



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“SCAFFOLDING AS A TEACHING METHOD TO
ENHANCE EFL LEARNERS' WRITING SKILLS”**

RESEARCH PROJECT

As a prerequisite to obtain a:

**BACHELOR'S DEGREE IN PEDAGOGY OF NATIONAL AND
FOREIGN LANGUAGES**

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Advisor's Approval

In my role as Advisor of the research paper entitled **SCAFFOLDING AS A TEACHING METHOD TO ENHANCE EFL LEARNERS' WRITING SKILLS** prepared by **GUTIERREZ RIVAS ELY GEANELLA AND SALÁN TORRES JAZMÍN MARICELA**, undergraduate students of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Peninsula de Santa Elena, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,



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Statement of Authorship

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Declaration

The information and content in this degree and research work are the responsibility;
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-Salán Torres Jazmín Maricela

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Abstract

The purpose of this research is to explore scaffolding as a method for improving writing skills in English as a foreign language (EFL) student. Interest in the topic stems from the difficulties students face in developing their ideas and producing texts due to a lack of teacher support. The research method used followed a qualitative approach with a phenomenological research design, using open-ended interviews with five English teachers experienced in using scaffolding in writing. The results show that this method is very useful in the writing process, as the gradual support allows students to write coherently and with correct grammar. The teaching method also increases motivation to write, relieves anxiety, and supports students' independent learning. Participants describe barriers to using scaffolding in classrooms; for example, time constraints, and large classrooms. However, teachers explain that group work, guided practice, and collaborative feedback are effective strategies for improving the teaching of this skill, since students with greater English proficiency act as facilitators in the learning of their peers by helping them develop their writing. The research maintains that, despite the limitations, teachers stated that scaffolding is a teaching strategy that supports and improves students' writing, since the activities developed are tailored to the level of each learner and are carried out in stages, from the simplest to the most complex, until the skill becomes independent.

Keywords: Teaching Method, Scaffolding, Gradual Support, Writing Skills, Autonomy

Resumen

El propósito de esta investigación es explorar el andamiaje como método para mejorar las habilidades de escritura en estudiantes de inglés como lengua extranjera (EFL). El interés en el tema se da debido a las dificultades que presentan los estudiantes para desarrollar sus ideas y producir texto por falta de apoyo docente. El método de investigación que se ha utilizado ha seguido una línea cualitativa con un diseño de investigación fenomenológico, a través de entrevistas abiertas a cinco profesores de inglés con experiencia en el uso del andamiaje en la escritura. Los resultados nos muestran que este método es muy útil en el proceso de escritura, dado que la ayuda de forma gradual permite que los alumnos escriban con coherencia y gramática correcta. Este método de enseñanza también aumenta la motivación para escribir, alivia la ansiedad y apoya el aprendizaje independiente de los estudiantes. Los participantes describen barreras para el uso de andamiajes en las aulas, por ejemplo, las limitaciones de tiempo y las aulas numerosas. Sin embargo, los docentes explican que el trabajo en grupo, la práctica guiada y la retroalimentación colaborativa son estrategias efectivas para mejorar la enseñanza de esta habilidad, ya que los estudiantes con mayor dominio del inglés actúan como facilitadores en el aprendizaje de sus compañeros al ayudarlos a desarrollar su escritura. La investigación mantiene que, pese a las limitaciones, los docentes manifestaron que el andamiaje es una estrategia de enseñanza que favorece y mejora la escritura del alumnado, puesto que las actividades que se desarrollan se adecuan al nivel de cada uno de los aprendices, y se realizan de forma escalonada desde lo más simple a lo más complejo, hasta lograr la independencia de tal habilidad.

Palabras Claves: Método de Enseñanza, Andamiaje, Apoyo Gradual, Habilidades de Escritura, Autonomía

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Introduction

The development of writing skills in English as a Foreign Language (EFL) is widely recognized as a challenging process, as it demands the integration of multiple types of knowledge. First, it requires linguistic competence, which involves the accurate use of grammar and vocabulary; second, cognitive competence, which relates to the ability to generate and organize ideas logically; and third, communicative competence, which ensures that the written message is conveyed clearly, coherently, and appropriately for the intended audience.

This complexity often creates insecurity and difficulties for learners. Students frequently struggle to write coherent, structured, and grammatically correct texts because they lack a strong command of the language and appropriate support strategies. In light of this, it is evident that well-designed didactic methodologies are required to effectively guide learners in the process of constructing their knowledge. In this regard, scaffolding proves to be a useful resource in a pedagogical context, as it provides temporary support and allows students' knowledge construction to progress at an appropriate pace toward independent writing, fostering meaningful learning.

From Vygotsky's perspective, learning occurs through interaction and teacher support. Scaffolding, in addition to offering support, adapts to the students' educational needs and English proficiency. Regarding writing, this method offers an understanding of text structure, appropriate use of vocabulary, and the correct application of grammar.

This study seeks to explore scaffolding in teaching to improve writing skills through in-depth research with educators' experiences and perceptions regarding the use of this method. It also seeks to identify effective strategies, challenges, and benefits in the development and production of texts, since the ultimate purpose is to provide pedagogical approaches that allow

students to have equitable participation, complying with the principles of quality and inclusion in education.

Chapter I

The Problem

Research Topic

Scaffolding and Writing Skills.

Title of Project

Scaffolding as a teaching method to enhance EFL learners' writing skills.

