HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Language Education
English Language Teaching Program

AN EXPERIMENTAL STUDY ON SCAFFOLDING FOR WRITING ACHIEVEMENT AND ITS EFFECT ON WRITING MOTIVATION

Şebnem UZUN

Master's Thesis

Ankara, (2020)

With leadership, research, innovation, high quality education and change,

To the leading edge... Toward being the best...

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YAZMA BAŞARISI İÇİN DESTEKLEME ÜZERİNE DENEYSEL BİR ÇALIŞMA VE BUNUN YAZMA MOTİVASYONU ÜZERİNDEKİ ETKİSİ

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Master's Thesis

Ankara, (2020)

Acceptance and Approval

To the Graduate School of Educational Sciences,

This thesis, prepared by **ŞEBNEM UZUN** and entitled **"AN EXPERIMENTAL STUDY ON SCAFFOLDING FOR WRITING ACHIEVEMENT AND ITS EFFECT ON WRITING MOTIVATION"** has been approved as a thesis for the **Degree of Master in the Program of English Language Teaching in the Department of Foreign Language Education** by the members of the Examining Committee.

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This is to certify that this thesis has been approved by the aforementioned examining committee members on …/…/…. in accordance with the relevant articles of the Rules and Regulations of Hacettepe University Graduate School of Educational Sciences, and was accepted as a **Master's Thesis** in the **Program of English Language Teaching** by the Board of Directors of the Graduate School of Educational Sciences from ...../...../.....

Prof. Dr. Selahattin GELBAL
Director of Graduate School of Educational Sciences

Abstract

This study intents to investigate the effect of scaffolding techniques on writing achievement, writing motivation, and classroom environment as well as the students' perceptions. It also aims at finding which writing stage can be more beneficial for the students in order to give scaffolding in the writing classes. The study was held in the English preparatory school of a state university in Turkey with 50 students. Two experimental groups that were given scaffolding instructions in different stages of writing, and one control group which followed standard writing classes were formed so as to make comparisons not only among all groups but also between two experimental groups separately. Data collection was made both quantitatively and qualitatively. The quantitative data collection part was designed in the form of pre-test and post-test. The data gathered from these quantitative tools were analyzed via SPSS 21. On the other hand, teacher journal and student interview methods were included in the study as qualitative methods so as to gain insight with regard to both the classroom environment and the learners' opinions towards scaffolding in writing classes. The data from these tools were analyzed thanks to thematic analysis. The results indicated that scaffolding appeared as an effective tool for the enhancement of achievement and motivation in writing classes. Besides, thanks to scaffolding, a more positive classroom atmosphere could be created in writing classes, and the learners also believed that scaffolding applications were beneficial and enjoyable for them. Lastly, compared to pre-writing scaffolding applications, it was proved that when scaffolding techniques were presented through while-writing stage, the students could improve their writing abilities larger amounts and increase their motivation level more. Furthermore, the classroom atmosphere of the experimental group 1 became friendlier, more collaborative and supportive although the workload of the teacher increased in a considerable amount during while-writing stage.

Key words: scaffolding techniques, writing, achievement, motivation, classroom environment, students' opinions.

Öz

Bu çalışma, destekleme uygulamalarının yazma başarısı, yazma motivasyonu ve sınıf ortamı ile öğrencilerin algıları üzerindeki etkisini araştırmayı amaçlamaktadır. Buna ek olarak, yazma sınıflarında destekleme uygulaması vermek için yazmanın hangi aşamasının öğrenciler için daha yararlı olacağının bulunması da amaçlar arasında yer almaktadır. Çalışma, Türkiye'de bir devlet üniversitesinin İngilizce hazırlık okulunda öğrenim gören 50 öğrencisiyle gerçekleştirilmiştir. Farklı yazma aşamalarında destekleme uygulaması verilen iki deney grubu ve standart yazma sınıfını takip eden bir adet kontrol grubu, sadece tüm gruplar arasında değil aynı zamanda iki deney grubu arasında ayrı ayrı karşılaştırmalar yapmak üzere oluşturulmuştur. Veri toplama işlemi hem nicel hem de nitel olarak yapılmıştır. Nicel veri toplama kısmı ön test ve son test olarak tasarlanmıştır. Bu nicel araçlardan elde edilen veriler SPSS 21 ile analiz edilmiştir. Öte yandan, öğretmen gözlem notları ve öğrenci ile röportaj yöntemleri, hem sınıf ortamı hem de öğrencilerin yazma derslerindeki düzenleme uygulamalarına karşı görüşleri hakkında fikir edinmek amacıyla nitel yöntemler olarak çalışmaya dâhil edilmiştir. Bu araçlardan elde edilen veriler Tematik analiz ile incelenmiştir. Sonuçlar, düzenleme faaliyetlerinin yazma derslerinde başarı ve motivasyonun iyileştirilmesi için etkili bir araç olarak ortaya çıktığını göstermiştir. Ayrıca, düzenleme sayesinde, daha pozitif bir sınıf ortamı oluşturulabilmiş ve öğrenciler de düzenleme uygulamalarının kendileri için yaralı ve eğlenceli olduğuna kanaat getirmişlerdir. Son olarak, yazma öncesi düzenleme uygulamasına kıyasla, düzenleme teknikleri yazma aşamasında uygulandığında öğrencilerin, yazma becerileri daha yüksek oranda geliştirebildikleri ve motivasyon düzeylerini daha fazla arttırabildikleri kanıtlanmıştır. Ek olarak, her ne kadar öğretmenin iş yükü yazma aşamasında önemli ölçüde artmışsa da, deney grubu 1' in sınıf atmosferi daha samimi, işbirlikçi ve destekleyici hale gelmiştir.

Anahtar kelimeler: Düzenleme teknikleri, yazma, başarı, motivasyon, sınıf ortamı, öğrencilerin düşünceleri.

Acknowledgements

The process of completing this thesis was very enjoyable and seminal for me.

In the first instance, I would like to present my sincerest gratitude to my supervisor Assist Prof. Dr. İsmail Fırat Altay for his precious guidance, valuable encouragement, and endless support during the construction of my thesis. It will not be possible to complete this thesis without his help.

I also want to thank Prof. Dr. İsmail Hakkı Erten and Assoc. Prof. Dr. Hüseyin Öz for equipping me with the necessary background knowledge through my learning journey. Although they are not with us anymore, their teachings will live forever in the minds of their students and in the hearts that they could touch.

I would like to express my deepest appreciation to my supportive father, dearest mother, and wonderful brother for their love, encouragement, and patience in every step of my life.

I would like to state my gratefulness to TÜBİTAK (The Scientific and Technological Research Council of Turkey) for providing M.A. scholarship (TÜBİTAK-2210A).

I want to express my thankfulness for Hacettepe University School of Foreign Language, my lovely friends, and my colleagues for their countless help and the intimate community that they have created from the first moment that I started working there.

I would like to thank my excellent students for their enthusiastic contribution and commitment to this study.

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Symbols and Abbreviations

ZPD: Zone of Proximal Development

CLIL: Content and Language Integrated Learning

CBI: Content-Based Instruction

SCT: Sociocultural Theory

CEFR: Common European Framework of References

SPSS: Statistical Package for the Social Sciences

Chapter 1

Introduction

The concept of scaffolding and its techniques are investigated in the educational context widely through decades (Faraj, 2015). To start with, in very general terms, scaffolding appears as a framework that is placed around buildings to support the construction which cannot remain steady, until it is ready to stand on its own. This support is removed when the construction of the building does not need it in order to stand freely (Amerian & Mehri, 2014). This concept found itself a place in the research area and gained new meanings thanks to the studies of Bruner and Sherwood, and Wood, Bruner, and Ross in 1976 (Gonulal & Loewen, 2018). In these definitions, scaffolding was seen as a support or assistance given by parents, for the development of children in order to complete a given task (Puntambekar & Hübscher, 2005). After some time, scaffolding was integrated into the classroom environment as a form of teacher-student interplay between 1970 and 1980. Therefore, it started to represent teacher or peer assistance given to the learners in order to complete a given task or to solve a "cognitive difficulty" (Kavanoz & Yüksel, 2010, p.26) by gaining new understandings, necessary skills, and concepts. Nonetheless, this assistance is not permanent but temporary. So, the scaffolding instruction should be taken back when the novice gains the ability to perform the same or a similar task on his own (Bruner, 1983; Puntambekar & Hübscher, 2005). Thanks to these features of scaffolding, students feel more motivated to not only acquire language but also deal with possible problematic situations as they gain a sense that they can accomplish a given task or solve a problem which cannot be possible otherwise (Greenfield, 1999; Puntambekar & Hübscher, 2005). Moreover, another important quality of scaffolding is about transferring the responsibility to the learner himself and about providing sufficient information to handle a given task on their own in the next challenge. Hence, this quality makes learners more self-regulated and autonomous in their future learnings (Amerian & Mehri, 2014).

Even if the introduction of the scaffolding is not made by Lev Vygotsky himself, this concept is closely linked to his sociocultural theory and Zone of Proximal Development (ZPD). First of all, according to the sociocultural theory of Vygotsky, learning does not happen in isolation (van der Stuyf, 2002). On the

contrary, it requires people's direct participation in a social and cultural environment (Raymond, 2000). This interaction affects and shapes their views and interpretations (van der Stuyf, 2002). As for ZPD, it represents a gap in a child's knowledge. This gap is between the actual level of knowledge and the potential level of development (Puntambekar & Hübscher, 2005). This actual and potential knowledge means what is known and not known respectively. Therefore, scaffolding appears in this term as an assistance or a guide to reach the boundaries of unknown knowledge and fill the gap between actual and potential level. Thus, scaffolding within the concept of ZPD is related to constructing bridges between what is known and not known in order to "facilitate development" (Bıkmaz & Ata & Özer & Soyak, 2010, p.25) of others. When teachers activate this gap by assisting learners to acquire concept, skills, and understanding above their current knowledge, they can "excel beyond their current skills level" (Jaramillo, 1996, p.138). As a result, teachers or peers can "provide assistance to learners within ZPD to help them move forwards to" (Smit & van Eerde & Bakker, 2013, p.820) independent cognitive functioning for the future tasks and problems. Hence, scaffolding instruction gains a role in the "head of development" (Vygotsky, 1978, p.212).

As for the second part of the study, writing is an important skill for people because it represents a way of communicating. This skill has also an important part for language learners because, in order to be successful academically, they should have an ability to express their thoughts in a written form. However, this situation can be very challenging for learners. The reason is that they should be proficient in making sentences by placing right structures and words as well as considering "getting ideas, organizing the ideas, developing the ideas into paragraphs, and maintaining paragraph unity" (Vonna & Mukminatien & Laksmi, 2015, p.227,228). As a consequence, the learners may feel tension and anxiety towards writing and this situation causes them to get low grades in writing classes. Nevertheless, scaffolding can appear as a solution (Alwahibee, 2019). The teacher may make the learning environment more meaningful by simplifying a topic, adding pre activities, using questioning and repeating strategies, and explaining some concepts in order to activate students existing knowledge (Vonna & Mukminatien & Laksmi, 2015). Hence, they can better concentrate on a topic, feel themselves more secure and do

not get frustrated easily. As the outcome of these, students may be more willing and motivated in the class (Rahmah & Tekeng, 2016; Alwahibee, 2019).

Statement of the Problem

The study has several main problems. First of them aims to investigate the effectiveness of using scaffolding for achievement in the students' academic writing skills. The second concern of the study is related to writing motivation of learners. This one is included to explore whether applying scaffolding for writing classes will have an impact on learners' motivation towards writing in English or not.

In addition to these, the other problems cover only two experimental groups by excluding control group. Except from the ones mentioned earlier, this study searches the relationship between scaffolding instructions and classroom atmosphere. Furthermore, a group of students from the experimental groups are interviewed so as to figure out the opinions of the learners towards scaffolding in the writing classes. Lastly, these two experimental groups are compared with each other in order to detect which writing period works best for the learners with regard to achievement, motivation and classroom environment as well as their opinions about their own scaffolding process in their writing classes.

Aim and Significance of the Study

This study aims to find the effectiveness of scaffolding on writing achievement, writing motivation and classroom interactions as well as the learners' ideas towards scaffolding in academic writing classes. It is substantial as it can lead to some changes in teaching writing of traditional classes. First of all, this research will show not only the relationship between scaffolding and writing achievement but also which time of applying scaffolding for writing act can be more beneficial for learners. Thus, teachers may consider this outcome while teaching writing in the class in order to make the learning and teaching environment more efficient for learners. Besides, they can create a better and more entertaining learning environment which is different from standard teaching processes, and solve students' problems better while writing a paragraph in English. As a consequence, the students may feel more comfortable and confident in writing. So, a humanistic view may be placed in the class by the teachers. Secondly, this research includes evaluating learners' level of writing motivation before and after experiencing

scaffolding instructions in order to evaluate the impact of scaffolding on motivation towards writing. Furthermore, two different writing stage are also compared with each other so as to find the best writing period for academic writing motivation. Hence, teachers may see another beneficial part of scaffolding apart from academic achievement, and this may help scaffolding find a place in the education curriculum. Moreover, the teacher may use this quality of scaffolding to increase willingness and engagement of students in writing classes. This situation creates low affective filter rate for learners, and it may make them more active in writing classes.

Teachers may also benefit from the qualitative data collected via teacher journal and student interview. The teacher journal presents important data related to how classroom atmosphere may be affected by scaffolding, and what can be advantages and disadvantages of two different kinds of scaffolding application in the writing classes. The teachers may use this information as a guide while integrating scaffolding into their own classrooms. Besides, thanks to interviews, they can be acknowledged about how students may react to scaffolding beforehand. These results can be a significant source of information while making lessons plans including scaffolding techniques and student-centered teaching.

Research Questions

1. Does scaffolding have an effect on students' writing achievement?

a. Which type of scaffolding can work better for achievement?

2. Does using scaffolding influence students' motivations towards writing?

a. Which type of scaffolding can work better for motivation?

3. What are the students' opinions towards writing and scaffolding applications?

4. Does different scaffolding applications have an effect on classroom environment?

Assumptions

This study intends to find a positive influence of using scaffolding instruction in writing classes. Moreover, this guidance and support from scaffolding is expected to affect learners' motivation towards writing and their achievement level positively. Besides, the research aims to figure out students' opinions towards the use of scaffolding in writing classes and the positive effect of scaffolding on classroom

dynamics. Lastly, one of the stages in writing process is thought to be more beneficial than the other for learners and teaching writing in writing classes.

Limitations

This study has some limitations. First of all, it only focuses on writing skills rather than all four skills which are reading, listening, speaking and writing. Therefore, the effect of the scaffolding will only cover one ability, and it will not be generalized to overall language achievement. Secondly, even if the researcher will teach two experimental groups, control group will have a different teacher. The control group will not take anything special like experimental groups. Moreover, they will be given the same teaching materials with experimental groups. Thus, this situation will not affect data negatively. Thirdly, proficiency exams can have a negative effect on students' motivation towards writing. This situation may negatively influence data because if the students face with failure, even if they have positive opinions towards writing, scaffolding and their motivation in writing, they may tend to say the contrary. Fourthly, in this study, only a limited number of students will be interviewed rather than all students in the experiment. This situation may limit the amount of information and ideas. Lastly, students' daily mood may affect their results on each writing task including pre and post-tests as well as the marks that they will receive from writing motivation questionnaire.

Definitions

Definitions of several terms are presented in order to make the key terms and concepts clear for the readers while interpreting the study.

Scaffolding: It can be explained as "the temporary assistance by which a teacher helps a learner know what to do something, so that the learner will later be able to complete a similar task alone" (Gibbons, 2015, p.16).

Writing: "Writing is another means of communicating thoughts, feelings, ideas and beliefs to an intended audience" (Katz, 2012, p.102) in written form.

Achievement: Achievement is "something very good and difficult that you have succeeded in doing" (Cambridge Dictionary, 2020).

Motivation: Motivation "refers to any sort of general drive or inclination to do something" (Baumeister & Vohs, 2007, p.116).

Sociocultural Theory: Sociocultural theory of Vygotsky is designed to "honor human diversity and emphasize the influence that social and historical contexts have on teaching and learning." (Mahn & John-Steiner, 2013, p.118)

Chapter 2

Literature Review

This chapter aims at giving information about literature related to the topic of the study. To begin with, this study is designed so as to explore the effect of scaffolding on writing achievement and motivation of students. Moreover, it also investigates the outcomes of scaffolding in the classroom environment, and the students' opinions. For this aim, three headings are opened with necessary subheadings for the purpose of explaining relevant literature. The first part is organized around the concept of scaffolding, key features, types and application of it, and the relationship between Content and Language Integrated Learning (CLIL)/Content-Based Instruction (CBI) and scaffolding. Besides, its difference from the word 'help' is also explained as a subheading. At the end of this part, the concept of scaffolding is studied with Constructivism. The second part is about Sociocultural Theory (SCT). Its basic terms such as mediation, internalization, Zone of Proximal Development (ZPD) and artifact are explained as subheadings. In addition, speech development, the effect of scaffolding in SCT, and the comparison of Vygotsky and Piaget also have a place in this chapter. The last part is related to writing and writing motivation. The factors influencing writing motivation such as self-efficacy, interest, attribution, challenge, and autonomy are explained in detail. The relationship between scaffolding and writing motivation is also taken as a separate subheading. Finally, at the end of this chapter, previous studies related to scaffolding and their results are given so as to emphasize the unique qualities of the study.

Scaffolding

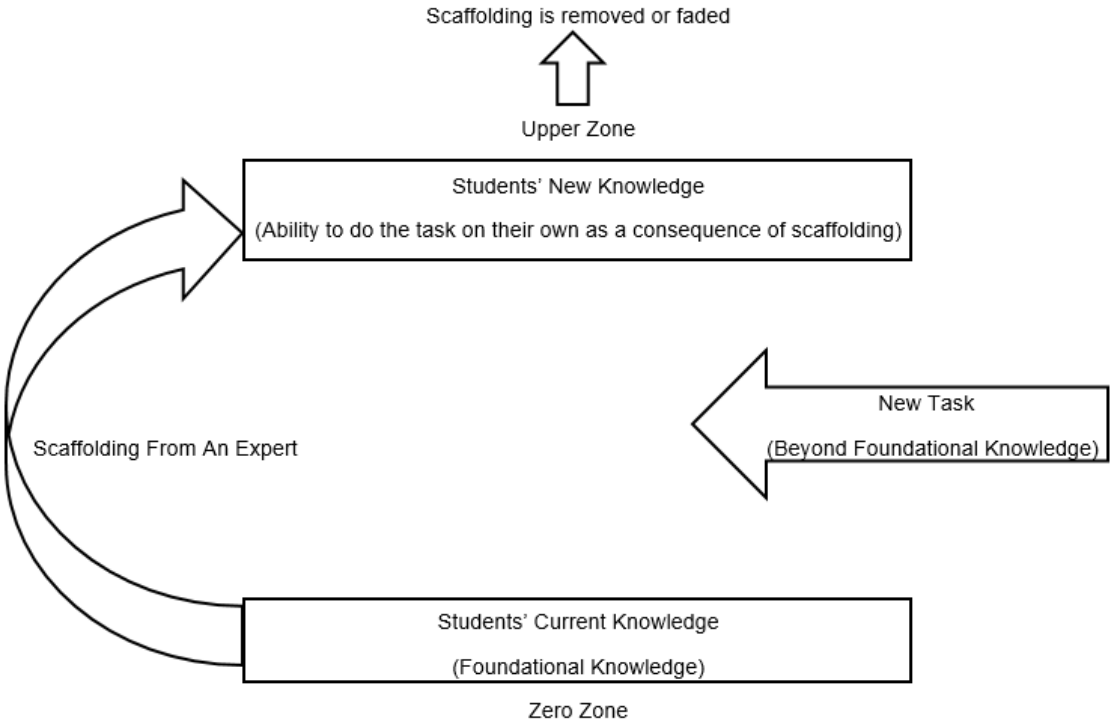
According to Oxford dictionary, scaffolding means "poles and boards that are joined together to make a structure for workers to stand on when they are working high up on the outside wall of a building" (Oxford Dict., 2019). Therefore, its actual meaning is about temporary support which is placed around buildings in order to give workers access to reach higher floors while constructing it. This framework is removed when the overall body of the construction appears and does not need scaffolding any longer. This word is used in education as a metaphor. Similarly, scaffolding in the educational context represents non-permanent but necessary support given by not only teachers but also knowledgeable peers in order to assist

students in the process of task completion and, achieving understandings, necessary skills, and concepts. After the learners gain competency in these, scaffolding is faded away gradually (Hammond & Gibbons, 2001; Northern Illinois University, 2019). So, scaffolding provides a framework called “supportive teaching” (Gonulal & Loewen, 2018, p. 1) to the learners for the purpose of helping them during the process of problem-solving and the achievement of tasks or concepts until they gain the ability to do them on their own.

Even if there are different opinions about the person who introduced the concept of scaffolding to the scientific field, it can be said that the first appearance of scaffolding in the research area as a new concept dates back to the 1970s. This concept in the English language was integrated into two studies in 1976. In one of them, Bruner and Sherwood used a child game called ‘peekaboo’ to figure out the interaction between a mother and a child. The name scaffolding represented “the interventions of the mother during the game” (Gonulal & Loewen, 2018, p. 1) in this research. The other study was conducted by Wood, Bruner, and Ross. It focused on a problem-solving task of thirty children aged between 3, 4 and 5, and their parents in order to identify the parents’ roles during the task process (Gonulal & Loewen, 2018). The task was related to making a pyramid through the use of a toy designed by one of the researchers. As the outcome of this study, the original use of scaffolding covered immediate assistance of a grown-up for a novice in order to “solve a problem, carry out a task or achieve a goal which would be beyond his unassisted efforts” (Wood & Bruner & Ross, 1976, p. 90). However, the parents’ roles seemed like the controller of the elements in the task which were above the children’s current capacity. The parents helped the children direct their attention better and stay motivated by dividing the task into manageable parts, demonstrating and “controlling frustration” (Gonulal & Loewen, 2018, p. 1; Wood & Bruner & Ross, 1976, p. 98). As a consequence of these controlling and intervention processes, experts took the freedom of the children during the problem-solving tasks. Hence, children could better focus their attention on acquiring difficult skills which “they could not achieve on their own” (Dix, 2016, p. 23).

When time passed, scaffolding was integrated into the educational field of research. People started to think about the possibility that the scaffolding metaphor

may facilitate the learning atmosphere and lead the improvement in the acquisition of necessary skills (Hasan, 2018) for the completion of some tasks. Therefore, it became a part of teacher-student interplay and found itself a place in the classroom environment between the 1970s and 1980s. Rather than parents, teachers, sometimes even peers played the role of an expert. Thus, the term has been changed to represent the “temporary, but essential, nature of the mentor’s assistance” (Maybin & Mercer & Stierer, 1992, p. 186) in order to show students how to organize or complete a given task that is beyond their current level, and how to gain new perspectives and understandings. Thanks to this assistance and “pedagogical push” in the process of “work[ing] at a higher level of activity” (Gonulal & Loewen, 2018, p. 3), the learners can have the ability to fulfill this activity on their own in the future steps of their developments (Hammond & Gibbons, 2001; Durmaz, 2013).



(Northern Illinois University, 2019)

Figure 1. The Process of Scaffolding.

As it has represented in the given table, every learner has their own 'foundational knowledge' in the beginning. Hence, they start to handle a given task with their current information and abilities. However, these new tasks may have

some qualities that are beyond the learners' capabilities. As a consequence, the learners may feel confused and look for a prompt that will fill the gap between the known and the unknown during their learning process. When this support, called scaffolding, is given by the teacher or peers, students can complete the task. However, this guidance does not mean permanent support. So, the scaffolding which is not needed anymore is removed as the learners acquire the necessary abilities to make the same task on their own next time.

Thus, when the above definitions about scaffolding are considered, it can be concluded that scaffolding means an expert's facilitative behaviors and guides in order to help learners reach 'independent performance' by being a bridge between the distance among known and unknown until the learners reach the boundaries of unknown, learn important skills, gain understandings and develop initiatives to complete a given task (Salehpour & Tamjid & Behnam, 2014; Hasan, 2018). After that, the expert "gradually removes the supports in order to shift the responsibility of performing the task to the student" (Salehpour & Tamjid & Behnam, 2014, p. 14).

Difference between Help and Scaffolding. Even if scaffolding is sometimes used for the same meaning with the word 'help', it is actually different from a simple help given to the novices when they need. First of all, scaffolding represents a temporary assistance during the process of completing a task for the purpose of fulfilling it successfully (Maybin & Mercer & Stierer, 1992). It aims at guiding and supporting novices to gain new abilities, ways of understanding and necessary concepts. Furthermore, a novice should learn "how to do something so that the learner will later be able to complete a similar task alone" (Durmaz, 2013, p.8; Gibbons, 2015, p.16). Thus, it can be said that scaffolding is future-oriented thanks to new learnings and experiences through learning. It prepares novices to handle the same task or the problem in the future on their own by enriching and enlarging foundational knowledge of the novices with new experiences in learning (Durmaz, 2013; Gibbons, 2015). As a consequence of these, scaffolding turns novices into autonomous learners who can deal with a task or problem and assist their learnings without a help from the outside (Gibbons, 2015).

A very good example so as to exemplify the difference between help and scaffolding is given by Hammond and Gibbons (2001). The example is about

spelling a word. When a student asks for spelling a particular word, a teacher can follow two different ways. As for help, the teacher can immediately tell the correct version of the word to the student. For the second way, instead of directly giving what a student needs, the teacher can encourage the learner to examine the sounds that the word contains. The student uses his early knowledge while teacher is giving some hints and examples about their presentations in other words. Therefore, the student can find the answer by considering his current information and deducing it from hints and examples. Moreover, he also gains some necessary knowledge and skills to figure out the spellings of other words on his own in the future.

Application of Scaffolding. As the previous chapters indicate, scaffolding appears as assistance from an expert, which can be both teacher and a more capable peer, in order to deal with a problem, achieve an aim and complete a task. This assistance should be given step by step. Therefore, it can be said that the application of scaffolding in the classroom environment is actually a process that composes of some certain stages. In light of the studies made earlier, this process can be divided into four main categories named before scaffolding, during scaffolding, result of scaffolding and end of scaffolding.

The first main stage covers the attempts before applying scaffolding in the class. This stage also consists of four different steps. First of all, many teachers start using scaffolding without searching for the pre-existing development and future functioning levels of the learners. However, this situation can have negative effects on students because the scaffolding cannot be enough or necessary for the students due to a lack of information about the students' capabilities. Therefore, the teacher should use diagnostic strategies (Pea, 2004; Smit & van Eerde & Bakker, 2013) before giving scaffolding to students in the classroom environment. These strategies aim to figure out learners' current understanding as well as their capabilities or the future in learning (van de Pol & Volman & Beishuizen, 2012; Smit & van Erde & Bakker, 2013). This also includes finding the boundaries in each learner's Zone of Proximal Development (ZPD) which represents "what each student can accomplish independently and what he or she can accomplish with guidance" (Bıkmaz & Çelebi & Ata & Özer & Soyak & Reçber, 2010, p.26). Besides, teacher should also consider their cultural backgrounds and intentions related to the reasons for learning. As a

result, the learning can be tailored as learner-centered because it is designed according to specific qualities and capabilities of learners, and shaped by taking into consideration the cultural environment that they live in, as well as their background information (Athanases & Oliveira, 2014; Pea, 2004). As for the second step, the tutor should check the information that he gathers from the diagnosis. This can be accomplished by asking for information and specific questions about a task or a problem. Thus, the teacher can also find an opportunity to check his findings taken from the diagnosis stage. In the third stage, a situation, a task or a problem should appear in the learning environment. However, this should not be a simple task that requires nothing from students' side, and cannot be completed by the learners easily without putting any effort. On the contrary, it should include a task or a problem that intends to teach learners something that they do not know (Baradan & Sarfarazi, 2011). Moreover, it should have a purpose of helping students gain new knowledge and understanding, and of improving the skills and the concepts in their minds (Durmaz, 2013). Thus, it can be said that the learners are aimed at achieving something new through solving a given problem or completing a task at the end of the learning journey. In addition to what is said before, tasks and problems should have a certain degree of challenge for the students. This challenge should contain knowledge, skills, and understanding beyond the learners' current level. Besides, that task or problem itself should be a job that the learners cannot do on their own. Hence, it can be claimed that it needs an "evidence that the learner cannot do the task or goal unaided" (Pea, 2004, p.443). As an outcome of a careful selection of tasks and problems in order to introduce them to the learners, the teachers should also consider scaffolding techniques that will be given to the learners from the viewpoint of the tasks and problems themselves owing to the fact that not only the information related to students that are gathered from diagnostic strategies but also the content and the type of task or problem is important for the creation, organization, and reformation of the scaffolding techniques and strategies for the purpose of applying them to the students in the classroom. When the teacher becomes careful about the aspects of the task or problem mentioned earlier, he also makes scaffolding context/task-specific in addition to learner specific (Athanases & Oliveira, 2014). Lastly, in light of the knowledge taken from learners and, tasks and problems, teacher should decide agents, artifacts, the kind and shape of the support

and, the most appropriate forms of presenting scaffolding to benefit more in the class (Bıkmaz & Çelebi & Ata & Özer & Soyak & Reçber, 2010; Pea, 2004). Furthermore, as Pea (2004) has stated, these methods and strategies should enable students "to perform at a desirable level of proficiency on that task which is known unachievable without such scaffolding" (p.443). Nonetheless, the teacher should also prepare himself beforehand for unplanned scaffolding applications in the class by considering students' current/potential level in learning and the task or problem itself since not only planned ones but also spontaneous scaffolding is crucial and necessary for the improvement of learners.

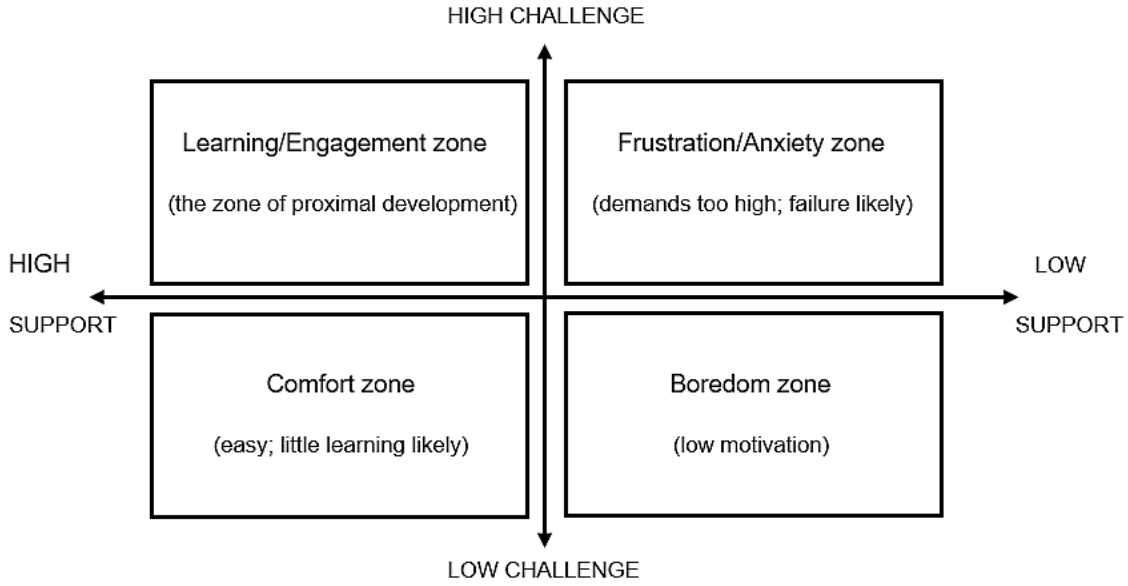
The second main category is related to the process of applying scaffolding. In this category, the learners will experience the real use of scaffolding. To begin with, the scaffolding application requires interaction between expert and novice (Baradan & Sarfarazi, 2011). Therefore, communication is one of the most important elements for scaffolding because it needs the attendance of two parties not only for the completion of a task or a problem but also for the communication through the process of learning and problem-solving. Besides, the learners should carry out the task or solve the problem by means of a more capable partner which can be not only a tutor but also a friend in the class (Durmaz, 2013). This partner should assist the mentee until he does not require help in order to deal with the task or problem on his own (Abejuela, 2014). Hence, experts and novices should keep in touch during scaffolding.

Fortunately, the application of scaffolding can be in many different shapes. Therefore, there are not some fixed and predetermined ways that will force experts to stick to only one form by neglecting the needs of the learners. On the contrary, the teachers can be as creative and innovative as possible by taking into consideration the information taken from diagnosis about learners' knowledge, requirements, culture, and future functioning, as well as the aim of the given task or problem. However, the selection of scaffolding strategies is not an easy work. First of all, experts should not forget that it is a "temporary framework" (Ahangari & Hejazi & Razmjou, 2014, p.84). Therefore, they should be ready to remove scaffolding when novices who do not need it anymore. Secondly, the teacher should find the most appropriate ways of scaffolding (Bıkmaz & Çelebi & Ata & Özer & Soyak &

Reçber, 2010). These ways should match with learners and the general purpose of the job. They should also aim at teaching learners the necessary information that will also assist them while completing a similar task in the future. Besides, goals and desired outcomes of a task or a problem should also be considered by the teacher while designing or deciding the kind of scaffolding that will be used for teaching purposes, since if the learners cannot reach the goals, then they cannot learn the necessary information to complete the same task on their own in the future. Moreover, the teacher should be realistic about the function and practicality of them. If it is not suitable for classroom use, these strategies will remain only as dreams, and they will never find themselves a place in the classroom environment. Thus, the teacher should carefully select the type of scaffolding in light of predetermined aims and students' needs.

Some of the applications related to scaffolding can be related to simplifying the task or a problem. The teacher can do this by either breaking down the tasks into manageable parts or decreasing the freedom level in the class (Abejeula, 2014; Smit & van Eerde & Bakker, 2013). In addition to this, the teacher can model a desired behavior or answer. Therefore, the learners can take it as a hint and try to reach the information that they need on their own (Smith & van Eerde & Bakker, 2013). In addition to these, teacher's instant feedback and responses during the completion of a task can help students fill the blank between what is known and not known. Not only physical ones but also emotional support can scaffold learners' development and make positive changes towards their point of view in learning. This support can be applied by maintaining control of frustration and helping students sustain their interests while dealing with a task or a problem (Smit & van Eerde & Bakker, 2013), and "encouraging to move advanced level of capacity" (Abejuela, 2014, p.34). Thanks to these, scaffolding can lead the way of better learning and increase the attentiveness of the students to both tasks and problems. Nonetheless, the sensitive balance between the amount of assistance and given challenges should be carefully organized in the classroom owing to the fact that the deterioration of this balance can cause bad consequences, and rather than being benefited by scaffolding instruction, the learners may gain nothing in respect to skills and understanding for their future learnings. For the determination of the amount of challenge and support, the teacher should use the data from the diagnosis. The

teacher who is aware of students' existing knowledge, can have an idea about the learners' current knowledge level thanks to diagnostic strategies in the pre-stage of scaffolding. Therefore, he can introduce a problem or a task that is beyond the learners' current information. Moreover, the activity itself is also so important because of the fact that it should not be too hard and challenging for the learners. The teacher should be aware of the aims, required skills, and knowledge for the completion of the task. They should not be below the learners' foundational knowledge level, and the activity should match the predetermined learning goals that the learners will gain when the task is over in order to complete the same task on their own next time.



(Gibbons, 2015, p.17; Hammond & Gibbons, 2001, p.4)

Figure 2. The Effects of Support and Challenge.

As illustrated above, the harmony between challenge and support is crucial since it may both trigger learning and decrease a learner's willingness. If a low challenge is combined with high support, learners do not make an effort so as to deal with a task. Hence, they will stay in their comfort zone and learn nothing at the end of the task. Nonetheless, if the learning environment includes both high challenge and high support at the same time, learners may have a chance to push and improve themselves. Besides, because they are guided by expert, their motivation level will be high, and they may feel that they can complete the activity (Hammond & Gibbons, 2001).

In addition to these, the teacher should consider when to give support and to move forward. For instance, the learners may not give correct answers in response to the questions of the teacher or the task itself. Besides, the learners may lose their attention to the given task and problem or, they cannot find enough encouragement to carry on in order to achieve the predetermined aims. In this respect, the teacher may increase the support that he gives due to the fact that, otherwise, the learners may give up finishing the task or solving a problem. In those times, the teacher may increase the support and assistance, and make students more engaged with and interested in the task or problem. As a result, the learners become more willing to carry out the task or problem. Also, thanks to more support, they can learn better since they can connect their existing knowledge with the new information coming from the expert's assistance and help. On the other hand, if students can deal with the task/problem successfully, and they are interested enough, the teacher may move forward rather than giving help (Mackiewicz & Thompson, 2014). Thus, he lets learners reach the end of the task or the problem on their own. This situation may increase their confidence in themselves and make them feel more self-efficient in their future works. As a consequence of this finely balanced support, teachers can sustain the direction of learners towards the learning objectives (Smit & van Eerde & Bakker, 2013) by guiding them until the end of the learning process in the classroom environment (Faraj, 2015). Therefore, the teacher can create a better environment for learning to take place (Bıkmaz et al., 2010).

The next step is called the result of scaffolding. In this stage, the students acquire knowledge and add new information to their existing foundational knowledge (Ahangari & Hejazi & Razmjou, 2014). Besides, thanks to the assistance and support given by the expert which can be either a peer or a teacher, the learners gain new skills, concepts as well as understandings (Hammond & Gibbons, 2001). They make them a part of their foundational knowledge in order to activate them while handling a new challenging task or problem. Therefore, it can be said that during a task or a problem, learners advance their "developmental level" (Pea, 2004, p.444) and become more prepared for a similar task in their future lives. Furthermore, they learn a way of thinking and doing a job while handling a task or a problem (Hammond & Gibbons, 2001). They can also have an idea about how to ask questions properly on their own to better comprehend a duty. Hence, they

become acknowledged about regulating themselves independently by taking the "control of *learning* process moves from external (the tutor's instruction) to internal (the student's self-instruction)" (Mackiewicz & Thompson, 2014, p.57, *italic* is added). As a consequence, scaffolding instructions "provide basis for independent learning" (Holton & Clarke, 2006, p.131) by increasing learners' amount of competence and "independence functioning" (Durmaz, 2013, p.15), and turn them into self-sufficient individuals (Baradan & Sarfarazi, 2011).

The last stage is termed as the end of scaffolding. This stage represents the decrease of expert's assistance, and the exchange of responsibility in learning as well as the completion of the task. It has three related steps. First of all, when an expert realizes that a novice can perform a task without any help from the expert, the expert should start to decrease the support in the form of scaffolding applications (Mackiewicz & Thompson, 2014). By gradually fading or pulling back assistance (Smit & van Eerde & Bakker, 2013; Pea, 2004), the expert gives up from supplying guidance (Faraj, 2015). Therefore, he starts to reduce his impact on the learners' development and task completion process, and prepares himself for the release of responsibility in learning. The second step is related to the "transfer of responsibility" (Faraj, 2015, p.131). The teacher critically analyses the learners' skills, understanding, and knowledge so as to evaluate their developments. If they are ready to manage the task or problem on their own, the expert assigns the role of an expert to learners and release the responsibility (Zangoei & Davoudi, 2016; Smit & van Eerde & Bakker, 2013). Hence, the novices get the responsibility for their own learning (Bıkmaz et al., 2010). The last step is the completion of the task, and therefore, it is the end of the scaffolding in the class (Abejuela, 2014). With the completion of a task, solving a problem and reaching necessary skills or understandings, scaffolding disappears because the novices are no longer need any support or guidance.

Types of Scaffolding. Scaffolding instruction is differentiated into different categories by different studies. Even if some of them resemble each other with respect to their content and main ideas, they are named differently. By taking into consideration early studies on the scaffolding, it can be stated that scaffolding has

seven different categories. Each category is shaped by different researchers. Thus, they all bring their perspectives about the types of scaffolding.

Firstly, Gonulal and Loewen (2018) have categorized scaffolding under three basic types. These are symmetrical or collective scaffolding, asymmetrical scaffolding and lastly, self-scaffolding. Symmetrical or collective scaffolding means collaborate work of two or more students. The learners step beyond their skills and understanding levels with the help of their friends in the class. Thus, the students take the role of both novices and experts. In this respect, the ones who are more knowledgeable than the others become experts, and support the learning of novice students. Besides, the roles among students do not have to be fixed. Therefore, a student who is an expert beforehand may be a novice in the different stages of a task. This situation also increases the collaborative environment in the class since all students will help each other during the completion of a task or solving a problem that is beyond their current capabilities. The other category is asymmetrical scaffolding. This category represents the support between novice and expert which is the teacher in the class. This can be one-way scaffolding because the teacher, or the expert, will give guidance and assistance almost all the time. He will help learners to reach a higher level of achievement and learn the necessary information to handle the same task on their own in the future. The last one is self-scaffolding. A learner will be both an expert and a novice at the same time. This type represents inner evaluation and assistance of self. Hence, a learner observes himself during the task and supports himself until the end of it (Gonulal & Loewen, 2018).

Secondly, Holton and Clarke (2006, cited in Majid & Stapa & Keong, 2015; Obeiah & Bataineh, 2015) have highlighted two kinds of scaffolding. They are called domain and agency. Domain consists of two subheadings. The first of them is conceptual scaffolding. This type of scaffolding is given by the expert so as to assist novices to reach a better understanding and a higher development level (Majid et. al, 2015). Besides, the expert helps novice in the process of developing concepts in the learning process (Obeiah & Bataineh, 2015). The second subheading is heuristic scaffolding. It aims at finding certain approaches and ways in order to deal with a problem or complete a given task in the class (Majid & Stapa & Keong, 2015; Obeiah & Bataineh, 2015). Therefore, an expert helps novices to come up with an idea or a

method that will guide them while handling a problem or task and achieve predetermined goals. The second aspect is agency. This aspect also has three subheadings. They have the same understanding of the types claimed by Gonulal and Loewen (2018). Nevertheless, the names of the types are given differently by Holton and Clarke. This first subtitle is expert scaffolding. As the name suggests, expert scaffolding indicates the timely assistance given by the teacher who is the expert in this category. The novices try to reach the end of a task or a problem with the help of the teacher. The second one is reciprocal scaffolding. It is given by the expert students to the novice students. This can be done in a group work which has face to face communication or an online task. Students working in the same group can support each other's development during the learning process. Lastly, the third subcategory is called self-scaffolding. The learners scaffold themselves by observing and finding their weak areas that require support and assistance. Therefore, they make self-reflection and lead themselves during the learning process (Majid & Stapa & Keong, 2015; Obeiah & Bataineh, 2015).

Thirdly, Tabak (2004, cited in Chung & Anderson & Leong & Choy, 2013) has analyzed scaffolding instructions under three headings, namely differentiated scaffolding, redundant scaffolding, and synergistic scaffolding. The first of them represents the scaffolding applications that are planned. These applications are designed to answer the different needs of the learners. Every scaffolding instruction supports a different requirement during the learning process of the learners. The second one is redundant scaffolding. This type of scaffolding includes more than one shape of scaffolding instruction to scaffold a common need. This category can be beneficial especially for the learners having different learning needs in order to complete a task or handle a problem in the class. The teacher or expert can supply multiple scaffolding instructions to achieve the goal of a task or a problem. Hence, if the learners cannot meet the predetermined aims with the help of scaffolding, "he or she can rely on the support of another type of scaffold to achieve" (Chung & Anderson & Leong & Choy, 2013, p.139) the same learning aim. The third one is the synergistic scaffolding. This type represents the process of piecing together different scaffolds in order to achieve an aim. By complementing each other in the process of learning, they assist learners in the process of understanding and fulfilling the goals. So, it is actually supporting a scaffolding instruction with another

scaffolding application. Chung et al. (2013) explain this scaffolding type with a good example that is related to software scaffolds. While completing a task, the teacher may use a scaffolding technique that is called the software scaffold. Nonetheless, before using this scaffolding technique, he instructs students about the software scaffold by using another type of scaffolding technique and provides “dynamic reasoning while students are using the scaffold” (Chung et al., 2013, p.140). Therefore, the students can clearly comprehend the rationale behind the software scaffold.

Fourthly, Cromley and Azevedo (2006, cited in Hasan, 2018; Mackiewicz & Thompson, 2014) have brought three perspectives to scaffolding with regard to writing skills. They have classified scaffolding as instructional, cognitive and motivational. In the instructional scaffolding perspective, the experts show the novices what to do. Besides, they provide them with necessary concepts and answers which are important for a better understanding level. Making summaries, and planning the tasks for the learning environment are included in the instructional scaffolding type. The second one is cognitive scaffolding. It is related to learners’ correction of their own errors by considering the help in the form of hints and prompts. In this scaffolding type, the aim is to take learners’ attention to the process of finding a solution on their own with the help of scaffolding instructions. Thus, the experts give students a chance “to figure out what to do on their own” (Mackiewicz & Thompson, 2014, p.56). The third one is called motivational scaffolding. As the name itself suggests, it is about motivating learners until the end of a task or problem. It includes positive and negative feedbacks in response to students’ answers. Furthermore, this type of scaffolding increases the learners’ encouragement and prevents them give up from completing a task or solving a problem.

The fifth category is designed by Reiser (2004, cited in Mortazavi & Jafarigohar & Roohi, 2017). Reiser has classified scaffolding as having two mechanisms. The first one is structuring. It is related to shaping a task or a problem. Expert may simplify it by breaking a task into manageable and small steps, and narrowing it down through showing some directions clearly. Furthermore, he gives clear explanations so as to improve students’ understanding of a task. Thanks to

these explanations, a teacher or an expert also models the requirements of a task to learners. Hence, learners can better comprehend their purpose of completing the task and how to handle it to meet the goals of a task easily. The second mechanism is problematizing. By “making some aspects of students’ works more problematic” (Mortazavi et al., 2017, p.137), teacher directs students' attention to certain issues in a task and increases students’ level of curiosity towards a given task. As a result, students can better reflect their decisions and reasons in the process of dealing with a task.

