Scaffolding EFL Students' Writing through the Writing Process Approach

Avan Kamal Aziz Faraj

Faculty of Physical and Basic Education - School of Basic Education

English Department - University of Sulaimani - Sulaimani - Kurdistan region - Iraq

Email: avan.kamal@gmail.com

Abstract

This research reports a study conducted at Koya University/English Language Department, and it aims at presenting the effect of scaffolding on EFL students' writing ability through the writing process. In this study, the students have taken the role of writers, so they need to follow the same steps that writers apply during their writing process. To this end, students start with writing process approach such as *Prewriting, Drafting, Revising, Editing, and* ended with *Publishing.* Students are provided with teacher scaffolding from the beginning until the end of writing process. Pre- and post-writing tasks are collected from the learners for both giving feedback and checking student's writing improvement. This study aims at investigating the effect of teacher's scaffolding with teaching writing process on improving students' writing skills. For this investigation, thirty second-year college students studying in the English Department, School of Languages, Koya University were selected to be subjects of this study. They were only one experimental group. Pre-test and post-test were conducted for assessing how much students achieved from what had been taught. The study concludes with the result that students' achievement in post-test compare to pre-test revealed significant improvement. Also, scaffolding students' writings through writing process approach met the students' needs in EFL writing, and then it has improved their writing skill, while most of them have had difficultly in the basic elements of writing, e.g. grammar. In addition, learners could more confidentially express their ideas in their writings.

Keywords: Scaffolding, writing process approach.

1. Introduction

In recent years there have been some evidences, which have shown a growing interest in exploring the notion of scaffolding in the process of student's learning across the world. As a teacher this interest provokes researcher to use scaffolding in EFL writing class through writing process to find out the effects and improvements of scaffolding on students' writing. Lots of EFL learners have problems with writing class experience as shown through their meaningfully vague sentences. These mistakes are the result of students' little understanding of pre-requisite knowledge for writing such as 'grammar'. In fact, it is not something wise to ask learners to attend all the grammar classes before their revision in writing classes. In addition, writing indicates students' learning to communicate their ideas and viewpoints in written forms than applying grammatical rules. Moreover, students have difficulties "in getting ideas, organizing ideas and developing details, choosing correct words and structuring ideas in correct sentences, as well as maintaining paragraph unity" (Graves, 1994 as cited in Laksmi, 2006, pp. 144-145). So, for the sake of solving and helping students' difficulties in terms of writing process, the researcher has decided to implement scaffolding students' writing through writing process approach.

Britton and Emig in 1970s began by the view that students who are the writer of the texts can be called as creator or writer of texts. So, they need to have enough experience about what writers do as they write so as to help them to have enough experience in writing skill (Laksmi, 2006, p. 145). Therefore, with introducing the process of writing researcher is going to use the technique of "scaffolding" as a means of assisting learners to build up their writing skill. Using scaffolding technique in the process of EFL students' writing is a tool of instructors to help learner's transition from the assisted tasks to independent performances. In scaffolding teachers step by step provides the students with enough guidance till the students can learn the process, then teachers gradually give up the students' support in order to transfer the responsibility to learners for completing the task (Bodrova & Leong, 1998, p. 4).

In this study, during the revision stage of the writing process students also receive feedback form the researcher according to their improper use of articles (such as in English language there are some nouns cannot stand alone. We cannot just say 'Internet has changed the way we live.' You have to say 'The Internet' (Murphy, 2012, p. 146)), pluralization, and syntactic forms in their writings, and they will get feedback on their drafts of less good quality such as lack of paragraph unity, unorganized or less well-organized ideas and insufficient details. Then, students use the feedback to revise their writings and rewriting them before they edit and finally submit their final writings. So, the process of rewriting-revision is working on drafts until publication of writings will be counted. In this way, students will be more encouraged and motivated to write with confidence and to feel committed to their work, and without or less worrying about their writings to be judged as right or wrong.

2. Writing Process Approach

EFL (English as a Foreign language) writing has not attracted much attention until the 1960s; but nowadays it has been getting more attention. According to Harmer (1998, p.79), writing skill has been recognized as one of the fundamental skills for language learning. He has also pointed out the reasons behind the essentiality of the writing skill and teaching the writing skills to EFL students which include reinforcement, language development, learning style, and most importantly, writing as a skill in its own right. "Writing approach in 1970s started gaining broad writing classroom practice and it changed the traditional practice to new methodology. As we know in traditional method practice focused on the finished work, while in new methodology learners are given the experience of going through the processes of writing as writers. So, instead of analysis and correction of the final written product (usually) given by the teacher, there comes the *process* of writing in a number of activities, processes or stages: as Graves (1983) suggests that the processes include prewriting, drafting, revising, editing, and publishing" (Laksmi, 2006, pp. 145-146).

