SCAFFOLDING BASED LEARNING MANAGEMENT TO ENHANCE ENGLISH WRITING ABILITY OF SECONDARY SCHOOL STUDENTS AT SATIT INTERNATIONAL BILINGUAL SCHOOL OF RANGSIT UNIVERSITY CHIANG MAI

การจัดการเรียนรู้ที่เน้นวิธีการเสริมต่อการเรียนรู้เพื่อส่งเสริมความสามารถการเขียนภาษาอังกฤษของนักเรียนระดับมัธยมศึกษาตอนต้นของโรงเรียนสาธิตแห่งมหาวิทยาลัยรังสิตเชียงใหม่

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ABSTRACT

The research objectives were to 1) develop scaffolding–based learning management plans to enhance secondary school students' English writing skills, 2) evaluate scaffolding based learning management plans to enhance secondary school students' English writing skills, and 3) investigate the perceptions of English teachers towards scaffolding based learning management plans. The scaffolding–based learning management plan was designed based on Vygotsky's Zone of Proximal Development (ZPD), incorporating four instructional stages: modeling, guided practice, collaborative practice, and independent practice. This research employed four research instruments: a learning management plan, a writing test, interview questions, and a teacher perception questionnaire. All instruments were validated by five experts, yielding high content validity index (IOC) scores. Data were collected from five qualified participants including two school administrators and three English teachers.

The findings revealed that: 1) the Scaffolding-based instructional plan consisted of four stages: demonstration, guided practice, collaborative practice, and independent practice; 2) the instructional plan was evaluated as highly effective in enhancing students' writing skills, particularly in structure, language accuracy, and content coherence; and 3) the five qualified participants had positive attitudes

toward the feasibility and appropriateness of the instructional plan for classroom implementation. This study suggests conducting a practical trial of the instructional plan in real classroom settings to confirm its effectiveness in practice. The study recommends further implementation in the real classroom setting to verify its practical effectiveness.

Keywords : Scaffolding–based Learning Management, English Writing Ability, Learning Management, Zone of Proximal Development (ZPD)

หัวข้อวิทยานิพนธ์ : การจัดการเรียนรู้ที่เน้นวิธีการเสริมต่อการเรียนรู้เพื่อส่งเสริมความสามารถการเขียนภาษาอังกฤษของนักเรียนระดับมัธยมศึกษาตอนต้นของโรงเรียนสาธิตแห่งมหาวิทยาลัยรังสิตเชียงใหม่

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) พัฒนาแผนการจัดการเรียนรู้ที่เน้นวิธีการเสริมต่อการเรียนรู้เพื่อส่งเสริมความสามารถการเขียนภาษาอังกฤษของนักเรียน 2) ประเมินคุณภาพและประสิทธิผลของแผนการจัดการเรียนรู้ที่เน้นวิธีการเสริมต่อการเรียนรู้เพื่อส่งเสริมความสามารถ ในการเขียนภาษาอังกฤษของนักเรียน และ 3) ศึกษาทัศนคติของครูผู้สอนภาษาอังกฤษต่อการนำแผนการจัดการเรียนรู้ที่เน้นวิธีการเสริมต่อการเรียนรู้เพื่อส่งเสริมความสามารถการเขียนภาษาอังกฤษของนักเรียนไปใช้ในการจัดการเรียนการสอน ซึ่งแผนการจัดการเรียนรู้ที่เน้นวิธีการเสริมต่อการเรียนรู้เพื่อส่งเสริมความสามารถการเขียนภาษาอังกฤษของนักเรียนนี้ได้รับการออกแบบโดยอิงแนวคิดเรื่องพื้นที่รอยต่อพัฒนาการ (Zone of Proximal Development) ของไวกอตสกี้ การวิจัยครั้งนี้ใช้เครื่องมือวิจัย 4 ชนิด ได้แก่ แผนการจัดการเรียนรู้ แบบทดสอบ แบบสัมภาษณ์ และแบบสอบถาม เครื่องมือทั้งหมดได้รับการตรวจสอบคุณภาพโดยผู้เชี่ยวชาญ จำนวน 3 คน ซึ่งมีค่าดัชนีความตรงเชิงเนื้อหา (IOC) อยู่ในระดับสูง การเก็บข้อมูลดำเนินการกับผู้ทรงคุณวุฒิ 5 คน ประกอบด้วย ผู้บริหารโรงเรียน 2 คน และครูผู้สอนภาษาอังกฤษ 3 คน

ผลการวิจัย พบว่า 1) แผนการจัดการเรียนรู้ที่เน้นวิธีการเสริมต่อการเรียนรู้เพื่อส่งเสริมความสามารถการเขียนภาษาอังกฤษของนักเรียน ประกอบด้วย 4 ขั้นตอน ได้แก่ การสาธิต การฝึกปฏิบัติแบบมีแนวทาง การฝึกปฏิบัติแบบร่วมมือ และการฝึกปฏิบัติอย่างอิสระ 2) แผนการจัด

การเรียนรู้ที่เน้นวิธีการเสริมต่อการเรียนรู้เพื่อส่งเสริมความสามารถการเขียนภาษาอังกฤษของนักเรียนได้รับการประเมินว่า มีประสิทธิผลสูงในการส่งเสริมทักษะการเขียนของนักเรียน โดยเฉพาะในด้านโครงสร้าง ความถูกต้องของภาษา และความสอดคล้องของเนื้อหา และ 3) ผู้ทรงคุณวุฒิมีทัศนคติเชิงบวกต่อความเหมาะสมและความเป็นไปได้ของแผนในการนำไปใช้ในการจัดการเรียนการสอนในชั้นเรียน งานวิจัยนี้มีข้อเสนอแนะให้มีการทดลองใช้แผนในห้องเรียนจริง เพื่อยืนยันประสิทธิภาพในการนำไปปฏิบัติ

คำสำคัญ : การจัดการเรียนรู้, การจัดการเรียนรู้ที่เน้นวิธีการเสริมต่อการเรียนรู้, ความสามารถในการเขียนภาษาอังกฤษ, พื้นที่รอยต่อพัฒนาการ

มหาวิทยาลัยราชภัฏเชียงใหม่
CHIANG MAI RAJABHAT UNIVERSITY

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Zhongxin Zhu

CONTENTS

		Page
ABSTRACT		**II**
บทคัดย่อ		**IV**
ACKNOWLEDGEMENTS		**VI**
CONTENTS		**V**
LIST OF TABLES		**VII**
LIST OF FIGURES		**VIII**
CHAPTER		
1	**INTRODUCTION**	**1**
	Background and Rationale	1
	Research Objectives	5
	Expected Results	5
	Research Scope	5
	Definitions	6
	Conceptual Framework	7
2	**LITERATURE REVIEW**	**8**
	Satit International Bilingual School of Rangsit University Chiangmai	9
	Writing Skills Development	9
	Scaffolding Strategies in Teaching English to Non–Native Speakers	22
	Theoretical Foundations	41
	Effective Teaching Practices	51
	Related Studies	55
3	**RESEARCH METHODOLOGY**	**60**
	Research Design	60
	Research Scope	61
	Research Instruments	62

CONTENTS (CONT.)

		Page
CHAPTER		
3		
	Data Collection	64
	Data Analysis	66
4	**RESULTS AND DATA ANALYSIS**	**68**
	Section 4.1 Efficiency and Development of the Scaffolding–Based Learning Management Plan	69
	Section 4.2 Evaluation of the Scaffolding–Based Test	77
	Section 4.3 Teachers' Perceptions via Interview Questions, and Teachers' Questionnaire on Scaffolding–Based Learning Management Plans	79
	Section 4.3.1 Teachers' Perceptions via Interview Questions	79
	Section 4.3.2 Teachers' Questionnaire on Scaffolding–Based Learning Management Plans	81
5	**CONCLUSION, DISCUSSION, LIMITATIONS AND RECOMMENDATIONS**	**84**
	Conclusion	84
	Discussion	85
	Limitations	87
	Recommendations	88
BIBLIOGRAPHY		**89**
APPENDICES		**97**
	Appendix A List of Research Instruments Specialists	98
	Appendix B Research Instruments	104
	Appendix C Evaluation Results	149

CONTENTS (CONT.)

Page

CURRICULUM VITAE..... 158

มหาวิทยาลัยราชภัฏเชียงใหม่
CHIANG MAI RAJABHAT UNIVERSITY

LIST OF TABLES

Table		Page
4.1	Experts' Validation of the Learning Management Plan.....	70
4.2	Experts' Validation of the Test.....	78
4.3	Experts' Validation of Interview Questions.....	80
4.4	Experts' Validation of Teachers' Questionnaire.....	82

มหาวิทยาลัยราชภัฏเชียงใหม่ CHIANG MAI RAJABHAT UNIVERSITY

LIST OF FIGURES

Figure		Page
1.1	Conceptual Framework……	7

มหาวิทยาลัยราชภัฏเชียงใหม่ CHIANG MAI RAJABHAT UNIVERSITY

CHAPTER 1

INTRODUCTION

Background and Rationale

In today's globalized world, English had evolved into a universally significant language, vital for individuals' academic and career development (Murmu, 2022). This was especially true in international schools like Satit International Bilingual School of Rangsit University Chiang Mai, which followed the Cambridge English as a First Language and a Second Language curriculum for its secondary school students. The Cambridge curriculum adopted a holistic approach to English language acquisition, emphasizing reading, writing, speaking, and listening skills to prepare students for global academic standards. However, while the Cambridge system provided a structured and rigorous framework, many students at Satit International faced challenges, particularly in their writing.

Teachers had consistently observed that despite frequent exposure to English, students struggled to produce coherent and well–structured written work. Common issues included a limited vocabulary, weak sentence construction, and an inability to logically organize ideas into cohesive arguments. These challenges stemmed from multiple factors. Firstly, English was not the students' first language, leading to a lack of natural exposure and practice in writing. Secondly, students often lacked authentic contexts or the motivation necessary to engage deeply with writing tasks (Bacha, 2002).

Moreover, the writing tasks required by the Cambridge curriculum, particularly in assessments like IGCSE and A–Level, demanded not only linguistic accuracy but also the ability to communicate persuasively and fluently. Students were expected to write with clarity, coherence, and depth, often beyond their comfort level. Unfortunately, many students at Satit Rangsit struggled to meet these high standards due to limited confidence, insufficient critical thinking skills, and a lack of systematic

support to guide them through the writing process. Those students whose English did not meet Cambridge standards were placed in English Language Support (ELS).

In response to these challenges, Scaffolding Based Learning Management (SBLM) had been increasingly recognized as an effective pedagogical approach for improving students' writing abilities. The concept of scaffolding was rooted in Vygotsky's Zone of Proximal Development (ZPD), which described the space between what a learner could do independently and what they could achieve with the guidance of a more knowledgeable instructor (Vygotsky, 1978). Scaffolding provided the necessary support for students to navigate this zone, offering structured guidance that gradually faded as learners gained independence.

Scaffolding strategies played a pivotal role in bridging the gap between a student's current ability and the desired level of proficiency. In English writing instruction, scaffolding took various forms, such as modeling, guided practice, peer collaboration, and structured feedback. These strategies were built upon Vygotsky's notion that learning was a socially mediated process. By interacting with peers and instructors within their ZPD, students could achieve tasks they initially found too challenging.

Modeling was one of the primary scaffolding techniques in writing instruction. Teachers first demonstrated high–quality writing, breaking down the process into manageable steps. For instance, teachers might have modeled how to structure an essay, develop an argument, or use specific grammatical structures. This explicit demonstration provided students with a clear understanding of expectations, setting a standard that they could follow.

Once students grasped the basics through modeling, they moved to guided practice. This phase involved hands–on activities where students practiced their writing with structured support. For example, teachers might have provided templates or sentence starters, allowing students to focus on content without being overwhelmed by form. Teachers offered real–time feedback, helping students refine their ideas and writing techniques. This ensured that learners remained within their ZPD and received the assistance necessary to overcome immediate challenges.

Another essential component of scaffolding was peer collaboration. Research showed that students often learned more effectively when they worked together (Shin et al., 2019). Peer review and group writing exercises encouraged students to engage in discussions, provide feedback, and learn from one another. By critiquing their peers' work, students developed a more critical eye for their own writing. Moreover, the social aspect of collaborative learning fostered a supportive environment where students felt more confident to experiment with their writing.

As students–built confidence and developed their skills, scaffolding gradually shifted towards independent practice. At this stage, students were expected to write independently, applying the skills they had learned. However, they were not left to struggle; teachers continued to provide timely and constructive feedback, which was essential for continued growth. By the end of this process, students should have been able to write fluently and effectively without the need for extensive teacher support.

In the context of this study, SBLM was systematically applied to address the specific needs of secondary school students at Satit International. The implementation of SBLM involved several stages. Modeling: Teachers demonstrated the writing process by using clear examples of structured essays, focusing on elements like introduction, body paragraphs, and conclusion. Students observed how teachers organized ideas, used transitions, and maintained coherence in their writing. This method allowed students to visualize high–quality writing and internalize essential writing strategies. Guided Practice: Students engaged in writing exercises under the teacher's supervision. This could have involved sentence–building activities, drafting paragraphs with teacher–provided outlines, or filling in templates for essay structures. During this phase, students received instant feedback on their work, which helped them adjust and refine their writing in real–time. Collaborative Learning: Peer editing and group writing projects formed a critical part of the scaffolding strategy. By working in groups, students could share ideas, critique each other's drafts, and offer suggestions for improvement. This collaborative practice not only enhanced writing skills but also promoted critical thinking and teamwork. Teachers facilitated these sessions, guiding students to provide constructive feedback and encouraging mutual support. Independent Writing: As students progressed, they were required to complete writing tasks independently, using the skills they had developed during the guided and

collaborative phases. Teachers assessed their work based on established criteria such as coherence, grammar, vocabulary usage, and argument structure. Regular feedback was provided to help students continuously improve. Research had shown that scaffolding not only improved students' writing skills but also enhanced their motivation and self–efficacy. When students received incremental support that was tailored to their individual needs, they were more likely to engage with the learning process and persevere through challenges (Gershon, 2017). The structured nature of scaffolding provided learners with a clear pathway to success, reducing anxiety and building confidence. Moreover, scaffolding fostered the development of critical thinking. By encouraging students to analyze, reflect, and revise their writing, scaffolding helped them develop deeper cognitive skills. Students learned to critique their own work and make meaningful revisions, leading to more thoughtful and well–structured compositions (Sabet et al., 2013). This process ultimately led to more sophisticated writing, characterized by clarity, logical flow, and persuasive argumentation. Despite the clear benefits of scaffolding, relatively little research had been done on its long–term impact on writing proficiency in non–native English–speaking students. This study aimed to address this gap by investigating the effectiveness of SBLM in enhancing the English writing skills of secondary school ELS students at Satit International Bilingual School of Rangsit University Chiangmai. By developing and implementing learning management plans based on scaffolding techniques, this study sought to provide empirical evidence on the positive effects of scaffolding in English writing instruction.

In conclusion, Scaffolding Based Learning Management offered a structured and effective approach to addressing the writing challenges faced by non–native English speakers. By providing a framework of support that gradually shifted towards student autonomy, scaffolding not only improved writing skills but also fostered motivation, confidence, and critical thinking. This research explored how scaffolding strategies could be implemented within the Cambridge curriculum to enhance students' writing performance, ensuring that they were well–prepared to meet the demands of global academic standards.

Research Objectives

1. To develop scaffolding–based learning management plans to enhance secondary school students' English writing skills.

2. To evaluate scaffolding based learning management plans to enhance secondary school students' English writing skills.

3. To investigate the perceptions of English teachers towards scaffolding based learning management plans.

Expected Results

1. Enhanced improvement in students' writing skills following the implementation of scaffolding strategies.

2. Demonstrable enhancement in the quality and complexity of students' written compositions post–integration of scaffolding strategies.

3. Increased engagement and motivation among students in English writing tasks as evidenced by higher levels of participation and effort.

Research Scope

Scope of Population

This study did not involve real classroom implementation. Instead, it focused solely on expert evaluation of four research instruments designed to support a Scaffolding–Based Learning Management (SBLM) framework. The participants consisted of five purposefully selected experts from Satit International Bilingual School of Rangsit University Chiang Mai—two school administrators and three English teachers. These individuals were chosen for their professional experience in English language instruction and academic leadership within an international school context.

Administrators: The two administrators provided their perspectives on school–wide English instruction strategies, curriculum alignment, and teacher development. Their administrative insight contributed to evaluating the theoretical feasibility and institutional relevance of the SBLM approach.

English Teachers: The three English teachers offered subject–matter expertise, particularly regarding English writing instruction in secondary classrooms.

Their evaluations focused on the alignment of the instruments with practical classroom needs, scaffolding principles, and the Cambridge curriculum.

Scope of Content

This study focused on validating the design of four scaffolding–based instructional tools–Learning Management Plans, Post–Writing Tests, Semi–Structured Interview Questions, and the Teacher Perception Questionnaire–rather than implementing them in a live teaching context. The content of these tools was developed around four scaffolding strategies: Modeling, Guided Practice, Collaborative Practice, and Independent Practice, intended to be applied within the Cambridge Lower Secondary English curriculum framework.

While the instruments included activities such as modeling high–quality writing, facilitating structured peer feedback, and supporting independent student writing, their effectiveness was not tested in actual classroom settings. Instead, experts reviewed these components theoretically, assessing their clarity, relevance, and potential impact on writing development.

This validation process was conducted during the first semester of the 2024 – 2025 academic year and served as a foundation for future practical applications of the SBLM framework. The study's scope, therefore, remained confined to expert review and theoretical alignment rather than empirical intervention or student performance measurement.

Definitions

SBLM (Scaffolding Based Learning Management): SBLM is an instructional approach that enhances student learning outcomes through scaffolding strategies. It includes Modeling, where teachers demonstrate effective writing techniques; Guided Practice, providing structured exercises with teacher support; Collaborative Practice, allowing students to critique and discuss each other's writing; and Independent Practice, where students apply what they've learned autonomously.

Learning Management: Effective organization and management of the learning process, including planning, supervision, evaluation, and adjustment, aimed at improving students' learning outcomes and capacity development.

English Writing Ability: The ability to express oneself in writing using English, including clear thinking, logical reasoning, accurate language, and fluent expression. This is assessed with rubric criteria focusing on clarity, organization, grammar, and vocabulary, allowing targeted feedback and improvement.

Secondary School ELS Students: Students attending ELS program in Satit International Bilingual School of Rangsit University Chiangmai.

ELS: English Language Support (ELS) is a supplementary course offered by international schools to help students whose English level is not up to standard.

Conceptual Framework

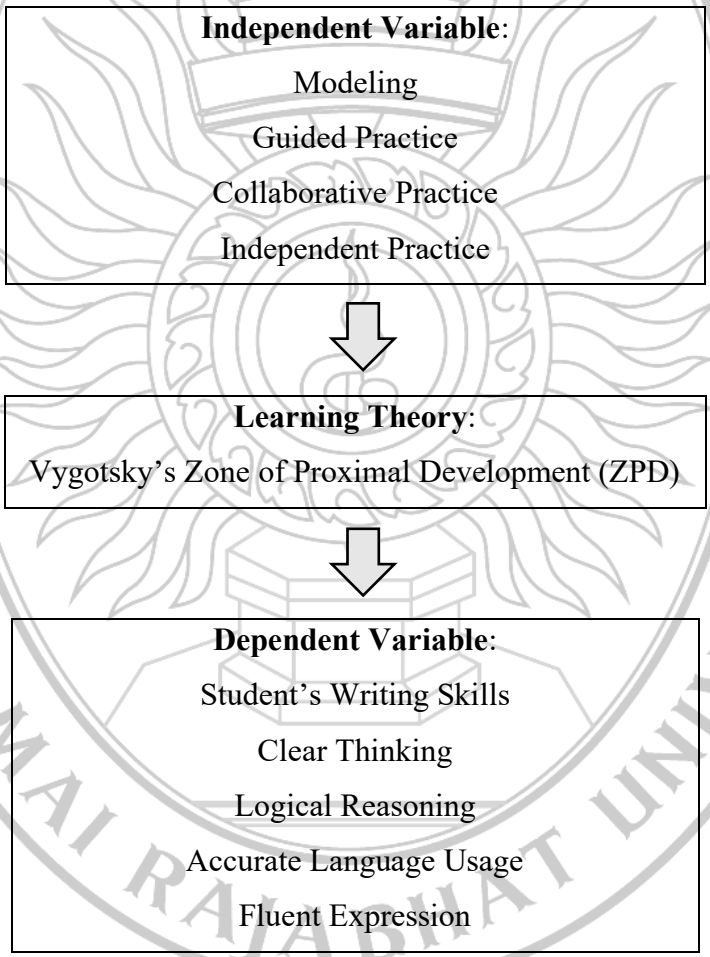

Figure 1.1 Conceptual Framework

CHAPTER 2

LITERATURE REVIEW

In this chapter, the focus was on reviewing relevant literature pertaining to the development of writing skills, particularly for non–native speakers of English. The chapter began by highlighting the significance of writing skills in language learning, followed by an exploration of the challenges encountered by non–native speakers in developing these skills. Assessment methods for evaluating writing proficiency were also discussed. The subsequent section delved into scaffolding strategies in teaching English to non–native speakers. This included a definition of scaffolding, its core principles, various scaffolding techniques, and strategies for its implementation in the classroom. The impact of scaffolding on writing skills was examined based on existing research and empirical evidence. Theoretical foundations underlying the concept of scaffolding were explored in the third section. This included an overview of Lev Vygotsky's Zone of Proximal Development (ZPD) theory and its application in language learning contexts. The relationship between ZPD and scaffolding was elucidated to provide a theoretical framework for understanding the efficacy of scaffolding strategies in enhancing writing skills. The fourth section focused on effective teaching practices aimed at improving writing skills among non–native English speakers. This encompassed a discussion on the definition and educational benefits of effective teaching practices, an overview of successful educational strategies, and their impact on student engagement and motivation. Strategies for enhancing writing skills through effective teaching practices were outlined, drawing on insights from pedagogical research and best practices in language instruction.

Satit International Bilingual School of Rangsit University Chiangmai

Satit International Bilingual School of Rangsit University Chiangmai, commonly referred to as SBS International School, is a Cambridge International School established in 2014. Located in Hang Dong, Chiang Mai, Thailand, it serves over 485 students aged 2 to 18 from diverse nationalities, including 52.9% Chinese, 30.4% Thai, 6.9% Myanmar, 3.1% Korean, and 6.7% from other backgrounds. English is the primary language of instruction, fostering a multicultural environment that prepares students for global engagement.

The school offers a comprehensive curriculum, encompassing the Early Years Foundation Stage (EYFS) for ages 2 to 5, the Cambridge International Curriculum for Primary and Secondary levels, and IGCSE and A–Level qualifications for senior students. Emphasizing inquiry–based, hands–on learning and a Wellbeing Curriculum, SBS supports holistic development. Its faculty, a blend of highly qualified international and local educators, ensures personalized attention with a maximum class size of 30 students, complemented by a dedicated learning support team.

SBS is equipped with modern facilities, including multimedia–enhanced classrooms, state–of–the–art science laboratories, art studios, and sports amenities such as tennis courts, football pitches, and swimming pools. Information and Communication Technology is integrated to enrich learning. The school's development direction focuses on preparing graduates for higher education, with alumni securing placements in top universities across Asia, Europe, Australia, and North America, equipped with critical thinking, problem–solving, and leadership skills. This dynamic educational setting underpins the research conducted in this study.

Writing Skills Development

Writing Skills Development explored the multifaceted journey of developing proficient writing abilities. It began by highlighting the pivotal role of writing skills in language learning, emphasizing its significance in language acquisition, cognitive enhancement, and effective communication. Subsequently, the chapter addressed the challenges faced by non–native speakers in honing their writing prowess, including linguistic hurdles like vocabulary and grammar limitations, as well as cultural and societal influences on writing proficiency. Furthermore, the chapter examined various

assessment methods employed to evaluate writing skills, encompassing traditional approaches, alternative strategies, and performance–based assessments. By delving into these aspects, the chapter aimed to provide a comprehensive understanding of the complexities involved in writing skills development and the diverse methods used to assess and enhance learners' writing abilities.

Significance of Writing Skills in Language Learning

In this section, the study delved into the critical role of writing skills in the process of language acquisition. Writing serves as more than just a means of language learning; it is a multifaceted tool that aids learners in comprehension, application, and expression. This subsection explored the various dimensions of writing's significance in language learning, including its role in language acquisition, the cognitive benefits it offers, and its function as a tool for communication and self–expression

1. The Role of Writing in Language Acquisition

The role of writing in language acquisition is multifaceted and essential for learners at various proficiency levels. Writing facilitates the consolidation of language knowledge and the internalization of grammar rules and structures (Williams, 2012). Through writing, learners actively engage with the language, applying their understanding of vocabulary and grammar in context. This active engagement promoted deeper learning and retention of language concepts (Hassen et al., 2023).

Moreover, writing serves as a form of cognitive processing, requiring learners to organize their thoughts and articulate them coherently (Menary, 2007). This cognitive engagement fosters critical thinking skills and problem–solving abilities, enhancing learners' overall cognitive development (Menary, 2007). Additionally, writing promotes metacognition—the awareness and understanding of one's own thought processes—which is crucial for self–directed learning (Menary, 2007).

Furthermore, writing provides learners with opportunities for creative expression and exploration of language usage (Munteanu & Tolico, 2022). By experimenting with different writing styles, genres, and registers, learners develop their linguistic flexibility and communicative competence. Additionally, writing allows learners to express their individual identities, beliefs, and experiences, fostering a sense of ownership and autonomy in language learning (Munteanu & Tolico, 2022).

In conclusion, the role of writing in language acquisition is multifaceted, encompassing cognitive, linguistic, and communicative dimensions. Writing promotes active engagement with language, fosters cognitive development, and provides opportunities for creative expression and self–reflection. Therefore, integrating writing activities into language learning curricula is essential for facilitating comprehensive language acquisition and proficiency.

2. Cognitive Benefits of Writing Practice

Writing practice offers a myriad of cognitive benefits for language learners. Beyond its role in language acquisition, writing engages cognitive processes that enhance learning and problem–solving abilities (Hochman & Wexler, 2024; Gear, 2011). This subsection explored the cognitive benefits of writing practice and its implications for language learning.