The next category is mentioned by Hannafin, Land, and Oliver in 1999 (cited in Obeiah & Bataineh, 2015) and, Hannafin and Hill in 2001 (cited in Stalbrandt & Hössjer, 2007). They have classified scaffolding into four distinct kinds. The first one is the conceptual scaffolding. In this kind of scaffolding, experts support learners by assisting them so as to figure out the necessary considerations and important features for the completion of a task or solving a problem in the class. Some ways of implementing conceptual scaffolding in the class are mind maps, making outlines or using clarifying examples. Thus, thanks to the guidance, learners can better understand specific concepts and how to select important information in a context. The second kind is called metacognitive scaffolding. This scaffolding assists learners to help them learn “how to think about a problem under study” (Obeiah & Bataineh, 2015, p.108). It may consist of reminders given by experts in order to direct novices to think about the aims and objectives of a task or a problem. Furthermore, metacognitive scaffolding helps students carry on “a cognitive model which helps the student to focus on the target or to estimate what he/she knows and what to do next in the learning process” (Stalbrandt & Hössjer, 2007, p.39). Procedural scaffolding is the third kind. It is related to the use of resources and tools for the purpose of learning. Experts can use textual charts and graphics for the introduction of a task. In an online environment, maps for the navigation of a site can also be a procedural scaffolding for the learners since these maps will guide learners while using the site. Besides, the introductory talks of the experts to explain the procedures of a task is also procedural scaffolding. The last kind of this category is strategic scaffolding. It includes guidance and support that can help learners by suggesting some ways of completing a task or solving a problem. Hence, this kind includes the experts’ “suggestions for alternative approaches” (Stalbrandt &

Hössjer, 2007, p.39) to deal with a duty in the class. As a result, the learner starts to gain new perspectives related to a subject.

Finally, the last category is shaped by Masters and Yelland (2002, cited in Stalbrandt & Hössjer, 2007). This one has two different subheadings. The first of them is the affective scaffolding. These scaffolding instructions are given to the learners to encourage them and to increase their self-confidence while handling a task or a problem. An expert can use affective scaffolding by giving positive feedbacks, praises, and compliments towards the development of novices. Thus, students may feel themselves more capable, keep their interest longer, and become more motivated and engaged during the completion of a duty. The second one is technical scaffolding. This scaffolding consists of technical instructions to recover a technical problem. An expert can use prompts or ask questions for the purpose of guiding students. Therefore, a technical mistake can be recovered.

All in all, scaffolding has a lot of ways to implement in the class curriculum and to use for different purposes one of which is language learning. The teachers should just carefully investigate the specific objectives of a task, the needs and the levels of the learners as well as their competencies (Bıkmaz et al., 2010) in order to use scaffolding strategies effectively.

Key Features of Scaffolding. Scaffolding has some specific and important features. These features reflect its general qualities and characteristics. Without these features, scaffolding cannot gain its true meaning in the educational context. Therefore, knowing these features and considering them while applying scaffolding is significant in order to use scaffolding in its true form. Even if scaffolding has a lot of features, six of them can be seen as the main properties of it.

First of all, scaffolding requires interaction between a novice who needs assistance to achieve a higher level understanding than his current development level, and an expert who will assist the novice through the process of completing a given task or problem (Baradaran & Sarfarazi, 2011). Hence, there should be natural communication between an expert and a novice. Through the process of task completion and acquisition of necessary abilities and knowledge, there should be an interaction that has “dialogic nature” (Verenikina, 2008, p.163) between expert and novice. However, this communication in the form of dialog should be target

oriented and functional (Boyle & Peregoy, 1990, cited in Liang, 2007; Obeiah & Bataineh, 2015). Rather than forcing students to take part in the process of applying scaffolding, the students should be free to communicate with the expert and to participate the scaffolding activity (Van Lier, 1996, cited in Barnard & Campbell, 2005) because scaffolding requires willing and mutual interaction between expert and novice. Therefore, both parties can meet in a common understanding by exchanging opinions and ideas while figuring out how to solve a task (Durmaz, 2013). As a result, scaffolding instruction can have intersubjectivity which represents "mutual engagement and support *in the form of* two minds thinking as one" (Van Lier, 1996, p.196 cited in Barnard & Campbell, 2005, p.77, *italics* are added).

The second feature is about teaching something. Scaffolding cannot be used for every situation because students should learn something at the end of a task or problem solving (Baradaran & Sarfarazi, 2011). Therefore, a given task or problem should include something that learners cannot deal with on their own. They need help to complete a task or solve a problem. It can include a challenging environment that is harmless and safe for the novices (Van Lier, 1996, cited in Barnard & Campbell, 2005). In order to help learners deal with the challenge, experts may exemplify the use of language patterns (Boyle & Peregoy, 1990, cited in Liang, 2007; Obeiah & Bataineh, 2015). Further, he can give hints and ask questions in order to show novices some ways of handling a problem or a task by "expect[ing] and except[ing] errors as a part of learning process" (Van Lier, 1996, p.196 cited in Barnard & Campbell, 2005, p.77). Furthermore, a novice may not have the necessary skills and understanding in his current knowledge. He also needs to reach a level of development which is higher than the current cognition level of him. This gap between two developmental levels is called the Zone of Proximal Development (ZPD). When a new task or problem is introduced to the novices, they may not meet the needs of them on their own. This situation may cause bad consequences such as demotivation, reluctance, and failure. At this point, scaffolding appears like a ladder that helps novices climb to reach new understandings. By implementing scaffolding strategies in the form of support during problem-solving or task completion, the expert assists learners in their learning journey. Thanks to this interaction, the novices can gain necessary information and concepts in order to deal with the same task or problem individually in the future. As

a result of this assistance, the novices can complete the activity by learning new information that they will need in the future. Hence, the activity which the novices will experience should be designed in a way that the experts can enlarge the novices' existing knowledge (Verenikina, 2008).

Another important feature for scaffolding is about "making novice participant self-sufficient in managing the task" (Baradaran & Sarfarazi, 2011, p.2266) when they try to handle the same task in the future because scaffolding is 'future-oriented'. It should prepare learners for future situations, tasks and learnings rather than being immediate help through the process of problem-solving (Durmaz, 2013; Baradaran & Sarfarazi, 2011). This feature is closely connected with the previous feature which is related to teaching novices necessary information. As a result of scaffolding, the novices improve their understandings, gain necessary abilities and information, and develop new concepts during the completion of a task (Wachyunni, 2015). This acquisition of knowledge from the experts thanks to scaffolding instruction should be on a level that novices should learn how to reach the aims of a similar task or solve a problem without asking for assistance and guidance from an expert in the future. Thus, novices should achieve "a state of competence" (Verenikina, 2008, p.163) that will make them self-sufficient and independent in performing a similar task on their own (Van Lier, 1996, cited in Barnard & Campbell, 2005).

Another main feature is contingency. This feature reflects the flexible and coherent nature of scaffolding. Scaffolding with its contingency characteristic may supply support and assistance in a specialized way for each student in the class. Thus, an expert considers both the needs of the learners and their existing knowledge or performance in order to shape and adapt scaffolding with regard to the learning aims and novices' requirements to complete a given task during the process of learning (Hammond & Gibbons, 2001; van de Pol & Volman & Beishuizen, 2010; van de Pol & Volman & Beishuizen, 2012). Hence, the teacher should have the ability "to judge the need and the quality of assistance required by the learner and related to the way in which help is paced on the basis of students' developing understanding" (Hammond & Gibbons, 2001, p.5). To this end, a way of understanding learners in the class is diagnosis. In order to use the quality of contingency for scaffolding, experts should carefully determine the skills,

understanding, and performance of learners in their existing competence (Smith & van Eerde & Bakker, 2013; Verenikina, 2008; van de Pol & Volman, & Beishuizen, 2010). With the help of this knowledge gathered from diagnosis strategies, the amount of the support and the type of it can be adapted to learners' needs for every moment especially at the point of difficulty (Athanases & Oliveira, 2014; van de Pol & Volman, & Beishuizen, 2010). Besides, as a result of this customized assistance (Hammond & Gibbons, 2001), scaffolding can be also responsive to not only novices' reactions but also their performances with regard to a problem or a task (Dix, 2016; Athanases & Oliveira, 2014). By taking into consideration this knowledge, the expert can change, exclude or reshape a given scaffolding for novices (Van Lier, 1996, cited in Barnard & Campbell, 2005). Therefore, the expert constructs a framework by considering the amount of help that learners will need before giving the required scaffolding to them. This makes scaffolding more meaningful and target-oriented for the benefit of the novices.

The next characteristic of scaffolding is fading. It means the "gradual withdrawal" of scaffolding (Athanases & Oliveira, 2014, p.265). An expert decreases the assistance and support over time gradually when he realizes that learners do not need scaffolding any more to handle a given problem or task (Boyle & Peregoy, 1990, cited in Liang, 2007; Obeiah & Bataineh, 2015; van de Pol & Volman & Beishuizen, 2010). Therefore, the presence of novice over a task or novice himself starts to disappear, and scaffolding turns to only simple hints or feedback (Collins & Brown & Newman, 1989, cited in Pea, 2004) after experts become sure that learners enlarge their capacities with new skills, understandings and concepts that will help them deal with a similar problem or task in the future independently (Athanases & Oliveira, 2014; Hammond & Gibbons, 2001). This feature also shows that the expert does not end the guidance immediately but gradually leaves it (Faraj, 2015).

Finally, the transfer of responsibility is one of the other key features of scaffolding. This feature is closely related to fading. Scaffolding aims at removing the given support by increasing the responsibilities of learners on the completion of a task (Van Lier, 1996, cited in Obeiah & Bataineh, 2015). When the novices can gain control over both the task and their learning (van de Pol et al., 2010), the experts change the direction of the responsibility from themselves to the novices

moment by moment rather than immediately (Wachyunni, 2015; Athanases & Oliveira, 2014). Hence, the novices claim responsibility for their performance and development at the end of the scaffolding process (van de Pol & Volman & Beishuizen, 2010; Vereinika, 2008).

CLIL/CBI and Scaffolding. Content and Language Integrated Learning (CLIL) and Content-Based Instruction (CBI) are classroom practices that have an objective to stimulate multilingualism in a community. Even if CLIL aims at improving the English language abilities of people who learn the target language as lingua franca and protecting local languages, CBI is mostly associated with the immersion programs in North America (Richard & Rogers, 2014).

In both of these classroom practices, content is integrated into the language learning environment so as to get information and acquire the necessary skills because using language is seen as the way of acquiring it (Cenoz, 2015). Besides, learners are targeted to shape their knowledge and comprehend language, and enhance their language abilities with the help of the information presented through content. Hence, language and content are addressed together as a vehicle to achieve competence in each other (Richard & Rogers, 2014). In order to achieve this aim, CLIL classes have a content specialist teacher. He lectures the learners for language acquisition by using familiar or subject related content because language is believed to base on text and discourse (Richard & Rogers, 2014). Hence, this approach has 'a dual focus' which covers both content and language (Coyle & Hood & Marsh, 2010, cited in Cenoz, 2015). Likewise, CBI also give importance to the unity of language and content for learning. However, rather than a content specialist to teach, CBI classes have a language teacher which works with a content specialist. This teacher organizes the lesson "around the content or subject matter that the students will acquire such as history or social studies" (Richard & Rogers, 2014, p.116) through integrating texts and discourses to the lesson. Thus, instead of emphasizing dual focus, content becomes a vehicle in order to learn a language. Nevertheless, according to these approaches, it can be said that discourse and text are taken as a focus in teaching since they are considered as a way to teach "how meaning and information communicated and constructed" (Richard & Rogers, 2014, p.120) in the classroom. Content gives learners a chance

to activate their thinking processes and shape their learnings by interpreting a giving discourse or text (Richard & Rogers, 2014). Therefore, CLIL and CBI classrooms give learners an active role in not only their learning and construction of knowledge but also developing their proficiency in language through searching for important data and using problem-solving abilities during the complex process of dealing with content and language (Coyle & Hood & Marsh, 2010).

In addition to these, the nature of CLIL and CBI program should be dynamic as well as flexible owing to the fact that content is integrated into the language learning process to benefit them both mutually and create "value-added educational outcomes for the widest possible range of learner" (Coyle, 2006, p.6). In this respect, scaffolding has an important role in CLIL and CBI (Richard & Rogers, 2014). It appears as assistance or support during the expression of complex concepts in the target language (Llinares & Morton & Whittaker, 2012, cited in Richard & Rogers, 2014) because putting an effort to comprehend the language and context at the same time can be challenging for the learners (Scanlan & Martin, 2015). They may lose their concentration and motivation towards not only targeted language but also the content itself. In order to prevent this, teachers as being the guidance in the class, can give scaffolding and accommodate learners in CLIL and CBI classrooms by increasing the degree of comprehensibility of a subject matter in a content through some ways. Firstly, language learning takes place through communicating (Richard & Rogers, 2014). An expert can give scaffolding by helping novices negotiate meanings through collaborating with them. The expert can expand what a novice says, ask some questions to make clear other's speeches and "provide words or expressions needed" (Richard & Rogers, 2014, p.121). Scaffolding can also be in the shape of dialogic talk in the classroom environment during the facilitation of both content and language. Thanks to dialogic talk, the teacher can create "common understanding through structures, cumulative questioning, and discussion which guide and prompt, reduce choices, minimize risk and error, and expedite 'handover' of concepts and principles" (Alexander, 2008, p.30). Furthermore, the teacher can also use some methods such as simplifying the language, modeling, paraphrasing or giving examples and using synonyms so as to support the students (Richard & Rogers, 2014). Secondly, the conceptual scaffolding technique which is mentioned by Hannafin, Land, and Oliver in 1999

(Obeiah & Bataineh, 2015) can be beneficial for CLIL/CBI based language teaching. The expert can use graphic organizers in order to both emphasize and review a given content, make mind maps or outlines to prompt the content, and use some examples to clarify the language in the content. As a result, the learners can better understand specific language uses that appear in content, and how to relate these uses to comprehend a context with the help of language-enhanced instructions (Richard & Rogers, 2014). Therefore, their achievement level rises, and they become more active in the classroom (Bender, 2008). Lastly, in addition to the extra support given by the experts, the content itself can also be scaffolding because the integration of skills is key in the process of language acquisition for CLIL and CBI. For example, a reading passage can include some necessary words, or it can be designed in order to teach a grammar pattern. In this respect, it appears as support for the learners and helps the teaching process of language in the class. Not only reading but also a listening passage and a written work can appear as scaffolding in the form of pre-stage scaffolding. The teacher may want the learners to listen to a recording before writing a summary or "respond orally to things they have read or written" (Richard & Rogers, 2014, p.121). Consequently, the learners can "develop language through use" (Coyle & Hood, Marsh, 2010, p.59) it in different contexts and contents since they are exposed to "meaningful and cognitively demanding language in the form of authentic materials and tasks" (Richard & Rogers, 2014, p.119).

Nonetheless, for the effective scaffolding process, the learners and the teacher should participate in the process of CLIL/CBI and scaffolding in the class (Richard & Rogers, 2014). Consequently, as the endpoint of "the process of assisted or mediated performance … *and* joint problem solving between student and teacher" (Richard & Rogers, 2014, p.122, *italic* is added), both discourse and mutual interaction are shaped with the participation of both parties.

Constructivism and Scaffolding. One of the important changes in classic psychology happens in people's recipient activity which is believed to be the source of mental development. This understanding defends the idea that not only social and external factors but also teachers and parents do not play a role in the learning process because children are thought to be simple receptacles which required to be

filled with education. However, constructivism rejects this idea by changing the position of children from passive recipients to active learners and emphasizing that dynamic interactions in the form of both internal and external forces affect the development of a child (Malik, 2017). Therefore, constructivism points that the process of acquiring knowledge and learning requires social interaction with others in a collaborative environment since the creation of information happens with the active involvement of a child in a social context (Adams, 2006). In this respect, constructivist view includes two fundamental bases. To begin with, learning has a connection with people's early knowledge and "is not simply a linear progression of conceptual growth" (Malik, 2017, p.2). Learning appears thanks to people's communication in a social environment and occurs through shaping existing knowledge with the information that people have gathered from their environment via experiences and interaction (Malik, 2017). Secondly, after the acquisition of knowledge, people internalize what they have gathered from the others through reasoning and interpersonal experiences (Malik, 2017; Windschitl & Andre, 1998; Adams, 2006) in order to reach "publicly accepted knowledge" (Gatt & Vella, 2003, p.2). Through this active and collaborative environment, as the name itself suggests, people construct special meanings by interpreting their experiences with their prior knowledge and schemas in their minds (Gatt & Vella, 2003; Jovanka & Setiawan & Aisyah, 2016; Watts, 1994, cited in Gatt & Vella, 2003).

When this concept is considered in the teaching/learning curriculum, and the qualities of constructivism that are given earlier are considered, it seems that scaffolding has a strong relationship with constructivism because of its certain principles. First of all, constructivism defends that teachers do not simply give information to learners. Learning is a process that students take part to construct meaning and understanding (Zhao, 2015). Therefore, rather than performance, learning appears as the focus of lessons (Adams, 2006). Similar to constructivism, the idea of scaffolding emphasizes that knowledge is not perceived as a gift that is given by a teacher directly. On the contrary, learners construct it by communicating with an expert in a social environment through information sharing because when learners achieve knowledge on their own, it will be more permanent in their minds for the future (Jovanka & Setiawan & Aisyah, 2016). Hence, instead of performance, learning process is considered as the cornerstone of a class. Secondly, according

to constructivism, the role of teachers is not an instructor but a facilitator in order to guide students through the process of information sharing and meaning construction. Hence, cooperation and collaboration of learners in the class are encouraged by teachers to make them more engaged with a given task (Zhao, 2015; Adams, 2006). Like constructivism, teachers' mere aim in scaffolding integrated classes is being a guide and a facilitator in the class because rather than only lecturing, they help learners to understand a topic and reach the knowledge on their own by giving clues, simplifying a task, and adding pre-activities. Moreover, teachers also encourage learners to take the role of an expert and assist their friends with scaffolding techniques in the class to help them complete a task. Thus, learners can reach information by activating their early knowledge and combining it with the newly learned knowledge which they acquire after communicating with others. Lastly, constructivism wants learners to become independent learners in their future lives. Similarly, scaffolding also aims to make learners autonomous at the end of their learning journey. By using scaffolding strategies, a teacher shows learners how to reach information, how to combine knowledge which includes both internal and external experiences, and how to use them so as to handle a given task or problem on their own. Furthermore, he assists learners to realize their mistakes, learn the ways of solving these mistakes, and generate some strategies for their own learning. Thanks to these scaffolding techniques given learners in order to help them through the process of dealing with a cognitive difficulty, learners construct bridges in their minds in order to reach the boundaries of unknown and gain the necessary skills to deal with the same type of task in the future on their own. Therefore, they can be autonomous in learning and self-directed in their future lives (Zhao, 2015).

Sociocultural Theory

Sociocultural Theory takes its origins from the ideas of Russian Psychologist Lev Vygotsky and his collaborators through the 20s and 30s (Fahim & Haghani, 2012; Huong, 2003). Interactions with the environment in different social context lay in the heart of sociocultural theory. Vygotsky believes that even if there are biological factors in development, people's cognitive development advances in the external world. Besides, it is shaped by social interactions and the environment because human beings are affected by other people and learn a lot of information from them

(Shooshtari & Mir, 2014; Fahim & Haghani, 2012). Further, when they come across and interact with someone who is more knowledgeable and capable, children improve “their way of thinking and interpreting situations” (van der Stuyf, 2002, p.6). As a consequence of this communication with others, children can take already existed concepts in their surroundings and by internalizing them, they also create new concepts in their minds in order to use for future situations (van der Stuyf, 2002).

Even if sociocultural theory places importance on communication and interaction for the development of mind, it stands in the opposite place of communicative view of language. According to this concept, thinking and speaking do not have a unified nature. Moreover, speaking does not shape thoughts owing to the fact that “speaking acts as a transmitter of already shaped thoughts” (Fahim & Haghani, 2012, p.695). Hence, these phenomena are independent of each other. Contrary to this view, sociocultural theory states that there is a connection between speaking and thinking even though they are independent units. When thinking and speaking overlap in dialectic unity, they initiate and coincide so as to not only create but also shape verbal thought. Thus, according to the Vygotskian perspective, these two concepts should be taken together rather than totally separate units (Lantolf, 2000, cited in Fahim & Haghani, 2012).

Artifacts. One of the most important terms in sociocultural theory is artifacts. During the process of acquisition, artifacts help children not only make sense of the physical world but also comprehend the meanings and functions of specific events or interactions in a social environment. Basically, artifacts are tools some of which are shaped with culture. These can vary “from simple things such as a pen, spoon, or table to more complex things such as language, traditions, beliefs, arts or science” (Verenikina, 2008, p.167). They have some important roles in interaction. During human interactions, these tools mediate both the social and cultural environment, and their relations with other people in this environment (Fahim & Haghani, 2012; Huong, 2003). In addition to these, because artifacts work as an assistant for the development of human mind through shaping the environment and helping people make connections, people can not only direct and regulate their own consciousness but also understand the happenings in an environment and other

people in this environment. To sum up, with the help of useful artifacts that are produced with culture for the use of understanding social contexts, mental activity and consciousness are shaped through interactions in specific social contexts (Lantolf, 2000, cited in Huong, 2003).

In light of the information given above, it can be stated that social and cultural factors and artifacts are crucial for the improvement of mental processes in a child's mind. Thanks to these, children can acquire the necessary information and internalize them in their minds. As a result, they can regulate their behaviors and biological activities by "getting involved in interactions with families, peer groups,…, workplaces" (Fahim & Haghani, 2012, p.693). In the end, they can meet with higher-order mental activities such as problem-solving, logical thought and voluntary attention.

Speech Development. In view of Vygotsky, the stages of making meaning in children's development are quite predictable due to the fact that the process of internalizing culturally constructed concepts moves from external to internal speech. The sociocultural theory includes three stages of speech improvement. The first of them is termed 'social/external speech'. This kind of speech is mostly used so as to control and direct other people's behaviors. Expression of basic thoughts and emotions are also included in social/external speech. Little noises or some behaviors such as crying or laughing that babies do can be given as an example. In infancy, this type of speech starts to involve public function. Thus, it becomes crucial in order to adapt to an environment that has social and cultural items, and to learn the necessary information in this environment. When children grow up, speech gains new functions. In addition to its early communicative functions, "it … assist[s] the child to master his or her behavior and acquire new knowledge" (Mustafa & Alias & Isa & Mat & Abdullah, 2019, p.32). The second stage is called 'private speech' or 'egocentric speech'. Children sometimes talk on their own, and they do not care if anyone is listening to their sayings or not. In another term, this speech can be 'think out-loud' activity for children. The aim of it is to direct behavior. To give an example, children can explain the steps of a game or think about some ways to solve a problem that they come across loudly. When they are unable to deal with a task, they talk with an expert and explain their method. Therefore, they use language as

a tool so as to handle a problem and turn it into a socialized speech. In this respect, their speech builds a bridge between egocentric to socialized speech. The last one is ‘inner speech’ which is used mostly by grown-ups. In this type, speech and thinking appear together in the mental functioning of a person. Thus, people can connect and regulate their speech with their thoughts easily (Mustafa et al., 2019).

Piaget vs Vygotsky. There are some significant differences between Vygotsky and Piaget. Even if Piagetian idea gives learner an active place, it misses some points related to the social environment. Therefore, Vygotsky takes this idea and reshapes it further by emphasizing social aspects “in learning and development” (Verenikina, 2008, p.164). First of all, Jean Piaget was from Switzerland and his ideas have been dominant in the research area since the mid-sixties (Mishra, 2013). His interests were fundamentally biological oriented (Campbell, 2006, cited in Blake & Pope, 2008) and therefore, he tried to create a universal theory that is “applicable to all living systems” (Blake & Pope, 2008, p.59). According to Piaget, people should discover knowledge by creating reality as a result of their interactions with the environment in order to adapt it. Besides, his perception of cognitive development is the combination of “biological maturation and experiences” (Blake & Pope, 2008, p.59). Hence, cognitive structures and development should be achieved by “processing information by connecting it with prior knowledge and experience, finding patterns and relationships, identifying rules, and generating abstract principles relevant in different applications” (Garner, 2008, p.32).

As a result of his interest in biology, he has defined four fixed stages that are universal to all human beings. These are sensorimotor, pre-operational, concrete operational and formal operational periods. In the sensorimotor period which is infancy, children use their five senses to learn. They have object permanence and stranger anxiety. Most importantly, egocentrism starts to be seen in children in this stage. Thus, children are bad at comprehending different points of views and associating their ideas with other people’s opinions. The second stage is preoperational period which covers ages from two to seven. Children in this stage start to develop language, continue being egocentric, and deal with basic logical problems and complex operations. They have some problems with centering and conservation. The next level is concrete operational which includes the ages from

seven to eleven. In this stage, children can have adult-like logic about concrete events. They can also classify numbers and think about time and space. The last stage is termed as formal operational which covers the age of 12 and adulthood. Children can think logically and have abstract reasoning in this stage (Blake & Pope, 2008).

In light of the information related to Paige's ideas and his four universal development stages, it can be said that his theory is merely based on individuals instead of society and groups because it takes its root from common biological features of living beings (Mishra, 2013; Alves, 2014). Piaget shapes his theories by considering the development of a child who has no contact with his social environment. On the contrary, Vygotsky claims that people are "social animals to be studied in their social context" (Mishra, 2013, p.24). Therefore, people cannot be separated from their social context, and development should be observed within this environment. Secondly, Piaget and Vygotsky have different ideas with regard to mental readiness for learning. By underestimating the cultural environment and their knowledge (Blake & Pope, 2008), Piaget believes that there are fixed stages for development, and the developmental stage limits a child's capacity for logical sense and learning. Therefore, "genuine intellectual competence" (Mishra, 2013, p.25) can only be constructed after the acquisition of prerequisite skills that are unique for each development stage (Blake & Pope, 2008). However, Vygotsky has the idea of "more fluid, on-going repertoire of development" (Blake & Pope, 2008, p.61). According to him, children gain new information without waiting for a proper development level since the assimilation of knowledge should help the process of producing development (Alves, 2014). Hence, unlike Piaget who emphasizes that development opens the way of learning, Vygotsky claims that learning precedes development. Thirdly, the greatest difference in their theories is about the roles that social interaction and culture play in people's thoughts (Mishra, 2013). Piaget is a genetic Kantian. Thus, he believes that human nature is shaped with individualistic interactions, and people gather experience and knowledge from the environment in a fixed and universal way (Pea, 2004). Nonetheless, Vygotsky as Marxist claims that people are affected by their sociohistorical environment and start to shape both themselves and their environment. In the view of that, people learn many things from changing social place and environmental forces, and they improve their mental

estate by both interacting with other people and answering their social environment (Wartofsky, 1983, cited in Pea, 2004; Blake & Pope, 2008; Pea, 2004). Then, by learning these, they move from interpsychological development to intrapsychological plane through internalizing the outcomes from the social environment (Fogarty, 1999; Pea, 2004). Another difference is the activity. Both theorists put great emphasis on activity, but they consider it in different ways. Even if an activity is very important and at the heart of learning, Piaget states that social interaction inside of an activity may cause disequilibrium and harm "the process of accommodation and assimilation" (Mishra, 2013, p.24). Further, he gives social experiences and language a secondary role in development. In contrast to him, according to Vygotsky, "action is mediated and cannot be separated from" (Mishra, 2013, p.24) its social context. Hence, with the activity in their social and historical surroundings, people comprehend the way of thinking and move on the path of a higher developmental level. Language is another matter of debate for Piaget and Vygotsky. Piaget claims that language is an end product of logic and a result of cognitive development. Hence, it has a weak connection with the process of improving thinking. Language is just pre-formed mental operations. Nonetheless, Vygotsky defends the idea that "language structures and directs the process of thinking" (Mishra, 2013, p.25). Therefore, language shapes the system of thinking and development. Finally, egocentric speech is regarded differently. Piaget believes that the speech of children is egocentric. Conversely, Vygotsky defends that this speech is social and communicative rather than being egocentric. Moreover, thanks to this speech as a learning aid, children improve themselves and become both a thinker and learner. They reach thought by internalizing "these external monologues" (Mishra, 2013, p.25).

Mediation. Sociocultural theory gives importance to development with the help of culture and social interactions. In this respect, it also has three important aspects related to sociocultural theory. One of these concepts is called mediation (Fahim & Haghani, 2012). In a very basic sense, mediation means the use and representation of some tools and artifacts so as to create relationships with the environment and the people around this environment (Pathan & Memon & Khoso & Bux, 2018; Fahim & Haghani, 2012). Thanks to mediation, people can also improve and regulate "their relationships with the people in their surroundings and thus

change the nature of their relations with them" (Fahim & Haghani, 2012, p.695) because these tools can serve as a guide containing the social knowledge that people in a language community have in their minds. Moreover, mediation can be beneficial in order to deal with a problem and meet the goals of a task due to the fact that these tools include "culturally constructed artifacts" (Lantolf, 2000, p.4, cited in Fahim & Haghani, 2012, p.695). Thanks to the particular culture and history behind these tools, human beings can figure out crucial aspects of handling tasks that possess an unknown phenomenon for a person (Fahim & Haghani, 2012). Hence, by using social mediation, people can reorganize knowledge, shape it and make it coherent for their own learning and understanding (Huong, 2003).

When the information given above is considered, it can be said that mediators can be in many shapes. First of all, its source can be material based. For instance, a computer or a technological device can work as mediation since a student can meet the needs of a task with the help of its programs and information that it contains. Furthermore, even "a string around one's finger" (Huong, 2003, p.33) as a material can mediate a person as a result of its function as a reminder for a specific event or information. Secondly, the behaviors of people in a community can be a mediational tool for other people during social interaction. People use some characteristic behaviors, gestures, and mimes that have specific and special meaning for a culture or a nation (Huong, 2003). For instance, the gestures of greeting or welcoming include sociocultural elements. When a child observes these gestures and body movements to understand a context between two people in a conversation, he creates some schemas related to cultural behaviors and how to greet people properly. Lastly, the source of mediation can be psychological. These tools can be mnemonic techniques, diagrams, symbols and most importantly sign systems such as language. Human beings benefit from these tools in order to control their behaviors, learn problem-solving skills and direct the transformations in their thinking to reach higher-order ones because these tools are shaped by the culture and history of a community. Therefore, people can maintain and improve their connections with the world and each other (Mustafa et al., 2019).

As a psychological tool, language is one of the most important tools (Pathan et al., 2018). According to Vygotsky, culture and society shape one's understanding

and regulate his activities by creating “the bridge between early and later forms of individual development” (Pea, 2004, p.427). Therefore, language as a psychological mediation tool, can “shape the mind to function most efficiently” (Mustafa et al., 2019, p.32). Besides, in the language learning environment, in addition to other mediational tools such as textbooks, visuals or diagrams, spoken and written language can help learners shape their thinking “to the preferred discourse that dominates classroom interaction” (Huong, 2003, p.33). The language functions as scaffolding in this cultural setting which is the classroom. Hence, it assists and supports students to construct knowledge and improve their cognitive development (Ahangari & Heyazi & Razmjou, 2014; Huong, 2003).

All in all, the role of mediation can be explained with an example. People can dig a hole in two different ways. They can use their hands, but they can also use some tools such as a shovel or backhoe that can help them in their work. Even if both ways let the same conclusion, the ones digging with bare hands may be so tired and frustrated that they can give up and not complete their work. In comparison to bare hands, these effective tools may function as scaffolding and give people more power to be more effective. As in the example, because mediated tools are constructed culturally, it carries necessary information in order to make connections between knowledge and reach a higher thinking order (Fahim &Haghani, 2012). As a result, thanks to mediators, people can easily reach higher mental processes and gain strategies for problem-solving.

Internalization. After “the establishment of shared understandings” (Verenikina, 2008, p.167) thanks to mediation, intersubjectivity becomes apparent because, after the mediation process, people should move to the process of internalization. Vygotsky explains internalization as the transition of a function from interpsychological category to intrapsychological category. According to him, a function shows up twice. Firstly, it should be in the social state. A person comes across a function in a social environment. By internalizing this, he learns and keeps it on his psychological plane to use when he sees a similar function in the future (Vygotsky, 1978, cited in Pathan et al., 2018). Hence, internalization is a process that when a social function “in the form of social relations among individuals and interaction with socially constructed artifacts” (Fahim &Haghani, 2012, p.694) known

as mediated tools, appears in one's social environment, this stays in external mental storage at first. After some stages of development, it finds itself a place in the internal mental stage and turns into intramental functioning (Vereinika, 2008; Fahim & Haghani, 2012). This period is called internalization.

As it is mentioned earlier, internalization is not an easy and short process. People should move through certain stages so as to internalize a function or a piece of information taken from one's social surroundings. There are three stages of internalization. The first one is termed 'object-regulation'. In this stage, an object directs people. They "use objects in their environment in order to think" (Mustafa et al., 2019, p.31). This stage can be best explained with an example from parent-child interaction related to an object. When a parent wants his child to bring a particular toy, the child may not take the actual toy that is requested. Because the child is regulated by the objects around him, he may be distracted and confused by the existence of the other toys and objects that are more captivating for him at that moment. The second stage is called 'other-regulation'. This stage can also be termed as 'scaffolding' due to the fact that it includes assistance given by adults and peers in the form of implicit and explicit mediations. For instance, in a classroom environment, students can take the role of an expert and therefore, as a result of reciprocal teaching, they can regulate their friends to guide them during the process of reaching information. Besides, teachers' spoken instructions can also be mediators in the 'other-regulation' stage for the students since teachers help a student to achieve an important goal of a task. Lastly, the third stage is known as 'self-regulation'. In this stage, a person can complete an activity without external support, tool or resource. He does not need any interference from the outside. He can achieve a specific aim or deal with a problem on his own by using internalized knowledge in his mind. In light of these steps, the sociocultural theory claims that learning starts from object regulation to external assistance in the form of mediation and scaffolding to independence performance (Mustafa et al., 2019). All in all, as Dixon-Krauss (1996, cited in Verenikina, 2008) mentions, people acquire external behaviors shaped by culture, and they internalize them in order to increase "mental and physical activity to a new and higher stage of development" (Mustafa et al., 2019, p.31). Therefore, these behaviors function as new mental gadgets for them (Vereinika, 2008).

Zone of Proximal Development (ZPD). Zone of Proximal Development (ZPD) is a concept in sociocultural theory. This concept was used for psychological testing in schools. As far as Vygotsky concerned, testing should cover both current level and potential development level of children (Verenikina, 2008). Therefore, he came up with a term called Zone of Proximal Development. According to Vygotsky (1978), ZPD is "the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peer" (p. 86). The actual development level cannot be enough solely in order to evaluate someone's real performance because it only indicates 'yesterday' in that person's development level. Nonetheless, people should also know 'tomorrow of development' which shows future or 'can be' potential (Verenikina, 2008). From the perspective of education, this zone includes both lower level which is the actual amount of information that a learner knows, and high level which a learner should reach to handle a problem or a task. This low level can be taken as zero zone to represent the starting point of learners' knowledge, and high level can be named as upper zone. In this respect, a novice should collaborate with an expert to fill the zone between zero and upper points to complete a given task or deal with a problematic situation. After these assistances and interactions among participants in order to reach the upper point, the learners can expand their learning and open the way of reaching beyond the upper zone due to the fact that scaffolding or support can help learners learn new ways of doing a task or acquire new skills to deal with a problem (Hammond & Gibbons, 2001). Nonetheless, the given instructions or guidance should be kept between these boundaries. If it is given too complex which is higher than the upper point, the learner may get nervous and frustrated. Likewise, if it becomes lower than the zero point, then it prevents learners from progressing since there will be no challenge to help them take a step further from their safe zone. The point is the importance of working around ZPD and support the learners "to extend their current understandings and knowledge" (Hammond & Gibbons, 2001, p.10; Vonna & Mukminatien & Laksmi, 2015). As a consequence, rather than being a passive recipient, the students attend social problem-solving activity with an expert by taking a role in gaining knowledge and responsibility to deal with a task (Wells, 1999). Hence, as Zangoei and Davoudi (2008, p.1280)

states, they can “transfer their knowledge to new contexts and develop critical thinking”. Furthermore, due to the internalization of new knowledge, they become self-regulated learners (Verenikina, 2008).

Within this definition, scaffolding which is created and underpinned by the concept of ZPD (Salehpour & Tamjid & Behnam, 2014), appears as a construct that provides quick support and temporary assistance between these two development levels in ZPD. In his current development level, a child may not reach independent functioning so as to handle a task or a problem (Pathan et al., 2018). In this respect, the definition of scaffolding can be given as “the interventions that tutors or teachers made within the students’ ZPD to facilitate their learning and improve their current knowledge and skills” (Gonulal & Loewen, 2018, p. 2) “through shaping and fashioning their environment” (Verenikina, 2008, p.166). Hence, the teachers create a collaborative environment in the class with these interventions and help novices to move their learning through ZPD (Stalbrandt & Hössjer, 2007). These interventions can be given by other students who are more competent than the novices, as well. This collaborative work with the more competent others can support the development of students and assist them from the beginning until the end of a duty (Nurfaidah, 2018).

As a result, students can be assisted and supported during a learning activity and experts which can be both teacher and a student can guide students so as to build bridges between their new and foundational knowledge by interacting. Thus, “the learners develop or construct new understandings by elaborating on their prior knowledge through the support provided by more capable others” (van der Stuyf, 2002, p.7, 8). Furthermore, these new understandings in students' minds “provide path to independence” (Bodrova & Leong, 1996, p.3, cited in Vereinika, 2008, p.164) for novices because of the fact that they also learn some strategies, techniques and necessary knowledge from the experts. Therefore, thanks to scaffolding, the learners may comprehend how to complete a task and how to do it alone next time (Sahabani & Khatib & Ebadi, 2010) because as Wells (1999) states it supports learning which depends on the collaboration among participants during an activity of problem-solving. As a consequence of this un-fixed attribution towards learning, learners jointly participate in the communication act with not only their teachers but

also their peers. The learners can reach a higher level in ZPD and “a greater independent capacity” (Huong, 2003, p.34) without feeling anxiety and demotivation (Jaramillo, 1996).

Sociocultural Theory and Scaffolding. Even if the actual term ‘scaffolding’ is never pronounced by Vygotsky himself, and it is originated by other researchers (Verenikina, 2008), scaffolding is mostly related to sociocultural theory of Lev Vygotsky who is a Soviet psychologist, and to his well-known term called Zone of Proximal Development (ZPD) (Gonulal & Loewen, 2018). First of all, sociocultural theory suggests that learning is a social act. Rather than passively following the lecture, development needs social interaction between people in the context of learning. This negotiation may serve as an assistance or guidance. As a result of this social process, people may acquire necessary and significant information as well as key concepts in order to deal with a problem during the learning process. Therefore, the performance of people may exceed in the process of completing a task or solving a problem thanks to assistance and interaction with others (Hammond & Gibbons, 2001).

Writing

Writing has been an important part of humans’ lives since ages because it represents communication by sharing and transferring thoughts or events, and expressing emotions in different contexts. After the invention of it, rather than speaking, people can find another way of talking with each other. Thus, they start to communicate not only by speaking but also by writing because the writing is also a way of transferring opinions and knowledge or explaining a happening to other people in a written form. Hence, like speaking, writing is not a passive activity but it requires the direct participation of people through the use of language.

Unfortunately, expressing themselves in especially another language can be a challenging activity for English language learners because rather than being receptive skills like reading and listening, writing is a productive skill which is related to “an interactive process of constructing meaning that involves producing, receiving and processing information” (Florez, 1999, p. 1). Besides, forming sentences and generating ideas by placing correct grammatical and vocabulary structures (Vonna & Mukminatien & Laksmi, 2015) can be demanding especially for lower level learners since they are not advance in language and may not fully figure out how

they should write in the target language (Rahmah & Tekeng, 2016). In addition, to be successful and efficient in writing, they should be careful about coherence, paragraph organization (Vonna & Mukminatien & Laksmi, 2015), and syntactic and semantic patterns in writing mechanics (Obeiah & Bataineh, 2015) while "getting ideas, organizing the ideas, developing the ideas into paragraphs, and maintaining paragraph unity" (Vonna & Mukminatien & Laksmi, 2015, p. 228). As a result, they may face troubles in explaining themselves in written form (Norris & Mokhtari & Reichard, 1998). Hence, the learners may avoid using this productive skill and have bad opinions towards their performances and their classes. Unfortunately, this situation can result in shyness, demotivation, and reluctance.

To fix this situation, teachers may need to find some solutions and "provide … new and innovative teaching strategies" (Alwahibee, 2019, p. 148) in order to prevent these bad consequences and to both change students' negative attitudes and enhance their productive skills by motivating them. In this respect, scaffolding appears as a helper. Thanks to this facilitative tool, teachers can make writing tasks more understandable and manageable by simplifying a work, by adding some pre-activities to warm up students beforehand or by explaining the requirements of a task (Vonna & Mukminatien & Laksmi, 2015). Thus, the students' interest can be directed to the topic more, and they become more willing to make an effort during writing tasks. In addition, scaffolding strategies can appear as entertaining follow-up activities, guidance, and support within the classroom environment. So, by increasing the interaction between people in the class, scaffolding can motivate shy students, increase their self-confidence and reduce their tension (Rahmah & Tekeng, 2016; Alwahibee, 2019; Vonna & Mukminatien & Laksmi, 2015). As a consequence, learners can become self-directed, self-regulated, and active participants during writing process (Alwahibee, 2019).

Writing Motivation. Rather than being an easy task, composing a writing task requires lots of effort and higher-order abilities as it is mentioned in the previous heading. However, students also need a good psychological state to be successful. This state consists of different motivational domains and conditions that are experienced by the learners throughout the writing process (Lam & Law, 2007; Troia & Harbaugh & Shankland & Wolders & Lawrence, 2012). Consequently, motivation

appears as an important factor in the process of writing and a good predictor of writing achievement.

According to Cambridge dictionary (2019), motivation means “enthusiasm for doing something”. Therefore, it is a driving force that makes people active both mentally and physically (Tohidi & Jabbari, 2012). Besides, it is “domain-specific and contextually situated dynamic character of learners” (Troia & Shankland & Wolbers, 2012, p.8). This dynamic concept is also one of the crucial elements in language education (Lo & Hyland, 2007) since motivation can be a very powerful force to not only start learning a new language but also maintain it even when some hardships appear during the learning process (Vibulphol, 2016). Thanks to motivation, students can be more willing to continue a task, achieve strategic behaviors on their learning, find coping strategies for challenges rather than giving up, and use their full potential as well as encourage themselves during learning period (Troia & Shankland & Wolbers, 2012). Thus, if students have high motivation, they can “have higher achievement in learning” (Vibulphol, 2016, p. 64) than the ones that have lower motivation levels.

Motivation can appear in different ways for every person in the class because how to be motivated can be affected by many factors. The amount of these factors can differ from one class member to another. Basically, there are five distinctive and main themes of motivation with regard to learning. These are self-efficacy, interest, attribution, challenge, and autonomy.

Self-Efficacy. The idea of self-efficacy is created by Bandura (Zimmerman, 2000). Bandura (1994) explains self-efficacy as “… people’s beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives” (p.2). It also includes outcome expectations that are related to achieving targeted outcomes as a result of particular actions. This expectation can be related to the previous achievements of a learner. Therefore, not only future expectations but also past experiences are so important for reaching high-level self-efficacy (Troia & Shankland & Wolbers, 2012). Moreover, this concept is independent of age, gender or ethnicity (Troia & Harbaugh & Shankland & Wolders & Lawrence, 2012). Thus, it can cover all people around the world. People who have high-level self-efficacy don’t hesitate to deal with a hard duty

because they have control over their interests and predetermined aims. Moreover, they can improve themselves when they experience failure. They can gain the power and attentiveness to start again instead of giving up and experiencing "stress and depression" (Bandura, 1994, p.2). In addition, they create some strategies to deal with and accomplish a given task. When self-efficacy is considered with writing and motivation, it can be said that if a student has a high level of self-efficacy, he can lower his anxiety since he has a belief that he is capable of accomplishing a writing task. Moreover, owing to his low anxiety level, he can persist longer and become more tolerant of frustration (Walker, 2003; Lam & Law, 2007). As a result, he can meet with better results, more accurate writing and higher grades in writing tasks.

Interest. Interest is another important factor for motivation in learning. When students are introduced to a task or a problem, every member of the class perceives it by taking into consideration their perspectives and opinions coming from their minds. At the end of this process, they start to decide how much significance or value should be given to a specific task or a problem (Troia & Harbaugh & Shankland & Wolders & Lawrence, 2012). In addition to these, specific characteristics of a task which is called 'situational interest' also affect students' level of interest (Troia & Shankland & Wolbers, 2012). Therefore, as a result of these steps, students adjust the level of their interest in a task. The level of interest is important for students in learning because interest includes also curiosity and this curiosity may lead to a willingness to gather knowledge about a specific subject and to handle a problem-solving activity (Lam & Law, 2007). As a consequence of willingness, students pay more attention to the task and its specific features. Besides, they persist longer so as to meet the needs of the task and complete it properly. They may take more pleasure in the involvement of task completion. Because of all these benefits, students can better understand some concepts and learn more information in order to use them in the future (Troia & Harbaugh & Shankland & Wolders & Lawrence, 2012).

