

UCUENCA

Universidad de Cuenca

Facultad de Filosofía Letras y Ciencias de la Educación

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Scaffolding Strategies in the EFL Classroom to Develop Writing Skills

Trabajo de titulación previo a la
obtención del título de Licenciado
en Pedagogía de los Idiomas
Nacionales y Extranjeros

Autores:

Martin Ismael Andrade Tacuri

Priscila Alexandra Valladares Pugo

Director:

Sandra Leonor Cabrera Moreno

ORCID:  0009-0006-1285-4881

Cuenca, Ecuador

2024-09-03

Resumen

El presente estudio investiga la aplicación de estrategias de *scaffolding* o andamiaje en la enseñanza del inglés como lengua extranjera para mejorar las habilidades de escritura en estudiantes de nivel A2 en dos instituciones educativas (una pública y una privada) en Cuenca, Ecuador. Utilizando un enfoque de métodos mixtos, se recolectaron datos a través de encuestas y observaciones en el aula. Se exploraron diversas estrategias de andamiaje, incluyendo retroalimentación, conocimientos previos, aprendizaje cooperativo, explicar y clarificar tareas, etc. Los resultados revelan que la implementación de estas estrategias varía según el tipo de institución y la percepción de los docentes sobre su efectividad. Se identificaron tanto beneficios como desafíos en la aplicación de estas estrategias, destacando la necesidad de implementación de recursos tecnológicos en el ámbito público. Este estudio contribuye a la comprensión de cómo las estrategias de andamiaje pueden ser optimizadas para la producción de una escritura más efectiva en el contexto de inglés como lengua extranjera, ofreciendo recomendaciones para su aplicación práctica en diversos entornos educativos.

Palabras clave del autor: scaffolding, andamiaje, inglés como lengua extranjera, habilidades de escritura, estrategias educativas



El contenido de esta obra corresponde al derecho de expresión de los autores y no compromete el pensamiento institucional de la Universidad de Cuenca ni desata su responsabilidad frente a terceros. Los autores asumen la responsabilidad por la propiedad intelectual y los derechos de autor.

Repositorio Institucional: <https://dspace.ucuenca.edu.ec/>

Abstract

This study investigates the application of scaffolding strategies in teaching English as a foreign language (EFL) to enhance writing skills in A2-level students at two educational institutions (one public and one private) in Cuenca, Ecuador. Utilizing a mixed-methods approach, data were collected through surveys and classroom observations. Various scaffolding strategies were explored, including feedback, prior knowledge, learning cooperatively, explaining and clarifying assignments, etc. The results reveal that the implementation of these strategies varies depending on the type of institution and teachers' perceptions regarding their effectiveness. Both benefits and challenges were identified in the application of these strategies, highlighting the need for implementing technological resources in the public area. This study contributes to understanding how scaffolding strategies can be optimized to produce more effective writing in the EFL classrooms, offering recommendations for their practical application in diverse educational settings.

Author Keywords: Scaffolding, English as a foreign language, writing skills, educational strategies



The content of this work corresponds to the right of expression of the authors and does not compromise the institutional thinking of the University of Cuenca, nor does it release its responsibility before third parties. The authors assume responsibility for the intellectual property and copyrights.

Institutional Repository: <https://dspace.ucuenca.edu.ec/>

Table of contents

Resumen	2
Abstract.....	3
Table of contents	4
List of graphics.....	6
List of tables.....	8
Acknowledgments.....	10
Dedication.....	11
Introduction	12
CHAPTER 1.....	13
Description of the Research	13
Background	13
Problem Statement.....	14
Rationale	15
Research Questions	15
Objectives	15
General:.....	15
Specific:	16
CHAPTER 2.....	17
Theoretical Framework	17
Scaffolding theory and its application in language learning.....	17
Scaffolding as a pedagogical strategy for enhancing writing in different EFL classrooms	17
Types of scaffolding to enhance writing skills	19
Literature Review	20
Effects on learning English as a Foreign Language	20
Common scaffolding strategies for teaching English as a Foreign Language	21
Teachers' perceptions about the use of scaffolding in EFL classrooms	23
Implementing scaffolding strategies in EFL classrooms: challenges and limitations	24
Chapter 3.....	26
Methodology	26
Research Approach and Design	26
Participants and Context	26
Data Collection Instruments.....	26
Ethical Considerations.....	27

CHAPTER 4.....	28
Results and Discussion.....	28
Findings.....	28
<i>Qualitative Data</i>	28
<i>Quantitative Data</i>	47
CHAPTER 5.....	64
Conclusions and Recommendations	64
Conclusions.....	64
Limitations and Recommendations.....	64
References	66
Annexes.....	73

List of graphics

Results from the public setting	47
Figure 1	47
Rhetorical strategy.....	47
Figure 2	47
Prior knowledge.....	47
Figure 3	48
Contextual scaffolding	48
Figure 4	48
Language development	49
Figure 5	49
Setting the direction of the lesson.....	49
Figure 6	49
Explaining and clarifying assignments	49
Figure 7	50
Learning cooperatively	50
Figure 8	50
Questioning	51
Figure 9	51
Feedback	51
Figure 10	51
Teacher modeling.....	51
Figure 11	52
Using verbal prompts.....	52
Results from the private setting	52
Figure 12	52
Rhetorical strategy.....	52
Figure 13	53
Prior knowledge.....	53

Figure 14.....	53
Contextual scaffolding	53
Figure 15.....	54
Language development	54
Figure 16.....	54
Setting the direction of the lesson.....	54
Figure 17	55
Explaining and clarifying assignments	55
Figure 18.....	55
Learning cooperatively	55
Figure 19.....	56
Questioning	56
Figure 20.....	56
Feedback	56
Figure 21.....	57
Teacher modeling.....	57
Figure 22.....	57
Using verbal prompts.....	57

List of tables

Data from public school.....	28
Table 1	28
Rhetorical strategy.....	28
Table 2	29
Prior knowledge.....	29
Table 3	29
Contextual scaffolding	29
Table 4	30
Language development	30
Table 5	31
Setting the direction of the lesson.....	31
Table 6	32
Explaining and clarifying assignments	32
Table 7	33
Learning cooperatively	33
Table 8	34
Questioning	34
Table 9	35
Feedback	35
Table 10	35
Teacher modeling.....	35
Table 11	36
Using verbal prompts.....	36
Data from private school	37
Table 12	37
Rhetorical strategy.....	37
Table 13	38
Prior knowledge.....	38

Table 14	39
Contextual scaffolding	39
Table 15	40
Language development	40
Table 16	40
Setting the direction of the lesson.....	41
Table 17	41
Explaining and clarifying assignments	41
Table 18	42
Learning cooperatively	43
Table 19	43
Questioning	43
Table 20	44
Feedback	44
Table 21	45
Teacher modeling.....	45
Table 22	45
Using verbal prompts.....	46

Acknowledgments

I would like to extend my heartfelt thanks to my tutor PhD. Sandra Cabrera Moreno, for her support and guidance during this project. Her valuable insights, especially in the research methodology aspects of this graduation work, have been of great help.

Additionally, I am grateful to my dear friends. From the previous promotion, I want to thank David who I met in the first semester and has helped me in my career until this day. Also, I want to thank Ariel and Paulina who have shown me unconditional and true friendship. Last but not least, thanks to my dear friend and graduation work partner Priscila for having the patience to work with me.

Martin Andrade

I want to express my sincere gratitude to all the professors who have contributed to my academic development throughout these eight semesters. Especially to PhD. Sandra Cabrera Moreno, my director, for her constant support and professional advice during this research study.

Likewise, I would like to thank my dear friends and classmates, David, Victor, Gaby and Domenica. You have taught me the value of friendship and have been my support in my professional development.

Priscila Valladares

Dedication

Most of all, thanks to God, who has given me wisdom during this process. To me, for the perseverance and dedication I have faced with this challenge. This achievement reflects my effort and determination. To my grandma, Maria, thanks for not letting me give up. I know that from heaven, you are cheering on my achievements.

I want to dedicate this project to my mom, Ester, whose unconditional love and support have guided me through every step of my way. Thank you for being my inspiration and strength. Also, this is for my siblings, Xavier, Andres, Marco and Erika, who have been my constant encouragement and have shared with me every moment of this journey. Your support and company have been invaluable. Finally, I want to express my deepest gratitude to my dear friends for their constant support and unconditional trust.

Priscila Valladares

Introduction

The role of scaffolding in the classroom has gained considerable attention in educational research, particularly in the context of teaching English as a foreign language (EFL). Scaffolding, as conceptualized by Vygotsky (1978), refers to the supportive strategies employed by educators to assist students in achieving a higher level of understanding and skill acquisition than they would manage independently. This pedagogical approach is adequate for EFL settings where learners often face significant challenges in mastering language skills.

In Ecuador, English is a mandatory part of the curriculum from primary school through the end of high school. Despite this extensive exposure, many students struggle to develop proficiency, particularly in writing, which is often considered the most complex language skill. Hence, this descriptive research aims to investigate the use of scaffolding strategies in developing writing skills among EFL students in Cuenca, Ecuador. By examining two distinct educational settings: a public and a private high school, this research study seeks to understand how these strategies are implemented and perceived by teachers. The mixed methods approach employed in this study combines quantitative data from surveys with qualitative insights from classroom observations.

The findings of this research contribute to the little existing body of knowledge on scaffolding in language education in our context, offering recommendations for educators to enhance their teaching practices. Ultimately, this study aims to support the development of more effective EFL strategies that can better meet the needs of students and help them achieve greater proficiency in English writing.

This descriptive research is divided into five chapters. The first and second chapters concern the description of the research and its theoretical framework. The third chapter addresses the methodology applied and the fourth chapter discusses results and major findings. Finally, the fifth chapter provides conclusions and recommendation for further research on this topic.

CHAPTER 1

Description of the Research

Background

In the English as a foreign language (EFL) classroom, writing skills are crucial for learners who wish to achieve academic and professional success. Writing plays a significant role in communication and is considered one of the primary skills in the process of learning the English language (Ikawati, 2020).

The Merriam-Webster dictionary (2023) defines scaffolding as a system or framework of support that an educator provides to help a student reach a higher level of learning. In addition, scaffolding is the term used to describe a temporary and encouraging framework created by a teacher to assist pupils in completing a task that they otherwise might not have been able to do easily or entirely (Sabiq, 2021). In 1978, Bruner introduced the idea of scaffolding and stated that “scaffolding is a process of setting up the situation to make the child’s entry easy and successful and then gradually pulling back and handing the role to the child as she becomes skilled enough to manage it” (p. 60). Bruner based his scaffolding concept on the constructivist theory, which holds that students build their knowledge and understanding of the world by experimenting and reflecting on those experiences that support students (Hein, 1991). In other words, Bruner’s scaffolding concept aligns with constructivism, emphasizing the gradual progression of tasks, student support, skill development and a positive learning environment.

EFL teachers can use a variety of scaffolding strategies, such as pre-writing, peer collaboration, and technology to help their students improve their writing skills. Poorahmadi (2009) explained that “scaffolding should provide opportunities for students to learn how to solve problems and do the tasks (to transform the information) and not just to memorize some actions” (p. 89).

Teachers can assist students in developing their skills and achieving academic and professional success by providing the necessary support and guidance. This assistance can be unintentional or planned. Sometimes EFL teachers employ scaffolding techniques without even being aware of their existence. Nevertheless, a pre-planned educational scaffolding approach encourages student engagement and responsiveness (Salem, 2016). Also, as explained by Hasan and Rezaul-Karim (2019), scaffolding is beneficial for language learning because it assists students in correcting their own mistakes; that is, when the instructor scaffolds through suggestions and prompts, she draws students' attention to the solution.

However, using scaffolding techniques in the classroom can be time-consuming. As Van-Der-Stuyf (2002) pointed out, constructing the supports and scaffolded lessons to match each student's needs can be challenging. Teachers may not have enough time to finish an entire scaffolding lesson, and the teacher may shorten the time allotted to each student on occasion, leading to students' frustration, and resulting in their desire to learn gradually fading. Meanwhile, the teacher fails to accommodate all students in the classroom.

Problem Statement

Several studies, including Hasan and Rezaul-Karim (2019), Ikawati (2020), Padmadewi and Artini (2019), Sabiq (2021), Salem (2016), and Vonna et al. (2015), analyzed scaffolding and its direct influence on the process of learning English as a foreign language. These studies have proven scaffolding to be effective in supporting the development of writing skills in English language learners.

According to Vonna et al. (2015), implementing scaffolding techniques into writing instruction decreases the students' writing apprehension level. Additionally, according to Padmadewi and Artini (2019), "the success of the scaffolding was also determined by how the teacher managed the support given to the student" (p. 159). However, even though there is a growing body of research on scaffolding in EFL classrooms, it is focused on looking for benefits or disadvantages for students and educators rather than trying to find ways to use scaffolding in EFL classrooms. Therefore, there is still a need for research on specific and helpful scaffolding techniques that can better support the development of these skills.

Educators in Ecuador can use a variety of scaffolding strategies to promote student learning. Teachers can apply different scaffolding strategies consciously or unconsciously (Salem, 2016). In Ecuadorian schools, research studies have reported on the importance of these instructional strategies. For instance, Flores (2021) discovered that teachers used scaffolding approaches, such as providing explicit explanations, employing visual aids, and engaging students in cooperative learning activities. These strategies facilitated students' understanding, encouraged active participation, and fostered a positive learning environment for developing writing skills. The results of this study show that teachers in Ecuador, whether intentionally or unintentionally, use scaffolding strategies.

Therefore, this descriptive study aims to find out what scaffolding strategies teachers use in the EFL classroom, consciously or unconsciously, to support the development of writing skills. Additionally, the study describes if there are differences when using scaffolding strategies in two different contexts: private and public high schools. By identifying and exploring scaffolding

strategies for EFL learners, this descriptive research contributes to further develop more effective teaching practices that can better support the needs of EFL learners in their writing development.

Rationale

According to Van-Der-Stuyf (2002), scaffolding instruction originated as a teaching approach in Lev Vygotsky's sociocultural theory and his concept of the zone of proximal development (ZPD). Understanding the ZPD is essential for determining the most appropriate level of support needed to improve language learning and encourage independent language usage among learners. In 1978, Vygotsky defined The Zone of Proximal Development (ZPD) as the gap between learners' current abilities, which they can develop through independent problem-solving, and their potential abilities, which they can obtain through the assistance of adults or more skilled peers. In contrast, insufficient scaffolding strategies may cause a lack of teacher-student interaction (Sabiq, 2021), resulting in students being unable to increase their writing skills. For this reason, scaffolding techniques must be continuously analyzed in the public and private high school contexts of foreign language teaching.

Research on scaffolding strategies in the EFL classroom to develop writing skills is almost nonexistent in Ecuador. Therefore, it is essential to carry out an analysis that allows us to access data showing the diverse types of scaffolding used in our context when teaching a foreign language. Consequently, this descriptive research study provides valuable information about the use of scaffolding strategies and their impact on the development of students' writing skills in EFL classrooms in Cuenca, Ecuador.

Research Questions

- What are the scaffolding strategies that EFL teachers use in public and private institutions to develop writing skills in their students?
- What are EFL teachers' perceptions regarding the use of scaffolding strategies to develop writing skills?
- What challenges do teachers face in implementing scaffolding strategies to develop writing skills in the EFL classroom?

Objectives

General:

- To identify which scaffolding strategies EFL teachers use in public and private institutions to develop writing skills in their students.

Specific:

- To analyze EFL teachers' perceptions about the use of scaffolding strategies to develop writing skills in their students.
- To examine the challenges EFL teachers face when implementing scaffolding strategies to develop writing skills in their students.

CHAPTER 2

Theoretical Framework

This section involves multiple definitions, views, and theories developed and employed by some scholars through extensive research on scaffolding theory and its use in language learning. Similarly, this theoretical framework defines the types of scaffolding and their characteristics. Furthermore, it covers the various features of scaffolding that arise within different EFL classrooms, spanning variations between public and private institutions.

Scaffolding theory and its application in language learning

Language learning is a complex process that encompasses the development of a variety of language abilities such as speaking, listening, reading, and writing. Scaffolding theory, developed by Wood, Bruner, and Ross (1976), provides a useful framework for understanding scaffolding's use in language learning environments. Educators help students through increasingly difficult language activities by breaking complex language tasks into more manageable and easy-to-understand parts (Gallimore & Tharp, 1998). The interactive nature of scaffolding promotes cognitive engagement, as learners actively participate in language activities, thus strengthening their language skills through authentic communication.

In the case of writing, Vernon (2001) states that scaffolding enables educators to plan a writing assignment methodically and accommodate each student's needs. First, learners require a lot of assistance to finish each step. Some students will want minimal help as they work through multiple writing assignments, while others might require the most help possible. Therefore, the scaffolding approach's consistency and repetition help to solidify the writing principles in students' minds.

The use of scaffolding techniques for the writing process of EFL learners serves instructors as a tool to help learners move from assisted tasks to independent performance (Faraj, 2015). This aligns with the study conducted by Laksmi (2006) where writing exercises were split into two categories: collaborative activities and individual activities that involved support and assistance to become independent writers.

Scaffolding as a pedagogical strategy for enhancing writing in different EFL classrooms

Scaffolding as a pedagogical method involves providing students with temporary help and direction when they engage in learning tasks beyond their current ability level (Ikawati, 2020).

Based on Vygotsky's Zone of Proximal Development (ZPD), scaffolding emphasizes the need to push students to perform activities just above their current ability while providing them with the assistance necessary to succeed. The purpose of scaffolding is to assist students' learning and skill development, which leads to their autonomy and success in the given activity or subject area. Vygotsky's sociocultural theory may be used differently in EFL classes depending on the setting addressed—public or private educational institutions. These two educational contexts present distinct characteristics that may influence the nature of scaffolding.