Problem Statement

Teaching English, especially writing, currently represents one of the greatest challenges for students, as it involves not only vocabulary and grammar knowledge but also the logical organization of ideas and the ability to express them coherently and in a structured manner (Qamariah & Wahyuni, 2020). This becomes even more complex in educational settings where traditional methodologies continue to focus on memorization and the production of texts as the final product, without paying attention to the cognitive and constructivist learning processes that facilitate teaching.

These methodologies do not offer the guidance and feedback students need for foreign language learning, limiting the development of their writing skills and competencies. Given this situation, it is necessary to implement innovative strategies that actively involve students to facilitate and promote their writing process and enable them to construct their own knowledge with appropriate teacher support (Singh, et al., 2020).

One methodology that has proven effective today is scaffolding, a pedagogical technique inspired by Vygotsky's sociocultural constructivist theory, which is developed within the student's Zone of Proximal Development (ZPD). Fajrin, Baharuddin, & Hasriani (2024) stated that scaffolding focuses on helping students understand educational content in a structured way by collaborating with an educator or someone with a better understanding of the material until

they can complete the task independently. In the teaching of writing in English as a foreign language, scaffolding involves not only teacher guidance but also feedback, resources, guided writing models, and manageable activities ranging from simple to complex, allowing students to generate and organize their own ideas, thereby bridging the gap between their current skills and the expected learning outcomes.

However, despite the theoretical and empirical support for its effectiveness, its implementation in educational practice is very limited. In fact, many teachers face difficulties or lack specific training in applying this method, either due to a lack of resources or time. Another disadvantage is the limited research on this methodology and how teachers apply it in their classrooms, the specific strategies they employ, the activities they use, and how they adapt them to meet their students' educational needs (Lixuan & Yuqing, 2024).

Therefore, this research seeks to explore English teachers' experiences and perceptions regarding the use of scaffolding in writing. This approach will not only describe what happens in the classroom, but also identify the most effective strategies, address barriers to their implementation, and offer pedagogical recommendations that contribute to strengthening writing from Vygotsky's constructivist perspective, fostering student-centered learning with ongoing teacher support, which will allow students to develop their linguistic competence, such as the ability to express their ideas clearly and coherently (Mohamed & Bent, 2022).

Justification

Writing is a major challenge for students of English as a foreign language because it involves several factors, including vocabulary, grammar, organization of ideas, coherence, and ensuring that the message conveyed is understandable to others.

Faced with this problem, scaffolding emerges as a teaching method that allows teachers to guide them, provide frequent feedback, and support in a step-by-step manner, from simple to complex, in the writing process based on each student's needs.

According to Wonglakorn and Poranee (2023), improving students' writing skills fosters greater self-confidence in written communication and enables them to refine this ability so that, in the future, they can effectively demonstrate it in their professional careers and in the various roles they assume within society.

Sundari and Febriyanti (2023) mentioned that collective scaffolding improves students' ability to complete a task more quickly, and also helps them to have a better command of a foreign language, in this case English. Their classmates' contributions and their teacher's participation in the development of their written work were essential for them to be able to carry out this activity with ease.

Puyan and Rana (2021) showed a significant improvement in written performance thanks to the structuring of ideas, an adequate grammatical structure, and clarity in conveying the message of an argumentative essay. This achievement is thanks to the students' increased confidence thanks to the support of their teachers. Peer scaffolding also promotes collaborative learning, allowing students to acquire new information and knowledge by sharing ideas with others. In this way, they can overcome the difficulties they experience in their writing, since they help each other and, therefore, achieve independent learning.

The importance of this study relies on the fact that writing is one of the language skills that receives the least attention in the classroom, despite being a fundamental element in student development and learning. Therefore, improving this skill will bring many benefits to students

because they will be able to communicate more efficiently, and it will also aid in the development of other English language skills such as reading and listening comprehension

Problem Question

To what extent does scaffolding improve EFL learners 'writing skills?

Specific Questions

- Which scaffolding strategies (e.g., modeling, feedback, graphic organizers) are most effective for academic writing in intermediate EFL students?
- What are the benefits of using Scaffolding in the writing process?
- What are teachers' views on the scaffolding method as a support for students' writing?

Objectives

General Objective

To explore Scaffolding as a teaching method to enhance EFL learners 'writing skills through an in-depth investigation.

Specific Objectives

- To investigate Scaffolding strategies to develop writing skills in students.
- To describe the benefits of Scaffolding in students' writing process.
- To analyze teachers' perceptions on how the Scaffolding teaching method supports students' writing skills.

Chapter II

Theoretical Framework

Background

International

A study conducted by Simachew Gashaye and Belyihim (2021) demonstrated significant improvements in writing skills when using scaffolding with ninth-grade students. The study highlighted that the use of this technique allowed students to feel supported and motivated, which led to a noticeable improvement in their writing. In addition, the importance of teacher support throughout the writing process was emphasized, going beyond traditional teaching methods and contributing to idea generation and paragraph organization, which are some of the difficulties students face.

Another important point is the peer scaffolding. Wen Wen & Jill Castek (2023) state that cooperative learning strategies enable students to help each other when performing complex tasks, which leads to significant academic growth. Peer scaffolding highlights the reciprocal benefits that both participants gain from a shared learning experience through the exchange of ideas, the review of drafts, and the facilitation of constructive feedback. Villacís Sandoval (2023) argued that cooperation-based strategies not only contribute to improve classroom dynamics, but also to enhance students' academic performance.