Attribution. When people become unsuccessful or successful in completing a given task, they start to think about the causes of this situation. This "perceived causes of success and failure" (Troia & Harbaugh & Shankland & Wolders &

Lawrence, 2012, p.19) is called attribution. This notion is influenced by people's control over the reason, its consistency, and its locus. For example, when insufficient effort or exaggerated expectations appear as the reason for failure, students can adapt themselves and deal with failure. Hence, they cannot demoralize and lose their faith in themselves and their capabilities. They believe that their efforts will eventually affect their task performance positively and lead them to accomplishment. Nonetheless, if they perceived the reason for success as luck, teacher's help and task ease, or they consider failure as lack of skills, they think that they do not have control over their performance. As a result, due to the fact that their efforts will not influence task outcomes, they may give up dealing with the task and lower their motivation level. To sum up, it can be concluded that if people believe that they can control success or failure, they become more motivated and increase their self-confidence (Troia & Harbaugh & Shankland & Wolders & Lawrence, 2012).

Challenge. Challenge is a concept that is related to the amount of effort that a person makes in order to meet the requirements of a specific task. There are some factors that affect the degree of effort. First of all, students' expectations towards failure and success determine if they will push themselves more or not in order to complete a given task. When they face an extremely difficult task, since the students believe that there is a very weak possibility to finish it successfully, they do not show effort and reject the challenge. As a result, they lose their motivation and willingness towards the task (Lam & Law, 2007). The second factor is competitiveness (Troia & Shankland & Wolbers, 2012). If there is a competition among not only other class members but also the student himself, he will attach more value to this task. Besides, he may want to reach a sense of satisfaction and self-confidence. Hence, he will pay more attention to win the competition. The last one is about reward. Rewards can be very important for students since by considering the amount of benefit that is gathered from a reward, the students accept the challenge and try to do their best to earn the reward. This reward can be both materials based such as food, medallion or stickers, and emotion-based such as compliments and congrats. The common quality of these different kinds of rewards is that the student will benefit from these attractive rewards and have a more sense of achievement and success. As a consequence, they will make an effort to get them and accept the challenge gladly.

Autonomy. According to Henry Holec (1981), learner autonomy is the learners' capability to have a right to control over their learning. Basically, autonomy in learning means "the concept of responsibility for learning" (Dickson, 1987, p.9). Therefore, students should have a right to make choices through their learning journey on their own. Moreover, they should control the outcomes of their choices. When teachers become less controlling and more supportive with regard to choosing and initiating tasks, students may have a chance to take responsibility for their learnings (Lam & Law, 2007). Besides, they can better find out how they learn and, their strong and weak points owing to the fact that they "take control of their own learning" (Little, 2012, p.9) thanks to their roles as decision-makers in their learning process. Consequently, students can find some strategies themselves so as to use them in the future to enhance their fulfillment (Najeeb, 2012). When they realize that they can accomplish a task without help from the outside by using these strategies, they feel a sense of achievement and have faith in their own capabilities (Reinders, 2011). They also want to learn more in the class due to the fact that they trust themselves in the class. As a result, autonomous ones may "be more enthusiastic about learning" (Littlejohn, 1985, p.258), and they can direct their attention more to the subjects in the class, and become more motivated towards both lesson and learning.

Writing Motivation and Scaffolding. In light of this information, it can be said that motivation is also important for learners' writing achievement which is necessary for successful education life. Nevertheless, writing can be a very 'high-cost activity' as it requires high mental processes, lots of effort and relatively high knowledge in the target language (Troia & Harbaugh & Shankland & Wolbers & Lawrence, 2012). Moreover, motivation "is a domain-specific and contextually situated" (Troia & Shankland & Wolbers, 2012, p.8) act for a person. Hence, the level of motivation towards using language skills or concentrating a topic can be different from one student to another since it depends on the "characteristic of learners" (Troia & Shankland & Wolbers, 2012, p. 6). Therefore, learners may need to keep motivated during the learning process not to give up on a given task and to achieve their aims. To this end, the supportive nature of scaffolding can be a way of motivating learners because it provides guidance and helps learners gain the ability to perform a similar task on their own in the future. Therefore, they may gain self-

confidence and encouragement. As a result of this, they can feel more motivated in the classroom.

The concept of scaffolding has been an important phenomenon for the educational research area for years, and it is widely concerned by the researchers. Therefore, its effectiveness in various conditions and skill development is studied throughout the world. This study mainly focuses on students' proficiency in writing skills. However, some other studies aim at improving other skills through the use of scaffolding strategies. For example, Zarandi and Rahbar (2016) investigate the role of scaffolding in the form of intervening strategies instead of standard speaking instruction techniques so as to see the effect of scaffolding on the students' speaking abilities. Besides, in another study which is prepared as a Ph.D. thesis, Wachyunni (2015) conducts research on scaffolding and cooperative learning to "improve reading comprehension and vocabulary knowledge in university students" (p.3).

The scope of this study covers the investigation of only writing skills. Proficiency in writing skills is also studied by others. First of all, scaffolding and writing relationship is studied for the students having special needs. Englert, Zhao, Dunsmore, Collings, and Wolbers (2007) design a study by using web-based programs as scaffolding to improve writing performance. They have found that scaffolding appears like a beneficial tool for writing performance. Thanks to scaffolding application, the students can organize their works better, and the overall quality of their product becomes more qualified. Secondly, scaffolding is associated with technological tools such as Facebook, Process-Writing Wizard, Tele-Web and computer use (Majid & Stapa & Keong, 2015; Yeh & Lo & Huang, 2011; Englert & Wu & Zhao, 2005; Proske & Narciss & McNamara, 2012). All these studies have a common conclusion that scaffolding is an effective method to enhance the writing proficiency of the learners. Furthermore, in addition to writing in a "more sophisticated level" (Englert et al., 2005, p.196), it is beneficial for producing more comprehensible as well as better organized contents (Proske & Narciss & McNamara, 2012; Yeh & Lo & Huang, 2011).

Scaffolding also finds itself a place in the studies covering different age groups and proves its efficiency. Nabors and Baker (2017) study the impact of

scaffolding as a pre-writing scaffolding technique in kindergarten students. At the end of the study, they come to the conclusion that scaffolding helps learners increase their confidence and risk-taking abilities in addition to “advanc[ing] phonic skills” (p.22). The same positive outcome is also observed in primary students’ writing qualities. Their attitudes and interests are also improved thanks to scaffolding instructions (Padmadewi & Artini, 2019). Fortunately, with the increase of age, the effect of scaffolding application writing does not disappear. In view of the studies of Durmaz (2013), Ahangari, Hejazi, and Razmjou (2014), and Yau (2007), thanks to scaffolding, the students in secondary or post-elementary school enhance their writing abilities by keeping themselves motivated, lowering their frustration and anxiety, and socializing with the others in the class. Lastly, the scaffolding application is also successful in the high school context. The learners could increase their level of being autonomous and better comprehend sub-skills which are necessary for properly written works, with the help of scaffolding in writing classes (Obeiah & Bataineh, 2015).

In addition to the studies presented previously, scaffolding is integrated into the university curriculum for the enhancement of writing skills as well. Some of these studies focus on pre-writing stage through the use of several scaffolding techniques such as group discussion, brainstorming, free-writing, concept mapping, negotiating, reading text, drawing and writing frames (Nguyen & Admiraal & Janssen, Rijlaarsdam, 2018; Mahnam & Nejadansari, 2012; Norris & Mokhtari & Reichard, 1998; Salephour, Tamjid & Behnam, 2014). Furthermore, scaffolding is also given so as to support the writing process through contextualizing, modeling, negotiating, and so on (Baradan & Sarfarazi, 2011; Rezaee & Farahani & Mubarak, 2018; Ahangari & Hejazi & Razmjou, 2014). As the common outcome of these studies towards the application of scaffolding for writing classes, the groups that receive scaffolding outperform their counterparts in the control groups. Besides, the students in experimental groups can produce better works, increase the quality of their writings, and come up with more ideas, words, and sentences by releasing themselves from fussiness and anxiety towards writing classes.

Even if the current study has some similarities with the ones above, there is only one study that is closer to the current study than the others. The reason is that

it covers both motivation and writing achievement with regard to scaffolding instructions. The mere aim of the study is to investigate the “motivational aspects of scaffolding” (Hasan, 2018, p.40) for writing achievement, and learner autonomy. Besides, the researcher videotapes all writing sessions of both control and experimental groups in order to observe if scaffolding is beneficial and what kind of techniques are used in addition to predetermined scaffolding techniques. Lastly, it includes doing an interview with the lecturers. Like the other studies mentioned, the results of this study also certifies the effectiveness of scaffolding to improve writing (Hasan, 2018).

In light of all these results gathered from previous studies, scaffolding appears as a support in different shapes for many types of learners. However, this study differs from the other studies and has the quality of being the first study in its kind thanks to its special qualities. First of all, the current study includes three groups which are two experimental groups and one control group. As for the experimental groups, two different scaffolding applications are given to the learners in different stages of the writing process. To this end, in addition to observing the efficiency of scaffolding for achievement and motivation by comparing three groups, this research aims to compare two experimental groups so as to detect which stage of scaffolding can be more advantageous for the learners with regard to both academic writing motivation and writing achievement. Furthermore, the study investigates the impact of scaffolding on the classroom environment considering two kinds of scaffolding given in different stages. Hence, it will also provide data in order to observe and compare the changes in the classroom environment with the application of scaffolding in two different stages of writing. Besides, motivation is not considered as a single concept that can be shaped and affected by scaffolding to observe the changes in students’ writing motivation levels through three different groups. This study fills this gap by taking the effect of scaffolding on motivation as one of its research questions. Lastly, contrary to previous studies, the current research takes students’ opinions to compare two different writing stages in terms of scaffolding applications in the eye of the learners. Therefore, it provides fruitful data on how students perceive scaffolding in their own classes, and in what aspects their opinions differ from each other.

Chapter 3

Methodology

This chapter aims at explaining research design. It includes information about setting and participants, data collection, instruments, and data analysis. Therefore, it gives a detailed explanation of participant profiles, the place that the study is conducted, and what kind of tasks and techniques that are used for the purpose of the study. Also, the process of data collection and the way of analyzing and interpreting both quantitative and qualitative data are described clearly so as to create a vivid picture of the methodology of the study.

Setting and Participants

This study is held at the Hacettepe School of Foreign Languages. This institution has two different departments called Preparatory Department and the Department of Modern Languages. The research is conducted in the Department of Basic English which belongs to the Preparatory Department. This department aims at training students in English for specific purposes and enhancing students' knowledge in four main skills which are speaking, reading, writing and listening. Besides, the program in this department is targeted to increase students' confidence, to teach necessary language abilities for various situations and to help learners to be autonomous in their future lives (Hacettepe University, 2019). The students attend 20 class hours per week. These classes are designed by considering four language skills.

All participants are students at Hacettepe University. The age of students ranges from 19 to 25. They attend repeat classes since they could not be successful previous year at English Preparatory classes. Thus, they continue the same classes this year again. This situation is beneficial for the study because the motivation level of the students towards writing is low at the beginning of the term. Besides, they have experienced standard writing classes beforehand rather than scaffolding instructions for writing classes. Therefore, learning with scaffolding instructions will be new for the experimental groups. The students in the experimental groups will have a chance to compare standard teaching with the lessons which cover scaffolding instructions. As a result, the effectiveness of the study will increase owing to the fact that the study can give clear results after experiencing scaffolding

techniques, and clarify better its effects on achievement, motivation, classroom environment and the students' opinions.

The participants that are selected for the experiment are the students of three different classes from the same proficiency level. First of all, in view of the results that are achieved from the English Proficiency Exam prepared by Hacettepe University School of Foreign Languages, all students start the term with the same level of proficiency. Their English Proficiency level is B1 according to the Common European Framework of References (CEFR). Secondly, all groups are randomly selected for the purpose of the study. The total number of students is 50 including both genders. There are two experimental groups. They have the same number of students which is 18. Thus, the experimental groups have 36 students in each. The rest of the learners form the control group which has 14 students. Even if the ones in the experimental groups have experienced scaffolding strategies in addition to standard training, the control group has only attended standard writing lessons. Lastly, the participation of the study is not obligatory. Every student chooses to participate in the study willingly. Further, before conducting it, the researcher has acknowledged the students that they will not get extra grades if they attend the study. Consequently, the participants are not forced, and they accept contributing to the study by expecting no privilege from their teachers.

Data Collection

The data for the study is collected from the School of Foreign Languages at Hacettepe University in the fall term of 2019-2020. Both qualitative and quantitative data collection methods are used. To begin with, quantitative data collection methods which are paragraph writing process and academic writing motivation questionnaire follow the same steps. Before using scaffolding techniques in the class, the teachers of all groups want the students to write a paragraph on the same given topic as the pre-test. This writing activity is made at the same time and on the same day. Hence, the possible problems or side effects can be eliminated in the pre-test. Hence, all students in experimental groups and control group complete pre-test in equal conditions. The topic of the writing is written to the board and the instructors do not talk with the students until the end of the pre-test. Moreover, they do not let students talk with each other. Therefore, their actual level of writing can

be detected. After collecting the learners' written works, two teachers of the selected groups evaluate them with the writing rubric prepared by the School of Foreign Languages. By considering the data from the pre-test, the teacher can find an opportunity to diagnose the learners' current level of English proficiency in writing, and to understand the existing concepts in their foundational knowledge and needs in writing.

Like the writing achievement process, at the beginning of the term, the teachers of the groups give the learners an academic writing motivation questionnaire to understand their motivations towards writing before the experiment. The questionnaire consists of 37 statements and is organized in the form of a 5-points Likert table. The learners give a mark by circling one of the options called strongly agree, agree, uncertain, disagree, and strongly disagree according to their agreement level to each sentence. After collecting the questionnaires from the learners, they are graded with double checking and by calculating the numbers representing the agreement level. Therefore, in the end, all students receive a mark related to their motivation level towards writing.

In the following writing classes, the students in the experimental groups have experienced scaffolding strategies. After the standard teaching process, experimental group 2 takes scaffolding at the beginning of the writing process before completing a task. However, this group does not receive any assistance during the process of writing. The students complete the task silently without talking to the teacher or their friends. Unlike this group, the students in the experimental group 1 take scaffolding while writing. They do not experience it in the pre-writing stage. The teacher supports the students only when they need. Besides, during the scaffolding period in both experimental groups, the teacher takes notes about students' attentiveness and behaviors. She writes how students interact with both teacher and each other, and react scaffolding in the class to understand the relationship between scaffolding and classroom environment. The last group is the control group. They take assistance or guidance neither before nor during writing. They only follow standard writing classes. Lastly, after every writing task, all writings from three groups are collected, and two instructors grade them together.

At the end of the semester and writing classes, the post-test is taken in the same way that pre-tests are gathered. Post-test for writing achievement is prepared by the School of Foreign Languages. The participants of the study take the exam at the same time and on the same day. Therefore, the conditions of the students are equal to each other. Instructors do not speak and answer the students' questions through the post-test. Hence, the students deal with the writing exam on their own. At the end of the post-test, the writings are collected and graded by the teachers of three groups through the writing rubric of Hacettepe University. As a result of this, the teachers detect the mistakes in writings together and control each other's grades. With the collection of post-test, the researcher can find a chance to compare the pre and post-test scores of the students so as to detect the differences between groups.

The post-test motivation questionnaire is also taken at the end of the semester. The data collection process of post-test is in line with the pre-test. The students fill the same questionnaire by considering their level of agreement. The researcher and the other teacher of the groups calculate the points that each student gives as a response to each item in the questionnaire. So, every student receives a grade for their writing motivation levels. With the results in pre and post-tests, it becomes possible to see if the learners' motivation level changes throughout the semester and after scaffolding application in the class. Finally, 12 students from experimental groups are interviewed at the end of the term. Rather than forcing students to contribute to the interviews, these students are selected according to their willingness. They are asked five open-ended and semi-structured questions. These questions aim at finding their point of view towards scaffolding instructions in the class. The students' answers are recorded and made transcriptions in order to analyze data more carefully and in detail.

Instruments

Several instruments are used for the mere aim of the study. These instruments are in the form of both quantitative and qualitative method. Besides, scaffolding techniques that are used in the class for experimental groups can also find themselves a place under the heading of instruments.

Pre-Writing Scaffolding Strategy. The students in the experimental group 2 have experienced scaffolding before starting to write a paragraph. So, they are alone in the while-writing stage and receive help from neither their friends nor their teachers. The main strategy for this experimental group is 'task scaffolding'. In this strategy, the teacher names all steps and models them one by one in the first lesson. However, he gradually gives this responsibility to the students.

Table 1

Task Scaffolding

	Teacher	**Students**
First Lesson	Names the steps Explains the steps Models their use	
Second Lesson	Explain the steps Models their use	Name the steps
Third Lesson	Models their use	Name the steps Describe the steps
Fourth Lesson		Name the steps Describe the steps Model their use

(Vanderbiltedu, 2019)

As it is exemplified above, the teacher gives the responsibility of naming and modeling the steps of writing a paragraph to the students step by step. This type of scaffolding is chosen because it has nearly the same qualities with while-writing scaffolding strategies since during task scaffolding, the teacher uses questioning, modeling, explaining and modifying techniques. In this respect, the study may have a chance to compare the application of scaffolding before and during the writing act which is one of the real aims of the study.

While-Writing Scaffolding Strategy. The students in the experimental group 1 take scaffolding while they are completing a writing task. This support is given in different shapes. However, the important qualities of scaffolding instruction

are also considered by the teacher in order not to spoil the nature of scaffolding instruction. Some techniques for this group may include questioning, explaining, modeling, repeating or modifying. Rather than directly giving the information, as the scaffolding instructions require, the teacher shows the answer by asking some questions to the learners and giving some hints, or by modeling and expecting students to activate their existing knowledge to combine them with the given support by the teacher. Besides, the teacher does not make the required sentences and tell it directly to the students. She also does not correct their sentences directly in terms of both grammar and vocabulary. Furthermore, the teacher encourages the other students in the class to be an expert and help novices. As a result, the learners achieve the information by filling the gap between their upper and zero zones in their ZPD.

Writing Motivation Questionnaire. As a part of the study, this research investigates academic writing motivation of the learners to find if there is a relationship between experiencing scaffolding and not being exposed to scaffolding. Moreover, which experimental group can be more motivated as a result of different scaffolding implications that are presented in different stages of writing is also the subject of the study. For these purposes, an academic writing motivation questionnaire is given to the learners both at the beginning and at the end of the semester.

There are very scarce questionnaires related to writing motivation. So, it was not easy to find a proper type of questionnaire to evaluate writing motivation. The questionnaire for the study is taken from the Master of Arts study of Ashley Renee Payne which is completed in 2012 at the University of Georgia. 69 students in their first year at the college attend the study of Payne. The questionnaire is designed “to examine college students' motivation to write in composition classes and other writing-intensive classes” (Payne, 2012, p. 6). It constitutes 37 items. These items are in sentence form. Besides, it is designed in the format of the Likert scale from point 0 to 4. There are five options which are called strongly agree, agree, uncertain, disagree, and strongly disagree. The students should choose one of these options and circle it. Their levels are detected by totalizing the numbers given for each item according to their “level of agreement with each statement” (Payne, 2012, p. 11).

However, the original form of the questionnaire is not used, and some parts of it are changed. To begin with, the questionnaire is translated into the native language of the learners since their current English proficiency level is not adequate to fully understand each statement to answer openly. Therefore, this situation may cause problems and damage the data. To prevent this situation and release possible confusions in the participants' heads, the translated version of the questionnaire is given to the learners. These translations are made by considering the structures and understandings in the Turkish language to better reflect the meaning of the sentences in the questionnaire. The back-translation method is used for more accurate translation and better results. Two lectures who are graduated from the English Language Education department translate the original version of the questionnaire into Turkish. Their translation is taken and given to another two lectures from the same department. They translate the Turkish version of the questionnaire into its real language which is English. By comparing these three forms of the same questionnaire, a new shape is given to the questionnaire with Turkish statements. After these processes, the final form of the questionnaire is sent two experts who have PhD degree in English Language studies. They check the appropriateness of the questionnaire and make comments on it. By taking into account their perspectives, the questionnaire, and its items take their last form. Lastly, in order to evaluate the reliability of the questionnaire, it is analyzed with Cronbach Alpha test via SPSS program.

Secondly, some of the items are not included because they are not fully related to paragraph writing. Hence, they are excluded while redesigning the questionnaire. Their numbers are 9, 16, 25 and 28. Rather than them, new items are added by considering not only the mere aim of the study but also the overall organization of the questionnaire. These are formed to meet the needs of the study better. Another important change is related to the type of scale. The numbers are turned into a 5-point Likert scale type since this format is easier to record and analyze in Statistical Package for Social Sciences (SPSS) program. Finally, some of the items in the questionnaire are turned into negative meanings. Therefore, they are reversed-scaled, and the new numbers become 1=5, 2=4, 3=3. 4=2, and 5=1. There are 4 items in this kind. Their numbers are 9, 16, 25, and 28. These items are

calculated by considering their revised form while counting the numbers that the students give for each item to figure out their level of academic writing motivation.

Teacher Journal. One of the questions of this study is designed so as to investigate how scaffolding techniques can influence the classroom environment. Consequently, the teacher keeps a journal about scaffolding practices, its effects on the classroom environment, and the students' reactions towards scaffolding in the class. Thus, it becomes possible to record the students' emotions, reactions and attentiveness to scaffolding and writing in two different classes. In this respect, the hard and easy aspects of using scaffolding in the classroom environment can also be discovered. As a result, positive and negative outcomes of scaffolding application during while and pre-writing stages can be recorded and analyzed.

Student Interviews. In addition to achievement exams, writing motivation questionnaire and teacher journal, the students are asked some questions to better learn their own opinions and thoughts towards scaffolding applications. 5 open-ended questions are prepared for this purpose and presented to the learners by considering the principles of the semi-structured interview. Hence, a better understanding of the impact of scaffolding instructions on students can be achieved. Furthermore, since there are students who experience scaffolding in different stages of writing, the results of the study can also help to make comparisons between two different writing stages for scaffolding applications and their effects on students' understandings. However, not all students from two experimental groups are included in interview sessions. Only 12 of them are taken. These students are chosen by taking into consideration their willingness. Thus, the students are not forced to attend the interviews. Also, they are informed that they cannot take extra grades since they participate in interviews.

Pre and Post-Tests for Achievement. The question of pre-test for achievement is designed by Testing Office of Hacettepe University School of Foreign Languages. The lecturers of three groups namely experimental 1, experimental 2 and control group decide the topic by considering the early exam questions. Therefore, one of the early questions that they have prepared for the exams are used as pre-test. The purpose of it is to reveal the real proficiency level of the students in writing. Another aim is to detect if the students start the term at

the same level of writing proficiency or not. The students take this test at the same time and on the same day. They do not receive any help from their teachers during the process of writing. The students' writings are evaluated by considering the writing rubric supplied by Hacettepe University.

The last exam which is post-test is prepared by the Testing Office at Hacettepe University Department of Foreign Languages to test students' proficiency and knowledge in English, and to see their gradual development level. The exam has four parts. Nonetheless, the post-test covers only the writing part of the exam. In this section, the students are asked to prepare a paragraph on their own without any help from both their teachers and their friends by taking into consideration the given topic and paragraph type. The exams are collected by the teachers and graded according to the writing rubric by two instructors.

Besides, Testing Office controls the validity and reliability of the questions for pre and post-tests, and if they are suitable, they continue using these questions. However, if they are not suitable, they remove these questions from their database. Hence, because the questions of pre-test and post-test are taken among these suitable writing questions, it can be said that they are valid, reliable, and trustable. In addition, these tests are suitable for the learners' level because both pre-test and post-test are prepared by the Testing Office which is a unit in the School of Foreign Languages. The Testing Office prepares and decides the level of these writing questions by considering Common European Framework of References (CEFR) grid which shows language levels and their requirements as a common guideline towards language development, and makes possible to evaluate language development and proficiency level of the learners (Little, 2006). In this respect, in order to be aware of the learners' level and to standardize the process of language evaluation, The Testing Office in the School of Foreign Languages uses the CEFR scale and places students into classes with regard to their section in the CEFR grid. According to The Testing Office, at the beginning of the study, the learners are at B1 level with regard to the CEFR scale. Therefore, when the writing B1 part in the CEFR self-assessment grid is considered, the learners are capable of preparing a simple but connected text on a topic that reflects the learners' personal interests, experiences, and ideas. In light of this information, because the learners are at the

B1 level at the beginning, the pre-test is selected among the topics which are suitable for the B1 level. However, at the end of the term, the learners are expected to be in B2 level in writing. Hence, they can prepare clear and detailed writing related to a great variety of topics by explaining their opinions properly on arguable subjects through “giving the advantages and disadvantages of various options” (Council of Europe, 2020). Thus, in the proficiency exam which is also post-test, the level of the writing question is also changed to make it more appropriate to the learners’ new language proficiency by taking into account that the learners also improve their language level. As a result, rather than the language development of the learners through a semester, it becomes possible to observe the effect of scaffolding on performance, and pre and post-test conditions can be equalized. Another factor that prevents the effect of general academic achievement on post-test scores is that the writing rubric evaluates the learners’ organization of a paragraph rather than their grammar or vocabulary knowledge. Therefore, the learners learn how to write a paragraph properly on a given topic. The writing criteria for pre and post-test are exactly the same because they are evaluated by considering the same writing rubric. According to the writing rubric prepared by Hacettepe University (see appendix-F), the learners should prepare a well-organized paragraph and support all their ideas properly. Besides, their paragraphs should start with an effective introduction sentence that presents the topic to the readers. It should be followed by supporting sentences that consist of major and minor ideas. The students should end the paragraph with a solid concluding sentence. Hence, it can be understood that rather than general academic performance and improvement, the learners are evaluated according to their knowledge and abilities in writing that they have acquired through a semester in writing classes and three different conditions. Therefore, the study can reach one of its aims that is related to improving learners’ writing skills through the use of scaffolding applications.

Writing Assessment Rubric. This rubric is prepared by the Testing Office at Hacettepe School of Foreign Languages. It serves as a guide for teachers during the process of evaluating the learners’ works. It consists of five different levels for success and five additional considerations. Even if this rubric is prepared from 0 to 10 points, the maximum mark is taken as 20 and the points in the rubric are reorganized from 0 to 20 while evaluating students’ writings.

Writing Tasks. Writing tasks are prepared by the Hacettepe University School of Foreign Languages. There are eight tasks for this semester. The students' works are evaluated over 20 points. First of all, the tasks appear in the writing material of the institution. This material is designed to teach learners how to write a specific type of paragraph such as opinion, narrative and academic. It starts with a general introduction and information about a specific type of paragraph. Therefore, the learners firstly learn what kind of paragraph writing is expected from them. Secondly, the steps of paragraph writing are exemplified one by one. The material also provides some activities related to this specific type of paragraph. At the end of standard teaching with the writing material, the students are required to write a whole paragraph by considering the steps and the general theme as well as appropriate grammar and vocabulary. The works of the students are collected and evaluated by both teachers of the classes. Then, they are given back to the students. Hence, learners learn how many points they could get from their writings. Finally, lecturing and writing are not made on the same day. At least one day is given between lecturing and writing tasks.

The processes explained above belong to standard writing classes. Hence, control and experimental groups follow this as a common point. Nonetheless, the experimental groups take scaffolding instructions in the task writing stage. The experimental group 1 practice scaffolding while completing a given writing task. In contrast, the other experimental group experience scaffolding techniques before beginning to write.

Writing Task 1. (Describe a person you admired.) The topic of the writing is about describing a person who is either alive or fictional. Therefore, the students are expected to give information about age, nationality, job, appearance, character, hobbies and interests of a person. They should give as much detail as possible. Besides, they should start their paragraph with an effective topic sentence and end it with a proper concluding sentence. These sentences should not include unnecessary details and new ideas. The topic sentence should state the main idea and introduce the topic to the readers. On the other hand, the concluding sentence restates the topic sentence and summarizes the main idea of a paragraph. Moreover, it should start with one of the closing conjugations such as all in all, in

conclusion, to conclude and to sum up. As for supporting sentences, the students should give information about a person. However, it is important to know what major and minor ideas, and their differences from each other. In a paragraph, the major idea should be given at first and then, it should be supported by minor ideas. Hence, the place of major and minor ideas and if they are related and well organized or not is so important in order to write an accurate paragraph.

Writing Task 2. (Why do many people learn English throughout the world?). The second writing task is related to writing an academic paragraph that is about why many people learn English throughout the world. Different from the first writing task, the second one includes a video prepared by Ted Talks. This video is related to the topic of the writing task. Before writing, the students watch the Ted Talks video called “The World’s English Mania” by Jay Walker. In the video, he gives a speech about the reasons for learning English.

The most important point in this task is the organization. The paragraph should start with the main idea. This sentence is more general than the others because the writer should not give minor ideas and details in the topic sentence. Also, this sentence should have two basic parts. The first one is the topic as the subject of the paragraph. The second one is controlling ideas in order to limit the topic and indicate what will be mentioned about the subject. After the topic sentence, the students should move to supporting sentences which are major and minor ideas. Firstly, one of the major ideas should be given. In major sentences, the students develop and support controlling ideas. After each major sentence, students should write minor supporting sentences by giving explanations, examples, details, facts or statistical information for the purpose of explaining the major idea. Moreover, every major sentence should have its minor sentences. Lastly, the concluding sentence should be written by restating topic sentences or summarizing main points and putting one of the closing conjugations without presenting new ideas.

Writing Task 3. (Write a descriptive paragraph about your room/a place you went on holiday/your home or a family member’s home). The third writing task is related to describing a place. Thus, the students should give general information about a place such as its name, function, history, some activities that someone can

do and what is inside of it. Besides, students can mention about their feelings about this place.

The paragraph should start with a topic sentence that contains a general representation of a writing topic. This sentence can be either a fact or a personal opinion about a place. The topic sentence should be followed by supporting sentences. In this type of paragraph, there is no discrimination between major and minor ideas. Therefore, they are studied under the same heading which is called supporting sentences. The students should mention location, history, place of certain objects, certain activities that they do with those specific objects or in these specific places. Lastly, they can write how they feel about that place or item by connecting it with some memories. The most important quality of supporting sentences is their order. They should be written in spatial order. It means explaining a place from left to right, or top to bottom, or general to specific. If the students miss this, then there can be serious problems in their general paragraph organization. Besides, the students should know adjectives such as opinion adjectives for describing a place, and prepositions that can be used for describing the position of things in a room, or the locations of places in a town/city/country. At last, the paragraph should end with a clear concluding sentence that can summarize the topic. This sentence can include the students' opinions towards that place. Nonetheless, it should not present new ideas.

Writing Activity 4. (How can you learn a new language?). The students watch the Ted Talks video called "The Secrets of Learning a New Language" by Lydia Machova. In the video, she talks about the secrets of polyglots and shares four principles to learn a new language. This video is related to the subject of the writing task. After that, the learners write an academic paragraph about the ways of learning a new language. This writing task has the same principles as the second writing task.

The paragraph formation should walk hand in hand with the second writing task. Therefore, all rules and significant parts are also valid for the fourth writing task. As the second task, the organization is crucial for this paragraph. The paragraph should start with an effective topic sentence so as to introduce the topic to the readers without giving so many details. As the second step, the students

should write major sentences and find minor ideas for each major idea. Major ideas should represent the main ways of learning a language. Every major idea should be supported by at least one minor idea. These minor sentences should contain details, examples, and explanations of the major ideas. Finally, the paragraph should end with an appropriate concluding sentence. This sentence should be the shortened version of the topic sentence in different words. It should also start with one of the closing conjugations. Besides, the students should not present a new idea in the concluding sentence.

Writing Activity 5. (What is the best way to take up a new hobby?). The students are expected to write some ways or techniques to start doing a new hobby. Before writing, the students watch the Ted Talks video called “Try Something New for 30 Days” by Matt Cutts. In the video, he talks about setting and achieving goals.

As the activities four and two, the students should write an academic paragraph in the given topic. There are three important factors. Firstly, they should start with a topic sentence. This sentence should introduce the topic and not contain details or new ideas. Secondly, the students should find at least two major ideas. Besides, every major should have minor sentences. These sentences should exemplify, elaborate and explain major ideas. Finally, the students should end the paragraph with a proper concluding sentence which starts with one of the closing conjugations such as all in all or, to sum up. Besides, they should not present unnecessary details and new ideas in their concluding sentence.

Writing Activity 6. (A memorable trip/an experience/a birthday celebration). The fifth writing task is related to narration. A narrative paragraph can be about a real or imaginary event. In the narrative paragraph, the writer tells a story in the order that some events happened, preferably by using time order signals. The students are given three topics to choose from. These topics are written by considering the example paragraphs that the students worked in the class.

The paragraph should start with a proper topic sentence that introduces a story to the reader. It should not include details related to the story. It can also tell when and where the story takes place. Besides, in the narrative paragraph about a real event, the writer can say why he is writing about that personal experience in the topic sentence by using some words such as memorable, embarrassing, funny, and

frightening and so on. Secondly, supporting sentences are also so important. This type of paragraph does not consider major and minor sentences as separate categories. However, the writer should tell the story in chronological order by using time order signals. In this part, the students give as many details as possible about the story. They should start by writing what happened before the real event. Then, they should give information about the real event and end this part by mentioning the happenings after the real event. Moreover, all supporting sentences should be connected to the topic sentence. Lastly, the paragraph should end with a concluding sentence. The students can write something that they learn from the story or how they feel about the experience. Or else, they can simply make a summary of the topic sentence without presenting a new concept.

Writing Activity 7. (Is social media important for people?). The writing task seven is an academic paragraph. An academic paragraph composes of a group of sentences that will develop one subject logically. Therefore, the students should explain an idea by giving logical reasons and explanations. There should not be breaks in the paragraph, and it should run continuously from the first sentence to the last sentence.

An academic paragraph has three basic parts. Firstly, it begins with a topic sentence that emphasizes the primary concept and introduces the topic to the reader. This sentence is more general than the other sentences. A topic sentence should have two different sections that are the topic and the controlling idea. The topic states the main argument of the paragraph. It is what the paragraph is about. The controlling idea limits the topic. It tells what you are going to say about the subject. The paragraph continues with supporting sentences that are more specific than the main idea. Their purpose is to help readers understand more about the main idea. In the major supporting sentences, the students develop and support their controlling idea, or point of view, by giving explanations. After each major sentence, students should add one or two minor sentences in which they give more details, provide examples and quotations, or give facts and statistical information. Finally, concluding sentence should be written as the final remark at the end of the paragraph. This sentence restates the basic argument of the paragraph or presents

a final comment on the topic. However, it should not include new ideas and unnecessary details.

Writing Activity 8. (University students should live with their families/ Technology has destroyed communication among people/ Having many friends is good for people). The last writing exercise is opinion paragraph. The opinion paragraph is related to a controversial issue, something people agree or disagree with. Therefore, the basis of the opinion paragraph is to learn the students' opinions about a topic. After deciding on whether they agree or disagree with an idea, the learners should think of some reasons that support their ideas. Therefore, the students should write a paragraph by considering their own beliefs on a specific topic.

The format of an opinion paragraph is not different from the previous writing tasks. It should start with a topic sentence which includes the writer's opinion on the topic. Besides, it should have some phrases to begin writing the topic sentence such as in my opinion, I believe and I think. Next, the students should add supporting ideas in the form of major and minor sentences. In major supporting sentences, the students should tell one of the reasons why they defend this main idea. Then, in minor sentences, they should provide examples, details or facts so as to support their reasons more in detail. Finally, the paragraph should be completed with a concluding sentence that restates the main idea, summarizes the major points and makes a final comment on the topic. However, learners should remember that this sentence does not include new ideas and unnecessary details.

Data Analysis

Before giving information about how the data is analyzed, it is important to explain the research type of the study. When the overall design of it is considered, it can be said that this study belongs to quasi-experimental research method owing to its specific qualities. To begin with, experimental studies search for the cause and effect relationship by considering independent variables which mean the influence, and dependent variables that represent the target of influence. Secondly, the main quality which differs quasi-experimental research from true experimental research is random sampling (Rogers & Révész, 2020). As Ross and Morrison mention (2004), sometimes assigning students randomly cannot be feasible especially for

“school-based research where classes are formed at the start of the year” (p.1023). This situation precludes the nature of random sampling which is an important feature for true-experimental design. To this end, the design of the research turns into quasi-experimental research. Furthermore, due to the lack of random sampling, pre-test scores or early achievement levels which are detected previously, can be used so as to establish group equivalence and to ensure that the groups can be compared with each other (Ross & Morrison, 2004). In light of this information, it can be said that this study carries the features of a quasi-experimental research design due to the fact that the classes are formed at the beginning of the academic term. This situation prevents random sampling. Moreover, pre-test results and early proficiency level of the students which are evaluated by the School of Foreign Languages before attaining students to the classes, are considered in order to become sure the comparability of the learners owing to the fact that the students have already been formed as groups at the beginning of the semester. Likewise the violation of random sampling, this situation cannot reflect true-experimental research and therefore, it also turns this study into a quasi-experimental research design.

Data analysis has two different categories. One part of the data is analyzed quantitatively through the use of Statistical Package for Social Sciences (SPSS) 21. This part includes pre and post-test results for both achievement and motivation. As for achievement, all students take a pre-test to detect their proficiency in writing at the beginning of the study. Their papers are graded by two instructors according to the writing rubric prepared by the Hacettepe University School of Foreign Languages. On the other hand, the students also attend pre-test academic writing motivation questionnaire before the scaffolding application. This questionnaire is designed by Ashley Renee Payne in 2012 as a Master Thesis. The points that the students give for each item are calculated. The results are double-checked by another instructor to be certain. After experiencing scaffolding, the students from all three groups called experimental group 1, experimental group 2 and the control group are given a post-test so as to evaluate their proficiency and motivation levels. The same data gathering process is followed again for post-test.

Achievement and motivation results are analyzed by using the same types of analyses, and they are taken as separate concepts. To begin with, the normal

distribution of the data is validated by the Test of Normality. Besides, the Levene's test is also taken so as to see if equality of variance is violated. In addition to these tests, MANOVA is conducted. This technique is designed to analyze the relationships between two or more dependent variables with regard to groups. For this research, pre and post-tests of three groups are taken as variables rather than repeated measures in order to lower deviation statistics which is used to express the distance of the data from the overall mean scores of groups. As a consequence, more trustable results can be taken since deviation statistics will be closer to the mean scores.

As for achievement, after accepting the null hypothesis from Box's Test of Equality of Covariance Matrices, MANOVA results are interpreted for the purpose of finding crucial differences among groups. Because important data can be received from MANOVA, two additional analyses called ANOVA and Post Hoc LSD tests are run. In this way, it becomes possible to investigate the statistically important differences in detail. After these tests, Paired Sample T-test is also taken because there is still a need for further investigation related to which group has improved or downgraded itself. The object of this test is to compare participants on two or more occasions. Thus, it tests the averages of pre and post-test results achieved by the students in the same group. In addition to these, as for the sub-questions of the first and second items, Independent Sample T-test is also conducted. Consequently, it becomes possible to compare the mean scores of two experimental groups in order to observe the differences between these groups (Pallant, 2011). Lastly, descriptive statistics and student-based comparison tables are taken into consideration for deeper analysis considering both the groups and the students in these groups. In the descriptive statistics, not only the mean scores of pre and post-test results but also the highest and the lowest points in these tests are shown separately for each group. In the student based analysis part, the changes in the students' grades between pre and post-tests are presented in a table to see the rises and decreases better.

The other half of the data is analyzed qualitatively. This part includes two questions. The first one aims at learning the opinions of the students in two different experimental groups with regard to the scaffolding application that they experience

in their writing classes. Some students are chosen according to their willingness to contribute to the interview sessions. The interview is designed with semi-structured interview questions. In this method, even if there are already some predetermined questions to ask the interviewees, they are not strictly followed. Therefore, the interviewer guides the flow of information and directs the participants so as to explore a topic deeply and clearly in a conversational manner (Longhurst, 2009). By considering these aspects of the semi-structured interviews, the interviewer leads the interview sessions which are made privately with each student. The students' responses are recorded and analyzed by taking transcriptions. The outcomes of the interviews are analyzed with the help of thematic analysis. Thematic analysis can be used as a tool in order to detect, analyze and present some themes related to certain codes within data (Braun & Clarke, 2006). The researcher breaks the transcriptions into meaningful pieces by looking for common codes told by the interviewees. By gathering these codes together, he identifies and groups these codes under certain themes. In this respect, common themes for both groups are created with the help of codes that are taken from the students' remarks on given questions in order to analyze the qualitative data (Vaismoradi & Turunen & Bondas, 2013).

On the other hand, the second question is answered by keeping field notes in the form of a teacher journal. This question is included so as to examine the effect of scaffolding on the classroom environment. The teacher, who is also the researcher, observes the class during the scaffolding process. Like the previous question, thematic analysis is used to analyze the data. The researcher finds common themes for each week of scaffolding application by considering similar codes mentioned in the notes of every scaffolding application to analyze the teacher journal better.

Table 2

Data Analysis

	Research Question	Instrument	Data Collection Sample	Data Analysis	Statistical Analysis
Q1	Does scaffolding have an effect on students' writing achievement? a. Which type of scaffolding can work better for achievement?	* Pre writing test (Paragraph Writing) * Post writing test (Paragraph Writing)	* Experiment Groups (Preparatory School Students from different classes) * Control Group (Preparatory School Students from different classes)	Quantitative	* Test of Normality * Levene's Test * MANOVA (ANOVA & Post Hoc LSD included) * Paired Sample T-test * Independent Sample T-test * Descriptive Statistics * Student Based Comparison
Q2	Does using scaffolding influence students' motivations towards writing? a. Which type of scaffolding can work better for motivation?	* An adapted & Reorganized Academic Writing Motivation Questionnaire	* Experiment Groups (Preparatory School Students from different classes) * Control Group (Preparatory School Students from different classes)	Quantitative	* Test of Normality * Levene's Test * MANOVA (ANOVA & Post Hoc LSD included) * Paired Sample T-test * Independent Sample T-test * Descriptive Statistics * Student Based Comparison

Q3	What are students' opinions towards writing and scaffolding applications?	* Semi Structured Interview	* Experiment Groups (Preparatory School Students from different classes)	Qualitative	* Thematic Analysis
Q4	Does different scaffolding applications have an effect on classroom environment?	* Teacher Journal	* The teacher of the class (Researcher)	Qualitative	* Thematic Analysis

Chapter 4

Findings

The fourth part aims at showing a deep description and explanation of findings by taking into consideration the data gathered from pre and post-test writing results, academic writing motivation questionnaire results, student interviews, and teacher journal. The findings part is organized around research questions.

I. Does scaffolding have an effect on students' writing achievement?

i. Which type of scaffolding can work better for achievement?

II. Does using scaffolding influence students' motivations towards writing?

ii. Which type of scaffolding can work better for motivation?

III. What are students' opinions towards writing and scaffolding applications?

IV. Does different scaffolding applications have an effect on classroom environment?

Question I

This study is designed in order to investigate if scaffolding instruction may affect both the students' success in writing ability and their motivation level towards writing lessons and tasks. In addition to this, students' opinions towards scaffolding application in the class and its effect on the classroom environment are subject to this research. Therefore, one part of this study is about writing achievement. 50 students attend the study. Experimental group 1 and experimental group 2 classes have the same number of students with 18 members. The control group has 14 students. In this part, the students' grades from pre-writing and post-writing tasks are examined. All data gathered for this heading is analyzed quantitatively with the help of Statistical Package for Social Sciences (SPSS) 21.

The pre-test is taken before scaffolding applications and writing tasks. The aim is to learn students' abilities in writing and their marks before the study. This test is given to the learners at the same time on the same day so as to prevent the possibility that the learners can learn the topic of writing from the other students that attend the study. The writing is an opinion paragraph. The subject of it is decided by the other two instructors of the experimental and control groups. The writing papers

are controlled by two instructors according to the evaluation rubric prepared by the School of Foreign Languages at Hacettepe University. Hence, these two instructors control each other during the process of evaluating the students' works. This leads the study to reach better and more accurate results.

On the other hand, the post-test is made after 8 weeks. During this process, two experimental groups take scaffolding in different ways, but the control group follows only regular writing classes. The students in the control group do not receive support before or during writing activities. At the end of the semester, like pre-test, the students take post-test writing tasks at the same time so as to prevent any possible differences in their test environment. The writing is prepared by the Hacettepe School of Foreign Languages and controlled by the rubric given by the same institution. It consists of three parts. In the first part, the students complete a descriptive paragraph with a proper topic sentence. In the second part, they should find a good concluding sentence for an academic paragraph. Lastly, they write supporting sentences for a paragraph in the form of major and minor sentences by considering its topic and concluding sentences. The students are evaluated by two instructors at the same time to get more trustable results. After receiving both tests, the results are analyzed via SPSS in addition to descriptive statistics, and student-based comparisons.

Before examining pre and post-tests, test of normality is run in order to see if the groups are suitable for normal distribution.

Test of Normality;

$H_0: Experiment\ and\ control\ groups\ are\ suitable\ for\ normal\ distribution.$
$H_1: Experiment\ and\ control\ groups\ are\ not\ suitable\ for\ normal\ distribution.$

Table 3

Test of Normality for Achievement

		Shapiro-Wilk		
	Group	Statistic	df.	Sig.
Pretest	Experiment 1	,928	18	,057
	Experiment 2	,907	18	,052
	Control	,977	14	,092
Posttest	Experiment 1	,955	18	,054
	Experiment 2	,904	18	,366
	Control	,925	14	,977

The normal distribution condition is decided by using Shapiro-Wilk test statistics. According to the Test of Normality table above, the hypothesis is accepted because Sig. values (p probability values) are greater than the error margin which is α=0.05. In other words, the distribution of the groups is suitable for normal distribution. Hence, necessary tests can be conducted safely.