One important scaffolding technique involves providing EFL learners with timely and useful feedback. Applied to a real-life situation, it can be difficult for teachers to provide personalized feedback in public EFL schools with a larger number of students. In contrast, private EFL schools with fewer classrooms may allow more personalized supervision (Gallimore & Tharp, 1998).

The availability of resources has a significant impact on the efficiency of scaffolding in EFL classrooms (Brimijoin, 2002). The availability of critical resources such as textbooks, instructional materials, and technological tools has a substantial impact on a teacher's ability to construct scaffolded learning environments. Private schools have an advantage in this regard, as they have more comprehensive resources at their disposal. However, "much does not imply all, and it is irresponsible not to consider balance when taking stock" (Alexander, 1997, p. 17). Also, Gibbons (2002) states that effective writing education can be carried out to create satisfactory results where the more challenging the materials, the more scaffolding a teacher should provide.

The success of scaffolding strategies in EFL classrooms is strongly influenced by the quality of teacher preparation (Ingersoll & Strong, 2011). Public EFL instructors typically have a variety of training levels; some gain considerable professional development opportunities, while others may have more limited access (Gutiérrez & Rogoff, 2003). Private EFL institutions, on the other hand, often prioritize investing in the continuing professional development of their teaching staff. This dedication to teacher education provides educators with the information and skills necessary for successful scaffolding, enabling them to adopt pedagogical practices that correspond to students' varying levels of language proficiency and learning requirements (Gallimore & Tharp, 1998).

Types of scaffolding to enhance writing skills

In the broad landscape of English as a foreign language (EFL) teaching, scaffolding strategies serve as indispensable tools for both educators and learners. Authors from different studies have mentioned a variety of types of scaffolding. First, according to Simeon (2015), bridging involves acknowledging and valuing students' everyday knowledge in the classroom. This can be achieved by activating their prior knowledge and helping them establish a personal connection between themselves and the subject matter, demonstrating the relevance of new materials. Another approach to bridging is encouraging students to share personal experiences related to the lesson's theme. As we navigate through Simeon's research paper, we find it pertinent to explore the perspectives and ideas of two noteworthy authors, Van-Lier (1996) and Walqui (2006). Van-Lier emphasized the importance of linking personal experiences with conceptual understanding for effective learning. Additionally, Walqui suggested that it is crucial to focus on helping students recognize their existing knowledge about a topic, even if it contains some errors, addressing misinformation and incorrect connections if they might pose obstacles to learning in the future.

On the other hand, modeling involves providing students with clear examples to guide their qualitative imitation (Simeon, 2015). For instance, teachers can display samples of students' work to demonstrate expectations. These examples can establish performance benchmarks and motivate students by highlighting the progress of previous students in similar tasks. Alongside modeling tasks and sharing student work, educators exemplify proper language usage for academic purposes, including description, comparison, summarization, and evaluation.

In the same way, Dewi (2013) included these two types of scaffolding plus five other concepts: contextualizing, inviting participation, schema building, offering an explanation, and verifying and clarifying students' understanding. Starting with contextualizing, this scaffolding type aims to connect students' everyday with academic language through relevant illustrations or metaphors while schema building helps students connect prior knowledge with new information by organizing their understanding (Walqui, 2006). Roehler and Cantlon (1997) advocated for an instructional approach that centers on inviting student participation, offering explanations, and verifying and clarifying students' understanding. These scaffolding types not only provide students with opportunities to complete post-instruction tasks but also involve explicit teaching to foster comprehension of declarative (knowing what), conditional (knowing when and why), and procedural knowledge (knowing how) while ensuring that teachers continually check students' emerging comprehension.

Literature Review

Scaffolding is the developmental support that individuals get from more knowledgeable peers. This term indicates a method in which instructors provide developmental support to learners as they learn and acquire new knowledge or abilities. This literature review focuses on how the application of scaffolding strategies influences the development of students' writing skills in the EFL classroom.

Scaffolding theory aligns with the Zone of Proximal Development (ZPD), emphasizing that students thrive in a supportive environment where they engage in tasks beyond their current abilities with expert guidance (Vygotsky, 1978). ZPD is a concept introduced in 1978 by Vygotsky. He refers to the gap between what a learner can achieve independently and what can be achieved with the guidance of a more informed person. According to Jaramillo (1996), "Teachers activate this zone when they teach students concepts that are just above their current skills and knowledge level, which motivates them to excel beyond their current skills level" (p. 138). In other words, if topics are too simple, students may lose interest, and if they are too difficult, students may get confused. The sweet spot is that perfect range where there is a challenge, but success is possible with the correct support.

The link between ZPD and scaffolding lies in the idea that effective teaching involves recognizing the student's current level of understanding and providing the right support to propel them toward their ZPD. Following the scaffolding theory, teachers can offer students temporary support and guidance while gradually reducing them as students become more capable and independent (Wood et al., 1976). Learners can reach their potential through interaction with others with more expertise in the target domain (Vygotsky, 1978).

Scaffolding is like building a ladder for students to climb higher in their learning process while being guided by an instructor. Applying scaffolding strategies in the EFL classroom reflects a fundamental understanding of ZPD and its integration into effective teaching practices. Scaffolding, defined as interim developmental support provided by more knowledgeable peers, aligns perfectly with the ZPD, emphasizing the importance of creating a learning environment where students tackle tasks beyond their current abilities with expert guidance.

Effects on learning English as a Foreign Language

Learning a new language is a challenging task, especially when it comes to studying English as a foreign language (EFL). This part of the literature review addresses the effects of scaffolding strategies in learning English as a foreign language.

Scaffolding allows teachers to identify and address weaknesses in individual learners, giving specific instructions to help them improve their writing knowledge and abilities (Khanza & Nufus, 2019). This specific teaching aids in the improvement of writing outcomes. Another effect is that scaffolded writing not only improves students' writing skills, but also makes it possible for them to develop other skills such as reading, speaking, and listening, and it helps students identify their limitations and strengths, as well as to work on and improve their deficiencies (Faraj, 2015).

Another study focused on developing writing skills indicated that scaffolding has the potential to both motivate and demotivate EFL learners. Positive feedback acts as an incentive and encourages learners, but negative feedback can be dangerous and damage students' receptivity to learning; also, this study mentioned that using scaffolding strategies in the teaching process can provide teachers with more possibilities for professional growth as focusing on scaffolding strategies as a language intervention can help them improve their language skills (Hasan & Rezaul-Karim, 2019).

Samana (2013) and Hasan and Rezaul-Karim (2019) explored the support provided by both teachers and peers in the form of scaffolding among EFL students with low English proficiency. The studies described distinctions between teacher and student scaffolding, revealing that teachers were able to manage the type and timing of assistance provided, while some students who were more knowledgeable in certain things shared everything they knew with their peers. However, in a research study conducted by Kayi-Aydar (2013), the results indicated a contradiction with the previous study that showed that peer scaffolding was useful. This is because the findings showed that teacher-constructed scaffolding has positive effects on student engagement; nevertheless, it suggests that scaffolding does not occur during small group tasks or student-led conversations, because there are incidences of power struggles among students, resulting in a lack of reaction from some students toward their peers.

Overall, the use of scaffolding strategies in the teaching of writing can have either positive or negative impacts on students. In addition, the use of these techniques can contribute significantly to the improvement of teacher skills.

Common scaffolding strategies for teaching English as a Foreign Language

Wu's (2010) research outlined that there exist four distinct scaffolding strategies aimed at enhancing the writing process. Firstly, there is the application of rhetorical scaffolding, which serves the purpose of assisting students in grasping the conventions of English writing. Secondly, prior knowledge scaffolding is utilized to remind students of what they have learned,

aiding in the establishment of new foundations for the construction of new knowledge. Thirdly, contextual scaffolding comes into play by providing instructional aids like charts, maps, and graphic organizers; in this way, making abstract concepts more tangible and comprehensible. Lastly, language development scaffolding is used to facilitate the growth of student's vocabulary and to enhance their grammatical precision.

Singh et al. (2020) conducted a research study to confirm the effectiveness of the scaffolding models and modules designed for instructing writing skills, especially targeting students with low proficiency in English. They mentioned that some students need more support than others since the application of scaffolding strategies depends on students' necessities and capacities. Based on the analysis of different studies regarding scaffolding strategies, the following can be regarded as the most important for developing writing skills.

Benko (2012) proposed “setting the direction of the lesson” as the very first scaffolding strategy. In this strategy, teachers aim to communicate learning objectives to students, often by writing those objectives on the board to ensure that students understand their tasks. The next two strategies are proposed by Ovando et al. (2003); first, the authors mentioned “explaining and clarifying the assignment” which involves the use of language that is accessible and familiar to students, particularly when dealing with challenging vocabulary in the text. The other strategy that they consider is frequently used is called “learning cooperatively”. Here, students learn cooperatively when they work in pairs or small groups to complete the tasks. Additionally, Read (2010) established “questioning” as another important strategy; this strategy serves multiple purposes, including prompting students to answer task-related questions and providing clarity when needed. Feedback to monitor progress is the next strategy since effective feedback is necessary for students to track their progress. Regular teacher involvement, as seen in activities such as group writing and comprehension sessions, allows students to judge their own progress (Hogan and Pressley, 1997). They advocate this type of feedback strategy and stress its importance in organizing lessons to improve learning outcomes

Another strategy, “teacher modeling”, as outlined by Calkins (1994), is a pedagogical strategy that includes vocalizing contextually pertinent demonstrations to explicitly instruct students in the skills and mechanics of writing. The last strategy proposed is “using verbal prompts”, where rather than giving the students the answer right away, the teacher encourages them to think about the basic ideas behind the task (Singh et al., 2020). The teacher attempts to indirectly elicit the right response by directing the student through questions.

To conclude this section, writing skills in an EFL classroom can be improved through a variety of common scaffolding strategies. Together, these strategies have highlighted the complexity of scaffolding in the EFL context and the value of specialized teaching methods to meet the various demands of language learners. The use of these scaffolding strategies may provide educators with a comprehensive framework for promoting proficient writing in EFL students as they acquire the target language.

Teachers' perceptions about the use of scaffolding in EFL classrooms

In this section, we analyze studies that provide essential information about the attitudes, experiences and ideas of teachers who have used scaffolding in the classroom. We will gain a better understanding of the different viewpoints held by educators about the efficiency, difficulties, and overall effects of scaffolding on students' writing development by examining these research studies. By doing this examination, we will uncover recurring themes, patterns, and points of agreement or disagreement in the academic discourse, which will expand our understanding of the role and importance of scaffolding techniques in the context of EFL instruction.

According to teachers' perceptions, scaffolding is an effective technique for acquiring writing skills in English as a foreign language context because teachers who use scaffolding techniques in their classrooms tend to be more collaborative and interactive with their students; in addition, scaffolding can be used to create a more student-centered learning environment where students are active participants in their own writing process (Hasan & Rezaul-Karim, 2019).

Padmadewi and Artini (2019) and Ikawati (2020) discussed teachers' perspectives of using scaffolding strategies such as in process-based writing activities. Teachers found this activity powerful as it guided students through the writing process including exploring ideas, deciding on topics, drafting, revising, editing, and publishing. They also pointed out problem-based instruction, emphasizing that teachers found this activity important and beneficial as it trained students to understand contextual problems through reading and associated strategies to solve real problems. Finally, "sight words," an exercise that consists of students recognizing words just by seeing them instead of hearing them was perceived by teachers as important and necessary for students because it led to improvements in students' vocabulary and literacy skills.

Another study showed that teachers have positive opinions on scaffolding; therefore, they may scaffold students frequently. However, a deeper analysis revealed that, in contrast to their

apparent strong trust in their understanding of the concepts and procedures behind scaffolding, they lack sufficient appropriate knowledge. Also, this study suggested that, in the case of inexperienced EFL teachers, they may need extensive training to recognize, select, and apply scaffolding tactics and procedures, especially considering the tendency of modern teachers to match their work with the paradigm and competencies of the 21st-century education (Awadelkarim, 2021).

This section has provided a comprehensive exploration of teachers' perspectives on the use of scaffolding in EFL classrooms. The analysis of various studies has revealed a broad spectrum of attitudes and experiences, shedding light on the perceived efficacy, challenges, and overall impact of scaffolding on students' writing development. The consensus among educators suggests a positive association between scaffolding techniques and collaborative interactions and student-centered learning environments. However, a closer examination has uncovered potential gaps in teachers' knowledge, particularly among those less experienced in EFL instruction. These perspectives have contributed valuable insights and considerations for future effective implementations of scaffolding strategies in EFL contexts.

Implementing scaffolding strategies in EFL classrooms: challenges and limitations

While scaffolding strategies offer valuable support to learners, it is essential to critically examine their implementation in EFL classrooms, considering the challenges and limitations that educators encounter. This section describes the complexities surrounding the integration of scaffolding strategies in EFL settings. By addressing the challenges and limitations associated with the application of scaffolding techniques, we aim to foster a deeper understanding of the dynamics involved in guiding language learners through their writing process.

First, lack of vocabulary is one of the biggest challenges that teachers face in the classroom. According to Widiananda and Sabiq (2021), a restricted range of words impedes students' cognitive processes, leading to feelings of monotony and frustration. Educators are in unanimous agreement that there exists a clear connection between thinking abilities and students' proficiency in English. Individuals with a strong command of the language demonstrate their cognitive skills more prominently compared to those with lesser proficiency in English. In the study, teachers encouraged students to utilize dictionaries for deciphering the meanings of challenging words; however, in the absence of dictionaries, students neglected to seek word meanings and demonstrated reluctance to engage in translation efforts. In the same way, Gunawardena et al. (2017) reported that the challenge faced by the

teachers while not only instructing writing, but all the other literacy skills, stemmed from the students' limited vocabulary.

Dewi (2013) reported that the number of students inside the classroom may be another challenge for teachers. The author states that many children in the class may make it challenging for the instructor to apply scaffolding in an equitable manner. For instance, in this study, the instructor foregrounded the difficulties that the number of students can cause for effective communication and scaffolding of the writing process. In the same study, time constraints presented another challenge. The instructor had to make sure that each student understood the prior content before moving on to new material.

Chapter 3

Methodology

Research Approach and Design

In this descriptive research, we used a mixed methods approach. Yin (2006) defined mixed methods research as an approach that focuses on designing and implementing strategies for gathering, analyzing, and interpreting various quantitative and qualitative data forms.

According to Neuman (2014), descriptive research is a study method that includes watching and describing a person's behavior without affecting it in any manner. Similarly, McCombes (2022) stated that a descriptive research design can use a wide range of research methods to study one or more variables. In contrast to experimental research, the researcher does not control or change any of the variables but instead simply observes and measures them. Also, Creswell (2014) described descriptive research as a beneficial strategy for getting an understanding of a certain event or group, and it can serve as a foundation for future more in-depth research. As previously stated, this study aimed to identify which scaffolding strategies are used by EFL teachers in public and private institutions to develop writing skills in their students.

Participants and Context

This research was carried out in Cuenca, Ecuador, at two high schools, a public and a private institution. In Ecuador, English is included in the curriculum from the first grade of General Basic Education (EGB for its acronym in Spanish) until the last grade of General Unified Baccalaureate (BGU for its acronym in Spanish).

The participants were EFL teachers from both public and private institutions. There were six EFL teachers (3 from each institution) who voluntarily decided to participate in this study and signed the informed consent. The six teachers possessed bachelor's degrees in English teaching and they were teaching 10th EGB grade and 1st BGU grade levels.

Data Collection Instruments

This study utilized a mixed methods research approach, incorporating qualitative and quantitative data collection and analysis techniques. The quantitative section of the study involved an online survey administered to the teachers. This research method aimed at eliciting information on the types of scaffolding strategies employed in the classroom to develop writing skills. This survey featured questions using a Likert scale to measure teachers'

perceptions. A Likert scale is widely favored in research due to its efficiency in gathering large amounts of data and its ability to produce reliable and valid measurements of subjective characteristics (Nemoto & Beglar, 2014).

To analyze the quantitative data gathered from the survey, we used descriptive statistics. We organized the data to create graphics based on the survey responses. We calculated the frequencies and percentages of each question in the Likert scale. This gave us an overview of the perceptions that the participants had. The data allowed us to see patterns in terms of similarities and differences in how participants perceive and prefer different scaffolding strategies in the classroom.

To collect qualitative data, we carried out observations in each educational institution, utilizing observational forms as a guide, as observations constitute a wealthy source of information about the characteristics and behaviors of a group or phenomenon that may not be captured by other research methods (Neuman, 2014). To analyze this collected data, thematic analysis was employed as the chosen technique. According to Villegas (2023), thematic analysis is a technique that entails examining a collection of data and seeking out patterns in the meaning of the data to identify themes. We utilized a predetermined set of criteria to assess various aspects of scaffolding strategies used by teachers in the classroom, such as providing feedback, promoting student collaboration, etc. All these criteria were organized in tables for their better reading and understanding. Therefore, these established criteria guaranteed data to be collected consistently and comprehensively across all observed conditions.

Ethical Considerations

This descriptive research and data collection procedure did not involve any physical or psychological risks for participants. We informed the participants that they had the choice to participate voluntarily and that they could withdraw from the study at any point. To prevent any potential issues from associating responses with specific individuals, we have not disclosed their personal information, keeping the confidentiality of their names, e-mail addressed and physical or academic characteristics (Walford, 2006).

