



On The Importance of A Socio-Culturally Designed Teaching Model in an EFL Writing Classroom

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Received: 17-12- 2014

Accepted: 25-02- 2015

Advance Access Published: February 2015

Published: 01-07- 2015

doi:10.7575/aiac.ijalel.v.4n.4p.238

URL: <http://dx.doi.org/10.7575/aiac.ijalel.v.4n.4p.238>

Abstract

Writing is a means of articulating ideas, arousing feelings, persuading and convincing other people, but the procedure of writing has become arduous and labyrinthine for Iranian EFL learners. The educational system in Iran is structure-based and it ignores the communicative role of writing, so students' performance in writing wouldn't be desirable. To tackle the mentioned problem, the present paper develops a scaffolding environment to maximize students writing dexterities through the application of various scaffolding means coined by Tharp and Gallimore (1988) during the stages of Seow's process model. The purpose was to determine the procedure of teacher guidance in a process- oriented situation and trace the scaffolding means which had a pre-eminent role in enhancing students' writing proficiency by observing the class and conducting an interview. To this end, 15 female students within the age range of 15-18 studying in Be'sat Language Institute in Salmas, Iran participated in this study. The results elucidated that students could benefit from the established situation in different ways during the accomplishment of their writing tasks. At the end, the study provided some pedagogical implications for teachers in terms of teaching writing.

Keywords: Socio-cultural theory, scaffolding, scaffolding behaviors, process writing

1. Introduction

In the era of globalization and technology, English is noticed as the dominant language of communication. Therefore, to assist the new generation grapple with the vast changes and challenges of this age, learning English as the international language has become crucial. Since living in the age of information and communication leads people to share their findings or discoveries with other people all over the world, it can illuminate the fact that the ability to communicate thought and concepts effectively in the 21st century is relied on written communication. Writing is encoding of a message of some kind that is, we translate our thoughts and feelings into language. With this in mind "We are able to discover and articulate ideas in ways only writing makes possible" (White and Arndt, 1991, p. 1). Raimes (1983) puts in words, writing assists students to learn. "As writers struggle with what to put down next or how to put it down on paper, they often discover something new to write or a new way of expressing their ideas" (Raimes, 1983,p.3).Furthermore, writing is the most popular means by which the teachers evaluate students' knowledge. As such Paulston and Bruder (1979) assert "writing tends to increase retention and makes possible a source for later reference. Very importantly, it provides a student with physical evidence of his achievement and it becomes a source whereby he can measure his improvement" (p. 204). However, writing as a powerful mode of communication is lament to acquire. In the EFL context, it is acknowledged as a cumbersome skill in which some researchers argue that becoming a writer is an abstruse and ongoing process because it needs a certain levels of linguistic knowledge, writing conversations, vocabulary and grammar (Yavuz- Erkan & Saban, 2011). Nonetheless, for teaching writing a number of approaches have been emerged. For example, in the 1950s and early 1960s, the primary focus of language teaching was speech, and the function of writing was seen as a sub skill for developing speech through mastery of language forms (Raimes, 1983, p. 6). The controlled- to- free approach laid stress on accuracy of writing over fluency, and students were required to implement writing as a means to practice sentence patterns and vocabulary (p.14). On the other hand, in the free-writing approach quantity and fluency were focused rather than quality and accuracy. It is based on the principle that if once ideas are there, the organization follows (Raimes, 1983). Similarly, in the paragraph- pattern approach, the importance of organization at extra sentential levels was highlighted. Students were asked to read and analyze a model, and then wrote another piece of writing that its organization was similar to the original one. This approach in the view of Bae (2011) considered writing as basically a matter of arranging sentences and paragraphs into particular patterns. In all in the traditional approaches, grammar, syntax, and mechanics are mostly stressed over context, process, audience, and purpose of writing. It can be perceived that following the mentioned approaches can't meet today's class requirement. To make students be eager to learn and increase their ability, we should change our attitudes and apply new perspectives and approaches in teaching process. For this purpose based on Bae's (2011) view, for increasing students' composition skills the process approach would be a central means which became prominent in English-

speaking composition classrooms during the 1980s. This approach entered the classroom as the 'process movement': a concentration on personal writing, student creativity, and fluency (Zamel 1982, cited in Reid, 2001).

