing. It involves a complex process which is neither easy nor spontaneous for many second language writers

The different processes of writing are: pre-writing, drafting, Revising/editing, and proofreading. They are elaborated as following

1.3.1 Pre-writing

Pre-writing is the first step in writing process, in which writers try to organize their "ideas" and "thoughts" before starting to write.

According to Oshima and Hogue (2007) in this stage, writers have to narrow the topic as much as possible and then generate their ideas through brainstorming process, .i.e.; writers have to select the topic then write any idea related to it without caring about grammar and spelling, then organize these ideas according to their need (Zemarch and Rumisk,2005).

According to Lipson (2005): "good thesis writing begins with good planning". He means that if the written work has a well organized structure from the beginning; it will end with the same organization.

1.3.2 Drafting

The second stage in the writing process is drafting, where writers write their first draft depending on the ideas they generate in the first stage (pre-writing). In this stage, the writer focuses on the content not linguistic aspects (Oshima and Hogue, 2007).

Galko (2001) claim that writers in the drafting stage must not care about grammar and other linguistic aspects of writing by declaring that " when drafting, you might skip sections or make notes to yourself to come back and add more examples in certain spots to check your facts mater. You do not need to worry about grammar, spelling or parts of your paper at a later stage" (p. 49).

1.3.3 Revising/editing

The next stage has an essential role in the process of writing, which is called Revising /editing; revising focuses on the content and the organization; while editing focuses on grammar, punctuation and other linguistic aspects (Oshima and Hogue, 2007). Flower and Hayes (1980, p.18) made the difference between the two by asserting that:

> We distinguish between Reviewing and Editing as two distinct modes of behavior. On the one hand, Editing is triggered automatically and may occur in brief episodes interrupting other processes. Reviewing, on the other hand, is not a spur-of-the-moment activity but rather one in which the writer decides to devote a period of time to systematic examination and improvement of the text. It occurs typically when the writer has finished a translation process rather than as an interruption to that process.

In this stage, the writer tries to check his/her work carefully; he may add or omit ideas (Brown and Hood, 1989, p. 20).

Dunleavy (2003, p.104) considers editing as the most important stage, because the writer will correct all the final work in consideration to grammar, spelling and sentence structure. In other words, s/he focuses on both form and content.

1.3.4 Proofreading

Proofreading is the final task for writers, wherein they have to read and re-read the written work before publishing it, and they have to give a great consideration to grammar, spelling and punctuation (Oshima and Vogue, 2007). Then, rewrite the work with the correct changes, and eventually publish it (Zemach and Rumisk, 2005).

1.4 Elements of effective writing

Scholars introduce some conditions that determine effective writing; good writing must be well organized, clear, and coherent.

1.4.1 Organizations

Organization is an important component of a good writing. A piece of writing should be well organized, structured, and presented hastily to be useful and helpful for the reader or the researcher. Starkey (2004, p. 02) has stated that this component of good writing may make the reader accept the writer's ideas and may persuade his/her believes.

1.4.2 Clarity and focus.

Starkey (2004) introduces elements to make the writing clear, by claiming that the writer should use simple words and avoid complex ones to help the reader understand. Starkey also said that the writer should be concise and precise, with focus on general ideas and avoiding the use of repetitions and needless words and phrases.

1.4. Coherence

One of the important characteristics of good writing is the concept of coherence (Kane. 2000). This latter refers to the way ideas are represented in the written work, as well as the structure and sense that are expressed in the written version (Gelbukh. 2012). In other words, the ideas must be linked together logically to be understood easily by the reader. Lipionka (2008) describes this characteristic as "the quality of sequentially and integrity, or togetherness. Sentences and paragraphs progress in logical or natural order, following smoothly from one to next while sticking together in meaning" (p.118).

1.5 Difficulties in writing

Studies show that EFL learners may face different problems in writing, which can be divided into two types; linguistic and psychological difficulties

1.5.1 Linguistic difficulties

Grammar, vocabulary and punctuation are the major three linguistic difficulties that may EFL learner.

1.5.1.1 Grammar

Thorbury (2000, p. 01) defines grammar as: "The rules that govern how a language's sentences are formed". Close (1982, p13) said that it refers to: "a system of syntax that decides the order and patterns in which words are arranged in sentences". Grammar is concerned as the biggest problem in learning a foreign language, Ellis (2008, p. 418) classified grammar's difficulties into two types; difficulties of understanding the rules, and difficulties of their use and application

5.5.1.2 Vocabulary

According to Ur (1994, p. 60), vocabulary refers to the words that the learner or a person is familiar with, or it is all the words of the foreign language that s/he knows and understands.

The problem with vocabulary is that the students confuse between words, and fail to use the appropriate word to get correct sentences. They may know words, but they may forget their meaning and form (Lado, 1955), and they may have ideas, but without vocabulary (Duigu, 2002).

In addition, the problem with vocabulary may refer to words that are difficult to pronounce, in which wrong pronunciation results in wrong writing. Also, there are the problems of silent letters; like in knowledge, writer, right. The learner cannot guess them, s/he writes what s/he spelled or listened to. In addition, there is the issue of meanings; words with the same pronunciation (homophones) but possess different meanings; such as see and sea, or words with the same spelling (homographs); but have different meaning, for instance: date and date, right (≠left) and right (correct),… All of these examples are some of the big difficulties that the learner may face, and if s/he is not familiar s/he cannot make the differences and may fall in errors (Thornbury, 2002, p. 27).

To have a great vocabulary, the learners have to memorize words with their meaning and form, (Mehring. 2005, p. 04), because enhancing vocabulary is mainly the role of the learner in relation to his/her attitude and motivation (Yongqi Gu.as cited in Mehring. 2005).

1.5.1.3 Punctuation

Punctuation is the most frequent problem for EFL learners, because its rules are not always valid and are complicated to understand, and refer to the way the writer uses to get the

meaning also because   the punctuation can change the meaning totally (Caroll and Wilson, 1993).

1.5.1.4 Spelling

Scholars like Frith relate spelling with reading, by asserting that: "learning to read should imply learning to spell, and learning to spell should imply learning to read" (1980, p.496). But, this is not always correct; because there are students who cannot spell correctly however they are excellent in reading (Frith,1980. p. 497).

Moreover, Bancha (2013.p. 04) states that the problem of spelling refers to misspelling words and to the lack of the learner' concentration.

1.5.2 Psychological difficulties

The learner' psychological state has a big role on his/her writing, such as motivation and attitude which may influence his/her writing

1.5.2.1 Motivation

Williams and Burden (1997) define motivation as: " a state of cognitive and emotional arousal, which leads to a conscious decision to act and which gives rise to a period of sustained intellectual and/or physical effort in order to attain a previously set goal"(p.120).

Motivation is important for learners, because the motivated ones can achieve more than others and this is supported by Harmer (1998) who claims: "it is clear that highly motivated students do better than ones without any motivation at all". This idea is supported also by Daly and Miller (1975,p.09) who said: "writing apprehension is characterized by avoidance, lack of motivation...".

So, motivation is that psychological factor that encourages the learner to become more active to do his/her best, in which active students (higher motivation) may achieve, more than passive ones (lower motivation).

1.5.2.2 Attitude

Attitude is defined by Eagly and Chaiken as:" a psychological tendency that is expressed by evaluating entity with some degree of favor or disfavor" (1993, p.01). Also, it is defined by Fishbein and Ajzen (1975) as: "a learned predisposition to respond in a consistently favorable or unfavorable manner with respect to a given object" (p.6). In other words, attitude is refers to the person's emotion to a particular object, people,… Learners who have positive attitude are more motivated to increase their writing proficiency than learners with negative attitude (Graham, Berninger and Fan, 2007.p.518).

1.6 Approaches to teach writing

To teach writing, scholars introduce approaches to give the best way for learning this skill. These scholars see writing from different angles; some believe that the best way is to focus on the written work itself (production); others focus on the reader and introduce processes, while others focus on the audience and genre of writing. Because of these different perspectives, different approaches have been formed: the product, process, and genre approaches.

1.6.1 Product based approach

During the audio-lingualism era, writing was considered as just a supporting skill, it was not important as today, the evaluation of good writing was through focusing on the sentence structure rather than its context. The audio-lingual method that emerged in the 1950s emphasized more on speaking and listening and avoided reading and writing.

As a result, an approach to writing emerged; it is the product bases approaches. It is also known as the "controlled-to free", the "text based", and the "guided approach" (Silva, 1990).

White (1987) Said: "to go beyond sentence level manipulation to the production of paragraphs and subsequently of multiple compositions". In other words, the goal of the product based approach is to evaluate writing through its form, so the context and purpose of writing are avoided.

According to the product based approach, teaching writing to EFL students is done through imitating a model text provided by the teacher, and focusing on grammar and sentence structure, then their activities will be evaluated and corrected at the end. In this point, Klimova (2014) said that this model text is discussed and analyzed, and learners refer to it to produce similar texture with similar organization. That is what Gabrielators (2002) viewed, in which he describes the product approach as: "a traditional aapproach in which students are encouraged to mimic a model text, usually is presented and analyzed at the end stage".

Badger and white (2000) introduce four stages to teach writing based on the product approach:

A. Familization

In this stage, the teacher provides his/her students with a model text and asks them to pick grammar and lexical points.

B. **Controlled writing**

In this stage, EFL students learn new and different structures through imitating the model text provided by the teacher

C. **Guide writing**

In this stage, the learners practice writing and use the target grammar and vocabulary. Through this stage, they learn the organization of the ideas. Badgar and white consider this stage as the main one; because they see that the organization of the ideas is more important than the context or sense of these ideas.

D. Free writing

Free writing is the final product of the learning process. In this stage, the teacher lets his/her learners to write freely, each learner uses the structures that s/he learned before. Finally, the teacher corrects the final text and gives comments (the focus still on the form).

A. Criticism of the product bases approach

Scholars argued that the product bases approach is an easy task for learners. They see that it needs just a text model provided by the teacher, and the learners just follow the model's structure and ideas' organization. They see that imitating the model text and avoiding the context might be incorrect.

Brakus (2003) criticizes the product based approach or what he calls it "the teacher-centered" approach, by asserting that this approach makes the teacher a leader of the model. Also, the imitation of the text model without any contribution makes the EFL students passive learners; since they do not express their ideas (prodromon,1995).

The product based approach tends to influence negatively EFL students' creativity, as a result, it was is criticized by many scholars, and gave birth to the another approach, which is called the process based approach.

1.6.2 Process based approach

The process based approach emerged because of the large criticism of the product based approach, which discouraged the creative writing of the learners.

The supporters of the process based approach believe that it helps the writers to write correctly and similar to the native speakers, such as Zamel (1982) who said that: "writers who are ready to compose and express their ideas use strategies similar to those of native speakers". In other words, good writing is based on steps used by both native speakers and non-native ones.

The process based approach focuses on the processes and strategies that the students use to produce a correct written work. The writing process leads the learners to express their ideas and rely on themselves rather than on a model. In this context, Brown (2001) said that learners may produce their work through relying on their thinking process, and he believes that following the process to write produces effective written text.

In teaching; based on the process approach, learners feel more independent because they are the central part. The learner might not use all the processes proposed, s/he may use them according to his/her level and need. In this context, Flower and Hayes (1981) claim: "writing process may be viewed as the writer's tool kit. In using the tools, the writer is not constrained to use them in fixed order or in stages. And using any tool may create the need to use another".

The process based approach is useful for learners; because it allows them to produce a written work step by step with the guidance of their teacher, who assesses and tests them (Bougheley, 1997).

B. Criticism of the process based approach

Many scholars criticize the process based approach, for instance Brown (2001) considers it a complex approach with complex steps, and Badge and white (2000) view the process as the same for all writers, and that it neglects the text and its purpose.

1.6.3 Difference between the process and product approaches

Steele (2004) expresses the main differences between the process and   product based approaches as follows:

Process Approach	product approach
• Text as a resource for comparison	• Imitate a model text
• Ideas as starting point, necessitating more than one draft	• Organization of ideas more important than ideas themselves
• Focus on purpose, theme, text type …	• One draft
• The reader (audience) is emphasized;	• Features highlighted including controlled practice of those features
• Collaborative with other peers; emphasis on creativity.	• Individual emphasis on end product.