CHAPTER 4

Results and Discussion

Findings

*Qualitative Data**Data from public school*

The results presented in these tables are based on the data collected during classroom observations in public schools.

Table 1*Rhetorical strategy*

Formative indicators	Applied	%	Non-Applied	%	Total	%
Stating specific learning goals at the beginning of the class.	2	66.67	1	33.33	3	100
Encouraging students to analyze and evaluate ideas during class discussions.	3	100	0	0	3	100
Utilizing visual aids such as slides or diagrams to support explanations.	0	0	3	100	3	100
Connecting lesson content to real-life situations.	3	100	0	0	3	100
Using persuasive language to emphasize key points.	3	100	0	0	3	100
Incorporating appropriate humor to create a positive and engaging learning environment.	3	100	0	0	3	100

Table 1 presents the data corresponding to the first scaffolding strategy. The first formative indicator reveals that only 66.67% of the observed teachers communicate class objectives at the beginning of the class. In addition, it is observed that 100% of the teachers apply four formative indicators, which include encouraging students to analyze and evaluate ideas during class discussions, relating lesson content to real-life situations, using persuasive language to

highlight key points, and incorporating appropriate humor to create a positive and engaging learning environment. However, none of the teachers employed visual resources, such as slides or diagrams, to support their explanations. It is important to mention that teachers belong to a public educational institution, and therefore, the use of this type of supporting materials is restricted to accomplish this formative indicator.

Table 2

Prior knowledge

Formative indicators	Applied	%	Non-Applied	%	Total	%
Connecting new concepts with previously learned material.	2	66.67	1	33.33	3	100
Asking students to provide relevant information from previous classes.	2	66.67	1	33.33	3	100
Using familiar examples to introduce new vocabulary in English.	3	100	0	0	3	100
Encouraging the use of previously learned grammar rules and vocabulary in their written texts.	3	100	0	0	3	100
Using students' prior knowledge to solve language-related problems.	2	66.67	1	33.33	3	100

The scaffolding strategy detailed in this table is about the use of prior knowledge. This includes connecting new concepts to previously learned material, asking learners to contribute with relevant information from previous lessons, and using learners' prior knowledge to solve language-related problems. Additionally, it can be observed that 100% of teachers employ these two indicators comprehensively: 1) using familiar examples to introduce new English vocabulary; and 2) encouraging the use of previously learned grammatical rules and vocabulary in their written texts. These results hence reveal that the scaffolding strategy based on prior knowledge is one of the most frequently used by teachers.

Table 3

Contextual scaffolding

Formative indicators	Applied	%	Non-Applied	%	Total	%
Effectively integrating technology to enhance the writing experience.	0	0	3	100	3	100
Facilitating students' ability to apply independently learned concepts in different contexts or settings.	2	66.67	1	33.33	3	100
Employing various teaching strategies to adapt to students' writing preferences.	3	100	0	0	3	100
Providing instructional aids such as charts, maps, and graphic organizers to write about specific topics.	0	0	3	100	3	100
Encouraging students to relate abstract concepts to real-world examples or experiences through writing.	2	66.67	1	33.33	3	100

Contextual scaffolding is another strategy analyzed in this study and it shows variations in its use. It was observed that the formative indicators 1) integrating technology to enhance the writing experience and 2) providing teaching aids such as charts, maps, and graphic organizers for writing about specific topics are not fully applied by teachers in the public context. This may be due to a need for more access to adequate technological resources or due to limited training for the use of these tools. It could also have to do with the prioritization of other aspects of the curriculum or a need for knowledge of the pedagogical advantages of these strategies.

In addition, it was observed that contextual scaffolding facilitates students' ability to independently apply new concepts to different contexts or environments while encouraging them to relate abstract concepts to real-world examples or experiences through writing. However, as expressed in table 3, not all strategies are fully or consistently applied in the EFL classroom.

Table 4

Language development

Formative indicators	Applied	%	Non-Applied	%	Total	%
Introducing unfamiliar words and encouraging students to use them in sentences.	3	100	0	0	3	100
Providing clear instructions and explanations for a written task.	3	100	0	0	3	100
Using visual aids such as graphics or pictures to support written language development.	0	0	3	100	3	100
Having students demonstrate the correct pronunciation of words during the reading of a written text.	2	66.67	1	33.33	3	100
Giving constant feedback to students when they use written language.	3	100	0	0	3	100

The results described in Table 4 show that three formative indicators are implemented at 100%: 1) introducing unfamiliar words and encouraging students to use them in sentences; 2) providing clear instructions and explanations for written tasks; and 3) constant feedback given to students when using written language. Due to their comprehensive implementation, these strategies have contributed to the advancement of students' text-writing development.

Considering that 66.33% of teachers encourage their students to correctly pronounce words when reading a text, it is evident that skills other than writing are equally emphasized. Lastly, it was observed that the use of visual aids such as graphics or images to enhance the development of written language is restricted in the public setting.

Table 5

Setting the direction of the lesson

Formative indicators	Applied	%	Non-Applied	%	Total	%
Communicating learning objectives to students at the beginning of a writing lesson.	0	0	3	100	3	100

Ensuring learning objectives are prominently displayed in the classroom to accomplish writing goals.	2	66.67	1	33.33	3	100
Regularly referring to the learning objectives during instruction to keep students focused and on track in their writing.	1	33.33	2	66.67	3	100
Adjusting instruction or pacing as needed to ensure alignment with established writing objectives.	2	66.67	1	33.33	3	100
Relating how each activity in the writing task aligns with overall learning objectives.	3	100	0	0	3	100

Table 5 illustrates varying levels regarding the establishment of learning objectives in the classroom. For example, while none of the teachers in the sample communicated learning objectives at the beginning of the writing lesson, 33.33% periodically referred to these objectives during instruction. This suggests a gap in the initial communication of objectives but some effort to keep students focused during the lesson.

In addition, 66.67% of teachers ensured that learning objectives were prominently displayed in the classroom, indicating a greater commitment for achieving writing objectives. Similarly, two-thirds of the teachers observed in the classroom adjusted their instruction to align with the established objectives, showing a proactive approach to achieving learning goals. All teachers in the sample related each writing activity to the overall learning objectives, demonstrating a comprehensive understanding of how individual tasks contribute to broader learning outcomes.

Table 6

Explaining and clarifying assignments

Formative indicators	Applied	%	Non-Applied	%	Total	%
Explaining the main objectives of written assignments.	2	66.67	1	33.33	3	100

Explaining the homework instructions to students.	3	100	0	0	3	100
Providing examples to illustrate key concepts in the written assignment.	3	100	0	0	3	100
Allowing students to ask questions to clarify the written task.	3	100	0	0	3	100
Motivating students to participate in discussions related to the topic of the written assignment.	3	100	0	0	3	100
Checking understanding by asking students about the task instructions.	3	100	0	0	3	100
Providing guidelines for students to develop written assignments independently.	2	66.67	1	33.33	3	100

Describing the main objectives of written assignments and providing guidelines for independent development shows an implementation rate of 66.67%; explaining assignment instructions, providing examples, clarifying questions, motivating discussions, and checking comprehension, on the other hand, indicates an implementation rate of 100%. These results indicate that instructional strategies are widely applied, especially to promote student understanding and participation. The variation in percentages could result from differences in teaching styles, teaching experience or available resources.

Table 7

Learning cooperatively

Formative indicators	Applied	%	Non-Applied	%	Total	%
Promoting student engagement in collaborative tasks.	2	66.67	1	33.33	3	100
Assigning tasks promoting student cooperation and communication.	3	100	0	0	3	100

Facilitating discussions about the benefits of collaborative learning for writing.	2	66.67	1	33.33	3	100
--	---	-------	---	-------	---	-----

In Table 7, we analyze the scaffolding strategy of collaborative work. According to the results, most teachers promote students' participation in collaborative tasks. Equivalent results were shown using the formative indicator of facilitating discussions on the benefits of cooperative learning for writing. In contrast, all teachers assign tasks that foster students' cooperation and communication.

Table 8

Questioning

Formative indicators	Applied	%	Non-Applied	%	Total	%
Students participate by answering questions based on written texts.	2	66.67	1	33.33	3	100
Promoting students' use of evidence or examples in responses.	3	100	0	0	3	100
Adapting the difficulty of the questions to match students' comprehension of a text.	3	100	0	0	3	100
Giving students time to think before answering.	3	100	0	0	3	100
Asking open-ended questions, promoting discussion and critical thinking.	3	100	0	0	3	100

Questioning is a key strategy in the EFL classroom, as it has been observed to be highly used. Its formative indicators include asking open-ended questions, encouraging discussion and critical thinking, allowing students to reflect before answering, adjusting the difficulty of questions according to students' understanding of a text, and using evidence or examples in answers. However, individually asking and answering questions based on written texts is not an easy task, due to the considerable number of students in public school classrooms. Indeed,

it is almost impossible for all of them to participate by answering questions during these writing activities.

Table 9

Feedback

Formative indicators	Applied	%	Non-Applied	%	Total	%
Providing specific feedback on students' writing progress.	2	66.67	1	33.33	3	100
Identifying students' writing strengths and weaknesses to enhance improvement.	2	66.67	1	33.33	3	100
Employing diverse feedback methods, including writing comments, praising verbally, and evaluating peers	2	66.67	1	33.33	3	100
Encouraging self-assessment and reflection among students.	3	100	0	0	3	100
Monitoring students' writing progress by using feedback.	3	100	0	0	3	100

Feedback is a tool that significantly contributes to the development of written skills; 66.67% of teachers use three of the five formative indicators described in the table, which include 1) providing specific feedback on students' writing progress; 2) identifying strengths and weaknesses; and 3) employing various feedback methods such as written comments, verbal praise, and peer evaluation. However, these indicators are not fully applied in the classroom due to time constraints during each class session. Conversely, self-assessment and reflection among students are highly encouraged as well as continuous monitoring due to their flexibility and adaptability in the classroom.

Table 10

Teacher modeling

Formative indicators	Applied	%	Non-Applied	%	Total	%
----------------------	---------	---	-------------	---	-------	---

Modeling proper grammar structures for the writing process.	2	66.67	1	33.33	3	100
Encouraging the application of new concepts.	3	100	0	0	3	100
Applying various writing styles (e.g., narrative, descriptive, etc.) that students follow as a model.	0	0	3	100	3	100
Breaking down complex concepts in writing.	1	33.33	2	66.67	3	100

Table 10 shows some discrepancies regarding teaching modelling. On the one hand, it was evidenced that teachers encourage the application of new concepts comprehensively. However, not all of them use the modeling of appropriate grammatical structures for writing, suggesting that this strategy still needs to be fully implemented in the EFL classroom.

On the other hand, the breakdown of complex concepts in writing was applied by a single teacher. Since it is implemented in a low proportion, it raises the possibility that students are not receiving adequate attention and guidance to understand and address complex concepts in their writing. Finally, there is a lack of teacher's explanation of various writing styles (e.g., narrative, descriptive, etc.) which could result in this limitation in exposure that may influence the diversity and quality of students' writing, as they are not being exposed to different styles and forms of writing that could enrich their literary writing skills.

Table 11

Using verbal prompts

Formative indicators	Applied	%	Non-Applied	%	Total	%
Encouraging open-ended questioning to prompt student thinking and discussion during a collaborative writing task.	2	66.67	1	33.33	3	100
Supporting and clarifying as needed based on student responses.	3	100	0	0	3	100
Demonstrating the use of new vocabulary in writing through verbal prompts.	2	66.67	1	33.33	3	100

The data presented indicates the effectiveness of using verbal prompts during writing skill development. Encouraging open-ended questions to stimulate student thinking and discussion demonstrates a prominent level of implementation (66.67%), as does demonstrating the use of new vocabulary in writing through verbal prompts. These results indicate a general application of these instructional strategies, with some variation in implementation among the teachers surveyed, suggesting that although most teachers use these techniques, there is still a minority who do not. Finally, support and clarification based on student responses showed a full implementation rate (100%), reflecting the effectiveness and success of the instructional approach employed.

Data from private school

The results presented in these tables are based on the data collected during classroom observations in private schools.

Table 12

Rhetorical strategy

Formative indicators	Applied	%	Non-Applied	%	Total	%
Stating specific learning goals at the beginning of the class.	3	100	0	0	3	100
Encouraging students to analyze and evaluate ideas during class discussions.	2	66.67	1	33.33	3	100
Utilizing visual aids such as slides or diagrams to support explanations.	3	100	0	0	3	100
Connecting lesson content to real-life situations.	2	66.67	1	33.33	3	100
Using persuasive language to emphasize key points.	0	0	3	100	3	100
Incorporating appropriate humor to create a positive and engaging learning environment.	3	100	0	0	3	100

The implementation of rhetorical scaffolding for improving writing skills was assessed across various indicators. Specific learning goals were consistently stated at the beginning of classes; in the same way, appropriate humor was employed by all teachers. Also, visual aids, such as slides or diagrams, supported the explanations, indicating a 100% implementation rate in these aspects. This shows a high utilization rate because the private high school analyzed in this study has many technological tools that facilitate using these aids, especially Canva slides.

Regarding in-class discussions and connecting lesson content to real-life situations, 66.67% of instructors encouraged students to analyze and evaluate ideas and make connections. There were moments during the class when the teacher wanted students to discuss, but they did not participate. Finally, none of the instructors used persuasive language to emphasize key points. The language used during the classes was simple but did not persuade students to perform better writing.

Table 13

Prior knowledge

Formative indicators	Applied	%	Non-Applied	%	Total	%
Connecting new concepts with previously learned material	2	66.67	1	33.33	3	100
Asking students to provide relevant information from previous classes.	2	66.67	1	33.33	3	100
Using familiar examples to introduce new vocabulary in English.	3	100	0	0	3	100
Encouraging the use of previously learned grammar rules and vocabulary in their written texts.	3	100	0	0	3	100
Using students' prior knowledge to solve language-related problems.	3	100	0	0	3	100

Concerning prior knowledge, most teachers effectively encouraged students to connect new concepts with previously learned material to provide relevant information from previous classes. Additionally, all teachers effectively used students' prior knowledge to insert familiar examples when needed to introduce new English vocabulary. Moreover, the instructors

encouraged students to apply previously learned vocabulary and especially use grammar rules in their written production. They also fostered the solving of language-related problems.

Table 14

Contextual scaffolding

Formative indicators	Applied	%	Non-Applied	%	Total	%
Effectively integrating technology to enhance the writing experience.	3	100	0	0	3	100
Facilitating students' ability to apply independently learned concepts in different contexts or settings.	2	66.67	1	33.33	3	100
Employing various teaching strategies to adapt to students' writing preferences.	0	0	3	100	3	100
Providing instructional aids such as charts, maps, and graphic organizers to write about specific topics.	1	33.33	2	66.67	3	100
Encouraging students to relate abstract concepts to real-world examples or experiences through writing.	0	0	3	100	3	100

Table 14 presents various formative indicators of contextual scaffolding for enhancing writing skills. Firstly, and most importantly, contrary to what was observed in the public institution, all teachers effectively integrated technology to enhance the writing experience, demonstrating a comprehensive application of available resources. However, despite the great amount of technology, none of the educators employed teaching strategies to adapt to students' writing preferences nor encouraged them to relate abstract concepts to real-world examples or experiences through writing, highlighting a notable gap in these practices. Additionally, only 33.33% of teachers provided instructional aids, such as charts, maps, and graphic organizers, indicating potential room for improvement. According to these results, while certain strategies, like technology integration, were effectively implemented, others showed less utilization,

underscoring the importance of employing a variety of contextual scaffolding techniques to support students' writing development.

Table 15

Language development

Formative indicators	Applied	%	Non-Applied	%	Total	%
Introducing unfamiliar words and encouraging students to use them in sentences.	2	66.67	1	33.33	3	100
Providing clear instructions and explanations for a written task.	3	100	0	0	3	100
Using visual aids, such as graphics or pictures, to support written language development.	3	100	0	0	3	100
Having students demonstrate the correct pronunciation of words during the reading of a written text.	0	0	3	100	3	100
Giving constant feedback to students when they use written language.	2	66.67	1	33.33	3	100

Regarding language development, various strategies were assessed through the formative indicators contained in the table. Most teachers introduced unfamiliar words to encourage their use in sentences and gave constant feedback when students used written language. There were instances where feedback was not consistently provided (feedback will be discussed in more detail later in this chapter in Table 19). Clear instructions, explanations, and visual aids, such as graphics or pictures for written tasks, were consistently provided by all teachers (100%), ensuring comprehension and clarity to support written language development, enhancing understanding and engagement. We can infer that this is because the private institution has a variety of technological resources that are used for showing material. However, none of the teachers had students demonstrate the correct pronunciation of words while reading a written text, representing a missed opportunity for language development.

Table 16

Setting the direction of the lesson

Formative indicators	Applied	%	Non-Applied	%	Total	%
Communicating learning objectives to students at the beginning of a writing lesson.	3	100	0	0	3	100
Ensuring learning objectives are prominently displayed in the classroom to accomplish writing goals.	2	66.67	1	33.33	3	100
Regularly referring to the learning objectives during instruction to keep students focused and on track in their writing.	2	66.67	1	33.33	3	100
Adjusting instruction or pacing as needed to ensure alignment with established writing objectives.	3	100	0	0	3	100
Relating how each activity in the writing task aligns with overall learning objectives.	3	100	0	0	3	100

In the process of setting the direction of a writing lesson, three formative indicators showed 100% of its application. First, learning objectives were clearly communicated to students at the beginning of writing lessons, ensuring clarity and focus on their tasks. Second, teachers demonstrated the ability to adjust instruction or pacing as needed to ensure alignment with established writing objectives, highlighting flexibility and responsiveness to students' needs. Furthermore, all teachers successfully related how each activity in the writing task aligned with overall learning objectives, fostering understanding of the purpose behind writing activities. However, most instructors ensured that learning objectives were prominently displayed in the classroom. Additionally, although most teachers regularly referred to learning objectives during instruction to keep students focused, there were instances where this practice was not consistently applied.