In comparison with product approaches, in the process writing the stages of writing a text are focused rather than the final product (Leki, 1991). How the learners write well rather than what they have written is zoomed. In other words, it is to discover what writers do when they write through traversing stages. Based on Nunan's statement, followers of process writing believe that there will never be the perfect text, but through producing, reflecting on, discussing and reworking successive drafts of a text, one can get closer to perfection (Nunan, 1999). The earlier writers such as Hayes and Flower considered the process of writing to be mainly cognitive one, but more recently there has been a tendency to consider a more sociocultural orientation (Barnard & Campbell 2005). The interaction among discourse community members in creating meanings is focused. This approach is based on the assumption that "language is socially constituted" (Gere, 1987, p. 87). In the cooperative learning, individuals are engaged in social practice to produce an appropriate text through the supervision of the peer or the teacher (Adams, 2006, cited in Kolade, 2012).

The process writing has constituted from different stages and there have been different views about the number stages and named them with a different label. To achieve the purpose of the present study, Seow's process model will be implemented. He suggested that producing a text involves four recursive procedures as figure 1 demonstrates. In fact, "many good writers employ a recursive, non- linear approach- writing of a draft may be interrupted by more planning, and revision may lead to reformulation, with a great deal of recycling to earlier stages" (Krashen, 1984, p.17).

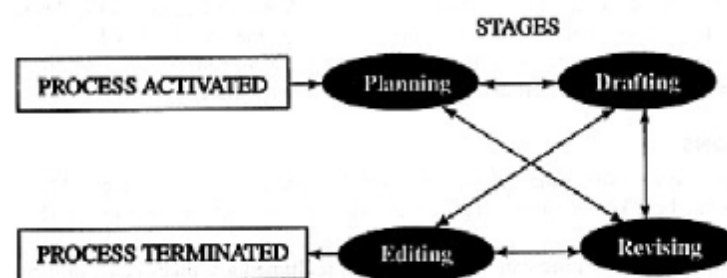


Figure 1. The

Writing Process

(Seow, 2002, p. 315)

For Seow (2002), the writing process is a private activity in which the aim is to assist students to write freely and arrive at a product of good quality.

Current EFL research investigates writing mainly from the perspective of applied linguistics and uses the work of cognitive psychologists and linguists or the work of sociolinguists (Grabe & Kaplan, 1996, pp. 238-243). Those who draw on the work of sociolinguists focus on the external supports and supervision in helping students to identify, internalize and self-regulate writing strategies. Weigle points to Hayes: "Writing is also a social because it is a social artifact and is carried out in a social setting. What we write, how we write and who we write to is shaped by social convention and..... social interaction" (2002, p.19). For Vygotsky as one of the sociocognitivists, social environment and cooperative learning are focused. Vygotsky believed that learning first occurs at the social or inter individual level, he emphasized the role of social interactions as being crucial to cognitive development (Kearsely, 2002). In Vygotsky theory interaction between a novice and an expert is highlighted which is a direction for developing to a higher level of competency. In all, both individual and social factors have a paramount role. As Hughes (2001, p.17) claims, children learn best "when they have the guidance, learning environment, intellectual and emotional support created by an adult or mentor figure". The capable people are able to model learning, questioning and thinking and thus assist children to develop their learning skills. In the context of this study, the teacher as a facilitator and mediator offers guidance and supervision in assisting students to engage in the process of composing.

Multifarious principles, as a sequence, under cover of sociocultural perspective are evolved and among which scaffolding comes under the close scrutiny of the current research. In fact, the concept of scaffolding (Bruner, 1978) is based on the work of Vygotsky (1978), who proposed that with an adult's assistance, children could accomplish tasks that they ordinarily couldn't perform independently. Wood, et.al (1976) defined it as an "adult controlling those elements of the task that are essentially beyond the learner's capacity, thus permitting him to concentrate upon and complete only those elements that are within his range of competence". It is what a teacher- the scaffolder- does when working with a learner to solve a problem, perform a task, achieve a goal or acquire a skill which would be beyond his or her unassisted efforts (Hogan & Pressley, 1997; and Larkin, 2002).In Larkin's idea, "Using scaffolded instruction optimizes student learning by providing a supportive environment while facilitating student independence". Similarly, Feuerstein (2000) elaborates that " Within mediated learning experience a supportive person intervenes the process of receiving the stimulus and producing the response with the purpose of supporting learner's thinking process with how s/he approaches the problem at hand" (Birjandi & Jazebi, 2014, p. 155). The learners' current skills and knowledge can be extended to a higher level of competence in a scaffolded learning situation. This is possible through interaction. Clearly, this interaction occurs between a novice (in the case of this study, an EFL learner) and an expert (teacher) in a social context. Under the various supports and regulation of the teacher, the students can perform the tasks appropriately

and independently. Among the supporting forms, six means of assisting performance of Tharp and Gallimore (1988) which include hint, feeding back, instructing, questioning, explaining, and modeling that supports the learning activities of the students will construct the framework of this research. The detailed explanation of these means is presented in appendix A.