Scaffolding increases not only writing proficiency on an individual basis, but social interaction between students. Together students can share ideas, revise drafts and obtain feedback that facilitates the arranging of texts and the coherence of messages. It is a holistic pedagogical resource, incorporating cognitive, social and linguistic development. More importantly, scaffolding in English classrooms, allows students to gradually build toward

independence, afford them better academic outcomes and help solidify confidence in their writing communication skills (Axrorova, 2025).

Regional

Research conducted in Colombia in 2025 describes that students have troubles writing simple paragraphs because they get stuck and cannot construct complete sentences, much less organize them into a paragraph in a logical manner. This situation creates a certain disadvantage since students at an advanced level have to wait for their classmates to understand the basic concepts, resulting in demotivation. Therefore, it is necessary to change from traditional classes to an innovative one centered on the student. (Otálvaro Alzate, 2025)

The author performed a pilot study to assess the performance of sixth-grade students' writing skills using different scaffolding strategies. First, with graphic organizers so students can structure their ideas during the prewriting phase; then, sentence prompts to guide them through paragraph writing, and model texts to help students follow along. Finally, guided writing provided teachers with individual support and peer support, allowing for group collaboration and improved ideas with feedback.

The activities for this research were a written portfolio and the teacher's observation journal, resulting in a positive change in writing since the students, by applying the different strategies mentioned above, obtained a notable improvement in the clarity and organization of the portfolio. In addition, the participants expressed that the feedback from their classmates was a very useful support to carry out their writing and increased their confidence.

From the teacher's perspective, the scaffolding allowed students to be introduced to the writing process in a gradual manner; secondly, the children responded positively to the support and with each activity they became more independent.

National

To thoroughly understand the role of scaffolding in education and its impact on improving EFL writing, recent studies have focused on how this pedagogical approach influences students' writing performance. Research has shown that scaffolding techniques improve students' ability not only in organization and grammatical accuracy, but also help them achieve specific learning objectives (Changoluisa Quinaluisa & Tatayo Caiza, 2024).

In language teaching, scaffolding provides a structured framework that breaks down the complex writing process into smaller, simpler steps—a continuous process that motivates students to achieve, master, and become more independent in their tasks (Andrade Tacur & Valladares Pugo, 2024).

Pedagogical Basis

Student-centered learning

The teaching of English as a foreign language (EFL) has progressively shifted from rote memorization and mechanical writing to a more student-centered approach, which is scaffolding, a pedagogical method that helps students to grow and improve their writing. In EFL writing, scaffolding is essential because, in addition to issues such as grammar and vocabulary, students also have problems in terms of organizing ideas, coherence, and getting their meaning across accurately and fluently (Dominguez & Svihla, 2023).

From a pedagogical perspective, scaffolding offers a clearly structured space, yet it helps students to be flexible with their writing development because scaffolding allows students to see models, engage in guided practice, and receive interactive feedback before writing independently. Specific examples of scaffolding techniques include brainstorming, guided writing, peer writing, and instructor's modeling. These techniques assist with a student's writing

development. As students begin to engage in these techniques, they will move from their zone of proximal development to write independently (Wang, 2020).

Additionally, scaffolding in EFL writing does align with a constructivist theory emphasizing active involvement and contextualized tasks as well as student-centered instruction. In scaffolded situations, the teacher becomes a facilitator who guides while giving temporary support (e.g., examples of sentences, outlines for writing, checklists), and then withdraws that support as students master the skill, and this release of support promotes not just correct writing but the development of confidence and creativity in writing (Phuong, 2023).

Metacognitive basis

Another important pedagogical basis of scaffolding is its role in developing metacognitive awareness. As students receive guided support, they will start to identify the stages of the writing process (planning, drafting, revising, and editing), which projects themselves toward self-regulation. The self-reflecting component is key because students reflect and monitor their progress to improve their writing (Alimdjnovna, 2024).

Scaffolding encourages learner autonomy, as it shifts from one person to another temporarily, just as the confidence is released from the teacher to the student. This enables the student to be more self-regulated and think metacognitively about their writing, as the student will know how to check their work and how to apply strategies with future writing tasks in a self-directed way. This kind of outcome is aligned with the larger educational goal to develop students into lifelong learners and to be able to transfer into diverse academic and professional contexts (Hasan, 2020).

Also, scaffolding connects to communicative approach to language teaching, and it encourages language learners to actively construct meaning. From a scaffolding perspective,

writing is not considered a task one does alone, nor is it something that is too difficult and overwhelming. Writing is considered to be a process that is worked on with peers, with an important focus on writing being correct and also being creative.

Scaffolding facilitates collaborative learning contexts which are important in the case of English as a foreign language (EFL). Peer review activities, collaborative writing activities, and group dialogue allow students to learn from one another, negotiate meanings, and internalize linguistic structures through interaction. Thus, scaffolding is a methodological option and a pedagogical principle, which harnesses the social, cognitive and linguistic dimensions of developing writing skills (Liyan, 2022).

A benefit of this helpful method is that it helps the students to reduce their anxiety and increase their motivation. Writing in a second language can produce insecurity and a sense of disconnection, as writing entails of being worried about the appropriate use of their linguistic resources and the anxiety of making mistakes.

Scaffolded strategies work to increase students' perceived accomplishment and confidence in their learning through a gradual level of support and a structured process for the activity. This develops an emotional environment that motivates students to be willing to take the risk of using their second language, which is effectively the goal of this whole process and important for their overall progress (Gultom, Purbani, & Triastuti, 2022)

In summary, the pedagogical basis for using scaffolding to teach writing in English as a foreign language lies in constructivist learning, its practical application through gradual support and modeling. Also, this method contributes to students' autonomy, confidence, and metacognitive development. By scaffolding the writing process, teachers can provide students

with the tools they need to develop their preliminary drafts into cohesive, structured, and coherent written texts in English.