Graves' five-stage of writing process have been implemented by the researcher so as to meet the objectives of his/her writing class. In addition, these stages are more easily understood in EFL classroom context (Laksmi, 2006, p.146). Also, according to Tompkins (1994) these processes, which are the same processes that real writers apply during their writing, are recursive instead of linear: which means any writer via using these processes can jump back and forth from one stage to another as they write. To make it more clear sometimes learners do not directly publish (Stage 5) after editing (Stage 4) their piece of writing because they want to revise (stage 3) it again, maybe due to the new ideas or information that they add to their writing, so they want to be sure that there is no mistake before publishing. As a result, it can be said that each stage of these processes help learners to identify and discuss the activities throughout the process of writing (Laksmi, 2006, p.146). According to Graves' five-stage of writing process and with taking advantage from the features of the five-stage process that is adapted from Tompkins (1994, p.28) the study implemented the writing process approach in EFL classroom, which are see in Figure 1.

Figure 1. (Adapted from Laksmi, 2006, pp.146-147).

Stage 1: Prewriting
- Students write on topics based on their own experiences.
- Students gather and organize ideas.
- Students define a topic sentence.
- Students write an outline for their writing.

Stage 2: Drafting
- Students write a rough draft.
- Students emphasize content rather than mechanics.

Stage 3: Revising
- Students reread their writings.
- Students share their writings with teacher.
- Students participate constructively in discussion about their writing with teacher.
- Students make changes in their compositions to reflect the reactions and comments of teacher. Also, students make substantive rather than only minor changes.

Stage 4: Editing
- Students proofread their own writings.
- Students increasingly identify and correct their own mechanical errors.

Stage 5: Publishing
- Students make the final copy of their writings.
- Students publish their writings in appropriate forms.
- Students share their finished writings with the teacher.

3. Writing process

Working with writing process in EFL classroom in this study is illustrated as the following:

3.1. Stage 1: Prewriting

In prewriting stage, everything comes about before writing the first draft by writer. Most of the time prewriting takes about 85% of writer's time of writing. In addition, the writer focuses on the subject of his/her writing, spots and audience due to having the complete thought and plan about what they are going to write before starting their writings.

The following are some activities in this stage:

3.1.1.   Choosing a topic:

To aid EFL learners to have freedom during writing process approach the teacher let the students choose their own writing topics. Bachman asserts, "knowledge of the world determines one's communicative language ability

and that interest is an important aspect that can drive someone in learning something" (Laksmi (2006, pp. 147-148) as cited in Bachman, 1990). So, the more students interest in their own topic the more communicative language ability increase, because they choose the topic that they have knowledge about. Thus, they will be able to express their ideas more fluently.

Students choosing their own topic assist them in feeling confidence about what they have to write down. However, there are some students who have difficulties in selecting topics for their writing and they cannot decide what to write about, in this case they can brainstorm a list of topics and then decide to choose the one that they are more interested in and have enough knowledge about (Laksmi, 2006, pp. 147-148).

3.1.2.   Gathering ideas:

Most of the students have difficulties in gathering ideas for their writing, therefore; at this point researcher deliberately introduce students to some different techniques (Brainstorming, Reading and Interviewing) to guide and stimulate them to gather ideas for their writing (Laksmi, 2006, pp. 145-146).

a. Brainstorming: Students have learned how to brainstorm to generate ideas for their writing. They use diagrams (Clustering) or randomly listing ideas to help themselves develop both ideas and words list for their writing, decide the sort of writing, audience, and determine the purpose for their writing. (Spivey, 2006, p.1)

Students also have been taught here about the importance of Brainstorming such as, it provides the writers time to consider their subject and put in writing any ideas they think it is promising because many writers will forget their earlier ideas as they think of new ones. In addition, seeing listed ideas together on paper will aid writers to make connections and look at their topics again from a new perspective (Blystone, 2009. ¶ 3).

b. Reading: According to Leibensperger (2003, ¶ 2) reading may be very useful for those students when they are not familiar with a topic that they are going to write about. In this case, reading helps students to collect enough information and interesting vocabulary about their topic. So as to gather ideas for their own topic students are jotting down ideas from what they have read and they are making lists of the most interesting ideas that they might want for their topic. To achieve this purpose, students can search the university or public library for any books or any other sources about their topic. The Internet is also a useful resource to be used.

c. Interviewing: Student is talking to someone who is an expert on the writing topic and he/she will supply the learner with a perspective on their topic, which is often more interesting and more up-to-date than the information comes from reading alone. An expert means the one who has experience on the topic that the learner is going to write about. For instance, if the student wants to write a paper on 'Great Depression', he/she can take advantages from interviewing someone who lived during 'Great Depression' time period, so information will be very interesting because the interviewee can talk about his or her unique experiences. At this point, to avoid plagiarism students must give credit to the interviewee that he/she interviewed (Blystone, 2009, ¶ 8).

3.1.3.   Organizing ideas:

Students can follow the following steps to help them how to organize their ideas.

1. Go through the ideas and cross out the irrelevant information or the information that no longer seems in use to the topic, but don't erase it completely maybe it turns out to be useful later on.

2. Just put the ideas that most closely related together in the group that belong with, so at this stage you do not need worrying about the order of the ideas.