1.1 Purpose

According to Ansari (1997), students' expectation and orientation in Iran is set more towards product- based approach and little attention has been given to teach and practice writing in class (D. Zeng, 2005). In language institutions of Iran, oral skills received more attention than written skills and writing as a productive skill has been viewed less important. Because of poor status of EFL writing in Iran due to the implementation of traditional methods and the strategies, the current study attempts to apply scaffolding means of Tharp and Gallimore (1988) within the four stages of Seow's model of process writing to improve students' writing ability, and in students' perception which means plays an important role in improving their writing abilities. Based on the mentioned purpose, the study is guided by the following research questions:

RQ1: In what ways the application of scaffolding means in a process- oriented situation affect students writing dexterities?

RQ2: Which means has a remarkable role in maximizing students' writing ability?

2. Methodology

2.1 Sample and Setting

This research aims to determine the procedure of teacher's application of scaffolding means in a process- oriented situation to improve the students' writing performance. Moreover, investigating the student' attitudes and perceptions towards the new way of writing instruction is another focus of this study, and in students' views which scaffolding technique plays a central role in improving their writing performance. For this purpose, the participants for the study were 15 homogeneous female students with intermediate level of proficiency in which they studied English as a foreign language in Be'sat language institute in Salmas, Iran. The students' age ranged from 15 - 18. The participants were required to constitute different groups of three students because peer learning paved the way for giving comments and suggestions, and to make corrections. The research was conducted in half of the regular class time (45 min). The class took a 15- session course, two days a week.

2.2 Instruments

In order to scrutinize subtle answers to the research questions, observation and group interview were implemented. The class was observed during writing instruction twice a week by the researcher to investigate how the teacher gave students supports in any number of ways in each phase of the process writing. The technique of descriptive field note was used for collecting data through observation. During the observation of the class, the researcher concentrated on the most central parts involving: the teacher's actions and activities in each stage of process writing (focusing on the teacher's application of scaffolding techniques), and the interaction between the teacher and students and among the students in intra and inter groups.

Group interview was implemented in which ideas, experience, and comments of every subject in the interview was stimulated when listening to others verbalize their experiences. Six students were chosen based on purposive sampling strategy; the students who had better performance in English in general and in writing in particular were selected. A semi- structured interview format was used with comprising 6 open- ended questions. The interview was conducted in students' native language, in Turkish, in which their voices were recorded by cell- phone to give the interviewees the best chance to explain their perceptions and feelings about their writing. To consider ethical issues, students' pseudonyms were used in the transcription of data collected from interview.

2.3 Materials

The material used in this study was "*Refining Composition Skills*" by Smalley, Ruetten and Kozyrev (2002). The instructed parts of textbook deal with the process writing, the format of paragraph and essay writing, and different types of paragraphs and essays in which the students were required to write cause and effect essays. There was no importance to select which essay the students should write because the purpose was to evaluate the effectiveness of scaffolding means performed in the process oriented class.

2.4 Procedure

At the initial phase before requiring students to write the selected topics, they were familiarized with the format of an essay. They learned how to write a cause- and- effect essay included the introduction part in which they must have expressed their ideas as the thesis statement, developmental paragraphs to support points that developed the thesis, and in the last part they learned how to draw a conclusion. In writing the composition, students were writing through traversing the main phases of writing process including 1) planning, 2) drafting, 3) revising, and 4) editing, and there were both peer and teacher scaffolding. The teacher formed five groups of three participants. It is necessary to mention that because of time limitation, it wasn't possible for the teacher to perform 4 stages in one session. Thus the stages were divided based on students' performance into three sessions that is, planning and drafting in one session, and revising and editing in one session (for each), then two sessions when their abilities were improved in writing; i.e. four stages were conducted in two sessions.