Theoretical basis

Vygotsky's Sociocultural Theory

The learning of foreign language includes a great deal of attention to the teaching of English writing through a variety of theoretical foundations. One of the most important foundations of English writing is Vygotsky's (1978) sociocultural theory. Within this theory is the idea that learners can develop through social interaction and through more knowledgeable individuals. The concept of the Zone of Proximal Development (ZPD) comes from this project when it was the distance, or space, between what a student can do independently and what they can do in collaboration with assistance. Scaffolding is situated directly in the ZPD and is defined as temporary support that allows a learner to reach a more complex level of writing behaviors than they might otherwise achieve (pp. 84-91).

Bruner's Constructivism

Bruner's constructivism argues that knowledge is not transmitted passively, but rather that students actively construct it through their own experiences and prior knowledge. In teaching writing in English as a foreign language, this approach encourages students to consciously engage in the elaboration and production of texts, integrating their understanding of the language with new linguistic structures. In this way, students develop greater autonomy and responsibility for their own learning, while reinforcing the cognitive skills necessary for planning, drafting, and revising their writing (Hamdane & Hammami, 2022).

Furthermore, recent studies have shown that applying constructivist principles to writing is beneficial for achieving meaningful learning and developing critical skills (Aprilianti, 2024).

For example, strategies that allow for reflection on the writing process itself, text analysis, and group discussion help students construct knowledge cooperatively, which improves the cohesion and coherence of their writing. This model, focused on the active construction of learning, is in line with current pedagogical practice, where interaction with knowledge and active participation are fundamental to achieving results in academic writing.

Writing Skill

Writing in English as a foreign language (EFL) is one of the most complex skills that requires good linguistic proficiency. It is not only limited to the transcription of words, but also involves processes such as planning, organizational skills, translation and clear expression of ideas to ensure coherence in writing (Subrata, 2021).

According to Demneri (2024), in his study with Albanian students, it was evidenced that they present significant difficulties in writing, especially in grammatical and lexical aspects. These difficulties are due to the lack of skills necessary for successful writing performance. Despite being aware of the patterns used in different types of writing, students are prone to make mistakes, especially in grammar and vocabulary. Emphasizing that teachers should pay more attention to the writing process to improve students' performance in this area.

Writing proficiency in English is crucial for both the academic and professional performance of EFL students. By improving skills in content, organization, vocabulary, grammar, and text coherence, learners can communicate more clearly and critically. Evidence indicates that a pedagogical approach that combines explicit instruction, feedback, and practice is crucial to overcoming typical writing challenges. In addition, writing process instruction promotes learner autonomy and confidence, which enhance critical communication and cognitive

skills. Consequently, writing instruction should be part of the EFL program, aiming for meaningful and translatable learning (Jamoom, 2021).

Legal Basis

The articles that are mentioned below highlight the importance of education for every human being, as well as the way English should be carried out in academic environments.

2030 Agenda for Sustainable Development education goal.

The overarching 2030 Agenda for Sustainable Development education goal (SDG 4) commits to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. An integral part of the right to education is ensuring that education is of sufficient quality to lead to relevant, equitable and effective learning outcomes at all levels and in all settings. Quality education necessitates, at a minimum, that learners develop foundational literacy and numeracy skills as building blocks for further learning, as well as higher-order skills (Qian Tang, 2015).

This requires relevant teaching and learning methods and content that meet the needs of all learners, taught by well-qualified, trained, adequately remunerated and motivated teachers, using appropriate pedagogical approaches and supported by appropriate information and communication technology (ICT), as well as the creation of safe, healthy, gender-responsive, inclusive and adequately resourced environments that facilitate learning.

Finally, the English Learning Standards and Teacher Performance Standards issued by the Ministry of Education reinforce the need to implement student-centered teaching practices, with methodologies that promote autonomy and the active construction of knowledge. Within this framework, the scaffolding constitutes a legally supported pedagogical resource to enhance

writing in English as a foreign language, responding to the demands for educational quality posed by Ecuadorian regulations (Ministerio de Educación, 2016).

Organic Law on Intercultural Education

In Article 2, the educational process must be developed in accordance with various general principles, which are the fundamental philosophical, conceptual, and constitutional pillars that support, define, and govern decisions and activities within the educational system.

Among its principles, paragraph X details the quality and integrity that guarantees the right of individuals to a quality and compassionate education that is relevant, adequate, contextualized, up-to-date, and articulated throughout the entire educational process (systems, levels, sublevels, or modalities with ongoing assessments). At the same time, it guarantees the student as the center of the educational process, with flexibility and ownership of content, processes, and methodologies that adapt to their needs and fundamental realities (F Ejecutiva, 2011).

Chapter III

Methodological Framework

Methods

This study uses a qualitative method focused on analyzing the perspectives of English as a foreign language (EFL) teachers in the province of Santa Elena regarding how scaffolding, as a teaching strategy, contributes to the development of writing skills. Qualitative research fits this context because it allows the researcher to investigate, understand, and interpret social phenomena, behaviors, experiences, and human relations (Kim, 2016).

The qualitative study was based on the collection of descriptive data, focusing on obtaining information through interviews, discussions, or observations, rather than numerical data. The analysis of teachers' responses, comments, and experiences with the use of scaffolding in teaching writing provided meaningful descriptions in this context.