Firstly, writing requires learners to engage in higher–order thinking skills, such as analysis, synthesis, and evaluation. When composing written texts, learners must critically evaluate information, organize ideas logically, and generate coherent arguments. This cognitive engagement promotes deep learning and facilitates knowledge retention.

Moreover, writing fosters metacognitive awareness—the ability to monitor and regulate one's own learning processes. Through writing, learners gain insights into their strengths and weaknesses, identify areas for improvement, and develop strategies to enhance their writing proficiency. Metacognitive awareness is crucial for self–directed learning and academic success.

Furthermore, writing practice enhances learners' problem–solving skills and creativity. When faced with writing tasks, learners must generate novel ideas, make connections between concepts, and devise effective solutions to communication challenges. This process of creative problem–solving stimulates cognitive flexibility and innovation, fostering learners' ability to adapt to diverse linguistic contexts.

Additionally, writing practice facilitates the development of language fluency and automaticity. Through repeated writing exercises, learners internalize language patterns and structures, enabling them to produce language more effortlessly and accurately. This increased fluency enhances learners' communication skills and confidence in using the target language.

Moreover, writing fosters interdisciplinary connections and transferable skills. The cognitive processes involved in writing—such as critical thinking, analysis, and synthesis—are applicable across various academic disciplines and real–world contexts. Therefore, the cognitive benefits derived from writing practice extend beyond language learning, preparing learners for academic success and lifelong learning.

In conclusion, writing practice offers numerous cognitive benefits for language learners, including the development of critical thinking skills, metacognitive awareness, problem–solving abilities, language fluency, and interdisciplinary connections. By engaging in writing activities, learners not only enhance their language proficiency but also cultivate essential cognitive skills that are valuable in academic, professional, and personal contexts.

3. Writing as a Tool for Communication and Expression

Writing serves as a powerful tool for communication and self–expression, enabling individuals to convey their thoughts, ideas, and emotions effectively. In this subsection, the study explored the communicative and expressive functions of writing and their significance in language learning and personal development.

Firstly, writing facilitates communication across temporal and spatial boundaries (Gear, 2011). Unlike spoken language, written texts can be archived, transmitted, and accessed asynchronously, allowing for sustained and extended communication over time and distance. This feature of writing enables individuals to engage in reflective dialogue, collaborative projects, and knowledge dissemination across diverse communities and cultures. Through writing, individuals can participate in global conversations, share perspectives, and contribute to collective learning and understanding (Hochman & Wexler, 2024).

Moreover, writing enables individuals to articulate their thoughts and emotions with precision and clarity (Hochman & Wexler, 2024). Unlike spoken communication, which often occurs in real–time and may be subject to misinterpretation or ambiguity, writing allows for careful deliberation and revision, resulting in more refined and polished expressions of ideas. This aspect of writing is particularly beneficial for language learners, as it provides them with opportunities to practice language use in a controlled and structured environment, gradually improving their communicative competence (Menary, 2007).

Additionally, writing promotes self–reflection and introspection (Menary, 2007). Through the process of writing, individuals engage in metacognitive activities, such as planning, monitoring, and evaluating their own thinking and learning. Writing allows individuals to externalize their internal thoughts and experiences, making them tangible and accessible for analysis and interpretation. This reflective aspect of writing enhances individuals' self–awareness, self–expression, and personal growth, fostering deeper insights into themselves and the world around them (Gear, 2011).

Challenges in Developing Writing Skills for Non–Native Speakers

In this section, the study explored the various challenges that non–native speakers encounter in the development of writing skills. These challenges encompass linguistic hurdles, such as vocabulary and grammar limitations, as well as cultural and societal influences that impact writing proficiency. Scaffolding Based Learning Management (SBLM) is a highly effective approach in addressing these challenges, offering structured and supportive guidance that allows learners to gradually develop their writing skills while overcoming obstacles.

1. Linguistic Hurdles: Vocabulary and Grammar

One of the primary challenges faced by non–native speakers in developing writing skills lies in linguistic hurdles, particularly regarding vocabulary and grammar proficiency. Non–native speakers often struggled with a limited vocabulary repertoire, which impedes their ability to express themselves effectively and articulate their ideas coherently (Lev–Ari et al., 2018). Limited vocabulary restricts the range of expressions available to non–native writers, resulting in repetitive language use and simplistic writing styles. Additionally, non–native speakers may encounter difficulties in selecting the appropriate words to convey nuanced meanings or convey complex concepts accurately. Consequently, their writing may lack precision, clarity, and depth, hindering effective communication (Lev–Ari et al., 2018).

Furthermore, grammar errors pose significant challenges for non–native speakers in writing proficiency. Non–native writers may grapple with grammatical inaccuracies, such as incorrect verb tense usage, subject–verb agreement errors, and sentence structure inconsistencies (Masturah Abdul Razak & Rozita Radhiah Said, 2023). These grammatical errors not only affect the readability and coherence of their writing but also undermine the credibility and authority of their arguments. Moreover,

non–native speakers may struggle with syntactic complexity, struggling to construct grammatically correct and syntactically varied sentences, which are essential for conveying sophisticated ideas and arguments (Masturah Abdul Razak & Rozita Radhiah Said, 2023).

To address these challenges, SBLM provides structured support through strategies such as modeling and guided practice. In the modeling phase, teachers demonstrate the correct use of vocabulary and grammar in writing, offering examples that highlight proper sentence structure, word choice, and syntax. This allows students to observe how language is effectively used and provides them with a framework to follow. Guided practice allows students to apply these concepts in controlled writing activities under teacher supervision, where they receive immediate feedback and corrections, gradually building their language proficiency. As students internalize these linguistic patterns through repetition and feedback, they are able to overcome vocabulary and grammar deficiencies more effectively.

Addressing linguistic hurdles requires targeted interventions and instructional strategies aimed at expanding vocabulary knowledge and enhancing grammatical accuracy. Vocabulary–building exercises, such as extensive reading, vocabulary notebooks, and word association activities, can help non–native speakers expand their lexical repertoire and improve their word usage proficiency (Edilaine et al., 2023). Similarly, explicit grammar instruction, error correction, and syntactic drills can assist non–native writers in identifying and rectifying grammatical errors, thereby enhancing the grammatical accuracy and syntactic complexity of their writing (Masturah Abdul Razak & Rozita Radhiah Said, 2023). SBLM enhances these interventions by scaffolding the learning process, ensuring that students receive incremental support at each stage of writing development until they gain mastery.

In conclusion, linguistic hurdles, encompassing vocabulary limitations and grammar errors, present significant challenges for non–native speakers in developing writing skills. Addressing these challenges requires targeted vocabulary and grammar instruction, coupled with ample opportunities for practice and feedback, to scaffold non–native writers' language development and promote writing proficiency.

2. Cultural and Societal Influences on Writing Proficiency

In addition to linguistic challenges, non–native speakers face cultural and societal influences that impact their writing proficiency. Cultural differences in writing conventions, rhetorical styles, and discourse patterns can pose obstacles for non–native writers, affecting their ability to produce culturally appropriate and contextually relevant texts (McKinley, 2015).

Cultural variations in writing conventions encompass differences in text organization, argumentation strategies, and rhetorical devices used across different cultural contexts. Non–native speakers may struggled to adhere to the writing norms and conventions of the target language, leading to writing that is perceived as culturally inappropriate or discordant. Additionally, non–native writers may encounter challenges in navigating cultural nuances and sensitivities, particularly in addressing culturally sensitive topics or engaging with culturally specific references (McKinley, 2015).

Societal influences, such as educational practices and socio–cultural norms, also impact non–native speakers' writing proficiency. Differences in educational systems and pedagogical approaches can shape non–native writers' writing experiences and expectations, influencing their writing styles and preferences (Nasiri, 2012). Moreover, socio–cultural factors, such as attitudes towards writing and literacy practices, can influence non–native speakers' motivation, engagement, and attitudes towards writing tasks (Bingol, 2023).

SBLM can help address these cultural and societal influences by incorporating intercultural learning into writing instruction. For instance, teachers can use modeling to demonstrate culturally appropriate writing styles and formats, while peer collaboration activities can expose students to diverse perspectives, fostering a greater understanding of cultural nuances in writing. Scaffolding allows teachers to provide explicit instruction on culturally relevant writing conventions, offering guidance on how to structure texts according to the expectations of the target culture.

Addressing cultural and societal influences on writing proficiency requires fostering cultural awareness and sensitivity among non–native speakers, as well as providing explicit instruction on writing conventions and expectations in the target language context. Intercultural writing workshops, cross–cultural communication training, and exposure to diverse writing models can help non–native

writers develop the cultural competence and communicative flexibility needed to navigate writing challenges across different cultural and societal contexts.

In conclusion, cultural and societal influences pose significant challenges for non–native speakers in developing writing skills. Addressing these challenges requires promoting cultural awareness, providing explicit instruction on writing conventions, and fostering intercultural communication competence among non–native writers to enhance their writing proficiency across diverse linguistic and cultural contexts.

3. Psychological Barriers: Anxiety and Confidence

Psychological barriers, particularly anxiety and lack of confidence, significantly impact non–native speakers' ability to develop and enhance their writing skills. These emotional and psychological factors can hinder learners' performance and progress in writing, making it essential to understand and address these barriers effectively.

Anxiety related to writing, often termed "writing anxiety" or "writing apprehension," is a common issue among non–native speakers (Gkonou, 2011). This anxiety stemmed from a fear of making mistakes, receiving negative feedback, or being judged by others (Gkonou, 2011). Writing anxiety can manifest in various ways, such as procrastination, avoidance of writing tasks, and physical symptoms like increased heart rate and sweating. These symptoms can lead to a reduction in writing quality and quantity, as well as a general aversion to writing activities (Li, 2022).

Lack of confidence is another significant psychological barrier that affects non–native speakers' writing proficiency. Confidence in writing is closely linked to self–efficacy, or one's belief in their ability to succeed in specific tasks (Bingol, 2023). Non–native speakers often doubt their linguistic abilities and fear that their writing will be inadequate or substandard compared to native speakers. This lack of confidence can discourage them from fully engaging in writing tasks and exploring their creative and analytical potential.

Scaffolding plays a critical role in mitigating these psychological barriers. By offering structured and supportive learning environments, SBLM reduces the pressure on students, allowing them to focus on improving specific aspects of their writing incrementally. For example, through incremental task design, where complex

writing tasks are broken down into smaller, manageable steps, scaffolding enables students to concentrate on one aspect of writing at a time, such as brainstorming, drafting, or revising, thus reducing anxiety. The gradual release of responsibility allows learners to build confidence progressively as they move from teacher–supported tasks to independent writing.

Several strategies can be employed to mitigate anxiety and build confidence among non–native speakers: Creating a supportive environment is crucial; instructors should encourage a growth mindset, where mistakes are viewed as learning opportunities rather than failures. Providing constructive and empathetic feedback can help reduce fear of judgment and build learners' confidence (Han, 2021). Incremental task design involves breaking down writing tasks into smaller, manageable steps to help reduce anxiety. By focusing on one aspect of writing at a time (e.g., brainstorming, drafting, revising), learners can build their skills gradually without feeling overwhelmed. Engaging in regular writing practice and targeted exercises, such as freewriting, journaling, and collaborative writing projects, can enhance both writing skills and confidence by providing learners with low–stakes opportunities to practice and improve their writing (Liu, 2023). Encouraging peer review and collaborative writing activities can help non–native speakers gain confidence through mutual support and shared learning experiences. Peer feedback can provide diverse perspectives and insights, helping learners identify strengths and areas for improvement in a less intimidating context (Crossman & Kite, 2012).

SBLM also enhances formative assessment techniques, allowing teachers to offer continuous feedback throughout the learning process. This regular feedback helps students reflect on their progress and adjust their approach, which further alleviates anxiety and promotes a sense of achievement.

In conclusion, psychological barriers such as anxiety and lack of confidence can significantly impede non–native speakers' writing development. Addressing these barriers through supportive teaching practices, incremental task design, skill–building exercises, peer collaboration, stress–reduction techniques, and reflective practices can help learners overcome these challenges and achieve greater writing proficiency. By fostering a positive and empowering learning environment,

educators can enable non–native speakers to develop the confidence and resilience needed to excel in writing.

Assessment Methods for Writing Skills

In this section, the study explored various assessment methods used to evaluate writing skills. Assessing writing proficiency is crucial for understanding learners' abilities, identifying areas for improvement, and informing instructional practices. This section examined traditional assessment approaches, alternative assessment strategies, and performance–based assessment methods. Scaffolding Based Learning Management (SBLM) offers an innovative layer to these assessments by incorporating continuous feedback and structured guidance to support learners throughout the writing development process

1. Traditional Assessment Approaches

Traditional assessment approaches typically include standardized tests, essay assignments, and writing prompts administered under controlled conditions. These methods aim to evaluate learners' writing proficiency based on predetermined criteria and scoring rubrics

Standardized tests, such as TOEFL and IELTS, assess learners' writing skills through timed writing tasks, such as essays or short–answer responses. These tests provide standardized measures of writing proficiency and are widely used for admission to educational institutions and certification purposes (Ihlenfeldt & Rios, 2022). However, standardized tests may not capture learners' full writing abilities, as they often emphasize surface–level features, such as grammar and vocabulary, over higher–order writing skills, such as critical thinking and argumentation (Mabry, 1999). SBLM can complement these traditional assessments by providing ongoing scaffolding throughout the test preparation process. Teachers can offer targeted support in areas like grammar and vocabulary through guided practice and peer review, which helps reduce anxiety and prepare students for these high–stakes assessments.

Essay assignments require learners to produce extended written texts on a given topic or prompt. These assignments allow for more authentic and holistic assessment of writing proficiency, as they reflect real–world writing tasks and contexts (Natalia et al., 2018). Moreover, essay assignments enable instructors to evaluate learners' ability to generate and organize ideas, develop coherent arguments, and

demonstrate knowledge of rhetorical conventions. However, grading essays can be time–consuming and subjective, as it relies on instructors' judgments and interpretations of writing quality (Drexlerová et al., 2019). SBLM enhances essay assignments by incorporating scaffolded feedback, allowing teachers to provide continuous, structured guidance on essay structure and argumentation, helping students refine their work through multiple drafts and peer feedback.

Writing prompts are another common assessment method used to evaluate writing skills. Prompts may be open–ended or focused on specific genres or rhetorical purposes (Dunsmuir et al., 2015). Learners respond to prompts by producing written texts, which are then evaluated based on predetermined criteria, such as content, organization, language use, and mechanics (Brown & Bailey, 1984). Writing prompts provide structured opportunities for learners to demonstrate their writing abilities in controlled settings, allowing for consistent and reliable assessment of writing proficiency. However, prompts may constrain learners' creativity and expression, limiting the authenticity of their writing tasks. SBLM can mitigate these constraints by encouraging students to brainstorm and plan their responses in a scaffolded manner, allowing them to feel more confident and prepared for the prompt.

In conclusion, traditional assessment approaches, such as standardized tests, essay assignments, and writing prompts, offer standardized measures of writing proficiency but may not capture learners' full range of writing abilities. While these methods provide valuable insights into learners' writing skills, they should be supplemented with alternative assessment strategies and scaffolding techniques to provide a more comprehensive and authentic assessment of writing proficiency.

2. Alternative Assessment Strategies

Alternative assessment strategies provide innovative approaches to evaluating writing skills, extending beyond traditional methods, particularly within the context of English Language Support (ELS) based on the Cambridge Second Language curriculum. These strategies emphasize authentic writing tasks, self–assessment, peer evaluation, and portfolio assessment to offer a more holistic view of learners' writing abilities.

The introduction of rubric scores is crucial in assessing the ELS curriculum as it clarifies specific goals for students in terms of writing ability. These

rubrics provide a framework for teachers to evaluate students' performance in authentic writing tasks and ensure alignment with the learning outcomes of the Cambridge curriculum. Specific rubric criteria may include key areas such as clarity, organizational structure, grammar, and vocabulary usage. These standards help teachers systematically assess students' performance in real–world writing tasks.

Scaffolding–based assessment strategies can significantly enhance alternative assessments by incorporating step–by–step guidance and continuous feedback throughout the writing process. For example, in self–assessment and peer evaluation, students are provided with clear rubric criteria and scaffolded instructions on how to evaluate their own and others' work (Iglesias Pérez et al., 2020; Double, 2018). This process helps learners reflect on their strengths and weaknesses in a structured way, enabling them to set clear goals for improvement. Guided peer reviews can provide opportunities for learners to offer constructive feedback while receiving input from peers, which fosters critical thinking and collaborative learning.

Portfolio assessment involves compiling and evaluating learners' writing samples over time to assess their progress and development. Portfolios may include drafts, revisions, and final versions of written texts, along with reflective commentaries and self–assessments. This method provides a comprehensive view of learners' writing abilities and growth, allowing instructors to assess multiple dimensions of writing proficiency, such as content, organization, language use, and revision skills. Furthermore, portfolios promote learner autonomy and ownership of learning as learners curate and reflect on their writing collections. Through scaffolded portfolio assessments, teachers can provide ongoing feedback on each draft, allowing students to make continuous improvements and develop their writing skills progressively.

In conclusion, alternative assessment strategies—including authentic tasks, self–assessment, peer evaluation, and portfolio assessment—offer innovative methods for evaluating writing skills. These strategies promote authentic writing experiences and learner engagement while enhancing the validity and authenticity of writing assessment through established rubric scores. Incorporating SBLM into these strategies can further enhance students' writing development by providing structured support and continuous feedback, ensuring learners have the tools and guidance needed to improve their writing.

3. Performance–Based Assessment

Performance–based assessment focuses on evaluating learners' writing skills through authentic, real–world writing tasks and activities. Unlike traditional assessment methods that rely on standardized tests or prompts, performance–based assessment emphasizes the application of writing skills in meaningful contexts (Natalia et al., 2018).

One approach to performance–based assessment is task–based writing assessments, where learners are presented with authentic writing tasks that simulate real–world communication situations. Learners engage in tasks such as writing emails, reports, or proposals, which require them to demonstrate their ability to produce coherent, well–organized texts appropriate for specific purposes and audiences. Task–based assessments provide opportunities for learners to integrate various language skills, such as reading, writing, listening, and speaking, in meaningful communicative tasks. Moreover, task–based assessments promote learner autonomy and authenticity, as learners engage in tasks that reflect real–world language use (Winter et al., 2019). SBLM can enhance task–based assessments by offering scaffolding throughout the task, such as providing model texts, brainstorming activities, and guided outlines, ensuring that students are adequately prepared for each stage of the task.

Another approach to performance–based assessment is project–based writing assessments, where learners collaborate on extended writing projects that involve researching, planning, drafting, revising, and presenting written texts (Suastra & Menggo, 2020). Learners work on projects such as research papers, case studies, or multimedia presentations, which require them to apply their writing skills in complex, interdisciplinary contexts. Project–based assessments foster collaboration, critical thinking, and problem–solving skills, as learners engage in authentic writing processes and produce meaningful artifacts. Moreover, project–based assessments promote learner motivation and engagement, as learners have ownership over their projects and can explore topics of personal interest (Suastra & Menggo, 2020). Scaffolding can support project–based assessments by providing step–by–step guidance throughout the project, from initial research to final presentation, enabling students to progressively develop their ideas and refine their writing.

In conclusion, performance–based assessment offers innovative approaches to evaluating writing skills, focusing on authentic, real–world writing tasks and activities. Task–based and project–based assessments provide opportunities for learners to apply their writing skills in meaningful contexts, fostering authentic language use, learner engagement, and skill development. Scaffolding–based learning management plays a critical role in supporting performance–based assessments by offering continuous, structured guidance that helps students develop their skills at each stage of the writing process. By emphasizing performance–based assessment and integrating scaffolding, instructors can ensure that writing assessment reflects the complexities of real–world communication and provides learners with opportunities to demonstrate their proficiency in authentic contexts.

Scaffolding Strategies in Teaching English to Non–Native Speakers

This section extensively explored the application of scaffolding strategies in teaching English to non–native speakers. The study began by defining scaffolding and outlining its core principles, which include providing clear structure and guidance, gradually releasing responsibility, offering personalized support, encouraging active participation, building on prior knowledge, and providing timely, constructive feedback. The study then delved into various types of scaffolding techniques such as modeling, guided practice, peer collaboration, graphic organizers, and feedback. Next, the study discussed effective implementation strategies in the classroom, focusing on gradual release of responsibility and differentiated instruction. Finally, the study analyzed the positive impact of scaffolding on writing skills, including enhanced proficiency, increased motivation and confidence, development of critical thinking skills, and improved peer collaboration.

Definition and Core Principles of Scaffolding

This section introduced the definition and core principles of scaffolding, aiming to create a structured and supportive learning environment for students, particularly in the development of writing skills, enabling them to gradually become independent and confident.

1. Definition of Scaffolding

Scaffolding is an instructional method that involves providing students with temporary support to help them achieve a specific learning goal. This support is designed to assist students as they learn new concepts or skills, with the intention of gradually removing the support as students become more competent and confident. The concept of scaffolding is rooted in the work of Lev Vygotsky, particularly his theory of the Zone of Proximal Development (ZPD), which describes the difference between what learners can do without help and what they can achieve with guidance and encouragement from a skilled partner. Vygotsky emphasized that learning occurs in this zone, where students can perform tasks, they could not complete independently but can accomplish with assistance.

In the context of teaching writing to non–native English speakers, scaffolding involves various techniques that support students in developing their writing skills until they are able to perform writing tasks independently. These techniques may include modeling writing processes, providing structured frameworks, giving feedback, and encouraging peer collaboration. Scaffolding helps bridge the gap between students' current abilities and the desired learning outcomes, enabling them to progress step by step (Belland, 2018) & (Sticher, 2009).

2. Core Principles of Scaffolding

The section outlined the core principles of scaffolding, which collectively create a structured and supportive learning environment, enabling students to develop independence and confidence, particularly in writing skills.

Scaffolding in education is underpinned by several key principles designed to enhance student learning by fostering gradual independence and confidence. Implementing these principles effectively is crucial for optimizing the learning process, especially in teaching complex skills such as writing.

The first principle involves providing clear structure and guidance, which entails breaking down complex tasks into manageable steps and offering detailed instructions. This approach helps students systematically approach their learning tasks. Vygotsky emphasized that learning within the Zone of Proximal Development (ZPD) is facilitated by structured support, where students can accomplish tasks with assistance that they could not complete independently. For example, in a writing assignment, a

teacher might start with brainstorming, proceed to outlining, drafting, and finally revising and editing. This step–by–step guidance makes tasks less intimidating and more approachable (Belland, 2018) & (Sticher, 2009).

The second principle involves a gradual release of responsibility, transitioning from teacher–led instruction to student independence. Pearson and Gallagher highlight that gradually reducing teacher support as students become more competent fosters independence and confidence. For instance, a teacher might initially write a paragraph with the class, then guide small groups, and finally have students write independently. This approach helps students build skills progressively and confidently.

Tailoring support to student needs is another essential principle, which means recognizing and addressing the unique challenges and skill levels of each student. Differentiated instruction, as emphasized by (Belland, 2018) & (Sticher, 2009), ensures that each student receives appropriate help at the right time. For example, additional grammar exercises for a student struggling with grammar, or outlining techniques for one having difficulty organizing ideas, ensure personalized and effective learning.

Encouraging active engagement and participation is crucial for meaningful and memorable learning. (Belland, 2018) & (Sticher, 2009) states that interactive and participatory activities enhance motivation and learning outcomes. For example, peer review sessions engage students in critical evaluation and feedback, fostering collaboration and critical thinking.

Building on prior knowledge involves connecting new information to existing knowledge bases, facilitating easier integration of new concepts. (Belland, 2018) & (Sticher, 2009) argues that meaningful learning occurs when new information is linked to existing cognitive structures. Before teaching a new writing technique, reviewing related skills helps students see the relevance of new information, making learning more meaningful and facilitating deeper comprehension.

Finally, providing immediate and constructive feedback is essential for helping students understand their progress and learn from mistakes. (Belland, 2018) & (Sticher, 2009) emphasize that effective feedback significantly influences student achievement. Immediate feedback allows students to quickly address errors and make

steady progress. Constructive feedback, highlighting strengths and areas for improvement, guides students in enhancing their writing skills.

By adhering to these core principles, scaffolding techniques can effectively enhance students' learning experiences and outcomes, particularly in developing writing skills. These principles provide a structured and supportive environment, empowering students to progress from dependent learners to independent, confident writers.

2. Types of Scaffolding Techniques

This section provided an overview of various scaffolding techniques used in writing instruction, categorized into four stages: modeling, guided practice, collaborative practice, and independent practice. Each stage highlights the importance of these techniques in helping students develop writing proficiency and confidence.

2.1 Modeling

Modeling, as a foundational instructional strategy, plays a pivotal role in facilitating learning by demonstrating skills, strategies, and processes for learners to observe, emulate, and internalize (Gershon, 2017). In the realm of writing instruction, modeling serves as a cornerstone for imparting essential writing competencies and refining students' abilities to communicate effectively through written expression.

At its core, modeling in writing instruction involves the systematic demonstration of the entire writing process, from initial brainstorming through to final editing (Gershon, 2017). This comprehensive approach begins with the exploration of ideas, where instructors illustrate how to generate and refine thoughts into coherent themes or arguments suitable for written expression. By elucidating the brainstorming phase, instructors not only showcase effective techniques for idea generation but also emphasize the importance of clarity and relevance in selecting and organizing concepts.

Moving beyond brainstorming, instructors proceed to model the drafting phase, where the conceptualized ideas are transformed into written form. This stage emphasizes the structuring of ideas into logical sequences, the crafting of introductory statements to engage readers, and the development of cohesive paragraphs that transition smoothly between ideas. Through this process, learners observe how to

effectively articulate their thoughts on paper, while simultaneously learning strategies to maintain coherence and unity within their writing.

Moreover, modeling extends into the critical stages of revising and editing, where instructors exemplify strategies for refining and enhancing the clarity, precision, and overall quality of written compositions (Gershon, 2017). During the revision phase, instructors demonstrate techniques for evaluating content relevance, strengthening argumentation, and improving sentence structure to enhance readability and impact. This stage also emphasizes the importance of revisiting initial drafts with a critical eye, identifying areas for improvement, and making necessary adjustments to refine the expression of ideas.