1. MANOVA (Multivariate Analysis of Variance). MANOVA is a technique investigating the relationships between two or more dependent variables that are related to each other. For this study, pre and post-tests are taken as variables rather than repeated measures. The reason is that owing to the fact that there are three groups namely experimental 1, experimental 2, and control, when MANOVA test is conducted, deviation statistics which are used to express the distance of the data from the overall mean scores of groups, will increase highly. Because smaller deviation rates are closer to the mean scores, the results of the analysis become more trustable. Moreover, this situation gives a better chance so as to observe the dissimilarities among not only groups but also their pre and post-test scores. As a consequence, the study can reach more confidential and appropriate results.

Covariance equality hypothesis;

H_0: $Covariances\ between\ groups\ are\ equal.$ (null hypothesis)

H_1: $Covariances\ between\ groups\ are\ not\ equal.$ (an alternative hypothesis)

Table 4

Box's Test for Achievement

Box's Test of Equality of Covariance Matrices

Box's M	3,278
F	,512
df1	6
df2	37689,652
Sig.	,800

In this table, the significance value (Sig.) is important. According to the Box's test table, since the significance value (p=0.800) is greater than the error share (α=0.05), covariance equality between groups can be achieved. So, the null hypothesis given above is accepted. In this case, Wilks' Lambda can be evaluated for MANOVA test statistics.

Hypothesis of MANOVA;

H_0: *According to pre and post tests, there is not a significant difference between groups.*

H_1: *According to pre and post tests, there is a significant difference between groups.*

Table 5

MANOVA Statistics for Achievement

Multivariate Tests

Effect		Value	F	Hypothesis df	Error df	Sig.
Group	Pillai's Trace	,440	6,628	4,000	94,000	,000
	Wilks' Lambda	,560	7,733	4,000	92,000	,000
	Hotelling's Trace	,785	8,836	4,000	90,000	,000
	Roy's Largest Root	,785	18,456	2,000	47,000	,000

According to the table, the evaluation is made by considering the 'Group' line because whether the dependent variables, which are pre-test and post-test, have a crucial impact on the groups or not will be decided by looking at this line. If we look

at Wilks' Lambda statistics, the MANOVA hypothesis is not accepted because the Sig. value is less than the margin of error (p=0.00 < α=0.05). In other words, the average results of the pre-tests and post-tests differ between 3 study groups namely experimental 1, experimental 2 and control groups. Additional analyzes to understand which of these groups differ from the others are dual ANOVA analysis and Post Hoc LSD test. Firstly, variance homogeneity was checked by Levene's test. The null hypothesis is tested thanks to this analysis since it shows if the groups are equal in terms of the error variance in the dependent variable.

Variance Homogeneity Hypothesis;

H_0: *Variances between groups are equal.*

H_1: *Variances between groups are not equal.*

Table 6

Levene's Test for Achievement

Levene's Test of Equality of Error Variances

	F	df1	df2	Sig.
Pretest Ach_	,938	2	47	,399
Posttest Ach_	,268	2	47	,766

According to the Levene's test, since the significance value (p) is greater than the margin of error (p=0.399 > α=0.05), the hypothesis is accepted. In other words, variance homogeneity is ensured between groups. A test to see the difference between groups can be examined and, both ANOVA and Post Hoc LSD tests can be conducted.

Hypothesis of ANOVA;

H_0: *The average scores of each group are equal with each other.*

H_1: *At least one average score is not equal to the others.*

Table 7

ANOVA Statistics for Achievement

Tests of Between Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Group	Pretest Ach_	,295	2	,147	,061	,941
	Posttest Ach_	278,298	2	139,149	18,308	,000
Error	Pretest Ach_	113,325	47	2,411		
	Posttest Ach_	357,222	47	7,600		

The ‘Group’ line is evaluated. In order not to increase the error mean, the margin of error is taken as $\frac{0,05}{2} = 0,025$ through Bonferroni correction by SPSS program. In light of the statistics, the ANOVA hypothesis is accepted due to the fact that Sig. value (p = 0.941) is greater than the error margin (α = 0.025) (p> α). Hence, it is said that the averages of three groups’ pre-tests do not differ significantly from each other at the 95% confidence level. Nevertheless, unlike pre-test, when the post-test is examined, the hypothesis is rejected since the Sig. value (p=0.000) is less than the margin of error (α=0.025) (p < α). Therefore, when their averages are taken into consideration, it can be concluded that post-tests results of three different groups include significant differences at a 95% confidence level.

Table 8

Post Hoc LSD Statistics for Achievement

Multiple Comparisons

LSD

Dependent Variable	(I) Group	(J) Group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Pretest Ach_	Experiment 1	Experiment 2	,06	,518	,915	-,99	1,10
		Control	,19	,553	,732	-,92	1,30
	Experiment 2	Experiment 1	-,06	,518	,915	-1,10	,99
		Control	,13	,553	,808	-,98	1,25
	Control	Experiment 1	-,19	,553	,732	-1,30	,92
		Experiment 2	-,13	,553	,808	-1,25	,98
Posttest Ach_	Experiment 1	Experiment 2	2,56	,919	,008	,71	4,40
		Control	5,94	,982	,000	3,97	7,92
	Experiment 2	Experiment 1	-2,56	,919	,008	-4,40	-,71
		Control	3,39	,982	,001	1,41	5,37
	Control	Experiment 1	-5,94	,982	,000	-7,92	-3,97
		Experiment 2	-3,39	,982	,001	-5,37	-1,41

The error term is Mean Square (Error) = 7,600.

In accordance with LSD table pre-achievement part, the pairs whose Sig. values are greater than 0.05 do not reflect an important difference. For example,

when pre-test results are analyzed, because significance probability value (p=0.915) in the experiment 2 pre-achievement line is greater than the error margin (α=0.05), a crucial difference in the mean scores between experimental 1 and experimental 2 groups cannot be seen. Likewise, pre-test mean scores of the control group and the experimental group 2 do not indicate statistically significant difference (p=0.808 > α=0.05). To sum up, when the pre-tests are evaluated according to the groups, the three groups are statistically the same in the level of 95% confidence before the scaffolding application.

Nonetheless, the same conclusion cannot be made for post-test results. All significance values (Sig.) are smaller than the margin of error (p < α). Hence, it can be said that there is a difference between groups according to post-test results at a 95% confidence level. As a conclusion, after the scaffolding application, students' proficiency in writing skills has changed differently among three groups.

2. Paired Sample T-Test. This test shows whether the arithmetic means of two related samples formed with the same scale differ from each other or not. This test is run because the study aims at searching the differences between pre and post-test results of three different groups for the purpose of understanding the effect of scaffolding for writing achievement. Thanks to this test, analyzing the differences between pre and post-tests taken by three groups separately will be possible. Every group's pre-tests are compared with their own post-test scores so as to see if there is a dissimilarity.

Hypothesis 1;

H_0: $There\ is\ not\ a\ significant\ difference\ between\ pre\ and\ post\ test\ results\ of\ experiment\ group\ 1.$
H_s: $There\ is\ a\ significant\ difference\ between\ pre\ and\ post\ test\ results\ of\ experiment\ group\ 1.$

Hypothesis 2;

H_0: $There\ is\ not\ a\ significant\ difference\ between\ pre\ and\ post\ test\ results\ of\ experiment\ group\ 2.$
H_s: $There\ is\ a\ significant\ difference\ between\ pre\ and\ post\ test\ results\ of\ experiment\ group\ 2.$

Hypothesis 3;

H_0: $There\ is\ not\ a\ significant\ difference\ between\ pre\ and\ post\ test\ results\ of\ control\ group.$
H_s: $There\ is\ a\ significant\ difference\ between\ pre\ and\ post\ test\ results\ of\ control\ group.$

Table 9

Paired Sample T-test Statistics for Achievement

		Paired Differences						
		t	df	Sig. (2-tailed)	Mean	Std. Error Mean	95% Confidence Interval of the Difference	
							Lower	Upper
Pair 1	Experiment1 Pre_test Post_test	-9,263	17	,000	-5,611	,606	-6,889	-4,333
Pair 2	Experiment2 Pre_test Post_test	-4,305	17	,000	-3,111	,723	-4,636	-1,587
Pair 3	Control Pre_test Post_test	,163	13	,873	,143	,876	-1,750	2,036

According to the table above, since the significance value statistics related to experimental group 1 (Sig. (2-tailed)) is less than the error margin ($p=0.00 < \alpha=0.05$), hypothesis 1 is rejected. Hence, it is obvious that the pre-test and post-test results of the experimental group 1 indicate an important difference from each other at a 95% confidence level. Likewise, since the significance value of pair 2 ($p=0.00$) is less than the error margin ($p=0.00 < \alpha=0.05$), hypothesis 2 is rejected. In other words, the pre-test and post-test results of the experimental group 2 differ from each other at a 95% confidence level. On the other hand, because the significance value in pair 3 line is greater than error margin ($p=0.873 > \alpha=0.05$), hypothesis 3 is accepted. Thus, pre-test results of control group do not change statistically and significantly when they are compared with the post-test results of the same group.

3. Independent Sample T-Test. This test is used so as to evaluate the average points of two independent groups statistically and to find some differences or similarities between these groups. The current study includes two different types of scaffolding applications in the two different classes so as to see if using

scaffolding in different times of writing procedure affects the students' writing skills differently. Therefore, Independent Sample T-test will help to evaluate these two experimental groups with each other.

Hypothesis 1;

H_0: *There is not a significant difference between pre test results of experiment* 1 *and* 2 *groups.*

H_s: *There is a significant difference between pre test results of experiment* 1 *and* 2 *group.*

Hypothesis 2;

H_0: *There is not a significant difference between post test results of experiment* 1 *and* 2 *groups.*

H_s: *There is a significant difference between post test results of experiment* 1 *and* 2 *groups.*

Table 10

Independent Sample T-test Statistics for Achievement

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Diff.	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Diff.	Std. Error Diff.	Lower	Upper
Pretest Ach_	Equal variances assumed	,213	,648	,120	34	,905	,056	,463	-,885	,997
	Equal variances not assumed			,120	33,955	,905	,056	,463	-,886	,997
Posttest Ach_	Equal variances assumed	,310	,581	2,902	34	,006	2,556	,880	-,766	4,945
	Equal variances not assumed			2,902	33,859	,006	2,556	,880	-,766	4,345

Note. Ach_=Achievement. Diff.=Differences. Sig.=Significance.

Test for equality of variances;

In view of Levene's test, significance values (p=0.648 & p=0.581) are bigger than the error margin (α=0.05). Consequently, variances for both pre and post-tests are homogeneous. As a result of this, the analysis results of this test will be interpreted by considering 'Equal variances assumed' line.

The most important determinant of the results is the significance (2-tailed) values. According to the table, hypothesis 1 is accepted because significance value of the pre-test (p=0.905) is greater than the margin of error (α=0.05). Therefore, it can be concluded that when the pre-test scores are examined, an important difference between the experimental group 1 and the experimental group 2 cannot be found at a 95% confidence level. Nonetheless, hypothesis 2 is rejected as the significance value (p=0.006) is less than the margin of error (α=0.05) according to the statistics of post-tests that are performed after the scaffolding application. Thus, the post-test results of the experimental groups differ from each other significantly at a 95% confidence level.

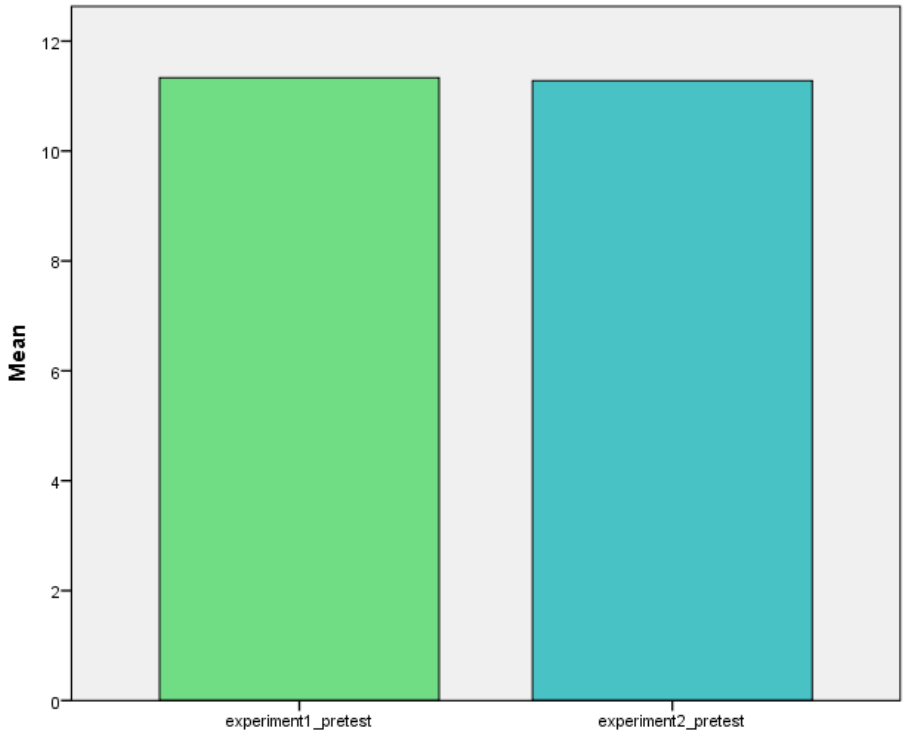


Figure 3. Academic writing pre-test results of experimental groups.

As it is illustrated in the Figure 3, pre-test results of two different experimental groups are the same. Hence, they start experiencing scaffolding with the same level

of writing achievement. This situation help acquiring confidential outcomes related to the effectiveness of two different types of scaffolding applications, and understanding which scaffolding application is better for improving writing skills.

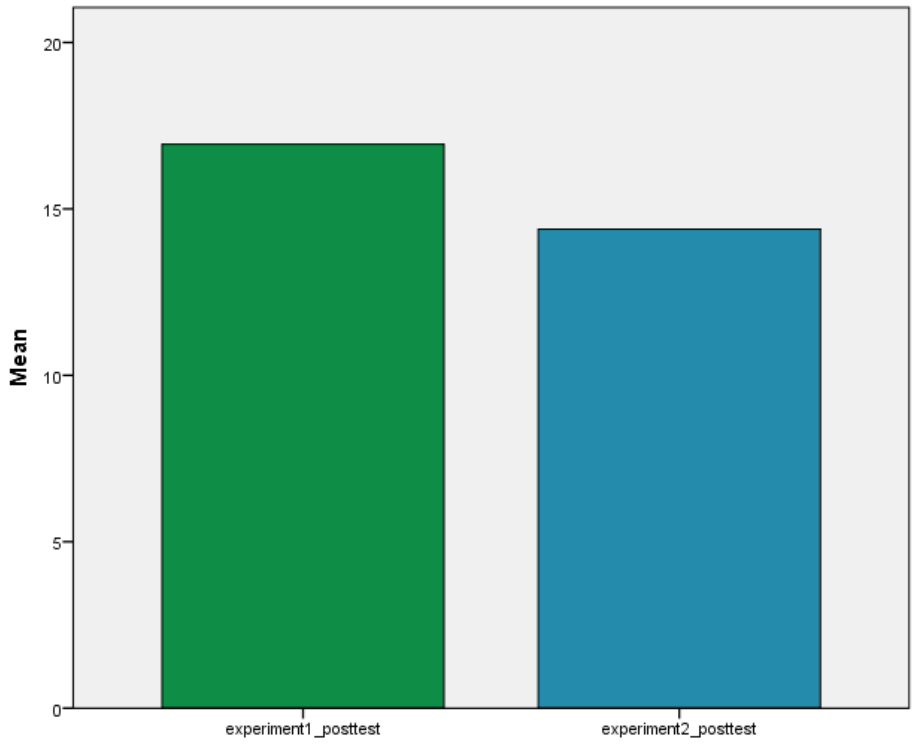


Figure 4. Academic writing post-test results of experimental groups.

According to the second chart, it is possible to see the gap between the post-test scores of two experimental groups. The students in the experimental group 1 advance their skills in writing more than the students in the experimental group 2. Besides, the amount of this difference is quite noticeable in the figure. Hence, applying scaffolding in while writing-stage, which is the technique for experimental group 1, and pre-writing stage affects the achievement level differently. Experimental group 1 has better and more remarkable effects for enhancing the students' skills in writing. Even if using scaffolding before writing process, which is the method for experimental group 2, also helps improving writing skills, its effect is not as huge as scaffolding that is given during the writing process.

4. Detailed Analysis with Descriptive Statistics. In this part, mean scores, standard deviation rates, maximum and minimum points that the groups take from their pre and post-tests are examined in detail via tables and figures.

Experimental Group 1. This group takes scaffolding instruction during writing process and they experience scaffolding in all writing classes. The students' achievement level is evaluated over 20 points.

Table 11

Descriptive Statistics of Experimental Group 1 for Achievement

	N	Mean	Std. Deviation	Min. Score	Max. Score
Pretest Achievement	18	11,33	1,414	10	14
Posttest Achievement	18	16,94	2,555	11	20

Note. *N*= number. *Std. Deviation*=Standard Deviation. *Min=Minimum. Max. =Maximum.*

The average point for pre-writing task is 11.33. The lowest point among pre-test results is 10. The highest point of this group is 14 which is one category higher than the average level. According to the evaluation rubric, this mean score represents 'average' level of writing proficiency. This level includes marks from 11 to 8 .The ones in this area mostly have a problem in the organization of paragraph. The majority of them do not write either a major or minor idea which supports their major sentence. Furthermore, their paragraphs have multiple errors in grammar, capitalization and punctuation. However, these errors do not make their paragraphs hard to understand.

On the other hand, mean score for post-test results of experimental group 1 is 16.94. The lowest point is 11 and the highest score is 20 which is the highest possible number to take from a writing task. This average score belongs to the highest achievement level category in the evaluation rubric. This level covers points from 20 to 16. Students' paragraphs in this level are good in every way and answer the prompt fully. They are well-organized by including all steps properly and have no or a few errors in grammar, vocabulary or mechanics. This is the best category that the students can reach.

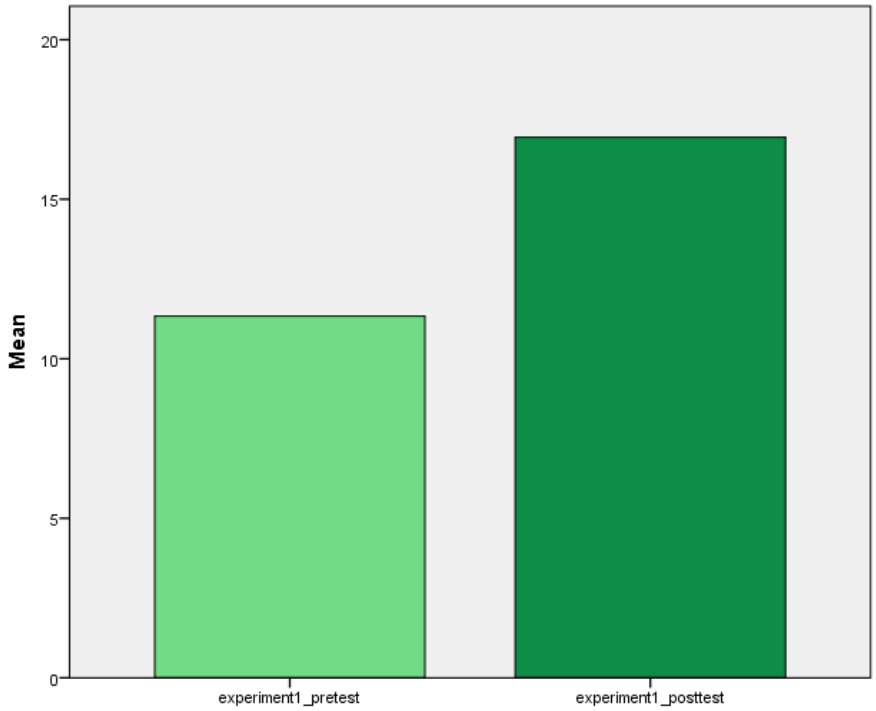


Figure 5. Pre-test and post-test achievement results of experimental group 1.

In light of the scores in the table 11 and the graphic given above, it can be said that the students in the experimental group 1 increase their level through two achievement category and climb up the best place in the writing assessment rubric (m_{post}=16.94 > m_{pre}=11.33). The pre-test mean score increases five points. Moreover, even if the lowest point of this group raised one point, the highest point became 20 with six points increase. Hence, it can be understood that after the scaffolding instructions in while-writing stage, the students' writing skills improve.

Experimental Group 2. This group experienced scaffolding before writing process. The students in this group do not receive any support or guidance while they are writing. They take scaffolding in all writing classes. The students are evaluated over 20 points.

Table 12

Descriptive Statistics of Experimental Group 2 for Achievement

	N	Mean	Std. Deviation	Min. Score	Max. Score
Pretest Achievement	18	11,28	1,364	10	14
Posttest Achievement	18	14,39	3,038	10	19

Note. *N*= number. *Std. Deviation*=Standard Deviation. *Min=Minimum. Max. =Maximum.*

The experimental group 2 has the same pre-test mean score with the experimental group 1. It is 11.27. The lowest score is 10. The highest mark of the class 14 which is one category higher than the average level. There are four points between these scores. These statistics are also the same as the scores of experimental group 1. Likewise, the students in this group have 'average' level writing skills according to the writing rubric. They have some problems in their supporting sentences which are major and minor sentences, and in their organization, mechanics and grammar.

However, the results in post-test differ between experimental 1 and experimental 2 groups. First of all, the main score becomes 14.39. The students in the experimental group 2 raise their mean score three points. The lowest score does not change (min. score=10). The highest score became 19 with five points increase. Even if this group also increases their mean score (m_{post}=14.39 > m_{pre}=11.28), it belongs to 'above average' level which is one level lower than the mean score of experimental group 1. The paragraphs in this level are adequate and exceptional. Although they are mostly well-prepared with details and written clearly, some areas in the paragraphs of the learners require further development.

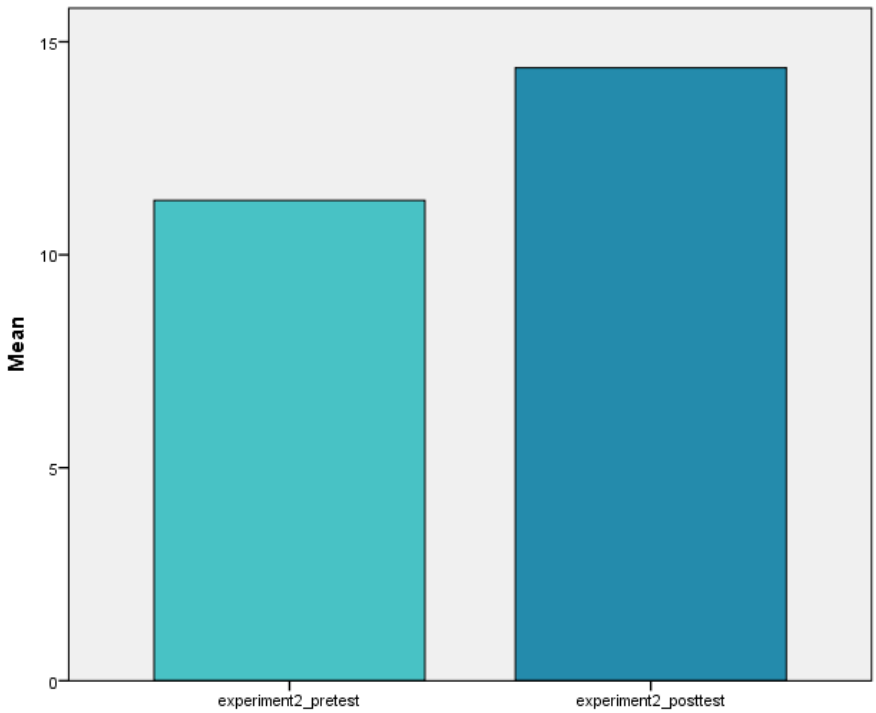


Figure 6. Pre-test and post-test achievement results of experimental group 2.

After scaffolding application, mean score of the experimental group 2 (m_{post}=14.39 > m_{pre}=11.28) also reaches a better place in the evaluation rubric. Its average score in pre-writing advanced three points and reach one level higher category in the writing rubric. Besides, the highest point improves five points (max. score=19). Unfortunately, the lowest score remains the same (min. score=10). All in all, even if the achievement score of the experimental group 2 is not as high as the experimental group 1, after scaffolding in writing classes, the students in the experimental group 2 can enhance their grades.

Control Group. The students in the control group do not receive any guidance or assistance either before or during writing process. Like the other two groups, their writings are evaluated over 20 points.

Table 13

Descriptive Statistics of Control Group for Achievement

	N	Mean	Std. Deviation	Min. Score	Max. Score
Pretest Achievement	14	11,14	1,916	8	14
Posttest Achievement	14	10,64	3,038	5	15

Note. *N*= number. *Std. Deviation*=Standard Deviation. *Min=Minimum. Max. =Maximum.*

Control group has the same pre-test mean score (m_{pre}=11.14) with the experimental 1 and 2 groups. The lowest score is 8 which belongs to ‘average’ level and the highest score is 14 which is also the same with the other two groups. The gap between minimum and maximum score is six. According to pre-test average point, students in control group belong to ‘average’ writing skill class. Thus, their paragraphs are lack of control and command. The students can experience problems in organization as well. Supporting sentences provides details but are generally undeveloped.

Unfortunately, when post-test mean score of control group is considered, it seems that this group decreases their average score (m_{post}=10.64) and maintains its position at ‘average’ level. In addition, the lowest score becomes five and the highest point stays at nearly the same level with 15 points. The difference between

these scores becomes 10 points. Hence, this group's writing achievement remains stable at 'average' level.

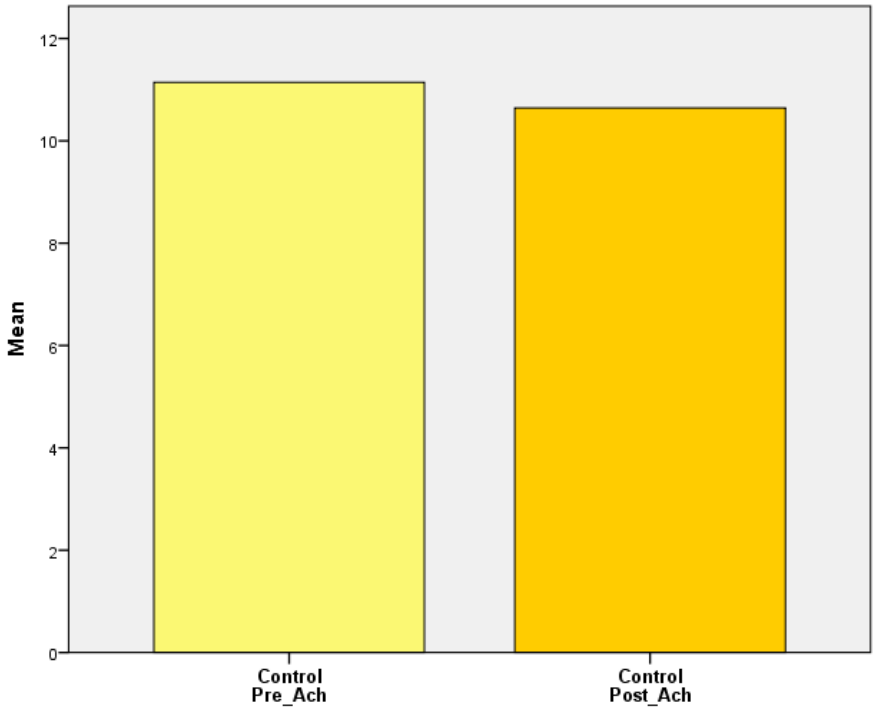


Figure 7. Pre-test and post-test achievement results of control group.

As it is illustrated in the graphic above, a rise cannot be observed between pre and post test results of control group. On the contrary, its mean score (m_{post}=10.64 < m_{pre}=11.14) decreases. Furthermore, the lowest score (min.score=5) diminishes three points, and the increase in the highest point is only one point. To sum up, the students in the control group cannot improve their writing ability at the end of the semester and after regular writing classes.

5. Student Based Comparison of Pre and Post-Test Results. According to the data gathered from SPSS, it is possible to observe that pre and post-test results of three groups differ from each other. In this part, this difference is analyzed by considering increases and decreases between the students' test results. Thanks to this, it will be possible to observe ups and downs closer.

Table 14

Student Based Comparison of Experimental Group 1 for Achievement

Student Number	***Pre-Test***	***Post-Test***	***Change***
1	11	13	+2
2	11	18	+7
3	10	15	+5
4	13	19	+6
5	10	17	+7
6	10	17	+7
7	10	20	+10
8	14	18	+4
9	13	18	+5
10	10	11	+1
11	10	19	+9
12	12	12	None
13	11	18	+7
14	12	18	+6
15	10	17	+7
16	11	17	+6
17	14	19	+5
18	12	19	+7

To begin with, according to pre-test results, 11 out of 18 students get a point in the ‘average’ level. Therefore, the majority of the students are at the ‘average’ level which includes grades from 8 to 11. Four of them take 11 points but seven students take 10 points. The rest of the class is in ‘above average’ class. This level covers the grades from 15 to 12. Three of them get 12 points. Two students have 13 points, and the other two receive 14 points as the highest score for this group. Fortunately, these results change in post-test with 101 points rise. The least amount of change is one point, but the greatest increase is 10 points. Besides, only one of the students gets 11 points and stays in the ‘average’ level. The rest of the class improve their levels in writing. Three of them become ‘above average’ level. Their grades are 12, 13, and 15. 14 students’ writing skills scale up to two levels and become ‘good’ level of writing achievement. Hence, the vast majority of the students belong to the best level in writing skills after while-writing scaffolding techniques. However, only one class member does not experience a rise in his post-test. His

grade remains stable although the other students increase their grades after experiencing scaffolding during the writing process. All in all, when the table above is considered, it is good and possible to see that the grades of all students, except one of them, change positively, and there is no negative change in the students' grades. Therefore, giving scaffolding during the writing process is beneficial for the students.

Table 15

Student Based Comparison of Experimetal Group 2 for Achievement

Student Number	***Pre-Test***	***Post-Test***	***Change***
19	12	15	+3
20	10	18	+8
21	10	16	+6
22	10	10	None
23	10	14	+4
24	10	14	+4
25	14	11	-3
26	13	17	+4
27	13	19	+6
28	11	14	+3
29	11	14	+3
30	10	10	None
31	11	15	+4
32	11	15	+4
33	14	11	-3
34	11	12	+1
35	11	17	+6
36	11	17	+6

The experimental group 2 has more students who take a mark in 'average' level than the experimental group 1. The number of the students is 13. Six of them get 10 points from their writings and seven students take 11 points. The other students in the experimental group 2 belong to 'above average' level. One out of five students gets 12 points. Two students have 13 points. The rest gets 14 points as the best score of this group. Luckily, the students' grades change in post-test. Two of them take 10 points which are the lowest score, and one of them gets 19

points that represent the highest grade. Only four students do not change their level in the evaluation rubric and stay in ‘average’ level. Eight students can scale up only one level. Their grades are 12, 14, and 15. Moreover, six students can reach the highest achievement level in writing. Their scores are 16, 17, 18, and 19. When this information is considered, it can be said that the students are mostly in ‘above the average’ level with regard to writing rubric. However, two students do not change their pre and post results. Another two students decrease their pre-test results three points in post-test even if the rest of the class increases their post-test grades. Lastly, the total amount of increase is 62 points, and the number of the negative points is 6. To sum up, even if the experimental group 2 cannot reach the same increase level of the experimental group 1 because there are 39 points between the increase of the experimental group 1 and the experimental group 2, it can be concluded that using scaffolding before writing process influences writing skills positively.

Table 16

Student Based Comparison of Control Group for Achievement

Student Number	***Pre-Test***	***Post-Test***	***Change***
37	13	5	-8
38	11	12	+1
39	10	9	-1
40	8	8	-1
41	10	15	+5
42	9	7	-2
43	14	13	-1
44	14	13	-1
45	10	10	None
46	11	10	-1
47	11	11	None
48	10	12	+2
49	11	11	None
50	14	13	-1

Finally, as for control group, 10 students have a score on ‘average’ level. Four of them take 10 points. Another four students get 11 points. The rest of them

have 9 and 8 points. This situation is different from the other groups because of the fact that the lowest score is 10 in the experimental groups. Nonetheless, the lowest score is 8 in the control group. Even though their categories in the writing evaluation rubric is the same, the control group has two students who take less than 10 points. The other students in the control group belong to ‘above average’ level. Therefore, four students are in a higher category. One of them gets 13 points. The other three students have 14 points which are the highest points of the class. Contrary to the experimental groups, the control group has more students who get this amount of high points. Unfortunately, post-test results of the control group are different from pre-test results in a bad way. The lowest score becomes 5 which belongs to ‘below average’ level. The highest score rises only one point and becomes 15. Two students decrease their level to ‘below average’ category. Five students remain their categories in ‘average’ level. Three students stay in ‘above average’ level after post-test. Lastly, the number of increases between pre and post-test results is 8. However, the decrease is higher than the increase. Its number is 16. In addition, three students show neither a decline nor a rise. As a result, the students in the control group mostly decrease their pre-test scores. Therefore, their writing abilities do not improve at the end of the semester. On the contrary, they weaken.

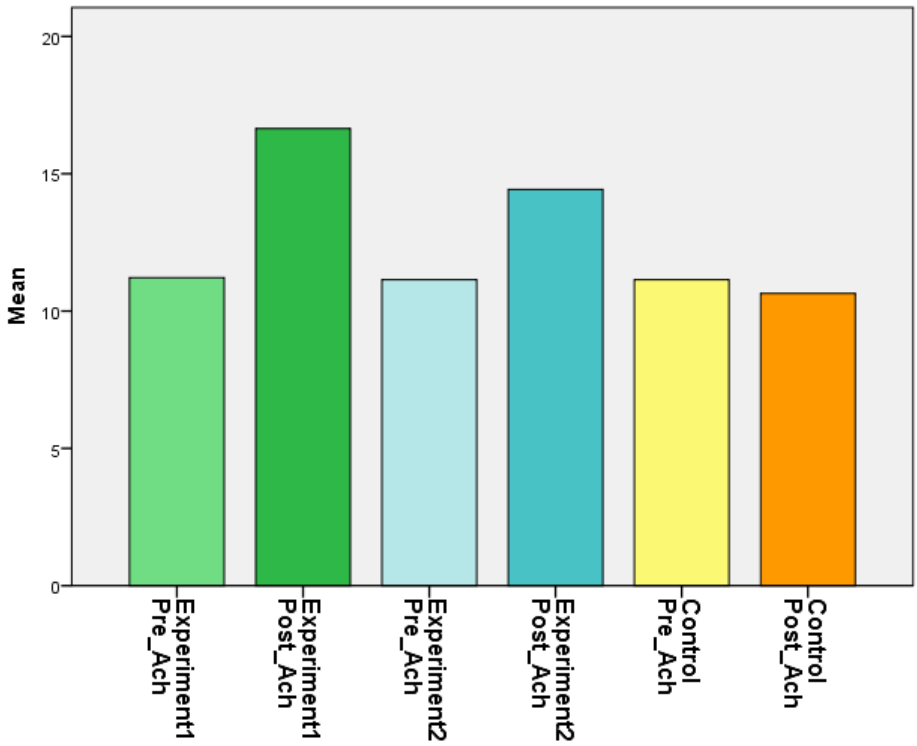


Figure 8. Comparison of pre and post-test achievement results of all group.

To sum up, the average pre-test results of all three groups are nearly the same. Therefore, it can be said that the students start the term with the same level of writing proficiency. This situation is good for the study because the study can clearly show the effect of two different time of scaffolding application on students. After scaffolding instructions, the students in experimental groups improve their writing skills. Nonetheless, this improvement cannot be observed in the post-test results of control group. Their level of writing achievement mostly weaken. In addition to these, contrary to experimental group 2, as a result of giving scaffolding during the writing process, none of the students in the experimental group 1 decrease their pre-test results. All of them, except one, increase their grades in the post-test.

Question II

As mentioned in the writing achievement part, the outcomes of scaffolding on not only writing achievement and motivation but also students' perspectives and classroom environment constitute the scope of the study. Hence, the second research question is designed in order to investigate the relationship between scaffolding and writing motivation. For this evaluation, the same students are taken. Experimental groups have 18 students and the control group consists of 14 students. Therefore, 50 students attend the study as total. These students are from different departments but they all attend the same institution for English preparatory classes at Hacettepe University. Lastly, the data gathered from the pre and post-test writing motivation questionnaires are analyzed with SPSS 21.

The questionnaire to evaluate the learners' academic writing motivation is taken from the Master of Arts study of Ashley Renee Payne which is completed in 2012 at the University of Georgia. It is translated to Turkish that is the mother tongue of the students, and is reorganized so as to meet both the requirements of the writing tasks and the mere aim of the study itself. Some of the items in the questionnaire are excluded, and new items that are in reverse coding are added. After these adaptations, the questionnaire is given to the students. The learners attend the questionnaire on the same day in their classes. The aim of the pre-test is to understand the motivation level of the students towards writing and its importance

for them. The results are checked by two instructors in order to exclude possible calculation mistakes.

As for the post-test, the students fill the same academic writing motivation questionnaire after 8 weeks of scaffolding application in the writing classes. During 8 weeks, experimental groups are given scaffolding. However, the control group does not experience scaffolding. Like the pre-test, the students start doing the post-test writing questionnaire at the same time. Thus, thanks to the post-test which has the same items as pre-test, it becomes possible to see if scaffolding applications affect the students' motivation or not.

Before conducting any tests, the reliability of the questionnaire is tested with Cronbach Alpha analysis because some changes are made in the original form of the questionnaire.

Table 17

Cronbach Alpha Statistics

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,923	,926	37

Note. *N*= number.

In order to reach positive results and prove the reliability of the questionnaire, the result under 'Cronbach Alpha' section is examined and evaluated from 0 to 10. As table 17 indicates, Cronbach Alpha value is 9.23. This means that the items in the questionnaire have a strong relationship with each other, and they are reliable because the result is very close to the highest possible amount. Therefore, it is proven that this questionnaire is suitable to use for the study.

After receiving positive results from Cronbach Alpha test, normal distribution of the learners are checked with Test of Normality.

Hypothesis for Test of Normality;

H_0: *Experiment and control groups are suitable for normal distribution.*

H_1: *Experiment and control groups are not suitable for normal distribution.*

Table 18

Test of Normality for Motivation

		Shapiro-Wilk		
	Group	Statistic	df.	Sig.
Pretest	Experiment 1	,928	18	,183
	Experiment 2	,907	18	,075
	Control	,977	14	,956
Posttest	Experiment 1	,955	18	,505
	Experiment 2	,904	18	,067
	Control	,925	14	,261

The relationship of group distributions with normal distribution is evaluated according to the Shapiro-Wilk test statistics. Since the significance values (probability values p) are greater than the margin of error (α=0.05), the hypothesis is accepted. Hence, the assumption can prove that the distribution of the groups is suitable for normal distribution, and statistical analyses can be conducted safely.

1. MANOVA (Multivariate Analysis of Variance). As explained in the achievement part, MANOVA technique investigates the relationships between two or more dependent variables that are related to each other. Rather than repeated measures, pre and post-tests are considered as dependent variables so as to decrease the number of deviation statistics that are used to express the distance of the data from the overall mean scores of the groups. As a result, because the study will gather smaller deviation rates which are closer to the mean scores of the groups, the results of the analysis can be more reliable. Besides, the differences between pre and post-test results of the three groups can be seen better by achieving more confidential and appropriate results.

Covariance equality hypothesis;

$H_0: Covariances\ between\ groups\ are\ equal.$ (null hypothesis)

$H_1: Covariances\ between\ groups\ are\ not\ equal.$ (an alternative hypothesis)

Table 19

Box's Test for Motivation

Box's Test of Equality of Covariance Matrices

Box's M	16,350
F	2,554
df1	6
df2	37689,652
Sig.	,018

When the results presented above are considered, the hypothesis is rejected as the significance value (Sig.) of the Box's Test is smaller than the error margin ($p=0.018 < \alpha=0.05$). In other words, covariance equality between groups is not achieved. In this case, when evaluating the MANOVA analysis, Pillai's Trace coefficient is taken into account. This coefficient considers the overall difference between all characteristic roots. It is preferred because it is more resistant when variance homogeneity is violated, the sample size is small\ and there are unequal groups.

Hypothesis of MANOVA;

$H_0: According\ to\ pre\ and\ post\ tests, there\ is\ not\ a\ significant\ difference\ between\ groups.$

$H_1: According\ to\ pre\ and\ post\ tests, there\ is\ a\ significant\ difference\ between\ groups.$

Table 20

MANOVA Statistics for Motivation

Multivariate Tests

Effect		Value	F	Hypothesis df	Error df	Sig.
Group	Pillai's Trace	,597	10,008	4,000	94,000	,000
	Wilks' Lambda	,403	13,244	4,000	92,000	,000
	Hotelling's Trace	1,483	16,685	4,000	90,000	,000
	Roy's Largest Root	1,483	34,853	2,000	47,000	,000

According to the table, 'Group' line is considered to observe the effects of the pre-test and post-test results on the groups. When Pillai' Trace coefficients are considered, since the Sig. value is less than the margin of error ($p=0.00 < \alpha=0.05$), the MANOVA hypothesis is rejected. Thus, there is a significant difference between pre-tests and post-tests of 3 groups, namely experimental 1, experimental 2 and control. Accordingly, the dual ANOVA analysis and the comparison table in the form of Post Hoc LSD test are conducted in order to understand which test differs from the others and which group has a difference in terms of the pre-test and post-test scores.

Variance Homogeneity Hypothesis;

$H_0: Variances\ between\ groups\ are\ equal.$

$H_1: Variances\ between\ groups\ are\ not\ equal.$

Table 21

Levene's Test for Motivation

Levene's Test of Equality of Error Variances

	F	df1	df2	Sig.
Pretest Mot_	,488	2	47	,617
Posttest Mot_	,134	2	47	,875

Variance homogeneity is examined by Levene's test. According to the statistics of this test, Sig. values are greater than the margin of error (α=0.05). So, variances are homogeneous. Dual ANOVA test to see the difference between groups can be examined and Post Hoc test can be conducted.

First of all, dual ANOVA statistics are examined. Hypothesis;

H_0: *The average scores of each group are equal with each other.*
H_1: *At least one average score is not equal to the others.*

Table 22

ANOVA Statistics for Motivation

Tests of Between Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Group	Pretest Mot_	1,961	2	,981	,002	,998
	Posttest Mot_	9741,552	2	4870,776	14,794	,000
Error	Pretest Mot_	23329,659	47	6,376		
	Posttest Mot_	15473,968	47	9,233		

In accordance with the table above, ANOVA hypothesis is accepted because the significance value (Sig.) for pre-test is greater than the error margin (p=0.998 > α=0.05). In other words, the average scores of 3 groups with regard to the motivation test applied before scaffolding instruction do not differ from each other significantly. On the other hand, since the significance value (p=0.00) is less than the error margin (α=0.05) in the post-test, the same ANOVA hypothesis cannot be accepted. Therefore, it can be said that after the application of scaffolding, there is a significant difference between the two experimental groups and the control group with respect to the post-test results at a 95% confidence level. After dual ANOVA analysis, the LSD test that is one of the Post Hoc Tests, is used to examine the difference better.

Table 23

Post Hoc LSD Statistics for Motivation

Multiple Comparisons

LSD

Dependent Variable	(I) Group	(J) Group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Pretest Mot_	Experiment 1	Experiment 2	-,444	7,426	,953	-15,385	14,496
		Control	-,357	7,939	,964	-16,329	15,615
	Experiment 2	Experiment 1	,444	7,426	,953	-14,496	15,385
		Control	,087	7,939	,991	-15,884	16,059
	Control	Experiment 1	,357	7,939	,964	-15,615	16,329
		Experiment 2	-,087	7,939	,991	-16,059	15,884
Posttest Mot_	Experiment 1	Experiment 2	5,444	6,048	,373	-6,723	17,612
		Control	33,381	6,466	,000	20,373	46,389
	Experiment 2	Experiment 1	-5,444	6,048	,373	-17,612	6,723
		Control	27,937	6,466	,000	14,929	40,944
	Control	Experiment 1	-33,381	6,466	,000	-46,389	-20,373
		Experiment 2	-27,937	6,466	,000	-40,944	-14,929

The error term is Mean Square (Error) = 6,933.

According to the table, the groups whose significance values (Sig.=p) are greater than the error margin (α=0.05) (p>α), are not different from each other

significantly. To give an example, Sig. value between experimental 1 and experimental 2 groups is higher than the error margin ($p=0.953 > \alpha=0.05$). Hence, there is not a significant difference between these groups. Similarly, there is no statistically significant difference between pre-test mean scores of the control group and the experimental group 2 ($p=0.991 > \alpha=0.05$). This principle also works in the same way for the other pairs. As a result of this, it can be understood that there is not a difference between the motivation mean scores of 3 groups, which are experimental 1, experimental 2, and control groups, before experiencing scaffolding in the writing classes at the level of 95% confidence.

Nevertheless, as for the motivation test performed after the scaffolding application, it is seen that there is a significant difference between the control group and the experimental 1 and experimental 2 groups. We can understand it by looking at the significance value ($p < \alpha$) in the binary comparison of the control group with the experimental groups. First of all, according to the comparisons between control and experimental groups, the significance value (Sig.=p) is lower than the error margin ($p=0.00 < \alpha=0.05$). This indicates that the pre-test results of these three groups are different from each other and there is a difference between these groups according to post-test results at a 95% confidence level. However, because the significance value for experimental 1 and 2 groups' pair comparison test statistics are higher than the error margin ($p=0.373 > \alpha=0.05$), it can be said that the post-test mean values of the experimental groups do not include statistically important differences.