3. Look critically at the ideas that you put in groups to identify the ideas that lack sufficient support to the topic (Cameron, 2009, pp. 2-4).

3.1.4.   Defining a topic sentence:

After organizing ideas students start with writing topic sentence. Students have been taught about the importance of topic sentence, in an essay body paragraph, that unifies the contents of the paragraph. In addition, how as a writer their topic sentence should guide the reader, who will be trying to get their ideas. Clear topic sentence help the readers anticipate what will come based on what they have already seen (Meyers, 2005, p. 28). In fact, creating a clear topic sentence is not only helpful for the reader but also for the writer. For instance, topic sentence help the writer organize the main ideas of the essay, which also create unity in each of the paragraphs.

At this point, so as to work on building up learner's confidence as an initial stage of writing process the teacher has not taken grammatical mistakes into account (Laksmi, 2006, p. 150).

3.1.5.   Outlining

Students are starting in writing an outline for their topic after they organize the ideas that have been collected and get enough knowledge about how to write the topic sentence. Then, students learn how to make an outline for their writing. As you know a piece of writing have to consist of introduction part, body paragraph part and conclusion part.

In introduction part students have to introduce their topic with a general statement in a way grab readers' attention. Then, starting with thesis statement, which should be in a concise sentence and meaningful in

away to lead your reader know where you are going (Connolly, 2004, ¶ 7-9).

While in body paragraph part students first learn how to start with a topic sentence, which needs to be clearly state the main idea of the paragraph without being wordy and hard to comprehend. Also, it needs to be related to the focused thesis statement that mentioned in the introduction part. Then, giving the supporting details with examples to support what is mentioned in the topic sentence.

Conclusion part is different from the other parts of writing. In conclusion learners are not giving new ideas about their topic, on the contrary they summarize their ideas and re-assert the thesis statement, but the summarization should be written in fresh language. Also, they need to remind their reader how the evidences that they presented have contributed to the thesis statement. Despite of giving some closing thoughts about the implication of their argument, the concluding paragraph end with a sentence that leave readers with something to think about and so on (Freedman & Plotnick, p. 2)

3.2. Stage 2: Drafting

Once the learners have planned out their ideas, the next step is to start drafting. Students start their writing without composing it before hand in their mind. Therefore, the first draft of their writing may contain lots of errors like incomplete ideas and mechanical mistakes. What makes students to make the above mistakes are students begin their rough, tentative ideas via the activities of writing and refining drafts. So, as a student at this point does not worry about correcting the errors, because the aim of putting their ideas into sentence is greater than correcting the errors.

Students have been informed that their drafts should be written in double-space in order to give space for self-revising or teacher's comment, but still there are some students cannot adapt themselves to this new approach. Instead they use circles, arrows and other pointing signs to move, delete, or add (parts of) sentences because they want to write their piece of writing as a final work not a rough draft. So, according to Laksmi "to help students negate this idea and emphasize the notion that writing is not to write in an instant thought, they are assigned to label their papers rough draft. This label keeps reminding them to simply jot down their ideas (2006, p.150)".

3.3. Stage 3: Revising

The word "revision" literally means, "to see again." That is why students in this stage decided to revise and improve their writing. During this stage students are not required to correct minor grammar mistakes but they should pay particular attention to the content and organization of their writing (Bae, 2011, p. 22). As Tompkins claims "revision is not just polishing writing; it is meeting the needs of readers through adding, substituting, deleting, and rearranging material" (1994, p. 83). So, according to him revising is a good opportunity for the students to refine their writing during this stage.

There are two types of revision. The revision of less experienced writers and experienced writers. The former, focuses on vocabulary and local grammatical errors in the revision stage while the latter, is concerned with developing content and organization of ideas. Thus, teachers should guide the students to apply what experienced writers do in the revision stage (Sommers, 1980, pp. 386-387).

Revising stage consists of two activities self-revision and teacher's comment on the writing. In self-revision students are going to reread their work on their own. They are making change in their writing by adding, moving, removing, moving words, and any other changes that their work need to be complete (Laksmi, 2006, p. 151). To help the students to see their work and realize their mistakes, the teacher will let them leave their drafts to him/her and the day after it the teacher will give them back to do self-revision. In this way, they will see and revise their rough drafts from a fresh perspective and they will gain what mistakes they did.

The students who share this self-revised draft follow the questions as presented in Figure 2. below in order to check and revise their draft. Grammatical mistakes are not corrected; so, the questions consider only the content and organization of their writing.

Figure 2. Adapted from Tribble (1996, p. 116) who presents a few questions to improve students' writing in the revision stage as follows:

- Is it correctly organized on the page?
- Is the information presented in a clear, logical order?
- Have you put in all the information your reader needs?
- Have you put in unnecessary information?

According to the purpose of writing, the organization of writing will be different. To illustrate, the structure of narrative writings is vary from the argumentative writings. Hence, instructors should be aware of the student's writing organization, whether it's organized in an appropriate format according to the purpose of their writing. In addition to paying particular attention to overall meaning of the text, and then identifying that all the statements are related to the topic sentence of each paragraph and the overall thesis of the writing (Bae, 2011, p. 24).