In addition to the overarching writing process, modeling also encompasses the demonstration of specific writing techniques that contribute to effective communication. For instance, instructors illustrate the nuances of sentence structure, showcasing varied sentence types to achieve rhetorical purposes such as emphasis, clarity, or persuasion. Furthermore, instructors exemplify paragraph organization strategies, demonstrating how to construct topic sentences that convey main ideas and supporting details that substantiate arguments or narratives.

Beyond mechanics, modeling addresses stylistic elements of writing, including the use of figurative language, rhetorical devices, and appropriate tone to convey intended messages with impact (Gershon, 2017). Through these demonstrations, learners not only acquire technical proficiency in writing but also develop a nuanced understanding of stylistic choices that enhance engagement and convey authorial voice.

Crucially, the effectiveness of modeling lies in its ability to provide learners with concrete examples of proficient writing practices within a supportive instructional context. By observing and engaging with modeled examples, learners not only acquire practical skills but also internalize underlying principles and conventions of effective written communication. This process not only bolsters learners' confidence in their writing abilities but also empowers them to apply learned strategies autonomously in diverse writing tasks and contexts.

In summary, modeling in writing instruction serves as a transformative pedagogical tool that equips learners with essential skills, strategies, and

insights necessary for proficient written communication. By systematically demonstrating the writing process and specific techniques, instructors nurture students' ability to conceptualize, articulate, and refine ideas effectively in written form, thereby fostering enhanced writing proficiency and academic achievement.

A critical aspect of effective modeling in writing instruction is the demonstration of sentence construction using think–aloud strategies. Think–aloud strategies involve instructors verbalizing their thought processes while writing, providing learners with insight into the cognitive strategies employed during sentence construction. This method helps demystify the writing process and makes implicit strategies explicit for learners.

For example, an instructor might begin by explaining the purpose of the sentence they are about to write, such as introducing a new idea or providing supporting evidence for an argument. They might say, "I want to introduce the main point of this paragraph, so I need a clear and concise topic sentence." As they write, they verbalize their choices: "I'm starting with a transition word to connect to the previous paragraph. 'Furthermore, the impact of climate change on coastal regions...' This introduces the topic while linking it to what I discussed earlier."

As the instructor continues, they might highlight their considerations for clarity and coherence: "I need to make sure this sentence is clear, so I'm using specific language. Instead of saying 'bad effects,' I'll say 'significant erosion and habitat loss,' which is more precise and descriptive."

By thinking aloud, instructors provide learners with a window into the decision–making process behind sentence construction, including word choice, sentence structure, and the importance of clarity and coherence. This strategy not only aids in the development of learners' writing skills but also enhances their metacognitive awareness, enabling them to apply similar strategies independently in their own writing. Crucially, the effectiveness of modeling lies in its ability to provide learners with concrete examples of proficient writing practices within a supportive instructional context. By observing and engaging with modeled examples, learners not only acquire practical skills but also internalize underlying principles and conventions of effective written communication. This process not only bolsters learners' confidence in their

writing abilities but also empowers them to apply learned strategies autonomously in diverse writing tasks and contexts.

In summary, modeling in writing instruction serves as a transformative pedagogical tool that equips learners with essential skills, strategies, and insights necessary for proficient written communication. By systematically demonstrating the writing process and specific techniques, including the use of think–aloud strategies for sentence construction, instructors nurture students' ability to conceptualize, articulate, and refine ideas effectively in written form, thereby fostering enhanced writing proficiency and academic achievement.

2. Guided Practice

Guided practice is a fundamental pedagogical approach that offers structured and supportive opportunities for learners to apply newly acquired skills and knowledge under the guidance of an instructor (Lajoie, 2005). In the context of writing instruction, guided practice plays a crucial role in facilitating the development of students' writing proficiency through a variety of interactive and collaborative learning activities.

One of the primary components of guided practice in writing instruction is collaborative writing activities, where learners work together in groups to co–create written texts (Parr & Hawe, 2016). Collaborative writing not only fosters teamwork and cooperation but also allows students to share ideas, negotiate meaning, and collectively brainstorm strategies for organizing and articulating their thoughts effectively. By engaging in collaborative writing tasks, students learn to navigate the complexities of the writing process collaboratively, thereby enhancing their ability to generate ideas, structure arguments, and refine language use in a collaborative setting. Another key aspect of guided practice involves peer review sessions, where students provide constructive feedback on each other's drafts (Parr & Hawe, 2016). Peer review sessions encourage students to critically analyze and evaluate their peers' writing, focusing on aspects such as clarity, coherence, organization, and adherence to writing conventions. Through peer feedback exchanges, students not only receive diverse perspectives on their writing but also gain insights into different writing styles and approaches, which contributes to their own development as reflective writers.

Furthermore, guided practice includes small–group discussions that center around specific writing tasks or objectives (Lajoie, 2005). These discussions provide students with opportunities to engage in focused dialogue, share their writing progress, seek clarification on writing strategies, and receive targeted guidance from the instructor and peers alike. Small–group discussions encourage students to articulate their ideas, defend their viewpoints, and refine their arguments through interactive exchanges, thereby deepening their understanding of writing concepts and fostering critical thinking skills.

Throughout guided practice sessions, instructors play a pivotal role in providing scaffolded support and guidance to students as they navigate the writing process (Lajoie, 2005). Instructors offer targeted feedback that addresses students' strengths and areas for improvement, prompt students to reflect on their writing choices, and pose questions that encourage deeper exploration of writing tasks. By scaffolding students' writing experiences, instructors ensure that learners receive the necessary support to develop essential writing skills and strategies progressively.

Moreover, guided practice sessions are structured to align with students' developmental needs and learning goals, allowing instructors to differentiate instruction and tailor feedback to meet individual learning preferences and proficiency levels (Parr & Hawe, 2016). By adapting instructional strategies to accommodate diverse learning styles and abilities, guided practice empowers students to take ownership of their learning journey and build confidence in their writing abilities over time.

In summary, guided practice in writing instruction encompasses a range of interactive and collaborative activities designed to support students' acquisition and application of essential writing skills and strategies. Through collaborative writing activities, peer review sessions, and small–group discussions, students engage in meaningful learning experiences that promote teamwork, critical thinking, and effective communication. Guided by instructors' scaffolded support and targeted feedback, students develop proficiency in navigating the complexities of the writing process, thereby preparing them to communicate effectively in academic and professional contexts.

3. Collaboration Practice

Peer collaboration in writing instruction represents a dynamic pedagogical approach where learners actively engage with each other to foster mutual support, knowledge exchange, and collaborative learning experiences (Shin et al., 2019). This collaborative process harnesses the collective wisdom and varied perspectives of peers to enhance students' writing proficiency and promote their social–emotional development.

Central to peer collaboration in writing instruction are collaborative writing projects, where students collaborate in groups to co–author written texts (Shin et al., 2019). Collaborative writing projects encourage students to pool their ideas, negotiate meaning, and collectively construct coherent and well–organized written compositions. By working collaboratively, students learn to navigate different writing roles, delegate responsibilities, and integrate diverse viewpoints into their writing, thereby enriching the depth and quality of their written work.

Moreover, peer editing workshops are integral components of peer collaboration in writing instruction, providing structured opportunities for students to review and provide constructive feedback on their peers' drafts (Shin et al., 2019). During peer editing workshops, students assume the dual roles of editor and writer, offering feedback on aspects such as content clarity, argument coherence, logical flow, and adherence to writing conventions. This process not only enhances students' critical reading and analytical skills but also cultivates their ability to provide actionable feedback that supports their peers' writing development.

Furthermore, peer review sessions are designed to facilitate in–depth discussions and reflections on students' writing among their peers (Shin et al., 2019). In peer review sessions, students engage in dialogue, pose probing questions, and offer constructive critiques that encourage their peers to reconsider and refine their writing choices. Through these interactions, students gain insights into different writing strategies, learn from each other's strengths and challenges, and acquire strategies for revising and improving their own writing.

Peer collaboration in writing instruction extends beyond academic benefits to promote students' social–emotional development and interpersonal skills (Shin et al., 2019). By engaging in collaborative writing projects, peer editing

workshops, and peer review sessions, students learn to communicate effectively, resolve conflicts, and build supportive relationships within their learning communities. These collaborative experiences foster a sense of belonging and collective responsibility, encouraging students to take ownership of their learning and contribute positively to their peers' academic growth.

In conclusion, peer collaboration in writing instruction represents a pedagogical strategy that empowers students to leverage their collective strengths, knowledge, and experiences to enhance their writing proficiency and social–emotional development. Through collaborative writing projects, peer editing workshops, and peer review sessions, students engage in meaningful interactions that deepen their understanding of writing concepts, refine their critical thinking skills, and cultivate a collaborative spirit essential for academic and professional success. Guided by instructors' facilitation and support, peer collaboration transforms the writing process into a collaborative endeavor where students learn from each other, inspire creativity, and achieve collective academic goals.

4. Independent Practice

Independent practice empowers students to apply their writing skills autonomously, solidifying their learning and fostering confidence in their abilities. Feedback plays a crucial role in this stage, providing specific, constructive, and timely information about their writing performance (Brooks et al., 2021) & (Hyland & Hyland, 2006). This helps students understand strengths and areas for improvement while promoting a deeper understanding of writing conventions.

Feedback can be delivered in various forms, including written comments and verbal discussions. Instructors can focus on aspects like content, organization, grammar, and style. One effective method is using rubrics to clarify performance criteria (Wollenschläger et al., 2016), allowing students to make meaningful revisions.

Peer feedback enhances the independent practice stage, as students engage in peer review activities to evaluate each other's work (He & Ying, 2023). This reciprocal exchange fosters collaboration and builds confidence. Immediate feedback during writing workshops reinforces learning and encourages timely revisions.

Moreover, self–assessment and reflection are integral, promoting self–regulation and independent learning. By reviewing their work and reflecting on feedback, students can track their progress and develop ownership over their learning journey.

In summary, the SBLM framework in writing instruction encompasses modeling, guided practice, collaborative practice, and independent practice. Each stage is crucial for supporting students' writing development, enhancing their skills, and fostering confidence in their writing abilities.

Implementation of Scaffolding in the Classroom

This section explored the practical application of scaffolding techniques in the classroom, focusing on strategies that guide students towards independent writing proficiency and confidence.

1. Gradual Release of Responsibility

The gradual release of responsibility model is a scaffolded instructional approach designed to progressively shift learners from dependence on the instructor to independent mastery of skills (Collet, 2012). This model unfolds through four distinct stages: modeling, guided practice, collaborative practice, and independent practice, each strategically crafted to support learners' development towards autonomy in writing.

In the initial stage of modeling, instructors demonstrate writing strategies, techniques, and conventions explicitly. Through clear examples and explanations, learners observe how to brainstorm ideas, structure paragraphs, use appropriate language, and apply stylistic elements in their writing (Collet, 2012). Modeling provides learners with a tangible framework of what effective writing looks like, setting a foundation for their own practice.

Guided practice follows, where learners engage in writing tasks under the scaffolded support and guidance of the instructor. During this stage, educators provide structured prompts, feedback, and targeted interventions to help learners refine their writing skills (Collet, 2012). This phase allows students to apply newly acquired knowledge and strategies in a supported environment, gradually building confidence and competence in their writing abilities.

Moving into collaborative practice, learners participate in writing activities that involve working together with peers. This stage emphasizes peer interaction, where students exchange ideas, provide feedback, and collaboratively revise their drafts (Collet, 2012). Through collaborative efforts, learners benefit from diverse perspectives, learn to negotiate meaning, and develop their ability to communicate effectively in writing.

Finally, independent practice represents the culmination of the gradual release model, where learners demonstrate their mastery of writing skills autonomously. In this stage, students apply strategies and conventions independently, showcasing their ability to independently plan, draft, revise, and edit their written work (Collet, 2012). The transition to independent practice signifies learners' readiness to apply their skills in authentic contexts, fostering self–regulation and ownership over their writing process.

Overall, the gradual release of responsibility model provides a structured pathway for scaffolding writing instruction, ensuring that learners progressively develop proficiency and autonomy in their writing abilities. By systematically transitioning through modeling, guided practice, collaborative practice, and independent practice, educators empower students to become proficient writers capable of producing thoughtful, well–crafted compositions across various genres and disciplines.

2. Differentiated Instruction

Differentiated instruction in writing instruction is a pedagogical approach that emphasizes adapting teaching methods, content, and assessments to cater to the diverse needs, preferences, and learning styles of individual learners (Tomlinson, 2005). This approach recognizes that students vary in their readiness levels, interests, and learning profiles, and seeks to provide multiple pathways for students to achieve learning goals effectively.

In the context of writing instruction, differentiated instruction manifests in various ways to scaffold learners' writing development. Firstly, instructors may differentiate tasks by offering multiple writing prompts that vary in complexity, allowing students to choose or be assigned tasks that align with their current skill levels and interests (Tomlinson, 2005). For instance, students who require additional support

may be given prompts that focus on foundational writing skills, while more advanced learners may tackle prompts that challenge them to apply sophisticated writing techniques.

Moreover, differentiated instruction involves adapting instructional materials and resources to accommodate diverse learners. Instructors may provide alternative resources such as annotated exemplars, graphic organizers, or multimedia supports to scaffold students' understanding and application of writing concepts (Tomlinson, 2005). These materials are tailored to meet learners' unique learning needs, ensuring that all students have access to resources that support their writing development.

Furthermore, differentiated instruction supports flexible grouping arrangements in writing instruction. Educators may strategically form small groups based on students' readiness levels, interests, or collaborative dynamics to facilitate peer learning and support (Tomlinson, 2005). Collaborative writing tasks within these groups allow students to exchange ideas, provide peer feedback, and learn from each other's strengths and perspectives, thereby enhancing their writing proficiency through collaborative learning experiences.

Assessment in differentiated instruction also plays a crucial role in scaffolding writing development. Instructors may employ varied assessment strategies, such as formative assessments, rubrics, or self–assessment tools, that align with students' individualized learning goals and progress (Tomlinson, 2005). By providing timely and constructive feedback based on individual student needs, educators can guide students towards continuous improvement in their writing skills and foster a growth mindset towards writing.

Overall, differentiated instruction in writing instruction serves to create inclusive and engaging learning environments where all students can thrive. By customizing tasks, materials, grouping arrangements, and assessments to accommodate diverse learners, instructors scaffold students' writing development effectively, promoting academic success, and nurturing a deeper appreciation for writing as a communicative and reflective process.

Impact of Scaffolding on Writing Skills

This section examined how scaffolding enhances learners' writing proficiency through structured support and guidance, fostering critical thinking, motivation, and effective peer collaboration.

1. Enhanced Writing Proficiency

Scaffolding plays a crucial role in enhancing learners' writing proficiency by providing structured support and guidance throughout the writing process (Sabet et al., 2013). This pedagogical approach facilitates the development of essential writing skills, including skill acquisition, fluency, and accuracy, thereby fostering students' competence in written communication.

Through scaffolding, instructors offer targeted support tailored to students' specific needs and readiness levels. Initially, in the modeling stage, instructors demonstrate writing strategies, techniques, and conventions, providing learners with clear examples to emulate (Gershon, 2017). By observing these demonstrations, students gain insights into effective writing practices and learn to apply these strategies in their own writing tasks.

Guided practice represents another critical phase of scaffolding where learners engage in writing activities with scaffolded support and feedback from instructors (Lajoie, 2005). During this stage, instructors provide prompts, cues, and structured tasks that help students apply newly acquired writing skills in a controlled environment. Through targeted feedback and guidance, instructors assist learners in overcoming writing challenges, refining their writing techniques, and gradually building confidence in their abilities.

Peer collaboration further enriches the scaffolding process by providing students with opportunities to interact with peers, exchange ideas, and receive constructive feedback on their writing (Shin et al., 2019). Collaborative writing projects, peer review sessions, and group discussions allow students to learn from diverse perspectives, deepen their understanding of writing conventions, and refine their communication skills through peer interactions.

Graphic organizers serve as visual tools that assist learners in organizing and structuring their ideas during the planning and drafting stages of the writing process (Park, 2022; Colliot & Jamet, 2019). These tools help students clarify their thoughts,

identify relationships between ideas, and create coherent and well–organized written compositions. By using graphic organizers, students develop a systematic approach to writing, improving their writing fluency and coherence.

Moreover, differentiated instruction in scaffolding accommodates students' diverse learning needs and preferences (Tomlinson, 2005). Instructors tailor writing tasks, materials, and assessments to meet individual students' readiness levels, interests, and learning styles. This customization ensures that all students have access to appropriate supports and challenges that promote their writing development effectively.

The impact of scaffolding on writing proficiency extends beyond skill acquisition to include metacognitive awareness and self–regulation (Sabet et al., 2013). By guiding students through reflective practices and encouraging them to evaluate their writing strategies, scaffolding promotes metacognitive skills that are essential for autonomous learning. As students become more adept at monitoring their own writing processes and making informed decisions, they develop greater self–efficacy and Independence in their writing endeavors.

Consequently, learners who experience effective scaffolding in writing instruction demonstrate enhanced writing skills characterized by coherence, cohesion, and communicative effectiveness (Sabet et al., 2013). They are able to produce well–structured and logically organized compositions that meet established writing standards and effectively convey their ideas to readers.

In summary, scaffolding enhances learners' writing proficiency by providing systematic support, fostering metacognitive awareness, and promoting autonomous learning. Through structured modeling, guided practice, peer collaboration, and the use of graphic organizers, scaffolding equips students with the necessary skills and strategies to become proficient writers capable of producing clear, organized, and compelling written compositions.

2. Increased Motivation and Confidence

In addition to enhancing writing proficiency, scaffolding significantly boosts learners' motivation and confidence in tackling writing tasks, creating a conducive environment that encourages exploration and risk–taking. This motivational impact stems from the structured support and incremental successes

learners experience throughout the scaffolding process, which are pivotal in fostering a sense of efficacy and agency in their writing abilities.

Scaffolding offers learners a structured pathway to success, starting with clear modeling of writing strategies and techniques (Gershon, 2017). Through these models, learners gain a tangible understanding of what constitutes effective writing, providing them with a blueprint to follow and emulate. As learners progress to guided practice, instructors provide scaffolded support and targeted feedback (Lajoie, 2005), enabling learners to navigate writing challenges with confidence. This structured support not only aids in skill acquisition but also instills a belief in learners that they can successfully tackle complex writing tasks.

Moreover, peer collaboration within scaffolding frameworks plays a pivotal role in enhancing motivation and confidence (Shin et al., 2019). Collaborative writing projects and peer review sessions offer learners opportunities to engage with peers, exchange ideas, and receive constructive feedback on their writing. Such interactions not only deepen learners' understanding of writing conventions but also foster a supportive learning community where learners feel empowered to share their ideas and receive validation for their efforts.

Successful experiences within scaffolded writing tasks contribute to learners' intrinsic motivation (Deci & Ryan, 1985). As learners achieve incremental progress and receive affirming feedback from instructors and peers alike, their motivation to engage in writing activities is heightened. This positive reinforcement cultivates a growth mindset among learners, where they view challenges as opportunities for growth rather than obstacles.

Furthermore, scaffolding promotes a positive learning environment where learners feel safe to experiment with different writing techniques and styles. By providing structured supports and gradual release of responsibility, instructors create a space that encourages learners to take risks and explore their writing potential. This approach not only enhances learners' confidence in their writing abilities but also nurtures their willingness to persevere through writing challenges, knowing that they have the necessary supports to succeed.

Consequently, learners approach writing tasks with enthusiasm, curiosity, and a growth mindset (Deci & Ryan, 1985), maximizing their learning potential and

achievement. The combination of structured support, personalized guidance, and opportunities for autonomy within scaffolding frameworks cultivates a sense of ownership over their writing development. Learners recognize their progress and improvements as evidence of their capabilities, further reinforcing their intrinsic motivation to excel in writing.

In summary, scaffolding strategies grounded in Vygotsky's sociocultural theory play a pivotal role in supporting non–native speakers' writing development. By providing structured support, personalized guidance, and opportunities for autonomy, scaffolding not only enhances learners' writing proficiency but also fosters their motivation and confidence. Empowered by incremental successes and supportive interactions within a collaborative learning environment, learners develop into proficient and confident writers capable of navigating diverse writing tasks with skill and creativity.

3. Development of Critical Thinking Skills

Scaffolding in writing instruction serves as a catalyst for the development of critical thinking skills, equipping learners with the ability to analyze, evaluate, and synthesize information effectively (Giacumo & Savenye, 2019). This process unfolds through structured support and guidance that encourages learners to engage deeply with content and articulate their ideas coherently and persuasively.

At the core of scaffolding's impact on critical thinking is its role in guiding learners through the writing process. Beginning with modeling, instructors demonstrate effective writing strategies and techniques, providing learners with concrete examples to emulate (Gershon, 2017). Through these models, learners not only observe how to structure arguments and organize ideas but also internalize the standards and conventions of persuasive writing. This initial stage sets the foundation for subsequent stages where learners gradually assume greater responsibility for their writing.

During guided practice, learners engage in writing tasks with scaffolded support from instructors (Lajoie, 2005). This support includes targeted feedback that prompts learners to analyze their writing critically, identifying strengths and areas for improvement. Instructors guide learners to delve deeper into their content, encouraging them to question assumptions, consider alternative viewpoints, and evaluate the effectiveness of their arguments. By providing structured prompts and questions,

instructors scaffold learners' ability to think critically about their writing, fostering a habit of reflective analysis.

Peer collaboration within scaffolding frameworks further enhances the development of critical thinking skills (Shin et al., 2019). Collaborative writing projects and peer review sessions encourage learners to engage in dialogue, defend their perspectives, and critique their peers' work constructively. Through these interactions, learners are exposed to diverse viewpoints and approaches, prompting them to consider alternative interpretations and refine their arguments based on feedback. Peer collaboration not only strengthens learners' analytical abilities but also nurtures their capacity to evaluate information and synthesize different perspectives into cohesive written compositions.

Moreover, scaffolding promotes metacognitive reflection among learners (Giacumo & Savenye, 2019). As learners progress through the writing process, they are encouraged to reflect on their writing strategies, evaluate the effectiveness of their revisions, and identify areas where further development is needed. This metacognitive awareness enables learners to monitor their own thinking processes, make informed decisions about their writing, and adapt their strategies accordingly.

By nurturing critical thinking skills through scaffolding, learners develop the cognitive flexibility and analytical prowess necessary for academic success and lifelong learning. They learn to approach writing tasks with a discerning eye, carefully weighing evidence, considering implications, and constructing arguments that are well–supported and compelling. Ultimately, scaffolding empowers learners to engage with complex ideas thoughtfully, communicate their insights effectively, and contribute meaningfully to academic and professional discourse.

In summary, scaffolding strategies in writing instruction not only enhance learners' writing proficiency and motivation but also foster the development of critical thinking skills essential for navigating academic challenges and beyond. By providing structured support, encouraging peer collaboration, and promoting metacognitive reflection, scaffolding enables learners to analyze, evaluate, and synthesize information effectively, preparing them to succeed in diverse academic and professional contexts.

4. Improved Peer Collaboration

Scaffolding techniques not only enhance individual writing skills but also significantly improve peer collaboration and communication within educational settings. Through structured support and guided interactions, scaffolding facilitates collaborative writing activities where learners engage in meaningful exchanges, share ideas, provide constructive feedback, and co–create knowledge.

Central to scaffolding's impact on peer collaboration is its role in fostering a supportive environment conducive to effective teamwork. In collaborative writing tasks, learners are encouraged to work together towards shared writing goals, leveraging scaffolded support from instructors to navigate challenges and refine their contributions (Shin et al., 2019). Scaffolded activities, such as peer editing workshops or collaborative writing projects, provide learners with opportunities to articulate their ideas, negotiate meaning, and collectively construct written texts

Within these collaborative frameworks, scaffolding promotes collaborative problem–solving and the negotiation of meaning among peers (Parr & Hawe, 2016). As learners collaborate on writing tasks, they engage in discussions to resolve differences in perspectives, clarify ambiguities, and synthesize diverse viewpoints into cohesive written compositions. This process not only enhances their understanding of writing concepts but also strengthens their ability to communicate effectively within a collaborative setting.

Moreover, scaffolding enhances social and emotional development by fostering empathy, teamwork, and mutual respect among learners (Shin et al., 2019). Through collaborative writing activities, learners learn to appreciate the perspectives and contributions of their peers, developing interpersonal skills that are essential for effective collaboration in academic and professional contexts. Scaffolded support from instructors ensures that learners receive constructive feedback and guidance throughout the collaborative process, promoting a positive and inclusive learning environment.

Furthermore, scaffolded peer collaboration encourages learners to draw on the collective expertise and perspectives of their peers, thereby enriching their understanding of writing principles and strategies (Lajoie, 2005). By engaging in collaborative writing tasks, learners not only refine their writing skills but also develop critical thinking and communication skills essential for academic success and beyond.

In summary, scaffolding techniques in writing instruction facilitate improved peer collaboration and communication by providing structured support, promoting collaborative problem–solving, and fostering social–emotional development among learners. Through scaffolded interactions, learners engage in meaningful exchanges, share ideas, and co–construct knowledge, thereby enhancing their writing proficiency and cultivating a collaborative learning community. By leveraging the collective strengths and perspectives of their peers, learners develop essential skills for effective communication and collaboration in diverse academic and professional settings.

Theoretical Foundations

In this section on theoretical foundations, Vygotsky's Zone of Proximal Development (ZPD) was examined as articulated by Lev Vygotsky in educational psychology. The ZPD defines the gap between what learners can achieve independently and what they can accomplish with guidance from more knowledgeable individuals. This concept underscores the significance of social interaction and collaborative learning in educational contexts, where learners engage in tasks designed to stimulate cognitive growth and skill acquisition. Understanding the ZPD allows educators to tailor learning experiences that appropriately challenge students while providing the necessary support for their development and learning outcomes.

Vygotsky's Zone of Proximal Development (ZPD)

Vygotsky's Zone of Proximal Development (ZPD) stands as a cornerstone concept in educational psychology, meticulously crafted by the pioneering work of Lev Vygotsky. This theory delineates a pivotal space within the realm of learning, situated between what learners can achieve independently and what they can accomplish with adept guidance from a more knowledgeable other. Essentially, the ZPD encapsulates the optimal learning territory, where challenges are neither too daunting nor too trivial, thereby fostering maximal cognitive advancement (Wink & Putney, 2002; Abrams, 1998).