Type of Research

Phenomenological Studies

This research project used a phenomenological design to explore the experiences of English teachers who adopt scaffolding as a teaching method to enhance their students' writing skills. Phenomenology, according to Husserl (2018), seeks to describe knowledge through the analysis and understanding of phenomena from the perspective of those who experience them. This approach is suitable for qualitative studies, as it allows for understanding and obtaining detailed information about individuals' experiences and interpretations.

Phenomenological approach studies the lived experiences of individuals to find out the meaning and essence behind their experiences (McLeod, 2024). Rather than testing a hypothesis or generalizing to a larger population, this approach aims to be specific and challenge those

norms or structures that are taken for granted, thus revealing subjective perceptions and particular experiences.

Stolz (2023) mentions that this approach is relevant in the field of education for data collection, as it gives participants the opportunity to express their own thoughts and opinions about life in the school context. In other words, it allows those nuances to be captured: how they feel, how they reflect, what difficulties they identify, and what satisfactions they experience.

Through this method, this study focused on the teacher's understanding and experience to support the research. One of the main objectives is to collect data on how the scaffolding method helps students' writing in the English language. In this way, knowledge can be generated that is relevant to both educational theory and practice.

Data collection techniques

Interview one-to-one

In general, interviews are an essential technique in qualitative research because they allow researchers to gain a deeper understanding of participants' experiences, thoughts, and feelings. Demirci (2024) mentioned that interviews are dialogues that takes place between two people in which information and ideas are exchanged through a report that is prepared in advance, which results in communication and the construction of a specific topic.

In addition, interviews allow direct communication with participants to obtain a deeper understanding of the complex reality of the problem, therefore, thanks to their great usefulness, they are essential for qualitative research in the educational field. This research used interviews as a technique to understand the participants' perceptions on the subject.

Instruments

Questionnaire

Questionnaires are instruments in which data is collected through questions to explore opinions and perceptions about the research variables. The questionnaire helps participants answer the questions in their own words, thus eliminating the interviewer's subjectivity so that there is impartiality with thoughtful answers, in addition to quality and authenticity in the collection of data obtained (Rashid, 2020).

Kuphanga (2024) argued that due to their versatility, questionnaires are a powerful tool for collecting research data since their structure helps researchers to organize and have a standardized analysis, thereby contributing to an advance in knowledge in different fields.

Types of questions

Open-ended questions

Open-ended questions allow participants to provide more detailed, descriptive, and reflective responses so that researchers can explore thoughts, feelings, experiences, and perceptions in greater depth. Therefore, Singer & Couper (2017) supported the implementation of open-ended questions, as they allow for more credible responses, test methodological hypotheses, obtain feedback, and serve as an indicator of response quality. In this way, open-ended questions aim to understand teachers' experiences using scaffolding in the classroom.

Population and Sample

A population is a group of people, individuals, couples, organizations or similar entities that make up the main part of the research since they help to establish the limits of the study and offer clues about the environment and context in which the research will be carried out. The

population chosen by the authors was aimed at teachers of English educational institutions.
(Thomas, 2023)

As stated by Ackerman, et al. (2019), the target population is a specific group that the researcher needs to investigate and in which they are interested. Therefore, it is necessary to consider all the necessary factors that define the limits of the research and, thus, avoid the inclusion of unwanted information. The research sample consisted of five participants who have extensive knowledge of the topic and experience teaching English, which will greatly benefit the research. Selecting an appropriate sample involves identifying people who have direct experience or knowledge relevant to the research question.

Chapter IV

Analysis of Findings

Brief Explanation of the Findings

This chapter describes the analysis and interpretation of data obtained from interviews with five English teachers experienced with the scaffolding method. The objective of this section is to examine how this teaching method improves writing skills in EFL students, paying particular attention to the most effective strategies employed, the limitations and challenges encountered, as well as its contribution to fostering students' motivation and confidence in writing.

The research provided relevant data on the use of scaffolding in the classroom. First, the explanation breaks down the most useful strategies, in which teachers guide students in their writing process, such as modeling, continuous feedback, and guided practice. The study also described information on the adaptations that teachers make to activities based on students' needs when providing guidance.

Participants also identified some limitations to integrating this method into English language teaching, such as limited class time, varying levels of language proficiency in the classroom, and a lack of instructional materials, which makes the writing process difficult and limits the ability to provide adequate guidance. Despite these disadvantages, they agreed that scaffolding is essential to improving grammatical coherence in students' texts.

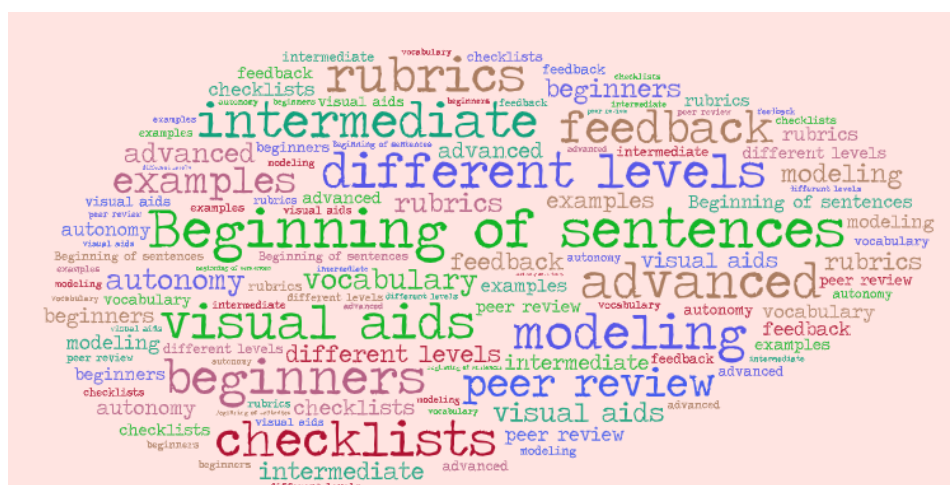
To summarize, interview responses detailed that scaffolding promotes a more participatory and collaborative learning environment, that students demonstrate greater interest in expressing their ideas in writing and develop greater self-reflection skills, as they are able to identify and correct their mistakes on their own.