Table01: *Difference between the Process and the Product Approaches*

1.6.4 Genre based approach

The genre based approach emerged as a reaction to the process based approach in the mid1980's (Henry and Roseberry). The focus of the process approach is to write based on steps, while the genre approach is based on models that give attention to the audience. This approach is defined by Hyland (2004, p. 04) as: "a turn for grouping text together representing how writers typically use language to respond to reoccurring situation ". Also, it is defined as:

A genre comprises a class of communicative events, the members of which share some set of communicative purposes are recognized by expert members of the patent

discourse community, and there by constitute the rational shapes the schematic structure of the discourse and constant choice of content and style. (Swales,1990.p.58)

The genre based approach relies on particular genre (Byram, 2004. p234). According to this approach writers have to distinguish between text genres (novels, academic books,...).

The genre based approach is similar to the product based approach in the point of emphasis on the linguistic competences, but is different in its consideration of the audience (Badgar and white, 2000)

In teaching based on the genre approach, the role of the teacher is to teach his/her students the different text genres with focus on the linguistic context to became familiar with them (Badgar and white. 2000).

C. Criticism of the genre approach

Also the genre approach has been criticized; Kay and Dudley-Evans (1998) say that this approach is useful only for beginners not for advanced learners; because only beginners back to model genre text to write.

This approach criticized also for its neglect of learners' abilities (Bryman,2004) and for its negative impact on the learners' creativity (Badge and white,2000).

1.7 difference between genre and process Approaches

The process approach is the approach that criticizes the genre one . Nemouchi (2009) points the main differences between the two as follow:

process approach	genre approach
Writing is thinking process concerned with the act of writing. Emphasis on creative writer. Skills in using language.	Writing is a social activity concerned with the final product. Emphasis on reader expectations and product.

How to produce and link ideas. Makes processes of writing transparent. Provides basis for teaching. Assumes L1 and L2 writing similar. Overlooks L2 language difficulties. Insufficient attention to product. Assumes all writing uses the same processes.	Knowledge about language. Knowledge of the context in which writing happens. How to express social purposes effectively. Makes textual conversations transparent. Contextualizes writing for audience and purposes. Requires rhetorical understanding of texts. Can lead to over attention to written skills needed to texts.

Table 02: ***Difference between the Process and Genre Approaches. (Nemouchi, 2009, p. 95)***

1.8 Conclusion

This chapter shed light on the writing skill from different sides. It defined and traced the elements of effective writing and introduced its processes. Also, it provided the main three approaches that are suggested by scholars to teach the writing skill to EFL students. In addition, this chapter presented the criticism of each approach and pointed the differences between the three. So, writing is not an easy task to be learnt or taught.

Chapter two

Chapter Two: The Scaffolding Technique

Introduction

Chapter two introduces the term scaffolding, its definition and theoretical basis. In other words, it tries to shed the light on the origin of this concept which often has a connection with the zone of proximal development (from here and after ZPD). This latter defines after dealing with the concept of scaffolding. In addition, this chapter will tackle the relation between scaffolding and the ZPD. Then, it discusses the types of scaffolding, and its strategies, advantages and importance. Also, this chapter deals with the implementation of scaffolding in the writing process. At last but not least, Read's IMSCI model to scaffold writing is tackled.

2.1 Definition of Scaffolding

The notion of scaffolding relies on the work of the Russian psychologist Lev Vygotsky, who lived at the beginning of the twentieth century, in the socio-cultural theory. But, the term scaffolding was first used by Ross, Burner, and wood (1976) in their study of parent-child talk in early age, in which the term scaffolding is used as a metaphor to the verbal interaction between the child and his mother who helps her child in order to improve the learning of language (Gibbons,2015). According to Bruner et al. (1976), scaffolding is defined as: "Adult controlling those elements of the task that are essentially beyond the learner's capacity, thus permitting him to concentrate upon and complete only those elements that are within his range of competence" (p. 90). In other words, a teacher or an expert provides the learner with supports in order to enables him/her to deal with a task, without the aids/interference of the teacher or the expert in order to complete the task independently.

Besides, a group of researchers shed light on the notion of scaffolding and apply it in the context of education. According to Ellis (1994), the term scaffolding is defined in the field of

second language acquisition (SLA) as the dialogic process, in which teachers provide their learners by help to make a particular speaker carry out certain functions that transcends his/her level of competence. Scaffolding is seen as the appropriate assistance provided to the students by their teachers according to both Ellis and Wood, Burner, and Ross.

Moreover, the term scaffolding according to Verenikina (2008) means a support given by knowledgeable participant to novice one through social interaction. In other words, it occurs within a social interaction, in which the novice person who is the learner receives the assistance from the teacher. Furthermore, Holton and Clarke (2006) view scaffolding as the basis for future autonomous learning, wherein it aids learners to build their knowledge and improve their learning proficiency.

2.2 definition of zone of proximal development

The concept of ZPD was inserted by Lev Vygotsky during 1920, and detailed progressively later until he died in 1934. Vygotsky developed the notion of ZPD to criticize the psychometric-based testing in Russian school where it reflects on the learners current level of evolution rather than their future realizations (Cited in shabani etal, 2010).

The zone of proximal development is defined by Vygotsky (1978) as: "The distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peer" (cited in Walqui,2006,p.162).   According to Vygotsky, the ZPD is defined as the distance between what a student or learner can do by him/herself and what s/he cannot do without any help at the level of potential development. In addition, according to Gibbons, (2015) it can refer to the cognitive gap between what can be accomplished with and without the interference of the teacher (expert).

Also, Roosevelt (2008) said that keeping students in ZPD, to which students will be more open to the tasks of problem solving, is the most significant objective of education. (Cited in shabani et al., 2010) Yet, attributable to the hardness of tasks which students are engaged in, they have to work unifiedly (unitedly) with each other or with an expert (teacher) in order to do the task. Regardless, the next time, they can achieve the task independently without assistance. Additionally, the ZPD suggests the meaning of giving supports to the learners in their learning, by which the expert (the teacher) must give an activity just higher than his/her learners' capacities. After that, s/he supports his/her students with rules, which help them to complete independently the next activity (Pishghadam &Ghardiri, 2011).

Moreover, Gibbons (2015) mentions that the learning process has a social nature. In other words, collective learning makes both teacher and learner have an important role in the learning process, wherein students share experiences and knowledge in order to enhance each other's understanding and knowledge. Therefore, social learning helps learners to build the connection between them, which leads to a successful learning.

2.3 Connection between scaffolding and zone of proximal development

As cited in AL Hussein, 2012, learning comes across the cognitive and social interchange, the learner is helped by the instructor; for example, when s/he removes his/her scaffolds moderately to make the learner able to accomplish the task independently (Walqui, 2006). The instructor tends to involve their learners in problem solving tasks that go with their ZPD, and the learners make their activities under the supports of their teachers. As a result, working with the ZPD need scaffolds in order to make learning more successful, and make the learners able to complete similar tasks in new context (Hammond & Gibbons, 2005). Scaffolding always has a relation with ZPD.

Al Hussein (2012) states that scaffolding takes place through classroom interchange, where learners get help in order to learn notions and concepts and language that is higher than their capacities. Additionally, Burner, Wood, and Ross (2006) maintain that the process of scaffolding is somewhat beyond the level of learners, but in relation to their zone of ZPD. (Cited in Briand & Jazebi, 2014). In other words, scaffolding does not take place in the ZPD.

2.4 sociocultural theory

The notion of scaffolding can be traced back to Vygotsky's sociocultural theory (SCT), which accounts for the procedures that make learning and development take place through it. Dongyu et al. (2013) inform that language learning interaction has an important role and it is like a passage that makes learners learn through it. Consequently, learners learn from each other via social interaction. Furthermore, according to Vygotskyian's perspective, acquiring knowledge happens through the process of social interchange, which sets out in enhancing the level of learners. i.e. the interchange between learners and their teachers or between learners themselves gives them the chance to improve their particular knowledge. In this setting, Wertsch (1985) said that interaction encourages persons to deal with cognitive challenges that are just higher than their capabilities (cited in Turuk, 2008).

In spite of the fact that the concept of scaffolding is originated in sociocultural theory, the term has never been used before Jerome Bruner. This latter is concerned with the meaning of Vygostky's ZPD (Burch, 2007).

Additionnally, Burner (1978) utilized the idea to give a description of parent-child talk, where the help of the mother is characterized by focusing the child attention on concepts of certain activities that s/he is required later on to achieve on his/her own (Burner, 1978). So, according to Burner's perspective, the help of the mother aims at training the child for doing future tasks independently.

Moreover, Vygotsky (1978) states that learning takes place with the learners' ZPD, in which they are provided with sufficient aids to do hard activities. This aid is disappeared as the learner becomes autonomous. (Cited in Burch, 2007).

Again, Vygotsky's sociocultural theory concludes that social interaction is the source of language learning where learners obtain enough assistance to receive the language.

2.5 Characteristics of scaffolding

Scaffolding is a collective process based on teacher-student interchange, wherein both of them have an important role (van de pole et al., 2010). Despite the fact that scaffolding is demonstrated differently; there are common characteristics that can be found in every definition. Scaffolding is characterized as follow:

a) Interaction: According to Serle (1984), interaction should be collective either between learners or between learners and their teachers (cited in masters, 2005).

b) Working with learner's ZPD: the teacher designs tasks that are just higher than the learner's level of comprehension after fixing their level through diagnostic strategies, on condition that these activities did not exceed the learner's ZPD (Rogoff, 1990 cited in Master, 2005)

c) Fading: it is about the progressive removal of scaffolding step by step (Biriand & Jazebi, 2014).The aid of the teacher is disappeared when learners become independent. Thus, fading is making the learner achieve the activity autonomously. Also, it gives the learners the opportunity to improve their self-regulation (it involves controlling one's behavior and thoughts in the pursuit of long-term goals)(Hu, 2006).

Additionally, Van Lier (2004) sheds light on five pedagogical essential characteristics of scaffolding such as; continuity, contextual support, inter subjectivity, contingency, and handover/takeover. Beginning with continuity, this latter means that activities or tasks should be connected with each other; but repeated with a little distinctions. Secondly, contextual support means that learners are motivated to investigate in supportive circumstances by using charts, tables, and textbook aids. Thirdly, inter subjectivity makes reference to rapport establishment; in other words, shared common agreement in the definition of an object for instance: when it is asked for a picture of an apple, its definition would be the same. Fourthly, contingency refers to the way the teacher helps the learner by choosing effective strategies that rely on the learners' current level of capacity. Fifthly, handover/takeover (teacher/student) is the most essential elements in the learning process and without them scaffolding has no meaning.

2.6 Types of scaffolding

Holton and Clarke (2006) differentiate between two types of scaffolding: domain and agency. This latter is divided into two types; conceptual scaffolding and heuristic scaffolding. The first type, which is conceptual, is given by the teacher and it aims for conceptual understanding (the successful student understands the ideas, and he has the capacity to transfer the knowledge to a new situation and apply it in new context) . In reverse, the second type, which is heuristic scaffolding, is provided in order to solve problems faced by the learners.

Also, Holton and Clarke (2006) go further and recommend that agency scaffolding is classified into three classification; expert, reciprocal and self-scaffolding. Nevertheless, Holton and Clarke assume that during the learning process as the learner passes the three sorts of scaffolding, it is needed to add another type of scaffolding called transcendental.

Additionally, Holton and Clarke also see the scaffolds of experts as passive, and that the scaffolder ought to assist his/her scaffoldee. Here in this step, the teacher's role is only to make things easier   while the learners need to obtain information and build their knowledge.

Besides, during the reciprocal scaffolding type learners work in groups, because collectivity helps them to realize the information. Therefore, when the learner knows something new and

unusual, his/her colleague will also obtain this new information or knowledge (Walqui, 2006) So here the reciprocal scaffolding takes place.