Instructors should classify the changes into the kinds that students made during their revision such as 'adding, substituting, deleting, or moving', and the level of change like 'word, phrase, clause, sentence, or paragraph'. These classifications or hierarchy of the changes enable the students' growth in writing, and some types of revisions are more sophisticated than others, so the students will be more familiar with using the more effective change. For instance, adding a clause is more effective than not necessarily moving a sentence (Laksmi, 2006, p. 153).

3.4. Stage 4: Editing

Editing stage come after the revising stage. In this stage students work to make their writing 'optimally readable' (Laksmi, 2006, p. 153). Tompkins states *editing* as "putting the piece of writing into its final form" (Tompkins (1990, p. 88) as cited in Bae, 2011). The changes that take place in editing stage are capitalization, punctuation, spelling, and grammar changes.

In this stage there are two types of editing, self-editing and teacher editing. In student's self-editing, a learner goes through his/her piece of writing line by line to make sure that each sentence, phrase and word is as strong as possible. So, for this purpose he/she uses editing checklists, which is provided by teacher (as presented in Figure 3) to check and correct his/her writing mistakes such as capitalization, punctuation, spelling, and grammar mistakes. According to Tribble editing checklists enables students focus more on specific points in the editing stage (1996, p. 116).

Figure 3.

1. I used the alternative word instead of repeating the same word again and again.	_____
2. I rewrote the sentences, which were hard to understand so as to make my thought more clear?	_____
3. I checked every single sentence to correct my grammatical mistakes.	_____
4. I checked every single word to correct my spelling mistakes.	_____
5. I checked every single line of my writing to use punctuation marks correctly.	_____

In teacher's editing type the teacher is not going to edit the students' writing by himself/herself on the contrary he/she is going to comment and use correction symbols (see Figure 4) to help the students to think about their mistakes and then correct them by themselves.

Figure 4. (adapted from Harmer, 2004, p. 111).

Symbol	Meaning	Example of error
S	A spelling error	*He has a fuuny hairstyle.*
WO	A mistake in word order	*I like very much it.*
G	A grammar mistake	*He give us only a half hour for dinner without any other rest.*
T	Wrong verb tense	*I went to the bookshop and I buy a book.*
C	Concord mistake (e.g. subject and verb agreement)	*He always telling the dumb jokes.*
⋏	Something has been left out.	*I ⋏ too tired.*
WW	Wrong word	*I like and interest on my job.*
{ }	Something is not necessary.	*She wasn't {very} funny enough.*
?M	The meaning is unclear.	*I don't like the hours 4 to 9.*
P	A punctuation mistake	*one of my coworkers is Shorsh.*
F/I	Too formal or informal	*We didn't have enough time to have a chat.*

The teacher writes the above correction symbol above or next to the place that student's writing mistake occurs. Then, students know what the symbol means. They think about their mistakes and correct them (Harmer, 2004, p. 111).

As Brown suggests teacher should have guidelines, such as an editing checklist in (Figure 5), to help them do not loss any point to check. As researcher has mentioned before in this stage the teachers only indicate grammatical mechanical errors but they are not correcting them by themselves, and also teachers can suggest further transitional words and word choices to make better or improve the students' writing coherence and clarity (Brown, 2001, p. 356).

Figure 5. Editing checklist (derived from Laksmi, 2006, p. 154).

_____	1. I have circled misspelled words.
_____	2. I have checked all sentences beginning with capital letters.
_____	3. I have checked all sentences ending with punctuation marks.
_____	4. I have checked the structure of each sentence.

During the writing correction process some students can correct their mistakes easily whereas some of them need teacher's help to correct their mistakes. So, they go to the teacher and they make a conference with him/her to understand their mistakes and how to make necessary adjustment for their writing (Laksmi, 2006, p.

155).

In this way students step by step get feedback from the teacher and correct their mistakes then rewrite a new draft until their writing reach the publishing stage, which is sharing their writing with the audience.

In Editing stage, teacher always recommend the students and remind them to record their errors that they have made, so as do not keep making the same types of errors. In addition, students should use the feedback to improve their writing and help them with other English language skills (reading, speaking, and listening).

3.5. Stage 5: Publishing

In this stage students end up with their final writing draft and they will publish their writing. The reader of their writings is their teacher. Publishing has its advantages for the students, as Tompkins claims sharing student's writing with audience (e.g. friends, family, or teacher) can promote students the real communication with their readers during writing process. Hence, students' having real audiences enable them meaningfully responds to their writing and increases or develops their confidence as authors (Tompkins (1990, p. 94) as cited in Bae, 2011).

After the students handing their writing to teacher for sharing, he/she is not only going to read their writing to find out their mistakes and give grades but also he/she will read for getting information. In this stage, teacher playing the role of the reader and evaluator, so teacher's comments on the students' mistakes will be so clear to aid them understand their problems, and the teacher will write uprising statements for the students who improved their writing during writing process to encourage them to try hard to have a good piece of writing.