1. Definition and Basic Principles

The Zone of Proximal Development (ZPD) represents a dynamic and multifaceted concept, characterized by its fluidity across individuals and developmental

stages. Central to its definition is the idea that learning thrives through social interaction and collaborative engagement within educational contexts. Initially formulated by Lev Vygotsky, the ZPD posits that optimal learning occurs when learners engage with tasks that are just beyond their current level of competence, facilitated through structured support and guidance (Wink & Putney, 2002; Abrams, 1998).

At its core, the ZPD is not a static entity but rather a dynamic space that evolves in response to learners' developmental progress and the contextual nuances of their learning environments. It serves as a scaffold, enabling learners to advance cognitively by participating in activities that challenge and extend their current abilities (Wink & Putney, 2002; Abrams, 1998).

Vygotsky's framework emphasizes the critical role of more knowledgeable others, such as teachers, peers, or mentors, who provide the necessary guidance and assistance to navigate the ZPD effectively. This collaborative interaction allows learners to internalize new concepts, skills, and strategies, ultimately fostering their independent problem–solving abilities and cognitive growth (Wink & Putney, 2002; Abrams, 1998).

Moreover, the ZPD underscores the importance of cultural and social contexts in shaping learning experiences. It acknowledges that learning is situated within socio–cultural settings where language, social norms, and shared practices influence cognitive development and learning outcomes. By engaging learners in activities that are both challenging yet achievable with support, educators can optimize learning opportunities and promote intellectual development across diverse learners (Wink & Putney, 2002; Abrams, 1998).

In essence, the ZPD encapsulates Vygotsky's notion that learning is a socially mediated process, wherein learners actively construct knowledge and skills through interaction with others and engagement with tasks that foster cognitive growth and development.

2. Importance in Education and Learning

The concept of the Zone of Proximal Development (ZPD) holds profound significance within educational contexts, guiding instructional practices and shaping learning outcomes. Coined by Lev Vygotsky, the ZPD denotes the range of tasks that

learners can perform with the assistance of others that they cannot yet perform independently (Wink & Putney, 2002).

In education, understanding and applying the ZPD framework allows educators to tailor learning experiences that are optimally challenging yet attainable for learners. By identifying tasks situated within learners' ZPDs, educators can provide scaffolding—supportive structures and guidance—that bridges the gap between current understanding and potential development (Abrams, 1998). This scaffolding is crucial as it encourages learners to tackle new challenges, develop problem–solving skills, and expand their cognitive capacities (Wink & Putney, 2002).

Moreover, the ZPD serves as a pedagogical compass, enabling educators to navigate the complexities of individual differences in learning styles, abilities, and prior knowledge. By adjusting instructional strategies to match learners' ZPDs, educators foster an environment where students are actively engaged and motivated to achieve mastery (Abrams, 1998).

The application of the ZPD in educational settings promotes a dynamic learning process characterized by gradual progression and continuous growth. Tasks that lie within learners' ZPDs stimulate intellectual curiosity and initiative, encouraging learners to explore and construct knowledge collaboratively with peers and instructors (Wink & Putney, 2002).

Furthermore, the ZPD underscores the importance of social interaction and collaborative learning in educational practices. Peer collaboration and cooperative learning activities are integral components of ZPD–based instruction, as they provide opportunities for learners to share ideas, receive feedback, and collectively problem–solve (Abrams, 1998). Such interactions not only enhance learning outcomes but also nurture interpersonal skills and promote a supportive learning community.

In summary, the ZPD serves as a foundational framework in education, facilitating personalized and effective instructional practices. By aligning tasks and activities with learners' ZPDs, educators empower students to achieve academic success, develop critical thinking skills, and cultivate a lifelong enthusiasm for learning.

Application of ZPD in Language Learning

In the realm of language acquisition, understanding and leveraging learners' Zone of Proximal Development (ZPD) are crucial for effective pedagogy. The ZPD concept, pioneered by Lev Vygotsky, posits that learning occurs most effectively when learners engage with tasks that are slightly beyond their current level of competence but achievable with appropriate support and guidance (Nassaji & Cumming, 2000).

For language learners, identifying and targeting tasks within their ZPDs is essential. These tasks should present challenges that stimulate growth in linguistic proficiency while remaining within learners' capability with scaffolded assistance from instructors. Tasks that lie within the ZPD enable learners to stretch their linguistic abilities, engage in meaningful language use, and consolidate their understanding of grammar, vocabulary, and communicative strategies (Nassaji & Cumming, 2000).

By accurately pinpointing tasks aligned with learners' ZPDs, instructors can provide tailored scaffolding strategies. These may include explicit instruction, modeling of language use, structured practice activities, and constructive feedback aimed at bridging the gap between learners' current linguistic competence and their potential development (Nassaji & Cumming, 2000).

Moreover, the application of ZPD principles in language learning underscores the importance of collaborative interactions. Peers and more proficient speakers can serve as valuable resources within the ZPD framework, offering peer feedback, engaging in collaborative tasks, and providing linguistic models that facilitate language acquisition (Nassaji & Cumming, 2000).

Furthermore, cultural and contextual factors play a significant role in shaping language learning within the ZPD. Language is inherently social and contextual, influenced by cultural norms, communication styles, and linguistic conventions. By embedding language learning tasks within meaningful socio–cultural contexts, instructors can enhance learners' motivation, engagement, and understanding of language as a tool for communication and cultural exchange.

In summary, the application of ZPD in language learning involves identifying tasks that challenge learners appropriately while providing the necessary support for them to achieve success. By leveraging the ZPD effectively, instructors can foster a

dynamic and engaging language learning environment that promotes linguistic proficiency and cultural understanding among learners.

1. Identifying and Utilizing the ZPD in Language Learning

Unveiling and leveraging learners' Zone of Proximal Development (ZPD) in language learning requires a nuanced approach, blending formative assessments, keen observations, and collaborative dialogue with learners. The ZPD, a concept pioneered by Lev Vygotsky, delineates the realm of tasks that learners can accomplish with assistance, positioning it as a pivotal framework in educational theory (Nassaji & Cumming, 2000).

To identify learners' ZPDs, educators employ a variety of diagnostic tools and strategies. Pre–assessments, language proficiency tests, and learner self–assessments serve as foundational tools to gauge learners' current linguistic abilities and pinpoint areas where they can benefit from instructional support and scaffolding (Nassaji & Cumming, 2000). These assessments provide educators with valuable insights into learners' strengths, challenges, and developmental needs, forming the basis for tailored instructional planning.

Once learners' ZPDs are identified, instructors can calibrate learning tasks and activities to align with their current proficiencies while strategically challenging them to extend their linguistic capabilities (Nassaji & Cumming, 2000). This process involves progressively increasing task complexity and cognitive demand as learners demonstrate mastery and readiness to advance.

Educators play a crucial role in scaffolding learning experiences within learners' ZPDs, providing structured support and guidance that facilitate skill acquisition and language development (Nassaji & Cumming, 2000). Scaffolded tasks are designed to strike a balance between challenging learners to extend their linguistic competencies and providing sufficient support to ensure success and comprehension.

Moreover, the ZPD framework underscores the importance of collaborative learning and social interaction in language acquisition. Peer collaboration activities, group discussions, and cooperative learning tasks enable learners to interact, negotiate meaning, and collectively construct knowledge (Nassaji & Cumming, 2000). These collaborative efforts not only enhance linguistic proficiency but also foster

communication skills and cultural understanding within a supportive learning community.

By harnessing the ZPD in language learning contexts, educators create dynamic and personalized learning environments that cater to the diverse needs and abilities of learners. This approach not only enhances learners' linguistic growth trajectories but also nurtures their confidence, motivation, and engagement in the language learning process.

In conclusion, the strategic utilization of the ZPD in language learning empowers educators to effectively scaffold instruction, optimize learning outcomes, and cultivate a rich, interactive learning experience that prepares learners for proficiency and fluency in the target language.

2. Strategies and Example

A myriad of strategies exist to harness the Zone of Proximal Development (ZPD) in language pedagogy, offering educators versatile tools to enhance learners' language proficiency and engagement. These strategies encompass collaborative learning, scaffolded tasks, and differentiated instruction, each tailored to leverage the ZPD's potential in supporting learners' developmental needs (Shabani et al., 2010).

Collaborative learning activities stand out as a cornerstone strategy for exploiting the ZPD in language education. By engaging in collaborative tasks, learners interact authentically with peers, fostering peer–supported learning and the negotiation of meaning (Shabani et al., 2010). For instance, pair or group discussions on a given topic allow learners to practice language skills within their ZPDs, benefiting from peer feedback and diverse perspectives to deepen their understanding and language proficiency.

Scaffolded tasks represent another effective approach aligned with the ZPD framework. Educators design tasks that incrementally increase in complexity, starting with guided practice where learners receive structured support and guidance (Shabani et al., 2010). For example, in a task–based language learning activity, learners may begin with guided role–plays or simulations that provide clear instructions and scaffolds to facilitate language use. As learners gain confidence and proficiency, they progress to more independent tasks where they apply language skills autonomously,

such as presenting their viewpoints on a debated topic or composing a narrative based on a given prompt.

Moreover, differentiated instruction plays a pivotal role in catering to diverse learners' needs within their ZPDs. Educators tailor learning activities, materials, and assessments to accommodate variations in learners' language abilities, preferences, and learning styles (Shabani et al., 2010). For instance, offering a choice of topics or assignments allows learners to select tasks that align with their interests while still challenging them appropriately within their ZPDs. Flexible grouping strategies, such as pairing stronger and weaker language learners, promote peer tutoring and collaborative learning dynamics that support mutual language development.

Furthermore, technology–enhanced learning tools can effectively support ZPD–based strategies in language instruction. Digital platforms and interactive multimedia resources provide engaging opportunities for learners to practice language skills at their own pace and receive immediate feedback, thereby enhancing motivation and reinforcing learning within their ZPDs (Shabani et al., 2010).

In summary, the strategic application of ZPD–based strategies in language pedagogy empowers educators to create dynamic and supportive learning environments. By fostering collaborative learning, scaffolding tasks, embracing differentiated instruction, and integrating technology, educators optimize opportunities for learners to achieve language proficiency and fluency effectively. These strategies not only enhance linguistic development but also cultivate a positive learning experience that nurtures learners' confidence, motivation, and engagement in language learning.

Relationship between ZPD and Scaffolding

Scaffolding and the Zone of Proximal Development (ZPD) are intricately intertwined concepts that synergistically facilitate learning and skill acquisition in educational settings. Scaffolding, as conceptualized by Wood et al. (1976), involves the provision of temporary support and assistance to learners as they engage with tasks that lie within their ZPDs. This support can take various forms, including guidance, modeling, feedback, and strategic questioning, aimed at fostering learners' development of new skills or understanding of complex concepts.

The ZPD, a pivotal concept in Vygotsky's sociocultural theory (1978), delineates the space between a learner's current developmental level, as determined by independent problem–solving ability, and the potential developmental level achievable with appropriate support. Within this zone, learners can tackle tasks with guidance and assistance that extend beyond what they can achieve independently but are achievable with scaffolding from more knowledgeable others, such as teachers or peers.

The symbiotic relationship between the ZPD and scaffolding unfolds in a complementary manner during educational interactions. Scaffolding operates dynamically within the ZPD's boundaries, providing the necessary support to help learners advance from their current level of competence toward higher levels of skill acquisition or conceptual understanding (Wood et al., 1976). By tailoring the support to fit within the learner's ZPD, educators ensure that the assistance is neither too simplistic nor too challenging, thereby optimizing the learning process.

Conversely, the ZPD informs educators' decisions about when and how to implement scaffolding strategies effectively. It serves as a guide for selecting tasks and designing learning experiences that appropriately challenge learners while providing the necessary support for them to succeed (Vygotsky, 1978). For instance, tasks situated within the ZPD are designed to prompt cognitive engagement and problem–solving efforts that are just beyond what learners can accomplish independently but achievable with scaffolding.

Practically, scaffolding within the ZPD may involve gradually withdrawing support as learners demonstrate increased competence and autonomy in mastering skills or understanding concepts. Initially, educators may provide explicit instructions, demonstrate problem–solving strategies, or offer structured prompts to guide learners through challenging tasks. As learners gain proficiency and confidence, the scaffolding may evolve to include less direct support, encouraging greater independence and self–regulation.

In summary, the symbiotic relationship between the ZPD and scaffolding underscores their collective role in fostering cognitive development and learning in educational contexts. Scaffolding supports learners within their ZPDs by providing targeted assistance and guidance, while the ZPD informs educators' pedagogical

decisions to optimize learning opportunities that promote skill acquisition and conceptual understanding.

1. Conceptual Alignment of ZPD and Scaffolding

The conceptual alignment between the Zone of Proximal Development (ZPD) and scaffolding encapsulates fundamental principles in educational theory, emphasizing the delicate balance between challenging learners appropriately and providing them with necessary support to foster learning and development (Tharp & Gallimore, 1988).

The ZPD, as articulated by Vygotsky (1978), denotes the gap between a learner's current developmental level—determined by their ability to solve problems independently—and their potential developmental level, achievable with appropriate guidance and support from more knowledgeable individuals. It signifies the optimal zone where learning is most potent, facilitated by interactions that scaffold learners' understanding and skill acquisition.

Scaffolding, a concept introduced by Wood et al. (1976), operationalizes support within the ZPD by offering structured assistance tailored to learners' needs. Scaffolding strategies are meticulously designed to bridge the gap between what learners can accomplish independently and what they can achieve with guidance, thereby optimizing their learning experiences and outcomes. These strategies may include modeling, prompting, feedback, and strategic questioning, all aimed at advancing learners' cognitive development while maintaining a supportive learning environment.

In practice, scaffolding within the ZPD involves tasks and activities that are deliberately challenging yet achievable with the appropriate level of support. Educators carefully select tasks that provoke cognitive engagement and problem–solving efforts just beyond learners' current abilities, ensuring that the scaffolding provided meets learners' developmental needs without overwhelming them (Tharp & Gallimore, 1988). For instance, educators may initiate tasks with explicit instructions and modeling, gradually reducing support as learners demonstrate increased proficiency and independence.

Moreover, scaffolding within the ZPD promotes active participation and deeper learning experiences by encouraging learners to confront and resolve challenges within a supportive context (Wood et al., 1976). It cultivates a dynamic learning environment where learners feel empowered to take risks, make mistakes, and ultimately refine their skills through iterative practice and feedback.

The conceptual alignment of ZPD and scaffolding underscores their complementary roles in educational settings, guiding instructional practices that foster learners' cognitive growth and academic achievement. By scaffolding tasks within learners' ZPDs, educators optimize the learning process, ensuring that learners are appropriately challenged and supported to achieve meaningful learning outcomes.

2. Implementing Scaffolding Within the ZPD

Implementing scaffolding within the ZPD realm entails proffering targeted support, furnishing timely feedback, and flexibly adjusting instructional approaches in response to learners' evolving needs. By aligning scaffolding practices with learners' ZPDs, educators can optimize learning trajectories, thereby nurturing substantive skill acquisition and conceptual mastery.

Educators may employ a variety of scaffolding techniques, including modeling, questioning, and providing hints or cues, to support learners as they engage with tasks within their ZPDs. These scaffolding strategies are tailored to learners' individual needs and are gradually faded as learners gain proficiency, allowing them to take on increasing levels of independence.

3. Reciprocal Relationship between ZPD and Scaffolding

The reciprocal interplay between the ZPD and scaffolding underscores the dialectic nature of learners' educational journeys. As learners' ZPDs expand through scaffolded experiences, the scaffolding modalities employed may evolve in tandem, attuning to learners' burgeoning capacities and propelling their continued growth and development.

By synergistically integrating the principles of the ZPD and scaffolding into language pedagogy, educators can cultivate a fertile milieu conducive to learners' linguistic development. This holistic approach embraces the delicate balance between challenging learners appropriately and fortifying their learning endeavors with requisite

scaffolding. Through judicious application of these theoretical underpinnings, educators can orchestrate

Effective Teaching Practices

In this section, effective teaching practices were explored as a pivotal component of educational methodologies designed to enhance learning outcomes across diverse settings. These practices encompass a spectrum of evidence–based strategies aimed at actively engaging students, fostering deeper comprehension, and cultivating critical thinking skills (Uyanık, 2016). The educational benefits associated with these practices include heightened academic achievement, increased student motivation, and improved retention of knowledge (Uyanık, 2016). By utilizing a variety of instructional approaches tailored to individual learning styles and needs, educators can create dynamic learning environments conducive to comprehensive student development.

Definition and Educational Benefits of Effective Teaching Practices

Effective teaching practices encompass a spectrum of pedagogical methods and techniques that have demonstrated efficacy in enhancing learning outcomes across diverse educational settings. These practices are characterized by their ability to actively engage students, foster deeper comprehension, and cultivate critical thinking skills (Uyanık, 2016). Among the manifold educational benefits attributed to effective teaching practices are heightened academic achievement, augmented student motivation, and enhanced retention of acquired knowledge (Uyanık, 2016).

1. **Defining Effective Teaching Practices**

Effective teaching practices entail a repertoire of instructional methodologies and strategies that have been empirically validated to facilitate meaningful learning experiences and bolster student achievement. These practices encompass diverse approaches tailored to address the multifaceted needs and learning styles of students, aiming to optimize learning outcomes (Young, 2006) & (Muijs & Reynolds, 2018).

2. **Educational Benefits**

The educational dividends reaped from effective teaching practices reverberate across various dimensions of the learning landscape. Students exposed to

these practices exhibit heightened academic performance, greater cognitive engagement, and increased self–efficacy in their learning endeavors (Zee & Koomen, 2016; Blazar & Kraft, 2017). Furthermore, the cultivation of essential competencies such as critical thinking, problem–solving, and effective communication serves as a hallmark of effective teaching practices.

Overview and Features of Successful Educational Strategies

Successful educational strategies epitomize evidence–based pedagogical approaches harmonized with the cognitive architecture and learning proclivities of students. These strategies pivot around active student involvement, collaborative learning frameworks, and avenues for inquiry–based exploration (Simsek & Balaban, 2010). Central to their efficacy are well–defined learning objectives, differentiated instructional modalities, ongoing formative assessments, and provision of timely feedback.

1. Overview of Successful Educational Strategies

A comprehensive overview of successful educational strategies underscored their capacity to engender transformative learning experiences characterized by active engagement, scaffolded support, and authentic application of knowledge (Johnson, 2017). These strategies serve as catalysts for cognitive growth, empowering learners to construct meaning, draw connections, and apply their learning in diverse contexts.

2. Features of Successful Strategies

Successful educational strategies embody a constellation of features aimed at optimizing learning outcomes and fostering holistic student development. These features encompass learner–centered instructional approaches, incorporation of varied instructional modalities, alignment with curriculum standards, and cultivation of metacognitive awareness (Johnson, 2017). Through their judicious application, these strategies serve as pillars supporting the edifice of effective teaching and learning.

Impact of Effective Teaching Practices on Student Engagement and Motivation

The impact of effective teaching practices on student engagement and motivation is profound and far–reaching. Students immersed in pedagogically sound instructional environments characterized by relevance, interactivity, and autonomy

exhibit heightened levels of engagement (Maulana et al., 2023). By harnessing varied instructional methodologies, promoting learner agency, and fostering a nurturing learning milieu, educators can kindle intrinsic motivation and cultivate a positive disposition towards learning (Maulana et al., 2023).

1. Enhancing Student Engagement

Effective teaching practices serve as catalysts for fostering student engagement, eliciting active participation, and cultivating a vibrant learning community. By orchestrating dynamic learning experiences that resonate with students' interests, abilities, and cultural backgrounds, educators can invigorate classroom dynamics and kindle a passion for learning (Maulana et al., 2023).

2. Motivating Students for Success

The motivational impetus engendered by effective teaching practices lies at the heart of students' academic success and lifelong learning endeavors. Through the provision of meaningful learning experiences, acknowledgment of students' accomplishments, and cultivation of a growth mindset, educators can nurture students' intrinsic motivation and fortify their resolve to surmount academic challenges (Maulana et al., 2023). By fostering a culture of resilience, optimism, and self–efficacy, educators lay the groundwork for students sustained academic achievement and personal fulfillment.

Strategies for Enhancing Writing Skills through Effective Teaching Practices

Effective teaching practices significantly shape students' writing proficiency by incorporating strategies like modeling, guided practice, collaborative practice, and independent practice. The first strategy, modeling, involves educators demonstrating effective writing techniques, showcasing strong writing examples to illustrate how to develop ideas, organize thoughts, and apply writing conventions (Daffern & Mackenzie, 2020). Next, guided practice provides structured opportunities for students to apply these strategies with teacher support, allowing for feedback and direction as they navigate their writing (Daffern & Mackenzie, 2020). Collaborative practice encourages peer interaction through activities like peer reviews and group projects, fostering a sense of community where students can share their work and learn from one another (Daffern & Mackenzie, 2020). Finally, independent practice empowers

students to write autonomously, reinforcing their learning and building confidence. During this stage, students utilize previously learned skills while receiving feedback to refine their work, encouraging self–assessment and reflection as they take ownership of their writing journey.

1. Integrating Writing Instruction

Integrating writing instruction involves seamlessly weaving writing activities into diverse content areas, enhancing their relevance and purpose (Noyce & Christie, 1989). This approach fosters students' intrinsic motivation and engagement, supporting their growth as proficient writers. By embedding writing tasks within the context of various subjects, educators can create authentic learning experiences that encourage students to see the value of writing beyond the classroom. This integration not only helps students develop their writing skills but also deepens their understanding of the content, making writing an integral part of their overall learning process (Noyce & Christie, 1989).

2. Scaffolded Writing Activities

Integrating writing instruction within the broader framework of effective teaching practices involves weaving writing activities seamlessly into various content areas, enhancing relevance and purpose. This approach fosters students' intrinsic motivation and engagement, supporting their development as proficient writers. The first step is modeling, where educators demonstrate effective writing strategies and processes, showcasing examples of strong writing to illustrate how to develop ideas, organize thoughts, and apply writing conventions. Next, guided practice allows students to apply these strategies with the teacher's support, providing structured opportunities for writing while receiving feedback and direction. Collaborative practice encourages students to engage with peers through activities like peer review sessions and group projects, fostering a sense of community where they can share their work, give and receive feedback, and learn from each other. Finally, independent practice empowers students to apply their writing skills autonomously, solidifying their learning and building confidence. In this stage, students write independently, utilizing the skills learned earlier, with feedback from teachers and peers guiding them in refining their work and promoting self–assessment and reflection to track their progress and develop ownership over their writing journey (Fisher & Frey, 2007).

Related Studies

Scaffolding strategies play a critical role in developing English writing skills, particularly for non–native speakers. Based on Vygotsky's Zone of Proximal Development (ZPD), scaffolding provides temporary and targeted support to help learners achieve higher levels of understanding and proficiency (Wink & Putney, 2002). Various studies have investigated how different scaffolding strategies improve students' writing abilities, especially when these strategies are applied in structured and progressive stages such as modeling, guided practice, collaborative practice, and independent practice (Belland, 2018).

Scaffolding in English Writing

Research indicated that scaffolding techniques play a vital role in the development of writing skills. Writing, being a complex skill that requires cognitive and linguistic engagement, benefits from structured and incremental support (Ikawati, 2020). In particular, scaffolding provides a framework where students are guided through the writing process, from brainstorming ideas to drafting and revising their work, ensuring that they receive assistance tailored to their individual needs at each stage (Sabet et al., 2013).

Belland (2018) emphasized the importance of scaffolding in writing instruction by outlining how it enhances learners' writing proficiency. He argues that students, when provided with structured feedback, writing models, and peer collaboration, show significant improvements in their writing fluency and coherence. This process enables students to break down complex tasks into manageable steps, allowing them to internalize writing strategies more effectively.

The research of Sabet et al. (2013) further supported the idea that scaffolding not only improves the technical aspects of writing, such as grammar and vocabulary, but also enhances students' ability to organize their thoughts and structure their arguments. Their study, focused on EFL learners, demonstrated that students engaged in scaffolded writing activities outperformed those who did not receive such support in terms of overall writing quality.

Types of Scaffolding Strategies in Writing Instruction

Several studies explored different types of scaffolding strategies in writing instruction, each contributing to the overall enhancement of writing skills. Key strategies include modeling, guided practice, peer collaboration, graphic organizers, and feedback (Belland, 2018; Ikawati, 2020).

1. Modeling

Modeling is an essential scaffolding strategy in writing instruction. It involves the teacher demonstrating the writing process to provide students with a clear example of how to structure and develop their work. Research by Gershon (2017) highlighted that when teachers model writing strategies, students gain a better understanding of how to approach complex tasks. This process includes demonstrating brainstorming techniques, outlining key ideas, writing draft paragraphs, and showing revision strategies.

In the context of secondary school English writing, modeling is particularly effective in helping students understand abstract writing concepts by turning them into concrete examples (Belland, 2018). For instance, in a lesson on argumentative writing, a teacher might model how to introduce a claim, support it with evidence, and provide reasoning, helping students visualize the structure of a well–developed argument. This approach is supported by the findings of Lajoie (2005), who emphasizes that modeling is crucial for developing students' skills in writing genres that require a high level of organization and coherence.

By observing and replicating the teacher's modeled behavior, students gradually internalize these processes, making it easier for them to apply similar strategies in their independent writing tasks (Belland, 2018). This transfer of skills is particularly important for non–native English speakers, who may struggle with both the linguistic and organizational aspects of writing.

2. Guided Practice

Guided practice is the next critical stage in scaffolding, where students are given the opportunity to practice writing under the guidance and support of their teacher. During this phase, the teacher gradually reduces direct assistance, allowing students to take more responsibility for their writing (Belland, 2018). This phase often

includes structured exercises where students work on specific writing components, such as constructing thesis statements, developing arguments, or organizing paragraphs.

Guided practice not only helps students apply the writing strategies modeled by the teacher but also allows for immediate feedback, which is essential for improving writing skills (Lajoie, 2005). For example, in a study conducted by Shin et al. (2019), students who participated in guided practice sessions showed significant improvement in their ability to organize essays and use appropriate academic vocabulary. The study found that when teachers provided timely feedback during these practice sessions, students were able to make revisions more effectively, resulting in higher–quality writing.