 Also, Holton and Clarke mention the self -scaffolding type in which it focuses on giving the chance to learners to provide scaffolding to themselves. This type also makes learners utilize the accessible resources to progress their knowledge building (Bick hard, 2007 cited in Agus, 2008). In addition, since learners can provide themselves with scaffolding, they can also provide their partners with scaffolds as a kind of transcendental scaffolding. Also, Agus (2008) presume that transcendental scaffolding is the process beyond scaffolding i.e. the learner becomes autonomous after passing all the previous sorts of scaffolding.

2.7 Strategies of scaffolding

Many teachers of English language utilize distinct strategies in order to scaffold their learners. Walqui (2006) poses six strategies of scaffolding; in which they are applicable with learners of English and help them to improve their proficiency.

2.7.1 Modeling

When the learners are asked to do an activity or a task that is unknown to them, the teacher gives them a model or a clear example. First, s/he clarifies the example, and then s/he asks his/her learners to reproduce another one like it. Here, the teacher explains in a simple way the model that s/he provides, using simple language in order to understand the task. Modeling

is very helpful for EFL learners since it helps them in being exposed to authentic language. Therefore, thanks to this strategy (modeling), EFL learners can do the required exercise.

2.7.2 Contextualization

Researchers of education distinguish among every day and academic language (Cloran, 1999). The everyday language relies on context and non-linguistic information, it contextualized. By contrast, academic language depends on language only, it is decontextualized. So, in the context of academic language the teacher sets up correlations by giving the verbal context according to learner's experience

2.7.3 Schema building

Schema is illustrated by Richard and Schmidt (2010) as a mental representation. They mean that the mental representation or structure classifies new ideas and knowledge depending on previous ones. Thus, the assignment of learners is to identify the relation among students and each other through a set of tasks or activities provided by the teacher. This strategy is a top down process (it is about forming perceptions from the general to the specific; from a larger idea toward more detailed information), in which the learner classifies his/her ideas and makes difference between what is important and less important.

2.7.4 Text representation

The teacher in this strategy demands learners to transfer a linguistic construction that is modeled in a specific genre in another one; for example, learners are asked to transfer a video into a speech, which they might work on it later. So, the learners will have the opportunity to express what they understood from the linguistic form.

2.7.5 Developing metacognition

According to Bransford et al. (1999), metacognition takes place when the person can monitor his/her understanding of present level. After, s/he chooses when metacognition is deficient. In other words, it means someone's capacity to control his/her level of understanding without the intervention of the teacher.

Also, Walqui (2006) informs that metacognition consists of different strategies, in which they are taken from the studies about the way an expert deals with a certain task or activity. These strategies assist learners to monitor their learning, and they contain learners' application of the learned strategies when they are involved in tasks, the selection of the most important one that goes with a particular task, and the evaluation of the proficiency of the learners in order to plan for their future.

Additionally, researchers in the context of education propose other strategies which are questioning, cueing, coaching, collaborating, etc.

In the same perspective, Pearson (1996) states that cueing; coaching and collaboration are the most useful ways by the teacher in the learning process. (Cited in Master, 2005).

2.8 Importance of scaffolding

The achievement of scaffolding in the classroom setting reveals that this technique is helpful and affects positively the learning level of learners.

On one hand, learners will be enjoyable when they are dealing with the activity; because they have positive feeling towards learning. On the other hand, scaffolding technique makes the learners pay attention to the activity and keeps them in the right way. (Hu, 2006).

Furthermore, Mckenzie (1999) maintains that scaffolding technique has many advantages and plays an important role to improve the learners' performance. These advantages are shown as follows:

1- It gives understandable directions for learners.

2- It makes the objective of the task clearer.

3- It keeps learners on the activity.

4- It makes learners refer to more important sources.

5- It expresses performance and capability.

6- It allows students to build confidence that helps them tackle more difficult activities.

7- It constitutes momentum and motivation.

2.9 Implementation of scaffolding in writing

Scaffolding plays an important role in assisting students in their writing. Learners receives different kinds of scaffolding, when they are writing, according to each other level, ability, and needs.

The pre-writing stage, which is the first stage, shows that the teacher helps the students (writers) in order to write for the intended population. After, s/he directs them as far as the aim of the task and utilizes a successful writing sample as an example for the asked activity. For instance, the teacher provides his/her learners with handouts model of narrative essay and requests students to deal with the task collectively, either in pairs or in groups for the purpose of knowing its characteristics.

Then, students imitate the example provided by their teacher and produce their own version (essays). Holton and Clarke (2006) see that modeling is a successful scaffolding technique, in which it assists learners or students to resemble the model.

Besides, in this step, there is the utilization of different tasks that aid student in their writing; for example, the teacher uses brainstorming as a pre-writing task with his/her students for the sake of stimulating their imagination and activating their schema, in order to achieve

this objective, the teacher supports his/her students brainstorming with drawing in order to aid them bring ideas, which suit the task assignment to their minds. Brainstorming also makes the learner able to begin quickly, save time for the coming step, and build rapport with their teacher through the interchange that occurs between each other (Oshima & Hogue, 2007). This interchange leads learners to improve their motivation to write.   Additionally, the teacher in the pre-writing stage proposes some other effective strategies to make the start easier, such as: clustering/mapping or listing. Cluster/mapping serves in exploring the relationship between ideas, and the second one allows them select and organizes certain ideas, then listing the related concepts together. Consequently, the teacher writes the topic on the board, and then asks the learners to write all what is related to such a topic.

In the drafting stage, modeling and questioning are the two strategies that are suggested. The teacher employs questioning to guide learners when they write their essays, and to extend learners' understanding of the topic. Additionally, according to Hunkins (1972) and Wilen (1986), questioning is commonly adopted to know about the learners' previous knowledge, direct and guide learning; and provide them with opportunities for practice. For them, questioning also helps in controlling and maintaining productive learning environments, as well as examining the outcomes of learning (cited in Hu, 2006). In this stage, questioning is also used as scaffold for extending learning thinking through reflecting in their thoughts. In other words, scaffolding allows them to think logically, and encourages them to look at the problem from different angles (Josiah et al., 2013).

In the revising/editing stage, learners are required to revise their writing in order to correct their mistakes. In this stage, the teacher's i immediate feedback is very important because learners' writing is not perfect. As a consequence, learners seem to be unwilling to correct their mistakes. Furthermore, the teacher attempts to break the routine and uses vital activities to motivate learners to correct their mistakes. For example, s/he enhances working

collaboratively in order to endorse communication among them. The latter can work in groups, share what they write and discuss together. Collaborative work provides learners with the opportunity to give feedback on their classmates' writings. Yet, in the revising-editing stage teachers' assistance is still there (Yau, 2007). Moreover, scaffolding strategy that is suggested in the stage of revising/editing is peer scaffolding, which refers to the process of paper exchanging in which partners exchange their drafts, read them, and then comment (Zemach & Rumisek, 2005). It involves reading the texts of others for purposes of feedback providing. In this regard, Mangelsdorf (1992) claims that "learners do not simply evaluate or edit one another's texts, they are responding to what the essay says as well as how it says it" (cited in Burket & Wally, 2013). Further, through peer- scaffolding, the responsibility is gradually shifted towards learners, as the teacher reduces his/her scaffold, instruction becomes learner-centered. Learners negotiate with each other and communicate their intentions directly. Consequently, in this stage, the teacher does not impose his/her opinion; but rather acts only as a facilitator to offer guidance in the thinking process (Brown, 2001, p. 340).

The final stage is proofreading and publishing. This stage is systematic because it is based on gradation, in which it includes changing grammatical and spelling mistakes and verifying facts. Thus, learners edit their writing, proofread it, and then publish it. The teacher can direct learners' attention to the incorrect forms and provides hints to help them correct the errors (Geeslin & Long, 2014). In proofreading and publishing, the teacher values learners' products through adding extra marks or giving gifts to motivate them and enhance their self- confidence.

2.10 Read's IMSCI model to scaffold EFL learners' writing

Read (2010) proposes a model to perform the writing skill. This model is known as "Reads' IMSCI model", which is developed on the basis of the study of genre (through collaborative writing) and social learning theory (social behavior which suggests that new

behaviors can be required by observing and imitating others). IMSCI is an acronym, which stands for 'Inquiry', 'Modeling', 'Shared', 'Collaborative, and 'Independent'. The "I "refers to inquiry in which the background knowledge of students is facilitated i.e., the teacher activates students' prior knowledge; then, "M" stands for modeling that exists after the teacher applies the inquiry stage such as the use of brainstorming (it is the activity used in order to suggest a lot of new ideas that help in editing a task). In addition, the modeling step includes all stages of the writing process. The "S" means shared writing that the teacher and students participate by making sense of the topic, sentence structure and so on. The "C" refers to collaborative writing, where students have the opportunity to work in groups or peers and arrive at the final text performance. Finally, the "I" stands for independent writing. Students will write independently after passing and mastering the preceding steps. Interestingly, the last step is the focus goal of IMSCI Reads' model.

This acronym includes a set of steps, which depend on the concept of scaffolding. Also, many researchers argue that teaching learners through both genres and social approach is very important for language learning. On one hand, Swami (2008) claimed that learners can organize texts only if they are aware about genre's characteristics. This assists learners for better comprehension of genre's communicative purpose and expectations of the readers. On the other hand, Bandura (1977) and Vygotsky (1978) believed that the interaction between the teacher and learners or between learners lead to a meaningful learning (cited in Read, 2010).

Conclusion

To sum up, chapter two discussed the definition of the concept scaffolding and its origins, then the definition of the Zone of Proximal Development within the relation between scaffolding and the ZPD. Also, this chapter tackled the types of scaffolding, and its strategies, its advantages and importance. In addition, chapter two dealt with the implementation of scaffolding in the writing process and Read's IMSCI model.

Chapter three

Chapter Three: Field investigation

Introduction

The research is conducted to investigate the importance of teachers' scaffolding techniques on students' writing skill in EFL classroom. Therefore, the third chapter seeks to analyze the teachers of written expression module and second year students views about using teachers' scaffolding techniques. It presents the data collected from both teachers and students questionnaires to confirm or reject the research hypotheses.

3.1 Students' questionnaire

3.1.1 Aim of the questionnaire

The aim of the questionnaire is to collect data about students' views about using the teachers' scaffolding techniques on the writing skill.

3.1.2 Sample and administration

The participants of this research are second year students at the Department of English in 08 Mai 1945 University of Guelma during the academic year 2019-2020. The questionnaire was sent to fifty-six (56) students from the whole population as Google form through a group Facebook called "second year students of English (Uni of Guelma)", they are asked to answer the questions according to their perception about using the teachers' scaffolding techniques in the writing skill.

3.1.3 Description of the questionnaire

The students' questionnaire starts with an introductory paragraph that gives students an idea about the topic. Furthermore, it is consisted of twenty-six (26) questions divided into four (04) sections; the first section consists of six (06) questions that collect general information about the students. Section two consists of ten (10) questions related to the writing skill. The

third section consists of ten (10) questions, and the final section is about suggesting other ways that enhance the writing skill.

3.1.4 Analysis and interpretation of data

Section one: General Information

This sections deals with demographic questions regarding the EFL students age, gender, English level, and what is the aim behind studying English language.

Question1: what is your gender?