4. Methodology

4.1 Participants

The study was conducted with 30 students all native speakers of Kurdish language in the 20-23 year age. They are studying at English Language Department at Koya University - Second stage. The students were attending a required general English course and were registered in one group, which included (10 male and 20 female) students. The general English course was a composition-writing course with two-hour per-week. The "Composing with Confidence" book by 'Alan Meyer' was used as the instructional material.

This book consists of different parts that motivate students to write and it focus on the reasons for writing. It involves a six step of writing process that begins with the discovery and ends with proofreading; the shape and form of the paragraph; and the shape and form of the essay. It also offers practice in developing paragraph or essay through explanations, examples and details; achieving coherence; writing directly and vividly.

4.2 Procedures

In this study, one-group students have set to this study, which were 30 students. Pre-test and Post-test were taken. Both pre-test and post-test were consisting of the same questionnaire that contained 25 items (see Appendix A) with giving a Likert scale, which was consist of five Likert items (1. Never or almost never true of me. 2. Usually not true of me. 3. Somewhat true of me. 4. Usually true of me. 5. Always or almost always true of me). The questions were about the processes of writing. Pre-test questionnaire were conducted before starting the experiment. The same questionnaire used for post-test. The aim was to see whether the student's writing skill improved or not, after proposing techniques of writing and teacher's scaffold.

The Procedure of this study has started with familiarizing students with the process of writing, which consists of six stages. After students familiarized with the process of writing pre-test were took. During each stage students have required to write drafts according to what they had studied with teachers' scaffolding.

Researcher personally took the questionnaires into the students' classes and explained the questions and how to complete the answers. He/She emphasized that their answers were confidential and that it was important that they responded honestly and sincerely. The explanation and the handing out of the questionnaire were done at the beginning of the lesson to ensure that there was adequate time for the students to respond.

4.3 Data analysis

The usual procedures used in analyzing the pre-test and post-test questionnaire responses are the following:
   a.   Finding out the 'coefficient midst'.
   b.   Finding out the 'percentage weight'.
As Fisher (1956, p. 327) states to find the average of each item in the questionnaire and to get knowledge of strength and weakness of each of item, the following formula can be used:

Coefficient midst = $\dfrac{1r \times 1 + 2r \times 2 + 3r \times 3 + 4r \times 4 + 5r \times 5}{\text{Total number of repetition}}$

Where
1r = repetition of the first answer (Never or almost never true of me) and its value is 1, 2r = repetition of the second answer (Usually not true of me) whose value is 2, 3r = repetition of the third answer (Somewhat true of me) its value is 3, 4r = repetition of the third answer (Usually true of me) whose value is 4, 5r = repetition of the fifth answer (Always or almost always true of me) whose value is 5; the total number of repetition means the sample size (30 students).
To change the 'coefficient midst' of each item into percentage or what is called percentage weight, according what Al-Ghareeb (1970, p. 77) said, the following formula should be adopted:

Percentage Weight = $\dfrac{\text{Coefficient midst}}{\text{Maximum value}} * 100$

Where
Maximum value = the maximum degree in the questionnaire which is (5).

4.4 Discussion
In order to come up with accurate analysis and detailed discussion of students' writing skill performance, the researcher will shed light on each item separately in both pre-test and post-test and compare them so as to make them clear how much students' skill of writing improved.
        The following graph shows more clearly the ranking improvement of writing skill by the Foreign English language learners at Koya University.
Graph 1.
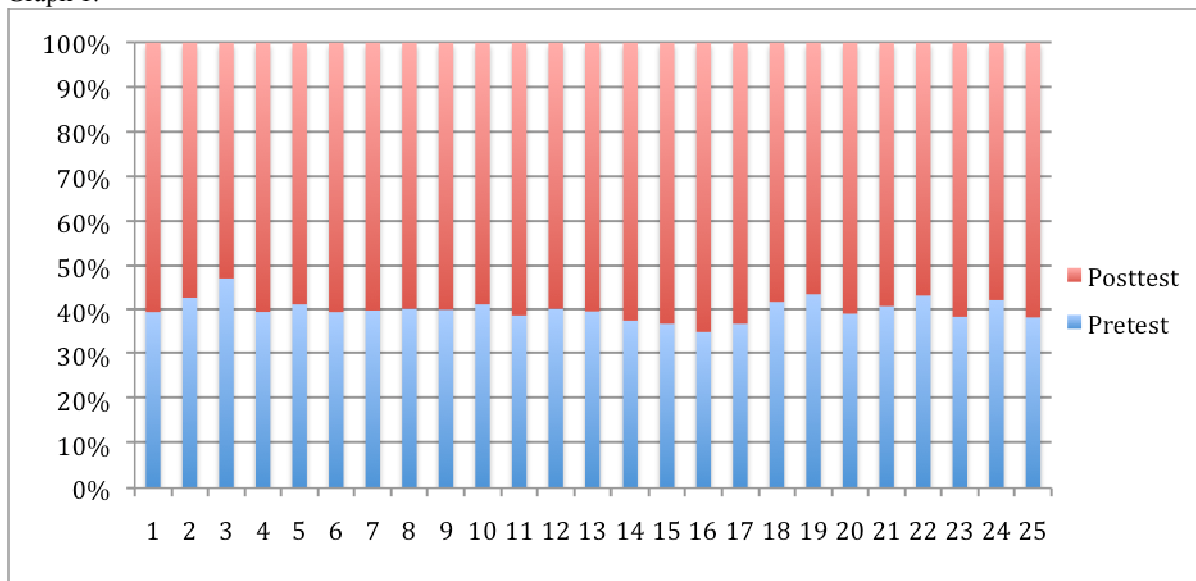
1st Item: I can effectively brainstorm to gather ideas before writing.
This item is intended to assess how much students are able to brainstorm ideas for their writing. %46 of students claimed in pre-test that they can effectively brainstorm for their writing, while %70 students fortuitously can effectively brainstorm in post-test.
2nd item: I can write an outline to logically organize my ideas before writing.
This item organized to see how many learners can make an outline for their writing to logically organize it. %48 students could make an outline for their writing in the pre-test. This level improved to %64 students who are able to write outlines for their writing in post-test.
3rd item: I can successfully conduct library research to identify information to support my ideas.
In this item %50 students in pre-test could successfully conduct library research to identify information to support their ideas. In post-test %56 students can successfully conduct library research to identify information to support their ideas.