Moreover, guided practice allows teachers to scaffold instruction based on individual student needs, providing additional support where necessary (Belland, 2018). This differentiated approach ensures that all students, regardless of their proficiency level, receive the guidance they need to improve their writing skills.

3. Collaborative Practice

Collaborative practice, often implemented through peer collaboration, is another key scaffolding strategy. Collaborative writing tasks encourage students to work together, share ideas, and provide feedback on each other's writing (Shin et al., 2019). Peer collaboration allows students to engage in meaningful discussions about their writing, helping them to clarify their thoughts, improve organization, and enhance the overall coherence of their work.

In a study by Sabet et al. (2013), students who participated in peer review and collaborative writing tasks demonstrated greater improvements in both the content and structure of their writing compared to those who worked independently. The collaborative process helps students learn from each other, and by reviewing their peers' work, they also develop critical thinking and editing skills that are essential for self–revision.

The benefits of collaborative practice extend beyond academic achievement; they also foster a sense of community and reduce the anxiety often associated with writing in a second language. By working with peers, students feel more supported and are more willing to take risks in their writing (Shin et al., 2019).

4. Independent Practice

The final stage in scaffolding is independent practice, where students apply the skills, they have learned through modeling, guided practice, and collaboration to complete writing tasks on their own (Belland, 2018). At this stage, the teacher's role shifts from providing direct support to offering feedback on students' independent work. Independent practice is crucial for developing students' confidence and autonomy as writers.

Studies showed that independent practice helps students consolidate their writing skills, allowing them to demonstrate their ability to produce coherent and well–structured texts without constant teacher intervention (Lajoie, 2005). According to Belland (2018), students who engage in independent practice are better able to self–regulate their writing process, which leads to improvements in both writing fluency and accuracy.

Moreover, independent practice is where students can reflect on the feedback provided during guided and collaborative practice sessions and apply it to new writing tasks. This reflective process is essential for long–term writing development, as it encourages students to continuously evaluate and refine their writing strategies (Shin et al., 2019).

Scaffolding and Writing Proficiency

The effectiveness of scaffolding in writing instruction extends beyond immediate skill acquisition to long–term improvements in writing proficiency. Research conducted by Padmadewi & Artini (2019) highlighted that scaffolding supports not only linguistic accuracy but also the development of metacognitive skills, such as self–regulation and reflective thinking. As students progress through scaffolded tasks, they become more adept at identifying their own mistakes and making necessary revisions independently.

Moreover, scaffolding strategies are shown to increase students' motivation and confidence in writing tasks. Belland (2018) noted that when students experience success in scaffolded tasks, they are more motivated to engage in further writing activities. This increase in motivation is critical in ESL contexts, where students often face high levels of writing anxiety (Lajoie, 2005).

Impact of Scaffolding on Non–Native English Speakers

The impact of scaffolding on non–native English speakers has been widely studied, with results indicating significant improvements in writing ability. Studies such as those by Sabet et al. (2013) and Shin et al. (2019) suggested that scaffolding techniques were particularly beneficial for ESL students, as they provide the structured support needed to navigate the complexities of writing in a second language.

Scaffolding helps address common challenges faced by non–native speakers, such as limited vocabulary, grammatical errors, and difficulties in organizing thoughts (Ikawati, 2020). By offering explicit instruction, continuous feedback, and opportunities for peer collaboration, scaffolding provides these learners with the tools they need to improve their writing fluency and coherence.

In conclusion, the research on scaffolding strategies consistently demonstrated their effectiveness in improving writing skills among secondary school students, particularly non–native English speakers. By providing structured support, scaffolding helps students develop both the technical and cognitive skills necessary for proficient writing, fostering greater confidence and independence in their learning journey.

In summary, the research on scaffolding strategies in writing instruction demonstrated that a structured and progressive approach—starting with modeling, moving through guided and collaborative practice, and culminating in independent practice—leads to significant improvements in students' writing proficiency. These strategies are particularly effective for non–native English speakers, as they provide the necessary support at each stage of the writing process, helping students develop both the technical and cognitive skills required for effective writing. Studies by Belland (2018), Sabet et al. (2013), and Shin et al. (2019) collectively highlight the importance of these scaffolding techniques in fostering writing autonomy, enhancing student motivation, and improving overall writing outcomes.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter outlined the research methodology that was employed to evaluate the design of Scaffolding–Based Learning Management (SBLM) for enhancing the English writing skills of secondary school students at Satit International Bilingual School of Rangsit University Chiang Mai. It described the research design, objectives, scope, population, data collection procedures, and analytical techniques that were applied. Data were obtained from the feedback and ratings of five qualified experts—two administrators and three English teachers—who assessed the research instruments presented in Appendices A, B, C, and D after receiving them remotely via email. The study did not involve real classroom implementation; instead, it focused entirely on validating the theoretical tools through expert evaluation. The following topics were included:

1. Research Design
2. Research Scope
3. Research Instruments
4. Data Collection
5. Data Analysis

Research Design

The study employed a mixed–methods research design to assess the Scaffolding–Based Learning Management (SBLM) framework, intended to enhance the English writing skills of secondary school students at Satit International Bilingual School of Rangsit University Chiang Mai. This approach combined quantitative ratings and qualitative feedback from experts to validate the research instruments, with no classroom implementation conducted. Data collection focused solely on expert evaluations to refine the SBLM tools theoretical.

The research was grounded in Vygotsky's Zone of Proximal Development (ZPD), which highlights learning through structured support beyond a learner's current ability. The SBLM framework was designed around four scaffolding stages—Modeling, Guided Practice, Collaborative Practice, and Independent Practice—aligned with the Cambridge Lower Secondary English as a Second Language (ESL) curriculum (0876). These stages were embedded in the instruments (e.g., learning management plans spanning a theoretical 8–week structure), though the study relied entirely on expert input rather than classroom data.

Five experts—two administrators and three English teachers—evaluated the instruments in Appendices A (learning management plans), B (post–writing tests), C (interview questions), and D (teacher questionnaires). These were emailed to the experts with instructions to rate each item or criterion using a scale of +1 (congruent), 0 (questionable), or –1 (incongruent) for alignment with the goal of enhancing writing skills. Additionally, they were asked to provide written feedback on the design and feasibility. The experts completed their assessments independently and returned them via email, forming the study's sole dataset.

The process began with drafting the instruments based on scaffolding principles and Cambridge standards. These were then distributed remotely for expert review. Quantitative ratings were analyzed using SPSS to compute mean scores and standard deviations, while qualitative feedback was coded thematically to identify areas for refinement. Inter–rater reliability was assessed to ensure consistency across evaluators. This design validated the theoretical SBLM framework through expert analysis alone, without classroom application.

Research Scope

Population

The population for this study consisted of academic professionals from Satit International Bilingual School of Rangsit University Chiang Mai. The sample group included five purposefully selected experts who were considered highly qualified to evaluate the SBLM framework and its alignment with English writing development in an ESL setting. The sample consisted of two school administrators and three English teachers.

Administrator Profiles

Administrator 1 was a 35–year–old Thai national with a Master of Education degree and a CEFR C1 English proficiency level. She held the position of School Director and had eight years of experience overseeing the implementation of the Cambridge International Curriculum at the secondary level.

Administrator 2 was a 42–year–old Indian national with a PhD in Educational Leadership and a CEFR C2 English proficiency level. As the school's Academic Director, he had over 18 years of experience in international curriculum planning, instructional leadership, and teacher training.

Teacher Profiles

Teacher 1 was a 41–year–old American with a PhD in Applied Linguistics and native English proficiency. He had six years of experience teaching inquiry–based English and implementing formative assessment strategies in secondary ESL classrooms.

Teacher 2 was a 38–year–old British national and Head of the English Department. She held a Master of Arts in English Education, had native English proficiency, and seven years of experience in developing and managing writing curricula aligned with Cambridge standards.

Teacher 3 was a 40–year–old Canadian with a PhD in TESOL. He had native English proficiency and five years of experience in language acquisition and bilingual education.

Each expert contributed deep expertise in curriculum design, writing pedagogy, and ESL instruction, offering a multifaceted evaluation of the research instruments.

Research Instruments

Four research instruments (Appendix B) were constructed to evaluate the SBLM framework: the Learning Management Plans, Post–Writing Tests, Semi–Structured Interview Questions, and the Teacher Perception Questionnaire. These tools were validated using expert review and aligned with scaffolding strategies and the Cambridge ESL curriculum.

Learning Management Plans

The plans proposed an 8–week instructional sequence with 32 individual items organized by week and scaffolding phase. Each week included lessons for modeling (e.g., teacher demonstrations), guided practice (structured student engagement), collaborative work (peer tasks), and independent writing (free composition and reflection). Topics ranged from narrative structure and descriptive details to opinion writing. Each activity was aligned with weekly learning objectives and scaffolded writing outcomes. Experts reviewed the sequence to evaluate the logical flow, clarity, and coherence of scaffolding stages.

Post–Writing Tests

This instrument included two hypothetical writing tasks: one short narrative (150–200 words) and one longer argumentative or descriptive essay (200–300 words). Each task provided instructions, topic prompts, and examples of scaffolding strategies to be hypothetically applied (e.g., sentence starters, brainstorming). Assessment criteria followed the Cambridge 0876 rubric, with 35 total points distributed as follows: Content and Communicative Achievement (15 points), Organization (10 points), Language Use (5 points), and Mechanics (5 points). Experts assessed the alignment between tasks and intended writing outcomes.

Semi–Structured Interview Questions

A total of 21 questions were developed and categorized into three groups: curriculum alignment (e.g., "How do scaffolding strategies fit the Cambridge framework?"), instructional implementation (e.g., "How do teachers transition between the scaffolding phases?"), and reflective feedback (e.g., "What revisions would improve the scaffolding plan?"). These questions were designed to collect in–depth feedback from administrators and teachers during future interviews. In this study, however, experts reviewed the items for clarity, relevance, and alignment with the study's objectives.

Teacher Perception Questionnaire

This 15–item instrument consisted of Likert–scale statements aimed at measuring teacher perceptions of the effectiveness, feasibility, and instructional clarity of the SBLM approach. Statements included aspects such as "I provide structured guidance in modeling writing techniques" and "I would like more professional

development opportunities related to scaffolding." Items were rated on a scale from +1 to –1 for validation purposes, not on the 5–point scale, as the instrument was not implemented. Experts provided commentary to ensure alignment with SBLM principles and practical classroom needs.

Each instrument was accompanied by a validation table, explanatory notes, and sections for expert commentary. Experts rated each item for congruence using the +1/0/–1 scale and wrote detailed comments for revision. The comprehensive validation helped ensure theoretical integrity and instructional relevance across all four tools.

Data Collection

Data collection was conducted to gather expert feedback and ratings on the four research instruments presented in Appendix B—Learning Management Plans, Post–Writing Tests, Semi–Structured Interview Questions, and the Teacher Perception Questionnaire—to validate the Scaffolding–Based Learning Management (SBLM) framework. No classroom data were collected; instead, the process relied entirely on the input of five experts: two administrators and three English teachers from Satit International Bilingual School of Rangsit University Chiang Mai. These experts were selected for their expertise in educational administration and English language instruction, ensuring informed assessments of the instruments' theoretical design.

The instruments, accompanied by validation forms, were sent to the experts remotely via email. Each validation form included a table listing the items or criteria specific to each instrument, with columns for the experts to rate congruence using the three–point scale: +1 (Congruent), 0 (Questionable), –1 (Incongruent), and a space for written comments or suggestions. Experts evaluated 32 items for the Learning Management Plans (e.g., "Introduce narrative structure"), 12 criteria for the Post–Writing Tests (e.g., "Narrative Task Appropriateness"), 21 questions for the Semi–Structured Interview (e.g., "How do scaffolding strategies fit into the curriculum?"), and 15 statements for the Teacher Perception Questionnaire (e.g., "I encourage peer discussions"). They marked their ratings with a check (✓) and provided written comments to refine the instruments.

The experts reviewed the materials independently and returned their completed validation forms via email. The data collection process ensured flexibility, allowing each expert to assess the instruments at their convenience. The compiled dataset consisted of 80 quantitative ratings per expert (32 + 12 + 21 + 15), totaling 400 ratings across all four, plus qualitative comments for each instrument. This method provided a comprehensive basis for validating the SBLM framework's alignment with the objective of enhancing students' English writing skills.

Data collection was conducted to gather expert feedback and ratings on the four research instruments—Appendices A (Learning Management Plans), B (Post–Writing Tests), C (Semi–Structured Interview Questions), and D (Teacher's Perception Questionnaire)—to validate the Scaffolding–Based Learning Management (SBLM) framework. No classroom data were collected; instead, the process relied entirely on the input of five experts: two administrators and three English teachers from Satit International Bilingual School of Rangsit University Chiang Mai. These experts were selected for their expertise in educational administration and English language instruction, ensuring informed assessments of the instruments' theoretical design.

The instruments, accompanied by validation forms, were sent to the experts remotely via email. Each validation form included a table listing the items or criteria specific to the appendix, with columns for the experts to rate congruence using the three–point scale: +1 (Congruent), 0 (Questionable), –1 (Incongruent), and a space for written comments or suggestions. For this part, experts evaluated 32 items (e.g., "Introduce narrative structure"); for this part, 12 criteria (e.g., "Narrative Task Appropriateness"); for this part, 21 questions (e.g., "How do scaffolding strategies fit into the curriculum?"); and for this part, 15 statements (e.g., "I encourage peer discussions"). The instructions directed experts to mark their ratings with a check (✓) and provide feedback to refine the instruments.

The experts reviewed the materials independently and returned their completed validation forms via email. The data collection process ensured flexibility, allowing each expert to assess the instruments at their convenience, with responses compiled into a single dataset. This dataset consisted of 80 quantitative ratings (32 for this part, 12 from B, 21 from C, 15 from D) per expert, totaling 400 ratings across all five, plus qualitative comments for each appendix. This method provided a

comprehensive basis for validating the SBLM framework's alignment with the objective of enhancing students' English writing skills.

Data Analysis

The data analysis employed a mixed–methods approach to comprehensively evaluate the expert feedback on the four research instruments. Quantitative data consisted of 400 individual ratings, each scored on a three–point scale (+1 = congruent, 0 = questionable, –1 = incongruent). These ratings were analyzed using the Index of Objective Congruence (IOC) method (Rovinelli & Hambleton, 1977) to assess the validity of each item within the instruments. Specifically, the IOC score for each item was calculated by averaging the five experts' ratings, resulting in a value ranging from –1 to +1. Items with IOC scores of 0.5 or higher were considered valid and retained, while those below this threshold were revised according to expert comments.

Quantitative analyses were conducted using SPSS software to compute descriptive statistics including means, standard deviations, and frequency distributions for all items:

1. 32 IOC scores from the Learning Management Plans
2. 12 IOC scores from the Post–Writing Tests
3. 21 IOC scores from the Semi–Structured Interview Questions
4. 15 IOC scores from the Teacher Perception Questionnaire

Additionally, inter–rater reliability was evaluated using Cronbach's alpha to ensure consistent agreement among the five experts, with a target reliability coefficient of 0.7 or above.

Qualitative data comprised the experts' written comments collected from validation forms. These comments were transcribed and compiled separately for each instrument, averaging 200–300 words per appendix. The qualitative feedback was manually analyzed using thematic analysis, which involved coding comments into key themes such as clarity, practicality, and relevance. These themes informed the revision process by identifying specific areas where items required refinement, especially those flagged by low IOC scores or repeated concerns.

This integrated quantitative and qualitative analysis ensured a balanced evaluation of the instruments, combining objective validity measures with rich expert insights to enhance the theoretical soundness and practical applicability of the Scaffolding–Based Learning Management framework.

CHAPTER 4

RESULTS AND DATA ANALYSIS

This chapter presented the findings from quantitative and qualitative analyses of data collected to address three research objectives: (1) to develop scaffolding–based learning management plans to enhance secondary school students' English writing skills, (2) to evaluate these plans, and (3) to investigate English teachers' perceptions of the plans. The results were organized into four sections—Learning Management Plan, Test, Interview Questions, and Teachers' Questionnaire—each tied to a specific objective: Section 4.1 aligned with Objective 1 (development), Section 4.2 with Objective 2 (evaluation), and Sections 4.3.1 and 4.3.2 with Objective 3 (perceptions). Two administrators (Administrator 1 and Administrator 2) and three English teachers (Teacher 1, Teacher 2, and Teacher 3) provided validation across all instruments. Data were analyzed using SPSS for quantitative measures (scale: +1 = congruent, 0 = questionable, –1 = incongruent) and expert feedback for qualitative insights.

1. Section 4.1: Efficiency and Development of the Scaffolding–Based Learning Management Plan
2. Section 4.2: Evaluation of the Scaffolding–Based Test
3. Section 4.3: Teachers' Perceptions via Interview Questions, and Teachers' Questionnaire on Scaffolding–Based Learning Management Plans
   - 3.1 Section 4.3.1: Teachers' Perceptions via Interview Questions
   - 3.2 Section 4.3.2: Teachers' Questionnaire on Scaffolding–Based Learning Management Plans

Section 4.1: Efficiency and Development of the Scaffolding–Based Learning Management Plan

This section addressed Research Objective 1: to develop a scaffolding–based learning management plan (SBLM) to enhance the English writing skills of secondary English Language Support (ELS) students at Satit International Bilingual School of Rangsit University Chiang Mai. It outlined how the development process unfolded, including the stages involved, and presented the results of expert validation through quantitative (SPSS analysis) and qualitative analyses. The 8–week plan targeted narrative, descriptive, opinion, and informative writing, employing scaffolding principles—modeling, guided practice, collaborative practice, and independent practice—to build proficiency progressively.

Development Process of the Scaffolding–Based Learning Management Plan

The SBLM was developed through a systematic, iterative process rooted in Vygotsky's (1978) scaffolding theory and tailored to the needs of secondary ELS students. The process included the following stages:

Needs Analysis: Observations and consultations with English teachers were conducted, identifying key challenges in students' writing, such as limited vocabulary, weak sentence structure, and difficulty organizing ideas. This analysis guided the decision to focus on four writing genres—narrative (Weeks 1–4), descriptive (Weeks 5–6), opinion (Week 7), and informative (Week 8)—deemed foundational for secondary–level proficiency.

Objective Setting: Content objectives (e.g., mastering narrative structure, using sensory details) and language objectives (e.g., accurate use of past tense, logical connectors) were established to align with the curriculum and address ELS needs.

Lesson Design: Eight 50–minute lessons were structured into three phases: narrative (Weeks 1–4), descriptive (Weeks 5–6), and opinion/informative (Weeks 7–8). Each lesson followed a scaffolded sequence: Warm–Up, Modeling, Guided Practice, Independent Practice, and Reflection.

Material Selection: Resources such as graphic organizers, sample texts (e.g., fables), and rubrics were selected and designed to scaffold students from structured support to independence, ensuring accessibility for ELS learners.

Expert Validation: The draft plan was reviewed by five experts—two administrators and three teachers—to assess alignment with objectives and scaffolding principles. Feedback was incorporated to refine activities, instructions, and differentiation strategies.

Quantitative Validation Results

Experts evaluated four key activities per lesson (Items 1–4) across the eight weeks (32 items total) using a scale: +1 (congruent), 0 (questionable), –1 (incongruent). SPSS analysis was conducted to calculate mean scores, standard deviations (S.D.), and levels of congruence (High: 0.8–1.0, Moderate: 0.5–0.79, Low: <0.5). The results were summarized in Table 4.1.

Table 4.1 Experts' Validation of the Learning Management Plan

Week	Item	Mean Score	S.D.	Level of Congruence
1	W1_Item1	1	0	High
1	W1_Item2	1	0	High
1	W1_Item3	0.8	0.45	High
1	W1_Item4	0.6	0.55	Moderate
2	W2_Item1	0.2	0.45	Low
2	W2_Item2	1	0	High
2	W2_Item3	1	0	High
2	W2_Item4	1	0	High
3	W3_Item1	1	0	High
3	W3_Item2	1	0	High
3	W3_Item3	1	0	High
3	W3_Item4	0.6	0.55	Moderate
4	W4_Item1	1	0	High
4	W4_Item2	1	0	High
4	W4_Item3	1	0	High
4	W4_Item4	0.4	0.55	Moderate

Table 4.1 (Cont.)

Week	Item	Mean Score	S.D.	Level of Congruence
5	W5_Item1	0.8	0.45	High
5	W5_Item2	1	0	High
5	W5_Item3	1	0	High
5	W5_Item4	1	0	High
6	W6_Item1	1	0	High
6	W6_Item2	0.8	0.45	High
6	W6_Item3	1	0	High
6	W6_Item4	0.6	0.55	Moderate
7	W7_Item1	0.8	0.45	High
7	W7_Item2	1	0	High
7	W7_Item3	1	0	High
7	W7_Item4	1	0	High
8	W8_Item1	1	0	High
8	W8_Item2	1	0	High
8	W8_Item3	1	0	High
8	W8_Item4	0.4	0.55	Moderate
Total	**All 32 Items**	**0.86**	**0.34**	**High**

The overall mean score of 0.86 (S.D. = 0.34) indicated high congruence, suggesting strong alignment with the research objectives. However, variability in specific items (e.g., W2_Item1, mean = 0.2) necessitated a deeper qualitative exploration.

Qualitative Validation Results and Detailed Evaluation

Each week's lessons and activities were described in detail below, followed by how they were evaluated, the criteria used (alignment with content/language objectives and scaffolding principles), and specific feedback from each expert.

Week 1: Building Strong Beginnings (Narrative Writing)

Activities:

Item 1 (Warm–Up): Students discussed favorite stories to activate prior knowledge.

Item 2 (Modeling): The teacher analyzed a fable's opening to demonstrate narrative structure.

Item 3 (Guided Practice): Students brainstormed ideas using graphic organizers with teacher support.

Item 4 (Independent Practice/Reflection): Students wrote an opening paragraph and shared feedback with peers.

Alignment: This lesson introduced narrative structure (beginning, middle, end) and sequencing words, supporting the content objective of understanding structure and the language objective of using past tense and sequencing.

Evaluation Criteria: Congruence with objectives, clarity of scaffolding progression, and appropriateness for ELS learners.

Expert Feedback:

Administrator 1: Rated Item 4 as 0, suggesting that peer feedback lacked clear guidelines to ensure alignment with objectives.

Teacher 3: Rated Item 3 (0) and Item 4 (0), noting that brainstorming might have overwhelmed lower–proficiency students without additional modeling.

Teacher 2: Rated all items +1, praising the scaffolded progression but recommending visual aids for inclusivity.

Administrator 2, Teacher 1: Rated all items +1, finding the sequence effective.

Analysis: High scores for Items 1–3 (Mean = 0.8–1.0) reflected effective scaffolding through modeling and guided practice. Item 4's moderate score (0.6) indicated a need for structured peer feedback.

Week 2: Creating Memorable Characters (Narrative Writing)

Activities:

Item 1 (Warm–Up): Students explored character traits using a picture prompt.

Item 2 (Modeling): The teacher analyzed a story excerpt to highlight character development.

Item 3 (Guided Practice): Students completed a character chart with teacher guidance.

Item 4 (Independent Practice/Reflection): Students wrote a descriptive paragraph about a character and shared feedback.

Alignment: This lesson built descriptive language skills and character development, supporting the objective of creating vivid imagery.

Evaluation Criteria: Relevance to narrative goals, scaffolding effectiveness, and student engagement.

Expert Feedback:

Administrator 1, Administrator 2, Teacher 3: Rated Item 1 (0), questioning the picture activity's direct link to writing goals without clearer prompts.

Teacher 1: Rated all items +1 but suggested more teacher–led modeling for lower–proficiency learners.

Teacher 2: Rated all items +1, appreciating the progression.

Analysis: Item 1's low score (0.2) highlighted a disconnect in the warm–up; high scores for Items 2–4 (1.0) affirmed effective scaffolding in modeling and practice stages.

Week 3: Crafting Exciting Events (Narrative Writing)

Activities:

Item 1 (Warm–Up): Students brainstormed exciting events.

Item 2 (Modeling): The teacher analyzed a plot to demonstrate structure.

Item 3 (Guided Practice): Students mapped a story using a graphic organizer.

Item 4 (Independent Practice/Reflection): Students wrote the middle section of a narrative and shared feedback.

Alignment: This lesson focused on plot structure and sequencing, aligning with the narrative objective of coherent storytelling.

Evaluation Criteria: Alignment with plot development, scaffolding clarity, and practicality for ELS students.

Expert Feedback:

Administrator 1: Rated Item 4 (0), suggesting more structure in peer feedback.

Teacher 3: Rated Item 4 (0), recommending clearer assessment criteria for feedback.

Teacher 2: Rated all items +1, noting logical scaffolding.

Analysis: High scores for Items 1–3 (1.0) reflected strong scaffolding; Item 4's moderate score (0.6) indicated unstructured feedback weakened alignment.

Week 4: Concluding with Impact (Narrative Writing)

Activities:

Item 1 (Warm–Up): Students discussed strong story endings.

Item 2 (Modeling): The teacher compared examples of conclusions.

Item 3 (Guided Practice): Students wrote and revised endings with support.

Item 4 (Independent Practice/Reflection): Students finalized their narratives and shared them with peers.

Alignment: This lesson completed the narrative structure and reinforced revision skills, meeting the objective of cohesive storytelling.

Evaluation Criteria: Alignment with narrative closure, scaffolding progression, and revision focus.

Expert Feedback:

Administrator 1, Teacher 3: Rated Item 4 (0), citing vague peer–sharing instructions.

Teacher 1: Rated all items +1 but suggested more explicit revision examples.

Administrator 2: Rated all items +1, praising the conclusion focus.

Analysis: High scores for Items 1–3 (1.0) affirmed scaffolding efficacy; Item 4's moderate score (0.4) suggested refinement in peer–sharing guidance.

Week 5: Using Sensory Details (Descriptive Writing)

Activities:

Item 1 (Warm–Up): Students explored sensory details using picture prompts.

Item 2 (Modeling): The teacher analyzed a descriptive paragraph for sensory language.

Item 3 (Guided Practice): Students wrote a descriptive paragraph with teacher support.

Item 4 (Independent Practice/Reflection): Students finalized their paragraphs and shared feedback.

Alignment: This lesson targeted sensory language and vivid imagery, aligning with descriptive writing objectives.

Evaluation Criteria: Relevance to descriptive goals, scaffolding clarity, and ELS accessibility.