Figure 01 shows that the majority of learners of English language (76.8%) are females, whereas only (23.2%) of informants are males. This big difference between the two genders may refer to the fact that females always prefer studying literal branches; however, males prefer the scientific ones.
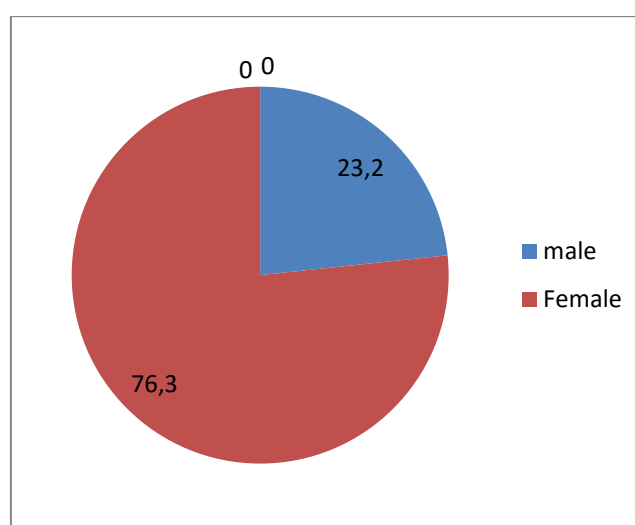
Figure01: *Students' Gender*

**Question 2: How old are you?**

Concerning the participants' age, the collected data clarifies that more than half of the learners (70%) of second year are between the age of 19-20, these learners did not lose any academic year throughout their career of study, and they got their BAC from the first year, while (25 %) of them are between 21-22, this might refer to losing one or two academic

years or may refer to getting another Bac to choose better branches, and (5%) of students had 23 years old and more, it can be because they were studying other branches, then they registered to study English.
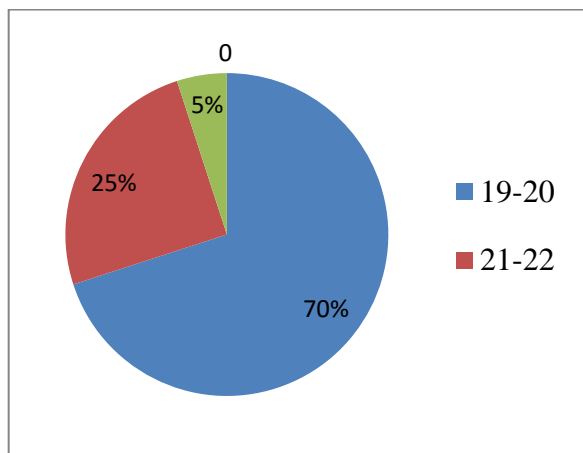
Figure 02: Students 'Age

Question 03: How do you consider learning English?

Concerning **Figure 03**, (57.1%) of students consider learning English "average"; this indicates that they are average on depending on the scaffolding techniques provided by the teacher when they try to write, and (41.1%) answered by "easy", which denotes that they can write without the interference of the teacher, and just (1%) see it as difficult.
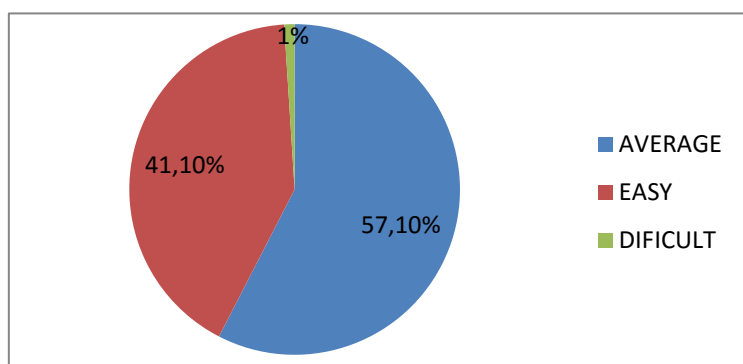
Figure 03: *students' level*

Question 04: Why do you study English?

The aim behind studying English language is shown in the results of **Figure 04**, (45 %) of participants answered by "I love English", (20%) study English in order to go out of the

country, others (21%) want to get a job after finishing their studies. (11%) of students are obliged to study English, and the others (3%) just two persons are studying English for other reasons and objectives.
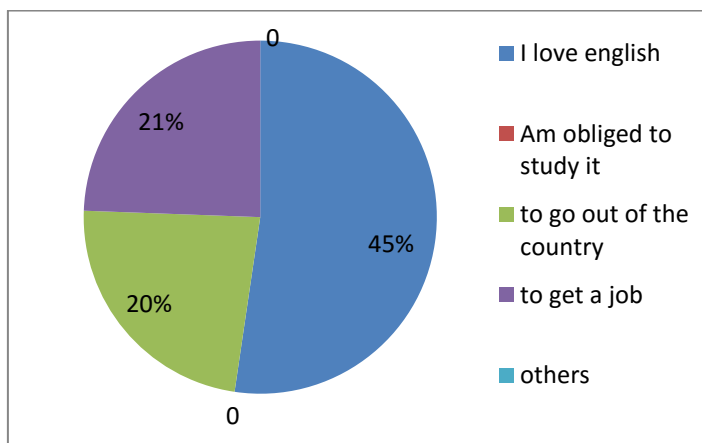
Figure04: *Students' aim behind study English*

Section two: writing skill

Section two deals with a set of questions regards to the students' writing skill

Question 05: How do you find writing in English?

Figure 05 shows that (59%) of students think that writing in English is an easy task to be achieved, which means that students may depend on themselves without the assistance and the scaffolds of their teacher and (29%) agree that it is difficult in which they need scaffolds, while (11%) consider it as very easy, and just (1%) see it "very complicated".
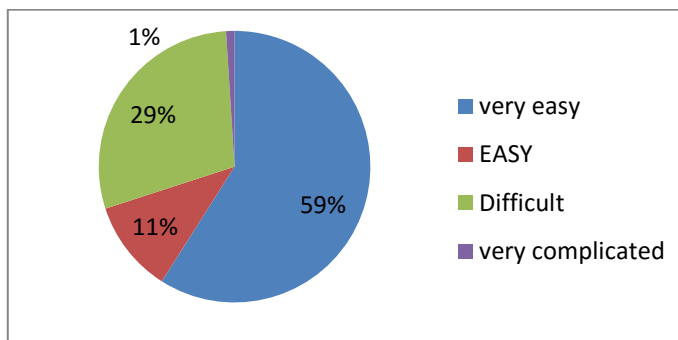
Figure05: *students' level in English writing*

Question 06: How do you evaluate your writing proficiency?

Concerning the results showen in figure six which talked about the evaluation of students' writing proficiency, it clarifies that (53%) see their writing proficiency "acceptable", this indicates that they get acceptable marks in writing expositions and they should try to enhance their writing. Whereas (36%) evaluate their writing as "good", and just (11%) are "very good ", none of the students states that their writing is bad or very bad.
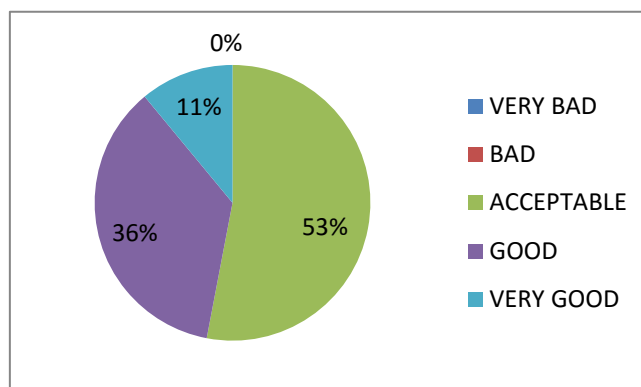
Figure 06: *Students' writing's evaluation*

Question 7: How often do you write outside the classroom?

According to **Figure 07**, (44%) of informants rarely write outside the classroom, while (36%) answered by "often" and (11%) said that they "always" practice writing outside the classroom. Also, the results showed that students (9%) stated that they "never" write outside the classroom. This indicates that second year students practice writing because it is their field of study however some of them are fans of the English language and it is a part of their lives, they use it to communicate and comment on social media, or for write sort stories or songs.
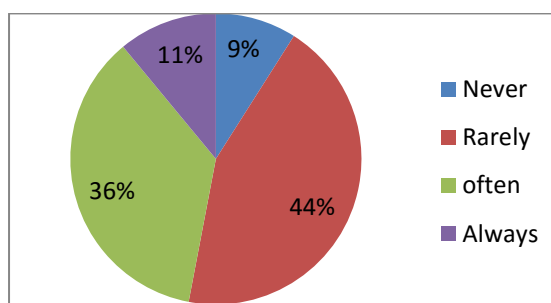
Figure 07: *students' writing outside the classroom*

Question 08: Do you practice writing in other modules like literature and civilization?

Figure 08 showes that the majority (70%) of students practice writing in other modules like literature and civilization, while the others (30 %) did not practice that skill in other modules except in written expression. this insuring that teachers give great concentration to increase the students writing skill.
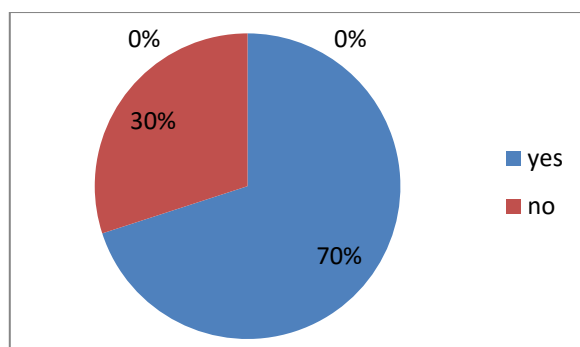
Figure08: *student' writing in other module*

Question 09: How do you prefer practicing writing?

The way students practice writing, according to the results showed in figure nine, (61%) of second year students prefer practicing writing individually, while other participants (30%) state that they prefer writing in pairs, and just (9%) practice writing in group. (**Figure09)**
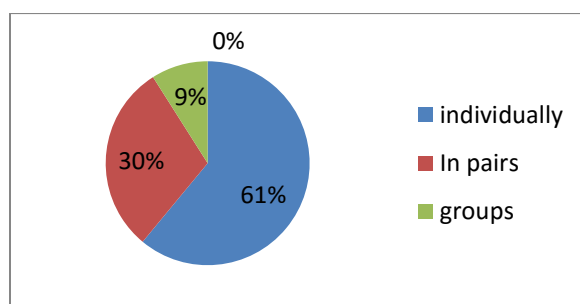
Figure09: *Students' way of practicing writing*

Question 10: Do you face some difficulties while writing?

Figure 10 showed that (84%) of second year students agree that they face difficulties when they write, while only (16%) answered by "No". Therefore, writing seems as a challenging task to be achieved.
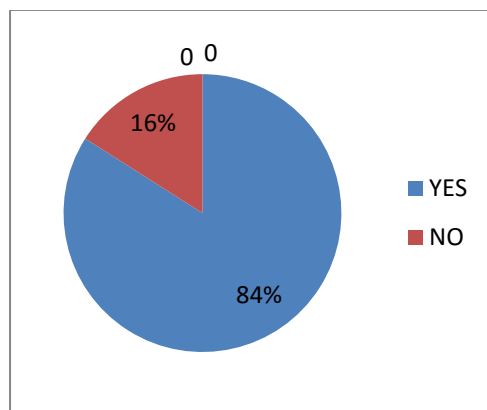
Fiure10: *students' difficulties in writing*

Question 11. If yes, what are these difficulties?

As it is demonstrated in **Figure 11**, students state that both Grammar (29%) and vocabulary (29%) are the main difficulties that face them in writing, while (25%) of students maintain that organization of ideas is a bit tricky.tis insuring the ideas ponted by scolores about writing' main dificultes(see pages12, 13,14). (12%) think that there are other difficulties that they face when they write like collecting ideas, translating from mother tongue to English and some see that they have problems with how to start writing. Also, there is (5%) of students see that all the above problems are challenging them. So, this implies that second year students have different problems and difficulties in writing, so, they need the help of their teacher to be more skilled.
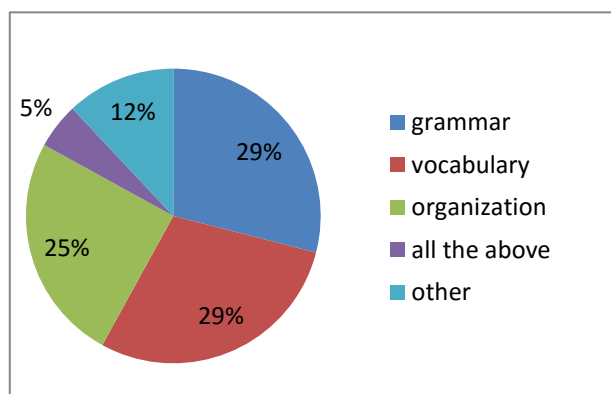
Figure11 : *Students' difficulties*

Question 12: Do you follow the steps of writing (pre-writing, drafting, editing, and proof-reading).