4th item: I can successfully use Internet search engines to retrieve information to support my ideas.

At pre-test %50 students' result declared that they could successfully use Internet source so as to gather ideas for their writing, but in post-test the number of the students who use Internet for retrieving information and ideas for their writing increased to %76.

5th item: I can successfully use the information I have got from interview to utilize information to support my ideas.

%48 learners in pre-test were able to use the information they have got from interview to use as information to support their ideas. In post-test %68 learners could use the information they have got from interview to use as information to support their ideas.

6th item: I can take good notes on readings and then using them to help support my ideas in my writing.

The above item is focus on how many EFL students can take good notes on readings and then using them to support their ideas of their writing. In pre-test only %46 students can do it, but in post-test their number increased to %70 can do.

7th item: I can write a good introduction for an English writing.

This item aims to find out how many students can write a good introduction for their writing. An account for students' answer %44 of them can write a good introduction. Fortunately, the number of students who can write good introduction for their writing rose to %66 after getting enough knowledge about writing process.

8th item: I can write a clear thesis statement that identifies the topic and controlling idea of writing.

The result of this item shows that, in pre-test, only %42 EFL learners can write a clear thesis statement that identifies the topic and controlling idea of their writing. Luckily, in post-test, they became %62.

9th item: I can use a logical arrangement of paragraphs to support and develop my thesis statement.

This item prepared so as to assess the students' ability about using a logical arrangement of paragraphs to support and develop their thesis statement. In pre-test %43 students have this ability, but in post-test students who have this ability became %64.

10th item: I can logically support and develop my topic sentence with my own experience and reasoning.

This item formulated to examine how many learners can logically support and develop their topic sentence with their own experience and reasoning. In pre-test %48 leaner's could do it then they became %68 in post-test.

11th item: I can write a clear topic sentence that identifies the topic and controlling idea of writing.

This item is intended to assess students' performance in writing clear topic sentence that identifies the topic and controlling idea of their writing. In pre-test %42 students could write a clear topic sentence, but in post-test %66 students could write a clear topic sentence that identifies the topic and controlling idea of their writing.

12th item: I can logically organize my ideas when I write a piece of writing.

In this item, according to students answer in pre-test %42 students can logically organize their ideas when they write a piece of writing, whereas in post-test %62 students can do the mentioned item.

13th item: I can use appropriate vocabulary and word forms to effectively communicate with the reader.

This item is designed so as to see how many learners can use appropriate vocabulary and word forms to effectively communicate with their reader. As it shown in pre-test result just %41 learners can utilize suitable vocabulary and word forms to effectively communicate with the reader, but happily students number who can do the mentioned item increased to %62 in post-test.

14th item: I can use a variety of sentence structures.

In this item the percentage of the students who can use a variety of sentence structures in their writing was %49 in pre-test, however in post-test students' percentage expanded to %66.

15th item: I can revise my own writing to improve its development and organization.

The fifteenth item prepared so as to check the students' ability to revise their own writing to improve its development and organization. In pre-test %40 students state that they were able to do it. In post-test the number of the students who can revise their own writing to improve the writing's development and organization arose to %68.

16th item: I can edit my writing to improve the wording, grammar.

This item formulated to figure out how much students able to edit their writing to improve their writing's wording and grammar. The result of pre-test shown that %38 learners are able to edit their writing to improve the writing's wording and grammar, while in post-test student's number increased to %70 who can edit their writing.

17th item: I can identify problems in my writing and then improved it.

Seventeenth item set to see whether students can identify their writing's problems and then improved it or not. In the first test that is called pre-test %40 students can do it. Then luckily for the similar purpose student's number improved to %68 in the post-test.