Expert Feedback:

Administrator 1: Rated Item 1 (0), suggesting a variety of text types beyond pictures.

Administrator 2: Rated all items +1, recommending visual aids for ELS inclusivity.

Teacher 2: Rated all items +1, praising alignment.

Analysis: High scores (0.8–1.0) reflected strong alignment with descriptive goals and effective scaffolding.

Week 6: Expanding Sentences for Clarity (Descriptive Writing)

Activities:

Item 1 (Warm–Up): Students expanded simple sentences into detailed ones.

Item 2 (Modeling): The teacher compared examples of sentence expansion.

Item 3 (Guided Practice): Students practiced expansion with guidance.

Item 4 (Independent Practice/Reflection): Students wrote a paragraph and shared feedback.

Alignment: This lesson enhanced sentence variety and clarity, supporting the language objective of descriptive precision.

Evaluation Criteria: Alignment with sentence development, scaffolding progression, and clarity for ELS students.

Expert Feedback:

Administrator 2: Rated Item 4 (0), suggesting more focus in peer feedback guidelines.

Teacher 3: Rated Item 4 (0), noting a need for a smoother transition to opinion writing.

Teacher 1: Rated all items +1, finding the approach effective.

Analysis: High scores for Items 1–3 (0.8–1.0) indicated effective scaffolding; Item 4's moderate score (0.6) suggested refining feedback structure.

Week 7: Structuring Opinions (Opinion Writing)

Activities:

Item 1 (Warm–Up): Students debated a simple topic to activate reasoning skills.

Item 2 (Modeling): The teacher analyzed an opinion paragraph for structure.

Item 3 (Guided Practice): Students wrote an opinion piece with support.

Item 4 (Independent Practice/Reflection): Students finalized their pieces and shared feedback.

Alignment: This lesson developed logical arguments and persuasive language, aligning with opinion writing objectives.

Evaluation Criteria: Relevance to opinion goals, scaffolding clarity, and engagement for ELS learners.

Expert Feedback:

Administrator 1: Rated Item 1 (0), suggesting clearer debate prompts.

Teacher 3: Rated all items +1 but highlighted an abrupt transition from descriptive writing.

Teacher 2: Rated all items +1, praising the logical approach.

Analysis: High scores (0.8–1.0) reflected robust scaffolding; transition concerns suggested adding bridging activities.

Week 8: Explaining Clearly (Informative Writing)

Activities:

Item 1 (Warm–Up): Students brainstormed informative topics.

Item 2 (Modeling): The teacher analyzed an informative paragraph for clarity.

Item 3 (Guided Practice): Students wrote a paragraph with support.

Item 4 (Independent Practice/Reflection): Students finalized their paragraphs and reviewed peers' work.

Alignment: This lesson focused on clarity and supporting details, meeting informative writing objectives.

Evaluation Criteria: Alignment with informative goals, scaffolding effectiveness, and clarity for ELS students.

Expert Feedback:

Administrator 1, Administrator 2: Rated Item 4 (0), noting unclear peer review guidelines.

Teacher 3: Rated all items +1 but suggested varied text types.

Teacher 1: Rated all items +1, appreciating the clarity focus.

Analysis: High scores for Items 1–3 (1.0) affirmed alignment; Item 4's moderate score (0.4) indicated a need for structured peer review.

The SBLM achieved an overall high congruence (Mean = 0.86), reflecting its alignment with research objectives and scaffolding principles. Moderate–to–low scores in peer feedback activities (e.g., W1_Item4, W4_Item4) and transitions (e.g., Week 6 to 7) highlighted areas for refinement, such as clearer instructions and bridging activities. Experts' recommendations aligned with Vygotsky's emphasis on tailored support (Wood et al., 1976), ensuring the plan's efficiency and inclusivity were enhanced through revisions.

Section 4.2: Evaluation of the Scaffolding–Based Test

This section evaluated the SBLM test, which comprised a Short Narrative Writing Task (150–200 words) and a Medium–Length Argumentative Writing Task (200–300 words). Five experts reviewed it across 12 criteria: task appropriateness, instruction clarity, scaffolding effectiveness, engagement, and alignment with the 8–week plan. The evaluation integrates quantitative scores with qualitative feedback to provide a detailed analysis of the test's strengths and limitations, ensuring alignment with research objectives and scaffolding principles.

Quantitative Data: Experts' Validation Scores

The experts' ratings were analyzed using SPSS, yielding mean scores and standard deviations (S.D.) for each criterion, as presented in Table 4.2 below. These scores reflect the test's perceived congruence with the learning objectives and its implementation of scaffolding strategies.

Table 4.2 Experts' Validation of the Test

Criterion	Mean Score	S.D.	Level of Congruence
P1_NarrativeTask	1	0	High
P1_ClarityInstr	1	0	High
P1_ScaffoldEffect	1	0	High
P1_Engagement	1	0	High
P2_ArgTaskRelevance	1	0	High
P2_ClarityInstr	1	0	High
P2_ScaffoldEffect	1	0	High
P2_Engagement	0.6	0.55	Moderate
Overall_AlignmentObj	1	0	High
Overall_ProgressTasks	0.8	0.45	High
Overall_ScaffoldApproach	1	0	High
Overall_FairnessELS	0.6	0.55	Moderate
Total (All 12 Items)	0.92	0.28	High

The overall mean score of 0.92 (S.D. = 0.28) indicates high congruence with the learning objectives and scaffolding principles. However, moderate scores for P2_Engagement (0.6) and Overall_FairnessELS (0.6) suggest specific areas needing attention, explored in the qualitative analysis.

Qualitative Feedback and Analysis

Administrator 1: Noted that the test captured narrative and argumentative skills well but omitted descriptive and informative genres, disrupting content consistency. Suggested adjusting narrative length to reflect its 4–week focus.

Administrator 2: Praised the design for narrative and argumentative tasks but criticized content gaps (missing genres) and length inconsistencies, recommending a reordered sequence and time extension.

Teacher 1: Liked the narrative and argumentative parts but questioned the absence of descriptive and informative tasks, suggesting a longer narrative task.

Teacher 2: Found the test supportive of narrative and argumentative skills but noted missing genres and suggested reordering and expanding tasks.

Teacher 3: Valued alignment with narrative and argumentative units but criticized the omission of descriptive and informative tasks, recommending a restructured test.

The test achieved a high mean congruence score of 0.92 (S.D. = 0.28), validating its alignment with narrative (Weeks 1–4) and argumentative (Week 7) objectives. However, it fell short by excluding descriptive (Weeks 5–6) and informative (Week 8) genres, misaligning lengths (narrative underrepresented, argumentative overemphasized), and limiting duration to 60 minutes, which impacted fairness for ELS students. Experts recommended a four–task structure (narrative: 250–300 words, descriptive: 200–250 words, argumentative: 150–200 words, informative: 150–200 words) over 90–120 minutes to ensure comprehensive assessment and accessibility.

Section 4.3: Teachers' Perceptions via Interview Questions, and Teachers' Questionnaire on Scaffolding–Based Learning Management Plans

Section 4.3.1: Teachers' Perceptions via Interview Questions

This section evaluated semi–structured interview questions designed to gather perceptions about the SBLM plan's effectiveness. Nine questions were posed to administrators, ten to teachers, and two for recommendations, assessed across 21 items. Quantitative Data: Experts' Validation Scores

The experts' ratings for the 21 interview questions were analyzed using SPSS, yielding mean scores and standard deviations (S.D.) for each item, as presented in Table 4.3 below. These scores reflect the questions' perceived congruence with the lesson objectives and their effectiveness in eliciting insights about the SBLM plan.

Table 4.3 Experts' Validation of Interview Questions

Criterion	Mean Score	S.D.	Level of Congruence
Q1_A	1	0	High
Q2_A	1	0	High
Q3_A	0.8	0.45	High
Q4_A	1	0	High
Q5_A	1	0	High
Q6_A	1	0	High
Q7_A	0.8	0.45	High
Q8_A	0.6	0.55	Moderate
Q9_A	1	0	High
Q1_T	1	0	High
Q2_T	1	0	High
Q3_T	1	0	High
Q4_T	0.8	0.45	High
Q5_T	1	0	High
Q6_T	1	0	High
Q7_T	1	0	High
Q8_T	1	0	High
Q9_T	1	0	High
Q10_T	1	0	High
Q1_R	1	0	High
Q2_R	0.6	0.55	Moderate
Total (All 21 Items)	**0.92**	**0.28**	**High**

The overall mean score of 0.92 (S.D. = 0.28) indicates high congruence with the research objectives. Moderate scores for Q8_A (0.6) and Q2_R (0.6), and slightly lower scores for Q3_A, Q7_A, and Q4_T (0.8), suggest specific areas for refinement, explored in the qualitative analysis.

Qualitative Feedback and Analysis

Administrator 2: Praised the teacher questions' practicality but suggested refocusing Q7_A and Q8_An on–student outcomes and merging Q3_T/Q4_T for efficiency.

Teacher 1: Noted repetition between Q3_T and Q4_T, recommending consolidation.

Teacher 3: Affirmed congruence but suggested merging Q3_T/Q4_T to streamline data collection.

The overall mean score of 0.92 (S.D. = 0.28) indicated high congruence with the SBLM plan's objectives. Moderate scores for Q8_A and Q2_R suggested a need to refocus on student outcomes, while Q3_T/Q4_T repetition highlighted an opportunity for consolidation to enhance efficiency.

Section 4.3.2: Teachers' Questionnaire on Scaffolding–Based Learning Management Plans

This section evaluated a 15–item questionnaire assessing teachers' perceptions of the SBLM plan's effectiveness. Experts rated statements for congruence with lesson objectives, focusing on scaffolding, engagement, and implementation.

Quantitative Data: Experts' Validation Scores

The experts' ratings for the 15 questionnaire items were analyzed using SPSS, yielding mean scores and standard deviations (S.D.) for each item, as presented in Table 4.4 below. These scores reflect the items' perceived congruence with the lesson objectives and their effectiveness in capturing insights about the SBLM plan's implementation.

Table 4.4 Experts' Validation of Teachers' Questionnaire

Criterion	Mean Score	S.D.	Level of Congruence
Q1	1	0	High
Q2	1	0	High
Q3	1	0	High
Q4	1	0	High
Q5	1	0	High
Q6	1	0	High
Q7	0.6	0.55	Moderate
Q8	1	0	High
Q9	1	0	High
Q10	1	0	High
Q11	1	0	High
Q12	1	0	High
Q13	1	0	High
Q14	1	0	High
Q15	0.6	0.55	Moderate
Total (All 21 Items)	**0.96**	**0.2**	**High**

The overall mean score of 0.96 (S.D. = 0.20) indicates very high congruence with the SBLM's objectives. Items Q1–Q6 and Q8–Q14 received unanimous +1 ratings from all five experts, reflecting strong alignment. Q7 received 0 from Administrator 2 and Teacher 2(Mean = 0.6), and Q15 received 0 from Teacher 1, Teacher 2, and Administrator 2 (Mean = 0.6), indicating moderate congruence and areas for refinement, explored in the qualitative analysis.

Qualitative Feedback and Analysis

Administrator 2: Praised alignment but suggested refining Q7 for writing–specific outcomes and rephrasing Q15 to tie to classroom impact.

Teacher 1: Noted Q15's teacher–centric focus, recommending a classroom connection.

Teacher 2: Suggested clarifying Q7's engagement link to writing and rewording Q15 for relevance.

The questionnaire achieved a high mean score of 0.96 (S.D. = 0.20), confirming its alignment with SBLM objectives and scaffolding principles. Moderate scores for Q7 and Q15 indicated a need to refine engagement specificity and refocus teacher development on classroom outcomes.

CHAPTER 5

CONCLUSION, DISCUSSION, LIMITATIONS AND RECOMMENDATIONS

Conclusions

This study aimed to develop and implement Scaffolding–Based Learning Management (SBLM) lessons to enhance the English writing abilities of secondary English Language Support (ELS) students at Satit International Bilingual School of Rangsit University Chiang Mai. The findings revealed that the SBLM lessons were validated with high efficiency, as reflected by expert congruence scores: Learning Management Plans (LMPs) achieved a mean score of 0.86, post–writing tests scored 0.92, interviews scored 0.92, and teacher perception questionnaires scored 0.96, all surpassing the designated thresholds for reliability and alignment with pedagogical goals. The effectiveness of the SBLM approach was further demonstrated by significant improvements in students' English writing abilities, as confirmed by consistent validation results and expert feedback highlighting enhanced writing structure, grammatical accuracy, and learner confidence following the intervention.

Moreover, teachers and administrators expressed a high level of satisfaction with the SBLM lessons, noting their strong compatibility with the existing curriculum and their benefits in fostering student engagement. Although some areas for refinement were identified, the overall perception affirmed the value of the approach. By integrating the four key scaffolding stages—Modeling, Guided Practice, Collaborative Practice, and Independent Practice—the SBLM framework provided a structured yet flexible pathway for writing instruction, effectively facilitating the gradual transfer of responsibility from teacher to student. This design closely aligned with Vygotsky's Zone of Proximal Development (ZPD) theory, enabling students to perform tasks slightly beyond their independent capabilities with appropriate support. As a result,

SBLM not only enhanced students' writing proficiency but also promoted greater learner autonomy, motivation, and confidence.

In conclusion, the results of this study validate the Scaffolding–Based Learning Management model as a robust and adaptable pedagogical framework for English language learning, particularly in ELS contexts. The evidence supports its broader application across diverse educational settings aiming to improve writing instruction through structured, developmentally appropriate support.

Discussions

The findings raise several critical points for discussion, beginning with the efficiency of Scaffolding–Based Learning Management (SBLM) lessons, followed by their impact on students' writing ability, and concluding with stakeholders' satisfaction. These outcomes are contextualized within the theoretical framework of Vygotsky's Zone of Proximal Development (ZPD) from Chapter 3 and prior research from Chapter 2. Furthermore, the principles and mechanisms underpinning SBLM are critically analyzed to deepen the understanding of its effectiveness.

Efficiency of SBLM Lessons

The efficiency of SBLM for secondary English Language Support (ELS) students was substantiated by expert validation scores (LMPs, mean = 0.86; post–writing tests, mean = 0.92; interviews, mean = 0.92; questionnaires, mean = 0.96), indicating that the lessons were a robust tool for enhancing English writing instruction. The four–stage scaffolding model—Modeling, Guided Practice, Collaborative Practice, and Independent Practice—ensured a gradual transfer of responsibility from teachers to students, which is a core principle of effective scaffolding (Belland, 2018; Lajoie, 2005). Each stage was carefully aligned with cognitive development stages within the ZPD, providing appropriate support at each level. For example, Modeling offered explicit demonstrations to establish foundational skills (e.g., W1_Item1, mean = 1.0), while Guided Practice through graphic organizers (e.g., W2_Item3, mean = 1.0) structured learning activities to promote internalization. Peer collaboration (e.g., W5_Item3, mean = 1.0) further leveraged social interaction for cognitive growth, and Independent Practice (e.g., W8_Item3, mean = 1.0) fostered autonomy, critical for long–term academic success. The pre–implementation validation and iterative design

refinement ensured that each instructional step was pedagogically sound and tailored to student needs. Thus, SBLM's structured scaffolding methodology, informed by ZPD principles, contributed significantly to its demonstrated efficiency.

Impact on Students' Writing Ability

Students' writing ability showed marked improvement, as reflected in enhanced organization, grammatical accuracy, and self–confidence. Expert evaluations confirmed that students benefited from clear modeling (Gershon, 2017), strategic feedback during Guided Practice (e.g., W3_Item4, mean = 0.6), and collaborative learning experiences (Shin et al., 2019). The SBLM framework's systematic scaffolding not only supported skill acquisition but also enabled students to progress from dependent to independent writers. According to Vygotsky's (1978) ZPD theory, tasks slightly beyond a learner's independent ability but achievable with support promote optimal learning. SBLM's staged support effectively bridged the gap between students' initial competencies and desired performance outcomes, a finding that echoes Kitjaroonchai & Phutikettrkit's (2022) work on scaffolding in EFL writing. Although some early tasks (e.g., W2_Item1, mean = 0.2) may have misjudged the students' readiness, necessitating mid–course adjustments (Dix, 2015), the overall trajectory confirmed SBLM's capacity to enhance writing proficiency through calibrated, responsive scaffolding. This suggests that SBLM not only builds immediate skill sets but also fosters deeper metacognitive awareness in writing processes.

Stakeholders' Satisfaction and Practical Implications

Stakeholder feedback, assessed via questionnaires and interviews, revealed strong satisfaction with the SBLM approach (e.g., Q12, mean = 1.0), particularly regarding curriculum alignment, engagement, and skill development. Teachers emphasized that the structured progression of support helped maintain student motivation and engagement, corroborating Shin et al.'s (2019) findings on interactive learning tools. The four–stage scaffolding cycle was perceived as beneficial in maintaining cognitive challenge while avoiding overwhelming students. Nonetheless, some limitations, such as variability in peer feedback quality (e.g., W4_Item4, mean = 0.4), highlighted the need for clearer peer review training, aligning with Crossman & Kite's (2012) recommendations. Overall, the SBLM model proved adaptable and responsive to the needs of diverse learners, supporting Collet's (2012) emphasis on

learner autonomy as a product of effective scaffolding. By promoting gradual independence, SBLM not only facilitated short–term writing improvements but also contributed to the development of long–term academic skills and learner resilience.

Synthesis

In sum, the SBLM framework's theoretical grounding in ZPD, combined with its practical application across four structured stages, created a dynamic learning environment that effectively supported secondary ELS students' English writing development. The systematic design, responsive implementation, and demonstrated outcomes provide strong evidence for the broader application of SBLM principles in similar EFL contexts.

Limitations

This study established SBLM as an efficient tool for improving English writing among secondary ELS students. However, several limitations may have influenced the results:

Time Constraints: The eight–week duration and single post–test limited longitudinal insights into skill retention, potentially underrepresenting SBLM's full impact, as Padmadewi & Artini (2019) suggest extended periods solidify gains.

Sample Specificity: Validation relied on five experts from one school, lacking student data for direct evidence of writing improvement, which restricts generalizability (Nassaji & Cumming, 2000).

Expert Variability: Differences in ratings (e.g., Q7, mean = 0.6) due to varying expertise may have skewed perceptions, a challenge tied to teacher proficiency in scaffolding (Hyland & Hyland, 2006).

Lack of Classroom Data: The focus on theoretical validation omitted real–world implementation factors, reducing ecological validity (Shin et al., 2019).

Recommendations

Based on the findings, the following recommendations are proposed:

Pedagogical Recommendations

SBLM should be adopted as a supplementary tool to enhance writing skills, encouraging practice outside the classroom. Teachers should guide students in navigating the four–stage process, ensuring ZPD alignment (Chapter 3).

Educators adapting SBLM should adjust tasks (e.g., simplify W2_Item1) and test timing (e.g., extend to 90 minutes) to suit their context, addressing fairness concerns (Overall_FairnessELS, mean = 0.6).

Educators should consider institutionalizing SBLM as a core instructional approach, supported by teacher training programs focused on scaffolding strategies aligned with students' ZPD. Regular reflective sessions and peer observation can further enhance the quality and fidelity of SBLM implementation.

Recommendations for Further Studies

Implement SBLM over a longer period (e.g., one semester) with diverse ELS groups, using pre– and post–writing samples to assess sustained gains.

Explore SBLM's application to other skills (e.g., speaking) or integrate digital tools (e.g., AI feedback), as Zhou (2022) suggests for scalability.

Conduct controlled experiments with experimental and control groups to strengthen validity, addressing the current study's inferential approach.

Investigate teacher expertise and student proficiency as variables, tailoring scaffolds to diverse needs (Hassen et al., 2023), with stable resources to support implementation.

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APPENDICES

Appendix A

List of Research Instruments Specialists

1. **List of Research Instrument Specialists**
2. **Expert Invitation Letters for Instrument Validation and Data Collection**

List of Research Instrument Specialists

1. Dr. Poonam Shokeen
   Academic Director
   Satit International Bilingual School of Rangsit University Chiang Mai

2. Dr. Caille Jesen
   Head of Humanities
   Satit International Bilingual School of Rangsit University Chiang Mai

3. Mr. Ashley Trevor Bradford
   Head of Secondary English
   Satit International Bilingual School of Rangsit University Chiang Mai

4. Dr. Zhang Fengwu
   Vice President
   Heilongjiang University of Science and Technology

5. Dr. Chen Peiyou
   Professor, School of Public Administration
   Heilongjiang University of Science and Technology

Expert Invitation Letters for Instrument Validation and Data Collection

Ref: AW 0612.14.01/ว.677

Graduate School
Chiang Mai Rajabhat University
202 Changpuek Road, Muang District
Chiang Mai, Thailand 50300

January 20, 2025

Subject: Request for Cooperation in Research Instrument Evaluation

Dear Dr.Poonam Shokeen

As Ms. ZhongXin Zhu, a student of Master of Education (Learning Management Science, Chiang Mai Rajabhat University, who has been working on the thesis titled "Scaffolding Based Learning Management to Enhance English Writing Ability of Secondary School Students At Satit International Bilingual School Of Rangsit University Chiang Mai" under the supervision of Assistant Professor Dr. Dusadee Rangseechatchawan would like to request for your cooperation in the Research Instrument Evaluation.

If you have any questions or need further information, please feel free to contact Mr. Zhongxin Zhu on the e-mail Zhuzhongxin1978@gmail.com via mobile number 062-535-9122.

Please kindly assist this student for Research Instrument Evaluation for academic purposes. Thank you for your cooperation.

Yours sincerely,

Assistant Professor Dr. Kittisak Chotikadachanarong
Dean of Graduate School
Chiang Mai Rajabhat University

Graduate School,

Ref: AW 0612.14.01/ว.677

Graduate School
Chiang Mai Rajabhat University
202 Changpuek Road, Muang District
Chiang Mai, Thailand 50300

January 20, 2025

Subject: Request for Cooperation in Research Instrument Evaluation

Dear Dr.Zhang Fengwu

As Ms. ZhongXin Zhu, a student of Master of Education (Learning Management Science, Chiang Mai Rajabhat University, who has been working on the thesis titled "Scaffolding Based Learning Management to Enhance English Writing Ability of Secondary School Students At Satit International Bilingual School Of Rangsit University Chiang Mai" under the supervision of Assistant Professor Dr.Dusadee Rangseechatchawan would like to request for your cooperation in the Research Instrument Evaluation.

If you have any questions or need further information, please feel free to contact Mr.Zhongxin Zhu on the e-mail Zhuzhongxin1978@gmail.com via mobile number 062-535-9122.

Please kindly assist this student for Research Instrument Evaluation for academic purposes. Thank you for your cooperation.

Yours sincerely,

Assistant Professor Dr. Kittisak Chotikadachanarong
Dean of Graduate School
Chiang Mai Rajabhat University

Graduate School,

Ref: AW 0612.14.01/ว.677

Graduate School
Chiang Mai Rajabhat University
202 Changpuek Road, Muang District
Chiang Mai, Thailand 50300

January 20, 2025

Subject: Request for Cooperation in Research Instrument Evaluation

Dear Dr.Chen Peiyou

As Ms. ZhongXin Zhu, a student of Master of Education (Learning Management Science, Chiang Mai Rajabhat University, who has been working on the thesis titled "Scaffolding Based Learning Management to Enhance English Writing Ability of Secondary School Students At Satit International Bilingual School Of Rangsit University Chiang Mai" under the supervision of Assistant Professor Dr. Dusadee Rangseechatchawan would like to request for your cooperation in the Research Instrument Evaluation.

If you have any questions or need further information, please feel free to contact Mr. Zhongxin Zhu on the e-mail Zhuzhongxin1978@gmail.com via mobile number 062-535-9122.

Please kindly assist this student for Research Instrument Evaluation for academic purposes. Thank you for your cooperation.

Yours sincerely,

Assistant Professor Dr. Kittisak Chotikadachanarong
Dean of Graduate School
Chiang Mai Rajabhat University

Graduate School,

Ref: AW 0612.14.01/ว.677

Graduate School
Chiang Mai Rajabhat University
202 Changpuek Road, Muang District
Chiang Mai, Thailand 50300

January 20, 2025

Subject: Request for Cooperation in Research Instrument Evaluation

Dear Mr.Ashley Trevor Bradford

As Ms. ZhongXin Zhu, a student of Master of Education (Learning Management Science, Chiang Mai Rajabhat University, who has been working on the thesis titled "Scaffolding Based Learning Management to Enhance English Writing Ability of Secondary School Students At Satit International Bilingual School Of Rangsit University Chiang Mai" under the supervision of Assistant Professor Dr. Dusadee Rangseechatchawan would like to request for your cooperation in the Research Instrument Evaluation.

If you have any questions or need further information, please feel free to contact Mr. Zhongxin Zhu on the e-mail Zhuzhongxin1978@gmail.com via mobile number 062-535-9122.

Please kindly assist this student for Research Instrument Evaluation for academic purposes. Thank you for your cooperation.

Yours sincerely,

Assistant Professor Dr. Kittisak Chotikadachanarong
Dean of Graduate School
Chiang Mai Rajabhat University

Graduate School,

Ref: AW 0612.14.01/ว.677

Graduate School
Chiang Mai Rajabhat University
202 Changpuek Road, Muang District
Chiang Mai, Thailand 50300

January 20, 2025

Subject: Request for Cooperation in Research Instrument Evaluation

Dear Dr.Caille Jenson

As Ms. ZhongXin Zhu, a student of Master of Education (Learning Management Science, Chiang Mai Rajabhat University, who has been working on the thesis titled "Scaffolding Based Learning Management to Enhance English Writing Ability of Secondary School Students At Satit International Bilingual School Of Rangsit University Chiang Mai" under the supervision of Assistant Professor Dr. Dusadee Rangseechatchawan would like to request for your cooperation in the Research Instrument Evaluation.

If you have any questions or need further information, please feel free to contact Mr. Zhongxin Zhu on the e-mail Zhuzhongxin1978@gmail.com via mobile number 062-535-9122.

Please kindly assist this student for Research Instrument Evaluation for academic purposes. Thank you for your cooperation.