In the last session of treatment, group interview was done by the researcher in limited time conducted in students' native language to provide a more secure atmosphere where they could express themselves with no barriers. The students' voices were recorded during the interview and then the recorded data was transcribed, translated into English, and analyzed.

2.5 Data Analysis

The data collected from observation field notes were analyzed using *content analysis* based on fixed framework of Tharp and Gallimore (1988) and Seow's process models. For analyzing the data from interview, thematic analysis was used which the process of detecting and discovering theme was emerged during analyzing the data which weren't anticipated before. The procedure of extracting themes was based on Braun and Clarke (2006) approach who determined a six phase approach to thematic analysis which is demonstrated in the below table.

Table 1. Phases of thematic analysis (Braun & Clarke, 2006, cited in Behroozizad, et. al (2012))

Phase	Description of the process
1.Familiarizing yourself with your data:	Transcribing data reading and re- reading the data, noting down initial ideas about teacher's role.
2.Generating initial codes:	Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.
3.Searching for themes:	Collating codes into potential themes, gathering all data relevant to each potential theme.
4.Reviewing themes:	Checking if the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2), generating a thematic 'map' of the analysis.
5.Defining and naming themes:	Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme.
6.Producing the report:	The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis.

3. Results and Discussions

This research aimed to investigate how students were guided in each step of process writing by the teacher's application of scaffolding techniques, and to determine which technique of the teacher had a central role in students writing development. The research questions addressed in the study were:

RQ1: How does the integration of scaffolding means and process writing affect students' writing ability?

RQ2: Which means has a remarkable role in maximizing students' writing ability?

During the treatment phase of the study, the students were exposed to process writing through applying scaffolding means in order to improve EFL learners' writing ability. The following table depicts the frequency and distribution of the teacher's application of means during each stage of process writing identified through observation field notes. The results of qualitative data will be illuminated based on the researcher's observation field notes in which how the teacher guided the students by utilizing different scaffolding behaviors in every phase.

Table 2.Total frequency of scaffolding means in the writing tasks

	Feedback	Hint	Instructing	Explaining	Modeling	Questioning
Planning	73	35	2	19	3	35
Drafting	30	44	8	6	4	9
Revising	89	25	1	19	13	22
Editing	77	70	28	14	19	18
Total	269	174	39	58	39	84

The students' perceptions about their writing and their views towards the provided supervision were based on the data from interview. The obtained findings from the interview transcription are in line with observation field notes. The

following section demonstrates the students' reports on the benefit they got from the provided scaffolding and how the teacher guided them during writing task step by step by utilizing various helps. The detailed elucidation of the teacher's scaffolding in each phase is presented in appendix B.

3.1 Feedback

Based on the results of observation field notes and students' interview transcripts, feedback had a remarkable role in maximizing students' writing proficiency and used in a higher level ($F=269$). The teacher's provided positive words whether orally or written in every stage particularly his written comments resulted in positive effects in increasing students' positive feeling about their improvement, self-confidence, and motivation. This is manifested in the following excerpts taken from most of the participants' interview transcripts.

The teacher written feedback in the revision stage was very effective to me. It helped me to rewrite and reassess my composition in a better form in which I tried not to repeat these mistakes remarked by the teacher again in the following topics (Zahra).

The teacher's given feedback gave me a lot of confidence because feedback either positive or negative helped write better when I received a positive feedback from the teacher, it helped my mind be more active. I attempted to think a lot about new things and new topics (subtopics) then after several times, I gained an important feature like self-assurance (Saba).

In planning stage, when I shared my ideas to the class, my teacher affirmed them by giving positive feedback such as great, very good which made me so happy because my ideas were related to the topic. It gave me motivation, interest, and engagement (Sanaz).

Besides the positive aspects, one of the interviewees had negative aspects. For example, Leila said that "*Although the teacher's written feedback was a kind of acknowledgement which noticed to what extent I had succeeded but sometimes made me tired and confused*".

3.2 Hint

As the result of Table 2 indicated, hint ranked second by the total frequency of 174 as the mostly used means after feedback. However, in comparison to feedback, it was used considerably in drafting stage. The obtained data from interview transcriptions demonstrated positive perceptions towards the teacher's usage of hints during the process writing. Most of the students stated that their level of vocabulary knowledge has been increased. As Zahra said:

The teacher's given hints about vocabulary in drafting stage were helpful because I could learn more vocabularies and through them I could convey meanings to the reader.