18th item: I can use my own independent thinking in my writing.

In pre-test students claimed that %52 of them could employ their own independent thinking and ideas in their writing, while in post-test they became %72 students.

19th item: I can write the spelling of word correctly.
For the above item %48 students appeared in pre-test that they could write word's spelling correctly. Fortunately, they improved to %62 learners in post-test.

20th item: I can use capitalization and punctuation properly.
This item prepared to examine student's number who can use capitalization and punctuation properly in their writing. The result proved that %44 students in pre-test could do this, but their ability improved and they became %68 students in post-test.

21st item: If I don't understand a comment when getting feedback, I ask the teacher to explain it to me.
In pre-test %50 of the students ask the teacher to explain feedback comments to them, if they don't understand it, whereas in posttest %72 students ask for explanation in case they don't understand the teacher's feedback comment. Post-test result shows students eager to learn to write a good piece of writing.

22nd item: I record the types of errors I have made, so I do not keep making the same types of errors.
This item set in order to check how much students aware of the types of errors they have made and how they try do not make the same errors again and again. %52 students' answer in pre-test claimed that they record their errors and keep them so as do not make it again, while in post-test they increased to %68 students.

23rd item: I use the feedback to help with my other English skills (reading, speaking, and listening).
According to the pre-test result %44 learners use their feedback to help them in their other skills of English language, but the result for the similar purpose in post-test shown %70 students do what is mentioned above.

24th item: I can write a good conclusion for an English writing.
In pre-test %44 students were able to write good conclusion for their English writing. In post-test result showed that %60 students could write good conclusion.

25th item: I can write a good academic writing.
Regarding to what is shown in the result %40 students in pre-test could write good academic writing; luckily they became %64 in post-test.

5. Conclusions

The present study indicates that, the experimental group has achieved (%38-%52) scores in the pre-test; while in the post-test the same group has got (%60-%72) scores. This means the results from the statistical analyses revealed significant improvement within and between pre-test and post-test. According to the result the experimental group was better in post-test than the pre-test. This is due to the fact, that using writing process with teacher's scaffolding techniques in teaching writing skill provides a better basis for enhancing the students to write a good and an academic piece of writing in English compared to the students that only get knowledge about writing process without practically practicing it and without teacher's scaffold.

Thus, the major conclusions drawn from the results obtained are:

1. Practicing writing process practically with teacher's scaffold provides learners with the practice and skills necessary to write a good piece of writing accurately, meaningfully and appropriately.

2. Students, who previously struggled to write, now have a growing awareness of how to gather information and use it in their writing confidently.

3. Scaffold writing help students to examine their learning of writing skills, and it is an effective way to support students' writing with inefficient English language proficiency that most of them have.

4. Scaffold writing not only improve students' writing skills but also it makes it possible to establish and shift student's other skills of English language (reading, speaking, and listening), since they use the feedback, which they get from their writing, to help them with other English skills (reading, speaking, and listening).

5. Scaffolding technique helped educators develop themselves and become autonomous learners. In other words, the scaffolding technique presented in this study has helped the students to find out their weaknesses and strengths, and how to work on their weaknesses and improve them.

6. Since teacher gives the right instruction to the students through the mini-lesson they know how to organize their writings and how to make correction in both reviewing and editing stages independently before publishing stage.

7. Researcher could find out how much using scaffolding techniques be effective on developing students' abilities and skills of writing if we compare it to traditional method that the facilitator only passed on the theoretical framework of writing and giving orders to write.

References

Al-Ghareeb, R. (1970). Al-Taqwiim wal-qiyass an-nafasi wat-tarbawi (In English: Psychological and Educaional Evaluation and Measurement). Cairo: Anglo-Egyptian Library.

Bae, J. (2011). Teaching Process Writing for Intermediate/Advanced Learners in South Korea. Retrieved from http://minds.wisconsin.edu/handle/1793/52570

Blystone,   S.   (2009).   How   to   Gather   Ideas.   Retrieved   from

http://txcdk1.unt.edu/TCRR/bitstream/handle/2188/1420/generating_ideas_how_to_modify.html?sequence=1

Bodrova, E. & Leong, D. (1998). Scaffolding emergent writing in the zone of proximal development. Literacy Teaching and Learning, 3(2), 1-18.

Brown, H. Douglas. Teaching by Principles: An Interactive Approach to Language Pedagogy. 2nd ed. White Plains: Addison Wesley Longman, 2001.

Cameron, J. (2009). Prewriting Strategies for Organizing Ideas. Retrieved from http://www.douglas.bc.ca/__shared/assets/WR255724.pdf

Fisher, E. (1956). "A National Survey of the Beginning Teacher" In W. A. Yauch (Ed.), The Beginning Teacher. New York: Holt.

Hale, A. (2009). The Writing Process. Retrieved from http://www.dailywritingtips.com/the-writing-process/

Harmer, J. (1998). How to Teach English: An introduction to the practice of English language teaching. Edinburgh Gate, Harlow, England: Addison Wesley Longman.