Finally, the results obtained from the interviews provide a firm basis for understanding the importance of scaffolding in the development of English writing. Therefore, this analysis not only recognized the benefits of the method but also identifies limitations that require reinforcement in teacher training. The responses and their interpretations are detailed below, and are related to the objectives set forth in this research.

1. How do you adapt scaffolding strategies to meet the needs of students with different English proficiency levels?

Figure 1

Adoption of Scaffolding strategies to the needs of students with different English levels.



The most repeated terms are: beginning of sentences, visual aids, different levels (beginners, intermediate, advanced), modeling, checklists, peer review, rubrics and feedback.

The responses obtained reveal that scaffolding in the English writing process must be flexible and adapted to proficiency levels providing structured support and model sentences for

and reinforce the writing process, thereby ensuring greater linguistic accuracy and a higher level of confidence when writing in English.

3. Based on your experience, what scaffolding activities would you recommend to improve coherence, grammar, and vocabulary in writing?

Figure 3

Scaffolding activities recommended to improve coherence, grammar and vocabulary.



The analysis of responses indicates frequent use of terms such as graphic organizers, collaborative work, checklists, vocabulary, grammar, coherence, peer review, and model texts.

Evidence shows that scaffolding practices for writing in English include visual and structural resources, model texts and supported practice in language organization and use. Collaboration is a key proponent of learning through participants interaction, grammar through checklist and sentence work, vocabulary through synonyms and word banks, and cohesion through connectives to achieve a more cohesive and accurate texts.

work toward advanced self-publishing, in order to ensure progress on the road to critical and autonomous learning for students. Puntambekar (2022) points out that differentiated scaffolding allows teaching to meet diverse needs, ensuring student progress.

Regarding the fifth question, the analysis illustrates that the absence of scaffolding generates anxiety, disorganization, and errors, which directly impact coherence, clarity, and motivation when writing. On the other hand, a study of Hashem (2021) showed that writing improves and anxiety decreases when using scaffolding compared to a group without scaffolding.

In the seventh question, teachers consider that the most effective scaffolding activities to improve coherence, grammar and vocabulary are collaborative work, graphic organizers, text models and peer review. Chairinkam & Yawiloeng (2024) suggested that collaborative work together with individual exercises leads to collaboration between peers but, at the same time, encourages autonomy in their written skills.

Finally, in the eighth question, participants detail that progressive teacher support increases confidence, and fosters student motivation by providing them with the opportunity to move toward autonomy and recognize their own development in English writing. For this reason, Xia (2021) supports that immediate and constructive teacher feedback, both verbal and written, plays a vital role in reducing writing fear and enhancing students' self-efficacy.

QUESTIONS	ANSWERS	AUTHORS
<p>How do you think scaffolding can help students improve their writing skills?</p>	<p>Scaffolding improves English writing because it breaks language production into steps, reduces anxiety, fosters self-confidence, and so on. This gradual support in turn improves coherence, accuracy, and independence in students' writing.</p>	<p>This is consistent with the findings of Maftuna (2025), who argue that scaffolding alleviates cognitive load and helps students move from dependent to independent writing by providing both structural and linguistic support.</p>
<p>Which scaffolding strategies have been most effective in developing writing?</p>	<p>The most effective strategies in English writing are modeling, graphic organizers, and guided writing, along with peer review, as they improve students' coherence, accuracy, and autonomy.</p>	<p>This supports the research of Baxtiyarovna (2023) which states that explicit modeling, combined with step-by-step guidance, promotes skill acquisition and improves students' writing fluency.</p>
<p>In your opinion, what changes have you noticed in students'</p>	<p>Scaffolding in students not only had an effect on the</p>	<p>(Allagui, 2024) reported that scaffolding intervention is at the core of students' writing tasks, as it</p>

<p>performance when scaffolding is used in writing activities?</p>	<p>linguistic quality of their texts, but also influenced their way of thinking about writing. Students who had faced challenges with organization and coherence produced more organized drafts and showed greater openness to revision.</p>	<p>significantly improves their self-efficacy and level of engagement with tasks.</p>
<p>In your opinion, what limitations or challenges do you encounter when applying scaffolding in teaching writing?</p>	<p>Time pressure, high class sizes, multi-level classes were identified as challenges to the implementation of scaffolding.</p>	<p>According to (Muhammad, Rosmawati, Fitrah, Nurwidayanti, & Rizal, 2025), having a large number of students makes it difficult for teachers to provide personalized teaching as required by the Scaffolding method, in addition to the little time they have in their classes that prevents them from providing deeper feedback on writing, but by making specific class plans in which activities are used for each stage of the writing process.</p>

Chapter V

This chapter details the conclusions and recommendations from research on scaffolding as a teaching method to improve the writing skills of EFL students. Each conclusion relates to the objectives defined in Chapter I and provides answers to the research questions.

According to the results obtained, recommendations are also offered for improving the English writing teaching process and, consequently, achieving positive results in students' learning of this skill.