2. Paired Sample T-Test. As it is explained in the achievement part, Paired Sample T-test helps checking if the arithmetic means of two related samples from the same scale is different from each other or not. Every group's pre-test is compared with their own post-test results so as to see if there is a dissimilarity between them. Thanks to this test, analyzing the differences between pre and post-tests taken by three groups separately will be possible. Normality and variance homogeneity assumptions are provided above beforehand. Thus, these tests are not given under the heading of this analysis again.

Hypothesis 1;

H_0: *There is not a significant difference between pre and post test results of experiment group* 1.

H_s: *There is a significant difference between pre and post test results of experiment group* 1.

Hypothesis 2;

H_0: *There is not a significant difference between pre and post test results of experiment group* 2.

H_s: *There is a significant difference between pre and post test results of experiment group* 2.

Hypothesis 3;

H_0: *There is not a significant difference between pre and post test results of control group.*

H_s: *There is a significant difference between pre and post test results of control group.*

Table 24

Paired Sample T-test Statistics for Motivation

		Paired Differences						
		t	df	Sig. (2-tailed)	Mean	Std. Error Mean	95% Confidence Interval of the Difference	
							Lower	Upper
Pair 1	Experiment1 Pre_test Post_test	-15,006	17	,000	-29,667	1,977	-33,838	-25,496
Pair 2	Experiment2 Pre_test Post_test	-4,867	17	,000	-23,778	4,886	-34,086	-13,469
Pair 3	Control Pre_test Post_test	1,390	13	,188	4,071	2,929	-2,255	10,398

According to the T-test table given above, because significance value in pair 1 line is greater than the margin of error (p_{pair1}=0.00 < α=0.05), hypotheses 1 is rejected. In other words, the pre-test and post-test scores of the experimental group 1 reflect dissimilarity at a 95% confidence level. Similarly, the mean values of the

experimental group 2 in terms of its own pre and post-test results are different at a 95% confidence level. Nonetheless, since the control group's significance value (Sig. (2-tailed)) is greater than the margin of error, the third hypothesis is accepted ($p_{control}$=0.188 > α=0.05). Therefore, the pre and post-tests of the control group do not have significant difference from each other. To sum up, contrary to the experimental groups, the students in the control group do not change their motivation level after 8 weeks of writing classes.

3. Independent Sample T-Test. Independent sample T-test is used in order to evaluate the average points of two independent groups statistically and to find some differences or similarities between these groups. Thus, it evaluates whether there are differences between two different groups according to their averages. Since the study includes two different writing stages for scaffolding applications in the two different classes so as to see if using scaffolding in different stages of writing procedure affects the students' motivation towards writing differently, Independent T-test can be an efficient method because it allows evaluating these two experimental groups with each other.

Hypothesis 1;

H_0: $There\ is\ not\ a\ significant\ difference\ between\ pre\ test\ results\ of\ experiment\ 1\ and\ 2\ groups.$

H_s: $There\ is\ a\ significant\ difference\ between\ pre\ test\ results\ of\ experiment\ 1\ and\ 2\ group$

Hypothesis 2;

H_0: $There\ is\ not\ a\ significant\ difference\ between\ post\ test\ results\ of\ experiment\ 1\ and\ 2\ groups.$

H_s: $There\ is\ a\ significant\ difference\ between\ post\ test\ results\ of\ experiment\ 1\ and\ 2\ groups.$

Table 25

Independent Sample T-test Statistics for Motivation

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Diff.	Std. Error Diff.	95% Confidence Interval of the Diff.	
									Lower	Upper
Pretest Mot_	Equal variances assumed	,034	,855	-,058	34	,954	-,444	7,695	-16,082	15,193
	Equal variances not assumed			-,058	33,595	,954	-,444	7,695	-16,089	15,200
Posttest Mot_	Equal variances assumed	,001	,974	,894	34	,378	5,444	6,091	-6,933	17,822
	Equal variances not assumed			,894	33,993	,378	5,444	6,091	-6,933	17,822

Note. Mot_=Motivation, Diff.=Differences, Sig.=Significance

Test for equality of variances;

According to Levene's test, significance values ($p_{pretestmot\_}$=0.855 & $p_{posttestmot\_}$=0.974) are bigger than the error margin (α=0.05). Consequently, variances for both pre and post-tests are homogeneous. As a consequence of this, the analysis results of this test will be interpreted by considering 'Equal variances assumed' line.

The most important determinant of the results is significance (2-tailed) values. According to the table, when the statistics are considered, hypothesis 1 is

accepted because the significance value in the pre-tests motivation line is greater than the error margin (p=0.954 > α=0.05). Hence, the average scores of experimental 1 and experimental 2 groups with regard to the pre-tests do not indicate an important difference at a 95% confidence level. Similarly, hypothesis 2 is also accepted because the significance value of the post-test motivation line is greater than the error margin (p=0.387 > α=0.05). Consequently, the post-test mean scores of experimental 1 and experimental 2 groups are similar to each other. This indicates that experimental 1 and experimental 2 groups do not differ from each other in terms of their academic motivation levels. As a result, applying scaffolding before or during the writing process does not cause statistically crucial differences in motivation.

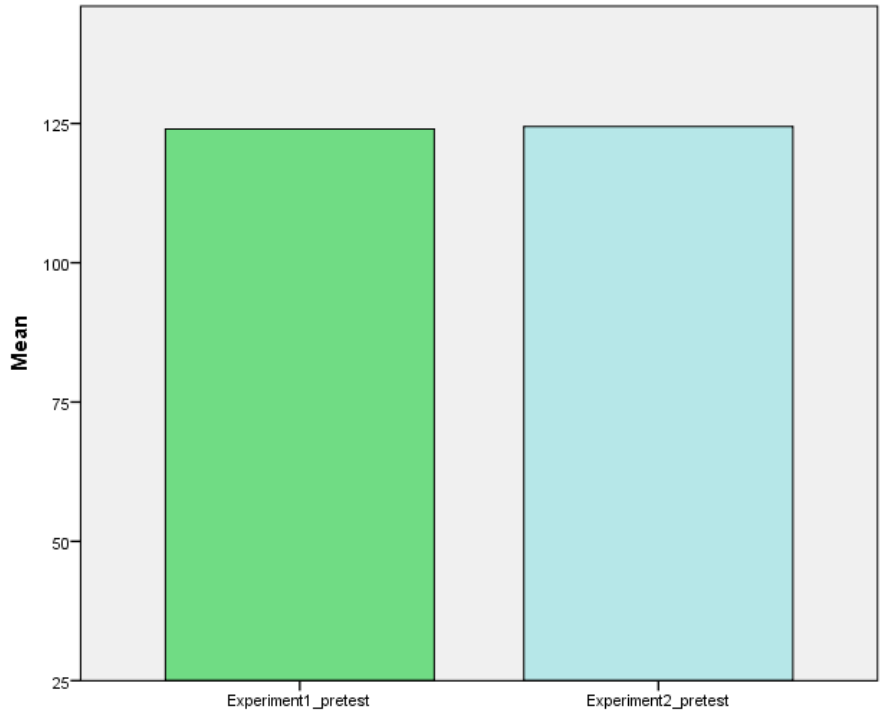


Figure 9. Academic writing motivation pre-test results of experimental groups.

As it is illustrated in the Figure 9, the pre-test results of two different experimental groups are the same. Hence, they start experiencing scaffolding with the same level of writing motivation. This situation also helps to acquire confidential outcomes related to the effectiveness of two different time in order to apply scaffolding in writing classes, and understanding which scaffolding application is better for increasing writing motivation.

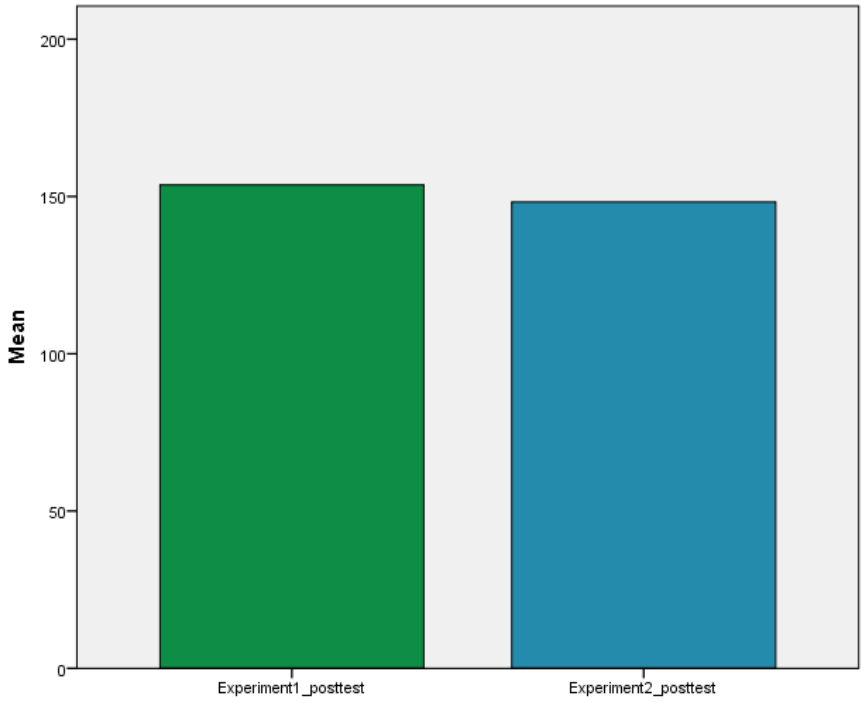


Figure 10. Academic writing motivation post-test results of experimental groups.

SPSS program cannot find very considerable differences between the post-test results of experimental 1 and experimental 2 groups. Nonetheless, when the bar chart given above is considered, even if the bars of post-tests do not indicate a huge gap from each other, it is possible to see that the bar of the experimental group 1 is taller than the bar of experimental group 2. Therefore, a small difference between the post-test results of experimental groups can be observed even though this is not statistically significant according to SPSS program.

4. Detailed Analysis with Descriptive Statistics. This part is designed to examine mean scores, standard deviation rates, maximum and minimum points of the groups' pre and post-tests results in detail through tables and figures.

Experimental Group 1. This group experiences scaffolding and its applications during the writing process. The students fill a questionnaire with 37 items as pre-test and post-test. They choose a point from 5 to 0 according to their agreement level with the statements. The total amount of points that they can get is 185.

Table 26

Descriptive Statistics of Experimental Group 1 for Motivation

	N	Mean	Std. Deviation	Min. Score	Max. Score
Pretest Motivation	18	124,00	21,780	88	155
Posttest Motivation	18	153,67	18,143	121	181

Note. *N*= number. *Std. Deviation*=Standard Deviation. *Min=Minimum. Max. =Maximum.*

The average point for the pre-motivation test is 124. The lowest point taken from the questionnaire is 88. This is nearly 100 points below the total amount of points. The highest point of this group is 155. This score is also 30 points lower than the highest possible score. On the other hand, when the post-test results are examined, it can be said that the students increase not only their mean score but also the highest and the lowest points. The minimum score became 121 which is 33 points higher than the pre-test lowest score. Therefore, even the lowest results are above 100 points. Likewise, the maximum score also rises and becomes 181. This score comes closer to the full mark of the academic writing questionnaire.

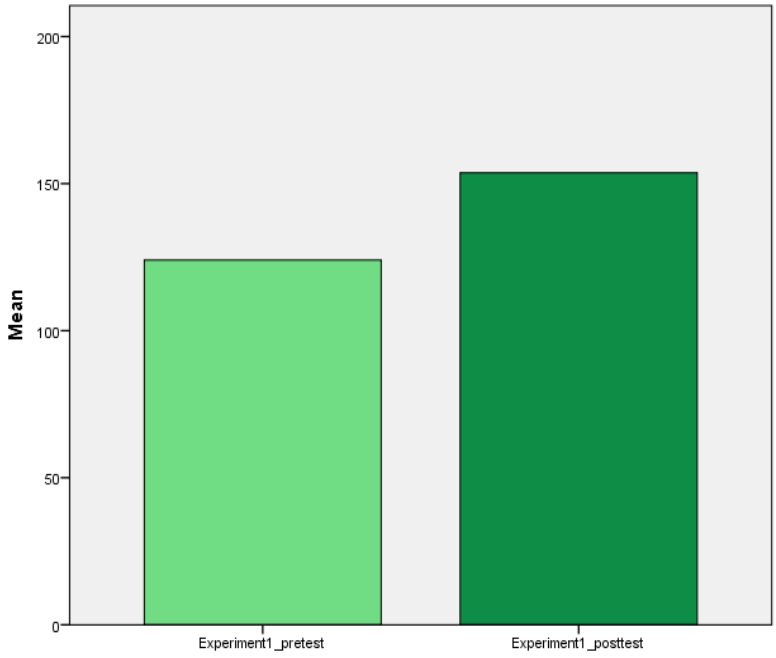


Figure 11. Pre-test and post-test motivation results of experimental group 1.

In light of the scores in the graphic given above, it can be said that the students in experimental group 1 increase their level of motivation and climb up nearly the best score that a student can get from the questionnaire. The pre-test mean score (m_1=124 < m_2=153.67) increases 29.67 points. Hence, it can be

concluded that after the scaffolding instructions during the writing process, the students' motivation towards writing has improved.

Experimental Group 2. Contrary to experimental group 1, experimental group 2 takes scaffolding before the writing process. The students in this group are not given any scaffolding instruction during writing. Just like experimental group 1, they fill a questionnaire with 37 items in order to evaluate their motivation levels at the beginning and the end of the study. The total amount of points that they can get from the questionnaire is 185.

Table 27

Descriptive Statistics of Experimental Group 2 for Motivation

	N	Mean	Std. Deviation	Min. Score	Max. Score
Pretest Motivation	18	124,44	24,319	77	153
Posttest Motivation	18	148,22	18,399	111	174

Note. *N*= number. *Std. Deviation*=Standard Deviation. *Min=Minimum.* *Max.* =Maximum.

The mean score of the pre-test is 124.44 which is the same as the score of experimental group 1. The lowest score is 77. It is 108 points below the total mark. The highest score is 153 which is 32 points lower than the highest possible score. Luckily, these scores change in the post-test. The class average score for writing motivation becomes 148.22. Also, the minimum score is 111 with 34 points increase and the highest score reaches 174 which is 21 points above the pre-test results.

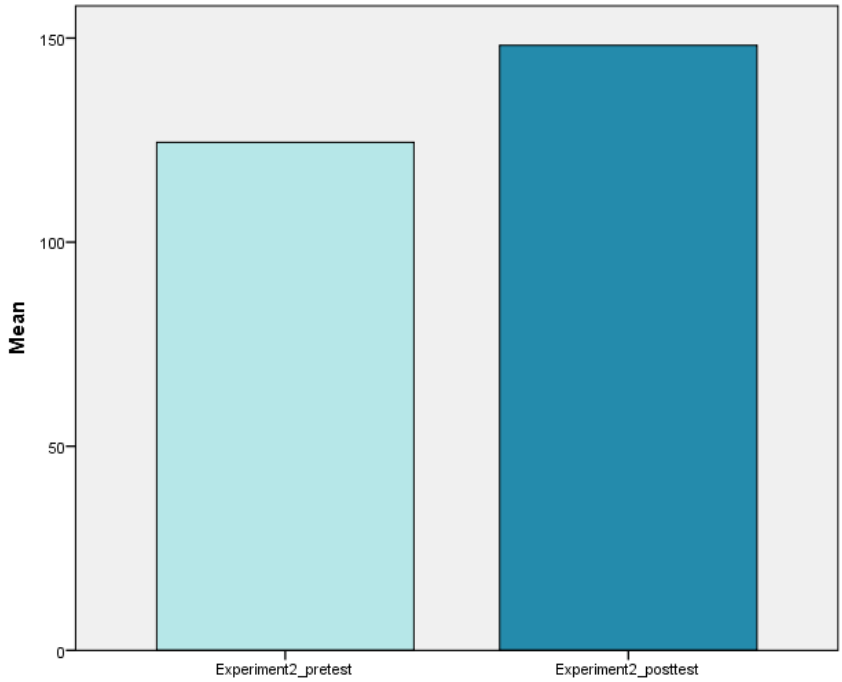


Figure 12. Pre-test and post-test motivation results of experimental group 2.

With regard to the figure above, the students in experimental group 2 increase their level of motivation and achieve better scores after experiencing scaffolding before the writing process. The pre-test mean score (m_1=124.44 < m_2=148.22) has increased 23.78 points. Therefore, even if this rise is not as high as experimental group 1, it can be seen that pre-writing scaffolding applications have a positive effect on the students' academic writing motivation level.

Control Group. Unlike experimental 1 and 2 groups, the students in the control group just follow the standard writing classes without scaffolding instructions. However, as a part of the study, they also take academic writing motivation questionnaire as pre and post-test so as to detect if there is a difference in their level of writing motivation at the end of the semester.

Table 28

Descriptive Statistics of Control Group for Motivation

	N	Mean	Std. Deviation	Min. Score	Max. Score
Pretest Motivation	18	124,36	20,022	83	156
Posttest Motivation	18	120,29	17,809	98	157

Note. *N*= number. *Std. Deviation*=Standard Deviation. *Min=Minimum.* *Max. =Maximum.*

Similar to experimental groups, the pre-test mean score of the control group is 124.36. The minimum score is 83. It is 102 points below the total amount of points. The highest score is 156 which is 29 points below the highest possible score. Unfortunately, rather than increasing, the mean score of the post-test decreases 4.07 points and becomes 120.29. Even if it is possible to see 15 points increase for the lowest score in the post-test, this increase is only one point for maximum score (max. score = 157).

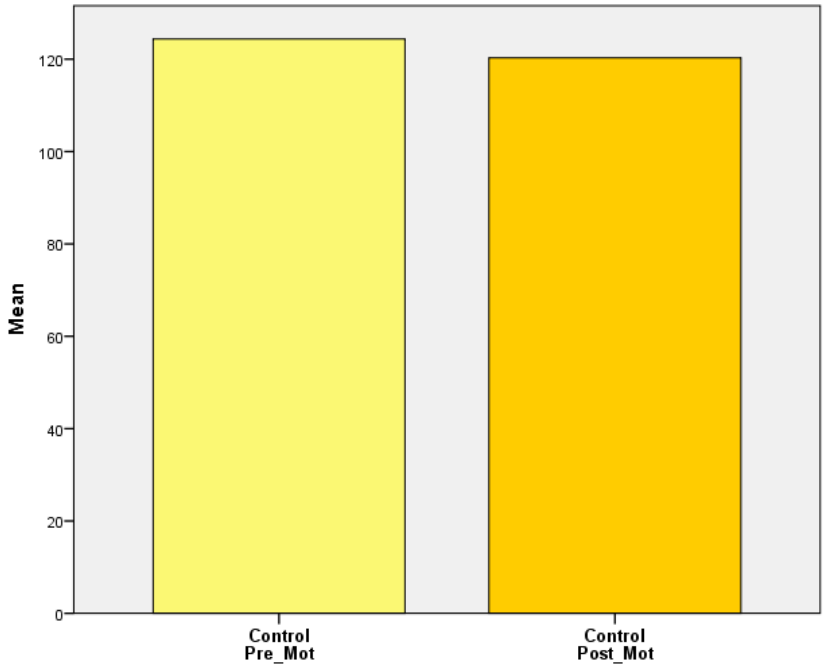


Figure 13. Pre-test and post-test motivation results of control group.

According to the figure given above, the students in the control group do not improve their motivations towards writing. On the contrary, their motivation levels decrease and stay in a worse place than the pre-test mean score. The difference between pre and post-test mean scores is 4.07 points (m_1=124.36 < m_2=120.29). As a result, it can be said that the students in the control group lose their motivation towards writing at the end of the term.

5. Student Based Comparison of Pre and Post Test Results. In view of the data taken from SPSS, it can be concluded that pre-test and post-test results of experimental group 1, experimental group 2, and control group differ from each other. Even if this difference is too little according to the mean scores of experimental groups (m_{exp1} = 153.67 > m_{exp2} = 148.22), the control group's post-test

results show a great distinctness from the other two groups. In this part, these differences are analyzed by considering increases and decreases between students' questionnaire results. Thanks to this, it will be possible to observe the ups and downs in the score of each student closer.

Table 29

Student Based Comparison of Experimental Group 1 for Motivation

Student Number	***Pre-Test***	***Post-Test***	***Change***
1	88	132	+44
2	114	139	+25
3	137	160	+23
4	141	165	+24
5	150	181	+31
6	100	121	+21
7	101	135	+34
8	132	164	+32
9	118	141	+23
10	151	172	+21
11	107	148	+41
12	123	153	+30
13	119	144	+25
14	155	175	+20
15	97	133	+36
16	147	173	+26
17	103	152	+49
18	149	178	+29

First of all, in view of pre-test results, the grades of the students change between 88 and 155. Two students take a point under 100. Nine students get a score below the class average. The other students of the class get a mark that is either above or the same as the mean score. The difference between the top and the bottom marks which are 155 and 88 respectively, is evaluated as 67. Nonetheless, these scores change in the post-test academic writing motivation questionnaire. None of the students get a score below 120 points. Thus, the new score range is between 121 and 181. There is only one student who has a score

above 180. His score is the highest score of the class. The difference between the lowest and highest score is 60 points. In contrast to pre-test results, this difference drops 7 numbers.

The total amount of increase in the experimental group 1 is 534. The least amount of change is 20 points and the greatest increase is 49 points. 10 students experience a rise between 20 and 29 points. The majority of the class belongs to this category. The second category rise is between 30 and 39. Five students are included in this category. Lastly, three students are in the third category which represents the amount of change between 40 and 49 points. Consequently, it can be said that the scaffolding application is a successful tool in order to increase the students' motivation level towards writing.

Table 30

Student Based Comparison of Experimental Group 2 for Motivation

Student Number	***Pre-Test***	***Post-Test***	***Change***
19	79	163	+84
20	121	143	+22
21	129	142	+13
22	100	118	+18
23	145	160	+15
24	119	128	+9
25	153	153	None
26	149	161	+12
27	146	167	+ 21
28	152	162	+10
29	124	143	+19
30	77	111	+34
31	144	162	+18
32	132	174	+42
33	141	158	+17
34	96	160	+64
35	130	142	+12
36	103	121	+18

According to the scores taken by the experimental group 2, pre-test results are in between 79 and 153. Seven students have a mark which is lower than the

average of the class. Only three of the students have a score of less than 100. The other students take a point that is either above or the same as the average score. The difference between the top and the bottom marks is 74 points. Contrary to the pre-test, the post-test results of the students are better. There is not a student whose score is below 110 points. Therefore, the new score range is between 111 and 174. There is only one student who has a score above 170. His score is the highest score of the class. The difference between the lowest and highest score is 63 points. In contrast to pre-test results, this difference drops 11 numbers.

The total amount of increase is 428 points which are 106 points lower than the experimental group 1. The students change their motivation score at least 9 points. However, there is also one student who neither increases nor decreases his motivation level. The highest increase is 84 points which are taken by only one student. 10 students experience a rise between 10 and 19 points. The majority of the class belongs to this category. Two students change their scores 21 and 22 points. One student experience 34 points rise, and another student change his motivation level 42 points. 64 points increase is seen in only one student, as well. Finally, there is only one student whose motivation level becomes 84 points above his pre-test score. This student also experiences the highest increase in the class. By taking into consideration the information given above, it can be concluded that before scaffolding application is beneficial for students with regard to academic writing motivation.

Table 31

Student Based Comparison of Control Group for Motivation

Student Number	***Pre-Test***	***Post-Test***	***Change***
37	102	101	-1
38	149	147	-2
39	129	118	-11
40	121	109	-12
41	140	136	-4
42	119	116	-3
43	156	157	+1
44	141	121	-20
45	83	102	+19
46	114	113	-1
47	121	120	-1
48	130	137	+7
49	135	109	-26
50	101	98	-3

In view of the table of the control group, pre-test results differ from 83 to 156 points. Eight of all students have a lower mark than the mean score. There is only one student whose score is below 100. Other members of this class have a point above the average. The difference between the highest and the lowest scores is 73 points. Unfortunately, the great majority of the students in the control group decrease the number of their academic writing motivation levels in the post-test. Even if the lowest point increases and becomes 98 points, this increase cannot be seen for the highest score which is 147. The new score range is between 98 and 147. Hence, there is still one student whose score is below 100 points. The difference between the lowest and highest score becomes 49 points that are 24 points lower than the pre-test result.

Unlike experimental groups, the students in the control group cannot increase their motivation level. The change between pre and post-test results is 57 points decrease. Thus, instead of increase, this group mostly lower their questionnaire results in the post-test. The highest increase is 19 points. Besides, only three students increase their pre-test results. Their amounts are 1, 7, and 19. Unfortunately, the post-test results taken by the rest of the class drop. The highest

level of decrease is 26 points. Seven students reduce their scores 10 points below. Two students experience a decrease between 10 and 19 points. The rest of the students change their scores negatively more than 20 points.

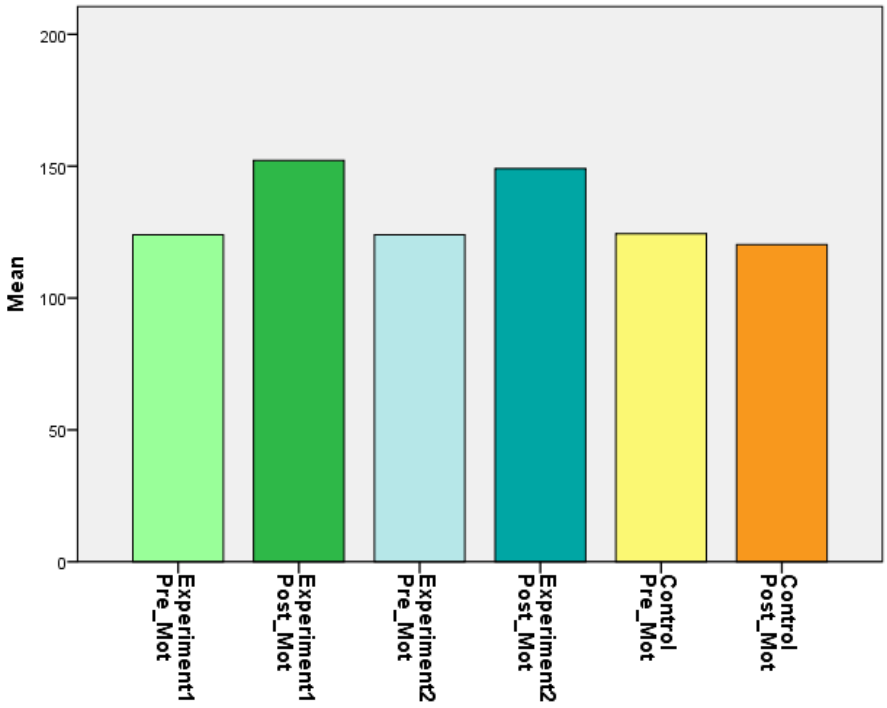


Figure 14. Comparison of pre and post-test motivation results of all groups.

According to the overall pre-test scores, all groups have nearly the same level of academic writing motivation at the beginning of the study. This situation is good because it shows that all groups in the study start the academic year with an equal degree of motivation towards writing. It is also significant due to the fact that the improvement or decrease in students writing motivation level after scaffolding application and no-scaffolding instruction cases can be evaluated better. Contrary to pre-test score, when the post-test scores are examined, it can be seen that after experiencing scaffolding, experimental groups increase their level of motivation although the students in the control group decrease their motivation scores.

6. Analysis of Achievement and Motivation Together. This study has two different dependent variables and these two variables are evaluated two times as repeated measures. Besides, there are three groups, two tests, and two-factor groups which are motivation and achievement. These qualities of the study are suitable for MANOVA Repeated Measure analysis. However, the grading scale of

achievement and motivation is different from each other. Hence, even if the achievement is evaluated over 20 points, scores in the motivation questionnaire start from 37 to 185 points. Because there are huge differences with regard to these two scoring systems, the error means become so high that the reliability of this comparison decreases in a considerable amount. However, MANOVA Repeated Measures Test is also run to see the amount of error mean.

Covariance equality hypothesis;

H_0: $Covariances\ between\ groups\ are\ equal.$ (null hypothesis)

H_1: $Covariances\ between\ groups\ are\ not\ equal.$ (an alternative hypothesis)

Table 32

Box's Test for Achievement and Motivation

Box's Test of Equality of Covariance Matrices

Box's M	29,030
F	1,267
df1	20
df2	6976,937
Sig.	,189

According to the Box's test, because the Sig. value (p=0.189) is greater than the error mean (α=0.05), the hypothesis that is presented above can be accepted. In other words, covariance between groups is equal. Thus, MANOVA table can be examined.

Hypothesis of MANOVA;

H_0: $There\ is\ not\ a\ difference\ between\ the\ scores\ of\ achievement\ and\ motivation.$

H_1: $There\ is\ a\ difference\ between\ the\ scores\ of\ achievement\ and\ motivation.$

Table 33

MANOVA Statistics for Achievement and Motivation

Multivariate Tests

Effect		Value	F	Hypothesis df	Error df	Sig.
Motivation * Achievement	Pillai's Trace	,440	6,628	4,000	94,000	,000
	Wilks' Lambda	,530	41,706	1,000	47,000	,000
	Hotelling's Trace	,785	8,836	4,000	90,000	,000
	Roy's Largest Root	,785	18,456	2,000	47,000	,000

For the evaluation of motivation and achievement together, Sig. value in Wilks' Lambda is considered. Since the Sig. value is less than the margin of error ($p=0.00 < \alpha=0.05$), the hypothesis is rejected. So, there is a difference between motivation and achievement. Post Hoc LSD test should be conducted so as to understand which tests and groups differ from each other.

Table 34

Post Hoc LSD Statistics for Achievement and Motivation

Multiple Comparisons

LSD

(I) Group	(J) Group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Experiment 1	Experiment 2	1,90	3,256	,562	-4,65	8,45
	Control	9,88	3,481	,007	2,88	16,88
Experiment 2	Experiment 1	-1,190	3,256	,562	-8,45	4,65
	Control	7,98	3,481	,026	,97	14,98
Control	Experiment 1	-9,88	3,481	,007	-16,88	-2,88
	Experiment 2	-7,98	3,481	,026	-14,98	-,97

The error term is Mean Square (Error) = 95,426

The comparison is made together with the achievement and motivation data of each group. Also, the table shows that the experimental groups differ from the control group because of the fact that the Sig. value is greater than the error margin

(α=0.05). But, because the error rate is quite high (error=95.426), the reliability of this comparison is very low. This is because the scoring scales of achievement and motivation are different.

In contrast to this high error term, the error means in achievement only analysis for LSD test is 7.600. Besides, the ANOVA test of between-subjects effects is 2.41 for pre-test and 7.600 for the post-test. Like achievement, motivation only analysis error means are also lower than repeated measures MANOVA test. According to the Post Hoc LSD test, the error mean is 6.933. In the ANOVA table, this value is 6.376 for pre-test and 9.233 for post-test results. Consequently, when achievement and motivation are examined separately, the error means drop remarkably, and this situation helps to achieve better and more trustable results from the statistics. Therefore, achievement and motivation are analyzed separately in this study.

Achievement & motivation correlation test statistics;

Table 35

Correlations of Achievement and Motivation

			Pretest Ach_	Pretest Mot_	Posttest Ach_	Posttest Mot_
Kendall's tau_b	Pretest Ach_	Correlation Coefficient	1,000	,189	,166	,231
		Sig.(2-tailed)	-	,079	,133	,031
		N	50	50	50	50
	Pretest Mot_	Correlation Coefficient	,189	1,000	,080	,448
		Sig.(2-tailed)	,079	-	,429	,000
		N	50	50	50	50
	Posttest Ach_	Correlation Coefficient	,166	,080	1,000	,395
		Sig.(2-tailed)	,133	,429	-	,000
		N	50	50	50	50
	Posttest Mot_	Correlation Coefficient	,231	,448	,395	1,000
		Sig.(2-tailed)	,031	,000	,000	-
		N	50	50	50	50

Since the score range of achievement and motivation are not equal, the correlation between achievement and motivation is calculated in SPSS with nonparametric formulas. The values in Kendal's tau_b correlation coefficient is evaluated for the study. Besides, the error margin is taken 0.01 rather than 0.05 since the program makes the error margin 0.01 automatically in order to sensitize the results. Thus, the results are evaluated at a 99% confidence level. According to the table above, the correlation coefficient Sig. value of pre-tests between achievement and motivation ($\tau = 0.189$) is said to be in a positive and weak direction at a 99% confidence level. Likewise, post-test results have a positive and weak correlation coefficient value for achievement and motivation ($\tau = 0.395$) at a 99% confidence level.

If the correlation coefficients are less than 0.3, it indicates a very low relationship between the two variables which are achievement and motivation, and therefore it may not be considered seriously. The correlation coefficients above 0.7 represent a strong relationship, and the two variables are said to affect each other. For example, if there is a correlation coefficient which is higher than 0.7 between pre achievement and pre motivation tests, in the event that pre-achievement scores increase or decrease, the correlation coefficient value of the pre-motivation results will be also expected to increase or decrease. In light of this information, it can be said that the variables have no effect on each other since the values in the table express the weak relationship between achievement and motivation.

Question III

The third question aims at finding the students' opinions towards writing and scaffolding applications. The number of students who participate in interview sessions is 12. Thus, six students in each experimental group are taken to make an interview. The attendance is based on the students' willingness. The researcher just tries to select the same number of female and male participants so as to prevent any factors that can affect the data. As a result of this, the data is collected without gender dominance in the study. The analysis of the recordings is made through theme-based analysis. According to the students' sayings, similar ideas are gathered together, and they are explained under one very general theme. Six different themes are formed for each experimental group.

Table 36

Themes and Codes of Interviews-Experimental Group 1

Experimental Group 1

Themes	**Codes**
Emotional State	Self-confidence, a sense of being successful, no feeling of being compelled, comfort, no pressure, not being nervous, more effort, no sense of limitation, no fear, friendly atmosphere, desire to write more
Achievement	Writing more words, fewer questions, improving reading skills, learning new information, more successful, better sentence formation, better grammar knowledge, thinking in-depth, higher grades, knowing the steps of writing, creating a schema, creative writing, better word choice, more organized, thinking in English, personal development, better performance, no translation, better expressions
Time	More permanent learning, clues, new ideas, easy expression, the possibility of forgetting easily, less time for thinking, better for remembering, more comfortable, unclear possible problems, noise, distraction
Interaction	Teacher – better communication, creating thinking opportunities, better expressing oneself, self-confidence, no shyness, shaping ideas, more participation, friendly atmosphere, no fear, better learning, better interaction Friend – better learning new sentence structures, new ideas, improving together, comparing ideas, more fluid
Motivation	No demoralization, lower anxiety, happy with the result, improvement, more desire, encouraging one to write, belief of writing skills, loving writing, hoping to improve one's knowledge, more motivated, higher grades, friendly atmosphere
Benefits of scaffolding	Better reinforcing knowledge, helping thinking, fast learning, more permanent knowledge, providing a start, good for the organization, no time-wasting, providing more ideas, more relaxed environment, combining knowledge better, different from early experiences, organization

Table 37

Themes and Codes of Interviews-Experimental Group 2

Experimental Group 2

Themes	**Codes**
Emotional State	No hate of writing, more self-confidence, no abstention,enjoyment, comfort
Achievement	Fewer mistakes, not being inexperienced, learning writing, correcting mistakes, writing more, writing easily, organized thoughts, knowing steps better, higher grades, how to use conjugations, easy sentence formation, concluding sentence, learning missing knowledge
Time	Focusing on writing, no distraction, more creative, studying beforehand, not taking the easy way out, harder, a better way, focusing on only one thing, more successful
Interaction	Teacher – different comments as a result of teacher feedback, more ideas, more fun, question-answer method, more beneficial Friend - learning other ideas, personal ideas
Motivation	Enjoying writing, improvement, the desire of learning more, having less difficulty
Benefits of scaffolding	Schema, outline, more understandable steps, seeing mistakes, organizing thoughts according to teacher's sentences, checking knowledge, better learning, writing easily, easy with directives, increasing participation

Emotional State. In view of the data gathered from student interviews, the learners positively change their emotional state after scaffolding techniques in the class.

Experimental Group 1. The students in the first group take scaffolding while they are performing a written task. According to them, thanks to scaffolding, a friendly atmosphere can be created in the classroom. Moreover, they do not feel like being compelled to do something that they do not want to do, and also, they do not have a sense of strain on their shoulders. Consequently, they do not become nervous but complete a writing task in comfort. In addition to these, their interaction with the teacher gets better as a result of scaffolding. So, the students do not have

a sense of limitation because they are educated in a supportive environment. Lastly, due to the fact that the students find the answers on their own and their achievement level raises, they increase their self-confidence and want to write more in the class. Hence, they feel more successful, and do not scared of writing and writing classes.

> *"I had education in prep classes for a year and we had a writing task every week, but while doing them, I was always stressed a little bit, and our teacher picked our phones, and he never wanted to hear any noise in the class. I mean, it was never spoken, and I was very nervous because I felt that I was compelled to do something and even when I started writing, the things that I would write disappeared from my mind. Therefore, I think that it (scaffolding) is so important. Because I feel more comfortable, I can express myself better, a lot of information comes to my mind."*
>
> *"… I trust myself more in lessons, in life, and in English."*

Experimental Group 2. The second group takes scaffolding in the pre-writing stage. The students in this group mostly experience task scaffolding technique because it is suitable for the mere aim of the study. They are also given other types of scaffolding methods if they need more assistance. In view of the students, they do not hate writing something in the class after trying scaffolding instructions. Furthermore, they feel confident while completing a written task. When they organize their paragraphs or form a sentence, they do not have a feeling of abstention, as well. As a result, they can enjoy the process of writing more.

> *"I write better than before. I mean I write with confidence and I know that it is correct in 80%."*
>
> *" … I think the application was very useful. I write more comfortably than before. I do not abstain."*

Achievement. As a consequence of experiencing scaffolding before or during writing classes, the students in two different experimental groups tell that they improve their writing skills thanks to scaffolding.

Experimental Group 1. According to the students in the experimental group 1, as a result of scaffolding techniques in the while-writing stage, they can learn new knowledge from both the teacher and their friends. They can form more accurate

sentences, become good at word choice and grammar use. Therefore, they need assistance or guidance less after a while. Moreover, they learn how to complete a paragraph properly and which steps a paragraph contains. Thus, they can create a schema in their minds while writing in order to make their paragraph more organized. Also, they do not need to make translations in their minds because they figure out how to think directly in English. Hence, they can express their opinions better. Thanks to this, they can think creatively without copying the same sentences from one writing task to another. Besides, they can think in-depth due to the fact that they improve their writing skills. As a consequence, they can write more sentences or words, and they can perform better in writing tasks. So, they can get higher grades by being more successful.

> *"… previously I think in smaller scope to the subject of the question. Thanks to these techniques, I start to think in a wider scope."*
>
> *"… at the beginning I made mistakes on grammar. I had trouble forming a sentence. Thanks to these scaffolding techniques, I can say that I improve my writing."*

In addition to writing skills, the students also improve their skills in reading thanks to scaffolding. Besides, scaffolding instructions affect the students' personal development positively.

> *"First of all, it becomes beneficial for my personal development, and it help me learn English faster. Memorability increased for me. So, I trust myself more in lessons, life, and English."*
>
> *"I think the applications were useful. Although we could not write this much at the beginning of the term or we saw that we failed in the feedbacks that we received, we have realized that we have been more successful recently. We see that we can write more. Improving our level of English is also a factor in this, but while we asked more questions at the beginning, we are asking fewer questions now. We understand better when we read any text and I feel that I am more successful when writing something about a text."*

Experimental Group 2. To begin with, the students in the experimental group 2 believe that they can learn some new information during task scaffolding. They also comprehend the steps of writing a paragraph and how to form proper sentences easily. Basically, they learn how to write a paragraph. Therefore, they can organize their thoughts better, and writing becomes easy for them. Furthermore, thanks to the model sentences of the teacher in the class, the students comprehend how they should use conjugations in a paragraph. As the other outcome of these modeled sentences, the students can have a chance to realize their mistakes. Hence, they start to make fewer mistakes, and they become more experienced in performing a writing task. As a result of all, the students can write more sentences and receive higher scores from their written works.

> *"Previously my ideas were very messy. I used to disorganize majors and minors a lot, but now I do not have such a problem. I write a lot better this way."*

> *"I think it is useful because most of our class learned how to write thanks to especially the activities we did before writing. A bit different ones like us saw their mistakes and corrected them."*

Time. This study has two different experimental groups so as to test which time of scaffolding application can be more beneficial for the sake of the student. Thus, one of the interview questions is prepared just for that purpose. The students in both groups are happy with the time of scaffolding in their classes. Only one student from the experimental group 2 prefers taking scaffolding during the writing process.

Experimental Group 1. This group has experienced scaffolding throughout the writing process. The students of the experimental group 1 claim that because some clues and support are given when they need assistance, they can remember the information that they learn during writing better. Therefore, in future writings, they recall this information quickly and take them to their long term memory as well as make their learnings permanent. As a consequence, they do not forget newly learned knowledge easily. Furthermore, when the students have trouble, since they can get assistance immediately, they do not spend a lot of time for thinking and finding a solution or generating some ideas. They do not waste their time and forget

the other things in their minds easily. Also, their emotional state can be protected owing to the fact that they deal with the problem on their own with the support of the teacher. As a result of all, they feel more comfortable in the class. Lastly, the students may not know the moment or the subject that they may have a problem beforehand. So, scaffolding in the while-writing stage can be more beneficial for them.

> *"I think that it is more efficient while writing because while writing, we may not predict exactly which parts we may have problems. We can write better with little clues."*

> *"Because it is said immediately, I mean because it is said in that time, I do not know, perhaps we consider it psychologically, and we do not forget the thing that is said, and afterward I believe that these things are more permanent in our minds because even after one or two hours, I can remember the thing that was said or that I learned during writing, but I have troubles in recalling the thing that I learned beforehand. I remember everything that was said while writing, in other writings as well, but perhaps if it had been said before writing, I could not have remembered. I think that my perceptions are clearer during the writing process."*

There is only one negative side of the while-scaffolding application in the class. Only one of the students mentions this, and the other students do not express a problem at all. The problem is noise. This student is affected by the noise, and sometimes she loses her concentration while writing in the class.

> *"Sometimes it disturbs during writing. In a limited time, at least 15 or 20 minutes, if nobody asks a question and we concentrate, it will be better. I mean, sometimes I cannot concentrate when everyone asks a question."*

However, even if another student also mentions about the noise problem, she states a dissenting opinion towards noise and thinks that it is not a bad thing.

> *"I was thinking like this at first. I even told you a few times that there was a lot of noise in the classroom. So, I could not focus. Then, I realized that this was just a habit left in my head from last year, and for example, I started to hear your thoughts. I started to hear the questions asked by my*

friends and realized that this had no negative effect on us because I learned new ideas. I think that it's one of the most influential things in writing because you can think in Turkish, but expressing them in English becomes very difficult. I think it would not have been so effective if the time of the support was before the writing."

Experimental Group 2. The second group is given scaffolding before starting to perform a written task. Thanks to the pre-writing stage scaffolding application, no one in the class distract each other's concentration. Because the students are not disturbed through the writing process, they can focus on their written works more. Besides, they focus on only their writings rather than understanding the teacher's clues or different types of scaffolding techniques. Another benefit of pre-stage scaffolding is that the students can put a lot of effort into their writings due to the fact that they have to deal with problems on their own. As a result of this hard way out, they feel that they can be more successful and have a sense that they should study beforehand for writing classes. Lastly, the students think and work on their own. Therefore, they can be more creative since they talk with neither the teacher nor the other students in the class.

"I think it is more beneficial before writing because otherwise, it harms creativity and makes us accustomed to easiness. So, the supports that we will get while writing may cause our writings to lose their originality."

Nonetheless, one of the students prefers taking scaffolding while writing stage because she believes that she may need extra help for the points that she forgets while writing.

"I think before writing is good, but it can also be given during writing because there can be something that we forget while writing."

Interaction. The interaction is an important concept related to scaffolding. The students express that the collaborative environment is the result of two different sources. One of them is teacher and student interaction, and the other one is the interaction among students. These two different kinds of interactions are expressed by the students in both groups.

Experimental Group 1. All of the students talk about teacher-student interplay as a result of scaffolding application during the completion of a writing task. First of all, with regard to the students' own words, interaction with the teacher during scaffolding creates an opportunity to think because the teacher supports the students with hints, or she assists students so as to trigger their background information. Thus, the students can have an opportunity to build a bridge between their early information and newly learned knowledge. As a result, they can learn better through interaction with the teacher. Moreover, thanks to this interaction, they can shape their existing thoughts better. Hence, they feel more confident while writing.

> *"Our interaction with the teacher also increases. … It helps us learn the teacher's ideas, and through shaping and reproducing them, we transfer them to our writings in a better way."*

In addition to these, taking assistance from the teacher creates a friendly atmosphere. The students are not afraid of the teacher who represents the authority, and their shyness towards talk disappears. Therefore, they can express themselves better in the classroom environment and communicate more. As the outcome of this high intention for participation, the students do not hesitate when they have a question in their minds and interact with the teacher freely.

> *"Firstly, it increases the performance and participation of the lesson in the class. It creates a more intimate environment. Because the environment is friendly, we can learn English more comfortably. We do not have the feeling of being compelled. We do not afraid and we can use words more relaxed."*

Secondly, when the speeches of four students are considered, the students cooperate with not only their teachers but also the other class members. When the teacher asks a question to a student, the others also listen to it and make some comments if it is necessary. For example, they can give some ideas or suggest some tenses or sentence structures to each other. Besides, since they listen to each other's scaffolding, they can check the information in their minds. Therefore, they enhance themselves together by supporting each other.