Table 17*Explaining and clarifying assignments*

Formative indicators	Applied	%	Non-Applied	%	Total	%
Explaining the main objectives of written assignments.	3	100	0	0	3	100
Explaining the homework instructions to students.	2	66.67	1	33.33	3	100
Providing examples to illustrate key concepts in the written assignment.	3	100	0	0	3	100
Allowing students to ask questions to clarify the written task.	3	100	0	0	3	100
Motivating students to participate in discussions related to the topic of the written assignment.	3	100	0	0	3	100
Checking understanding by asking students about the task instructions.	3	100	0	0	3	100
Providing guidelines for students to develop written assignments independently.	2	66.67	1	33.33	3	100

In the process of explaining and clarifying writing assignments, five formative indicators showed 100% effectiveness. All teachers effectively communicated the main objectives of written assignments, ensuring that students understood the purpose and expectations of the task. Additionally, they provided examples to illustrate key concepts in the written assignment, aiding students' understanding and comprehension. Also, they allowed learners to ask questions to clarify the written task, promoting clarity and understanding throughout this process. In the same way, they successfully motivated students to participate in discussions related to the topic of the written assignment, fostering engagement while checking understanding by asking pupils about the task instructions, ensuring clarity and comprehension. However, teachers did not fully apply these two formative indicators. First, homework instructions were not consistently given to students; in some cases, the teachers asked students to develop book activities, but they did not explain what to do in each exercise. Similarly, while most teachers provided guidelines for independent development of the written assignment, there were occasions where this practice was not consistently applied.

Table 18

Learning cooperatively

Formative indicators	Applied	%	Non-Applied	%	Total	%
Promoting student engagement in collaborative tasks.	0	0	3	100	3	100
Assigning tasks promoting student cooperation and communication.	0	0	3	100	3	100
Facilitating discussions about the benefits of collaborative learning for writing.	0	0	3	100	3	100

Table 18 shows that none of the formative indicators were applied in the classroom. It was observed that teachers did not promote student engagement in collaborative tasks, indicating a missed opportunity to foster cooperative learning environments. Furthermore, none of the instructors assigned tasks promoting student cooperation and communication, highlighting a gap in applying cooperative learning activities. Moreover, teachers never facilitated discussions about the benefits of collaborative learning for writing, representing a need for more emphasis on the advantages of cooperative approaches in the writing process. Overall, the findings suggest a significant absence of cooperative learning strategies in the assessed teaching practices.

Table 19*Questioning*

Formative indicators	Applied	%	Non-Applied	%	Total	%
Students participate by answering questions based on written texts.	2	66.67	1	33.33	3	100
Promoting students' use of evidence or examples in responses.	3	100	0	0	3	100
Adapting the difficulty of the questions to match students' comprehension of a text.	3	100	0	0	3	100
Giving students time to think before answering.	3	100	0	0	3	100

Asking open-ended questions, 2 66.67 1 33.33 3 100
promoting discussion and critical thinking.

Regarding questioning, two formative indicators were evidently applied. Most teachers asked open-ended questions, and even though students participated by answering questions based on texts, there were situations where participation could have been improved. However, three formative indicators were fully applied (100%). All teachers effectively promoted students' use of evidence or examples in responses, fostering critical thinking and analytical skills. Additionally, they adeptly adapted question difficulty to match students' comprehension levels. Ensuring appropriate challenge and engagement provided students with sufficient time to think before answering, allowing learners thoughtful responses and deeper interaction with the text.

Table 20

Feedback

Formative indicators	Applied	%	Non-Applied	%	Total	%
Providing specific feedback on students' writing progress.	1	33.33	2	66.67	3	100
Identifying students' writing strengths and weaknesses to enhance improvement.	1	33.33	2	66.67	3	100
Employing diverse feedback methods, including writing comments, praising verbally, and evaluating peers	1	33.33	2	66.67	3	100
Encouraging self-assessment and reflection among students.	3	100	0	0	3	100
Monitoring students' writing progress by using feedback.	0	0	3	100	3	100

Concerning feedback, several indicators were considered to gauge their effectiveness. There was a notable absence for monitoring students' writing progress through feedback, suggesting a need for more comprehensive assessment practices. In addition, efforts made to provide

feedback on students' writing progress to identify their strengths and weaknesses were applied in 33,33%. In an equivalent manner, various feedback methods were employed, but it was observed that teachers still need to prioritize diverse approaches. Despite the previously mentioned, all instructors effectively encouraged self-assessment and reflection among students, promoting autonomy and learning ownership.

Table 21

Teacher modeling

Formative indicators			Applied	%	Non-Applied	%	Total	%
Modeling proper grammar structures for the writing process.			3	100	0	0	3	100
Encouraging the application of new concepts.			3	100	0	0	3	100
Applying various writing styles (e.g., narrative, descriptive, etc.), that students follow as a model.			0	0	3	100	3	100
Breaking down complex concepts in writing			1	33.33	2	66.67	3	100

In evaluating teacher modeling strategies, several formative indicators were examined to assess their effectiveness. Two of them showed 100% of application. Each educator modeled proper grammar structures for the writing process, providing students with clear examples to emulate and consistently encourage the application of learned concepts. These aspects reinforce the relevance and importance of grammar structures in writing tasks. Moreover, while efforts were made to break down complex concepts in writing, there were opportunities for improvement by providing clear explanations and scaffolding. On the contrary, there was a notable omission of demonstrating various writing styles (0%), such as narrative or descriptive, which could serve as valuable models for students. Overall, while certain aspects of teacher modeling were appropriately implemented, such as grammar instruction and concept application, other formative indicators were barely used, particularly those concerning learners demonstrating diverse writing styles and simplifying complex concepts for their understanding.

Table 22

Using verbal prompts

Formative indicators	Applied	%	Non-Applied	%	Total	%
Encouraging open-ended questioning to prompt student thinking and discussion during a collaborative writing task.	2	66.67	1	33.33	3	100
Supporting and clarifying as needed based on student responses.	3	100	0	0	3	100
Demonstrating the use of new vocabulary in writing through verbal prompts.	2	66.67	1	33.33	3	100

In assessing the use of verbal prompts, three formative indicators were considered to evaluate their effectiveness. Two of them showed 66.67% of applications. While most teachers encouraged open-ended questioning to prompt student thinking and discussion during collaborative writing tasks, there were cases where this practice could have been further emphasized. In the same way, demonstrating the use of new vocabulary in writing through verbal prompts showed a need for more intentional vocabulary instruction. However, all instructors effectively supported and clarified learners' doubts based on students' own responses, ensuring understanding and engagement in the writing process.

Quantitative Data

Results from the public setting

The results displayed in these graphs are based on the data collected from the surveys completed by the public-school teachers who voluntarily participated in this study.

Figure 1

Rhetorical strategy

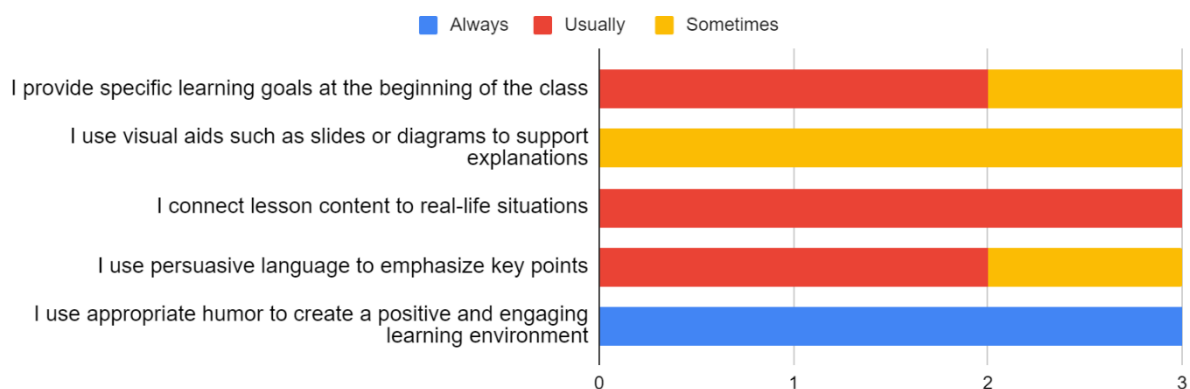


Figure 1 shows that teachers consistently set specific learning objectives at the beginning of their classes. Furthermore, they usually apply visual aids such as slides or diagrams to support their explanations, which helps to clarify complex concepts. In addition, teachers consciously connect lesson content to real-life situations, making the material more relevant and engaging. Additionally, all the participants mentioned that they use appropriate humor to create a positive and engaging learning environment.

Figure 2

Prior knowledge

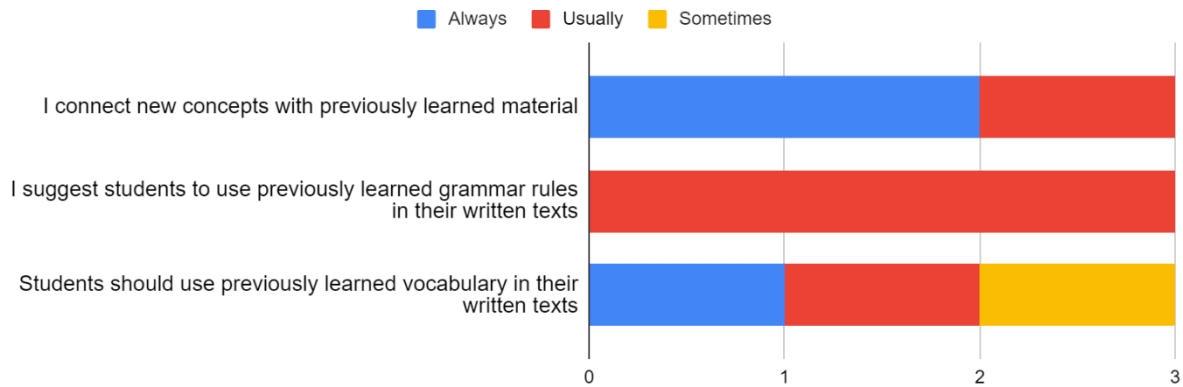


Figure 2 refers to the integration of prior knowledge into the writing process. Most teachers indicated that they always connect new concepts with previously learned material. Conversely, all teachers indicated that they usually apply previously learned grammatical rules to enhance the writing experience. In addition, the survey highlighted different perspectives regarding the last formative indicator. That is, while most teachers mentioned that they usually encourage the application of previously learned vocabulary in written texts, only one teacher indicated that she always does so.

Figure 3

Contextual scaffolding

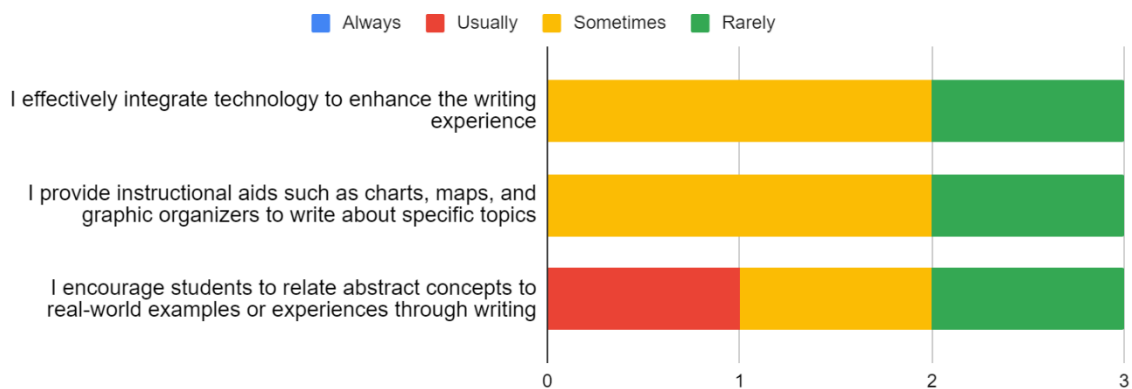


Figure 3 indicates that most teachers occasionally use technology to enrich the writing experience and provide didactic resources such as charts, maps, and graphic organizers to address specific topics in context. Nevertheless, only a minority mentioned that students are usually encouraged to relate abstract concepts to real-world examples or experiences through writing. In contrast, most of the respondents indicated that their students are sometimes or rarely willing to do this relation.

Figure 4

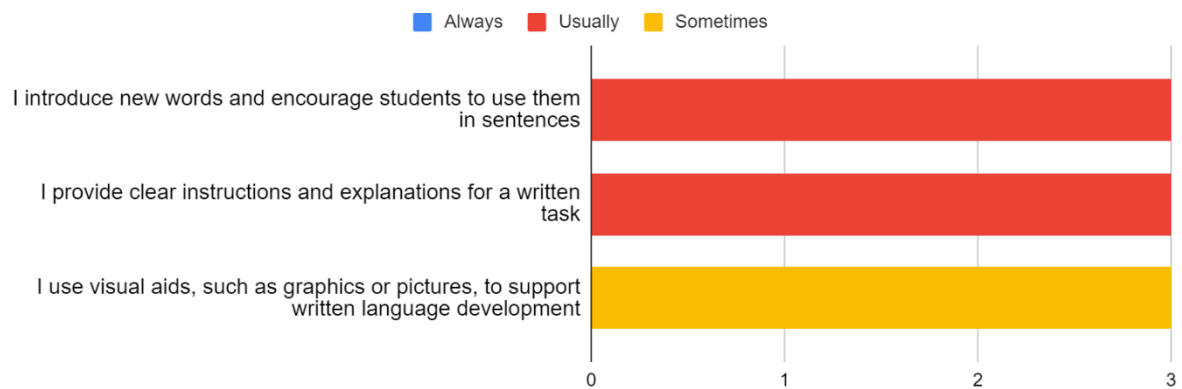
Language development

Figure 4 illustrates that, when examining language development techniques, teachers generally introduce new words and encourage students to use them in their sentences. Similarly, they usually provide clear instructions and explanations for written assignments. However, when it comes to supporting written language development with visual aids such as graphics or pictures, teachers' responses vary as they affirm that they sometimes use this strategy.

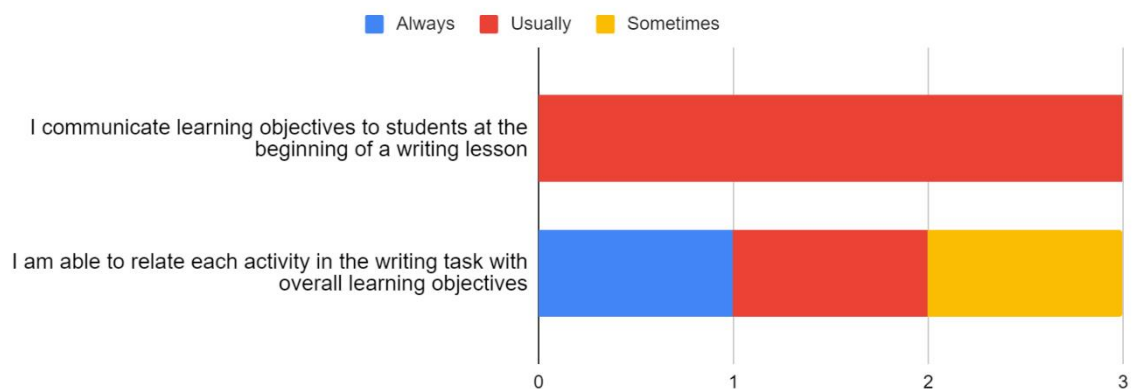
Figure 5*Setting the direction of the lesson*

Figure 5 evidences different practices regarding lesson direction. For instance, at the beginning of a writing lesson, teachers agree that they usually establish learning objectives. However, their responses vary in relation to their own abilities to connect learning objectives and writing activities as seen in the graph.

Figure 6*Explaining and clarifying assignments*

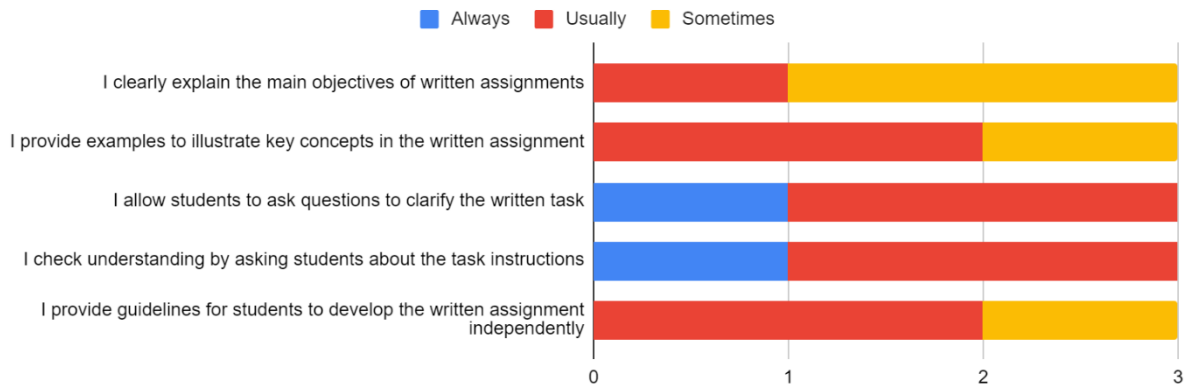


Figure 6 synthesizes teachers' perceptions regarding five formative indicators for assignments. Concerning explanation and clarification, only one educator reported that she usually gives straightforward explanations about the main objectives of written assignments, while the other teachers mentioned that they sometimes do so. With regards to providing examples to illustrate key concepts, most teachers mentioned that they usually or constantly align concepts with appropriate examples. Regarding clarification through questions and checking for understanding, most respondents mentioned that they apply these strategies on a regular basis. Similarly, guiding independent task development shows a constant application in the classroom.