      The results in **Figure12** that show the students' views about if they follow the steps of writing or not, confirm that the majority of students (62%) follow the steps of writing, this indicates that they know the steps, and also indicates that the process approach is the useful approach for them, whereas (38%) said that they did not follow the steps. may be because they did not have knowledge about the writing process, or they think that they are needless.
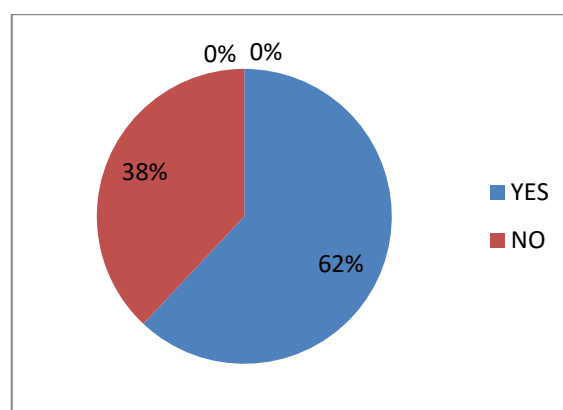
Figure12: *Students' views about following the steps of writing*

Question13: If yes which of the following steps is the most difficult for you? (You may tick more than once)

      Figure 13 shows that (41%) of second year students agree that editing is the most difficult step of writing any given task followed by pre-writing (40%) then, drafting (19%)

Some comments given by the students:

*Editing because it needs a lot of concentration, attention and time for correcting everything that result in having a cohesive and coherent text.

*I follow these steps when I'm writing an academic piece, otherwise, I don't take them into consideration. I find editing difficult because it's me who should correct the mistakes of my own self; it's hard to see your own mistakes.

*I tend to overthink the subject and insert ideas that i shouldn't have added
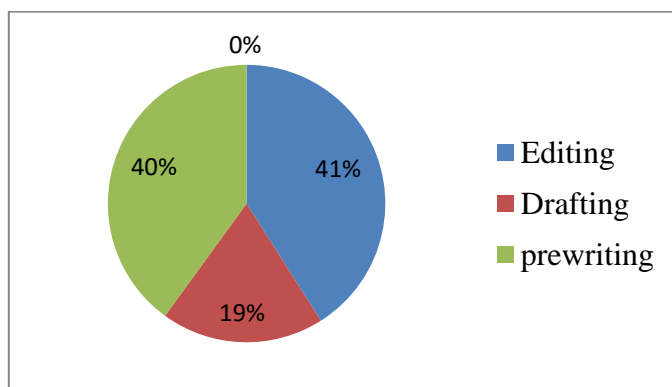
Figure13: *Students' views about the most difficult step of writing*

Question 14: What is/are the main elements that characterize effective writing?

The data collected shows that organization, coherence, and clarity (55%) are the major elements that characterized the effective writing i.e. to have an effective writing you should combine the different elements; coherence, organization and clarity. (24%) see that coherence is the most important element in effective writing, while others (14%) agree on organization. Whereas, just (7%) respond by "clarity"

Some extra explanation from the students:

• Organization is the last thing that comes to mind for me as the other two seem to fulfill the needs

• Writing proficiency needs the three elements to be completed.

• All those elements are very essential in the production of a piece of writing, since it enable it to be more convincing and clear.

• All the above are important for an effective writing because writing without clarity or coherence or organization the reader cannot get the information of that topic or he will not be familiar with it.

• Coherence is an essential quality for good academic writing. In academic writing, the flow of ideas from one sentence to the next should be smooth and logical. Without cohesion,

the reader will not understand the main points that you are trying to make. It also hampers readability.
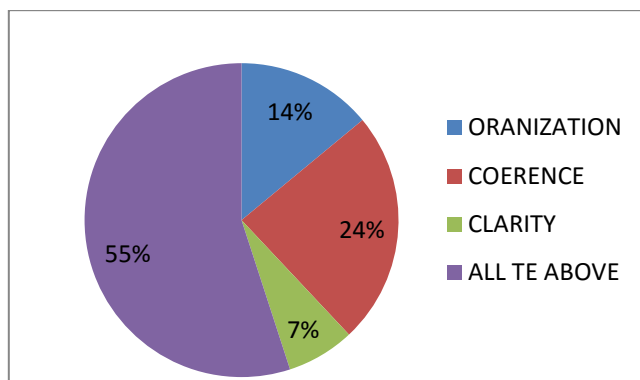
Figure14: *Students' views on the main elements that characterized effective writing*

Section Three: Teachers' Scaffolding the Writing Skill

This section aims at gathering insights about teachers' scaffolding technique and its impact on the students' writing proficiency.

Question 15: Does your teacher help you before you start writing?

According to the given results of **Figure 15**, (52%) of students said that their teacher help them before they start writing in which they provide them with examples to follow, while the rest (48%) agree that their teacher did not give them supports to facilitate writing. this implies that the majority of students are scaffolded by their teachers.
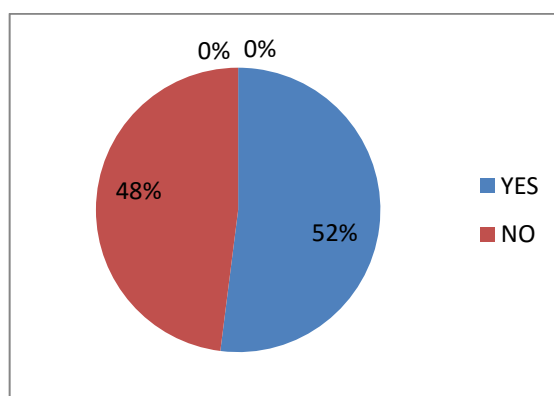
Figure15*: students' views about teacher's help*

Question16: When you study a new type of writing, does your teacher provide you with a model to follow?

It is obvious in **Figure16** that (55%) of students reveal that their teacher provide them with a model to follow when they study a new type of writing, wherein the teacher interfere in order to assist them with examples to make the students able to achieve the task and (29%) answered by "always". (14%) said that rarely their teacher helps them with a model, nevertheless only few students (2%) answered by "never". The results indicate that the majority of teachers when they teach a new type of writing they follow the genre approach.
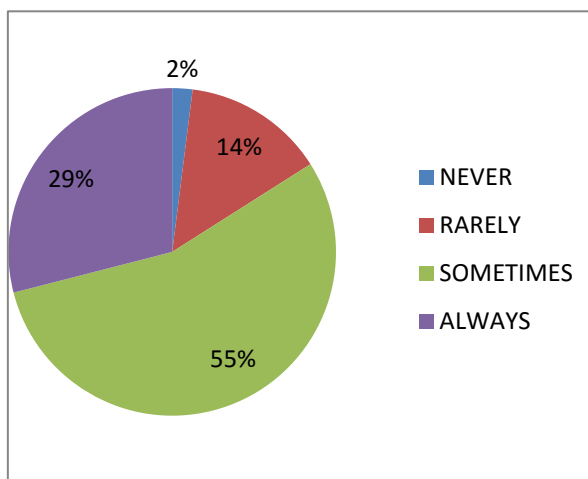
Figure16: *the interference of the teacher*

Question17: Does your teacher guide you when you write inside the classroom?

Figure 17 indicates that the majority (41%) reply that their teacher "sometimes" guides them when writing inside the classroom, and (25%) reply by rarely.(23%) said that their teacher always guide them inside the classroom. Yet, only few students (11%) answered by "never".
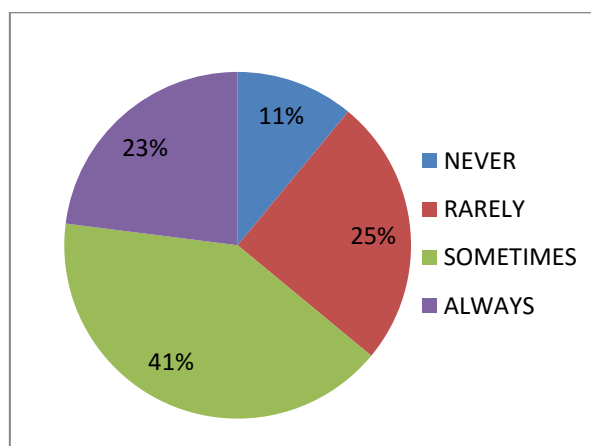
Figure 17: *Students' views on teacher's guidance*

Question18: After finishing your writing task, does your teacher ask you to correct others' work?

It appears from the **Figure 18** that (36%) of the students are "sometimes" correct each other's drafts, while (32%) of them choose the first option which is "never". On the other hand, some students (23%) claimed that they are rarely asked for peer correction, and (9%) respond by "always". This implies that correcting each other's drafts make them able to know the mistakes and consider to do not repeat the same mistakes later.
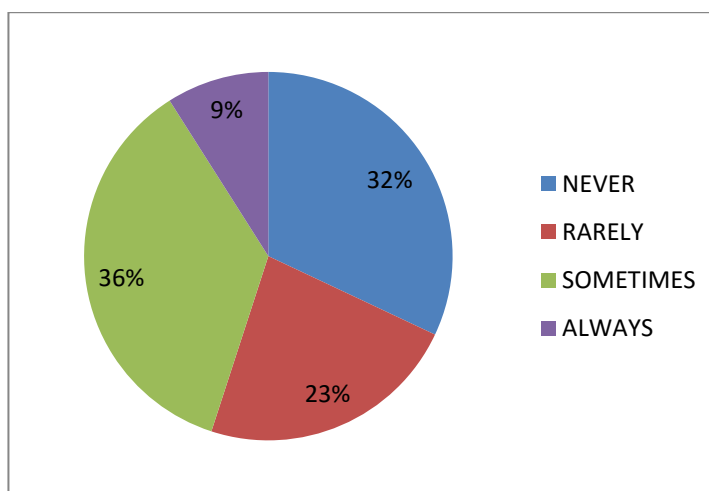
Figure18: *Students' views about correcting each other's drafts*

Question19: After finishing your task, does your teacher provide you with feedback?

This question investigates the teachers' feedback after the students finish their task; so, according to the results obtained from **Figure 19**, (84%) of the students select the first option which is very essential, so that most of them are aware of the importance of teachers' feedback in improving the writing skill. And (16%) of students select the second option.
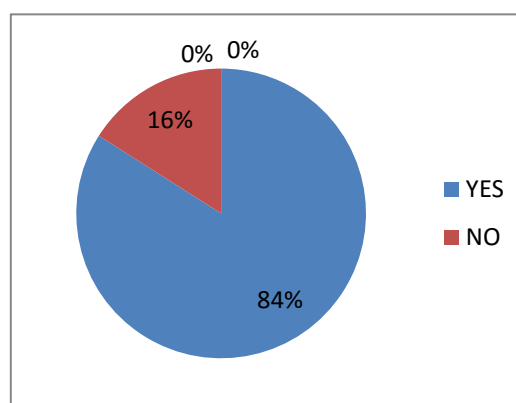
Figure19*: teachers' feedback*

Question 20: Do you think that teacher's feedback affect your writing skill?

The results of **Figure 20** demonstrate that the majority (87%) of students think that teachers' feedback affect their writing positively because it will raise their attention to the

mistakes, while only (13%) respond by "negatively". This insuring that teachers' feedback has an important role for enhance student writing skill.
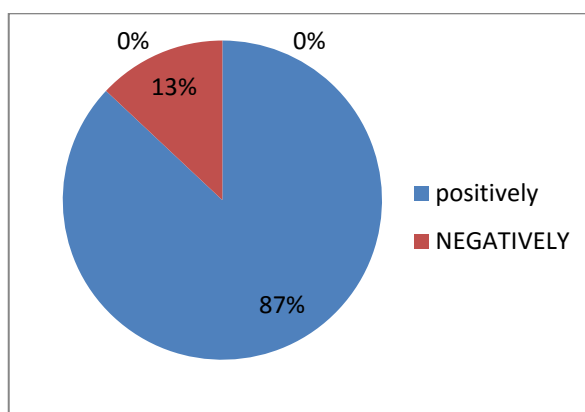
Figure20: *Teachers feedback on writing skill*

Question 21: Which types of Scaffolding that your teacher use? (Scaffolding technique means the supports that the teacher provides the students with, in order to make them able to deal with a particular task).