Harmer, J. (2004). How to Teach Writing.London: Longman.

Laksmi, E. D. 2006. "Scaffolding" Students' Writing in EFL Class: Implementing Process Approach. TEFLIN Journal: A publication on the teaching and learning of English, Vol 17, No 2.

Leibensperger, S. (2003). Generate and Refine Ideas. Retrieved from http://www.uhv.edu/ac/research/prewrite/pdf/generateideas.pdf

Meyers, A. (2005). Composing with confidence: Writing Effective Paragraphs and Essays. Longman.

Murphy, R. (2012). English Grammar in Use. Cambridge.

Sommers, N. "Revision Strategies of Student Writers and Experienced Adult Writers." *College Composition and Communication* 31.4 (1980): 378-88.

Spivey, B. (2006). What is the Writing Process? Retrieved from http://www.superduperinc.com/handouts/pdf/112_Writing_Process.pdf

Tompkins, G. E. (1994) *Teaching Writing: Balancing Process and Product.* Columbus: Merrill.

Tribble, C. (1996). *Writing.* New York: Oxford University Press.

Appendix A

Name:		Date:	
Age:	Sex:		Mother tongue:

Questionnaire for EFL writing
Direction

This form of questionnaire for EFL writing is for students of English as a foreign language. You will fill statements about learning EFL writing at Koya University. Please read each one and write the response (1, 2, 3, 4 or 5) that tells HOW TRUE OF YOU THE STATEMENT IS on the worksheet for answering and scoring. Circle your choice.

1. Never or almost never true of me   (Means that the statement is very rarely true of you.)
2. Usually not true of me   (Means that the statement is true less than half the time.)
3. Somewhat true of me   (Means that the statement is true of you about half the time.)
4. Usually true of me   (Means that the statement is true more than half the time.)
5. Always or almost always true of me   (Means that the statement is true of you almost always.)

1	I can effectively brainstorm to gather ideas before writing.	1	2	3	4	5
2	I can write an outline to logically organize my ideas before writing.	1	2	3	4	5
3	I can successfully conduct library research to identify information to support my ideas.	1	2	3	4	5
4	I can successfully use Internet search engines to retrieve information to support my ideas.	1	2	3	4	5
5	I can successfully use the information I have got from interview to utilize information to support my ideas.	1	2	3	4	5
6	I can take good notes on readings and then using them to help support my ideas in my writing.	1	2	3	4	5
7	I can write a good introduction for an English writing.	1	2	3	4	5
8	I can write a clear thesis statement that identifies the topic and controlling idea of writing.	1	2	3	4	5
9	I can use a logical arrangement of paragraphs to support and develop my thesis statement.	1	2	3	4	5
10	I can logically support and develop my topic sentence with my own experience and reasoning.	1	2	3	4	5
11	I can write a clear topic sentence that identifies the topic and controlling idea of writing.	1	2	3	4	5
12	I can logically organize my ideas when I write a piece of writing.	1	2	3	4	5
13	I can use appropriate vocabulary and word forms to effectively communicate with the reader.	1	2	3	4	5
14	I can use a variety of sentence structures.	1	2	3	4	5
15	I can revise my own writing to improve its development and organization.	1	2	3	4	5
16	I can edit my writing to improve the wording, grammar.	1	2	3	4	5
17	I can identify problems in my writing and then improved it.	1	2	3	4	5
18	I can use my own independent thinking in my writing.	1	2	3	4	5
19	I can write the spelling of word correctly.	1	2	3	4	5
20	I can use capitalization and punctuation properly.	1	2	3	4	5
21	If I don't understand a comment when getting feedback, I ask the teacher to explain it to me.	1	2	3	4	5
22	I record the types of errors I have made, so I do not keep making the same types of errors.	1	2	3	4	5
23	I use the feedback to help with my other English skills (reading, speaking, and listening).	1	2	3	4	5
24	I can write a good conclusion for an English writing.	1	2	3	4	5
25	I can write a good academic writing.	1	2	3	4	5

The IISTE is a pioneer in the Open-Access hosting service and academic event management. The aim of the firm is Accelerating Global Knowledge Sharing.

More information about the firm can be found on the homepage:
http://www.iiste.org

CALL FOR JOURNAL PAPERS

There are more than 30 peer-reviewed academic journals hosted under the hosting platform.

Prospective authors of journals can find the submission instruction on the following page: http://www.iiste.org/journals/ All the journals articles are available online to the readers all over the world without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. Paper version of the journals is also available upon request of readers and authors.

MORE RESOURCES

Book publication information: http://www.iiste.org/book/

Academic conference: http://www.iiste.org/conference/upcoming-conferences-call-for-paper/

IISTE Knowledge Sharing Partners

EBSCO, Index Copernicus, Ulrich's Periodicals Directory, JournalTOCS, PKP Open Archives Harvester, Bielefeld Academic Search Engine, Elektronische Zeitschriftenbibliothek EZB, Open J-Gate, OCLC WorldCat, Universe Digtial Library , NewJour, Google Scholar