Conclusions

This research found that scaffolding is a very effective teaching method to improve writing skills in EFL learners since progressive support is given by the teacher until students can write clearly, precisely with good use of grammatical structure independently, in addition to increasing interest and confidence in their written productions.

Based on the information obtained, the most effective strategies are: graphic organizers, brainstorming, guided writing, models (examples of written texts), pair work and review, feedback and checklists, which play a fundamental role in the organization of ideas and offer a structured guide for students to develop their writing through collaborative learning with their teachers and peers.

Regarding the benefits of scaffolding, teachers describe that using this method reduces the anxiety that students have when writing, the fear of doing their text wrong or making mistakes and the insecurity when sharing their work. By having a guide, they gradually gain more confidence, feel more secure, show greater willingness, ask questions and are motivated to

write since it becomes easier and more manageable for them. Students definitely present a clearer, coherent and structured text with improved grammar and vocabulary resulting in a more active learning and better academic performance.

Another important point, when analyzing the perspectives, points of view and opinions of the teachers, states that Scaffolding is a very useful method in writing in English since this skill is divided into smaller stages with which students will know what they are doing, what they have to know or what to focus on to write correctly. As a process is followed with the gradual support of the teacher until they can write on their own, they will not feel overwhelmed or with that pressure of having to write but not knowing how to start.

It can be concluded that scaffolding significantly improves the writing skills of English as a Foreign Language (EFL) students, which should be adapted to the needs of each student and gradually reduced until independence is achieved, not only contributes to students having greater precision, coherence and good use of grammar but also helps in the development of creativity and self-efficiency in writing.

Recommendations

Teachers are encouraged to integrate scaffolding into their teaching, beginning with initial modeling and guided practice in which students are provided with examples of good writing and then work on the structure. This develops the ability to create their own examples of written work, thereby promoting their autonomy, confidence and self-efficacy in their writing tasks.

It is recommended to use different scaffolding strategies according to the needs of each student, such as sentence starters, graphic organizers, brainstorming, as they help improve

coherence, fluency, and accuracy in students' writing. Based on teachers' opinions, an effective strategy is working and reviewing in pairs along with feedback, since students who have a more advanced level can help those at level A1 in their writing and learn together.

One of the drawbacks encountered in the use of Scaffolding is the limitation of time and very large groups, therefore it is recommended that teachers carry out a staggered planning with group work (modeling, guided practice and independent practice) so that the writing process can be developed clearly and by working as a team. It allows students to act as facilitators and learners in the development of writing.

It is recommended that teachers use scaffolding in their writing instruction because research shows that gradual support with structured guidance helps reduce students' anxiety when writing in a foreign language and fosters their motivation, as they feel more capable of expressing their ideas with confidence.

Educational institutions should promote training programs and workshops focused on scaffolding methodology so that teachers can adapt scaffolding strategies to different levels of competence efficiently and ensure the effectiveness of teaching practices in the classroom.

This research seeks to contribute to the teaching of the English language by providing a deep understanding of how this method helps improve writing skills in EFL learners, highlighting its benefits, strategies, as well as the development of motivation and the ability to express oneself in writing.

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Annexes

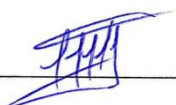
Annex A: Certified Anti-Plagiarism System

La Libertad, 29 de octubre de 2025

Certificado Sistema Anti Plagio

En calidad de tutora del Trabajo de Integración Curricular denominado “**SCAFFOLDING AS A TEACHING METHOD TO ENHANCE EFL LEARNERS’ WRITING SKILLS**” elaborado por los estudiantes **GUTIERREZ RIVAS ELY GEANELLA AND SALÁN TORRES JAZMÍN MARICELA**, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 7% de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,



Terán Molina Diana Verónica, MSc.

TUTOR

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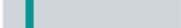
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Annex B: Questionnaire

Topic: Scaffolding as a teaching method to enhance EFL learners' writing skills.

Open -ended questions

1. How do you think scaffolding can help students improve their English writing skills?
2. How do you adapt scaffolding strategies to meet the needs of students with different English proficiency levels?
3. Which scaffolding strategies have been most effective in developing English writing?
4. In your opinion, what changes have you noticed in students' performance when scaffolding is used in writing activities?
5. What difficulties have you observed in students when they develop English writing activities without support (scaffolding)?
6. According to you, what limitations or challenges do you encounter when applying scaffolding in teaching English writing?
7. Based on your experience, what scaffolding activities would you recommend to improve coherence, grammar, and vocabulary in English writing?
8. How does gradual teacher support influence students' motivation and confidence in writing in English?

Annex C: Transcription of interviews with teachers

Question	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
<p>1.How do you think scaffolding can help students improve their English writing skills?</p>	<p>Scaffolding guides students through structured steps and models, enabling them to learn vocabulary and grammar, and progress towards independent writing with confidence.</p>	<p>Scaffolding divides the writing process into stages (brainstorming, outlining, drafting, revising, and final version), which makes the process easier to understand and reduces the difficulty.</p>	<p>Scaffolding simplifies complex tasks into small steps, reduces cognitive load and anxiety, and allows students to focus on grammar and vocabulary to improve written production.</p>	<p>Scaffolding provides step-by-step guidance for organizing ideas, understanding writing conventions, and gaining confidence to achieve independence.</p>	<p>It offers teacher support during the development of writing skills by breaking down the process into manageable stages; the support is gradually reduced as the student gains autonomy.</p>