Hint was profitable for Sanaz again as presented in the following extract from the interview.

Giving hints in editing stage was very influential. In this stage my writing shouldn't have any mistakes in punctuation, spelling correct form of vocabulary and so on. However, the teachers' points to some errors which I had made helped me to correct them and learn more from my errors in order to not to make them again. (Sanaz)

3.3 Instructing

Instructing was used by the teacher in scaffolding students' writing ability less than other means. It ranked at the bottom of six scaffolding means (see table 2). Instructing helped some students learn more as they could gain knowledge of how to write an essay with constructing grammatical sentences. For example, Maryam and Zahra said respectively that:

Instructing was so helpful in helping me to write the first draft. It assisted me to have a general view of how to write a composition (Maryam).

I learnt to make grammatical sentences and I tried to follow them in writing the other topics (Zahra).

3.4 Explanation

Based on the result of Table 2, after feedback, hint, and questioning, explanation was used a lot during process writing. For most of the subjects, the use of explanation was effective in understanding the assigned task. They were provided enough knowledge to perform the task on their own. The supports of the teacher were clear and easy to perceive when students' native language was specially used as shown in the interview data below.

The teacher's explanation in every stage assisted me to write the topic. I learnt that in every phase what I should do. Before our teacher's guidance, I couldn't know any things about how to write an essay (Maryam).

I learned to plan before writing my essay. Through the explanation of the teacher I learned that gathering information about a topic and organizing them as a list were necessary for writing the first draft (Leila).

3.5 Modeling

The findings of Table 2 revealed that modeling like instructing which has the same frequency of 39 was used less than other means. Modeling as a useful support assisted students to understand better and to correct their errors based on the teacher's providing models in the form of giving examples. The following are extracts from the interview.

In planning stage, the teacher's explanation provided me with some background knowledge about how to generate ideas for my essay but through our teacher's demonstrating one sample of it, I could understand how to do brainstorming (Saba).

Modeling in editing stage was useful because I could correct some sentences which weren't grammatically correct through our teacher's given examples (Leila).

3.6 Questioning

Table 2 demonstrates that questioning as one of the teacher's usage of supporting forms ranked third after feedback and hint as the mostly used means. The teacher's application of questioning in planning stage as observable in the results of observation field notes paved the way for most of the students to express their ideas freely and to think creatively. As Samira said:

The teacher questioning about the topic directed me to think more ideas about the topic which helped me organize the subtopics in my mind

The majority of the students reacted positively to the teacher's application of various supports during the stages of process writing, and also to the pedagogical work with process-based writing. The teacher's various helps assisted students to improve their writing performance. They could have self-confidence and write with low stress. This was observable from some of the students' views taken from interview transcriptions.

The teacher's supports and helps guided me to write with low stress and high confidence. Now, I know that how to write and what to write (Sanaz).

Writing an essay with the teacher's guidance in every stage was very effective than writing it myself because this way I made less mistakes in writing (Samira).

One of the interviewees said that with interaction and communication in groups, she could use the help of capable peers to improve some of the errors in her essay. As she said:

I learned how to work in groups and share my opinions and ideas with my peers. I learned how important others' help is to improve my essay. I could write my essay well with the assistance of my friends (Saba).

As it was mentioned earlier, guiding students in every stage by implementing various strategies by the teacher were depicted in appendix B. However, following figure is the representation of the means emerged from the analysis of interview transcriptions which weren't anticipated by the researcher before. It was said before that for analyzing the data from interview, *thematic analysis* was used in which it was not wed to any pre-existing theoretical frameworks. In the below figure, every theme was classified in groups according to their means applied.