Students were asked about the type of scaffolding used by the teacher. (39%) of students claimed that they use WH questions whereas (34%) answered by modeling. (24%) said that Tag question is the type used by their teacher. And the rest of students (3%) opted for "other". The results indicates that each teacher use a different type of scaffolding according to the students need and to the situation**.(Figure 21)**
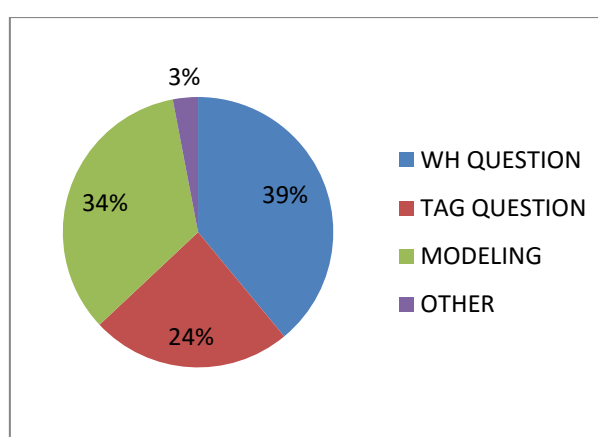
Figure21*: Types of scaffolding*

Question 21: Is scaffolding technique important in EFL

Concerning **Figure 21,** it appears that a large number of second year students (87%) said that scaffolding technique is important in EFL, because scaffolding helps them knowing things that did not know, they also claimed that each time the learner faces new technique, he/she will be able to develop his/her writing proficiency, and makes writing more easy.

While others (13%) see that this technique is not important.
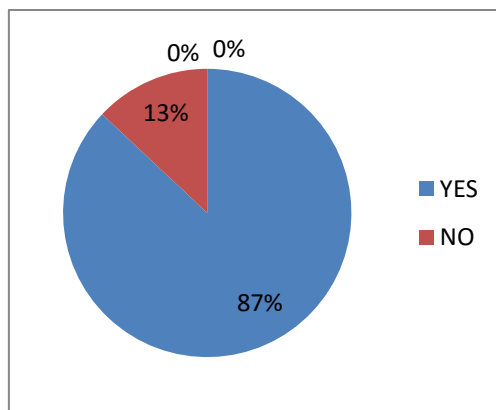
Figure21*: Students' views about the importance of teachers' scaffolding*

Question 22: Are you able to write after getting sufficient help from your teacher?

This question aims at figuring out the results after getting sufficient help from the teacher. According to the **figure 22**, it is obvious that (62%) of students are able to write after getting supports from their teacher, because these supports are very helpful which denotes that scaffolding technique has a great importance in improving the students' writing skill. Whereas some students (34%) said that "sometimes" the help of the teacher makes them able to write, and the rest of participants (4%) rarely get a good results after their teacher guides them.
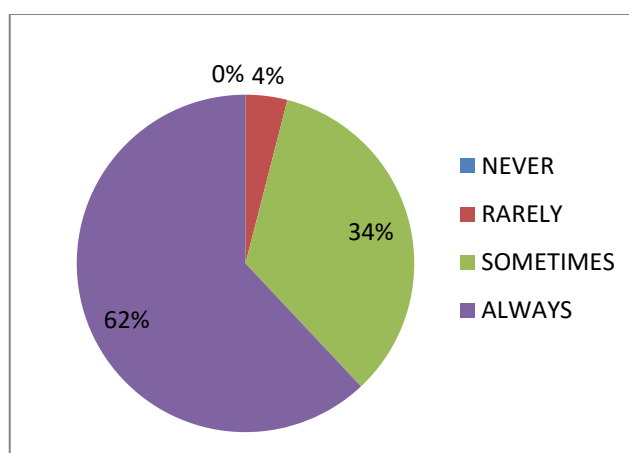
Figure22: *The result after getting sufficient help from the teacher*

Question 23: further information

In this question a lot of suggestions are given by the participants concerning ways that help to enhance their writing skill.42 students out of 56 participants' added suggestions, in which they prove that they are interested in improving their writing proficiency through different ways for example reading book, reading articles in order to get more vocabulary. Some other students suggest other ways to motivate them to write; for instance; games, creative writing and competitions. Other suggestions are also added by students such as videos, documentaries and extra session etc… in order to enhance their writing proficiency.

To sum up, it is obvious that students are aware about the importance of teachers' scaffolding Techniques in EFL classroom in improving their writing skill.

3.1.5 Finding and discussion

The results obtained from the students' questionnaire analysis show important points that can be summarized as follow: the first section about general information shows that the majority of learners have chosen to study English because they love it this means that they are interested to learn EFL. Likewise, they had an average level in English which indicates that they have considerable abilities that make them able to develop their level.

Concerning the writing skill, the second section demonstrate that second year EFL students face difficulties when they write, among these difficulties; Grammar and Vocabulary also the organization of ideas seem a bit tricky to them. Moreover, 62% of the participants do follow the steps of writing but they face some problems especially in editing and pre- writing. Based on the results above, it is noticed that the great number of students agree that the writing proficiency needs the organization, coherence, and clarity to be completed and these three elements which characterized the effective writing.

The analysis of section three revealed that almost all students overcome the problems, which face them while writing, after getting sufficient help from their teacher which implies that the scaffolding technique is beneficial in EFL classes. Also, it is obvious that the teacher has a big role in improving his students' writing proficiency, by guiding them with supports and giving feedbacks in order to take into consideration the mistakes of students. Therefore, scaffolding techniques help students to improve their writing proficiency.

3.2 teachers' questionnaire

3.2.1 Aim of the questionnaire

The aim of the questionnaire is to gather information about teachers' point of views about using teachers' scaffolding techniques in teaching the writing skill.

3.2.2 Sample and administration of the questionnaire

Six (06) teachers of written expression module at the Department of English in 08 Mai 1945 university of Guelma are the sample of the current study. They are asked to answer the questionnaire according to their view about using teachers' scaffolding techniques to teach the writing skill. The questionnaire is sent to teachers as world document by emails since they stop teaching because the spread of corona virus (covid-19)

3.2.3 Description of the questionnaire

The teachers' questionnaire stars with an introductory paragraph that gives an idea about the research. It contains sixteen (16) items divided into three (03) sections; the first section contains seven (07) questions about teachers' general information, the second section is about scaffolding students' writing, it contains seven (07) questions, and the last section is about teachers' suggestions about the topic.

3.2.4 Analysis and interpretation of Data

Section one: general information.

This section deals with the general information of teachers of written expression module wherein they are asked some questions on their degree, their level, and how many years they teach this module …

Question01: what is your degree?

As it is shown in **Figure 24**, the level of the teachers is between Magister (80%) and Doctorate (20%) which indicates that are capable enough to teach at the university level.
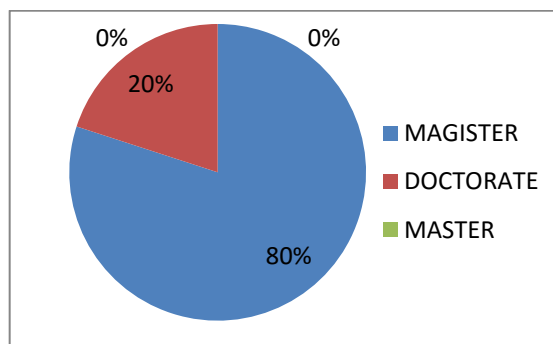
Figure24: *teachers' level*

Question 02: How long have you been teaching English at the Department of English?

Question two is asked in order to know how long have the teacher been teaching English, and **Figure 25** indicates that all the teachers have a great experience in teaching at the Department of English, they teach English for more than seven (07) years.
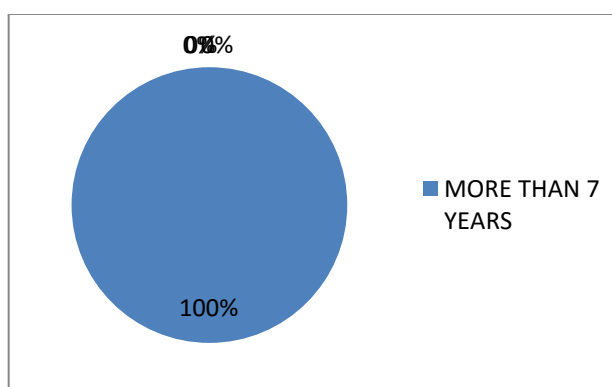
Figure 25: *Number of years teaching English*

Question 03: How long have you been teach the written expression module?

According to the given results in **Figure 26** almost all the teachers (80%) are experienced in teaching the written expression module, in which they teach it for more than four (04) years, however only one (20%) is novice
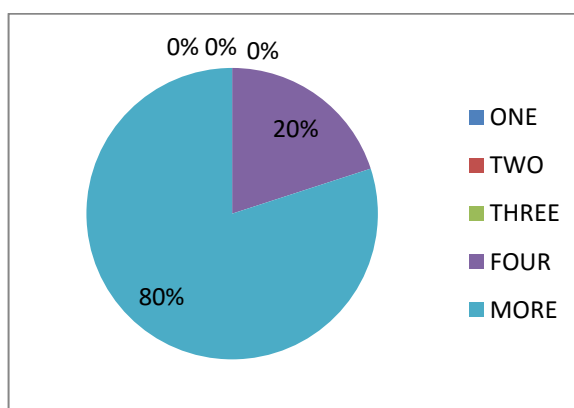
Figure 26: *Number of years teaching written expression module*

Question 04: How many classes of written expression do you teach this year?

The data collected shows in **Figure 27** that this academic year (2019-2020) the majority of teachers (80%) have two classes of written expression module, and only (20%) of them have three.
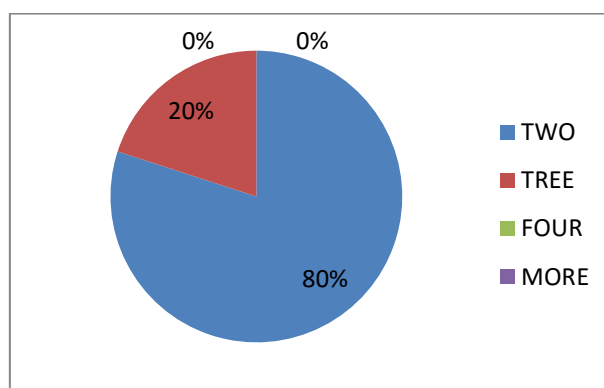
Figure 27: *Number of classes of written expression*

Question 05: what is the average number of students in your classes of writing?

All teachers have between (25-30) students in their classes. This average is appropriate for them to deal with their students using different methods and techniques of teaching. (**Figure 28)**
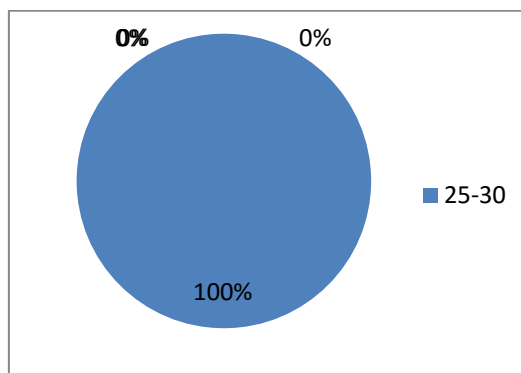
Figure 28: *the average number of students*

Question 06: How can you describe your students' level in writing?