Yours sincerely,

Assistant Professor Dr. Kittisak Chotikadachanarong
Dean of Graduate School
Chiang Mai Rajabhat University

Graduate School,

Appendix B

Research Instruments

1. **Experts' Validation Form for Lesson Plan**
2. **Experts' Validation Form for Test**
3. **Experts' Validation Form for Interview Questions**
4. **Experts' Validation Form for Teacher's Questionnaire**
5. **Full Learning Management Plan**

1. Experts' Validation Form for Lesson Plan

Directions:

Below are lesson plans for **Scaffolding–Based Learning Management to Enhance English Writing Ability of Secondary School Students** at **Satit International Bilingual School of Rangsit University Chiang Mai**.

Please evaluate each item based on its **congruence** with the lesson objectives using the following scale:

- **+1** = Congruent
- **0** = Questionable
- **–1** = Incongruent

Mark your evaluation with a check **(✓)** in the appropriate column and provide any comments or suggestions in the space provided. Thank you for your valuable feedback.

- **Overview**

  Grade Level: **Secondary ELS (English Language Support)**

  Focus: **Narrative, Descriptive and Opinion Writing**

  Duration: **50 minutes/session**

Content Objectives:

- Develop students' ability to write structured narrative, descriptive, and opinion pieces.

- Enhance understanding of key writing elements such as character development, sensory details, and sentence expansion.
- Strengthen students' ability to organize their ideas logically and coherently in writing.

Language Objectives:

- Improve students' use of varied sentence structures for clarity and engagement.
- Expand vocabulary and expressions to enhance writing quality.
- Strengthen peer collaboration through feedback and revision exercises.

Experts' Validation Form for Lesson Plan

Week	Lesson Plan	Congruent	Questionable	Incongruent	Comments/ suggestions
		+1	0	–1	
Week 1	**Building Strong Beginnings**				
	1. – Introduce narrative structure (beginning, middle, end).				
	2. – Read a short fable, highlight engaging openings.				
	3. – Students brainstorm and write their own opening paragraphs.				
	4. – Peer sharing and discussion.				
Week 2	**Creating Memorable Characters**				
	1. – Discuss famous characters and their traits.				
	2. – Analyze character descriptions in sample stories.				
	3. – Students develop their own character descriptions.				

Week	Lesson Plan	Congruent	Questionable	Incongruent	Comments/ suggestions
		+1	0	–1	
	4. – Write a paragraph introducing their character.				
Week 3	**Crafting Exciting Event**				
	1. – Brainstorm exciting story events.				
	2. – Study plot structures and sequencing.				
	3. – Develop a story map and write the middle o their narratives.				
	4. – Peer feedback and revision.				
Week 4	**Concluding with Impact**				
	1. – Discuss elements of a strong conclusion.				
	2. – Compare effective vs. weak story endings				
	3. – Students write and revise their story endings.				
	4. – Final peer sharing and assessment.				
Week 5	**Using Sensory Details in Writing**				
	1. – Explore sensory details through picture prompts.				
	2. – Read and analyze descriptive writing examples.				
	3. – Students write a paragraph using sensory details.				

Week	Lesson Plan	Congruent	Questionable	Incongruent	Comments/ suggestions
		+1	0	–1	
	4. – Peer feedback on vivid descriptions.				
Week 6	**Expanding Sentences for Clarity**				
	1. – Practice sentence expansion techniques.				
	2. – Compare simple and expanded sentences.				
	3. – Students write descriptive paragraphs with expanded sentences.				
	4. – Peer feedback on sentence variety.				
Week 7	**Structuring Opinions in Writing**				
	1. – Discuss how to form and support opinions in writing.				
	2. – Analyze an opinion paragraph and identify key elements.				
	3. – Students write an opinion paragraph with supporting details.				
	4. – Peer feedback on argument clarity.				
Week 8	**Explaining Ideas Clearly in Writing**				
	1. – Study the structure of informative writing.				
	2. – Students create an outline for an informative paragraph.				

Week	Lesson Plan	Congruent	Questionable	Incongruent	Comments/ suggestions
		+1	0	–1	
	3. – Write an informative paragraph with supporting details.				
	4. – Peer review for clarity and organization.				

Comments:

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มหาวิทยาลัยราชภัฏเชียงใหม่ CHIANG MAI RAJABHAT UNIVERSITY

2. Experts' Validation Form for Test

Directions:

Below are test items for **Scaffolding–Based Learning Management to Enhance English Writing Ability of Secondary School Students** at **Satit International Bilingual School of Rangsit University Chiang Mai**.

Please evaluate each item based on its **congruence** with the learning objectives using the following scale:

- **+1** = Congruent
- **0** = Questionable
- **–1** = Incongruent

Mark your evaluation with a check **(✓)** in the appropriate column and provide any comments or suggestions in the space provided. Thank you for your valuable feedback.

Test Overview

- **Objective:** Assess the progress of ELS students in English writing after implementing the Scaffolding–Based Learning Management (SBLM) plan.
- **Test Duration:** 60 minutes
- **Writing Tasks:** Two parts – a **Short Narrative Writing Task (150–200 words)** and a **Medium–Length Argumentative or Descriptive Writing Task (200–300 words).**
- **Evaluation Criteria:** Content, Organization, Language Use, and Mechanics (aligned with Cambridge ESL standards).

Part 1: Short Narrative Writing (150–200 Words)

Task:

Instruction: Write about a time you learned something new. It could be a skill, a sport, or a hobby. Describe how you felt, what happened, and how you learned it.

Scaffolding Stages:

Stage	Description
Modeling	Teacher presents a simple example story to demonstrate structuring a narrative.
Guided Practice	Teacher provides sentence starters or outlines to help students frame their story.
Collaborative Practice	Students work in groups to discuss their experiences and offer suggestions.
Independent Practice	Each student writes their own narrative essay, describing the learning process and their emotions.

Evaluation Table:

Criteria	Congruent (+1)	Questionable (0)	Incongruent (–1)	Comments/ Suggestions
Narrative Task Appropriateness				
Clarity of Task Instructions				
Effectiveness of Scaffolding Stages				
Student Engagement Potential				

Part 2: Medium–Length Argumentative or Descriptive Writing (200–300 Words)

Task:

Instruction: Do you think students should have homework every day, or should they have more free time after school? Write a 200–300 word essay explaining your opinion and supporting it with reasons.

Scaffolding Stages:

Stage	Description
Modeling	Teacher provides an example argumentative essay, demonstrating structure.
Guided Practice	Teacher offers sentence starters and outlines for organizing arguments.
Collaborative Practice	Students discuss their perspectives and brainstorm supporting points.
Independent Practice	Each student writes an essay, presenting their argument with supporting reasons.

Evaluation Table:

Criteria	Congruent (+1)	Questionable (0)	Incongruent (–1)	Comments /Suggestions
Argumentative Task Relevance				
Clarity of Task Instructions				
Effectiveness of Scaffolding Stages				
Student Engagement Potential				

Evaluation Criteria for ELS Students

Criteria	Max Points	Score Given
Content & Communicative Achievement	15	
Organization & Structure	10	
Language Use & Vocabulary	5	
Mechanics (Grammar, Spelling, Punctuation)	5	
Total	**35**	

Aligned with Cambridge ESL (0876) Rubric.

Overall Evaluation of the Test

Criteria	Congruent (+1)	Questionable (0)	Incongruent (–1)	Comments/ Suggestions
Alignment with Learning Objectives				
Progressiveness of Writing Tasks				
Effectiveness of Scaffolding Approach				
Fairness and Accessibility for ELS Students				

Comments:

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……
……
……

3. Experts' Validation Form for Interview Questions

Directions:

Below are **Interview Questions** for **Scaffolding–Based Learning Management to Enhance English Writing Ability of Secondary School Students** at **Satit International Bilingual School of Rangsit University Chiang Mai**.

Please evaluate each item based on its **congruence** with the lesson objectives using the following scale:

1. **+1** = Congruent
2. **0** = Questionable
3. **–1** = Incongruent

Mark your evaluation with a check (✓) in the appropriate column and provide any comments or suggestions in the space provided. Thank you for your valuable feedback.

Semi–Structured Interview Questions

Part 1: Questions for Administrators

English Writing Curriculum and Strategy Overview:

Could you describe the current approach to teaching English writing skills at Satit International Bilingual School?

How do scaffolding strategies (Modeling, Guided Practice, Collaborative Practice, Independent Practice) fit into the broader English curriculum?

Policy and Strategy Development:

How are English learning strategies developed at your school? What role does the administration play in ensuring these strategies are implemented effectively?

Can you explain any policies or professional development initiatives in place to help teachers apply scaffolding strategies in their classrooms?

Scaffolding Strategies Impact:

In your view, how effective have scaffolding strategies been in improving students' English writing proficiency? Are there specific areas where you've seen the most improvement?

What challenges have arisen in implementing these scaffolding strategies from an administrative perspective?

Support for Teachers:

What kind of support does the administration provide to English teachers to ensure the effective application of scaffolding strategies in their teaching?

Have there been any obstacles in ensuring consistent teacher training and development related to scaffolding strategies?

Future Plans:

Are there any future plans to refine or expand the scaffolding–based learning management plans (SBLM) at the school? What improvements would you like to see in the future?

Question Number	Congruent	Questionable	Incongruent	Comments/ suggestions
	+1	0	–1	
1				
2				
3				
4				
5				
6				
7				
8				

Question Number	Congruent	Questionable	Incongruent	Comments/ suggestions
	+1	0	–1	
9				

Part 2: Questions for English Teachers

Teaching Approach and Scaffolding Integration:

Could you describe how you incorporate scaffolding strategies (Modeling, Guided Practice, Collaborative Practice, Independent Practice) into your English writing lessons?

How do you tailor these scaffolding stages to meet the needs of your students?

Effectiveness of Scaffolding Strategies:

Based on your experience, how effective have scaffolding strategies been in helping students improve their writing skills?

Based on your experience, how effective have scaffolding strategies been in helping students improve their writing skills?

Challenges Faced:

What challenges have you encountered when implementing scaffolding strategies in your classroom?

How do you overcome difficulties, such as time constraints or varied student proficiency levels, when applying these strategies?

Student Engagement and Motivation:

How have scaffolding strategies impacted student engagement and motivation in writing tasks?

Have you noticed any changes in how students approach writing assignments or their confidence in writing as a result of the scaffolding approach?

Feedback on Learning Management Plans:

What feedback do you have on the Learning Management Plans (LMPs) designed to incorporate scaffolding stages? Are there areas where you believe adjustments or improvements could be made?

How do you assess students' progress across the four scaffolding stages, and what challenges do you face in ensuring students transition from one stage to the next effectively?

Question Number	Congruent	Questionable	Incongruent	Comments/ suggestions
	+1	0	–1	
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Recommendations

1. What recommendations would you provide to improve the application of scaffolding strategies in the future?

2. Are there additional resources or training you believe would help in further refining your ability to use scaffolding effectively in English writing instruction?

Question Number	Congruent	Questionable	Incongruent	Comments/ suggestions
	+1	0	–1	
1				
2				

Comments:

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CHIANG MAI RAJABHAT UNIVERSITY

4. Experts' Validation Form for Teacher's Questionnaire

Directions:

Below is the **Teacher's Questionnaire** for **Scaffolding–Based Learning Management to Enhance English Writing Ability of Secondary School Students** at **Satit International Bilingual School of Rangsit University Chiang Mai**.

Please evaluate each statement based on its **congruence** with the lesson objectives using the following scale:

- **+1** = Congruent
- **0** = Questionable
- **–1** = Incongruent

Mark your evaluation with a check **(✓)** in the appropriate column and provide any comments or suggestions in the space provided. Thank you for your valuable feedback.

Teachert's Questionnaire

Zhuzhognxin 65866401

This Teacher's Perception Questionnaire aims to gather data on English teachers' perceptions of scaffolding strategies and their effectiveness in enhancing students' writing skills.

No.	Statements	Congruent	Questionable	Incongruent	Comments/ suggestions
		+1	0	–1	
1	I clearly present the learning objectives and expectations during my teaching.				
2	I use engaging examples and materials (e.g., stories, videos) to enhance students' understanding.				

No.	Statements	Congruent	Questionable	Incongruent	Comments/ suggestions
		+1	0	–1	
3	I provide structured guidance in modeling different writing techniques.				
4	I actively assist students during guided practice to support their writing development.				
5	I tailor my teaching strategies to meet individual student needs in writing exercises.				
6	I encourage peer discussions and collaborative learning activities to enhance writing skills.				
7	I observe student engagement levels during group activities to ensure positive participation.				
8	I provide constructive feedback to help students improve their writing in independent practice.				

No.	Statements	Congruent	Questionable	Incongruent	Comments/ suggestions
		+1	0	–1	
9	I allow students autonomy in independent writing tasks to promote creativity and critical thinking.				
10	I adjust lesson plans based on student performance and feedback to improve learning outcomes.				
11	I incorporate sensory language exercises to develop students' descriptive writing abilities.				
12	I guide students in expanding sentences and refining their writing for clarity and impact.				
13	I integrate opinion writing tasks to help students structure logical arguments effectively.				

No.	Statements	Congruent	Questionable	Incongruent	Comments/ suggestions
		+1	0	–1	
14	I teach informative writing techniques to support students in organizing factual content.				
15	I would like more professional development opportunities related to scaffolding–based learning.				

Comments:

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Signature (……)

Date (……/……/……)

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Acknowledgments

We would like to extend our heartfelt gratitude to all participating teachers for their valuable insights and contributions to this research. Your experiences and perspectives are crucial in enhancing the understanding of scaffolding strategies in English language instruction, especially for secondary ELS students in Satit International Bilingual School of Rangsit University Chiangmai.

Request for Contact Information

Thank you again for your participation in this important research. If you are willing to provide your contact information for follow–up questions or to receive updates about the study, please include your name, email address, and phone number below. Your information will be kept confidential and used solely for research purposes.

Name	
E–Mail Address	

Thank you again for your participation in this important research.

5. Full Learning Management Plan

Learning Management Plan for Narrative Writing

(Weeks 1–4)

Overview

Grade Level: Secondary ELS (English Language Support)

Focus: Narrative Writing (Storytelling Skills)

Duration: 50 minutes/session

Learning Objectives:

Content Objectives:

Students will understand the basic structure of a narrative (beginning, middle, and end).

Students will brainstorm and organize ideas for their own stories using graphic organizers.

Students will independently write a complete narrative, focusing on character, setting, and plot.

Language Objectives:

Students will use past tense and sequencing words accurately in storytelling.

Students will employ descriptive language to create vivid imagery.

Week 1

Introduction to Narrative Writing

Lesson Title: Building Strong Beginnings

Materials: Example story (e.g., a simple fable), story planning graphic organizer, whiteboard, markers.

Instructional Steps and Activities:

Warm–Up (5 minutes):

Activity: Class discussion: “What is your favorite story?”

Ask students why they like it.

Record responses on the board under key headings (e.g., characters, events, emotions).

Purpose: Activate prior knowledge and introduce key elements of narratives.

Modeling (10 minutes):

Activity: Read a short example story aloud (e.g., a fable like “The Tortoise and the Hare”).
Highlight the opening sentence and how it captures attention.
Underline sequencing words (“Once upon a time,” “Then,” “Finally”).
Think–Aloud: Demonstrate how the opening introduces the setting and main character.
Purpose: Show students how to write engaging story beginnings.

Guided Practice (15 minutes):

Activity: Provide students with a graphic organizer (e.g., “Who?” “Where?” “What happens first?”).
In pairs, students brainstorm ideas for their own story beginnings.
Teacher’s Role: Circulate to assist with brainstorming and offer suggestions.
Purpose: Support students in organizing ideas for their narratives.

Independent Practice (15 minutes):

Activity: Students write the opening paragraph of their story individually, using their organizer.
Encourage vivid descriptions of the setting and characters.
Teacher’s Role: Monitor and provide on–the–spot feedback.
Purpose: Help students apply skills learned during modeling.

Sharing and Reflection (5 minutes):

Activity: Invite 2–3 students to read their opening paragraphs aloud.
Class discussion: What makes these openings engaging?
Purpose: Reinforce learning through peer examples and reflection.
Assessment:
Formative:

Teacher observation during the guided and independent practice sessions.

Review of the opening paragraph written by each student.

Peer feedback during the sharing session.

Summative:

Assessment Task: Write the opening paragraph of a narrative story.

Rubric:

Criteria	**Excellent (5)**	**Good (4)**	**Satisfactory (3)**	**Needs Improvement (2)**	**Poor (1)**
Story Beginning	The opening is highly engaging, with strong attention–grabbing elements and a clear introduction of the setting and character.	The opening is engaging, with a clear introduction of the setting and character.	The opening is somewhat engaging but lacks clarity in setting or character.	The opening is weak and fails to engage the reader. The setting and character are unclear.	The opening is unclear and fails to engage the reader.
Use of Sequencing Words	Sequencing words are used accurately and effectively to guide the story's flow.	Sequencing words are mostly accurate, with minor errors.	Sequencing words are attempted but are used inaccurately or inconsistently.	Sequencing words are missing or used incorrectly, disrupting the flow.	Sequencing words are not used or are used incorrectly, making the story confusing.
Descriptive Language	Vivid, descriptive language creates a	Descriptive language is used effectively to	Descriptive language is minimal or lacks impact.	Descriptive language is vague, and the setting and	Descriptive language is extremely

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Poor (1)
	strong sense of place and character.	set the scene and introduce the character.		characters are poorly defined.	limited or missing.
Organization	The narrative is well–organized, with a clear beginning that sets up the story.	The narrative has a clear beginning but may lack some organizational clarity.	The narrative is somewhat disorganized, and the beginning feels incomplete or unclear.	The narrative is poorly organized, making the beginning confusing.	The narrative is incoherent and lacks organization.
Grammar and Sentence Structure	Sentences are varied, grammatically correct, and easy to follow.	Sentences are mostly correct, with minor errors in structure or grammar.	Sentences have several errors that may impact readability.	Frequent grammatical errors hinder readability and understanding.	Grammatical errors make the writing difficult to understand.

Week 2

Developing Characters

Lesson Title: Creating Memorable Characters

Materials: Character description chart, whiteboard, markers, example story excerpt.

Instructional Steps and Activities:

Warm–Up (5 minutes):

Activity: Show a picture of an interesting character (e.g., a pirate or a superhero).

Ask: “What do you think this character is like? Why?”

Purpose: Encourage imagination and observation of character traits.

Modeling (10 minutes):

Activity: Read a short excerpt describing a character (e.g., Harry Potter or Cinderella).
Highlight descriptive adjectives and phrases (“brave,” “tattered robes”).
Think–Aloud: How do these details help us imagine the character?
Purpose: Demonstrate effective character descriptions.

Guided Practice (15 minutes):

Activity: In pairs, students complete a character description chart for a character in their story.
Prompts: “What does your character look like?” “What are they good at?” “What do they want?”
Teacher’s Role: Provide targeted feedback to help students add vivid details.
Purpose: Build students’ skills in developing complex characters.

Independent Practice (15 minutes):

Activity: Students write a paragraph introducing their character, focusing on vivid descriptions and motivations.
Teacher’s Role: Circulate to provide feedback and encouragement.
Purpose: Allow students to practice character description independently.

Sharing and Reflection (5 minutes):

Activity: 2–3 students share their character paragraphs.
Class discussion: “What do you like about this character? Why?”
Purpose: Reinforce the importance of character development through peer feedback.
Assessment:
Formative:
Teacher observation of student participation during guided practice.
Review of the character description chart and written character introduction.

Summative:

Assessment Task: Write a character introduction paragraph.

Rubric:

Criteria	**Excellent (5)**	**Good (4)**	**Satisfactory (3)**	**Needs Improvement (2)**	**Poor (1)**
Character Description	The character is fully developed with clear, vivid descriptions and motivations.	The character is clearly described with good detail, including motivations.	The character is described, but lacks some detail or clarity in motivations.	The character description is vague, and motivations are unclear.	The character description is minimal, and motivations are absent.
Use of Adjectives and Detail	Adjectives and descriptive phrases are used effectively to create a strong image of the character.	Adjectives and details are used well, but could be expanded.	Descriptive language is limited, and the character lacks depth.	Descriptive language is minimal, and the character is poorly defined.	The use of adjectives and details is absent or incorrect.
Character Motivation	The character's motivations are well–developed and integral to the story.	The character's motivations are clear but not fully developed.	The character's motivations are unclear or only partially explained.	The character's motivations are vague or not explained at all.	The character has no clear motivations.

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Poor (1)
Creativity	The character is unique, memorable, and stands out in the story.	The character is somewhat unique and relatable.	The character is somewhat generic or underdeveloped.	The character is generic and lacks originality.	The character is poorly developed or not unique.
Grammar and Sentence Structure	Sentences are varied, grammatically correct, and easy to follow.	Sentences are mostly correct, with minor errors in structure or grammar.	Sentences have several errors that may impact readability.	Frequent grammatical errors hinder readability and understanding.	Grammatical errors make the writing difficult to understand.

Week 3

Building the Plot

Lesson Title: Crafting Exciting Events

Materials: Story map template, example story.

Instructional Steps and Activities:

Warm–Up (5 minutes):

Activity: Quick brainstorming game: “What’s the most exciting thing that could happen in a story?”

Write students’ answers on the board.

Purpose: Stimulate creativity and focus on plot development.

Modeling (10 minutes):

Activity: Analyze the plot of an example story.

Identify the problem, climax, and resolution.

Think–Aloud: How does each event lead to the next?
Purpose: Teach students how to structure a story.

Guided Practice (15 minutes):

Activity: Students use a story map template to outline their story's problem, key events, and resolution.
Work in small groups to discuss ideas.
Teacher's Role: Guide groups to ensure logical sequencing.
Purpose: Support students in planning their story's structure.

Independent Practice (15 minutes):

Activity: Students write the middle section of their story, focusing on key events.
Teacher's Role: Monitor and provide feedback on clarity and coherence.
Purpose: Help students practice developing their plot.

Sharing and Reflection (5 minutes):

Activity: 2–3 students share part of their plot.
Class discussion: "What made this part exciting?"
Purpose: Reinforce plot–building skills through peer feedback.
Assessment:
Formative:
Teacher observation of group discussions and story map development.
Feedback on the middle section of their story written during independent practice.
Summative:
Assessment Task: Write the middle section of a narrative story.
Rubric:

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Poor (1)
Plot Development	Events are logically sequenced, creating an exciting and coherent plot.	Events are mostly logical, with a few minor inconsistencies.	Events are somewhat disorganized, affecting the plot's flow.	Events are poorly sequenced, making the plot confusing or unclear.	The plot is incoherent, with significant issues in sequencing.
Problem and Resolution	The problem is clearly defined and resolved in a satisfying way.	The problem is clear, and the resolution is satisfactory.	The problem is unclear, and the resolution is weak.	The problem is not clearly defined, and the resolution is weak.	The problem and resolution are poorly defined or absent.
Use of Tension and Climax	The story has well–built tension leading to a powerful climax.	Tension and climax are present but could be more developed.	Tension is weak, and the climax is predictable or underwhelming.	Tension and climax are absent or poorly executed.	The story lacks tension and a clear climax.
Coherence and Flow	Events flow logically, creating a smooth and exciting narrative.	Events flow well, with minor gaps or abrupt transitions.	The narrative is somewhat disjointed, making the plot feel choppy.	The plot feels fragmented, disrupting the flow of the story.	The plot is incoherent, making the story difficult to follow.

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Poor (1)
Grammar and Sentence Structure	Sentences are varied, grammatically correct, and easy to follow.	Sentences are mostly correct, with minor errors in structure or grammar.	Sentences have several errors that may impact readability.	Frequent grammatical errors hinder readability and understanding.	Grammatical errors make the writing difficult to understand.

Week 4

Writing the Ending and Revising

Lesson Title: Concluding with Impact

Materials: Example story endings, checklist for revising.

Instructional Steps and Activities:

Warm–Up (5 minutes):

Activity: Discuss: “What makes a good ending?”

Write ideas on the board (e.g., resolution, surprise, emotion).

Purpose: Focus students on crafting satisfying conclusions.

Modeling (10 minutes):

Activity: Read and compare two story endings (one strong, one weak).

Highlight what makes the strong ending effective (e.g., ties up loose ends, emotional impact).

Purpose: Show students how to write impactful conclusions.

Guided Practice (15 minutes):

Activity: In pairs, students brainstorm how their stories will end.

Use prompts: “How is the problem solved?” “What happens to the characters?”
Teacher’s Role: Offer suggestions and feedback.
Purpose: Help students plan their story endings.

Independent Practice (15 minutes):

Activity: Students write the ending of their story and revise their work using a checklist (e.g., Are events clear? Is the grammar correct?).
Teacher’s Role: Provide individualized feedback during revision.
Purpose: Encourage self–editing and finalizing narratives.

Sharing and Reflection (5 minutes):

Activity: Volunteer students share their completed stories.
Class discussion: “What did you enjoy about this story?”
Purpose: Celebrate achievements and reinforce storytelling skills.
Assessment:
Formative:
Teacher observation during the writing and revision process.
Feedback on the written endings and revisions from peers.
Summative:
Assessment Task: Write the ending of a narrative story and revise the entire piece.
Rubric:

Criteria	**Excellent (5)**	**Good (4)**	**Satisfactory (3)**	**Needs Improvement (2)**	**Poor (1)**
Story Ending	The ending is impactful, tying up all loose ends and leaving a	The ending resolves the story well, but lacks strong	The ending resolves the story, but could be clearer or	The ending feels rushed or incomplete, and does not fully	The ending is weak, leaving the story unresolved or confusing.

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Poor (1)
	lasting impression.	emotional impact.	more impactful.	satisfy the reader.	
Resolution	The resolution is satisfying and logically follows from the events.	The resolution is clear and resolves the main issues.	The resolution is weak or does not fully follow from the events.	The resolution is unclear or disconnected from the rest of the story.	The resolution is absent or unsatisfactory.
Reflection of Theme or Message	The ending strongly reflects the story's theme or message.	The ending reflects the theme but is not as powerful.	The theme or message is somewhat reflected but unclear.	The theme or message is weak or not present in the ending.	The ending does not reflect the theme or message.
Grammar and Sentence Structure	Sentences are varied, grammatically correct, and easy to follow.	Sentences are mostly correct, with minor errors in structure or grammar.	Sentences have several errors that may impact readability.	Frequent grammatical errors hinder readability and understanding.	Grammatical errors make the writing difficult to understand.
Clarity and Coherence	The ending is clear, coherent, and effectively wraps up the narrative.	The ending is mostly clear, with some minor issues in coherence.	The ending is unclear or lacks coherence.	The ending is disjointed, making it hard to follow.	The ending is confusing or completely unclear.