Figure 7

Learning cooperatively

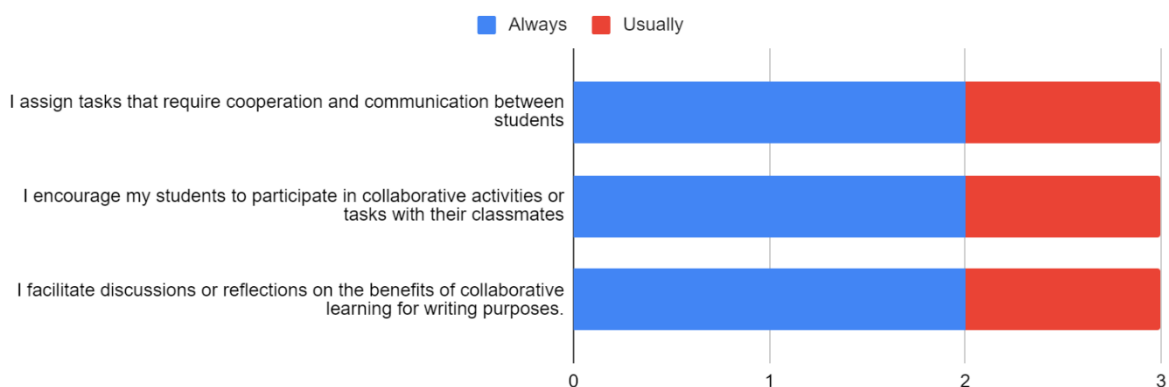
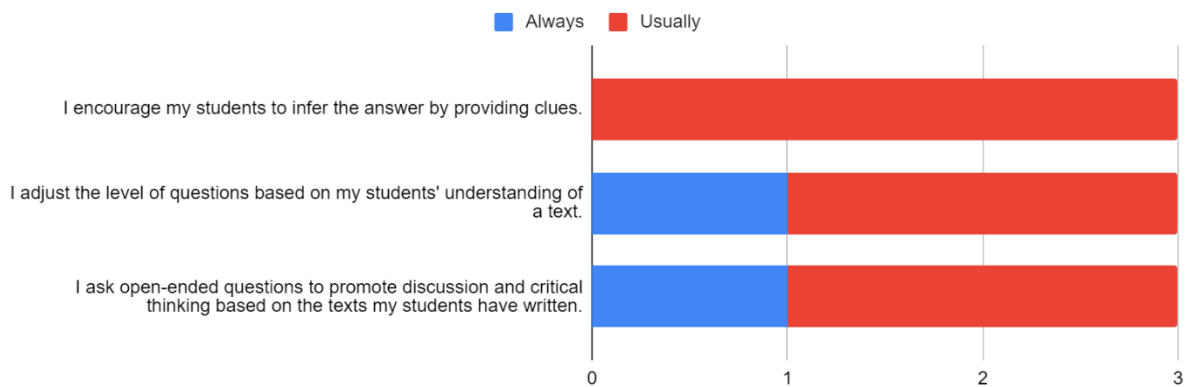


Figure 7 suggests a deep commitment to foster collaboration among students. Most teachers perceive themselves as constantly assigning tasks that require cooperation and communication among students as well as encouraging students to participate in group activities. In addition, most teachers stated that they facilitate discussions or reflections on the benefits of cooperative learning for writing purposes.

Figure 8

Questioning

In Figure 8, all teachers indicated that they usually encourage students to infer answers by providing contextual clues. However, when adjusting the level of questioning based on students' understanding of a text or asking open-ended questions to promote critical thinking, responses differed as illustrated in the graph.

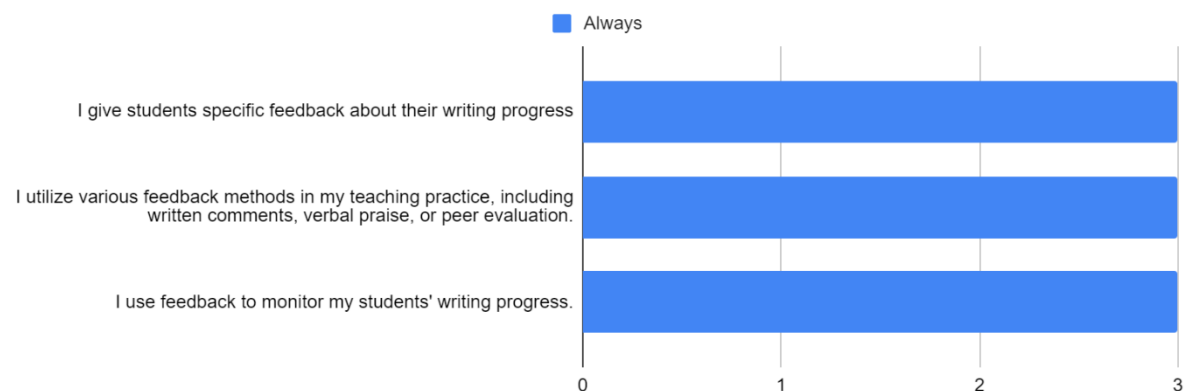
Figure 9*Feedback*

Figure 9 shows a consistent commitment to provide comprehensive feedback in the classroom. Teachers consider that they always provide specific comments regarding students' writing progress. Also, they use various feedback methods to monitor students' writing, highlighting their dedication for improving student learning.

Figure 10*Teacher modeling*

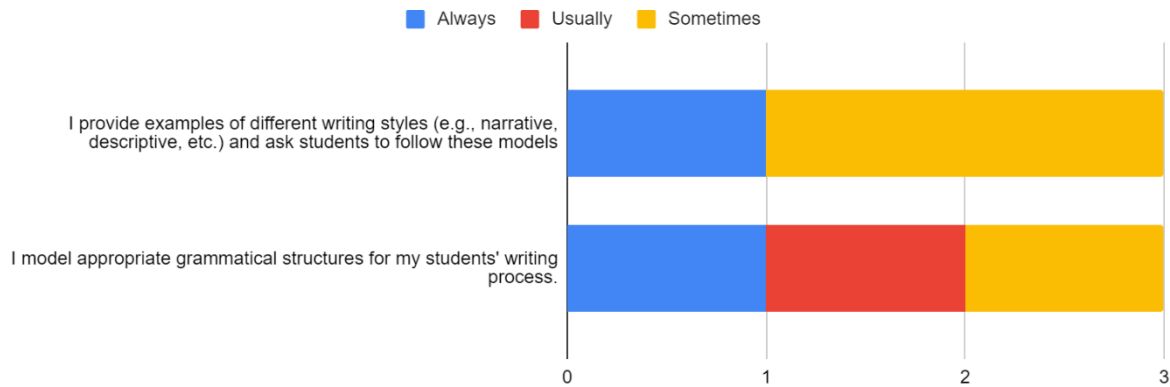


Figure 10 illustrates the results concerning teacher modeling for writing. When asked if they provided examples for different writing styles, most teachers manifested that they sometimes do so. Nevertheless, as the graph indicates, responses vary when modeling grammatical structures.

Figure 11

Using verbal prompts

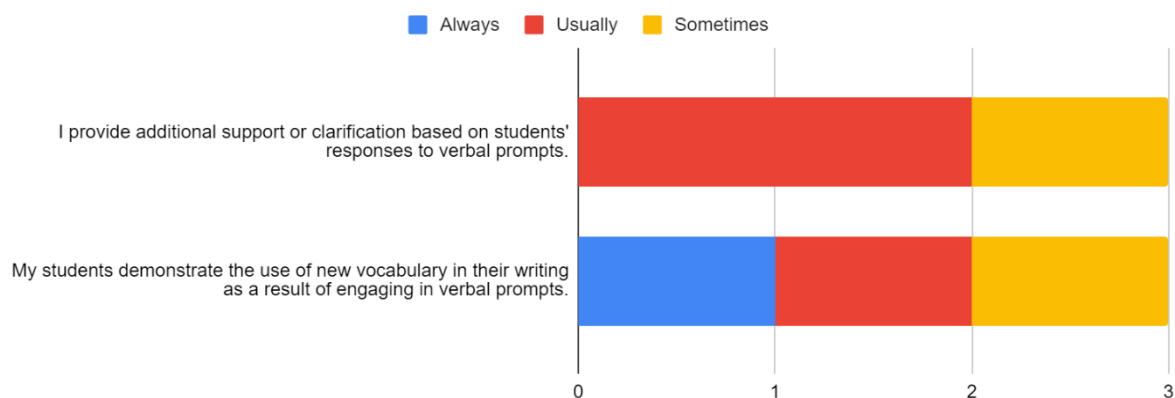


Figure 11 shows that most teachers use verbal prompts in the classroom. Most educators indicated that they generally provide additional help or clarification based on learners' responses to verbal prompts. However, as the graphic shows, there are variations in teachers' answers concerning the use of new vocabulary in their writing.

Results from the private setting

The results displayed in these graphs are based on the data collected from the surveys answered by the private school teachers.

Figure 12

Rhetorical strategy

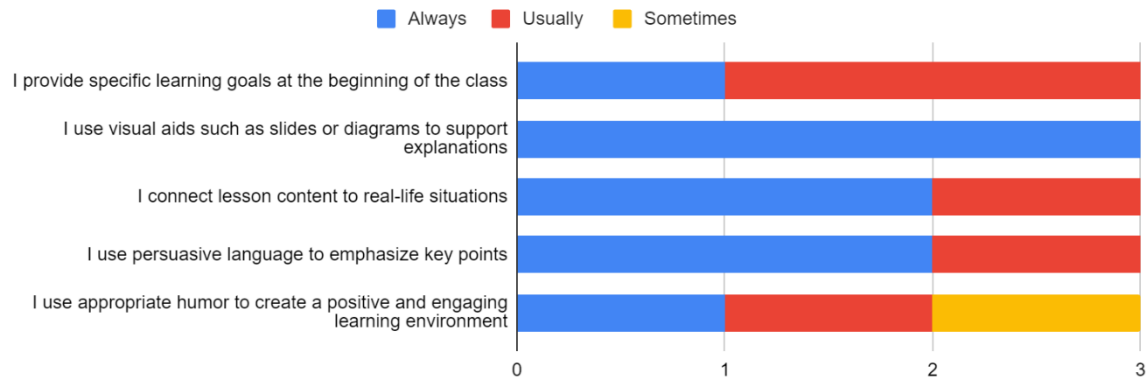


Figure 12 evidences that all educators perceive themselves as having diverse ways of incorporating suitable humor to create a positive and interactive learning atmosphere. Furthermore, most teachers deliberately relate lesson content to real-world scenarios. Also, teachers reported that they typically employ visual aids such as slides or diagrams to support explanations. Only one teacher mentioned that she always establishes clear learning goals at the beginning of her class.

Figure 13

Prior knowledge

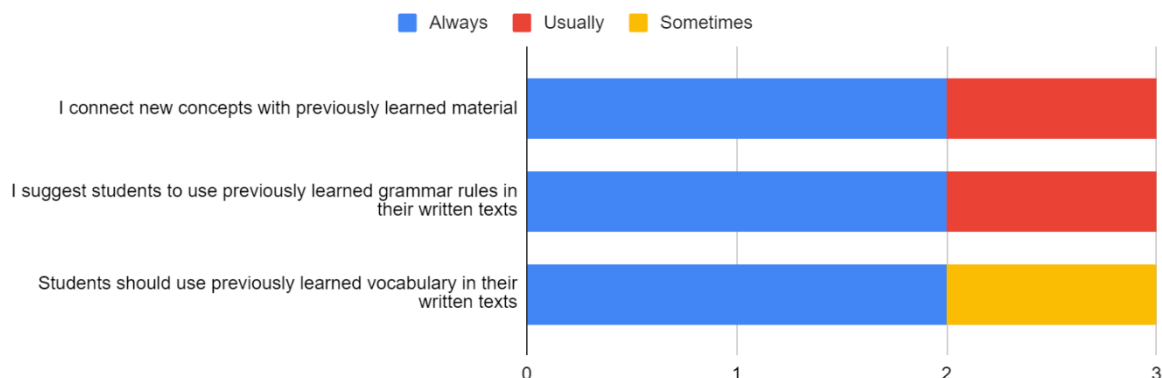
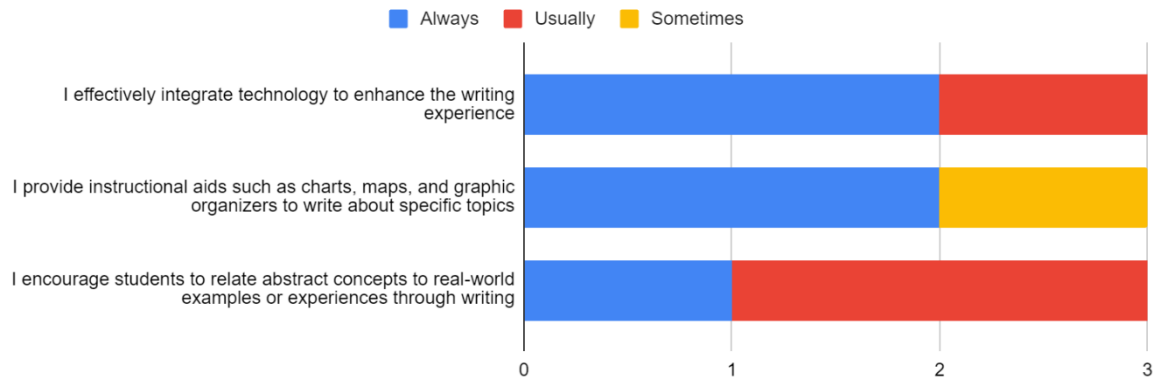


Figure 13 addresses teachers' perceptions regarding the incorporation of prior knowledge. It can be observed that most teachers consistently link new concepts with previously acquired information. In the same way, most teachers reported that they always apply previously learned grammatical rules in students' writing. Finally, just one teacher affirmed that she sometimes applies previously acquired vocabulary in written texts.

Figure 14

Contextual scaffolding



In Figure 14, most teachers point out the occasional utilization of technology to enhance the writing process while offering didactic resources like charts, maps, and graphic organizers. Regarding the last formative indicator, just one teacher perceives herself as encouraging students to connect abstract concepts with real-world examples or experiences through writing.

Figure 15

Language development

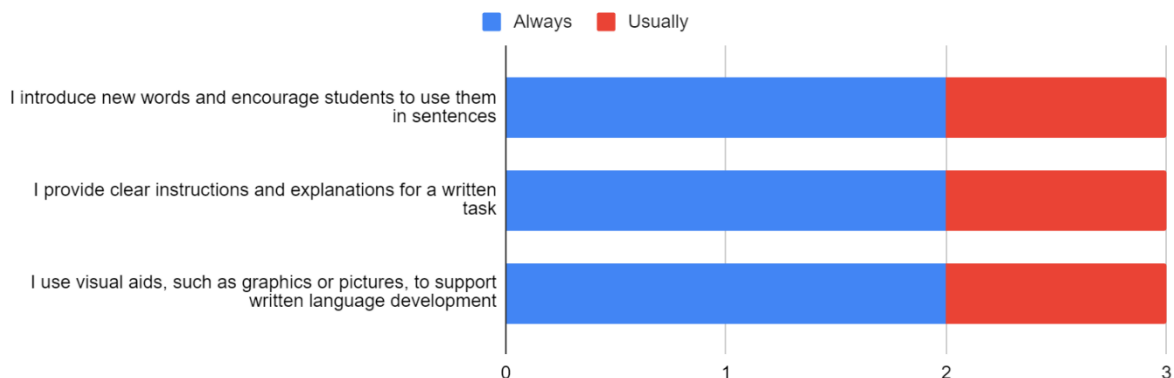


Figure 15 illustrates that most teachers regularly apply different strategies for language development. Two out of three educators mention that they always use visual aids, provide clear instructions, and introduce new words to encourage their students towards language development.

Figure 16

Setting the direction of the lesson

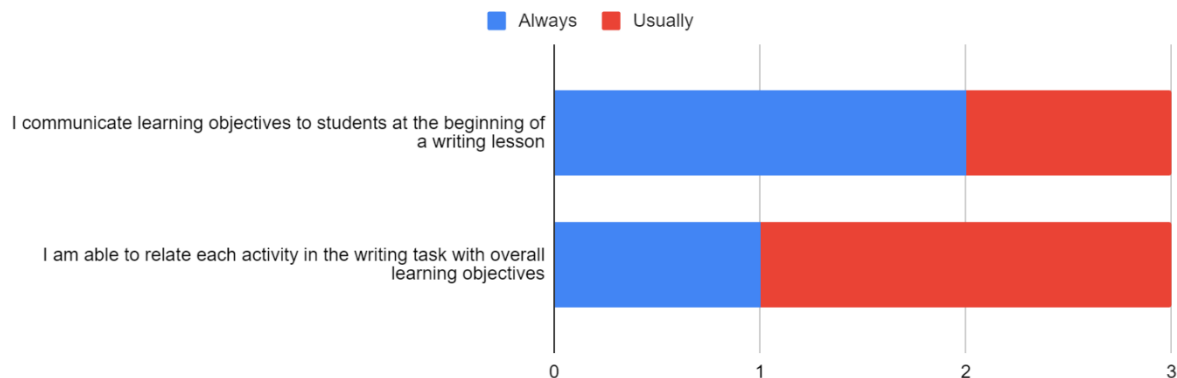


Figure 16 indicates that, in general, teachers set the direction of the writing lesson. Most of the time, teachers communicate learning objectives to their students at the beginning of a writing lesson.