As it is shown in **Figure 29**, all the teachers (100%) agree that their students' level is acceptable which confirm that their students are working to increase their capacities in writing but still face some problems.
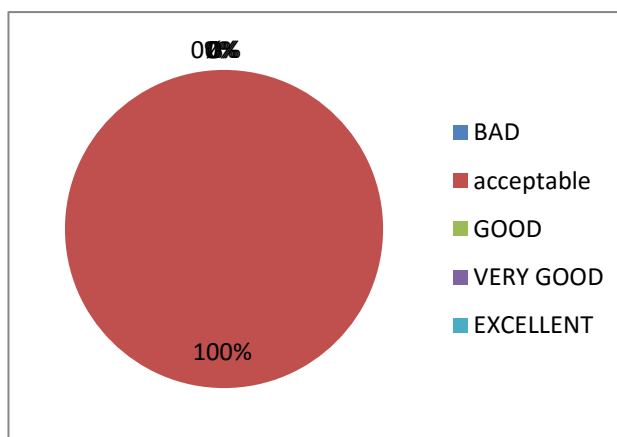
Figure 29: *Students' level in writing*

Question 07: Do you think that written Expression module is important to enhance students' writing skill? Justify

All of the teachers (100%) believe that written expression module is important to enhance students' writing skill because it is the basic module in learning written English; it goes with the student step by step from words to essays. This clarifies its great impact on students. (**figure 30**)
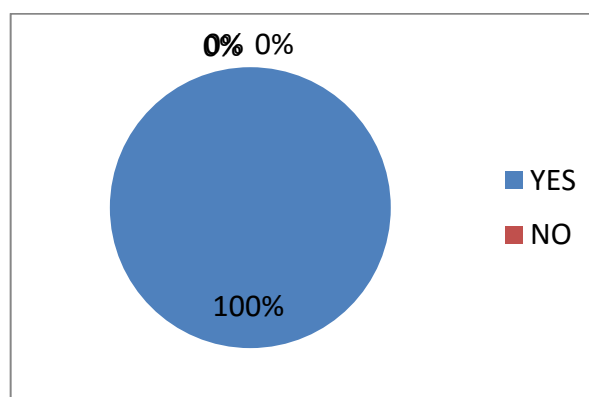
figure 30*: written expression module' importance*

Question 8: justification

"It is the basic module that devoted to writing in EFL"

"...familiarizes learners with the necessary steps of writing a paragraph and essay"

"It enables students to have wide knowledge about the fundamental rules of developing any piece of writing sentence, paragraph, and essays."

"It gives students the opportunity to practice writing"

Section two: scaffolding writing skill

Section two is about the writing skill and the difficulties that may face the students and the role of teacher in improving their writing proficiency using the scaffolding technique

Question 09: Do your EFL students face difficulties in writing?

According to results shown in Figure 31, all the teachers (100%) said that their students face difficulties in writing; in students' questionnaire also the students said that they have difficulties; this confirming that writing is totally not an easy task to be completed, it seems like a challenging task.
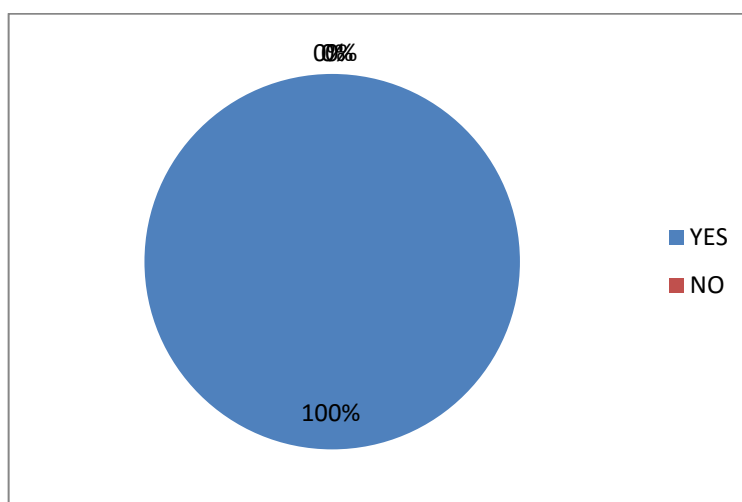
Figure 31: students' difficulties in writing

Question 10: if "yes" what are those difficulties?

Concerning the results of **Figure 32**, all teachers (100%) claim that their students have difficulties in all the mentioned options (organization of ideas, grammar, vocabulary, spelling, and punctuation) this insuring that their students are always make mistakes in all or one of these items.
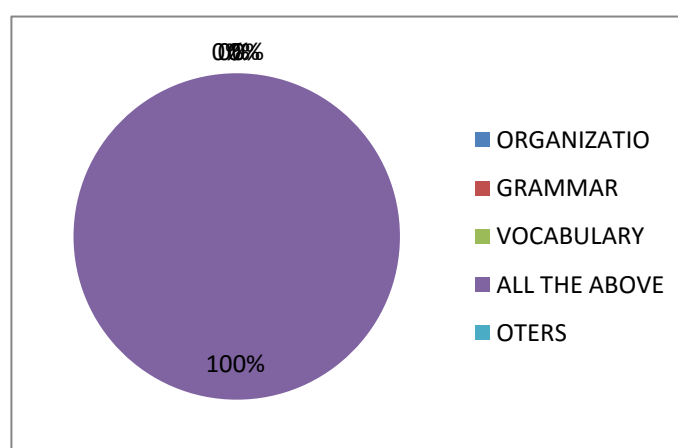
Figure 32: *difficulties of writing that face students*

Question 11: Which technique do you adopt to solve your students' problems?

As shown in the tabulated results in **Figure 33** it is demonstrated that to solve the student's problems in writing, half of the teachers(50%) use pair work technique, and (34%) use group

work technique, whereas only (16%) of them use modeling. so each teacher use the useful

technique according to his/her students' need.
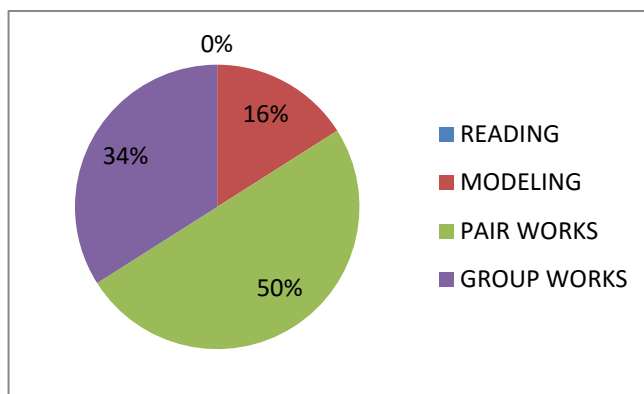
Figure 33: *techniques adopted to solve students' problems*

Question 12: in which stage do you use the scaffolding techniques with your students?

As shown in **figure 34**, all teachers use the scaffolding technique with their students during all the stages of writing (before, during, and after), this indicates their great concentration to help students increase their capacities is writing.
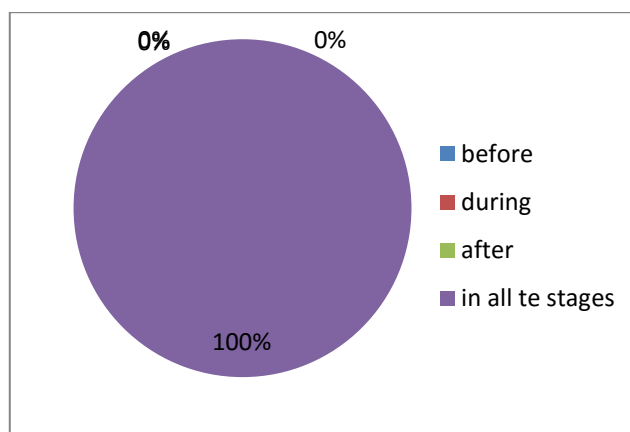
Figure 34: *stages of scaffolding technique*

Question 13: what is the most effective method that makes the writing task easier for your students?

According to the given results in **Figure 35**; half of the teachers (50%) make the writing task easier through motivating learners to write, and (33%) of them simplifying it, and only (17%) do all the mentioned options. it is highly observed that the teachers always chose the appropriate methods for the appropriate task this help students highlight their problems and work on them.
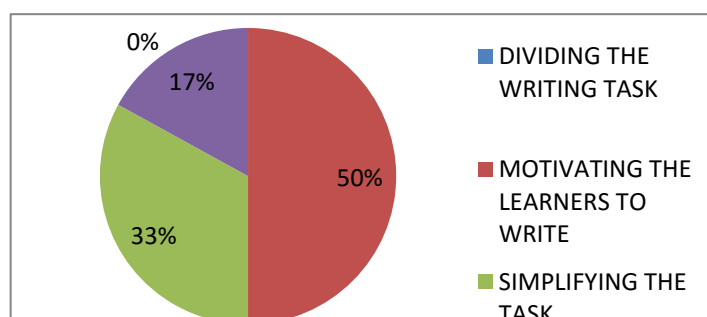
Figure35: *the effective method to facilitate the writing task*

Question 14: which types of scaffolding do you use with your students?

Half of teachers (50%) give other types of scaffolding they use with their students like corrective feedback in the class, checklists, electronic feedback via online applications, others goes with using student's paragraph and correct it with the whole class by asking the students read aloud their pieces in front of colleagues to profit from group corrections. However the other half (50%) of teachers use modeling .the teachers 'answers clarifies the importance of using different types of scaffolding to deal with all the types of students not depending on just one type.
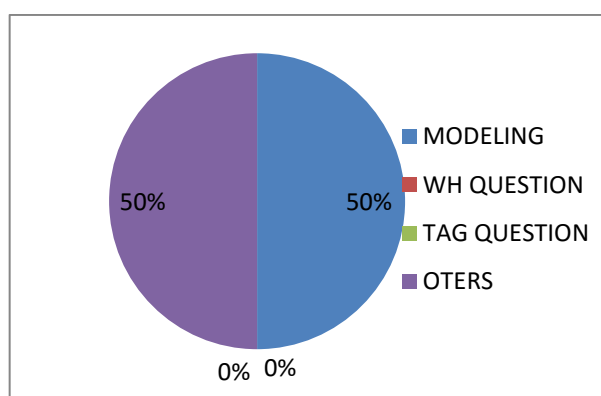
Figure36: *types of scaffolding*

Question 15: Do the scaffolding techniques you use reflect on your students' writing skill? Justify.

According to the results shown in **Figure 37**, all teachers (100%) agree that using the scaffolding techniques reflect on their students' writing. And they justify their view by saying that they can notice the change in students' writing from one draft to another and after implementing each scaffolding technique, even students' self-confidence and anxiety are ameliorated after checking and helping them.
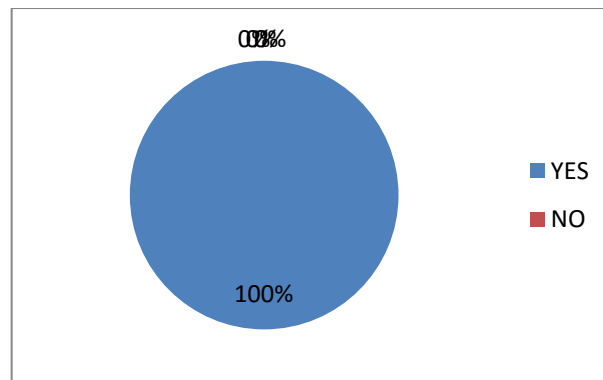
Figure 37: *the importance of teachers' scaffolding*

Section Three: Further Suggestions

Question 16: Would you please suggest some ways of teaching that motivate your students' writing skill and add more information about the topic?

The majority of teachers (80%) participate in third section, since they are experienced in teaching writing, they suggest different ways that motivate students, for instance, one of them said: "what motivates students is making sure that they really understand how to apply the Writing rules, creating competitive atmosphere, making peer editing, and encouraging them to have a writing habit".

Discussion of the results

The teachers' questionnaire analyses indicates in section one that most of teachers (80%) held Magister degree, they are experienced in teaching English, specially, the written expression module that is important to enhance students' writing skill.

The second section indicates that all teachers notice that their students have different difficulties in different features (grammar, organization, vocabulary, punctuation, and spelling). Half of teachers (50%) tend to solve those difficulties through pair work technique and use scaffolding before, during and after writing, and to make writing easier they tend to motivate their students to write, or simplifying the given written task.

Moreover, the participants use different types of scaffolding with their students; checklists, feedback, and also modeling. All of them (100%) believe that teachers' scaffolding techniques reflect on students' writing skill, because they notice their improvement through time.