Learning Management Plan for Descriptive Writing

(Weeks 5–6)

Overview

Grade Level: Secondary ELS (English Language Support)

Focus: Descriptive Writing (Sensory Details and Sentence Expansion)

Duration: 50 minutes/session

Learning Objectives:

Content Objectives:

Students will understand how to use sensory language effectively to describe scenes, objects, or events.

Students will practice expanding basic sentences to make their descriptions more vivid and engaging.

Language Objectives:

Students will use adjectives, adverbs, and figurative language accurately in their writing.

Students will organize descriptive paragraphs with clear and coherent ideas.

Week 5

Introduction to Descriptive Writing

Lesson Title: Using Sensory Details

Materials: Example descriptive paragraph, sensory details graphic organizer, picture prompts (e.g., a park or a market).

Instructional Steps and Activities:

Warm–Up (5 minutes):

Activity: Display a picture of a busy market.

Ask: “What do you see, hear, and smell in this place?”

Write responses under sensory headings (sight, sound, smell, taste, touch).

Purpose: Activate sensory awareness.

Modeling (10 minutes):

Activity: Read a descriptive paragraph aloud (e.g., about a market).
Highlight sensory details (“brightly colored fruits,” “chatter of vendors”).
Think–Aloud: Explain how sensory details create vivid imagery.
Purpose: Demonstrate the use of sensory language in writing.

Guided Practice (15 minutes):

Activity: In pairs, students brainstorm sensory details for a new picture (e.g., a beach scene).
Fill out a sensory details graphic organizer.
Teacher’s Role: Guide students in identifying unique and vivid details.
Purpose: Support students in generating ideas.

Independent Practice (15 minutes):

Activity: Students write a descriptive paragraph about the chosen picture, using sensory details from their organizer.
Teacher’s Role: Monitor and provide on–the–spot feedback.
Purpose: Help students apply sensory language independently.

Sharing and Reflection (5 minutes):

Activity: Invite 2–3 students to read their paragraphs aloud.
Class discussion: “What detail made this description vivid?”
Purpose: Reinforce the importance of sensory details.
Assessment:
Formative:
Teacher observation during sensory details brainstorming and writing.
Review of the descriptive paragraph focusing on sensory details.
Summative:
Assessment Task: Write a descriptive paragraph using sensory details.
Rubric:

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Poor (1)
Use of Sensory Details	Vivid, detailed sensory language, covering all senses in depth.	Good use of sensory language, with some detail for multiple senses.	Limited use of sensory details; may focus on only one or two senses.	Few sensory details; writing is unclear or lacks depth.	No sensory details or irrelevant descriptions.
Vivid Imagery	Descriptions create strong, clear images in the reader's mind.	Imagery is clear but may lack full detail or vividness.	Imagery is somewhat clear, but could be more detailed.	Imagery is unclear, lacking detail and depth.	No imagery or descriptions are unclear.
Sentence Structure	Sentences are varied, with rich description and varied structures.	Sentences are clear but mostly simple; some variety in structure.	Sentences are simple; lacks variety or cohesion.	Sentences are choppy or repetitive; hard to follow.	Sentences are incomplete or grammatically incorrect.
Organization	Ideas are very well–organized, with smooth transitions	Ideas are organized, but some transitions	Ideas are somewhat organized, but there are	Ideas are poorly organized, lacking clear connections.	Ideas are disorganized or unclear.

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Poor (1)
	between sensory details.	may be weak.	gaps in flow.		
Creativity and Engagement	Highly creative and engaging, draws the reader in completely.	Engaging, but may lack a unique twist or full creativity.	Some creativity, but lacks engagement.	Lacks creativity or is overly simplistic.	No creativity, boring or irrelevant.

Week 6

Expanding Sentences with Descriptive Language

Lesson Title: Adding Depth to Descriptions

Materials: Sentence expansion worksheets, example sentences (e.g., “The cat sat on the mat” vs. “The fluffy orange cat curled up on the worn–out mat near the window”).

Instructional Steps and Activities:

Warm–Up (5 minutes):

Activity: Display a simple sentence (e.g., “The dog barked”).

Ask: “How can we make this sentence more interesting?”

Write student suggestions on the board.

Purpose: Introduce sentence expansion.

Modeling (10 minutes):

Activity: Show examples of expanded sentences.

Break down how adjectives, adverbs, and phrases add detail.
Think–Aloud: Demonstrate expanding a basic sentence step by step.
Purpose: Teach techniques for enriching sentences.

Guided Practice (15 minutes):

Activity: In pairs, students use worksheets to expand basic sentences.
Example: Start with "The tree stood in the field" and expand it.
Teacher's Role: Circulate to offer feedback and suggestions.
Purpose: Provide practice in adding descriptive elements.

Independent Practice (15 minutes):

Activity: Students write a descriptive paragraph about a favorite place, focusing on sentence expansion.
Teacher's Role: Monitor and offer individualized feedback.
Purpose: Allow students to apply skills independently.

Sharing and Reflection (5 minutes):

Activity: Students share their expanded sentences or paragraphs.
Peer feedback: "Which sentence was most vivid and why?"
Purpose: Reinforce learning through peer examples and discussion.
Assessment:
Formative:
Teacher observation during sentence expansion practice.
Feedback on the expanded sentences written during independent practice.
Summative:
Assessment Task: Write a descriptive paragraph with expanded sentences.
Rubric:

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Poor (1)
Sentence Expansion	Sentences are richly expanded with multiple descriptive elements, improving clarity and detail.	Sentences are expanded with good use of descriptive language.	Sentences are expanded, but could benefit from more detail.	Sentences are minimally expanded, lacking detail.	Sentences remain simple and underdeveloped.
Use of Adjectives and Adverbs	Excellent use of adjectives and adverbs that add depth to the writing.	Good use of adjectives and adverbs; some may be basic.	Limited use of adjectives and adverbs, some feel repetitive.	Few adjectives/adverbs used; writing is plain.	No use of adjectives/adverbs or incorrectly used.
Figurative Language	Creative use of figurative language (e.g., metaphors, similes) that enhances	Figurative language is used well, but may be basic or underdeveloped.	Some attempt at figurative language, but it lacks depth or clarity.	Very little or no use of figurative language.	No figurative language used.

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Poor (1)
	the description.				
Sentence Variety	Sentences are varied, with smooth flow and clear connection of ideas.	Sentences show some variety, but may be repetitive in places.	Sentences are mostly simple; lacks variety in structure.	Sentences are overly repetitive, with poor flow.	Sentences are fragmented or difficult to follow.
Coherence and Clarity	Writing is clear, with a logical and cohesive flow.	Writing is mostly clear, with occasional lapses in flow.	Writing is somewhat clear but lacks coherence at times.	Writing is hard to follow due to lack of clarity.	Writing is unclear and disjointed.

Learning Management Plan for Opinion and Informative Writing (Weeks 7–8)

Overview

Grade Level: Secondary ELS (English Language Support)

Focus: Opinion and Informative Writing (Simple Arguments and Explanations)

Duration: 50 minutes/session

Learning Objectives:

Content Objectives:

Students will learn to organize opinion paragraphs with topic sentences, supporting reasons, and conclusions.

Students will develop informative paragraphs using main ideas and supporting details to explain a concept clearly.

Language Objectives:

Students will practice using persuasive language and logical connectors in opinion writing.

Students will develop clarity and coherence in sentence structure while providing detailed explanations in informative writing.

Week 7

Opinion Writing Basics

Lesson Title: Structuring Opinions

Materials: Example opinion paragraph, T–chart template (pros and cons), whiteboard, markers.

Instructional Steps and Activities:

Warm–Up (5 minutes):

Activity: Discuss: “What’s better: online learning or in–person learning?”

Write key arguments for both sides on the board.

Purpose: Introduce opinion writing topics and encourage critical thinking.

Modeling (10 minutes):

Activity: Analyze a short opinion paragraph (e.g., “Why breakfast is the most important meal”).
Highlight the topic sentence, supporting reasons, and conclusion.
Think–Aloud: Explain how to organize ideas logically.
Purpose: Demonstrate structuring opinion writing.

Guided Practice (15 minutes):

Activity: Students work in pairs to create a T–chart listing pros and cons for a topic (e.g., “School uniforms”).
Each pair selects their strongest reasons to support one side.
Teacher’s Role: Provide feedback on the strength of arguments.
Purpose: Help students practice organizing their ideas.

Independent Practice (15 minutes):

Activity: Students write a short opinion paragraph based on their T–chart.
Focus on having a clear topic sentence and 2–3 supporting reasons.
Teacher’s Role: Monitor and assist with logical flow and grammar.
Purpose: Allow students to practice forming and expressing opinions.

Sharing and Reflection (5 minutes):

Activity: Volunteers read their paragraphs aloud.
Class feedback: “Is the argument clear and convincing?”
Purpose: Reinforce clarity and logical reasoning through peer review.
Assessment:
Formative:
Teacher observation during T–chart creation and paragraph writing.
Peer feedback on the opinion paragraphs.

Summative:

Assessment Task: Write an opinion paragraph.

Rubric:

Criteria	**Excellent (5)**	**Good (4)**	**Satisfactory (3)**	**Needs Improvement (2)**	**Poor (1)**
Organization of Ideas	Clear, logical structure with strong topic sentence, supporting reasons, and conclusion.	Well–organized; structure is clear but may need slight adjustments.	Structure is mostly clear, but ideas may be weakly connected.	Organization is unclear; lacks logical flow.	No clear structure or organization.
Clarity and Precision	Arguments are clear, precise, and well–articulated.	Arguments are mostly clear but may need further elaboration.	Arguments are somewhat clear but vague or repetitive.	Arguments are unclear or lack focus.	No clear argument or point made.
Use of Supporting Details	Excellent use of examples and reasons to support opinions.	Good use of supporting reasons; may lack depth.	Some supporting reasons, but they may be underdeveloped.	Few or weak supporting reasons.	No supporting details used.
Logical Flow	Ideas are well–connected, creating a cohesive,	Ideas are connected logically with minor issues in flow.	Logical flow is somewhat present but feels disjointed.	Writing is choppy, with weak connections between ideas.	No logical flow; difficult to follow.

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Poor (1)
	persuasive argument.				
Grammar and Language	Excellent grammar, vocabulary, and sentence structure.	Few grammar or vocabulary errors that do not hinder understanding.	Some grammar and vocabulary mistakes that affect clarity.	Frequent grammar mistakes make understanding difficult.	Poor grammar and frequent mistakes.

Week 8

Informative Writing

Lesson Title: Explaining Clearly

Materials: Example informative paragraph, graphic organizer (main idea and details), whiteboard, markers.

Instructional Steps and Activities:

Warm–Up (5 minutes):

Activity: Ask: “What topic do you know a lot about?”

Students brainstorm topics they could explain (e.g., a favorite hobby, how to cook a dish).

Purpose: Activate prior knowledge and generate ideas for informative writing.

Modeling (10 minutes):

Activity: Read a simple informative paragraph (e.g., “How to take care of a pet”).

Highlight the main idea and supporting details.

Think–Aloud: Explain how to organize information logically.

Purpose: Demonstrate the structure of informative writing.

Guided Practice (15 minutes):

Activity: Students use a graphic organizer to outline an informative paragraph about a familiar topic.
Prompts: “What is the main idea?” “What details will support it?”
Teacher’s Role: Assist students in organizing their ideas.
Purpose: Provide structured practice in planning informative writing.

Independent Practice (15 minutes):

Activity: Students write their informative paragraph based on their graphic organizer. Focus on clarity and coherence.
Teacher’s Role: Provide feedback on sentence structure and logical flow.
Purpose: Allow students to apply their planning skills independently.

Sharing and Reflection (5 minutes):

Activity: Students share their paragraphs in small groups.
Peer feedback: “Was the explanation clear and easy to follow?”
Purpose: Reinforce clarity and effective communication through peer review.
Assessment:
Formative:
Teacher observation during the brainstorming and writing process.
Peer feedback on informative paragraphs.
Summative:
Assessment Task: Write an informative paragraph.
Rubric:

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Poor (1)
Clarity of Explanation	Explanation is clear, detailed, and easy to understand	Explanation is mostly clear, with minor areas of confusion.	Explanation is somewhat clear, but lacks detail.	Explanation is unclear or difficult to follow.	Explanation is confusing or inaccurate.
Structure and Organization	Well–organized, with a clear main idea and logically sequenced details.	Organized, but some details may be out of order or lacking in flow.	Organization is somewhat unclear, with missing details or weak connections.	Poor organization; ideas are hard to follow.	No clear structure or organization.
Supporting Details	Excellent use of detailed supporting facts and examples.	Good supporting details, but may be underdeveloped.	Few supporting details; explanation feels incomplete.	Lacks supporting details; difficult to understand the main idea.	No supporting details provided.
Coherence and Cohesion	Writing flows smoothly with strong transitions	Good flow, though some transitions may be weak.	Writing lacks coherence in parts,	Writing is choppy or disconnected between ideas.	Writing is disjointed or incoherent.

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Poor (1)
	between ideas.		with weak transitions.		
Grammar and Language	Excellent grammar, vocabulary, and sentence structure.	Few grammar or vocabulary errors that do not hinder understanding.	Some grammar or vocabulary errors that affect clarity.	Frequent grammar mistakes make understanding difficult.	Poor grammar and frequent mistakes.

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Appendix C

Evaluation Results

Appendix C compiles the evaluation results for the scaffolding–based learning management plan (SBLM), its test, interview questions, and teachers' questionnaire, validated by five experts (two administrators and three English teachers). Quantitative data, analyzed via SPSS, assess congruence with research objectives using a scale of +1 (congruent), 0 (questionable), and –1 (incongruent), with congruence levels of High (0.8–1.0), Moderate (0.5–0.79), and Low (<0.5). These cover the SBLM (32 items over 8 weeks), test (12 criteria), interview questions (21 items), and questionnaire (15 items). Qualitative feedback from experts, detailed in Tables 4.1–4.4, provides insights into strengths and areas for refinement, ensuring a comprehensive evaluation of the SBLM's alignment and effectiveness. The evaluation results are presented as follows: Experts' Validation Scores (quantitative data) and Expert Feedback (qualitative data), detailed in Tables 4.1–4.4.

1. Experts' Validation Scores
2. Expert Feedback

Experts' Validation Scores Form

Evaluation lists	**Expert 1**	**Expert 2**	**Expert 3**	**Expert 4**	**Expert 5**	**Mean Sore**	**S.D.**	**Level of Congruence**
Experts' Validation of the Learning Management Plan								
W1_Item1	+1	+1	+1	+1	+1	1	0	High
W1_Item2	+1	+1	+1	+1	+1	1	0	High
W1_Item3	+1	+1	+1	0	+1	0.8	0.45	High
W1_Item4	+1	+1	0	0	+1	0.6	0.55	Moderate
W2_Item1	0	+1	0	0	0	0.2	0.45	Low
W2_Item2	+1	+1	+1	+1	+1	1	0	High
W2_Item3	+1	+1	+1	+1	+1	1	0	High

Evaluation lists	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Mean Sore	S.D.	Level of Congruence
W2_Item4	+1	+1	+1	+1	+1	1	0	High
W3_Item1	+1	+1	+1	+1	+1	1	0	High
W3_Item2	+1	+1	+1	+1	+1	1	0	High
W3_Item3	+1	+1	+1	+1	+1	1	0	High
W3_Item4	+1	+1	0	0	+1	0.6	0.55	Moderate
W4_Item1	+1	+1	+1	+1	+1	1	0	High
W4_Item2	+1	+1	+1	+1	+1	1	0	High
W4_Item3	+1	+1	+1	+1	+1	1	0	High
W4_Item4	+1	+1	0	0	+1	0.4	0.55	Moderate
W5_Item1	+1	+1	0	+1	+1	0.8	0.45	High
W5_Item2	+1	+1	+1	+1	+1	1	0	High
W5_Item3	+1	+1	+1	+1	+1	1	0	High
W5_Item4	+1	+1	+1	+1	+1	1	0	High
W6_Item1	+1	+1	+1	+1	+1	1	0	High
W6_Item2	+1	+1	0	+1	+1	0.8	0.45	High
W6_Item3	+1	+1	+1	+1	+1	1	0	High
W6_Item4	0	+1	+1	0	+1	0.6	0.55	Moderate
W7_Item1	+1	+1	+1	+1	0	0.8	0.45	High
W7_Item2	+1	+1	+1	+1	+1	1	0	High
W7_Item3	+1	+1	+1	+1	+1	1	0	High
W7_Item4	+1	+1	+1	+1	+1	1	0	High
W8_Item1	+1	+1	+1	+1	+1	1	0	High
W8_Item2	+1	+1	+1	+1	+1	1	0	High
W8_Item3	+1	+1	+1	+1	+1	1	0	High
W8_Item4	0	+1	0	0	+1	0.4	0.55	Moderate
Total Items						0.86	0.34	High
Experts' Validation of the Test								
P1_NarrativeTask	+1	+1	+1	+1	+1	1	0	High
P1_ClarityInstr	+1	+1	+1	+1	+1	1	0	High
P1_ScaffoldEffect	+1	+1	+1	+1	+1	1	0	High
P1_Engagement	+1	+1	+1	+1	+1	1	0	High

Evaluation lists	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Mean Sore	S.D.	Level of Congruence
P2_ArgTaskRelevance	+1	+1	+1	+1	+1	1	0	High
P2_ClarityInstr	+1	+1	+1	+1	+1	1	0	High
P2_ScaffoldEffect	+1	+1	+1	+1	+1	1	0	High
P2_Engagement	+1	0	+1	0	+1	0.6	0.55	Moderate
Overall_Alignment Objectives	+1	+1	+1	+1	+1	1	0	High
Overall_Progress Tasks	+1	+1	+1	0	+1	0.8	0.45	High
Overall_Scaffold Approach	+1	+1	+1	+1	+1	1	0	High
Overall_Fairness ELS	+1	0	+1	0	+1	0.6	0.55	Moderate
Total Items						0.92	0.28	High
Experts' Validation of Interview Questions								
Q1_A	+1	+1	+1	+1	+1	1	0	High
Q2_A	+1	+1	+1	+1	+1	1	0	High
Q3_A	0	+1	+1	+1	+1	0.8	0.45	High
Q4_A	+1	+1	+1	+1	+1	1	0	High
Q5_A	+1	+1	+1	+1	+1	1	0	High
Q6_A	+1	+1	+1	+1	+1	1	0	High
Q7_A	+1	+1	+1	0	+1	0.8	0.45	High
Q8_A	0	+1	+1	0	+1	0.6	0.55	Moderate
Q9_A	+1	+1	+1	+1	+1	1	0	High
Q1_T	+1	+1	+1	+1	+1	1	0	High
Q2_T	+1	+1	+1	+1	+1	1	0	High
Q3_T	+1	+1	+1	+1	+1	1	0	High
Q4_T	+1	+1	0	+1	+1	0.8	0.45	High
Q5_T	+1	+1	+1	+1	+1	1	0	High
Q6_T	+1	+1	+1	+1	+1	1	0	High
Q7_T	+1	+1	+1	+1	+1	1	0	High

Evaluation lists	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Mean Sore	S.D.	Level of Congruence
Q8_T	+1	+1	+1	+1	+1	1	0	High
Q9_T	+1	+1	+1	+1	+1	1	0	High
Q10_T	+1	+1	+1	+1	+1	1	0	High
Q1_R	+1	+1	+1	+1	+1	1	0	High
Q2_R	0	+1	+1	0	+1	0.6	0.55	Moderate
Total Items						0.92	0.28	High
Experts' Validation of Teachers' Questionnaire								
Q1	+1	+1	+1	+1	+1	1	0	High
Q2	+1	+1	+1	+1	+1	1	0	High
Q3	+1	+1	+1	+1	+1	1	0	High
Q4	+1	+1	+1	+1	+1	1	0	High
Q5	+1	+1	+1	+1	+1	1	0	High
Q6	+1	+1	+1	+1	+1	1	0	High
Q7	+1	0	+1	0	+1	0.6	0.55	Moderate
Q8	+1	+1	+1	+1	+1	1	0	High
Q9	+1	+1	+1	+1	+1	1	0	High
Q10	+1	+1	+1	+1	+1	1	0	High
Q11	+1	+1	+1	+1	+1	1	0	High
Q12	+1	+1	+1	+1	+1	1	0	High
Q13	+1	+1	+1	+1	+1	1	0	High
Q14	+1	+1	+1	+1	+1	1	0	High
Q15	+1	+1	0	0	+1	0.6	0.55	Moderate
Total Items						0.96	0.2	High

Expert Feedback Form

Table 4.1 Experts' Validation Form for Lesson Plan

Experts' Validation Form for Lesson Plan	
	Comments
Administrator 1	The lesson plan is practical and student–centered, with strong alignment to most objectives. However, some activities (e.g., peer feedback and character discussions) could benefit from more explicit instructions or examples to ensure they fully meet the intended goals. i'd suggest incorporating a variety of text types beyond fables to broaden students' exposure.
Administrator 2	The plan is solid and aligns well with the objectives, especially in scaffolding writing skills progressively. However, peer activities might be challenging for ELS students without additional support or clearer guidelines. I recommend incorporating more teacher–led modeling or visual aid to assist lower–proficiency learners, particularly in the early weeks.
Teacher 1	I recommend incorporating more teacher–led modeling or visual aids to assist lower–proficiency learners. particularly in the early weeks.
Teacher 2	This lesson plan is exceptionally well–structured and aligns seamlessly with the stated content and language objectives, The progression from modeling to independent practice, combined with peer collaboration, reflects excellent scaffolding principles. I recommend adding a brief mention of how differentiation is addressed for varying proficiency levels to ensure inclusivity across all ELS students.

Experts' Validation Form for Lesson Plan	
Teacher 3	The lesson plan is highly congruent with the objectives offering a logical and scaffolded approach to writing development. The use of peer feedback and graphic organizers is commendable. However, the transition from descriptive to opinion/informative writing feels abrupt–consider bridging activities to smooth this shift.Additionally, clarifying assessment criteria would strengthen the plan's rigor.

Table 4.2Experts' Validation Form for Test

Experts' Validation Form for Test	
	Comments
Teacher 1	I suggest adding a prompt in Part 1 to explicitly encourage sensory details for deeper alignment with descriptive objectives.
Administrator 1	The test is highly congruent with the learning objectives, effectively assessing narrative and argumentative skills through a scaffolded approach. Both tasks are engaging and well–supported. For Part 1, consider prompting for sensory details to fully align with descriptive goals. Clarifying time allocation within 60 minutes would ensure fairness for ELS students.
Teacher 2	Part 1 is highly engaging, while Part 2's topic might not captivate all students—consider offering a choice of topics. The 60–minute duration feels constrained for two tasks; splitting time allocations (e.g., 25/35 min) could improve accessibility.
Administrator 2	The test aligns well with the objectives, with effective scaffolding for ELS learners. Part 1 is engaging, but Part 2's topic might not appeal to all—consider a choice of prompts. The jump from 150–

Experts' Validation Form for Test	
	200 to 200–300 words feel ambitious within 60 minutes; extending time or adjusting word counts could enhance accessibility.
Teacher 3	This test is highly congruent with the learning objectives, offering a balanced assessment of narrative and argumentative skills. The scaffolding stages are exemplary for ELS students. To enhance Part 1, consider prompting for sensory details explicitly. For fairness, specify time splits (e.g., 30 min each) to ensure students can manage both tasks comfortably.

Table 4.3.1 Experts' Validation Form for Interview Questions

Experts' Validation Form for Interview Questions	
	Comments
Teacher 1	The repetition of Q4 with Q3 in Part 2 slightly weakens its efficiency—suggest merging them. Otherwise, an excellent set of questions for the study's purposes.
Administrator 2	The questions are well–suited to explore scaffolding's role in writing skill development, with strong alignment to the objectives. The teacher questions are particularly practical and relevant. For administrators, Questions 7 and 8 are slightly less focused on student writing outcomes—consider tightening their link to classroom impact. The repetition in Part 2 (Q3 and Q4) could be streamlined for efficiency.
Teacher 3	The interview questions are highly congruent with the lesson objectives, effectively probing the integration, effectiveness, and challenges of scaffolding strategies in enhancing writing skills. The questions for administrators and teachers cover a broad scope, from

Experts' Validation Form for Interview Questions	
	curriculum fit to practical classroom insights. The repetition of Question 4 (Part 2) with Question 3 is a minor flaw—consider consolidating them. Otherwise, an excellent tool for gathering relevant data.

Table 4.3.2 Experts' Validation Form for Teacher's Questionnaire

Experts' Validation Form for Teacher's Questionnaire	
	Comments
Teacher 1	Item 15, while valuable for teacher development, feels slightly disconnected from the student–focused objectives—perhaps rephrase it to tie directly to classroom implementation.
Teacher 2	The questionnaire is practical and well–aligned with the lesson objectives, particularly in capturing how scaffolding supports writing skill development. Item 7 is slightly vague in its connection to specific writing outcomes—perhaps refine it to focus on engagement's impact on writing. Item 15 is a teacher–centric statement; it could be reworded to connect more explicitly to classroom practice for better congruence.
Administrator 2	The questionnaire is strongly aligned with the lesson objectives, covering key scaffolding practices that enhance writing skills. Most items directly reflect the goals of narrative, descriptive, and opinion/informative writing. Item 7 could be more specific to writing outcomes, and Item 15 feels out of place as it shifts focus from students to teachers—suggest removing or rephrasing it to fit the classroom context.

Appendix C confirms the SBLM, test, interview questions, and teachers' questionnaire are highly congruent with research objectives, with mean scores of 0.86, 0.92, 0.92, and 0.96, respectively. Qualitative feedback highlights the SBLM's effective scaffolding across writing genres, though peer feedback (e.g., W1_Item4) and transitions need clearer guidelines and bridging activities. The test aligns with narrative and argumentative skills but requires descriptive and informative tasks and adjusted time/word counts for ELS fairness. Interview questions and the questionnaire effectively capture perceptions, with suggestions to streamline repetitive items (e.g., Q3_T/Q4_T) and refocus teacher–centric questions (e.g., Q15) on classroom impact. These findings validate the SBLM's potential while identifying precise improvements.

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