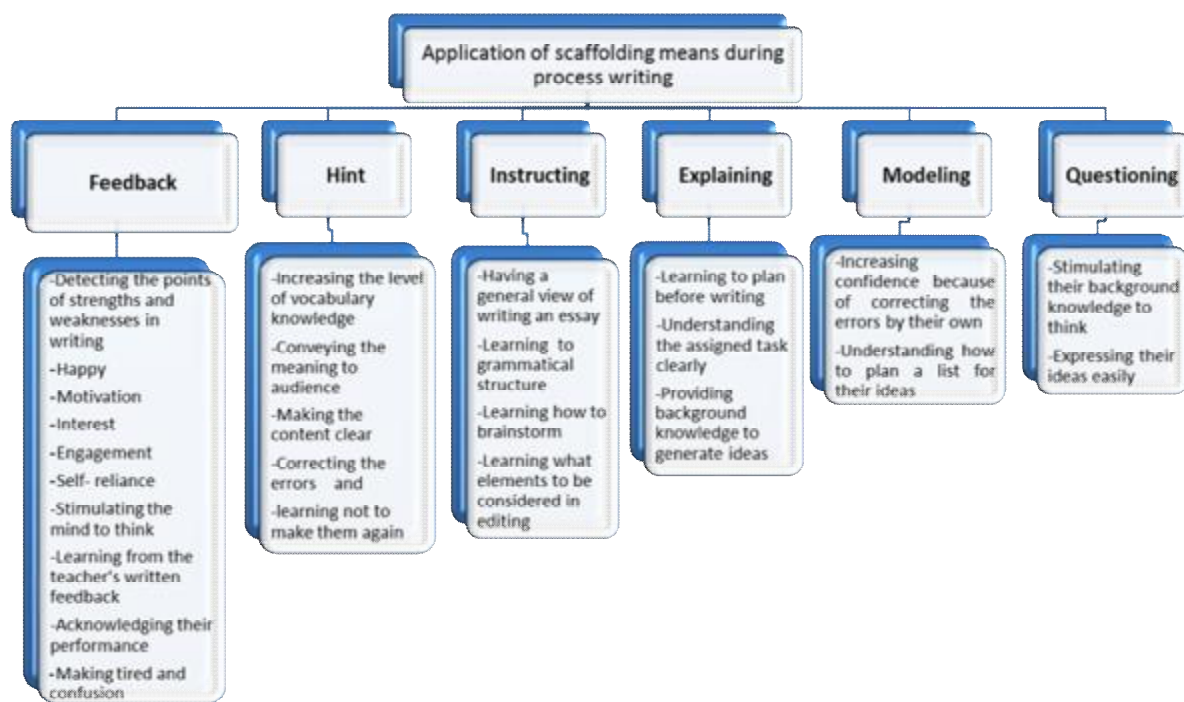


Figure 2. the Emerged Themes of Interview Transcription

Based on the Figure 2, the teacher's provided feedback was useful for most of the students because the given feedback orally or written led them to determine the points of strength and weakness in their writing, and the teacher's provided feedback was valuable for students in maximizing motivation, interest, activating their background knowledge to think creatively but alongside of its positive effects, it had negative effect for one of the students who made her tired and confusion.

The students' level of knowledge was increased through the teacher's given hints. In revising and editing, the teacher's cues helped them make their composition readable and clearer.

Through the teacher's instruction, students learned the procedure of writing in every phase. Also they were able to make grammatical sentences through the teacher's application of this means.

Clear explanation gave students to understand appropriately and receive enough knowledge to accomplish the task in every phase. The provided examples also assisted them to correct their errors based on the teacher's supplied modeling.

Finally the last means namely, questioning, helped students activate their minds and think more about the topic in order to share their ideas to the class.

In all, the collected data from interview revealed that the most useful type of the teacher's application means was feedback and used to a highest level. As the results of Table 2 depicted, among the six scaffolding means, feedback had the highest frequency of 269 as the mostly used means while modeling and instructing ranked at the bottom of six scaffolding means. Furthermore the result of figure 3 is in line with the findings of table 2 which demonstrates, all of the means during the writing tasks were applied but the rate and amount of their implementation was differed. Among the scaffolding means, feedback ranked first which was used in a high level in comparison with the other means. By the way, one contributing finding which was not predicted by the researcher and wasn't considered as part of this research objective is related to the extent of scaffolding which the figure 3 demonstrates the decreasing the level and amount of scaffolding over time. The application of these means in writing the first task were higher than writing the fourth task which evidenced that the teacher provided students with the optimal amount of supports to complete the task, and then progressively minimized the rate of supports until the students became able to perform the task with a little guidance of their teacher. It was the process of lowering supports and increasing students' individuality in writing.