“Yes, with my friends. For instance, when I ask you a question, this takes the interest of my friends, as well. They also participate in the question. It helps the improvement of the others. I mean, it helps others to think about the question. So, it supports the interaction among my friends.”

“It definitely helps. We started to communicate better with our teacher while writing. Then, we asked our friends if we had any deficiencies. We received various information. We learned both more about the others and the ideas that we couldn't notice. We learned ideas we could not come up with and tried to write them. We learned the new sentence patterns that we did not know more easily, and I think it is more permanent because this is during the writing process.”

Experimental Group 2. There are three students who mention teacher-student interaction in the classroom environment. Thanks to this interaction, the students have a chance to take feedback from the teacher. By using her comments and the teacher’s own ideas from the modeled sentences, they can create more ideas in order to shape their writings. Further, since some parts of the writing lessons include the use of question-answer method, the students have an opportunity to check their sentences and existing information. As a consequence, they benefit from the pre-writing process and enjoy in the class.

“I believe that it can be more effective when language is learnt in a funnier way. For example, if it is asked to me, I would choose question-answer method among the options of studying, reading, lectures, and question-answer. Therefore, I love this interaction in the class very much.”

The students also interact with each other in the class. The students share their ideas and comment on the other class member’s thoughts. Therefore, they can learn from each other and use this information in their writings. As a result, they have a better basis for writing.

“… at first, for example, when you want us to write a supporting sentence, you ask the members of the class. Everyone tells his own ideas. On one hand, because every student has different opinions, we can learn them. On the other hand, we can also use a sentence or a word that the other students use. I mean, I believe it is beneficial.”

Motivation. Motivation is another theme as a result of the students' responses to the interview questions. All participants believe that scaffolding application becomes beneficial in order to increase their motivation towards writing classes.

Experimental Group 1. All students in the experimental group 1 state that they improve their level of motivation after experiencing scaffolding instruction in the writing classes. First of all, thanks to scaffolding, the students think that they improve their knowledge of how to write, and learn a lot of information in the class. This situation makes them happy because they realize that they can achieve higher grades and they have the ability to write. Thus, they start to trust their writing skills more and become happy with the results of their writing tasks. Moreover, the scaffolding techniques in the class encourage them to write and not to be afraid of writing.

> *"It may be said that it affects. It is about loving to write or not, but I still have to say that it encourages me to write because I can write if I believe that I can write."*
>
> *"After realizing that I can write, a sense of ambition towards writing appear in me. I mean, I motivate better."*
>
> *"In my opinion, it became very effective for motivation because, as I said, I always became so nervous. I mean, writings were not important for me, but now I do not think so anymore."*

As a consequence of these, they can lower their anxiety level towards writing. Thus, they have more desire and motivation to write again because they do not feel demoralized when they cannot find an answer or face hardship. In this way, a relaxed and friendly environment can be created in the class.

> *"When I cannot complete some writings during the writing process or when nothing comes to my mind, I cannot write during the writing. I get demoralized immediately, but receiving a little clue during writing motivates me more and I start typing quickly. I could not write it without the slightest help. Thanks to this little help, you do not demoralize. I think that it is beneficial. I believe that it affects my motivation positively"*

Experimental Group 2. Pre-writing scaffolding application helps all students to increase their level of motivation. When they realize that they improve their writing skills, they feel more motivated in the class. Moreover, due to the fact that they are getting less difficulty in completing a writing task in the class, they enjoy the writing process more. Lastly, as a part of the task scaffolding, the students observe the sentences and the different structures that the teacher uses on the board. Consequently, they have more desire to learn since they also see the areas that they have insufficient knowledge. As a result, they want to know more about writing in the target language.

> *"I hated writing. Now I write constantly at home on my own. I am very motivated. I like writing thanks to scaffolding."*
>
> *"I wrote badly at first because my vocabulary knowledge was very little. For example, the teacher writes a new supporting sentence, major-minor ideas, and she uses different forms and different words than we do. I consider my works again when I see them. I mean, there are a lot of things to learn because I do not know nearly any of these words, and what does it mean? Actually, it shows that my writings are at a lower level. Therefore, it motivates me to know more when I see the teacher's outlines in the classroom."*

Benefits of Scaffolding. By taking into consideration the words of the students in the interview sessions, it can be said that scaffolding techniques can be advantageous for the benefits of the students in both the experimental 1 and experimental 2 groups.

Experimental Group 1. First of all, scaffolding techniques help students think and come up with an idea because the teacher directs the students' thinking by using scaffolding techniques. When the students think, they find a chance to combine their foundational knowledge with newly learned one. As a result, not only they can reinforce knowledge better in their mind and learn an item more quickly but also this knowledge persist longer in their long term memory. In addition to these, scaffolding instructions help the students write without stopping very long moments so as to come up with a solution to their problems in writing. When the teacher supports them with clues, or she activates their existing knowledge, they reach a

way out more easily and generate more ideas. Therefore, owing to the fact that scaffolding gives them a starting point, they do not waste their precious time and focus on other aspects of their writings. As a consequence, they can organize their works better and feel relaxed in the class throughout the completion of a writing task.

> *"First of all, we constantly learn new information in the class. I think these applications are very effective in reinforcing this information. To give an example, I ask you plenty of questions. You are not answering my questions directly. You give me a clue beforehand. Then, you help me find the answer to this question and think about the question."*
>
> *"… we can write what we want easily with the clues. I mean, when there is not a single help, time passes, and we cannot write by getting stuck to understand what was this or that. However, little clues become more permanent to keep them in our minds for a later time because we wrote the sentence on our own at that time."*

Apart from this, none of the students say that they have experienced this kind of practice before. Thus, they do not familiar with it, and scaffolding is different from their early experiences. Even, one of the students tells that starting this application from last year can be very beneficial for her.

> *"I had a preparatory training for a year before, and we had already had writing tasks every week as a part of this training, but when I was completing them, I always felt nervous, and our teacher collected our phones and never wanted us to make a sound. It was never talked in the classroom, and I was very nervous because I felt that I was forced to do something and even when I started writing, everything that I would write had gone off my mind. So, I think it (scaffolding) is very useful."*

Experimental Group 2. According to the students in the experimental group 2, scaffolding creates a schema and outline about how to write. The students can understand the steps and their requirements better by observing and working on them before writing. They have a chance so as to organize their ideas and thoughts around the teacher's modeling sentences. Moreover, they see their mistakes and wrong information since they can check their knowledge in the class. As a result,

they learn how they should write both a sentence and a paragraph. Furthermore, the students think that it is easier to write with directives. So, in the while writing stage, they do not struggle and they can write easily. Lastly, the learners say that thanks to the pre-stage scaffolding application, they can participate more in the class.

> *"… in the classroom, we prepared a schema with our teacher from the beginning and follow a path on the board accordingly. I mean from the very beginning we knew what to do, where to start, or what to add and delete, and this enabled us to move forward comfortably on this path."*

> *" … I know myself from the last year. I could not write. I could not write more than 50 – 60 words. Nothing came to my mind. Now the teacher prepares an outline for us. Regarding it, I can write better paragraphs thanks to the teacher because I have a chance to think before writing."*

Question IV

This question is designed to investigate the effect of scaffolding on the classroom environment. The field notes of the teacher are taken so as to meet the aims of the investigation. After every writing class, the teacher writes about her experiences and the events that happened in the class during the scaffolding application. These notes are kept for the experimental group 1 and experimental group 2 separately. As a result, it can be possible to see the impacts of two different scaffolding applications given in the different stages of writing. This also helps to compare the effectiveness and reactions towards scaffolding. In order to achieve this purpose, the notes of the teacher are analyzed, and common codes for both groups are found. These codes are gathered together under several themes. Every theme is organized by covering the codes that are taken from eight writing tasks. Besides, these tables are created individually for two experimental groups. Therefore, it becomes possible to observe similarities and differences between the groups during eight tasks in the class under the common themes related to the classroom atmosphere.

Participation. Even if the participation rate is quite high in the classroom environment of the experimental group 1, this amount cannot be achieved by the students in the experimental group 2.

Table 38

The Amount of Participation in Experimental Group 1

Theme	**W.T.**	***f.***	**T & S**
	1	2	T
	2	5	T
	3	14	T & S
Participation	*4*	27	T & S
	5	26	T & S
	6	17	T & S
	7	9	T & S
	8	2	T & S

Note. W. = Writing Task, *f.* = frequency, T. = Teacher, S. = Student.

In the first two weeks, the participation rate is low. Besides, the students only get assistance from their teachers. Fortunately, this situation changes. First of all, the amount of participants increases and reaches its peak in the fourth week. The students ask not only one question. The same students start to ask two or three more questions. Besides, they receive scaffolding from both their teacher and their friends in the same class. In the following weeks, the number of students who need guidance decreases gradually as a result of being autonomous, but the source of scaffolding still remains as not only the teacher but also the peers.

Table 39

The Amount of Participation in Experimental Group 2

Theme	**W.T.**	***f.***	**T & S**
	1	0	T
	2	3	T
	3	7	T & S
Participation	*4*	9	T & S
	5	10	T & S
	6	9	T & S
	7	11	T & S
	8	14	T & S

Note. W. = Writing Task, f. = frequency, T. = Teacher, S. = Student.

The participation rate is quite low in the experimental group 2. The learners mostly prefer listening rather than taking an active role in the class. They keep their ideas to themselves so as to prevent other students from stealing their ideas or sentence forms. The number of participants reaches its highest level in the last week. The reason is that the learners learn the steps and their use. Besides, they want to start writing immediately.

Emotional State. Thanks to scaffolding, the students' emotional state changes throughout the semester in the writing classes positively. Their anxiety level decreases, and they get rid of their concerns. This situation can be observed in both experimental groups.

Table 40

Emotional State in Experimental Group 1

Theme	W.T.	Codes
	1	Nervous, ashamed, unwilling, uncomfortable
	2	Unwilling, stressed, shy, low concentration, low confidence
	3	No scare of making mistakes, laughing, unwilling, shy
Emotional State	*4*	Not trusting themselves, unwilling, jokes, shy, not nervous
	5	Less afraid of writing, not ashamed of asking, enjoy, less anxiety, less self-confidence, no courage, relaxed, friendly, less unwilling
	6	Less mistrusting themselves, not feeling secure, more comfort, less scare of making mistakes
	7	No negative environment, laughing, more comfortable, relaxed, enjoying
	8	No anxiety, calm, relaxed

Note. W. = Writing Task.

At the beginning of the semester, the students feel so nervous and stressed because of the writing tasks. They are uncomfortable as well as unwilling. Moreover, they are afraid of making mistakes. Hence, they are shy and have low self-confidence. Thanks to scaffolding, in the third week, the students start to laugh in the class even if they have still negative emotions. By making some jokes, they make the class environment less nervous and friendly. After week five, they are less afraid of making mistakes or asking questions to both the teacher and their peers

even though they have still less self-confidence owing to the fact that they do not trust their written works. Luckily, scaffolding applications change the students' emotions in the last two writing tasks. They become more comfortable in the class and can enjoy while writing. They feel calm and relaxed.

Table 41

Emotional State in Experimental Group 2

Theme	**W.T.**	**Codes**
	1	Nervous, stressed, hesitation, mistrust
	2	Shy, not calm
	3	Shy, scaring of making mistakes, not comfortable, mistrust, low self-confidence
Emotional State	*4*	Less anxious, uncomfortable, less nervous, bored
	5	Not being shy, not being depressive, enjoy, being scare of mistakes, hesitation, mistrust, bored, calm, anxiety
	6	More curious, bored, friendly
	7	Calm, willing, bored
	8	Enjoy, not stressed, less nervous, bored, less nervous, willing

Note. W. = Writing Task.

The students in the experimental group 2 start the term with bad attitudes. They are nervous and stressed in the writing class. Besides, they do not trust themselves and their written work. They are afraid of making mistakes and not comfortable. Fortunately, in the fourth week, these emotions start to change. However, boredom starts to emerge among students. Rather than making an effort to find the answers to their questions, they begin to give up. In the fifth week, they start to enjoy during task scaffolding. Their shyness and depressive mood lower. The environment becomes friendlier because the students are curious and sometimes make some jokes in the class. Moreover, some students specifically ask the teacher if she will apply task scaffolding before writing. Nonetheless, their boredom cannot disappear and prevent them put the necessary effort into their writings.

Noise. Noise is one of the most problematic areas in applying scaffolding for the experimental group 1. This situation is prevented in a considerable amount, but

it does not disappear completely. Contrary to the first group, noise is not a problem for the classroom environment of the experimental group 2.

Table 42

Noise in Experimental Group 1

Theme	W.T.	Codes
Noise	*1*	Quite, focusing on writing
	2	So sensitive, easily distracted, warning
	3	Distracted, warning, sensitive, irrelevant talk, abusing
	4	Irritating, so much talk, discussion, warning, irrelevant topics, sensitive
	5	Moderate, less ennoyed, less concentration
	6	Less noise, extra talk, less concentration, benefiting
	7	Less noise, disturbed, benefiting, irrelevant topics
	8	Disturbed, daily events, benefiting, less amount of noise

Note. W. = Writing Task.

Noise becomes a real and serious problem for the students in the writing class. At the beginning, the students are so sensitive to the sound that they warn the students who ask for support. They are easily distracted due to noise. Also, when the number of the students who need assistance increases, the sounds become louder and sometimes turn into noise. Some students are affected negatively by this situation, and they have difficulty in concentrating on their works. Moreover, some students try to abuse the existence of scaffolding in the class. They start talking about daily events or irrelevant topics. This situation also increases the intensity of noise. The teacher has to warn them and prevent this case during writing. Fortunately, the behavior of abusing stops after three weeks. Nevertheless, this does not end completely since some students try to talk about daily events or irrelevant topics until the end of writing classes of the semester even if the number of the students and the amount of this talk diminish in a considerable amount.

Another factor influencing noise is that rather than waiting for their friends to finish their questions, the students interrupt each other's questions and add more questions or they begin to open a discussion on the topic of the question. As a result of the warnings, the students learn that they should not act in this way. Luckily, its

amount can be diminished in a considerable amount through the semester. In addition to these, the majority of the students learn how to benefit from scaffolding and the noise in the class. While the teacher is talking with the others, the students pay attention to this communication and advance themselves or control their written works. As a result of this, the number of students who are distracted because of noise becomes only one at the end of the term.

Table 43

Noise in Experimental Group 2

Theme	**W.T.**	**Codes**
	1	Loud before writing, sensitive, problems in focusing
	2	Nearly no noise
	3	Sensitive, easily distracted, at the beginning
Noise	*4*	Silence, warning each other
	5	No noise in writing, so sentitive, talk of others when they finish
	6	Warning each other, so sensitive, angry to jokes, talking at the end
	7	Silence, concentration problems, talks at the end, easily distracted
	8	Silence, warning others, no persimission to laugh, concentration

Note. W. = Writing Task.

Until the end of the semester, the class is considerably silent both during writing and pre-writing stages. In the first and second writing tasks, the class becomes noisy when the teacher wants the students to be ready. Because the students are not prepared by taking a piece of paper and a pencil so as to write, there can be noise in the class. Moreover, the students are so sensitive to noise and they cannot even stand on a joke or a funny moment during pre-writing or while-writing process. If some jokes are made or some students laugh together, at least one student looks at them angrily and warm them to be silent. Besides, they can be easily distracted due to loud or whispers owing to the fact that they have some concentration problems. Contrary to this, even if scaffolding process is quite silent, the students start to talk with each other when they finish writing because rather than forcing themselves to find their mistakes or to even read their paragraphs, they immediately bring their papers to the teacher as they are bored with writing. The

teacher has to warn them personally. Only in these moments, there can be sound in the class.

Interplay (s-s / t-s). The interplay between the students and their teacher becomes stronger and more positive after scaffolding. Even if some students abuse this intimacy so as to talk about daily events or use teacher as a checker, the classroom environment becomes friendlier for the experimental group 1. Likewise, even though some problems appear during pre-writing stage about scaffolding, at the end of the term, the communication and collaboration in the classroom environment of the experimental group 2 become better. Unfortunately, the interplay in the classroom environment of experimental group 1 is more supportive and intimate than the experimental group 2.

Table 44

Interplay in Experimental Group 1

Theme	**W.T.**	**Codes**
Interplay (s-s / t-s)	*1*	s-s = no talk, bad attitudes towards questions t-s = saying sorry, shy
	2	s-s = giving some tips t-s = saying sorry, hesitation, shy
	3	s-s = shy, communication, peer scaffolding, clue t-s = no apology, hesitation
	4	s-s = helping, listening to each other, shy, changing the topic, interruption, laughing together t-s = feeling free to ask, smiling, no apology, hesitation
	5	s-s = guidance, not interruption, interaction, communication, jokes, exaggerating roles, so helpful t-s = checker, overusing assistance, no scare, no apology, relaxed
	6	s-s = listening to each other, benefit, not disturbing, not intervening, so helpful ones t-s = checker, old information activation, friendly, intimate, laughing together
	7	s-s = giving examples, smiling, jokes t-s = relaxed, intimate, not shy, friendly environment
	8	s-s = support, clue, jokes, relaxed t-s = assistance, smiling, comfortable, stress-free

Note. W. = Writing Task., s-s. = student-student., t-s. = teacher-student.

As a result of scaffolding, the relationship between students improves. Their interaction starts in a negative way because when a student speaks in the class, the others get distracted, and the students warn each other immediately. Besides, the students are scared of the reactions of the others towards their mistakes. Therefore, they can be shy and uncomfortable in the class. However, this situation does not last long. By giving some clues to each other, they are used to get peer scaffolding. Consequently, they begin not to be scared of making mistakes, and their relationship becomes more intimate. Also, the depressive environment in the class can be disappeared. The students feel more relaxed while writing. Nonetheless, this intimacy and calm environment also cause some problems. The students interrupt each other's questions and change the real aim of the questions because they may exaggerate their roles and become so helpful. Moreover, being relaxed and having a close relationship can cause daily talk in the class. Fortunately, these behaviors weaken in the following weeks since the students learn not to intervene and disturb each other. They also learn how to benefit from the scaffolding of the others. By listening to each other's scaffolding, they check their paragraph and reorganize if it is necessary.

The interaction between the teacher and the students is also influenced positively. At first, the students say sorry if they make a mistake. They are so shy and hesitate to speak. Also, they try to hide their problems from the other members of the class. Thus, talking with the teacher is not easy for them. Luckily, in the third week, they stop apologizing and start to smile while asking for support even if they still hesitate. Nonetheless, in some weeks, they try to use the teacher as a checker since they are not sure about the correctness of their sentences. They overuse this situation owing to the fact that some of them want the teacher to check their paragraphs or rather than controlling their sentences on their own, they prefer to ask teacher. The teacher has to warn them about it. Fortunately, this does not last long. The teacher and the student interplay become friendly, intimate and comfortable at the end of the scaffolding application. As a consequence, the students do not hesitate, or they are not afraid of getting assistance from the teacher. Due to the fact that this situation influences the classroom environment positively, a stress-free environment can be created.

Table 45

Interplay in Experimental Group 2

Theme	W.T.	Codes
	1	s-s = no talk, warning
		s-t = listening, teacher explanation, apologing, warning
	2	s-s = no talk, warning
		t-s = listening, ashamed of making mistake, apologising, warning
	3	s-s = just close friends, no sharing ideas, insisting to make others complete his work, warning
		t-s = tryig to answer, listening, afraid of making mistakes, shy, warning
Interplay	*4*	s-s = only close ones, very less cooperation, warning
(s-s / t-s)		t-s = listening, more confident, shy, apologising, warning
	5	s-s = listening, close friends, no enough support
		t-s = listening, hesitate, only if they have to, shy, not apologising, warning
	6	s-s = warning, listening, insisting to make others complete his work, completing missing points of each other, laughing together
		t-s = listening, attemting to participate, mostly speaking if it is necessary, shy
	7	s-s = warning, support
		t-s = mostly listening, participating, shy
	8	s-s = completing each other's missing points, giving hints, assisting, warning, insisting to make others complete his work
		t-s = participate, not afraid of making mistakes, mostly listening

Note. W. = Writing Task.

The students in the experimental group 2 do not prefer talking at the beginning. In the third week, even if the students do not attend the task scaffolding too much, they exchange ideas with their close friends. Therefore, the cooperation among students is quite weak since they mostly listen to each other rather than interact. This limited interaction lasts until the sixth writing task. After that, in addition to listening, the students support each other by completing each other's missing points, and giving clues and reminders to their friends when they need. Besides, they start to laugh together or make some jokes in the class so as to reduce the level of anxiety in the classroom environment. Nonetheless, because some students are so sensitive to the sound, they mostly warn others to be silent. In addition to

these, some students sit near the successful ones and want them to write their sentences or to give some ideas by insisting too much. The others are annoyed by this situation. Unfortunately, even if the number of students acting in this way decreases, they cannot give up on this behavior until the end of the semester.

The interplay between the teacher and the students is very weak at the beginning because the students mostly prefer listening rather than speaking and try to copy the modeled sentences instead of forming their own sentences. The reason is majorly because they are scare of making mistakes in front of the class. If they make a mistake, they immediately apologize and become shy. Furthermore, instead of interacting with either teacher or their friends, since the students try to memorize the teacher's sentences and use pre-writing stage as extra time to make an outline for themselves, the teacher has to warn them constantly. This situation lasts until the end of the fifth week. After this week, the students start to make an effort to participate in the class even if the number of students is low. Hence, they become more confident compared to previous weeks. Moreover, warnings end since majority of the students learn how to form their own sentences by considering model sentences. In addition, they stop apologizing owing to a mistake even though they are still shy. However, in the sixth and the fifth weeks, most of the students participate the lesson because the teacher asks some questions specifically to them. They hesitate while speaking as well. In the sixth and the following weeks, listening is dominant again and the students are shy, but they also try to participate more in contrast to the other weeks' task scaffolding applications. Finally, in the last week, the students participate the lesson quickly without having a fear of making mistakes.

Reaction to Scaffolding. The students' reactions to scaffolding change after some applications in the class even if they are negative at the beginning. The learners in both groups become more positive at the end of the term.

Table 46

Reaction to Scaffolding in Experimental Group 1

Theme	W.T.	Codes
Reaction to Scaffolding	*1*	Expecting answers directly, not understanding, no effort
	2	Not being used, troubles in activating old information, not understanding clues, unknown, strange, unnecessary, not responding
	3	Less effort to understand, expecting direct answer, not following hints, abusing, unnecessary, chance to talk, negative approach
	4	Better comprehend, piecing clues, old information, not effort to understand, direct answer, additional talk, intentonally stop writing, interruption
	5	Hard to make connections, giving up, direct answer, not patient, making effort, recalling old information, moderate approach
	6	Understanding the logic, happy to find an answer, asking more questions, making effort, checking understanding, positive approach, direct answer
	7	Understanding the logic, guesssing, finding another ways, positive
	8	Activating their foundational knoewledge, positive approach, self-scaffolding

Note. W. = Writing Task.

At the beginning of the scaffolding applications in the class, the students do not respond scaffolding positively. They do not understand the logic behind it and expect the answers to their questions directly. Making an effort to find the answer is new for them, so that scaffolding is a strange and unknown concept for them. Even some of them give up since they cannot recall their early learnings, and they are impatient. Besides, some students abuse the scaffolding technique and use it as a chance to talk about daily events with their teacher and peers. Therefore, some of the students are disturbed, and some others intentionally stop writing and start to listen to this irrelevant conversation. Luckily, this situation changes in the fifth week. They have a moderate approach towards scaffolding as well as try to make an effort to find the answers to the questions on their own. In the following weeks, they start to become happy when they find an answer themselves and can make connections between their late and early knowledge. In the end, because they learn how to use scaffolding techniques, they can scaffold themselves rather than asking the others.

Table 47

Reaction to Scaffolding in Experimental Group 2

Theme	W.T.	Codes
Reaction to Scaffolding	*1*	Not understanding, hesitation, not listening, extra time to think, noise
	2	More attention, copying the sentences of the teacher, extra time to think, early preparation, memorizing, listening, not willing, reaction against
	3	Making others silent, mostly listening, extra time, memorizing, not sharing ideas, reaction agains cleaning the board
	4	Copying, memorizing, less activite, listening, writing personal outline, not important, extra time, reaction agains cleaning the board
	5	Taking notes, extra time, participating as necessity, fear of idea stealing, less copying, reaction agains cleaning the board
	6	Taking notes, not copying, making effort, similar sentences, eagerness
	7	Eagerness, participation, revealing existing knowledge, less reaction agains cleaning the board
	8	Fear of being copied, high participation, not taking notes, quick, eagerness, less reaction agains cleaning the board

Note. W.T = Writing Task.

The students do not understand the logic behind the task scaffolding in the very first weeks. In the first week, they do not listen or pay attention to it. Besides, they are not willing. They want to start writing immediately. However, after they benefit from task scaffolding, they ask for it specifically. This situation appears, especially in the last three writing tasks. Furthermore, some students use the pre-writing stage as extra time to write a paragraph. Therefore, they do not pay attention and try to create an outline for their own paragraphs. Moreover, some other students try to memorize or write the teacher's model sentences somewhere and use exactly the same sentences for their own paragraphs. When time passes, they start to modify them and change them with alternative forms instead of copying. Another reaction towards the scaffolding is participation. The students' participation rate is so low that the teacher should encourage the students or ask them some questions personally to check their understanding. In the beginning, the reason for this is being shy and afraid of making mistakes. Nonetheless, after some time, they begin to hide

their ideas to themselves or share them with only their close friends since they think that others can steal their ideas. There are a very limited number of students who mostly share ideas. This problem never disappears, but lowers. Finally, when the time passes, the students become more positive towards scaffolding in the class. They make each other silent so as to follow the class better, and their participation rate increases.

Reaction to Writing. Reactions towards writing are nearly the same at the beginning of the semester for both groups. These reactions are quite negative. Fortunately, it disappears after the scaffolding application in both experimental groups. Unfortunately, the experimental groups 1 is better in decreasing bad attitudes towards writing than the experimental group 2.

Table 48

Reaction to Writing in Experimental Group 1

Theme	W.T.	Codes
Reaction to Writing	*1*	Delaying the date, unwillingness, no desire, avoiding
	2	Decreasing the amount of words, mistrust, delaying the date, negative opinions, bad writing, distrust of abilities
	3	No desire to write, delaying, not ready mentally, use of dictionary or translator
	4	More positive, less unwilling, not evaluating the work, no trust of their work, not delaying
	5	Less anxiety, mistrust, no delay, less willing, not evaluating their sentences, effort
	6	No delay, less anxiety, mentally ready, not feel secure, not complaning about writing, mistrust, effort to write
	7	Starting without complaining, no delay, mentally ready, preparations beforehand, so much effort to write
	8	Willing to write, no delay, finding problems on their own

Note. W. = Writing Task.

At the beginning of the scaffolding applications, the students do not trust the appropriateness of their written work and they also do not evaluate their works. So, until the end of the fifth writing task, the students want the teacher to delay the date of writing in order to study more and be ready mentally. Besides, they want to use

dictionary or translators while writing. They are anxious and complain a lot so as not to write. The teacher also warns them to take a piece of paper and a pencil. Moreover, while giving their works to the teacher, they say that their writings are very bad, or they are not good at writing. Nevertheless, this situation changes within time. Firstly, they do not want to delay the date of writing. In addition, when the writing starts, they try to concentrate and feel less anxious. Also, the teacher does not remind them that they need a piece of paper and a pencil. In the last third writing tasks, rather than giving up, they put effort to correct their mistakes. They are really willing to write and do not complain about writing.

Table 49

Reaction to Writing in Experimental Group 2

Theme	**W.T.**	**Codes**
Reaction to Writing	*1*	Unwillingness, delaying, warning to be prepared, hard to start
	2	Delaying the date, reluctant, no preparation, hard to start, mistrust, low self-confidence, anxiety
	3	Bored, unwilling, delaying the date, hard to start, avoiding making mistakes, mistrust, anxiety
	4	Delaying the date, more prepared, fear of mistake, bored, not putting effort, not confident
	5	Scare of making mistakes, stopping writing in hardship, less effort, easily giving up, mistrust, hopeless, anxiety, no delay
	6	Curiosity, learning more, using new structures, bored, less anxiety, no delay, early preparations
	7	Bored, early preparations, no delay
	8	Bored, less effort, giving up easily

Note. W. = Writing Task.

At the beginning of the term, the students do not like writing, and they are so unwilling that they face anxiety and low self-confidence. Besides, it is hard to start the writing lessons since the students are not prepared. The date of the writing is also constantly delayed. They do not trust their work and are quite anxious in the class. Fortunately, these problems start to disappear in the following weeks. In the fifth week, the delaying problem disappears. Even if the amount of effort for writing accurately is not in the desired amount, the students begin to force themselves

more. In addition, their anxiety level becomes more moderate, but the anxiety problem does not vanish. In the sixth writing task, they begin to wait for the teacher in prepared. They become more curious about writing. However, rather than activating their knowledge so as to handle the problems that they face in writing, they prefer asking the teacher, and when the teacher does not give scaffolding to them, they give their written works to the teacher directly. Also, some of them do not read their paragraphs from the beginning to the end after completing writing because they are bored with writing. This boredom continues at the end of the writing lessons throughout the semester.

Teacher's Workload. The job of the teacher during scaffolding application in the class is different in two different experimental groups. As for the experimental group 1, it is challenging and hard. On the contrary, the teacher is quite comfortable in the experimental group 2 through the process of applying scaffolding.

Table 50

Teacher's Workload in Experimental Group 1

Theme	W.T.	Codes
Teacher's Workload	*1*	Walking among tables, not tiring
	2	Determined, calm, less tiring
	3	Standing a lot, talking a lot, active mind, not foreseen mistakes, different scaffolding techniques, flexible, calm, abusing
	4	Tiring, questions at the same time, interruptions, challenge to control, flexible, mentally hard, physically hard
	5	So active, controlling environment, patient, flexible, physical power, controlling information sharing
	6	Controlling environment, so cheerful students, daily situations, directing attention, mostly standing, controlling information sharing
	7	Less tired, controllong environment, controlling information sharing, opportunity to sit
	8	Less active, opportunity to sit, mental readiness

Note. W. = Writing Task.

In the first application of scaffolding, the teacher mostly walks around the tables, and because the number of the students who ask for support is so low, the teacher is not tired at the end of the lesson. Nonetheless, this situation changes in

the following weeks because of some reasons. First of all, when the participants of scaffolding increase, the teacher has to stand more and sometimes cannot find even a single chance to sit during the writing process. Secondly, if the students cannot understand a given scaffolding, she should immediately reorganize the scaffolding type. Therefore, she should be flexible, mentally ready, and patient. In addition to these, after the students are used to take scaffolding and listen to each other's feedback, they may interrupt a talk and ask additional or irrelevant questions. This violates the existing topic and makes controlling the classroom environment hard. Another reason is that the students can be so helpful to their friends that the teacher should be careful about the way of information sharing. Lastly, as a result of the positive and calm environment in the class, the students sometimes try to talk about daily events. Hence, the teacher should direct their attention to their writing task again.

Luckily, these situations decrease in a great amount in the following weeks. Especially in the last two writing tasks, the teacher can sit and be less active in the class. Besides, when the students are familiar with scaffolding applications in the class, she can easily control not only the environment but also the students.

Table 51

Teacher's Workload in Experimental Group 2

Theme	**W.T.**	**Codes**
Teacher's Workload	*1*	Easy, only explanation, early preparation
	2	Active more, mostly talking, warning, determined, prepared
	3	Not hard, active in a limited time, warning, determined, prepared
	4	Not tiring, hard to direct attention, warning, prepared, encouraging, supportive
	5	Prepared, not tiring, warning, writing silently, encouraging
	6	Calm, encouraging, less warning
	7	Not tiring, early preparation, encouraging
	8	Good physically and mentally

Note. W. = Writing Task.

As it is illustrated in the table 51, because the teacher should make preparations early for task scaffolding, she should create an outline and write model

sentences for each writing step. Thanks to this early preparations, she has a plan beforehand. In addition, she talks a lot in the class due to the fact that the participation rate can be low. Nonetheless, in the following weeks, the students attend more as a result of the teacher's encouragement. Another burden for the teacher is irrelevant students. They use scaffolding stage as extra time, or they try to memorize the teacher's sentences to copy them to their writings. The teacher has to warn them and direct their attention to the lesson. It can be hard to control them in the class although these behaviors of the students disappear gradually. Besides, the teacher should be supportive and encouraging till the end of the semester owing to the fact that the participation rate is not high except the seventh and eighth weeks. Lastly, because the teacher is active only a limited time, and the silence in both pre-writing and while-writing stages is controlled by the students themselves as well as the teacher, the teacher's workload is neither hard not tiring. Thus, she is in a good condition mentally and physically all the time.

Chapter 5

Discussion, Conclusion, Implications, Suggestions

The last chapter of the study comprises of several parts. The discussion part aims at interpreting the data in order to answer the research questions of the research by taking into account the results that are gathered from various instruments in the form of both quantitative and qualitative research design. Besides, the results of the study are compared with the outcomes of previous studies in the research area. Another part is conclusion. All research questions are summarized briefly so as to emphasize the findings more. Finally, this chapter ends with implications and suggestions parts for further study.

Achievement

The first question intents to find out the connection between achievement and the use of scaffolding in the writing classes. To this end, all research groups attend 8 weeks of writing classes in which the experimental groups take scaffolding in different stages of writing process in contrast to the control group which follows only standard writing instructions. The results of the experiment are significant in terms of writing achievement.

In order to compare three groups, MANOVA test which includes ANOVA and Post Hoc tests, Paired Sample T-test and Independent Sample T-test are conducted. Moreover, descriptive statistics and student-based comparison results are also examined for detailed analysis. First of all, MANOVA technique is used in order to search for the differences between dependent variables and their relationships with the groups (Pallant, 2011). According Wilks' Lambda line in Groups sections, Sig. value ($p=0.00$) is lower than the margin of error ($\alpha=0.05$). Therefore, when the pre and post-test results of the groups are compared with each other, it seems that the results of the groups show crucial differences as a result of scaffolding application in the writing classes. In order to understand the results of which test is different among three groups, ANOVA test is used inside MANOVA analysis. According to the results, pre-test results of all groups are similar to each other since the value of Sig. ($p=0.941$) is greater than the error margin ($\alpha=0.025$) ($p>\alpha$). This shows that the difference between pre and post-test results appearing in the MANOVA test does not indicate pre-test results. Hence, the students start the

term with the same level of writing proficiency, and their abilities in writing are the same as each other. Contrary to pre-test, the significance value of post-test ($p=0.000$) is less than the margin of error ($\alpha=0.025$ / $p < \alpha$). This indicates that after scaffolding treatment, the amount of improvement or decrease in the marks is not similar for all participants. Thus, it can be stated that scaffolding influences the writing achievement of the learners. After ANOVA test, Post Hoc LSD analysis is run in order to see which group diverges itself from the others in terms of pre and post-test results. As for the pre-test, significance values of all paired comparisons are higher than the error mean. Consequently, the pre-test results of ANOVA can be proved. The students start the academic term with similar writing ability. In contrast to the pre-test, all significance values are smaller than the margin of error. Hence, when the post-tests are evaluated according to paired comparisons, the three groups in terms of writing skills are statistically different at a 95% confidence level after the scaffolding application. Hence, applying scaffolding in the class has an effect on writing achievement. Besides, using scaffolding at different times also influences the students' writing proficiency differently. As a result, it can be said that the time of scaffolding is a factor that is contributing to the writing achievement of the students in writing lessons.

As a result of MANOVA test including additional analysis called ANOVA and Post Hoc LSD tests, it is understood that three groups receive different results after scaffolding treatment, and the non-scaffolding situation for the control group also has a different outcome for the students. However, which group improves or downgrades itself is still in need of further investigation. So, Paired Sample T-test is run so as to compare pre-test results of every group with their own post-test scores separately. In view of these analyses, significance values of experimental groups 1 and 2 ($p_{1,2}=0,000$) are less than the error margin ($\alpha=0.05$). Hence, the pre-test and post-test results of the experimental group 1 and 2 separately differ from each other significantly at a 95% confidence level. Nevertheless, the same results cannot be achieved for the control group whose significance value ($p=0.873$) is greater than the error margin. This shows that as a result of standard instructions, the learners in the control group cannot improve their writing ability. Unlike the control group, the students in both experimental groups change their writing achievement scores.

Thus, it can be understood that scaffolding applications in the writing classes influence the students' writing scores (Vonna & Nukminaten & Laksmi, 2015).

As the sub-question of achievement and scaffolding relationship, this research intents to find out which time of scaffolding application can be more beneficial for writing achievement. To this end, test scores of the experimental groups are compared separately thanks to Independent Sample T-test. With regard to Sig. value of pre-test scores ($p=0.905 > \alpha=0.05$), the groups are in the same line and start the term with the same writing proficiency level. Nonetheless, after experiencing scaffolding in the class, their scores change from each other because Sig. value drops considerably and becomes 0.006 which is lower than the error margin ($\alpha=0.05$). This means that their degree of improvement changes from each other even if both groups take scaffolding for writing in the class. Consequently, the time of scaffolding application is an important factor for proficiency in writing.

Finally, these analyses are not enough to tell which group has weak decrease or increase. Therefore, descriptive statistics and student-based comparisons are made for deeper understanding. To begin with, unfortunately, any positive change cannot be seen in the control group ($m_{pre}=11.14 > m_{post}=10.64$). Besides, as for the post-test results, rather than increase, the control group experiences eight points decrease in the student based comparison table. Therefore, it can be said that the students' writing skills weaken at the end of the standard writing classes, and the students in the control group finish the term with a lower level of writing proficiency. On the contrary, the experimental groups increase their average writing scores after scaffolding instructions in the class. Thus, it can be claimed that scaffolding has a positive effect on writing achievement (Rezaee & Farahani & Mubarak, 2018). Furthermore, the increase in the average value of the experimental group 1 is higher ($m_{pre}=11.33 < m_{post}=16.94$) than the experimental group 2 ($m_{pre}=11.28 < m_{post}=14.39$). In addition to these, when the difference between pre and post-test results is compared for each student in both groups, it seems that the biggest rise is seen in experimental group 1 with 101 points. For the experimental group 2, this amount is just 62 which is 39 points lower than the experimental group 1. On account of this, giving scaffolding during the writing process became so beneficial for

students that writing achievement can be improved more during the while-writing stage.

All in all, according to the summary of statistical tests and analysis, it can be concluded at a 95% confidence that the students achieve success in terms of writing skills after experiencing scaffolding in the writing classes. Hence, like the previous studies conducted on the effectiveness of using scaffolding in the class (Baradan & Sarfarazi, 2011; Norris & Mokhrati & Reichard, 1998; Rezaee & Farahani & Mubarak, 2018; Liang, 2007; Mahnam & Nejadansari, 2012; Ahangari & Hejazi & Razmjou, 2014; Nguyen & Admiraal & Janssen & Rijlaarsam, 2018), it is proved that scaffolding appears as a tool to enhance writing achievement (Obeiah & Bataineh, 2015) owing to the fact that the students in the experimental groups achieve better results in post-writing test after scaffolding treatment (Vonna & Mukminaten & Laksmi, 2015) and through enhancing their performance as a result of scaffolding, the students in the experimental that scaffolding groups outperform their counterparts in the control group (Baradan & Sarfarazi, 2011).

In light of this information, it can be expressed instructions create a successful basis for the production of academic writing through several scaffolding techniques, necessary guidance, and support (Faraj, 2015). Rather than standard writing education, instructions shaped with the concept of scaffolding are more effective for the students' achievement and help improve the students' writing abilities (Vonna & Mukminaten & Laksmi, 2015) since scaffolding supports the students through the process of building a bridge between their foundational knowledge and the desired level of understanding in their ZPD. Therefore, the experimental groups can achieve a higher level of writing ability and also improve their knowledge in writing better than the control group. It can be said that they gain the ability to do writing effectively on their own in their future lives (Ahangari & Hejazi & Razmjou, 2014). As a result, according to the results taken by student based analysis, contrary to the control group, the students in the experimental groups can reach a higher category in the writing rubric prepared by Hacettepe University School of Foreign Languages. Thus, by taking support, they become better in grammar, organization, and use of word which are sub-skills in writing achievement

(Obeiah & Bataineh, 2015). So, their work becomes more proficient and meaningful (Durmaz, 2013).

The second part of the first question deals with the time of scaffolding application in the class. This part of the study is designed in order to investigate the effectiveness and the outcomes of scaffolding by comparing two experimental groups receiving scaffolding instruction in different stages of writing. Since this part of the study has not been investigated by other researchers, making comparisons with the early studies cannot be possible. Therefore, the results taken by statistical analyses and student-based comparison parts are evaluated in their own right.

In view of the findings and analyses, it has been proved that scaffolding is more beneficial in the while-writing stage for the writing achievement of the students in the writing classes. Even if both classes enhance their writing skills, the students in the experimental group 1 can reach the highest level in the writing rubric at the end of the study. Contrary to the experimental group 1, the experimental group 2 stays in a level which is one stage lower than the experimental group 1. Furthermore, the amount of increase is quite higher in the first group, and there is not a student who decreases his writing grade in the post-test. Therefore, the students in the first group improve their academic writing proficiency more than the second group, and receiving assistance and guidance during the writing process and in the time of need is more beneficial and effective than taking support in the pre-writing stage. As a consequence, it can be concluded that for better achievement results in writing, scaffolding should be given during the writing process to the students rather than the pre-writing stage.

Motivation

Another motive of the study is to investigate if scaffolding instruction influences the students' motivation towards writing or not. Furthermore, whether receiving scaffolding in the pre or while-writing stage may end up different outcomes with regard to the amount of motivation towards academic writing is the sub-research area of the study. The same groups and the same participants are used. The analysis types which are used for achievement are repeated for motivation as well. These are MANOVA including ANOVA and Post Hoc LSD test, Paired Sample T-test, and Independent Sample T-test. Besides, descriptive statistics and student-

based comparison results are also examined for detailed analysis. Lastly, the study reaches significant results related to the relationship between the use of scaffolding in the writing classes and writing motivation level.

First of all, according to the results taken by MANOVA test, pre and post-test scores of three groups are not similar since the significance value in Pillai's Trace is lower than the error margin ($p=0.00 < \alpha=0.05$). In order to understand which test has differences with regard to the motivation grades of the learners, additional ANOVA test results are analyzed. In view of the pre-test line in which significance value is bigger than the error margin ($p=0.998 > \alpha=0.05$), average scores of three groups in relation to the motivation test applied before scaffolding instruction do not indicate a significant difference. Hence, the writing motivation levels of the learners are similar to each other at the beginning of the study. On the contrary, the significance value drops to 0.00 level in the post-test. Due to the fact that this value is less than the error margin ($\alpha=0.05$), after the introduction of scaffolding, the post-test results of the groups differ from each other at a 95% confidence level. Therefore, it can be said that scaffolding has an impact on the students' academic writing motivation level. However, these results are not sufficient to see which groups differ from each other. Hence, another additional analysis called Post Hoc LSD test is run. According to the statistics, all significance values in paired comparison for the pre-test motivation section is higher than 0.05. This means that the groups start the term with equal motivation scores. Nonetheless, after taking scaffolding in the class, the pairs with control group change their motivation scores owing to the fact that their significance values become 0.000. Thus, it can be stated that scaffolding can change the motivation level towards academic writing. However, the same difference cannot be seen for the pair comparison statistics of experimental groups whose significance values are bigger than the error margin ($p=0.373 > \alpha=0.05$). Consequently, the time of scaffolding application may not have a crucial impact on changing motivation levels towards writing statistically.

Even if these analyses are good to see that pre and post-test results of the groups can change after scaffolding application in the writing classes, they do not give information about if there is a change between their own pre and post-test statistics throughout the term. Hence, Paired Sample T-test is used so as to observe

which groups experience a change with regard to academic writing motivation. According to the results, although significance values of the experimental groups are bigger than the error margin ($p_{experiment1,2}$=0.00 < α=0.05), the same results cannot be taken for the control group ($p_{control}$=0.188 > α=0.05). Therefore, the average scores of the experimental groups with respect to pre and post-tests change with the help of scaffolding in the writing classes. However, the students in the control group do not change their position towards their writing motivation levels at the end of the term. Hence, they finish the term with a similar level of academic writing motivation. Thus, it can be concluded that scaffolding instructions in the class affect the students' motivation and cause a change in its level.

As being one of the sub-questions, this study also tries to figure out whether motivation rates of the learners can be influenced in pre-writing and while-writing stages differently. To this end, Independent Sample T-test is conducted so as to compare two experimental groups. When the Sig. values of pre and post-test are considered, it can be said that unfortunately, the groups do not show statistically important differences from each other in terms of both pre-test and post-test statistics ($p_{pretestmot\_}$ & $p_{posttestmot\_}$=0.378 > α=0.05). Hence, the experimental groups are similar to each other, and the time of scaffolding does not affect the motivation level of the learners significantly.

Thanks to all tests that have mentioned so far, it can be seen that scaffolding has an effect on writing motivation although the experimental groups which expose to scaffolding in different periods of writing do not show crucial differences in statistical analyses related to motivation. Yet, descriptive statistics which are based on pre and post-test averages, and the student based comparison technique are also used to observe rises and decreases in the scores, and to reveal even little differences between groups. According to the information gathered from these sources, at the beginning of the semester, all students have the same average score in motivation which is 124 points. Unfortunately, the control group decreases this level according to its post-test results of the academic writing motivation questionnaire. The mean score regresses four points by losing 57 points. Besides, all students in the control group, except three of them, lose their motivation towards

writing. As a consequence, it can be said that standard writing classes cause a decrease in the students' levels of academic writing motivation.