Figure 17

Explaining and clarifying assignments

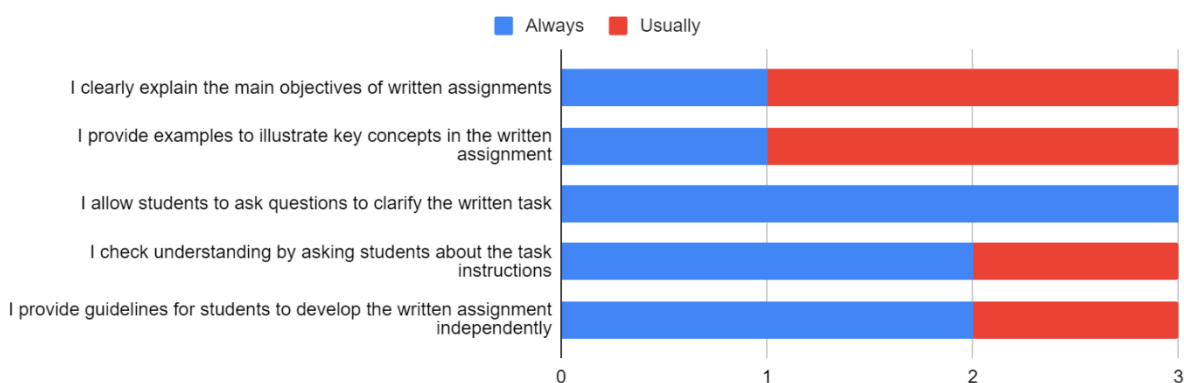


Figure 17 shows participants' perceptions regarding the explanation and clarification of assignments. Concerning the first two formative indicators, teachers stated that they regularly provide guidelines and check students' understanding of written tasks. For the third indicator, all participants mentioned that they allow students to ask questions to clarify the written task. Finally, two instructors expressed they usually provide examples and explain the main objectives of a written assignment.

Figure 18

Learning cooperatively

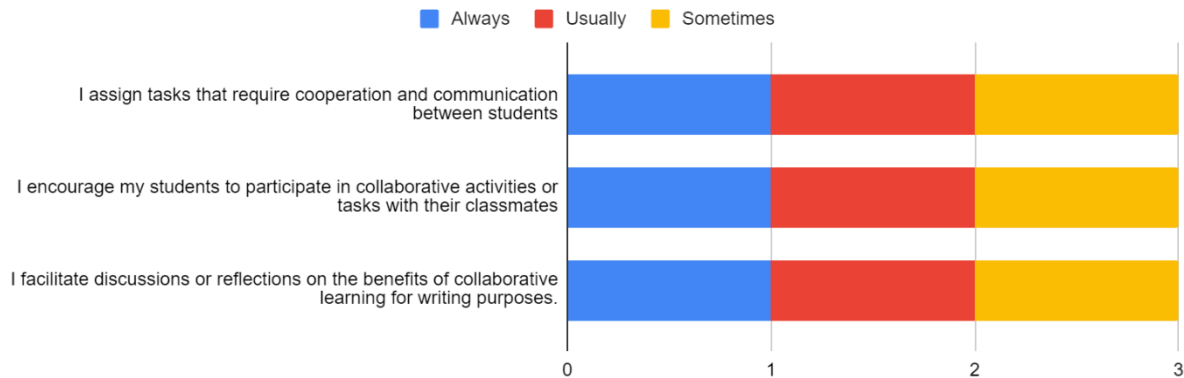


Figure 18 shows different perceptions regarding learning cooperatively. Each teacher performs the formative indicators differently. One teacher always facilitates discussions, encourages collaborative activities, and assigns tasks that require cooperation while the others indicate that they usually or sometimes employ them in the classroom.

Figure 19

Questioning

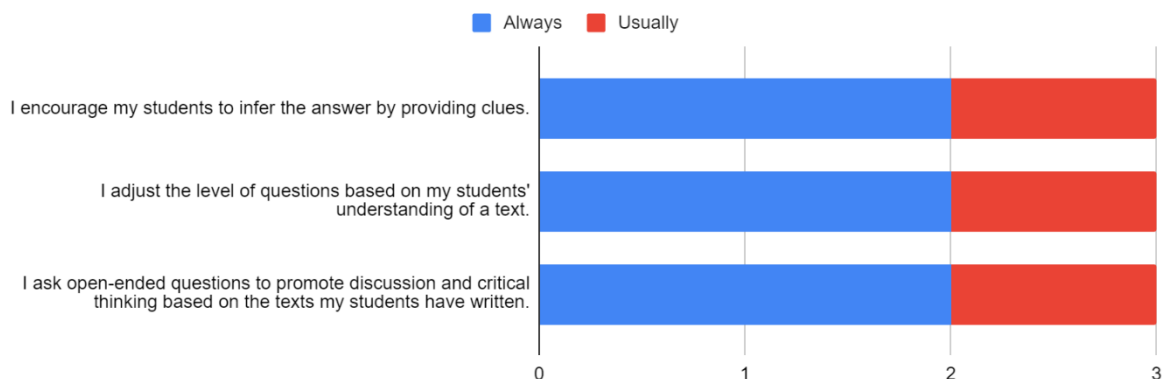


Figure 19 illustrates teachers' perceptions about questioning. In this case, the three formative indicators show identical results. Most teachers consider that they always ask open-ended questions to promote discussions and critical thinking based on students' written texts. In the same way, most teachers typically adjust the level of question complexity according to students' comprehension of a text. Lastly, most teachers prompt students to deduce answers by offering hints.

Figure 20

Feedback

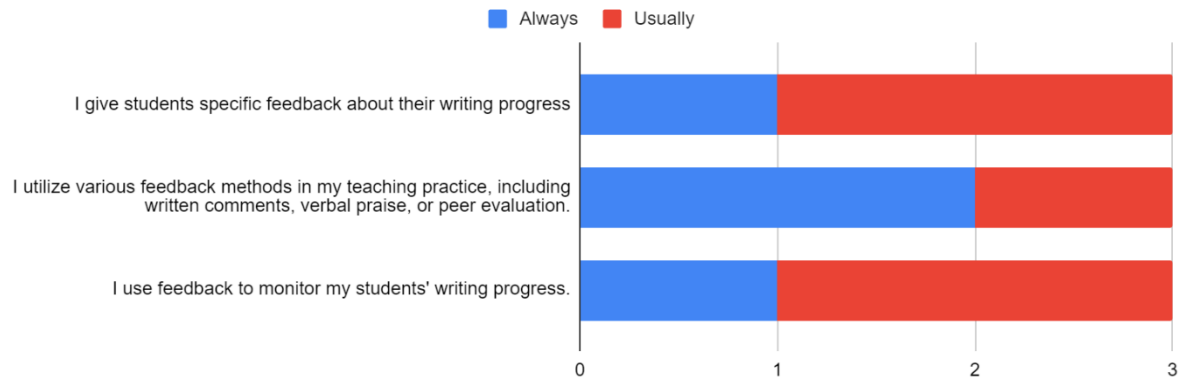


Figure 20 evidences how teachers respond to the use of feedback in their classes. The graph shows that just one teacher monitors her students' writing progress and offers specific feedback on their writing advancement. On the other hand, two teachers usually employ these formative indicators. Lastly, two of the three participants regard themselves as always using diverse feedback techniques.

Figure 21

Teacher modeling

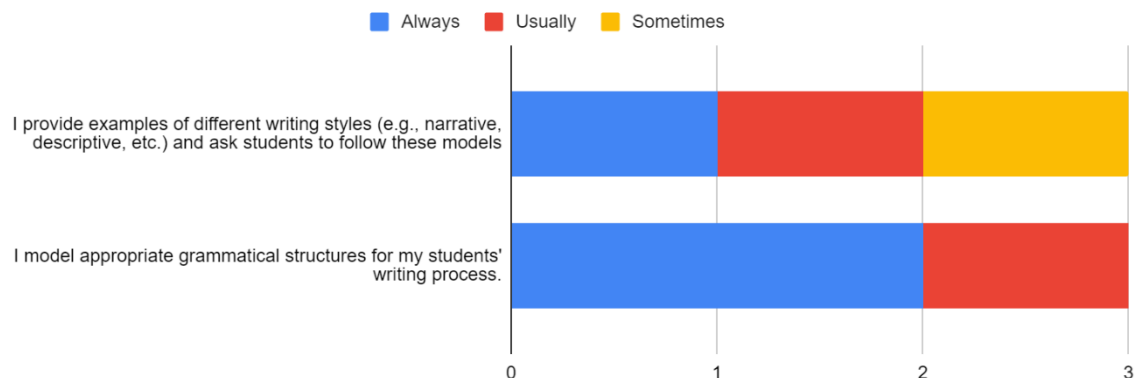


Figure 21 shows the next scaffolding strategy which is teacher modeling. We used two formative indicators to ask the participants about the implementation of this strategy in the EFL classroom. Regarding modeling grammatical structures, two teachers indicated that they always utilize this strategy. Providing examples of diverse writing styles shows different levels of application.

Figure 22

Using verbal prompts

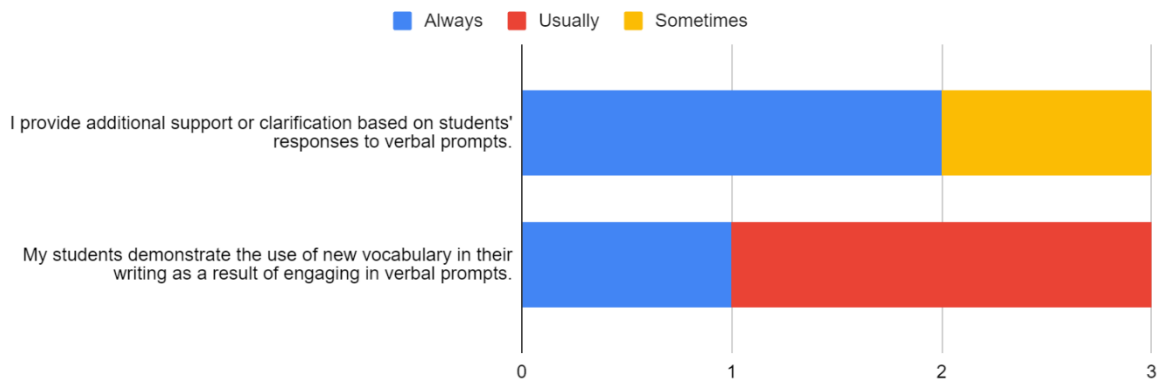


Figure 22 shows participants' perceptions of their use of verbal prompts. Two of the three instructors responded that they usually perceive that their students use new vocabulary after they apply verbal prompts. For the second formative indicator, one teacher responded that she sometimes provides additional support or clarification based on the responses that she receives after the implementation of verbal prompts.

Discussion

The analysis of scaffolding strategies in a public and a private high school setting has revealed significant insights into the effectiveness and variability of teaching practices aimed at improving EFL writing skills. The following section synthesizes what we consider the most important findings, highlighting both similarities and differences in the application of specific scaffolding strategies based on researchers' observations during this study. Regarding the first research question that aimed to determine teachers' use of scaffolding strategies in public and private institutions to develop writing skills in their students, the following discussion has emerged.

First, one consistent strategy observed in both institutions is rhetorical scaffolding. Among the formative indicators belonging to this strategy is the use of appropriate humor to create a positive and engaging learning environment. This aligns with Wanzer et al.'s findings (2010), which highlight the role of humor for reducing students' anxiety and fostering a conducive learning atmosphere. Despite the similar use of humor in both educational settings, a notable divergence appears in the utilization of visual aids and technology in general. There is a significant difference between the contexts analyzed; for example, the private institution effectively integrates slides and diagrams to support explanations. In contrast, the public school's lack of technological resources impedes the use of visual support.

Regarding contextual scaffolding, teachers in both institutions encourage the application of learned concepts to real-life situations. Similarly, the study conducted by Herrington and Oliver (2000) foregrounds that this practice enhances the retention of new information. In the same way, both institutions demonstrate a robust connection between new concepts and prior knowledge, frequently asking students to recall information from previous lessons and using familiar examples to introduce new vocabulary. This practice is consistent with Vygotsky's (1978) theory of the Zone of Proximal Development, which emphasizes the importance of building on existing knowledge.

Another important strategy observed was setting the direction of the lesson. We observed teachers prominently displaying learning objectives and aligning activities with goals in both institutions. These findings align with a study conducted by Marzano (2007) in which setting the direction of the lesson helped students understand the purpose of their tasks and how they fit into the general topic. However, it is worth mentioning that teachers in the private school setting show better communication strategies as they establish and share learning objectives at the beginning of lessons, providing students clear instructions, a practice less evident in the public-school setting.

A significant difference was observed in cooperative learning. The private school does not apply strategies to promote student engagement in collaborative tasks or discussions that include the benefits of this type of learning. In contrast, the public school emphasizes these aspects, a practice that according to Johnson and Johnson (1999) has a positive impact in cooperative learning.

Questioning techniques were similarly employed in both schools, engaging students with questions based on the content of written texts, allowing thinking time, and adapting question difficulty to student comprehension. Therefore, it can be inferred that this approach is vital for developing critical thinking and a deeper understanding in the classroom (Chin, 2007). Finally, specific feedback on writing progress as well as identifying strengths and weaknesses were observed. The private school shows greater consistency in monitoring writing progress and employing diverse feedback methods. This systematic approach has been proven to be crucial for continuous improvement in writing skills (Hattie & Timperley, 2007; Shute, 2008).

After analyzing the data collected through the surveys provided by the public and private institution teachers, we have obtained a range of results regarding the application and use of specific scaffolding strategies for developing writing skills. Hence, this section answers our second research question which is related to the perceptions of EFL teachers regarding the use of scaffolding strategies to develop writing skills.

Rhetorical scaffolding, as perceived by educators, is commonly used as a strategy for teaching writing in both public and private EFL settings. The findings have revealed several key similarities regarding this type of scaffolding and its indicators. Teachers in both institutions perceived themselves as sharing the practice of setting specific learning objectives at the beginning of the class, connecting lesson content to real-life situations and using persuasive language to emphasize key points. On the other hand, there is a considerable difference between two formative indicators. The first is the utilization of visual aids to support explanations, which gained prominence in the private sector. At this point, it is pivotal to mention that, as the information becomes more comprehensible to the students, they will reduce their affective filter when they see a picture of what the teacher is talking about or the keywords she is explaining (Singh et al., 2020). In other words, the way the student perceives the teaching process will have a positive or negative impact on the quality of the information. The second formative indicator of rhetorical scaffolding is humor. The appropriate use of humor has been perceived as a strategy that is implemented more frequently in both institutions, either on a regular or irregular basis. This may be because teachers hope to create a positive atmosphere in the classroom and improve student participation. Humor as a

pedagogical tool has a dual purpose; it can improve or be detrimental to the learning environment in the classroom depending on how the teacher uses this rhetorical source (Askildson, 2005).

Regarding prior knowledge, the results highlight a considerable difference between teachers' perceptions in both institutions in relation to integrating new concepts with previous knowledge and encouraging the use of vocabulary. Educators in the private setting perceive themselves as using these two formative indicators, prior knowledge and vocabulary, at a higher scale, while teachers in public schools state that the application of these indicators is less frequent; however, as Utthavudhikorn and Soontornwipast (2024) have mentioned, prior knowledge enhances students' memories of previous lessons and connects to the current topic. It is notorious that not all teachers consider the frequent use of this strategy. On the other hand, based on teachers' answers, there are similarities in integrating the use of previously examined grammatical rules, as writing is a complex skill that requires much more than precise grammar and vocabulary (Gabrielatos, 2002). That is why teachers at both institutions perceive themselves as using this strategy more frequently.

In this study, we notice a considerable gap in the use of technology and its integration to EFL settings as regarded from teachers' points of view. Although both institutions show a certain level of technological integration, the frequency of its use is what varies in the results because, in the private institution, each classroom is equipped with technological devices, while the reality is different in the public institution. These results align with a study conducted in a public school in Ecuador. The same problems were observed; for instance, many teachers complained about having small classrooms for too many students and the lack of technological resources such as projectors, screens and internet access (Sevy-Biloon et al., 2020). When connecting abstract concepts with real-world examples, teachers in both institutions state they often encourage their students to connect both, but in the private sector, teachers regard themselves as always using this strategy, i.e., they have a more consistent perspective.

Concerning the application of clear instructions and the introduction of new vocabulary, the institutions do not differ that much. With regard to visuals, teachers in the private institution use visual aids more frequently. It is worth mentioning that visual aids can attract students' attention and bring complex concepts closer to their environment (Tajeddin et al., 2020). A possible reason why visual aids are not often used in public institutions is due to the lack of educational resources, whether technological or infrastructural. Sevy-Biloon et al. (2020) mentioned that many teachers consider the infrastructure available in public schools to be inadequate; also, educators do not focus on what they have available but on what is not there.

In terms of following the direction of the lesson, according to teachers' answers, there is not any significant difference between public and private institutions. This may be because teachers in both settings use it constantly because keeping the direction of the lesson promotes and facilitates students' understanding. (Tajeddin et al., 2020).