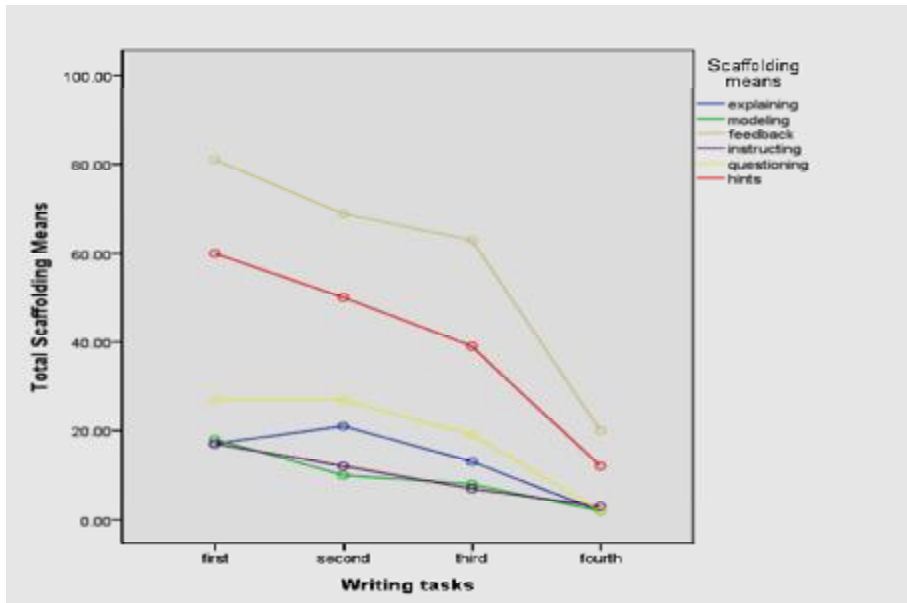


Figure 3. The Emerged Themes of Interview Transcription

The findings of the current study were compatible with the study of Yantraprakorn, Darasawang and Wiriyakarun (2013) which revealed that all of the students' attitudes were positive about the provided scaffolding. However, in their research, the results showed that explanation was the most useful type of scaffolding which helped students understand language, the content, and the assigned task which was contrast with the results of the current study because among the means, feedback had been used to a great extent and in students' view, it had a pre-eminent role in boosting their positive feelings about their development in every phase and acknowledged their strength and weakness points of their writing.

The result is consistent with the socio- cultural theory which claims that learning is created through socio interaction which occurs first on interpersonal level and later is internalized within the learner at intrapersonal level (Vygotsky, 1978). The obtained findings affirms the claims of Laksmi (2006) that students become more self- reliant in expressing their ideas when scaffolding is implemented in the process- based teaching. In the context of this study, since the process of learning to write was grounded in the sociocultural theory of Vygotsky (1978) in which interaction and communication among the learners were highlighted, students' performance were admirable because of having self- assurance feeling and lacking stress in writing the assigned topics.

According to Benson (2004), the role of the teacher is to provide assistance or supports to students with tasks that are just beyond the students' current ability. When the students' mastery of the task is developed gradually, the teacher removes the gradual supports. It is observable from the results of figure 3 in which the amount of teacher's scaffolding is decreased. In the first session of writing, the students were highly dependent on the guidance of their teacher because scaffolding means were used in a high level. However, in the last sessions when they were required to write the last topic the rate and the level of supports were decreased. They were writing individually with a little supervision of the teacher. The finding, affirmed the claim of Van de pol, Volman & Beishuizen (2010) who believed that "The responsibility for learning is transferred when a student takes increasing learner control" (p.275). The results of this study confirmed the mentioned findings that application of teacher's scaffolding forms in a process- oriented setting assisted students progressed themselves and became independent learners, and when the students gathered knowledge and increased their skills on their own, the amount of teacher's support dismantled and they were able to complete the task without supervision and assistance of him.

The findings also affirmed Nunan's idea that the process approach encourages collaborative group work between learners as a way of increasing motivation and developing positive attitudes towards writing (Nunan, 1991). In the

supportive learning environment, students can be motivated and take more responsibility to learning and become more independent learners.

4. Conclusion

Writing as a productive skill has a little value in comparison with other skills and majority of the students' performance in writing is not desirable which resulted in inability to communicate their thoughts and feelings as a written form. Thus, the research was an attempt to improve students' writing ability by applying a new perspective, approach and activities in the teaching process. The researchers were interested to apply Vygotsky's (1978) sociocultural theory and his notion of scaffolding in the realm of teaching writing. Results of this study revealed that the teacher utilized different types of scaffolding strategies during process writing and that these strategies were considered as supports. The teacher's use of these means resulted in students' development in writing. The results highlighted that students benefited from the contribution of others. They were as an active participant involved in the process of instruction.