On the contrary, after scaffolding treatment, the experimental groups increase their motivation levels in a great amount. Even if it does not seem like a difference statistically, these two groups differ from each other in view of mean scores and the amount of increase. To begin with, there are five points between the post-test mean scores of two experimental groups (m_{exp1}=153.67 > m_{exp2}=148.22). Moreover, in contrast to 534 points increase of the experimental group 1, the experimental group 2 can only experience 428 points rise. In addition to these, the amount of rising for experimental group 1 changes from 20 to 40 points generally. Nonetheless, this rise is from 10 to 20 for the experimental group 2, except for two students' increased amounts. Consequently, it can be said that in the post-test academic writing motivation questionnaire, the students in the experimental group 1 have better scores and increase their motivation more than the majority of the students in the experimental group 2.

To sum up, in light of the statistics and analysis, it is seen that using scaffolding techniques in the class causes positive changes in the learners' level of academic writing motivation. Unfortunately, although motivational scaffolding technique is used as a tool for "the acquisition of writing skills" (Hasan, 2018, p.43), there is not a study which approaches motivation as a single concept that can be shaped and affected by the scaffolding, in order to investigate the changes in writing motivation through observing three different groups. Therefore, this study can fill this missing part in the education area and show that scaffolding can also be considered in motivation-based studies. Even if other researches which aim at investigating the effectiveness of scaffolding on writing achievement, do not cover motivation deeply, their outcomes show that by enhancing the emotional state of the learners, scaffolding may also affect motivation and can be motivating for the learners (Salephour & Tamjid & Behnam, 2014; Yau, 2007; Durmaz, 2013). Likewise, this research indicates that when scaffolding is given to the learners either before or during the writing process, the students in the experimental groups reach a higher level of writing motivation by increasing their post-test writing motivation questionnaire results. In contrast to the experimental groups, the students in the

control group cannot even sustain their motivation degree until the end of the semester. They downgrade their scores and finish the term demotivated. One of the reasons for this situation can link to achievement. Thanks to scaffolding, the learners learn some techniques to organize their paragraphs (Mortazavi & Jafarigohar & Roohi, 2017), and understand how to write convenient and well-prepared texts on their own (Yau, 2007). Moreover, scaffolding helps the learners activate their knowledge and reach the answers on their own by gradually leading them to be autonomous (Faraj, 2015; Hanjani, 2019; Veerapean & Suan & Sulaiman, 2011). Therefore, rather than the direct answers of the teacher, because they believe that they come up with the solutions themselves with the support of an expert, they "feel pride about their work" (Price & Harkins, 2011, p.26). Consequently, as the statistics reveal, the learners can become more motivated towards both learning and writing in the class. Another source of motivation is the classroom environment. In standard writing classes, the learners are not allowed to speak. This situation may create fussiness and anxiety. However, when the results of student interviews and teacher journal are considered because scaffolding encourages the information sharing and active involvement of the learners (Dix, 2016), the learners feel themselves as a part of the class more (Obeiah & Bataineh, 2015) and perceive the classroom environment more cheerful, positive and friendly (Padmadewi & Artini, 2019). As a result of this enjoyable and relaxed environment (Ningrum, 2012), they become more motivated to come to the writing classes and finish their written work more properly.

As the second research area in the form of a sub-question, this study intends to find which writing stage can be more beneficial with regard to academic writing motivation. Unfortunately, the current study is the only one of its kind because it compares the time of scaffolding. Thus, this situation prevents making comparisons with previous studies, and hence, the results are interpreted by the researcher only.

According to the Independent Sample T-test analysis, an important difference between two experimental groups cannot be found. Hence, when the statistics of the experimental groups are considered, it can be understood that these groups do not differ from each other and the students upgrade their motivation levels in the same amount. However, thanks to additional analyses that are prepared by

examining the learners' pre and post-test results individually, it becomes clear that both mean scores and the total amount of increase are quite higher in the experimental group 1. Moreover, all students from the experimental group 1 increase their motivation levels more than the majority of the students in the experimental group 2. The only reason why SPSS cannot find a difference is two students whose motivation levels increase in a great amount. Nonetheless, when all students are considered, it becomes clear that the experimental group 1 has better results with regard to the number of increase, and have a more proper distribution of this increase among the learners. In addition to these, when the students' answers in the interview sessions are considered, it is also possible to realize that whereas the students in the experimental group 1 mention mostly about their emotional state and motivation, the speeches of the students in the other group are mostly targeted to achievement. Likewise, according to the teacher journal, the classroom atmosphere of the experimental group 1 is more supportive and friendly. On the contrary, because they are not motivated enough, the students in the experimental group 2 start to get bored in the class and they put less effort to construct well-written paragraphs. All in all, even if the experimental groups do not differ from each other significantly in terms of SPSS statistics, in view of extra analyses, teacher journal, and student interviews, it can be concluded that giving scaffolding in the while-writing stage is more beneficial and efficient in order to increase the learners' motivation level towards both writing and writing classes.

Student Interviews

The third aim of the study is to take the students' opinions towards scaffolding applications in the writing classes. Student interview method is not used widely for the investigation of scaffolding with regard to achievement, motivation and classroom environment even if there are some studies that interview with the students after taking scaffolding (Majid & Stapa & Keong, 2015; Pessoa & Mitchell & Miller, 2018) or during the process of taking scaffolding (Siu & Chu & Wong, 2012) is integrated into the scope of research. Besides, learners' opinions are also taken informally (Ningrum, 2012) in some other studies. Compared to these researches, this study finds itself a unique place because it gives an opportunity to compare the time of two different scaffolding applications in the eye of the learners. As a result

of this, whether the students like these applications and think that they are beneficial and efficient for them can be understood. To this end, semi-structured five open-ended questions are asked to the students and their answers are recorded. These recordings are analyzed and common codes are organized under the heading of several themes thanks to thematic analysis. Therefore, this part of the study belongs to a qualitative research design.

The students' opinions are majorly positive for both groups. Thus, the effects of different types of scaffolding have similar outcomes for the learners. To begin with, thanks to scaffolding applications in the class, all students in the experimental groups gain positive emotions and reach a higher level of motivation towards writing and writing classes. They state that they gain a sense of improvement after experiencing scaffolding because the scaffolding techniques aim at revealing the learners' foundational knowledge and give them an active part in the process of finding the answers to their questions rather than presenting the answers directly. Therefore, they start to "feel pride about their work" (Price & Harkins, 2011, p.26) and increase their self-confidence and morale (Nabors & Baker, 2017; Salephour & Tamjid & Behnam, 2014). Consequently, even when they face with a challenge, they have the tenacity to carry on and do not lose their curiosity and willingness towards both learning and writing because they have the encouragement of finishing their work thanks to their high motivation level and positive opinions (Yau, 2007). Hence, rather than seeing it as a burden, they love and enjoy the writing (Durmaz, 2013). As another outcome of self-confidence, the students do not fear or abstain from talking. Therefore, they become motivated in class.

Nonetheless, the students in the experimental group 1 mention the change of their emotions, how they feel in the class, and their motivations more than the other experimental group. They emphasize the effect of scaffolding on their motivation and feelings more. Hence, it can be claimed that even if both of the groups increase their enjoyment level with regard to writing as a result of scaffolding applications, the students who are given scaffolding during writing have more reasons to talk about them, and the issues related to emotions, motivation, and enjoyment come to their minds more than the other group. In the same way, the data from motivation questionnaire and teacher journal also proves this situation

because according to them, the students in the experimental group 1 not only put more effort on their studies as a result of their willingness, and intimate and cheerful environment in the class but also have lower affective filter rate and feel free in the class because they can participate more in the class.

Secondly, another important theme from the interview results is the time of scaffolding instructions. All students are happy with the time of scaffolding owing to different reasons although the learners from two different groups experience scaffolding in different stages of writing. Only one student from the experimental group 2 states that scaffolding should be given in the while-writing stage in addition to the pre-writing stage.

In view of the students in the experimental group 1, taking scaffolding in the while-writing stage is very beneficial for them. First of all, the majority of the students say that they cannot be sure about their possible problems before writing applications. Moreover, when the scaffolding is given in the while-writing stage, they can immediately get help from an expert in the class. Therefore, they can use their time more efficiently and focus on other problems in their writing without losing time. Besides, they feel more relaxed and easily continue writing. In addition, before starting to write, the students can be nervous and not be fully concentrated on writing. As a result, when the teacher tells something, they may not remember it during the writing process. Nonetheless, because the perceptions of the learners are clear, and they are targeted to learn during writing, they believe that they can remember a piece of information that they both recall and acquire, better in the future writing task. Also, the learners can hear scaffolding of others during while-writing stage. Hence, they have an opportunity to learn some information without realizing it as a result of unconscious learning. Thus, their learning becomes more permanent which is an important situation for being autonomous. Lastly, they can express themselves better and come up with ideas easily thanks to the assistance of an expert. Therefore, their writing activity becomes more enjoyable for them.

On the other hand, the students in the experimental group 2 have their own reasons to like pre-stage scaffolding applications. As it is mentioned in the teacher journal, the learners are very sensitive to sound. So, they cannot stand to hear sounds in both pre-writing and especially while-writing stages. To this end, they

state that the time of the scaffolding is very good for them because they are not distracted and can better focus on in the class without the factors coming from the outside. Moreover, they are alone during the writing process. Hence, writing becomes harder for them. Learners believe that this situation will make them more successful and creative. Besides, it may lead them to study more before coming to class. Unfortunately, while the experimental group 2 is more successful than the control group, the students cannot reach the experimental group 1 with regard to both achievement and motivation. I, as being both the researcher and the teacher, believe, the reason can be that they are easily distracted and lose their concentration while writing because they are not used to noise. Besides, they are so obsessed with creativity. Hence, since this situation limits the degree of collaboration and communication in the class, they cannot reach a higher place in their ZPD easily.

Thirdly, all learners agree that scaffolding applications create a collaborative environment and support the active involvement of the students (Hanjani, 2019). Hence, the students find the courage to talk in the class and the opportunity to interact with others (Dix, 2016; Durmaz, 2013). Moreover, they can exchange ideas with not only their teacher but also their friends through group interactions (Siu & Chu & Wong, 2012), and during the process of sharing, they stand in an active part rather than being a passive recipient (Durmaz, 2013). Therefore, they can enhance their minds by learning another point of view towards a topic and comparing them with their understanding (Obeiah & Bataineh, 2015). As a result, the learning environment can be more beneficial for them and they can learn better in the class.

In addition to these common points of the experimental groups, they also express the concept of interaction in different ways. Contrary to the experimental group 2, the students of the experimental group 1 mention about classroom atmosphere and how they feel while interacting with their teacher. According to them, thanks to teacher-student interplay, the learning environment becomes friendlier and more intimate. Thus, the relationship between teacher and student is also improved by scaffolding application because the learners release from their shyness and fear. Moreover, scaffolding appears as a riddle for the learners. Although it is hard to be used to it at the beginning, the learners start to enjoy this

process, and it creates a relaxed environment for the learners. Also, because the teacher only assists students rather than giving them direct answers, the learners start to believe their capabilities and gain self-confidence. So, as it is also emphasized in the teacher journal, the students have a willingness to participate in the class more after experiencing scaffolding instruction in the class. Likewise, the students' mutual interaction is affected positively by scaffolding. The learners take the role of an expert during information sharing. Hence, they learn something from each other and improve their language use together through social interaction (Majid & Stapa & Keong, 2015). Nonetheless, this situation cannot be seen in the experimental group 2, due to the fact that instead of enhancing each other, they only mention that they learn some ideas from each other. Therefore, it can be said that student interaction has no effect on their language development. As for the teacher-student interplay of the experimental group 2, the students have an opportunity to see their mistakes and the ways of presenting ideas thanks to observing the teacher's modeled sentences and feedbacks. However, even if both types of interplays are included in the learners' speech, the number of participants is quite low in the experimental group 2, and the students share their ideas with only their close friends. Perhaps, this can be the reason why the classroom atmosphere and the expert role of the students cannot find themselves a place in the interview results of the experimental group 2.

Lastly, all learners believe that scaffolding instructions are beneficial and help them improve their language abilities and proficiency (Yau, 2007; Rezaee & Farahani & Mubarak, 2018). They learn "how to organize their writing" (Faraj, 2015, p.139) by comprehending the qualities of steps and their use in a paragraph. Besides, scaffolding techniques also teach learners how to reach information and, make connections between their early knowledge and new knowledge. Therefore, they can form more proper sentences and organize their written work efficiently. Moreover, through interaction with their friends and teacher, the learners can find a chance to see their weaknesses and strengths related to their writing ability and knowledge (Faraj, 2015). As a result, they believe that they can perform better and get higher scores from their written work (Mulatsih, 2011; Majid & Stapa & Keong, 2015).

Nonetheless, the students in the experimental group 1 indicate that taking scaffolding in writing lessons also help them to improve their other language skills, grammar, and vocabulary choices. So, even if while-writing scaffolding instructions are designed to teach writing, they support the students in other areas as well. Furthermore, the learners are directed to think in English, and so, they can express themselves better properly while writing, and become creative. Also, they state that what they learn during the class becomes more permanent, and they do not have to spend so much time owing to the fact that scaffolding supports them to direct their minds to the solutions. In contrast to the experimental group 1, the students from the experimental group 2 can only learn new conjugations and how to write as well as make fewer mistakes while writing. Although they also believe that they are influenced with regard to language development, their opinions do not reflect as varied angles and qualities of scaffolding as the sayings of the experimental group 1.

Teacher Journal

On one hand, the outcomes of the teacher journal are in line with student interview results. On the other hand, it represents new perspectives related to both the reasons for the students' opinions and classroom atmosphere in different procedures of scaffolding applications. The concept of investigating two different scaffolding application in different stages of writing for the classroom environment via teacher journal has not been investigated in detail even though some studies include the use of teacher field notes (Hasan, 2018; Syarifah & Gunawan, 2015; Ningrum, 2012; Padmadewi & Artini, 2019). Therefore, this study may present good opportunities for the education area due to the fact that these notes can be taken as a guide for the teachers who want to use scaffolding techniques in their writing lessons.

In view of the teacher journal, the groups have some similar aspects with regard to their enjoyment in the class. First of all, as it is mentioned in the student interviews, scaffolding applications create a colorful environment in the class because by giving up from the standard teaching processes, monotonous instructions are left behind. Thus, the students' emotional states change positively. Similarly, in contrast to the first writing lessons, the students' attitudes become more

positive gradually. Therefore, the use of scaffolding helps to create a positive environment in the class. As the outcome of this environment, the frustration level of the students can be minimized (Yau, 2007). In the beginning, the writing is an object of fear for the students. When they come to the writing classes, they feel uncomfortable and nervous. Due to their reluctance, they try to avoid writing and feel shy about making mistakes. Nevertheless, by creating a sense of community which is appeared because the learners interact with and support each other, scaffolding makes the class environment relaxed (Ningrum, 2012) and bring movement to the class. Thus, rather than being under pressure, the learners deal with a writing task with a calm attitude and by enjoying the hardship. These situations influence the classroom atmosphere as well. It becomes friendlier and convenient to both lower writing anxiety and improve writing proficiency (Salephour & Tamjid & Behnam, 2014; Price & Harkins, 2011) with the diminished rate of affective filter. In this positive environment, the role of achievement and motivation cannot be underestimated. By developing their writing proficiency which is proved in the previous sections with the use of SPSS statistics, scaffolding help students gain “a can do” approach towards writing (Yau, 2007, p.37). Moreover, the learners become motivated in the writing lessons and increase their self-confidence. Thus, they start to enjoy more while handling a writing task in the class, and this enjoyment makes the classroom atmosphere friendly and positive.

Even if both experimental groups have some common qualities in relation to the factors that are explained, they also have some differences from each other. To begin with, the negativity of the learners in the experimental group 1 vanish in the fourth week. The reason is based on the rise of the students’ achievement level. Thanks to scaffolding, they realize that they are capable of writing because they find a chance to activate their existing knowledge (Salephour & Tamjid & Behnam, 2014). Moreover, after the fifth week, the motivation and the comfort level of the learners also increase. Therefore, rather than being nervous and reluctant in the class, their emotions become more positive and supportive. On the other side, the students in the experimental group 2 regulate themselves emotionally in a positive way, as well. Nonetheless, in the fourth week and above, they start to get bored with writing at the end of the while-writing stage. This situation affects not only their grades because they do not even read their works before submitting, but also the

classroom environment due to the fact that they disturb the other students in the class. Although they are curious and enjoy writing as they suggest in their interviews, they do not want to put lots of effort into their writings because they believe that they cannot find the answers to their questions themselves. Unlike this group, these behaviors are never observed in the first group. They always have faith in themselves and their abilities in writing. As a result, they are more optimistic and emotionally powerful against the problems that can occur during writing in the class.

As the other important elements of the classroom environment, the role of cooperation and collaboration in this atmosphere affects not only the interplay between the teacher and the students but also the participation rate during writing lessons. Although this interactive environment can be seen in both experimental groups which follow different scaffolding instructions, they have some differences from each other as well.

As for the similarities, the positive emotional state among students after the scaffolding application, creates a friendly atmosphere in the class. This strengthens the voice and active involvement of the students (Dix, 2016; Hanjani, 2019) because the students have a chance to express their thoughts to the others (Obeiah & Bataineh, 2015). As a result of placing the learners into the core of learning environment through interaction, they also gain necessary social skills due to the fact that they need to communicate with both their teacher and friends so as to acquire knowledge and give information to each other (Durmaz, 2013). Therefore, with the help of mutual trust which occurs as the outcome of a better social environment, the learners' anxiety can be lowered, and they do not perceive classroom interaction as a subject of fear. It is possible to see this stress-free environment (Padmadevi & Artini, 2019) in both groups because after experiencing scaffolding, they give up apologizing and being hesitant. In addition to these, when the changes in participation rates through a semester are considered, thanks to the interplay in the class, the learners learn how to be independent in their future lives as a consequence of the teaching atmosphere that moves from monotonous to active learning by creating working sprit in the class. By taking both symmetrical scaffolding which represents the collaboration between students, and asymmetrical scaffolding which means the teacher and student cooperation (Gonulal & Loewen,

2018), the learners can find a chance to learn how to use self-scaffolding technique. Hence, they gain the self-revision ability and being confident about their knowledge and language skills (Hanjani, 2019) at the end of learning from the others and by melting the knowledge coming from the outside in the same pot which their foundational knowledge lays.

In contrast to these similar impacts of scaffolding on the interplay, the experimental groups have also some unique qualities. First of all, as for the experimental group 1, the collaborative environment also causes some problems. In the fourth week, the students start to interrupt each other's scaffolding by exaggerating their roles. This situation sometimes causes communication break downs. Moreover, some of the students also abuse the interplay between teacher and student so as to talk about daily events. Even if these behaviors do not last long, it is hard to control the classroom environment and the flow of talks for the teacher. Fortunately, by learning how to scaffold and respect each other, the learners do not behave in that way from the beginning of the sixth week. Besides, they figure out that listening to the other students' scaffolding instructions can be beneficial for them since they gain the ability to evaluate their own written work. As a result, especially after the fifth week, they start to have fun in the writing classes by taking responsibility for different roles and their own learning. Besides, according to their participation rate which reaches its peak in the fourth and fifth weeks and starts to decrease in the following weeks, the learners can gain the ability to be autonomous and control their works by activating their knowledge better (Hanjani, 2019). Lastly, the behavior of being ashamed of making mistakes disappear in the third week for the experimental group 1. Nonetheless, the release of this behavior lasts until the end of the fifth week for the experimental group 2. The students in the experimental group 2 are scare of making mistakes in front of the class more than the students in the experimental group 1. Unfortunately, this situation limits the participation rate of scaffolding. Hence, it shows that a relaxed and stress-free environment can be created earlier and easier with the help of scaffolding in the while-writing stage. Furthermore, the cooperation among students is weaker in the experimental group 2 because rather than sharing their ideas with the class, they mostly prefer giving scaffolding only to the students that they have a close relationship. Another problem is about the behaviors of some students. They try to

sit near successful students and make them complete their works rather than writing a paragraph on their own. This situation continues until the seventh week. It means that the learners do not trust their abilities and do not have willingness to face hardship. They prefer spoon-feeding. Moreover, they are so sensitive to sound in the class. Therefore, they cannot stand a simple joke or laughs in the classroom through both scaffolding and writing processes. It may also be a factor related to the weak interaction and cooperation among the students. Finally, the experimental group 2 receives the intended outcomes of scaffolding in the last two weeks. On the contrary, the students in the experimental group 1 better adapt the writing classes with scaffolding instructions.

In addition to the previous factors in the classroom environment, the students' reactions towards both scaffolding instructions and writing itself also shape the classroom environment because their actions are more or less influenced by these reactions. Firstly, at the beginning of the term, the learners cannot comprehend the logic behind scaffolding applications which aim at promoting active involvement by leaving traditional authority based classes. Hence, sometimes the students in the experimental group 1 expect answers directly rather than using their early knowledge. The ones in the experimental group 2 try to copy the teacher's sentences or use the pre-writing stage as extra time. So, the participation rate of the learners becomes low. However, after realizing that they find a chance to release themselves from the question marks and the limits in their minds towards writing with the help of the assistance in the form of scaffolding instructions (Obeiah & Bataineh, 2015), they start to get used to it and support its use in the writing classes. Another reason for favoring scaffolding is about achievement that is proved to improve after scaffolding. Thanks to scaffolding, the learners find more opportunities to learn, understand ways of reaching information, and using this knowledge (Faraj, 2015). Consequently, they can place new information into their existing levels (Yau, 2007) and achieve a higher level of writing proficiency. This academic achievement influences the learners' motivation positively as well. Thus, the classroom environment becomes more cheerful and relaxed towards writing. As a consequence, it can be said that the students who feel themselves comfortable make the classroom atmosphere more colorful.

In contrast to these common reactions towards scaffolding, the experimental groups have some differences from each other. When the experimental group 1 is examined, it can be said that the students can better adapt to scaffolding even if it is hard to activate their early knowledge and making connections in the first three weeks. Nonetheless, they tend to abuse scaffolding in the class. Therefore, the teacher should be patient to these students and protect the class environment. Luckily, in the following weeks, the learners are used to receiving scaffolding and acting properly according to it. In addition to these, they make an effort to find the answers or guess them. Besides, since they can find the answers on their own, they start to trust themselves more in the class. On the other hand, the experimental group 2 react to their scaffolding instructions differently. Until the end of the fifth week, the learners react scaffolding as extra thinking time, or they think that modeled sentences can be copied. Even if the students leave this behavior in the sixth week, they start to be afraid of being copied by the other students. Unfortunately, this situation causes a lack of participation because the learners choose to keep their ideas to themselves. Therefore, they cannot react to the scaffolding as they should in the writing lessons, except for the last one. Furthermore, they perceive task scaffolding as a lecture, and they mostly prefer listening rather than taking an active part. Sometimes the teacher has to ask some questions to some students in order to check their understanding or start the collaboration in the class. That is the reason why the classroom environment of the experimental group 1 is more cheerful and supportive than the experimental group 2. Nonetheless, the learners' response to scaffolding is better in the last two weeks. They mostly tell the answers and assist each other while they are talking.

In addition to the reactions towards scaffolding, their attitudes related to writing also a contributing factor for the classroom environment. At the beginning of the writing classes, the learners have negative attitudes towards writing. They do not want to write and attend the lessons. Therefore, they constantly ask for delays as well as permission to use a dictionary or translate programs. Therefore, they see the classroom environment as the source of fear and anxiety due to the negative opinions towards their writing capabilities. Nonetheless, it becomes possible to see the positive influence of scaffolding in the following weeks, and this situation changes the atmosphere of the class. First of all, scaffolding turns the standard

teaching environment into a collaborative environment that the learners compensate their problematic areas with the help of the comments from both their teachers and their peers (Hanjani, 2019). Thanks to this environment, they can reach a higher level in their ZPD and enlarge their knowledge by creating new schemas in their minds (Veerappan & Suan & Sulaiman, 2011). As a result of this, the learners start to become more successful in their writings, and after they realize that they can take higher grades from their written works, the negative reactions towards writing and its damage to the learning atmosphere disappear. Besides, rather than giving the answers directly, scaffolding instruction requires the learners' activation of memory and early information as well as imagination during the process of achieving knowledge and, becoming self-regulated and autonomous learners (Ahangari & Hejazi & Razmjou, 2014; Padmadewi & Artini, 2019). Consequently, the learners believe that they are capable of expressing themselves in written, and they have the necessary knowledge in their minds. This situation helps the learners increase their self-confidence and morale (Salephour & Tamjid & Behnam, 2014; Nabors & Baker, 2017). Therefore, the learners start to like writing and prepare themselves before writing classes by taking a piece of paper and a pencil. Moreover, they increase their positive attitudes and free themselves from their fears towards writing. As a result, by lowering their affective filter rate, writing classes become a more comfortable and relaxed environment for the learners.

Even if both groups do not require delaying the date of writing after some time and tend to use new structures in their learning as the outcome of self-confidence and mental readiness, they also have some differences from each other. When the teacher's notes are examined, it is possible to see that the students in the experimental group 1 make an effort to complete their writings properly and write as well as they can. Besides, they continue these behaviors until the end of the writing session. However, some of the students in the experimental group 2 cannot act in that way. From the beginning of the fourth week, they start to get bored with writing. They came near the teacher to ask for assistance when they need. Nevertheless, when the teacher says that she cannot help them during the process of writing, instead of making effort to deal with it on their own, they tend to give up easily and submit their writings without even reading from the beginning. Whenever the teacher asks them why they are not trying to find an answer on their own or to read their

work from the beginning before giving it, they tell that they get bored with writing and there is no way to find the answers on their own. Further, they prefer using the rest of the writing time by talking to each other about daily events. Hence, even though the classroom environment of both groups become friendlier as a result of positive reactions to writing, the experimental group 1 has a more competitive environment towards writing in the class.

Finally, not only the condition of the students or their interactions and reactions but also the work of the teacher also influences the classroom environment because the teacher controls and regulates the learning environment. Besides, although the teacher's workload has never been included in any studies before, the teacher appears as a contributing factor in the process of protecting the learning environment and making necessary regulations so as to create a better classroom environment for the learners. When the scaffolding applications in different writing stages are considered, the job and actions of the teacher differ in two experimental groups. As the common points, the teacher should be determined in the class because some of the students may try to show negative reactions. Therefore, the patience of the teacher is important for the classroom environment. On the other hand, the groups have more dissimilarities than similarities.

As for the experimental group 1, the learners may constantly ask for assistance, and answering to their unpredictable questions may require support in different shapes. Hence, the teacher should be flexible and have great knowledge of language. Furthermore, the students can abuse scaffolding and use it as a chance to talk about daily events. Thus, she should protect the discipline in the class. Moreover, the teacher should check the flow of information in the class to protect the nature of scaffolding during information sharing. As a result, the teacher can be tired both mentally and physically in the class. In order to make undesired behaviors disappear, to place desired acts, and to sustain the positive atmosphere, the teacher should afford more in the class. On the other side, the teacher faces with different acts in the experimental group 2. The learners' participation level to scaffolding is quite low because they hesitate to contribute to the class. Besides, rather than trying hard to produce efficiently written works, the learners get bored easily and harm the classroom atmosphere. Therefore, the teacher should

encourage students most of the time. In addition to these, before every writing class, the teacher should write an example paragraph that requires early preparations, time, and energy. However, unlike the experimental group 1, it is quite easy to both control and direct the classroom environment for the teacher. Hence, she can be more comfortable in class.

Even if the workload of the teacher in the first group is more in the class, the active and supportive nature of the teacher influences the students and leads them to interact more, create better relationships with the class members, and enjoy the writing process more. Also, as the learners mention in the interview sessions because their perceptions are more powerful during the writing process, they can remember what they learn in the future better. Besides, when the motivation and achievement results are considered, it is clear that the students in the experimental group 1 reach better scores after scaffolding treatment. Consequently, these factors steer the conclusion that using scaffolding instructions in the while-writing stage appears as a more beneficial tool for the learners and increase the teacher's satisfaction with regard to success, motivation, and classroom environment, although the efficiency of pre-stage scaffolding application on the students and classroom atmosphere cannot be neglected. However, when the burden of while-writing scaffolding application is considered throughout the semester, it is hard for the teacher to use it due to the fact that there can be so much noise in the class, and she should always be cautious, flexible, and ready both mentally and physically.

Conclusion

This part gives a summary of the main points that are explained in detail previously. Expressing themselves can be quite challenging for learners because writing requires higher-order skills in addition to knowledge of grammar and vocabulary. Besides, although the learners have been educated in academic writing for many years, they may not improve themselves in line with the goals of writing English properly. In addition to this, unfortunately, traditional methods that neglect needs, emotional state, and attitudes of learners are favored in the learning curriculum. Therefore, learners can lose their motivation and become anxious as a result of this challenging activity and non-student based teaching methods.

By taking into account the given problems, this research is conducted at Hacettepe University School of Foreign Languages in order to study the impact of scaffolding on writing achievement, writing motivation, and classroom environment as well as the learners' opinions towards the use of scaffolding for writing class. The study lasts 10 weeks, and 50 students attend the study. During this process, necessary data is collected in mixed type which includes both qualitative and quantitative data collection methods. Pre and post-test paragraph writing, and Academic Writing Motivation Questionnaire provide the data as quantitative data collection tools. On the other hand, student interviews and teacher journal are qualitative data collection tools. The results of all analyses are explained in the same order of the research questions by answering each of them briefly.

1. Many types of analysis are used in order to find the relationship between scaffolding and writing achievement. With regard to the mean scores and significance values in the results, two experimental groups outperform the results of the control group in every analysis. As a conclusion, the students in the experimental groups become more successful than the ones in the control group. Thus, it can be said that in order to reach higher grades, better proficiency level, and gain writing skills, scaffolding instructions are very beneficial tools. Thus, the teachers should integrate scaffolding into the teaching/learning curriculum to support their students' development in academic writing and assist them through the process of reaching a higher level in their ZPD.

a. In addition, although each of the different scaffolding applications is proved to be important for the enhancement of language abilities, extra tests are run so as to see in which stage of applying scaffolding can be more useful in relation to academic writing achievement. When the results from both SPSS analyses, descriptive statistics, and student-based comparison tables are considered, it becomes clear that when the scaffolding techniques are used during the writing process, the learners can learn more information and reach a higher level in their language development. Therefore, it can be said that scaffolding should be given to the learners while they are completing their

written works in order to get more benefits from both scaffolding and a writing task.

2. As another scope of the study, the academic writing motivation level of the learners are considered to investigate if scaffolding may have a power on making changes in motivation. The same analysis types for achievement are used to study motivation as well. In view of the statistics, contrary to standard or traditional teaching of writing, scaffolding integrated teaching method has a positive effect on the learners' motivation towards writing because after taking scaffolding, the students in the experimental groups increase their motivation scores in a considerable amount although the students in the control group decrease their level of motivation. They become demotivated and lose their interest in writing and writing classes. Hence, in order to motivate learners more in the class towards writing, scaffolding should be integrated into the teaching/learning curriculum of writing classes for the benefit of the learners.

a. Further analyses are made in order to find the most effective stage of writing to increase the motivation level of the learners. Unfortunately, a significant difference between two experimental groups which take scaffolding in different writing stages, cannot be achieved by considering SPSS statistics. Nonetheless, the number of decreases and increases in the students' grades and the descriptive statistics are taken into consideration. Consequently, it becomes apparent that all students in the experimental group 1 increase their motivation levels more than the majority of the learners in the experimental group 2. Besides, contrary to the experimental group 1, in the experimental group 2, some students lower their post-test motivation scores. To sum up, it is found that applying scaffolding through while-writing stage can help learners increase the learners' level of motivation more than pre-writing stage scaffolding instructions.

3. In addition to achievement and motivation, the current study also examines the learners' perspectives towards the use of scaffolding in writing classes. In view of the outcomes, scaffolding applications in the writing stages are favored by all students. Every student makes positive comments related

to the time of scaffolding and states their happiness towards its benefits for them. Furthermore, students from both groups believe that scaffolding appears as an efficient and important tool for writing classes. It creates a stress-free and intimate environment that the fear of the learners towards writing can vanish from the learning environment. Thus, the affective filter of the learners can be regulated positively. Besides, scaffolding instructions encourage and improve cooperation and communication with not only the teacher but also other members of the class. This situation leads the learners to gain social skills by creating a friendlier environment. In addition, scaffolding influences the learners' language skills positively due to the fact that they enlarge their knowledge and improve their other skills in addition to writing. As a result of these, the learners become more motivated and willing in writing classes. They perform their written work with ease and love. Nonetheless, it is worth mentioning that the students in the experimental group 1 emphasize the change in their emotional state and motivation more than the other group. Moreover, although both groups interact with their friends, the students in the experimental group 1 explain this interaction as mutual and with the changing roles of expert and novices. Unfortunately, the students in the other experimental group define peer interaction just to learn other ideas without taking an active role in the language development of the other students.

4. The effect of scaffolding on the classroom environment is found by considering the teacher's observation notes. Teacher journal shows that the classroom becomes friendlier and stress-free. Also, not only the interaction but also cooperation among the students increase in both experimental groups. Moreover, the learners' reactions towards writing become more positive as a result of low affective filter rate. However, the classroom environment differs with regard to two different scaffolding applications as well. During the writing process, the students in the experimental group 2 get bored easily and put less effort to complete their writing tasks properly. These situation influences the class environment negatively because the bored students start talking to others and make noise. Moreover, participation rate and collaboration are quite low in this group compared to the experimental

group 1. Nonetheless, the teacher's workload is relatively less except for making early preparations and spending time and energy through writing an example paragraph every week before the writing classes. On the other hand, even if the classroom environment is more supportive, relaxed and motivated in experimental group 1 than experimental group 2, some of the students from the experimental group 1 also try to abuse scaffolding instructions and use it a chance to talk about daily events. Therefore, the teacher should detect these students and control the classroom environment until the end of the writing process. Furthermore, using scaffolding during the writing process is challenging for the teacher because she is the controller of information sharing, and active both mentally and physically all the time. But, when not only achievement and motivation results but also the learning environment and the learners in this environment are considered, it can be said that using scaffolding in the while-writing stage affects the classroom environment better by making it more enjoyable, more collaborative, and more intimate.

All in all, scaffolding application is a successful tool in order to increase the students' motivation and achievement levels towards writing. However, in order to reach better and more remarkable effects for enhancing the students' writing skills and motivation level, the while-writing stage can be recommended by considering analyses results. Also, all learners from both groups give importance to scaffolding techniques in the writing classes, but the experimental group 1 shapes their comments more around not only emotions, motivation, and classroom environment but also mutual improvement and the role of the student as an expert. Lastly, when the teacher journal is considered, even though collaboration, cooperation, and colorful environment can be achieved in the experimental group 1 more than the experimental group 2, it is quite hard to control classroom atmosphere of the experimental group 1 because the teacher's workload can be very challenging and tiring in the writing classes.

Implications

The core of the study reflects the use of scaffolding in different periods of the writing process. It reveals the positive relationship between not only scaffolding implication and writing achievement but also the motivation level of the learners

towards writing and writing classes after scaffolding application. Furthermore, the learners' own opinions and the teacher's field notes with regard to scaffolding in the writing classes are uncovered. The outcomes of two different scaffolding types that are given in different stages of writing are also investigated by comparing them with each other. To this end, this research serves as a fruitful source of information for the benefit of teachers and teaching curriculum so as to make adaptations in the teaching and learning system for the sake of students.

Writing is a productive skill that requires higher-order mental activities and the degree of proficiency in the target language. Besides, considering the unity and the organization of a written work by placing correct verbs and grammar can be challenging for the learners. Consequently, they can perceive themselves as inadequate and unsuccessful in writing classes. Thankfully, this situation can be prevented with the integration of scaffolding to the teaching curriculum because the current study proves that the application of scaffolding in the writing classes has remarkable effects that the students' burden on writing performance can be replaced and the proficiency level of the learners can be increased to a significant degree. Moreover, according to the learners' own words, they improve not only their writing abilities but also their grammar and vocabulary knowledge, and reading skills. Thus, instead of sticking to standardized teaching, the teachers can take advantage of giving scaffolding for the academic achievement of their students. In addition, this study shows that thanks to one feature of scaffolding which is transferring the responsibility of the expert to the novice gradually, the learners gain the ability to evaluate themselves and find solutions to their problems by being both expert and novice at the same time. Furthermore, the study has revealed that scaffolding also teaches the learners how to activate their foundational knowledge and use it in different situations. Thus, the students can gain a role in their own learning journey and rather than simply receiving input, they can be the source of input. As a consequence, if the teachers and curriculum planners create writing lessons by considering this feature, the learners can be self-sufficient and independent learners in the future because they will have the ability to detect their mistakes and deal with them on their own after experiencing scaffolding in the class. Lastly, in traditional learning, the learners have the feeling of being alone during the process of facing hardships related to a task. However, when teachers use scaffolding, the students

can understand the meaning of being united and working as one instead of individual. This helps them in the future because they understand teamwork and supporting every member in a community to achieve better results.

Another problem that the students may face during writing is that they may feel demotivated and unwilling owing to the fact that expressing themselves can be hard for them. Besides, the class itself can be a reason for tension. However, this situation can be changed thanks to several benefits of scaffolding when it is integrated into the class curriculum. Firstly, it creates a social and collaborative learning environment for students. Students can get support from both their peers and their teachers. As a consequence of this interactive environment, students become active participants in the class. They collaborate and discuss by taking an active place in learning. They can generate better relationships with their friends as well as their teacher who represents the authority figure in the class. Thus, classroom environment can be more entertaining and friendlier, and students can enhance their knowledge in English by integrating both their teachers and their peers through scaffolding techniques that are presented in this study. Moreover, scaffolding integrated classes create a safe environment which allows mistakes. Therefore, the students can see that making mistakes is not a bad thing but a part of the learning process, and they start to feel less tension and stress. In contrast, they can learn by enjoying and do not afraid of making mistakes. They can be encouraging and humanistic towards both their friends and mistakes. As a result, their motivation can be triggered, and a higher motivation level leads the way of higher grades, positive emotional state, willingness towards writing, and a brighter classroom environment. They have faith in their abilities and thus, they want to write more. By writing more, they become more successful, and being successful makes them more confident and motivated towards writing.

In addition to the benefits of scaffolding to writing and motivation, the field notes of the teacher are analyzed in order to investigate the classroom environment of the experimental groups during scaffolding applications. The result of these analyses introduces how the use of two scaffolding techniques in distinctive stages of writing works in the class. Hence, if lecturers are determined to give scaffolding, but they do not know probable pons and cones of scaffolding to the classroom

atmosphere, they can take the findings of this research as a guide book and learn how they can assist their students in their classes in order to help them form clearer and more organized texts. Besides, the study also reveals the importance of diagnosis which scaffolding integrated lessons require at the beginning of a term. In this process, teachers find the level of their learners, their needs and attitudes towards a lesson. This information provides rich data about the learners and helps teachers detect which type of scaffolding instruction can be more beneficial and applicable to their class. As a result, the lesson can be more student-centered and target-oriented. Furthermore, students' opinions are also presented in the study. They can also be important for future teaching experiences because the educators can consider these positive and negative remarks towards scaffolding and shape their lesson plans while integrating scaffolding to the writing classes.

Finally, since this study is a pioneer in reflecting the influence of scaffolding in different writing stages, the instructors may have a chance to see their effects in relation to achievement, motivation, and classroom environment comparatively in the study. They can place scaffolding in their curriculums by considering these different and similar qualities of two different scaffolding applications. They can also use a mixed method of scaffolding application according to their syllabuses and students' needs to make the learning atmosphere more efficient. As a result, they can be more prepared and confident in the class, and generate some ideas in order to deal with possible outcomes during writing with scaffolding in the future.

Suggestions for Further Research

In the last section of the study, recommendations for future researches will be presented thanks to various angles and opportunities that this research presents for future studies.

First of all, the study reaches significant data related to the achievement and scaffolding relationship in the writing classes. However, this research only covers university students whose ages differ from 19 to 25. In order to generalize the findings related to the effect of scaffolding, it can be applied in varied targeted levels such as primary, secondary, and high schools. The outcomes at different levels can be compared with each other to observe the effect of scaffolding for writing classes in detail. Secondly, in the research area, there is not a study that is targeted to

investigate and compare the application of scaffolding in different processes of writing under the same study so as to detect which time can be more beneficial for students to give scaffolding with regard to not only achievement but also motivation. Thus, the same idea can be used to conduct a study with different kinds of scaffolding techniques and age groups.

Thirdly, the possible future studies can focus on different language skills because of the fact that this study only aims at addressing writing ability. Thus, it may be possible to learn whether scaffolding can yield the same results with the current study, and the time of scaffolding might affect the achievement or motivation results differently for the other language skills. In addition to these, only the motivation level is considered in the study. Nonetheless, the scaffolding may have an impact on the other emotional states of the learners. Hence, these effects can be taken as the subject matter in the future studies. Lastly, the observation notes of the teacher are taken in order to examine the relationship between scaffolding and classroom interaction. For more detailed further research, each lesson in which scaffolding is applied can be video recorded. As a result, other angles of scaffolding in the class can be observed and taken as a basis for future researches.

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oom+management+edit%C3%B6r:+w.+george+scarlett&hl=tr&sa=X&ved=0ahUKEwiy0M_bz5fpAhXSs4sKHSqIBCUQ6AEIKzAA#v=onepage&q=the%20sage%20encyclopedia%20of%20classroom%20management%20edit%C3%B6r%3A%20w.%20george%20scarlett&f=false

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Appendix

APPENDIX-A: Consent Forms

Gönüllü Katılım Formu

(Deney Grubu)

Değerli katılımcı,

Çalışmama ilgi gösterdiğiniz ve zaman ayırdığınız için teşekkür ederim. Bu form, araştırma projesinin amaçlarını anlatmayı ve projeye katılmanız durumunda ne gibi uygulamalar yapılacağını açıklamak amacıyla oluşturulmuştur.

Araştırma için Hacettepe Üniversitesi Etik Komisyonundan gerekli izinler alınmıştır. Bu çalışma "Yazma Başarısı İçin Destekleme Üzerine Deneysel Bir Çalışma ve Bunun Yazma Motivasyonu Üzerindeki Etkisi" başlıklı yüksek lisans tezinin bir parçası olarak Dr. Öğr. Üyesi İsmail Fırat Altay danışmanlığında yürütülmektedir. Çalışmada sınıf içinde Destekleme Uygulamalarının kullanımının öğrencilerin yazma becerilerine ve yazma motivasyonları üzerine etkilerini incelemeyi hedeflemektedir.

Araştırmaya gönüllü katılım esastır. Sizden gözlem, anket, röportaj, ses kaydı ve yazdığınız paragraflar yoluyla veri toplanacaktır. Buradan elde edilen veriler tamamen gizli tutulacak ve 3. Kişilerle paylaşılmayacaktır. Bu veriler yalnızca araştırmacı tarafından incelenecektir. Katılım durumunda, size yapılacak uygulamalarda herhangi bir yanlış veya doğru cevap bulunmamaktadır ve katılım durumunuz not verme amacı taşımamaktadır. Bu durumda sizden elde edilecek veriler akademik olarak sizi etkilemeyecektir, ders geçme, sınav vb notlarınıza olumlu veya olumsuz olarak etki etmeyecektir. Bu nedenle, vereceğiniz içten ve samimi cevaplarınız hem çalışmanın doğru sonuçlar verebilmesi hem de amacına ulaşabilmesi açısından oldukça önem arz etmektedir. Elde edilecek bilgiler bilimsel yayınlarda kullanılacak ancak kişilerin kimliği gizli tutulacaktır. Kişinin isteği doğrultusunda bu veriler silinebilecek ya da kişiye teslim edilebilecektir. Eğer araştırmada kişilerin isimlerinin kullanılması gerekirse gerçek adlar yerine takma isimler kullanılacaktır. Tüm oturumlar araştırmacının kontrolünde gerçekleştirilecektir. Katılım sırasında herhangi bir nedenden ötürü kendinizi kötü hissetmeniz durumunda araştırmadan istediğiniz zaman ayrılmakta serbestsiniz. Bu durumda araştırmacıyı bilgilendirmeniz yeterli olacaktır ve sizden toplanan veriler hiçbir amaçla araştırmada kullanılmayacaktır.

Bu bilgileri okuyup araştırmaya katılmanızı ve size verdiğim güvenceye dayanarak aşağıda verilen formu imzalamanızı istemekteyim. Araştırma ile ilgili soru sormak istediğiniz bir durum oluştuğunda benimle her zaman iletişime geçebilirsiniz. Bununla birlikte, araştırma sonucu hakkında bilgi almak için aşağıda belirttiğim iletişim adresinden bana ulaşabilirsiniz. Teşekkür ederim.

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Gönüllü Katılım Formu

(Kontrol Grubu)

Değerli katılımcı,

Çalışmama ilgi gösterdiğiniz ve zaman ayırdığınız için teşekkür ederim. Bu form, araştırma projesinin amaçlarını anlatmayı ve projeye katılmanız durumunda ne gibi uygulamalar yapılacağını açıklamak amacıyla oluşturulmuştur.

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Araştırmaya gönüllü katılım esastır. Sizden yazdığınız paragraflar ve anket yoluyla veri toplanacaktır. Buradan elde edilen veriler tamamen gizli tutulacak ve 3. Kişilerle paylaşılmayacaktır. Bu veriler yalnızca araştırmacı tarafından incelenecektir. Katılım durumunda, size yapılacak uygulamalarda herhangi bir yanlış veya doğru cevap bulunmamaktadır ve katılım durumunuz not verme amacı taşımamaktadır. Bu durumda sizden elde edilecek veriler akademik olarak sizi etkilemeyecektir, ders geçme, sınav vb notlarınıza olumlu veya olumsuz olarak etki etmeyecektir. Bu nedenle, vereceğiniz içten ve samimi cevaplarınız hem çalışmanın doğru sonuçlar verebilmesi hem de amacına ulaşabilmesi açısından oldukça önem arz etmektedir. Elde edilecek bilgiler bilimsel yayınlarda kullanılacak ancak kişilerin kimliği gizli tutulacaktır. Kişinin isteği doğrultusunda bu veriler silinebilecek ya da kişiye teslim edilebilecektir. Eğer araştırmada kişilerin isimlerinin kullanılması gerekirse gerçek adlar yerine takma isimler kullanılacaktır. Tüm oturumlar araştırmacının kontrolünde gerçekleştirilecektir. Katılım sırasında herhangi bir nedenden ötürü kendinizi kötü hissetmeniz durumunda araştırmadan istediğiniz zaman ayrılmakta serbestsiniz. Bu durumda araştırmacıyı bilgilendirmeniz yeterli olacaktır ve sizden toplanan veriler hiçbir amaçla araştırmada kullanılmayacaktır.