With regard to explaining and clarifying tasks, it is noticeable that this strategy is used less frequently in public institutions, a common problem in public schools in Ecuador. Due to the number of students, teachers find it challenging to organize and manage their classrooms, as it has been shown that having many students makes learning and teaching more difficult (Sevy-Biloon et al., 2020).

Cooperative learning is a term known by teachers at both institutions. Based on their responses, teachers at the public institution frequently use this strategy as compared to teachers in the private institution. In 2020, Sevy-Biloon et al. mentioned that the organization of students in pairs or groups largely determines their ability to communicate in foreign languages. Creating a cooperative atmosphere in which students use feedback from their classmates and take advantage of their strengths to compensate for their weaknesses improves their ability to self-review their skills (Memari-Hanjani, 2019).

Questioning is the next scaffolding strategy analyzed in this research study. Based on the responses provided, teachers in private institutions use this strategy more frequently. One reason could be that questioning techniques employed in English classes help students participate more in classroom activities (Al-Zahrani and Al-Bargi, 2017). However, public school teachers do not frequently apply this strategy due to different constraints that may influence the teaching process, and one of the most common is the number of students in each EFL classroom.

The results also indicate that there is not much variation in teacher modeling as this strategy is implemented in each EFL classroom. This aligns with Walqui's (2006) assertion that the objective of modeling is for students to understand the content and be able to modify the tasks for their personal use. Therefore, one common purpose in both public and private settings is to develop learners' autonomy.

Teachers at the private institution consider that they use verbal prompts more often due to different factors influencing teacher-student interaction. As Luh (2020) mentioned, an effective combination of verbal prompts and feedback will have a positive outcome in learners. However, in private institutions, the use of feedback is not frequent, showing that although teachers provide guidance during the learning process, they regularly evaluate students

individually after a task. On the other hand, the teachers of the public institution showed that they always use feedback. According to Utthavudhikorn and Soontornwipast (2024), students feel comfortable answering questions, and they will trust that, even if they get the answers wrong, educators will help them without judging them, thanks to praise and positive feedback from their teachers, which may increase their confidence to take part in the learning process. This statement may be one of the reasons why, in public institutions, this strategy is the widely used.

CHAPTER 5

Conclusions and Recommendations

Conclusions

Both public and private schools employ various scaffolding strategies to support EFL students. The effectiveness and frequency of these strategies are significantly influenced by the resources available and the level of institutional support. The findings suggest that it is essential to address resource disparities to understand the implementation of scaffolding strategies in public and private high schools.

Moreover, teachers face a variety of challenges. Teachers in public schools have to deal with limited technological resources, making it harder to use visual aids to support the learning of the target language. Another problem is the big number of students in each classroom which prevents teachers from providing individualized feedback consistently. On the other hand, teachers in private high schools benefit from better resources, allowing them to use visual aids more frequently, communicate lesson objectives more clearly, and provide systematic feedback more regularly. However, not everything is perfect in private institutions. Even with more resources than the public setting, a lack of cooperative work is evident. Concerning the use of questioning, a crucial strategy for developing critical thinking, its employment is similar in both settings. However, public school teachers often struggle with implementing this technique effectively due to classroom management challenges.

In conclusion, both public and private schools have effective scaffolding strategies as well as disparities in resource availability and classroom management, factors that may significantly influence the implementation and effectiveness of these strategies. Public school teachers face considerable challenges that may impact their ability to fully utilize scaffolding techniques. Addressing these challenges, especially in public schools, may improve the overall efficacy of EFL teaching practices, ultimately improving students' writing skills. Despite these complications, teachers remain committed to their students' success, continuously seeking ways to improve their teaching practices to provide the best education possible.

Limitations and Recommendations

There were some limitations during the development of this descriptive study. First, there was limited literature regarding scaffolding strategies to develop writing skills. Many articles referred to scaffolding in general or the use of scaffolding in other areas unrelated to EFL classrooms. In addition, for data collection, the public institution was found to have fewer

teachers in comparison to the private setting. Therefore, we had to reduce the number of participants.

Although the present study provides insights into current practices and beliefs regarding scaffolding strategies for improving writing skills, it is limited to a very small sample of public and private high school contexts in Cuenca, Ecuador. Consequently, the findings cannot be generalized or transferred to other educational settings, such as primary schools, universities, or language institutes. Furthermore, relying only on observations and surveys may not fully capture teachers' perceptions and knowledge about scaffolding. Therefore, future research is necessary for a more comprehensive understanding of the use of scaffolding in EFL classrooms to develop writing skills in the Ecuadorian context.

References

- Alexander, K. L. (1997). Public schools and the public good. *Social Forces*, 76(1), 1–30.
<https://doi.org/10.1093/sf/76.1.1>
- Al-Zahrani, M. Y., & Al-Bargi, A. (2017). The Impact of Teacher Questioning on Creating Interaction in EFL: A Discourse Analysis. *English Language Teaching*, 10(6), 135–150. <https://doi.org/10.5539/elt.v10n6p135>
- Askildson, L. (2005). Effects of humor in the language classroom: Humor as a pedagogical tool in theory and practice. *Journal of Second Language Acquisition and Teaching*, 12, 45-61. <https://journals.uair.arizona.edu/index.php/AZSLAT/article/view/21286>
- Awadelkarim, A. A. (2021). An analysis and insight into the effectiveness of scaffolding: EFL instructors'/teachers' perceptions and attitudes. *Journal of Language and Linguistic Studies*, 17(2), 828–841. <https://doi.org/10.52462/jlls.58>
- Benko, S. L. (2012). Scaffolding: An ongoing process to support adolescent writing development. *Journal of Adolescent & Adult Literacy*, 56(4), 291–300.
<https://doi.org/10.1002/JAAL.00142>
- Brimijoin, K. A. (2002). *Expertise in differentiation: A preservice and inservice teacher make their way*. [Doctoral dissertation, University of Virginia.]. UVA Library Repository.
<https://doi.org/10.18130/V3F33H>
- Bruner, J. (1978) The role of dialogue in language acquisition. In A. Sinclair, R. J. Jarvella & W. J. Levell (Eds). *The child's conception of language*. N.Y. Springer-Verlag 241–256. <https://doi.org/10.1007/978-3-642-67155-5>
- Calkins, L. (1994). *The Art of Teaching Writing*. Heinemann Educational Books, Portsmouth, New Hampshire. <https://www.heinemann.com/products/08809.aspx>
- Chin, C. (2007). Teacher questioning in science classrooms: Approaches that stimulate productive thinking. *Journal of Research in Science Teaching: The Official Journal of the National Association for Research in Science Teaching*, 44(6), 815-843.
<https://doi.org/10.1002/tea.20171>
- Creswell, J.W. (2014). *Research design: qualitative, quantitative, and mixed methods approaches*. (4th ed.). Thousand Oaks, California: SAGE Publications.
<https://doi.org/10.5539/elt.v12n5p40>

- Dewi, M. S. N. (2013). Scaffolding provided by a teacher in teaching writing news item text. *Journal of English and Education*, 1(2), 31-38.
<https://core.ac.uk/download/pdf/295400833.pdf>
- Faraj, A. K. A. (2015). Scaffolding EFL Students' Writing through the Writing Process Approach. *Journal of Education and Practice*, 6(13), 131-141. ERIC.
<https://files.eric.ed.gov/fulltext/EJ1080494.pdf>
- Flores, J. E. (2021). Developing Speaking Skills through Scaffolding in the EFL Classroom at the Third High School Level in Ibarra-Ecuador (master's thesis, Universidad Técnica del Norte). Repositorio Digital. <http://repositorio.utn.edu.ec/handle/123456789/11548>
- Gabrielatos, C. (2002). *EFL writing product and process*. ERIC, ED476839.
<https://eric.ed.gov/?id=ED476839>
- Gallimore, R. G., & Tharp, R. (1998). A theory of Teaching as Assisted Performance. Light, P., Sheldon, S., & Woodhead, M (Eds.), *Learning to think* (42-61). Routledge.
<https://www.taylorfrancis.com/chapters/edit/10.4324/9781315824758-5/theory-teaching-assisted-performance-tharp-gallimore>
- Gibbons, P. (2002). *Scaffolding language, scaffolding learning* (2nd ed.). Heinemann.
<https://www.heinemann.com/products/e05664.aspx>
- Gunawardena, M., Sooriyampola, M., & Walisundara, N. (2017). Scaffolding thinking in ESL lessons: Negotiating challenges. *Thinking Skills and Creativity*, 24, 279–285.
<https://doi.org/10.1016/j.tsc.2017.04.004>
- Gutiérrez, K. D., & Rogoff, B. (2003). Cultural ways of learning: Individual traits or repertoires of practice. *Educational researcher*, 32(5), 19-25.
<https://doi.org/10.3102/0013189X032005019>
- Hasan, M., & Rezaul-Karim, M. (2019). Scaffolding effects on writing acquisition skills in EFL context. *Arab World English Journal*, 10(4), 288–298.
<https://dx.doi.org/10.24093/awej/vol10no4.21>
- Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of educational research*, 77(1), 81-112. <https://doi.org/10.3102/003465430298487>
- Hein, G. (1991). *Constructivist learning theory*. Exploratorium.
<https://www.exploratorium.edu/education/ifi/constructivist-learning>

- Herrington, J., & Oliver, R. (2000). An instructional design framework for authentic learning environments. *Educational technology research and development*, 48(3), 23-48.
<https://doi.org/10.1007/BF02319856>
- Hogan, K., & Pressley, M. (Eds.). (1997). *Scaffolding student learning: Instructional approaches and issues*. Brookline Books.
<https://doi.org/10.15639/teflinjournal.v17i2/152-165>
- Ikawati, L. (2020). Scaffolding in teaching writing. *AL-TARBIYAH: Jurnal Pendidikan (The Educational Journal)*, 30(1), 48-58. <https://doi.org/10.24235/ath.v30i1.6487>
- Ingersoll, R. M., & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of educational research*, 81(2), 201-233. <https://doi.org/10.3102/0034654311403323>
- Jaramillo, J. (1996). Vygotsky's sociocultural theory and contributions to the development of constructivist curricula. *Education*, 117(1), 133-140.
<https://link.gale.com/apps/doc/A18960235/AONE?u=anon-60ef2692&sid=googleScholar&xid=cb401979>
- Johnson, D. W., & Johnson, R. T. (1999). Making cooperative learning work. *Theory into practice*, 38(2), 67-73. <https://doi.org/10.1080/00405849909543834>
- Kayi-Aydar, H. (2013). Scaffolding language learning in an academic ESL classroom. *ELT journal*, 67(3), 324-335. <https://doi.org/10.1093/elt/cct016>
- Khanza, M., & Nufus, T. Z. (2019). The effect of scaffolding toward students' writing procedure text. *English Language in Focus (ELIF)*, 2(1), 33-42.
<https://doi.org/10.24853/elif.2.1.33-42>
- Laksmi, E. D. (2006). Scaffolding students' writing in EFL class: implementing process approach. *Teflin Journal*, 17(2), 144-156.
<https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=fb9be6dd34f294d9d760aaad22776497898f3abf>
- Luh, H.-J. (2020). *Effects of emailed prompts on teachers' verbal prompt delivery* (Doctoral dissertation, University of Connecticut). University of Connecticut Digital Commons.
<https://digitalcommons.lib.uconn.edu/dissertations/2571>
- Marzano, R. J. (2007). *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*. ERIC. <https://eric.ed.gov/?id=ED509077>

McCombes, S. (2022). Descriptive Research | Definition, Types, Methods & Examples.

Scribbr. <https://www.scribbr.com/methodology/descriptive-research/>

Memari-Hanjani, A. (2019). Collective peer scaffolding, self-revision, and writing progress of Novice EFL Learners: *International Journal of English Studies*, 19(1), 41–57.

<https://doi.org/10.6018/ijes.331771>

Merriam-Webster. (2023). Definition. In *Merriam-Webster.com Dictionary*.

<https://www.merriam-webster.com/dictionary/definition>

Nemoto, T., & Beglar, D. (2014). Developing Likert-scale questionnaires. In N. Sonda & A. Krause (Eds.), *JALT2013 conference proceedings*, 108(1), 1-6. Tokyo: JALT.

https://jalt-publications.org/sites/default/files/pdf-article/jalt2013_001.pdf

Neuman, D. (2014). Qualitative research in educational communications and technology: A brief introduction to principles and procedures. *Journal of Computing in Higher Education*, 26(1), 69–86.

<https://doi.org/10.1007/s12528-014-9078-x>

Ovando, C., Collier, V., & Combs, M. (2003). Bilingual and ESL classrooms: Teaching multicultural contexts. *TESOL Quarterly*, 34(1), 187-188.

<https://doi.org/10.2307/3588107>

Padmadewi, N. N., & Artini, L. P. (2019). Using scaffolding strategies in teaching writing for improving student literacy in Primary School. *Proceedings of the 1st International Conference on Innovation in Education*, 178, 156–160.

<https://doi.org/10.2991/icoie-18.2019.36>

Poorahmadi, M. (2009). The effect of employing scaffolding strategies and classroom tasks in teaching reading comprehension. *Journal of Teaching English as a Foreign Language and Literature*, 1(3), 87-106.

https://www.sid.ir/en/VEWSSID/J_pdf/1018220090306.pdf

Read, S. (2010). A Model for Scaffolding Writing Instruction: IMSCI. *The Reading Teacher*, 64(1), 47–52.

<https://doi.org/10.1598/rt.64.1.5>

Roehler, L. R., & Cantlon, D. J. (1997). Scaffolding: A powerful tool in social constructivist classrooms. *Scaffolding student learning: Instructional approaches and issues*, 1, 17-30.

<https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=e9adb7fb53ade43943bc1dbb421be7dde4c1c7eb>

- Sabiq, A. H. A. (2021). Scaffolding Strategy in Teaching Writing and its Challenges. *Journal Education and Development*, 9(1), 30-30. <https://doi.org/10.37081/ed.v9i1.2275>
- Salem, A. A. (2016). Scaffolding reading comprehension skills. *English Language Teaching*, 10(1), 97–111. <https://doi.org/10.5539/elt.v10n1p97>
- Samana, W. (2013). Teacher's and Students' Scaffolding in an EFL Classroom. *Academic Journal of Interdisciplinary Studies*, 2(8), 338–343. <https://doi.org/10.5901/ajis.2013.v2n8p338>
- Sevy-Biloon, J., Recino, U., & Munoz, C. (2020). Factors affecting English language teaching in public schools in Ecuador. *International Journal of Learning, Teaching and Educational Research*, 19(3), 276–294. <https://doi.org/10.26803/ijlter.19.3.15>
- Shute, V. J. (2008). Focus on formative feedback. *Review of educational research*, 78(1), 153-189. <https://doi.org/10.3102/0034654307313795>
- Simeon, J. (2015). Scaffolding learner writing strategies in an ESL secondary class in the Seychelles: A sociocultural perspective. *New Zealand Studies in Applied Linguistics*, 21, 21-38. <https://search.informit.org/doi/epdf/10.3316/informit.662313093788450>
- Singh, C. K., Mohtar, T. M., Kepol, N., Abdullah, N. Y., Mat, M., Moneyam, S., Singh, T. S., Ong, E. T., Yunus, M. M., Ichsan, I. Z., & Rahmayanti, H. (2020). ESL Teachers' Scaffolding Strategies to Teach Writing. *Universal Journal of Educational Research*, 8(7), 3064–3076. <https://doi.org/10.13189/ujer.2020.080735>
- Tajeddin, Z., Alemi, M., & Kamrani, Z. (2020). Functions and Strategies of Teachers' Discursive Scaffolding in English-medium Content-based Instruction. *Iranian Journal of Language Teaching Research*, 8(3), 1-24. <https://doi.org/10.30466/ijltr.2020.120931>
- Utthavudhikorn, M., & Soontornwipast, K. (2024). An exploration of Thai primary school teachers' experience of using scaffolding techniques in an EFL classroom. *LEARN Journal: Language Education and Acquisition Research Network*, 17(1), 857–880. ERIC. <https://files.eric.ed.gov/fulltext/EJ1415530.pdf>
- Van-Der-Stuyf, R. R. (2002). Scaffolding as a teaching strategy. *Adolescent Learning and Development*, 52(3), 5-18. https://www.academia.edu/download/58867028/Scaffolding_as_a_Teaching_Strategy20190411-39375-kajifs.pdf

- Van-Lier, L. (1996). *Interaction in the Language Curriculum: Awareness, Autonomy and Authenticity* (1st ed.). Routledge. <https://doi.org/10.4324/9781315843223>
- Vernon, L. (2001). Considerations: The Writing Process: A Scaffolding Approach. *Williamsburg: The College of William and Mary*.
<https://education.wm.edu/centers/ttac/documents/packets/writingprocess.pdf>
- Villegas, F. (2023). *Thematic Analysis: What it is and How to Do It*. Question Pro.
<https://www.questionpro.com/blog/thematic-analysis/#:~:text=Thematic%20analysis%20is%20a%20method,making%20sense%20of%20the%20data>
- Vonna, Y., Mukminatien, N., & Laksmi, E. D. (2015). The effect of scaffolding techniques on students' writing achievement. *Journal Pendidikan Humaniora*, 3(3), 227-233.
<http://download.garuda.kemdikbud.go.id/article.php?article=1582739&val=4794&title=The%20Effect%20of%20Scaffolding%20Techniques%20on%20Students%20Writing%20Achievement>
- Vygotsky, L. S. (1978). *Mind in Society*. In M. Cole, V. Jolm-Steiner, S. Scribner, & E. Souberman (Eds.), Cambridge, MA: Harvard University press.
<https://doi.org/10.2307/j.ctvjf9vz4>
- Walford, G. (2006). Research ethical guidelines and anonymity1. *International Journal of Research & Method in Education*, 28(1), 83–93.
<https://doi.org/10.1080/01406720500036786>
- Walqui, A. (2006). Scaffolding instruction for English language learners: A conceptual framework. *International journal of bilingual education and bilingualism*, 9(2), 159-180. <https://doi.org/10.1080/13670050608668639>
- Wanzer, M. B., Frymier, A. B., & Irwin, J. (2010). An explanation of the relationship between instructor humor and student learning: Instructional humor processing theory. *Communication education*, 59(1), 1-18. <https://doi.org/10.1080/03634520903367238>
- Widiana, & Sabiq, H. (2021). Scaffolding Strategy in Teaching Writing and its Challenges. *Jurnal Education and Development*, 9(1), 30–37.
<https://doi.org/10.37081/ed.v9i1.2275>

- Wood, D., Bruner, J. S., & Ross, G. (1976). The role of tutoring in problem-solving. *Journal of Child Psychology and Psychiatry*, 17(2), 89–100. <https://doi.org/10.1111/j.1469-7610.1976.tb00381.x>
- Wu, H.L. (2010). *Scaffolding in technology-enhanced science education*. [Ph.D. thesis, Texas A&M University]. Institutional repository of Texas A&M University. <https://hdl.handle.net/1969.1/ETD-TAMU-2010-05-7956>
- Yin, R. K. (2006). *Mixed methods research: Are the methods genuinely integrated or merely parallel*. *Research in the Schools*, 13(1), 41-47. <https://ocd.lcwu.edu.pk/cfiles/Gender%20&%20Development%20Studies/GDS-502/Thevalidityissueinmixedresearch.pdf#page=48>

Annexes

Annex A: Consentimiento Informado

Título del Estudio: Scaffolding Strategies in the EFL Classroom to Develop Writing Skills.