The majority of teachers (80%) reacted to the question of the third section, they suggest different ways that motivate learners' writing, which insuring their recommendation for using scaffolding techniques.

Based on the results above, it is observed that teachers of written expression module introduce different techniques to overcome students' writing, and since are experienced; they agree that scaffolding techniques are useful to enhance students' writing skill.

In addition, since students face different struggles in different items, teachers scaffold them according to their needs to motivate them to write correctly

4. Pedagogical implications

Based on the achievable results of the present study, it is possible to give a number of implications and recommendations for both teachers of written expression module and second year students at the Department of English:

Since all teachers agree about the importance of the scaffolding techniques, we recommend them to keep scaffold their students inside and outside the classroom because writing is not an easy task, they may use technological techniques like online feedback, online applications,...

Students should follow their teachers' scaffolding feedbacks, guidance, and concentrate more on the difficultities in order to cope them.

5. Suggestions and further research

The present study has collected only quantitative data from only written expression teachers, and only second year students at the Department of Guelma University. It is suggested for future researchers who want to work on the impact of teachers' scaffolding

techniques on the writing skill that it is better to work on other and more participants ; both grammar and written expression teachers, and other students of other universities. In addition, it is better to collect data through quantitative and qualitative methods in order to finding more authentic results.

This research focus only on the writing skill, so, it is better for future researches to concentrate on the other skills (speaking, listening, and reading) or other aspects like students' self- confidence, anxiety...

7. Limitation of the research

Actually this study has some limitations. First of all, the research is investigated to a particular participants either students or teachers. It is chosen only to the students of second year department of Guelma University, and only to teachers of written expression module. Another limitation that faces the research is that it is supposed to investigate the students' questionnaire to the whole number of second year students, but "corona virus" makes it impossible. A solution was proposed, in which the questionnaire posted on second year group face book, but just 56 people who answered it. Since there is no time for attending more, only this number (56) of students was taken.

Conclusion

Chapter three highlights the methodology of the research, it started by describes, analyze, and discuss the finding results of both questionnaires. Then, it provides some pedagogical recommendations that may benefit both teachers and students. Moreover, this chapter tackled some suggestions for further research, and indicates the limitations that face the present study. To conclude, the results of the questionnaires insuring the hypotheses of the research that teachers' scaffolding techniques have a great impact on students' writing skill.

General Conclusion

The present study attempted to explore the importance of teachers' scaffolding technique on students' writing skill in EFL classrooms, and to acknowledge the attitudes that they hold towards it. To hold out this objective, two questionnaires were administered, in which they were conducted to second year LMD students of English and teachers of written expression module at Guelma University.

The data collected of students' questionnaire showed that second year EFL students face many problems and struggles when they try to write especially in pre-writing and editing stages because of the lack of vocabulary, organization of ideas, and grammar. But, these difficulties are overcomes after getting sufficient support from the teacher, which clarifies that scaffolding technique is very important on improving the students' writing proficiency.

Furthermore, the findings of teachers' questionnaire revealed that teachers always try to enhance their students' level in writing by using different techniques of scaffolding like pair work technique. Also, to make writing easier they tend to motivate their students to write, or simplifying the given writing task. Additionally, it is showed in the analysis of the questionnaire that the teachers take into consideration the needs and the level of their students when they provide them with assistance.

Consequently, the current study clarified that teachers' scaffolding has a great importance on enhancing EFL students' writing skill and increasing their desire to write. Likewise students also believed that this technique is useful and helped them a lot in improving their writing.

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Appendices

Appendix A: Students' Questionnaire

Dear students

The study is conducted on the role of teachers' scaffolding techniques on students' writing skill in EFL classroom. In order to realize this objective, you are kindly requested to answer the following questions to collect data for our research. Be sure that any information you give, will be used with privacy.

Thank you in advance!

Ms. Beddiar Yousra.

.   Ms. Deharna Imane.

Department of English

Faculty of Letters and Languages

University of 8 Mai 1945, Guelma 2020

Section One: General Information

1. What is your gender?

a. Male .   b. Female

2. How old are you?

a.19-20.   b. 21-22.   c. 23 and more ☐

3. How many years have you studied English?

a. less than 10 Years. ☐   b. more than 10 Years ☐

4. How do you consider learning English?

a. Easy. ☐   b. Average. ☐   c. Difficult ☐

5. Why do you study English?

a. Am obliged to study English. ☐   b. I love English ☐

c. To go out of the country ☐   d. To get a job ☐

e. Other ☐

6. How do you evaluate your English level?

a. very bad. [ ]   b. Bad. [ ]   c. good. [ ]   d. Very good [ ]

e. Excellent [ ]

Section Two: The Writing Skill

7. How do you find writing in English?

a. Very easy [ ]   b. Easy [ ]   c. difficult [ ]   d. Very complicated [ ]

8. How do you evaluate your writing proficiency?

a. Very bad [ ]   b. Bad [ ]   c. Acceptable [ ]   d. good. [ ]

e. Very good [ ]

9. How often do you write outside the classroom?

a. Never [ ]   b. Rarely. [ ]   c. Often. [ ]   d. Always [ ]

10. Do you practice writing in other modules like literature and civilization?

a. Yes [ ]   b. No [ ]

11. How do you prefer practicing writing?

a. Individual [ ]   b. In pairs [ ]   c. In group [ ]

12. Do you face some difficulties while writing?

a. Yes [ ]   b. No [ ]

13. If yes, what are these difficulties?

a. Grammar [ ]   b. Vocabulary [ ]   c. Organization [ ]

d. all the above [ ]   e. Other [ ]

14. Do you follow the steps of writing (pre-writing, drafting, editing, proof-reading).

a. Yes [ ]   b. No [ ]

15. If yes which of the following steps is the most difficult for you? (You may tick more than once)

a. Editing [   ]   b. Drafting [   ]   c. Pre-writing [   ]

Justify?

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16. What is/are the main elements that characterize the effective writing?

a. organization [   ]   b. coherence [   ]   c. clarity [   ]   d.

all the above [   ]

others…………………………………………………………………………………………

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Section Three: Teachers' Scaffolding the Writing Skill

17. Does your teacher help you before you start writing?

a. Yes [   ]   b. No [   ]

18. How do you prefer to work in order to make any writing task in the classroom?

a. Individually [   ]   b. Pair works [   ]   c. In group [   ]

19. When you study a new type of writing, does your teacher provide you with a model to

follow?   [   ]

a. Never [   ]   b. Rarely. [   ]   c. Sometimes [   ]   d. Always

20. Does your teacher guide you when you write inside the classroom?   [   ]

a. Never [   ]   b. Rarely. [   ]   c. Sometimes. [   ]   d. Always

21. After finishing your writing task, does your teacher ask you to correct other's work?   [   ]

a. Never [   ]   b. Rarely [   ]   c. Sometimes [   ]   d. Always

22. After finishing your task, does your teacher provide you with feedback?

a. Yes. [____]   b. No [____]

23. Do you think that teacher's feedback affect your writing skill? a. Positively

b. Negatively [____]   [____]

Justify…………………………………………………………………………………………

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24. Which types of Scaffolding that your teacher use? (Tick more than one) (Scaffolding

techniques means the supports that the teacher provides the students with in order to make

them able to deal with a particular

a. WH questions [____]   b. Tag questions [____]   c. modeling [____]

others…………………………………………………………………………………………

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25. Is the scaffolding technique important in EFL?

Yes [____]   No [____]

Justify…………………………………………………………………………………………

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26. Are you able to write after getting sufficient help from your teacher?

a. Always [____]   b. Sometimes [____]   c. Rarely [____]   d. Never [____]

Section Four: Further Suggestion

Would you suggest ways that help you to enhance your writing skill?

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Dear Teacher

This study is about the importance of teachers' scaffolding techniques on students' writing skill in EFL classroom. We take the students of second year at the department of English in 08 Mai 1945 University of Guelma. It is our pleasure if you would collaborate with us and answer the questions concerning our research topic in order to help us collecting data, your answers are very important for the validity of the research.

Beddiar Yousra

Deharna Imene

Thank you for your collaboration.

Section One: General Information

1. What degree do you hold?

a. Master. ☐   b. Magister ☐   c. Doctorate ☐

2. How long have you been teaching English at the Department of English?

Number of the years.. .Year(s).

3. How long have you been teaching "Written Expression" module?

Number of the years...years(s)

4. Haw many class of written expression usually you teach?

a. One.   b. Two.   c. Three ☐

d. four. ☐   e. More than four ☐

5. What is the average number of students in your class of writing?

a. 25-30 ☐   b. 31-35 ☐

c. 36-40 ☐   d. 40 and more

6. How can you describe your students' level in writing?

a. Bad ☐   b. Acceptable ☐   c. Good ☐

d. Very good [ ]   e. Excellent [ ]

7. Do you think that written Expression module is important to enhance students' writing skill?

a. Yes [ ]   b. No [ ]

8. Justify...
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Section Two: Scaffolding Students' Writing

9. Do your EFL students face difficulties in writing?

a. Yes. [ ]   b. No [ ]

10. If yes, what are those difficulties?

a. Organization of ideas [ ]   b. Grammar [ ]   c. Lack of Vocabulary d. [ ]

                    All the above [ ]

11. Which technique do you adopt to solve your students' problems?

a. Reading [ ]   b. Modeling [ ]   c. Pair works. d. [ ]

Group work [ ]

12. In which stage do you use the scaffolding techniques with your students?

a. Before writing [ ]   b. During writing [ ]   c. After writing d. [ ]

In all the stages [ ]

13. Which is the effective method to make the writing task easier for your learners?

  a.   Dividing the writing task [ ]

  b.   Motiviting learners to write [ ]

c. Simplifying the task [ ]

  d. All the above [ ]

14. Do the scaffolding techniques you use reflect on your students' writing skill?

a. Yes ☐   b. No ☐

Justify……………………………………………………………………………………………
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16. Would you please suggest some ways of teaching that motivate your students' writing skill and add more information about the topic?

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Résume

Cette recherche vise pour explorer l'impact des techniques d'échafaudage des enseignants sur les compétences d'écriture des étudiantes en classe d'anglais comme une langue étrangère EFL. On émet l'hypothèse que les enseignants et les étudiants supposent que l'utilisation des techniques d'échafaudage peut avoir un impact sur la compétence d'écriture. Par conséquent, la méthode quantitative est utilisée pour collecter des données, dans laquelle, deux questionnaires ont été administres, l'un sur facebook comme formulaire Google pour cinquante-six (56) étudiants de deuxième année au département d'anglais du 08 mai 1945 a l'université Guelma, et un ont été envoyer par email sous forme de document Word a six (06) enseignants du module d'expression écrite du même département. Les résultats des deux questionnaires indiquent que les techniques d'échafaudage des enseignants ont un impact positif sur les compétences d'écriture des étudiantes. Ainsi, il est recommandé aux enseignants de continuer a utiliser ces techniques.

Mots clés: échafaudage, compétence d'écriture, anglais comme langue étrangère

الملخص

يهدف هذا البحث لاستكشاف اثر استعمال الأساتذة لتقنيات السقالة على مهارة الكتابة لدى الطلبة في قسم اللغة الانجليزية كلغة أجنبية. حيث افترض أن الأساتذة والطلبة افترضوا أن استعمال تقنيات السقاالة له اثر على مهارة الكتابة. لذا, لقد استعملت الطريقة الكمية لجمع المعلومات حيث تم إرسال استبيانين, واحد بعث عن طريق الفايسبوك على شكل غوغل إلى ست و خمسين (56) طالب سنة ثانية في قسم الانجليزية في جامعة 08 ماي 1945 و الآخر أرسل عن طريق الايمايل لست (06) أساتذة مادة الكتابة في نفس القسم. نتاج الاستبيانان وضحت أن تقنيات السقالة لها اثر ايجابي على مهارة الكتابة لدى الطلبة. و منه لقد أوصي الأساتذة بالاستمرار في استعمال هاته التقنيات حين تعليم الكتابة.

الكلمات المفتاحية: تقنيات السقالة, مهارة الكتابة, قسم الانجليزية كلغة أجنبية