Question	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
<p>2. How do you adapt scaffolding strategies to meet the needs of students with different English proficiency levels?</p>	<p>Teaching starts from the basics to reinforce knowledge and the difficulty is adapted to the student's level, using visual aids for beginners and more challenging tasks for advanced students, promoting autonomy.</p>	<p>Scaffolding is provided according to the level: models and examples for beginners, and activities for organizing and developing ideas with support for intermediate students.</p>	<p>Scaffolding varies according to the level of English language proficiency: beginners receive intensive support (frameworks, guided tasks), intermediates use structured materials (rubrics, lists)</p>	<p>The support differs: beginners receive more models and guided vocabulary, while advanced learners practice autonomy and peer feedback.</p>	<p>The guidance is adjusted according to the student's level, progressing from guided writing and models for beginners to self-publishing and independent work for advanced students,</p>

Question	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
<p>3. Which scaffolding strategies have been most effective in developing English writing?</p>	<p>The most effective strategies are graphic organizers, brainstorming, and working in stages (pre-draft, revision, and rewriting), which improves the coherence and meaning of the texts.</p>	<p>Collaboration and peer feedback, using rubrics, help to reflect, identify errors, and improve writing through mutual review and evaluation.</p>	<p>Modeling, graphic organizers, and sentence structure are essential; checklists, peer review, and transitional expressions strengthen the text's coherence and cohesion.</p>	<p>Graphic organizers, model texts, and guided writing followed by individual practice are the most effective strategies for developing writing skills.</p>	<p>Modeling and guided practice facilitate understanding of structure and language; graphic organizers and collaborative writing promote coherence and fluency in texts.</p>

Question	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
<p>4. In your opinion, what changes have you noticed in students' performance when scaffolding is used in writing activities?</p>	<p>At first, students are afraid, but with scaffolding they gain confidence, participate more, show interest and creativity.</p>	<p>Students gain a better understanding of paragraph structure, organize their ideas more effectively, expand their vocabulary and grammar, and perceive writing as a clearer and easier process.</p>	<p>Constant scaffolding reduces anxiety, improves organization and consistency, promotes self-evaluation, and increases confidence.</p>	<p>Students become more confident, produce better structured texts with improved grammar and vocabulary, and show a willingness to review and refine their work.</p>	<p>With scaffolding, students produce more organized and coherent texts, improve their grammar and vocabulary, gain confidence, lose the fear of making mistakes, and are more willing to share their writing.</p>

Question	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
<p>5. What difficulties have you observed in students when they develop English writing activities without support (scaffolding)?</p>	<p>Without guidance, students become frustrated, produce short, incoherent texts with grammatical errors and limited vocabulary, feeling lost and demotivated.</p>	<p>The absence of scaffolding leads to incoherent, short, and underdeveloped texts; students tend to translate literally and lose motivation because they do not know how to express their ideas.</p>	<p>Without scaffolding, students struggle with structure and coherence, fail to complete tasks, become frustrated, and develop a negative attitude toward writing, even avoiding it altogether.</p>	<p>Students without support make many grammatical errors, do not organize their ideas well, and become demotivated, resulting in incomplete or disorganized texts.</p>	<p>Without support, students lack clarity and organization, repeat simple vocabulary, avoid complex structures due to lack of confidence, and experience anxiety or frustration that affects their motivation.</p>

Question	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
<p>6. According to you, what limitations or challenges do you encounter when applying scaffolding in teaching English writing?</p>	<p>The main limitation are the short class time and large groups, which makes it difficult to provide individual support and fully develop writing skills due to a lack of resources and personalized attention.</p>	<p>Challenges include mixed levels, large classes, limited time, and reliance on technology (such as AI), which prevents students from practicing the actual writing process.</p>	<p>The main limitation is the time required for the scaffolding to plan and prepare the classes, especially to adapt to the diverse needs of the students.</p>	<p>The scaffolding process requires time and detailed planning, and is made more difficult with large classes and different levels of competence.</p>	<p>The main challenges are limited time, large groups;</p>

Question	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
<p>7. Based on your experience, what scaffolding activities would you recommend to improve coherence, grammar, and vocabulary in English writing?</p>	<p>Scaffolding guides students through structured steps and models, enabling them to learn vocabulary and grammar, and progress towards independent writing with confidence.</p>	<p>Scaffolding divides the writing process into stages (brainstorming, outlining, drafting, revising, and final version), which makes the process easier to understand and reduces the difficulty.</p>	<p>Scaffolding simplifies complex tasks into small steps, reduces cognitive load and anxiety, and allows students to focus on grammar and vocabulary to improve written production.</p>	<p>Scaffolding provides step-by-step guidance for organizing ideas, understanding writing conventions, and gaining confidence to achieve independence.</p>	<p>It offers teacher support during the development of writing skills by breaking down the process into manageable stages; the support is gradually reduced as the student gains autonomy.</p>

Question	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
<p>8.How does gradual teacher support influence students' motivation and confidence in writing in English?</p>	<p>Motivation also depends on the teacher; step-by-step guidance and feedback reduce anxiety, strengthen confidence, and prevent dependence on copying texts.</p>	<p>Gradual support at the beginning and progressive independence increase motivation, confidence, and recognition of one's own progress in writing.</p>	<p>Teacher support reduces anxiety and gives students control; by gaining confidence, they dare to use more vocabulary and structures, developing self-efficacy and motivation.</p>	<p>Gradually reducing support fosters independence, personal achievement, and motivation to write independently.</p>	<p>Guided support provides security and confidence; by writing on their own, students become motivated and strengthen their self-esteem, seeing writing as an achievable skill.</p>