Investigadores: Martin Andrade y Priscila Valladares, Universidad de Cuenca, bajo la dirección de la doctora Sandra Cabrera.

Propósito del Estudio: El propósito de esta investigación es identificar qué estrategias de "scaffolding" utilizan los profesores de Inglés como Lengua Extranjera en instituciones públicas y privadas para desarrollar habilidades de escritura en sus estudiantes.

Procedimiento: Como parte de este estudio, realizaremos encuestas y observaciones en aulas, tanto en instituciones públicas como privadas para recopilar información sobre las estrategias de andamiaje empleadas por los profesores para apoyar el desarrollo de habilidades de escritura de los estudiantes. La participación en las encuestas y observaciones es voluntaria y anónima. Los participantes tienen la libertad de declinar su participación o retirarse en cualquier momento sin penalización.

Confidencialidad: Toda la información proporcionada por los participantes se mantendrá estrictamente confidencial. La identidad de los participantes será anonimizada en cualquier informe o publicación de los hallazgos de la investigación. Por lo tanto, ningún nombre de los participantes o institución será revelado.

Participación Voluntaria: La participación en este estudio es completamente voluntaria. Los participantes tienen el derecho de negarse a participar o retirarse del estudio en cualquier momento sin consecuencias.

Información de Contacto: Si tiene alguna pregunta o inquietud sobre el estudio, puede ponerse en contacto con los investigadores:

- Martin Andrade: martin.andrade@ucuenca.edu.ec
- Priscila Valladares: priscila.valladaresp@ucuenca.edu.ec
- Sandra Cabrera: sandra.cabreram09@ucuenca.edu.ec

Consentimiento: Al firmar a continuación, reconozco que he leído y comprendido la información proporcionada en este formulario de consentimiento. Acepto participar voluntariamente en el estudio descrito anteriormente.

Firma del Participante:

Firma de los Investigadores:

Priscila Valladares

Martin Andrade

Gracias por su participación. Su contribución a este estudio es muy apreciada.

Annex B: Questionnaire Questions

RETHORICAL *

	Always	Usually	Sometimes	Rarely	Never
I provide specific learning goals at the beginning of the class	☐	☐	☐	☐	☐
I use visual aids such as slides or diagrams to support explanations	☐	☐	☐	☐	☐
I connect lesson content to real-life situations	☐	☐	☐	☐	☐
I use persuasive language to emphasize key points	☐	☐	☐	☐	☐
I use appropriate humor to create a positive and engaging learning environment	☐	☐	☐	☐	☐

PRIOR KNOWLEDGE *

	Always	Usually	Sometimes	Rarely	Never
I connect new concepts with previously learned material	☐	☐	☐	☐	☐
I suggest students to use previously learned grammar rules in their written texts	☐	☐	☐	☐	☐
I mention that students should use previously learned vocabulary in their written texts	☐	☐	☐	☐	☐

CONTEXTUAL *

	Always	Usually	Sometimes	Rarely	Never
I effectively integrate technology to enhance the writing experience	☐	☐	☐	☐	☐
I provide instructional aids such as charts, maps, and graphic organizers to write about specific topics	☐	☐	☐	☐	☐
I encourage students to relate abstract concepts to real-world examples or experiences through writing	☐	☐	☐	☐	☐

LANGUAGE DEVELOPMENT *

	Always	Usually	Sometimes	Rarely	Never
I introduce new words and encourage students to use them in sentences	☐	☐	☐	☐	☐
I provide clear instructions and explanations for a written task	☐	☐	☐	☐	☐
I use visual aids, such as graphics or pictures, to support written language development	☐	☐	☐	☐	☐

SETTING THE DIRECTION OF THE LESSON *

	Always	Usually	Sometimes	Rarely	Never
I communicate learning objectives to students at the beginning of a writing lesson	☐	☐	☐	☐	☐
I am able to relate each activity in the writing task with overall learning objectives	☐	☐	☐	☐	☐

EXPLAINING AND CLARIFYING THE ASSIGNMENT *

	Always	Usually	Sometimes	Rarely	Never
I clearly explain the main objectives of written assignments	☐	☐	☐	☐	☐
I provide examples to illustrate key concepts in the written assignment	☐	☐	☐	☐	☐
I allow students to ask questions to clarify the written task	☐	☐	☐	☐	☐
I check understanding by asking students about the task instructions	☐	☐	☐	☐	☐
I provide guidelines for students to develop the written assignment independently	☐	☐	☐	☐	☐

LEARNING COOPERATIVELY *

	Always	Usually	Sometimes	Rarely	Never
I assign tasks that require cooperation and communication between students	☐	☐	☐	☐	☐
I encourage my students to participate in collaborative activities or tasks with their classmates	☐	☐	☐	☐	☐
I facilitate discussions or reflections on the benefits of collaborative learning for writing purposes.	☐	☐	☐	☐	☐

QUESTIONING *

	Always	Usually	Sometimes	Rarely	Never
I encourage my students to infer the answer by providing clues.	☐	☐	☐	☐	☐
I adjust the level of questions based on my students' understanding of a text.	☐	☐	☐	☐	☐
I ask open-ended questions to promote discussion and critical thinking based on the texts my students have written.	☐	☐	☐	☐	☐

FEEDBACK *

	Always	Usually	Sometimes	Rarely	Never
I give students specific feedback about their writing progress	☐	☐	☐	☐	☐
I utilize various feedback methods in my teaching practice, including written comments, verbal praise, or peer evaluation.	☐	☐	☐	☐	☐
I use feedback to monitor my students' writing progress.	☐	☐	☐	☐	☐

TEACHER MODELING *

	Always	Usually	Sometimes	Rarely	Never
I provide examples of different writing styles (e.g., narrative, descriptive, etc.) and ask students to follow these models	☐	☐	☐	☐	☐
I model appropriate grammatical structures for my students' writing process.	☐	☐	☐	☐	☐

USING VERBAL PROMPTS *

	Always	Usually	Sometimes	Rarely	Never
I provide additional support or clarification based on students' responses to verbal prompts.	☐	☐	☐	☐	☐
My students demonstrate the use of new vocabulary in their writing as a result of engaging in verbal prompts.	☐	☐	☐	☐	☐

Annex C: Classroom Observation Instrument

Scaffolding strategy	Formative Indicators	M	T	W	T	F	Observations
		Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	
Rhetorical It is a guided strategy that assists students in mastering the rhetorical conventions of English writing.	The teacher states specific learning goals at the beginning of the class.						
	Students are asked to analyze and evaluate ideas during class discussions.						
	Visual aids such as slides or diagrams are used to support explanations.						
	The teacher connects lesson content to real-life situations.						
	The teacher uses persuasive language to emphasize key points.						
	The teacher uses appropriate humor to create a positive and engaging learning environment.						
Prior knowledge	The teacher connects new concepts with previously learned material.						

It relates to the understanding and skills that individuals already have before they are faced with new learning experiences.	The teacher asks students to provide relevant information from previous classes						
	The teacher uses familiar examples to introduce new vocabulary in English.						
	The teacher mentions that students should use the previously learned grammar rules in their written texts.						
	The teacher mentions that students should use the previously learned vocabulary in their written texts.						
	The teacher uses students' prior knowledge to solve language-related problems.						
Contextual scaffolding Contextual scaffolding simplifies complex concepts by providing supportive aids, making learning more accessible and understandable.	The teacher effectively integrates technology to enhance the writing experience.						
	Teachers facilitate students' ability to independently apply learned concepts in different contexts or settings.						
	The teacher employs various teaching strategies to adapt to						

	the student's different writing preferences.						
	The teacher provides instructional aids such as charts, maps, and graphic organizers to write about specific topics.						
	The teacher encourages students to relate abstract concepts to real-world examples or experiences through writing.						
Language development It refers to the gradual process through which individuals acquire and improve their language skills with the support and guidance of more competent people or peers.	The teacher introduces new words and encourages students to use them in sentences.						
	The teacher provides clear instructions and explanations for a written task.						
	The teacher uses visual aids, such as graphics or pictures, to support written language development.						
	Students demonstrate the correct pronunciation of words during the reading of a written text.						

	The teacher gives constant feedback to students when they use written language.						
Setting the direction of the lesson It involves clearly communicating learning objectives to students, ensuring they understand what they need to achieve during the lesson.	The teacher clearly communicates learning objectives to students at the beginning of a writing lesson.						
	Learning objectives are prominently displayed in the classroom to accomplish writing goals.						
	The teacher regularly refers back to the learning objectives during instruction to keep students focused and on track in their writing.						
	The teacher adjusts instruction or pacing as needed to ensure alignment with established writing objectives.						
	Teachers are able to relate how each activity in the writing task with overall learning objectives.						
Explaining and clarifying the assignment	The teacher clearly explains the main objectives of written assignments.						

It consists of breaking the task into manageable parts, providing clear instructions and examples, offering support and guidance when needed, and gradually reducing this support as learners develop their comprehension and abilities.	Teachers explain the homework instructions to his/her students						
	The teacher provides examples to illustrate key concepts in the written assignment.						
	The teacher allows students to ask questions to clarify the written task.						
	Teacher motivates to students to participate in discussions related to the topic of the written assignment.						
	The teacher checks understanding by asking students about the task instructions.						
	The teacher provides guidelines for Students to develop the written assignment independently.						
Learning cooperatively This approach emphasizes mutual support, shared responsibility, and collective learning, fostering deeper	The teacher encourages students to actively participate in collaborative activities or tasks with their classmates.						
	The teacher assigns tasks that require cooperation and						

understanding through social interaction and peer-to-peer teaching.	communication among students.						
	The teacher facilitates discussions or reflections on the benefits of collaborative learning for writing purposes.						
Questioning It involves the use of questions to support students' learning, gradually increasing the complexity of the questions to help them build on their existing knowledge and skills.	Students actively participate by answering questions based on written texts.						
	The teacher encourages students to provide evidence or examples when answering questions.						
	The teacher adjusts the level of questions based on the students' understanding of a text.						
	The teacher provides an appropriate time after asking a question to allow students to think carefully before responding.						
	The teacher consistently asks open-ended questions to promote discussion and critical thinking based on the texts that students have written.						

Feedback Involves providing students with regular input to help them monitor their progress and improve their learning outcomes.	The teacher provides students with specific feedback on their writing progress.						
	The teacher tries to identify students writing strengths and weaknesses to enhance improvement						
	The teacher uses a variety of feedback methods, such as written comments, verbal praise, or peer evaluation.						
	The teacher encourages self-assessment and reflection among students						
	The teacher actively uses feedback to monitor students' writing progress						
Teacher modeling It consists of educators demonstrating a skill or concept while providing support and guidance to learners as they gradually develop their comprehension and proficiency in the written task.	The teacher constantly models proper grammar structures for the writing process.						
	The teacher encourages students to apply the different concepts they have learned						
	Teacher gives examples of different writing styles (e.g., narrative, descriptive, etc) and						

	asks students to follow this model						
	Teacher provides a step-by-step breakdown of complex concepts during the writing process.						
Using verbal prompts It involves guiding students with questions to help them grasp fundamental concepts, promoting critical thinking instead of giving direct answers.	The teacher encourages open-ended questioning to prompt student thinking and discussion during a collaborative writing task.						
	The teacher provides additional support or clarification as needed based on student responses to verbal prompts.						
	Students demonstrate the use of new vocabulary in their writing as a result of engaging with verbal prompts.						

Annex D: Permisos en las Instituciones Educativas



UNIDAD EDUCATIVA FISCOMISIONAL
TÉCNICO SALESIANO



SECRE-UETS-CERT # 779-2022-2023

Santiago Pinos Verdugo
RECTOR DE LA UNIDAD EDUCATIVA "TÉCNICO SALESIANO"

CERTIFICA:

Que, los Señores **MARTIN ISMAEL ANDRADE TACURI**, con No. Cédula 0105443188, y **PRISCILA ALEXANDRA VALLADARES PUGO**, con No. Cédula 0107950859, estudiantes de la Universidad de Cuenca, tienen el **AVAL** para realizar el Proyecto de tesis, titulado **"SCAFFOLDIG STRATEGICS IN THE EFL CLASROOM TO DEVELOP READING AND WRITING SKILLS"**, previo a la obtención de su título de Tercer Nivel en la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros en la Universidad de Cuenca.

Certificación que extiendo para trámites académicos.

Cuenca, 11 de mayo de 2023.



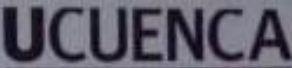
Lic. Santiago Pinos V., Msc.
RECTOR

/mzeas

CAMPUS YANUNCAY - DON BOSCO
De 8.º a 10.º EGB Superior y de 1.º a 3.º BGU / Técnico
Dirección: Av. Don Bosco 2-47 y Felipe II. Apartado 46 Suc. 2
Teléfonos: (593) 7 281 42 74 - (593) 7 288 26 86 - Fax: (593) 7 281 46 41
Comunidad Salesiana de Yanuncay: (593) 7 288 18 53

CAMPUS CARLOS CRESPI:
De 1.º a 7.º EGB / Preparatoria - Elemental - Media
Dirección: Targuino y Rafael María Arizaga
Teléfonos: (593) 7 284 28 92 y (593) 7 284 42 87

www.uets.edu.ec - uets@uets.edu.ec



FILOSOFÍA, LETRAS
Y CIENCIAS DE LA EDUCACIÓN

Cuenca, 15 de mayo de 2023

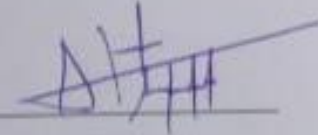
Lic. Lido Arevalo
Rector de la Unidad Educativa Herlinda Toral

Solicitud de aprobación para la conducción de estudios del proyecto de tesis
"Scaffolding strategies in the EFL classroom to develop reading and writing skills"
durante el periodo Septiembre 2023 - Julio 2024

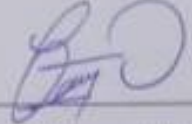
De nuestra consideración,

Nosotros, Martín Ismael Andrade Tacuri, con cédula 0105443188, y Priscila Alexandra Valladares Pugo, con cédula 0107950859, con el aval de la Lcda. Tammy Fajardo Daek, Ph.D., docente de la asignatura Research Proposal en la Universidad de Cuenca, por medio de la presente, solicitamos de la manera más atenta y cordial nos permita realizar nuestro proyecto de tesis titulado "Scaffolding strategies in the EFL classroom to develop reading and writing skills" este proceso es necesario para la obtención de nuestro título de tercer nivel en la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros en la Universidad de Cuenca. El proyecto propuesto tiene como objetivo conocer cuáles son las diferentes estrategias de andamiaje usadas por los docentes dentro del aula de clases mientras se da la enseñanza de un segundo idioma. Los participantes serán tanto docentes como estudiantes encargados de responder una encuesta rápida de opción múltiple, además se planea llevar a cabo observaciones con los posibles cursos que serán seleccionados dentro del próximo periodo lectivo.

Por la favorable acogida que sirva dar al presente le anticipamos nuestros más sinceros agradecimientos.


 Priscila Valladares
 Autora de Tesis

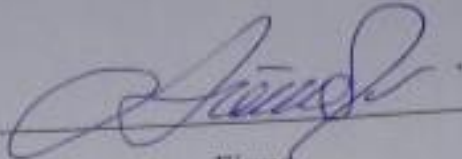

 Martin Andrade
 Autor de Tesis


 Lcda. Tammy Fajardo, Ph.D.
 Docente

UCUENCA
FILOSOFÍA, LETRAS
Y CIENCIAS DE LA EDUCACIÓN

Contactos:
Priscila Valladares 0981477372 priscila.valladaresp@ucuenca.edu.ec
Martin Andrade 0998415087 martin.andrade@ucuenca.edu.ec

Autorizado:


Firma
Libo Rafael Arévalo Cueva
Nombres y apellidos
0103956827
Cédula

Sello de la Institución