The findings from the observation field notes and the students' interview transcripts indicated that the frequency of feedback was higher than other means. It ranked as the mostly used means by the teacher. The teacher presented himself as helpful and facilitator offering support and guidance. With Gaining supports and feedback, they had enough time to think, write, reassess, and produce the final written work with step- by step supervision in every stage. According to Sadler (1983) if feedback focuses on "growth rather than grading", it can encourage and advance students learning. In short, in students' perceptions all of the means were effective in improving their writing ability and led them to know how to write at every stage. Thus, a key element of the scaffolding provided by the teacher would be feedback which created interest, self- reliance, and "literacy resources to participate in target communities" (Hyland and Hyland, 2006, p. 83).

The findings of this study justified implications for teachers to have a clear view of their role in the classroom and to assist students to find their way to a more interesting and meaningful learning. The results also help the curriculum developers by helping English language teachers to adapt a new technique in their classes in order to improve their students' writing abilities and achievement, as well as to highlight the socially situated learning which interaction and communication between the teacher and students are focused.

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Appendix A: Intervention strategies of scaffolding means adapted from Van de Pol, Volman & Beishuizen

Means	Description
1. Feedback	-Direct evaluation of the behavior/work of the student
2. Hints	-The teacher gives a hint with respect to subject-matter
	- The teacher deliberately does not supply the entire solution or detailed instructions
3. Instructing	- The teacher provides information so that student knows that to do or how to do it
	- Request for a specific action (e.g., a rhetorical question can serve as instruction)
4. Explaining	- Provision of information on why (e.g., why is a certain task approached in a particular manner)
	- The teacher demonstrates behavior (verbal or non-verbal) for imitation
5. Modeling	- Modeling is about the process and not the product
6. Questioning (assisting)	- Prompting of student to think
	- Request for a specific reaction

Appendix B: A Sample Content analysis of Observation Field note

Instructing	Planning	1) generating ideas through brainstorming techniques
		1) changing the provided list to writing the first draft
		2) instructing grammatical structure to help students to make an accurate sentence
	Drafting	
	Revising	1) training the rhetorical aspects of writing
Hint		1) instruction about grammatical structure
	Editing	2) instruction about making a Wh question
		3) instruction about when to use a comma
	Planning	1) providing the equivalence of vocabularies in English
		2) suggesting some ideas related to the topic
Modeling	Drafting	1) giving cues about three parts of essay
		Suggested vocabularies to complete sentences
	Revising	1) giving suggestion about vocabularies to make sentence meaningful
		2) giving cues about restatement of thesis statement in the conclusion part
		3) giving cues about providing examples, reasons to support the thesis statement
Questioning	Editing	1) subject- verb agreement
		2) punctuation
	Planning	1) presenting one sample of brainstorming a topic
	Drafting	
	Revising	1) showing one sample of drafting topic
Explaining	Editing	1) giving sample how to give background knowledge
		1) giving examples for every instructed structure
	Planning	1) activating students' background knowledge to verbalize their ideas
		2) demanding students to brainstorm their ideas as a list
	Drafting	1) giving a request to change the list to writing the first draft
Feedback		2) check the students' understanding
	Revising	1) underlying the vague sentences and asking them to clarify their intention to the reader
	Editing	1) asking students to explain this stage
		2) requiring students to edit their papers
	Planning	1) creating understanding about brainstorming a topic
Feedback		2) giving explanation after students' given ideas(showing the corroboration of their comments)
	Drafting	1) providing detailed expression about the fluency of writing not accuracy
		2) reviewing the objective of the preceding session
	Revising	1) more explanation about rhetorical features of writing
		2) giving more clarification about how to supports the thesis statement
Feedback	Editing	1)) more explanation about linguistic features of writing
	Planning	1) affirmation of students' performance in brainstorming a topic
		2) confirmation of students' responses about related ideas to the main topic
		3) reformulation of all of a learners' erroneous utterances without changing its original meaning
	Drafting	1) giving positive oral feedback to the reaction of students in writing
Feedback		2) providing hand written commentaries feedback in the form of questioning, suggestion
	Revising	3) providing positive feedback to the affirmation of students' performance
	Editing	1) giving positive feedback for the corrective of sentence structure
		2) writing the correct dictation of the words when were not found in general English dictionary