Bu bilgileri okuyup araştırmaya katılmanızı ve size verdiğim güvenceye dayanarak aşağıda verilen formu imzalamanızı istemekteyim. Araştırma ile ilgili soru sormak istediğiniz bir durum oluştuğunda benimle her zaman iletişime geçebilirsiniz. Bununla birlikte, araştırma sonucu hakkında bilgi almak için aşağıda belirttiğim iletişim adresinden bana ulaşabilirsiniz. Teşekkür ederim.

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APPENDIX-B: Academic Writing Motivation Questionnaire

Bu anket, siz öğrencilerin İngilizce yazma üzerine motivasyonunuzun belirlenmesi amacıyla oluşturulmuştur. Anket iki bölümden oluşmaktadır. İlk bölüm, sizinle ilgili cinsiyetiniz, yaşınız, okuyacağınız bölüm ve yaşamınızın büyük kısmı geçirdiğiniz yeri içeren demografik bilgileri öğrenmeye yönelik olarak oluşturulmuştur. İkinci bölümde ise verilen ifadelere bireysel olarak katılım düzeyinize karşılık gelen kutucuğu işaretlemeniz gerekmektedir.

Size verilen ankette herhangi bir doğru ya da yanlış cevap bulunmamaktadır. Bununla birlikte, bu anketten elde edilen bulgular sizi değerlendirme veya not verme amacı taşımamaktadır. Sizlerden elde edilecek veriler kesinlikle gizli tutulacak ve üçüncü kişilerle paylaşılmayacaktır. Bu nedenle, vereceğiniz içten ve samimi cevaplarınız hem çalışmanın doğru sonuçlar verebilmesi hem de amacına ulaşabilmesi açısından oldukça önem arz etmektedir.

Katılımınız ve katkılarınız için teşekkür ederim.

Öğr. Gör. Şebnem Uzun

1. Kısım

Lütfen aşağıda istenen kişisel bilgilerinizi doğru bir şekilde yazınız.

Cinsiyetiniz ☐ Kadın ☐ Erkek

Yaşınız: ……

Bölümünüz: ……

Yaşamınızın büyük bölümünü geçirdiğiniz yer: ……..

2. Kısım

Lütfen aşağıda verilen her bir ifadeye yönelik tutumunuzu 1- 5 arası değerlendiriniz.

(1= Kesinlikle katılmıyorum; 5= Kesinlikle katılıyorum).

	Kesinlikle katılmıyorum	**Katılmıyorum**	**Kararsızım**	**Katılıyorum**	**Kesinlikle katılıyorum**
1. İngilizce yazı yazmak hoşuma gider.	**1**	**2**	**3**	**4**	**5**
2. Düşüncelerimi İngilizce olarak yazıya dökmeyi severim.	**1**	**2**	**3**	**4**	**5**
3. İngilizce yazdığım yazılarda dilbilgisini doğru kullanmaya çalışırım.	**1**	**2**	**3**	**4**	**5**
4. Zor olsa bile İngilizce yazma görevimi bitiririm.	**1**	**2**	**3**	**4**	**5**
5. İngilizce' de iyi bir yazar olmak akademik olarak başarılı olmama yardım eder.	**1**	**2**	**3**	**4**	**5**
6. İngilizce yazma görevlerini sınıftaki diğer öğrenciler kadar iyi yapabilirim.	**1**	**2**	**3**	**4**	**5**
7. İngilizce yazma görevlerinde istenen en düşük yazma sınırından daha fazla yazarım.	**1**	**2**	**3**	**4**	**5**
8. İngilizce yazdığım yazıların güzel olması için fazla gayret gösteririm.	**1**	**2**	**3**	**4**	**5**
9. İngilizce yazmanın önemli olduğunu düşünmüyorum.	**1**	**2**	**3**	**4**	**5**
10. İngilizce yazdıklarım hakkında bir öğretmenden dönüt almak hoşuma gider.	**1**	**2**	**3**	**4**	**5**
11. İngilizce yazı yazarken düşüncelerimi açıkça ifade edebilirim	**1**	**2**	**3**	**4**	**5**
12. İngilizce bir şey yazarken yazdığım konu üzerine kolaylıkla odaklanabilirim.	**1**	**2**	**3**	**4**	**5**
13. İngilizce yazdığım yazılara not verilmesi hoşuma gider.	**1**	**2**	**3**	**4**	**5**
14. Güzel yazabilirsem başarılı olma ihtimalim daha yüksek olabilir.	**1**	**2**	**3**	**4**	**5**
15. İngilizce iyi paragraflar yazmak benim için kolaydır.	**1**	**2**	**3**	**4**	**5**
16. İngilizce yazı yazarken büyük harf kullanımı benim için önemli değildir.	**1**	**2**	**3**	**4**	**5**
17. Fazla İngilizce yazma görevi içeren dersleri severim.	**1**	**2**	**3**	**4**	**5**

	Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum
18. İngilizce yazı yazmadan önce nasıl yazacağımı planlarım.	1	2	3	4	5
19. İngilizce daha iyi yazılar yazmak benim için önemlidir.	1	2	3	4	5
20. İngilizce daha iyi yazılar yazmanın kariyerimde olumlu etkisi olacağını düşünüyorum.	1	2	3	4	5
21. İngilizce yazma görevinden yüksek not almak benim için önemlidir.	1	2	3	4	5
22. İngilizce derslerinde beni zorlayan yazma görevlerinden zevk alırım.	1	2	3	4	5
23. Teslim etmeden önce yazdıklarımı gözden geçiririm.	1	2	3	4	5
24. İngilizce yazarken noktalama işaretlerinin kullanımı benim için kolaydır.	1	2	3	4	5
25. İngilizce yazma görevlerine karşı isteksizim.	1	2	3	4	5
26. İngilizce yazdıklarımdan nota almayacak olmasam bile yazmayı severim.	1	2	3	4	5
27. İngilizce yazılarımı başkalarının okuması hoşuma gider.	1	2	3	4	5
28. Çok çalışsam bile İngilizce yazmada başarılı olabileceğime inanmıyorum.	1	2	3	4	5
29. Sınıf içerisinde İngilizce yazı yazmak için daha çok fırsatım olsun isterim.	1	2	3	4	5
30. İyi bir iş bulmada İngilizce yazabilme yetkinliği önemlidir.	1	2	3	4	5
31. İngilizce yazma yeteneklerimi geliştirmek için yazma alıştırması yaparım.	1	2	3	4	5
32. Bir İngilizce yazma görevinden sınıftaki en yüksek notu almak isterim.	1	2	3	4	5
33. Çoktan seçmeli sorulara cevap vermektense İngilizce paragraf yazmayı tercih ederim.	1	2	3	4	5
34. Sınıf arkadaşlarımın ve öğretmenlerimin İngilizce yazma konusunda iyi olduğumu düşünmelerini isterim.	1	2	3	4	5
35. İngilizce yazarken imla benim için önemlidir.	1	2	3	4	5
36. İngilizce yazarken doğru kelimeleri seçmek benim için kolaydır.	1	2	3	4	5
37. Sınıf içerisinde İngilizce yazmaya karşı motiveyim.	1	2	3	4	5

APPENDIX-C: Interview Questions

1. Sınıf içerisinde bazı destekleme uygulamaları deneyimlediniz. Sizce bu uygulamalar faydalı oldu mu? Neden?

(You experienced some scaffolding applications in the class. Do you think that these applications are beneficial? Why?)

2. Destekleme uygulamaları sınıf içerisinde karşılıklı etkileşim sağlanmasına katkıda bulunuyor mu? Neden?

(Does scaffolding applications contribute to interplay in the class? Why?)

3. Destekleme uygulamalarının zamanı için ne düşünüyorsunuz? Sizce ne zaman uygulansaydı daha etkili olabilirdi?

(What do you think about the time of scaffolding applications? In your opinion, when could it have been more effective?)

4. Yazma derslerinde destekleme uygulamalarının yazma becerilerinizin gelişimi için önemli olduğunu düşünüyor musunuz? Neden?

(Do you think that scaffolding applications in the writing classes are important for the improvement of your writing abilities? Why?)

5. Destekleme uygulamalarının yazmaya karşı motivasyonunuz üzerinde etkisi oldu mu? Neden?

(Do scaffolding applications have an effect on your motivation towards writing? Why?)

APPENDIX-D: Teacher Journal

Experimental Group 1

This group experience scaffolding instructions and applications during the completion of every writing task through a semester. The teacher guides and assists the students by using some techniques which are nearly the same techniques for experimental group 2. Besides, the teacher does not give scaffolding before the writing process. On the contrary, scaffolding is given while students are completing a writing task. Thus, they have a chance to ask some questions when they need assistance.

Experimental Group 2

Experimental group 2 receives scaffolding before the completion of the writing task. In addition to other scaffolding techniques such as hinting, questioning, and bridging, the teacher especially uses task scaffolding. For this technique, the teacher writes the steps of a task to the board one by one. Then, she explains the functions of these steps as well as gives one example related to them. However, the teacher also gives these responsibilities to the other students in the other writing tasks slowly and gradually. In addition, the teacher also answers students' questions about writing before writing tasks by assisting them in order to build a bridge between what they know and what they should know. Lastly, all these scaffolding techniques are used before the writing process. When the students start writing, the teacher does not even talk with the students. They write in silence until the end of task completion.

Writing Task 1

Experimental Group 1. During writing, some students ask some questions about the steps of writing while the teacher is walking among the students' tables. Rather than directly answering their questions, the teacher models the correct use and assists students to understand the answers to their questions on their own. Besides, she sometimes wants them to give an example related to their questions and she guides students to find the answers by modifying their examples. Therefore, she also gives students some feedbacks about their early information in their minds. In addition to these, the teacher does not force students to attend the class. Hence,

the students are free in the class and they ask for help only when they need it. However, unfortunately, only two students ask questions in the class.

Strong Points. By giving task scaffolding, the teacher presents a new topic by dividing it into small manageable, and understandable parts. Therefore, what is expected from the students and how they should write can be explained in detail. In addition, thanks to scaffolding, the teacher does not correct students' mistakes directly. She lets students realize their mistakes and achieve the correct answer by filling the gap in their Zone of Proximal Development (ZPD). For example, one of the students asks the teacher if his sentence can be good for major sentences and suitable for the steps of writing or not. First, the teacher translates the sentence of the student in the native language and then asks the student whether his sentence is appropriate for the steps. Unfortunately, the student does not answer the question. Then, the teacher gives an example of a major sentence that is close to the one that the student wants to write. Then, she wants the student to read his own sentence. Thanks to this way, the student can detect his mistake or missing points and rewrite his sentence himself. Hence, the teacher uses hinting, questioning, and bridging as scaffolding in the class. In this way, she can reveal the students' early information and guide them through the writing process in order to make a connection between their foundational knowledge and newly learned knowledge. Lastly, the class is quite silent during writing process because the students focus on writing. Therefore, the teacher is not tired at the end of the writing lesson.

Problematic Points. The participation of the students in the class towards scaffolding is low. They mostly try to write on their own even if they have some questions on their minds. Further, even the ones who talk during the writing process are shy to speak. They apologize and be ashamed when they make a mistake. The reason can be the possible reactions coming from the other students in the class and the teacher herself. In addition, the students are so sensitive to sound. When a student asks a question to the teacher, some of them easily distracted and warn their friend. Since sound is a problem in the class and the learners have mostly bad attitudes towards questions due to noise, the students also do not talk with each other. Besides, they are also so unwilling, and feel so uncomfortable and nervous in the writing classes that they want to delay the date of writing class. Lastly, the

students cannot understand the logic behind scaffolding instructions because rather than activating their early knowledge and combine it with the given support, they expect answers directly from the teacher without putting an effort.

Experimental Group 2. The teacher uses task scaffolding in the class. Because this is the first writing task, she completes this technique on her own. She writes the names of the steps and tells their qualities one by one. Then, she models each step by giving an example. Unfortunately, none of the students try to attend this process. They only listen to the teacher until the end of this process.

Strong Points. Some of the students listen to the teacher by paying so much attention. They try to understand the steps and the use of these steps. Besides, this process is quite easy for the teacher since she only follows task scaffolding and comes to the class prepared by writing a modeled paragraph. Finally, even if it is hard to start the lesson because the students do not make preparations beforehand, the writing process and scaffolding process are quite silent. They even warn each other to be silent when one of them tries to talk in the class.

Problematic Points. First of all, the students do not attend task scaffolding. They prefer listening and perceive task scaffolding as a lecture. Therefore, they do not understand the logic behind task scaffolding. Besides, they apologize when they make a mistake. Moreover, some students do not listen to the teacher by making some noise, and they use the pre-writing stage as extra time to think about their paragraphs. They also do not get prepared until the teacher wants them to be. Thus, the teacher has to warn these students, and starting the lesson becomes hard. Also, they are quite sensitive to sound and easily lose their focus. Lastly, the learners are unwilling and stressed in the class. Further, they do not trust their writing abilities. Therefore, they hesitate to attend the task scaffolding process, feel nervous, and want to delay the date of the writing.

Writing Task 2

Experimental Group 1. After watching the video only one time, the topic is written to the board and the students immediately start writing. The teacher walks around the tables so that if the students have some questions, they can ask better and understand that the teacher can help them when they need assistance. Contrary to the first writing task, the number of participants is higher with five

students. Rather than directly saying the answers to the students' questions, the teacher tries to assist them so as to help them find the answers on their own by filling the gap between their foundational knowledge and task requirements. For example, one of the students asks if his topic sentence is correct or not. The teacher uses task scaffolding and tell the aim of this sentence and give an example about it. After that, she wants the student to check his sentence and control whether his sentence is good for a topic sentence or not. Therefore, the student makes his decision on his own with the guidance of the teacher. Another question is about the major idea. One student tells the teacher an idea instead of a sentence and asks whether it is suitable for the major idea for his paragraph. Firstly, the teacher explains what major idea is and then, wants the student to tell minor ideas for this major idea. The student cannot find the answer because his major idea is more like an example. After that, the teacher explains what minor idea is and asks the student which type can be better for his idea. The last type of question that students ask is about sentence formation. The teacher mostly uses hinting and questioning in order to help students realize their mistakes in their sentences and correct them on their own. In addition to this teacher-student interaction, two students also communicate with and give each other some tips.

Strong Points. There are more students interacting with the teacher. This interaction is in a positive way because they start to believe that they can get help from the teacher if they have a trouble of writing and forming a paragraph. Compared to the atmosphere of the class in the first writing, the students are calm while talking with the teacher and their friends in the second writing task. Besides, they can find a way to activate their old information and build a bridge between foundational knowledge and the point that they should reach so as to deal with the task thanks to some tips and hints given by the expert. Moreover, when they achieve information with scaffolding instruction, they remember this better and use it for the other problem areas due to the fact that during the process of writing, a student who asks a question does not ask for guidance in order to handle the same type of question again. This shows that what they learn with scaffolding becomes permanent in their mind. In addition to these, the interaction between students started to occur in the class even if it is very limited in the second writing activity. Lastly, the workload of the teacher is quite moderate in class and she is calm during the lesson.

Problematic Points. Students do not want to write a paragraph. They are so unwilling that some of them ask if it is possible not to make writing and the date of the writing is delayed again. Thus, they have negative opinions and mistrust towards writing. Furthermore, all students in the class except four of them try to bargain with the teacher in order to decrease the number of words that they should write before writing. The least amount of words that they should write is 100. Nevertheless, they want to decrease it to 70 words. The teacher has to stay strong and determined because the students insist too much on this issue. In addition to what is mentioned earlier, they are very stressed and excited. They forced themselves to be concentrated until the end of the writing task. Consequently, they communicate both the teacher and their friends very less even if some of them look around to find a clue in order to handle the writing task. Therefore, they are shy of talking and say sorry when they make a mistake. Besides, they are so sensitive to noise. Even though students speak in a low voice with the teacher in the class so as to get assistance, the majority of the students are easily distracted and warn the other students to become silent. This situation is bad since a student who needs guidance hesitates to ask for help. In addition to these problems, it is so clear that the students are not used to scaffolding instructions because they mostly have trouble in activating old information, understanding clues, and answering the teacher's questions. The reason for it can be that they are accustomed to receiving the correct answer immediately and to direct teacher correction. This new style is unknown, unnecessary and strange to them. Finally, because they do not believe their writing abilities while submitting their papers, they claim that they cannot write properly, and their writings are really bad.

Experimental Group 2. The teacher uses task scaffolding mostly because this technique is suitable for before writing procedure which covers one of the aims of the study. Because this is the second application of task scaffolding, all steps are explained and exemplified by the teacher. Three students attend the process. Two of them try to name the steps, but it is more like remembering and repeating after the teacher tells the steps. The students just have a chance to check their background knowledge. The other student tries to model the topic sentence which is one of the steps. Nonetheless, because his topic sentence contains a major idea, it is wrong. In order to show the mistake, the teacher assists the learner to find his

mistake on his own. She asks if there is a major idea in this sentence or not, and how the student can continue writing some ideas. In light of this, the student finds the mistake on his own.

Strong Points. Task scaffolding draws the interest of the students. Even if the number of students who participate in the scaffolding is quite low, they still try to take part in the process. This shows that this application takes their attention. Besides, some of the students listen to the teacher carefully. When they can remember the names of the steps, they become happy and feel more confident. Lastly, the teacher is free during the writing process because the class is silent and the learners warn each other if they hear a noise although she should make preparations before the lesson and be active during task scaffolding.

Problematic Points. First of all, the students have still some problems in the organization of the paragraph and the steps. The students want to copy the exact sentences of the teacher which are written on the board. Moreover, rather than listening to the teacher, they not only try to write all of them to their own papers but also use pre-writing stage as an extra time to think and make early preparations. Rather than forming their own sentences and schema, the students prefer memorizing and copying. They defend themselves by claiming that it is easier to write by looking at the teacher's example sentences. The teacher warns them that they should just listen, learn, and participate. Moreover, while the teacher looks at the written works of the students, she realizes that one of the students directly copy the teacher's sentence to his own paper. When the teacher tells this to the student, he said: "but you write the best sentence". The teacher tells that there are many ways to write a sentence and gives an example by changing this copied sentence. Another problem is that when the teacher erases the writing outline on the board, the students react against it and become unhappy. The teacher has to stand strong and determined so as to deal with these problems in the class. In addition to these, the students are shy to speak and are ashamed of making mistakes in front of the class. Therefore, they are not calm in the class and if they make a mistake, they immediately apologize from the teacher. Lastly, the date of writing has to be delayed because the learners are reluctant and have anxiety towards writing. Also, even if

they come to writing classes, they do not make early preparations by taking a piece of paper and pen. Thus, it becomes hard to start the lesson.

Writing Task 3

Experimental Group 1. The topics are written to the board and the teacher starts to walk among the students' tables. After a while, some students start asking some questions. The total number of the students who need assistance is 10. Four of them ask more than one question. Their questions are about not only how to perform basic steps of writing such as topic and concluding sentence, but also use of words, and sentence formation. One of the students also assists his friend while he is talking with the teacher.

The teacher does not correct students' mistakes but helps them do it on their own. For instance, there is a student who has some troubles with the use of two verbs together. One of these verbs is "like". The use of the verb "like" with another verb has been the topic of the previous lesson. The teacher asks if the students remember this subject from the previous lesson to reveal the students' existing knowledge. Unfortunately, the student hesitates. Another student attends this talk and gives a clue to his friend by saying that this topic is in a text about animals. As the student can remember the topic, the teacher wants him to tell an example. However, his example is "I like play football." which is wrong grammatically. The teacher said that verb "like" requires a preposition after it. After these clues, he recalls the subject and remakes his sentence. Further, some of the other students who take scaffolding instruction show their concluding or topic sentences to the teacher so as to check their appropriateness. First of all, the teacher explains these steps by saying its rules and give one example of them. Then, she asks students if their sentences are proper or not. The students evaluate their own sentences and correct them if it is necessary.

Strong Points. To begin with, when a student asks a question, other students also listen and try to learn. Besides, if they know the answer, they get involved in communication and give some clues to their friends. Therefore, as a result of this interaction, the students can transfer information mutually and use peer scaffolding in the class. Secondly, more student participates scaffolding in the class. Furthermore, although they are still shy towards their friends in the class and

hesitate while talking with the teacher, they do not afraid of making mistakes because rather than being ashamed of or apologizing, they sometimes laugh at themselves and make an effort to understand why they make a mistake. Furthermore, even if it rarely happens in the class, sometimes the students make some jokes to each other and then, continue writing. Hence, the nervous environment that happens because of writing can be suppressed. As a consequence, the students can write with lower anxiety. Lastly, the students have learned the names of steps. They no longer say the first or the last sentence. On the contrary, they use their exact name in writing steps as the topic and concluding sentence. This shows that they learn the names and the places of these steps in a paragraph.

Problematic Points. Organizing a paragraph is quite challenging for the learners. The students' problems in differentiation between major and minor sentences can affect their organization because they do not know how to write from general which is the major sentence, to specific which can be minor sentences for every major idea in a paragraph. Concluding sentence is hard for the students, as well. They know the place and qualities of it, but they have troubles while writing it. They mention about new ideas and they do not realize this easily. In addition to what is mentioned earlier, they cannot find the answers to their questions immediately. They wait to hear the answer directly instead of following hints or using old information. Moreover, sometimes there might be noise in the class due to talks between teacher and students. Thus, some students get distracted and warn both the teacher and other class members to be silent because they can be so sensitive to sound. Further, some students abuse scaffolding instructions and use them as a chance to talk with each other or the teacher about irrelevant ideas. Therefore, the teacher has to warn these students again and again in class. Besides, because the learners are not ready mentally to write, they delay the date of writing and hesitate while writing as well as want to use a dictionary or their phones during writing rather than writing on their own. Lastly, as for the teacher workload, using scaffolding techniques can be challenging since the teacher should stand all the time and talk with the students. Moreover, her mind should always be active due to the fact that she cannot foresee possible question marks in the students' minds. She should be ready for very different types of questions. In addition, sometimes she must give

more than one clue and apply lots of different scaffolding techniques if the students cannot find an answer. Therefore, she should be flexible and calm all the time. Thus, a writing class can be tiring both mentally and physically for the teacher.

Experimental Group 2. The teacher uses task scaffolding again. Unlike the other two writing tasks, the students are asked to tell the names of the steps one by one. The teacher only explains their qualities and gives an example to all of them. Four students can remember the topic sentence. When the teacher wants to learn the first step, some of the students says hook sentence, but some others claim that it is the topic sentence. The teacher accepts all answers and adds that the hook sentence is optional and gives an example that emphasizes the difference between them. For the second step, only one student can remember the name which is the major sentence. The third step is told by two students. Unfortunately, students cannot recall the last stage of writing. The teacher tells it instead of them.

Strong Points. The number of students who listen to the teacher and their friends raises. Further, when a student makes a noise in the class, the others make him silent due to the fact that they cannot hear the teacher. Thus, there are more students who try to learn in class. Lastly, the teacher is free during the writing process. She is active only a limited time and her job is not hard because she makes early preparations before coming to the class even if she sometimes should warn the students to direct their attentions to the class.

Problematic Points. To begin with, the date of the writing is delayed again and since the students do not prepare themselves for writing classes and they are unwilling to write, it is also hard to start the lesson. This situation also creates noise in the class. Further, the participation rate is so low and the students are afraid of making mistakes. They mostly prefer listening to avoid making mistakes. Thus, they are shy and not comfortable in the class. Besides, while the teacher is showing the steps, some of the students try to make preparations for the writing part beforehand and memorize these sentences. Therefore, they use the pre-writing stage as extra time for the actual writing process rather than benefitting from the task scaffolding technique. In addition to this, although the students have ideas about the steps, their qualities, and suitable examples, they are not sharing them with the rest of the class. They just tell them to their close friends. Furthermore, one of the students asks for

help from the teacher because one of the students insists her to tell a major idea and form a sentence that he cannot make on his own. However, she does not share her ideas with the other student and is distracted during writing. Hence, some students have mistrust towards their abilities and low-self-confidence in writing lessons. In addition to these, the students get bored with writing easily. As a result, after they submit their papers, they start to talk with their friends. Unfortunately, this situation may distract the other students as they have already been sensitive to noise in the class. Finally, when the teacher cleans the board, the students react again and complain about it because they are anxious. Thus, the teacher should be determined in this moment to protect the classroom environment.

Writing Activity 4

Experimental Group 1. The students watch a video only once, and then, they start writing. The participation rate is so high. Nearly all students, except one of them, ask at least one question. Seven of them ask the second time and third of them ask third questions. The questions are related to steps and sentence formation. Some students want to confirm the accuracy of their sentences because they are not sure about their sentences, but the teacher does not correct their sentences directly. Besides, the students generally forget to place the verb “be” in the format of “am/is/are” while making a sentence. One of the students shows the teacher that kind of a mistake. Rather than telling to add a verb, the teacher asks what a sentence should have, to be a complete sentence. The student thinks a while. When the teacher realizes that he cannot give an answer, she asks the same question to the class. Four students give an answer by telling the subject and verb. The teacher wants the student to show his sentence’s subject and verb. He is able to find the subject but realize that there is not a verb in his sentence. Therefore, he can understand his mistake. In addition to this, the students also have problems with the formation of major and minor ideas. They mostly tend not to separate major ideas from minor ideas. When the teacher comes across this kind of question which is about the correctness of an idea as a major sentence, she helps students to think about minor ideas for their major sentence. As a result, they evaluate their sentence and brainstorm about other ideas. Another question is related to the topic and concluding sentence and their appropriateness. Different from the early writing

activities, the teacher wants students to tell both names and use of these sentences. The students are successful. Then, the teacher gives simple examples for each of them and wants the students compare them with their own sentences. This technique is so similar to task scaffolding that the teacher applies for experimental group 2.

Strong Points. The amount of participation is too much. Nearly all students take scaffolding instructions as assistance while completing the writing task. The students are ready to take guidance from both their friends and their teacher. They feel free to ask questions and do not apologize. On the contrary, they smile while asking a question even if they are still shy towards the other members of the class and hesitate. Besides, they can better comprehend scaffolding instructions, and old information comes back to the students' memory more easily. To give an example, while the teacher assisting a student, he can tell an example sentence from the ones that the teacher has given before. This means that they are getting used to piece certain clues and associate their foundational knowledge with the newly learned items. Another strong point is that there is a more positive environment in the class because the number of students who show negative reactions and unwillingness towards writing decreases. In the previous weeks, the date of writing exercises had to be changed a lot because the majority of the students did not come to the lesson. They tried to avoid writing by not coming to the school. They would be missing that day and postpone writing activity. So, they would have a better chance to study a lot and to feel ready in order to write and achieve a higher grade. However, even if some of the class do not want to make wring activity, all students attend the class in the writing day. Therefore, the teacher does not delay the date. Lastly, the students listen to each other's feedback and interact with each other. They even make some jokes and laugh together. Hence, they do not feel nervous too much.

Problematic Points. First of all, the teacher can feel so tired after writing classes since she is so active both mentally and physically. She should also be flexible in the class with regard to different questions and classroom dynamics. Besides, sometimes two students may try to ask a question at the same time or one student might interrupt another student by adding more and more questions. In this respect, the actual topic can change and there might be a challenging environment

in terms of classroom control. Moreover, this situation causes noise in the class. Unfortunately, this noise may irritate other students in the same class since they are sensitive to it. Secondly, instead of evaluating the appropriateness of their sentences, the students mostly show their sentences to the teacher so as to check if they write them correctly. When the teacher gives an example sentence similar to their sentence, they listen to her but still, they want her to say whether their sentences are true or not. Therefore, they do not put a lot of effort to understand the logic behind scaffolding. Thirdly, they students may sometimes talk about irrelevant topics during writing. This situation also creates noise in the class and distract the others. Finally, the students talk with each other too much in order to answer each other's questions or to create a platform so as to discuss an existing concept. Furthermore, some students intentionally stop writing and listen to the other students.

Experimental Group 2. The teacher uses task scaffolding. She asks the names of the steps to the students, but tells their qualities and gives an example related to them one by one. Fortunately, eight students can tell the names correctly and quickly. Besides, one student tries to explain the use of the topic sentence. It is hard for him and he faces trouble while organizing his thoughts. The teacher completes these parts. There are still some students who do not listen to the teacher and merely focus on their outlines for the writing completion part. Nevertheless, there is an increase in the number of students that participate in task scaffolding applications.

Strong Points. Unlike the previous writings, the students understand nearly all names of the steps and some of them put effort to tell them in the class. Even when the teacher writes a name wrong intentionally, the students can realize it. Moreover, even if she should spend time to make early preparations before coming to the class, the teacher is comfortable in the class because during writing there is total silence. If some students try to break this silence, the other students warn them. Furthermore, compared to the other writing lessons, the students are less nervous and anxious in the class as well as more confident while talking even if they are still not very comfortable. They are also more prepared in the class towards writing and writing classes.

Problematic Points. First of all, unfortunately, the date of the writing is delayed again because all students do not attend the writing class on time. Another problem in the class is that when the teacher writes a model sentence, one of the students do not like this situation and said that “you write the sentence that I think. So, we cannot write the same sentence”. This situation also happens in major and minor sentences. The students take the teacher’s ideas, memorize and write them to their own written works. Therefore, rather than finding new ideas or new sentence structures, they prefer using the ones on the board that is written by the teacher because they are not confident and are afraid of making mistakes while writing. They have some problems in generating new ideas. As a result, they try to copy the teacher’s words. The teacher has to warn these students not to act in that way. In addition to this, the students do not participate the task scaffolding a lot. They mostly prefer listening to both the teacher and the other students. They also apologize when they make a mistake due to the fact that they are still shy. There are still three students who neither listen nor attend the class. They try to make an outline during the writing process by perceiving pre-writing stage as an extra time. They do not care about the pre-writing stage and do not give importance to it. As for the interaction between the students, the learners only share their ideas with their close friends but the whole class. Thus, cooperation is not strong in the class. In addition to these problems, like early writing tasks, the students get bored during the writing process and submit their papers without reading so as to talk with their friends. All these problems sometimes make the teacher’s work hard. Directing students’ attentions to the lesson can be hard, as well. Besides, because the participation rate is not so high, the teacher should be supportive and encouraging during scaffolding process. Lastly, when the teacher cleans the board, the students become unhappy.

Writing Activity 5

Experimental Group 1. After watching a video, the students start writing and the teacher moves among desks. All students require scaffolding and eight of them ask more than one question. The questions of the students are related to concluding sentence and sentence formation. For instance, one of the students makes the teacher control his sentence. Rather than telling the answer directly, the teacher helps the student remember a similar example that she made in previous lessons.

For this purpose, she asks if the student can recall the example about A. who is one of the students in the class. The student can remember and tell the sentence to the teacher. Then, the teacher wants the student to rewrite his sentence in light of this old information. In another example, another student forgets to add a word after the word “several”. The teacher tells the student “several what?”. The student replies by saying several ways. In this way, he can find the missing point thanks to the teacher’s assistance.

One of the students asks the teacher how to write a sentence in the native language. The sentence has a chunk that the students have learned and used in the previous writing task. It is about “there is/are” pattern. The teacher says the last part of a basic sentence by omitting that specific part and telling “… pencil on the table”. After that, the student can complete the sentence with the correct pattern and write the rest of her sentence on her own. The other students also guide each other. One of the students wants to learn if the word “affect” can be used in the passive form. The teacher answers with yes. However, she also asks with which structure he should use the verb “affect”. The student cannot answer it. Then, the teacher turns to the other class members and three students sitting close to this student give an answer by telling ‘passive voice’. Then, the teacher asks the rule of it. The students again reply to this question and the student who is the real owner of the question writes the sentence in his mind himself as a result of peer scaffolding thanks to the guidance of the teacher. Lastly, the teacher uses a task scaffolding technique so as to support a student about the writing format of the concluding sentence. She asks the function and the important points in writing a concluding sentence to the student. After taking the answers from the student, she wants her to read her sentence again and figure out whether there is a problem. After that, the student can realize her mistake and correct it.

Strong Points. First of all, the students do not interrupt each other’s questions so much and are friendlier in the class. The amount of students who do this is lesser than the previous writing activity. A couple of students say that they can write better compared to their previous performances. They are also more relaxed in the class and while talking with the teacher because they no longer say sorry if they make a mistake. Moreover, they add that this way of making writing

exercises are so beneficial for them that they are not afraid of writing so much anymore. Interaction and communication among class members also increase since the students get assistance from their friends. They do not ashamed of asking questions to their friends and making mistakes in front of them. Thus, they can make some jokes about themselves and each other, and they feel less anxious during writing. In addition, although it is still hard to make connections, the learners are better in recalling their old information, make more effort to find the answers via guidance of the experts. Thus, they become less unwilling in writing lessons and have moderate approach towards scaffolding. Lastly, nobody asks a question about the topic sentence. This shows that they understand this step clearly and they do not need any guidance. Concluding sentence is also not a problematic part for the majority of the students, except two of them. So, they start to learn how to write this sentence. The questions are mostly related to finding major and minor ideas and forming a sentence in an appropriate way.

Problematic Points. The teacher should be so active physically and mentally in the class during the writing task. She should also control the information sharing all the time in the classroom environment. Moreover, she should be ready for every question, be flexible, and find quick responses in the form of scaffolding instruction. Moreover, the teacher has to warn some students because some students exaggerate their roles and become so helpful even though it is not necessary. Further, although the noise in the class is moderate compare to the previous writing tasks, it is still a problem because it distracts some students. Nevertheless, there is a decrease in the number of students who are annoyed owing to noise. There can be two reasons for this. They may start listening to each other's questions and benefit from them or they are just used to this way of writing class. Another problem is that the students try to make the teacher check their sentences and expect a direct answer rather than being patient to find the answer on their own. Also, they insist on the teacher and sometimes give up because they think that making connections is hard. Unfortunately, this situation may show that their self-confidence in writing is still not high and since they know that they will get assistance when they need it, they start to overuse this situation. Besides, three students want the teacher to read their whole paragraph and tell the problematic points. The teacher says that she can only offer them support if they need it. Nonetheless, the students reply that

they just want to be sure about their paragraph. This situation is really bad owing to the fact that they should be able to gain self-control and courage in writing and make some decisions by using their early and new information while writing. Therefore, the teacher should be patient and determined so as to protect the nature of scaffolding in the class. Perhaps, this problem can be prevented by guessing it earlier and warning students about this at the beginning of the term.

Experimental Group 2. The students are asked to tell both the names and the qualities of the steps. The total number of the participants is 10. There are three students who mostly participate. The other students are generally silent in the class. However, the other students can answer a question related to the steps when the teacher specifically asks them. The teacher asks the names of the steps to the students that do not speak in the class normally. All of them, except one, can answer it correctly. Another student helps the student who cannot answer the question. Nonetheless, when the teacher wants the students to tell the qualities of the topic sentence, the class remains silent. The teacher has to ask again. Only one student tells that topic sentence is the first sentence of a paragraph. The teacher adds the other information related to the topic sentence. Concluding sentence is also problematic. The students wait too long so as to give information about concluding sentence. Luckily, the students can explain major and minor sentences. Another good thing in the class is that they do not become shy when they make a mistake. Besides, since the students can laugh together in the class by making jokes, writing class does not become depressive as usual.

Strong Points. Even if the teacher should come to the class prepared by spending time for a model paragraph, the workload of the teacher is quite low because the pre-writing stage lasts at most 20 minutes. In the rest of the lesson, the students write a paragraph silently. There is no noise during the writing process. Even in the pre-writing process, the student does not make noise. The majority of the students listen to the teacher and their friends during task scaffolding. Thus, the teacher is not tired in the class. Only six students try to take some notes and use the pre-writing stage as extra time for writing. The students also copy the modeled sentences less. The atmosphere is calm. Furthermore, although they still have anxiety towards writing, all students come to the class on the exact day of writing.

Thus, the date of the writing is not delayed. Besides, the students stop apologizing due to their mistakes. Finally, the students learn the names of the steps, but they are not good at explaining the use of them.

Problematic Points. Only 10 students attend the scaffolding and half of them speak just because the teacher asks them a question directly. The students hesitate to tell their ideas in the class. They mostly listen to both their teacher and their friends without participating. When the teacher asks them why they do not take a part in the class, three students say that they are scared of making mistakes and have mistrust towards themselves, and one student claims that if he tells his ideas or example sentences, the other students can steal and copy them. He wants to keep these sentences to himself so as to get higher grades than the rest of the class. The students share their ideas only with their close friends rather than the whole class. Therefore, with regard to helping and supporting each other, the environment of the class is insufficient, and the teacher should encourage them in the class. Moreover, the process of task scaffolding can be so silent since during writing, the students are so sensitive to sound in the class. Even a funny thing happens in the class, they become so angry and want a silent environment. Finally, during writing, the students ask for help from their friends. Especially they come near to the teacher to ask some questions. When the teacher warns them and tells that she cannot help them, they stop writing and give their writings to the teacher directly rather than forcing themselves to think and find the answer to their questions. As the outcome of being alone during writing process, they also get bored with writing. Hence, they submit their papers and start to talk with their friends. Unfortunately, this situation causes noise in the class. Lastly, the students do not become happy and show reaction when the teacher erases the modeled paragraph on the board.

Writing Activity 6

Experimental Group 1. After the teacher writes the topic to the board, the students start writing immediately. The students do not ask as many questions as the previous writing. Therefore, the number of the students who need scaffolding is lower. Only 11 students need assistance. Six of them ask additional questions. Because major and minor sentences are not separate categories from each other, the students do not ask questions about supporting sentences. Furthermore, no one

in the class tries to ask a question about the topic sentence. Two people have trouble with the concluding sentence. Nevertheless, these questions are related to getting the teacher's opinion. They just want her to check the appropriateness of their sentences as concluding sentence. This shows that they do not trust themselves and need confirmation of the teacher. In addition to this, the students also need guidance about sentence formation. They do not feel secure while writing a sentence on their own. Nonetheless, when the teacher gives little hints, they can immediately reach the answer on their own. To give an example, one of the students tells a sentence in his native language and wants to know how to write it in English. The English version of the sentence is "I thought I was dead". The teacher asks the student what is the name of the pattern "I think" in English. He can answer it easily. Then, the teacher asks which tense that he should use for a narrative paragraph. Unfortunately, the student cannot answer it. Another member of the class who is sitting close to this student steps in and tells the answer silently. The one who needs help repeats this answer but he adds the rules of past tense. Therefore, this little help works as a reminder for the learner and he can easily remember his old information. After that, the teacher wants the student to try to say the sentence that he wants to write. He can do it on his own successfully. Furthermore, one student asks a question about before the event part of the supporting sentences. The teacher wants the student to tell what the real event is, and to compare this with his before event part. The student can find the answer on his own. Finally, only one student wants the teacher to check all his paragraph, but this wish is rejected.

Strong Points. To begin with, there is less noise in the class. The students learned not to disturb each other. Besides, they can give scaffolding to each other. Therefore, the student can communicate with both the teacher and each other freely because they do not afraid of making mistakes anymore. Another important point is that no one in the class complains about writing. They all attend the class on time and do not want the teacher to delay the date of writing. They even take a piece of paper and a pencil by making some jokes to each other and laughing together with the teacher. Hence, it can be said that their anxiety towards writing decreases, teacher and student interplay becomes more intimate and friendlier, and they feel more comfortable in the writing lessons. Moreover, they are used to the scaffolding system. They react better to scaffolding techniques, and instead of expecting the

correct answer from the teacher, they try to find it on their own. Moreover, the students ask fewer questions. They do not want the teacher to check their topic sentence. This shows that they all understand what topic sentence is and how it should be used in the class. They also try to use newly learned items or some patterns that they have never used before because two students specifically come near to the teacher and tell that they hope their sentences will be correct and the teacher likes them. In addition to these, some students who are annoyed due to the other students' questions and their speech start not to complain but benefit from this situation. They listen to the other students' feedbacks. Then, they use this information to check their works and correct it if they make a mistake in the same kind. Further, they do not intervene in the other students' questions and interrupt them. The majority of them wait until the end of their friends' turn. After their friends finish, they add some questions to learn better. In addition, helping students realize their own mistakes and finding the correct version of them makes them happy and self-sufficient because instead of spoon-feeding, scaffolding instructions only introduce students possible ways to complete a task. Lastly, the learners make effort to understand scaffolding and write by checking their understandings.

Problematic Points. Even if the amount of noise is less than other writing activities, there is still noise in the class and some students cannot concentrate on their writings. However, their number is only three. Furthermore, they make the teacher control their concluding sentences. This means that they still have some problems in writing the concluding sentence. Nonetheless, because their number is quite low, it can be said that the majority of the class comprehends the concept of the concluding sentence and how to write it properly without help from outside. The same problem is also in sentence formation. The students mostly forget to add 'am/is/are' as a verb. Further, they want the teacher to control their sentences. Thus, they do not feel secure and trust the properness of their sentences. In addition to these, the students sometimes can be so helpful in the class. Therefore, the teacher should control the flow of information and learning environment in order to protect the nature of scaffolding. Another problem happens owing to so cheerful students. These students talk about their daily events and use scaffolding as a chance to talk extra with their friends. Consequently, the teacher should direct their attentions to

their written work in addition to her other works in the class during writing, and she becomes so active in the class that she mostly stand until the end of the lesson.

Experimental Group 2. Even if the number of the students who just listen is still high, when the teacher wants the students to tell the names of the steps, four students in the class tell them correctly. As for the qualities of the steps, only some of the students answer. Four students try to tell them, but one of them cannot succeed. Therefore, another student takes the turn and add more information. Conjugation and vocabulary are also areas that the students ask questions about. In addition, there are still some students who try to take notes while the teacher is applying task scaffolding. Nevertheless, luckily, the students do not copy the teacher's work. Finally, some of the students listen too carefully that when someone tries to laugh or speak, they make them silent.

Strong Points. Firstly, the date of the writing is not delayed and the learners make preparations beforehand for writing lesson. Thus, they have less anxiety. There are more participants in the class compared to the previous writing tasks. The majority of the students make an effort to activate their knowledge in the pre-writing stage. Instead of taking the teacher's model sentences, they try to write some similar sentences on their own. Moreover, they learn the names of the steps because they do not have any trouble while naming them. Also, they become more curious and eager. They tend to learn more in class. Two students even try to model some steps even though they are not correct in terms of grammar. Besides, one of the students says that he will use new structures in his writing. The learners are also friendlier in the class compared to the previous writing lessons. Moreover, it is easy to control the classroom environment. Therefore, the workload of the teacher becomes quite easy. Lastly, although the teacher should be encouraging in the class since participation rate is low, she is quite calm and warns students less in this week.

Problematic Points. The students are not very attentive in the class. They mostly speak if it is necessary. This may show that they are still shy in the class. Besides, the students are so sensitive to the sound in the class. If something funny happens and some students start to laugh during writing, another member of the class warns them rigorously. Then, these students become angry with that student and one student among this group turns to the teacher and said that "He is

exaggerating. Otherwise, it becomes boring". Also, some students try to have a conversation. The teacher has to warn them specifically. Some others sit near the bright students and insist them to write their own sentences. For instance, one of the students complain about it to the teacher and get angry. Unfortunately, this situation distracts the students' concentration. Surprisingly, when the teacher tells the students not to talk during the writing or to write on their own, they ask for more help and talk with their friends more in the class. In addition to these, two students cannot finish their works on time and take five more minutes. Finally, unfortunately, the learners get bored easily during the writing and give their written work to the teacher. They immediately start to talk with the students sitting near them.

Writing Activity 7

Experimental Group 1. The writing lesson is made on the actual date without delaying. As usual, the teacher writes the topic to the board and the students start writing immediately. At the beginning of the writing process, the students do not need any assistance. They need an expert in the middle of this process. Nonetheless, the number of students is quite low with only six students. Three other students ask their friends some questions. The total number of the participants is nine. Therefore, they mostly try to find their mistakes and answer their questions in their minds. Furthermore, no one in the class asks the teacher to check their concluding and topic sentences. Only 2 students want the teacher to tell if their ideas can be a major idea or not. The teacher asks how their ideas can be detailed, and the students evaluate their ideas according to this. Another way of helping is brainstorming. A student finds a major idea but he both is not sure about this idea and does not know how to explain this idea. His idea is related to communication and using Facebook as a social media platform. The teacher asks the student what he can do with Facebook. Thus, while listening to himself, the student can find some ideas for minor sentences. The students also give assistance to their friends. One student does not find how to use the verb 'start' with another verb. His friend gives him an example in order to show two different use of it by saying "For example, I start waking up early or I start to wake up early". Other questions are about tense and sentence formation.

Strong Points. There is less noise in the class due to the fact that the students ask for assistance only when they cannot find an answer on their own. Even if the questions create noise in the class, they learners also learn how to benefit from it. Further, major and minor difference, and their use are understood by the students. The reason is that only two members of the class want the teacher to check their major or minor sentences. More importantly, no one in the class asks a question about how to write the topic and concluding sentence. Therefore, it can be said that writing steps and their use in the class are understood by the great majority of the class. Besides, they react to scaffolding positive. Since they can understand the logic behind scaffolding, the students can guess the answer, or if they cannot find an answer, they try another ways rather than giving up. Furthermore, the students start writing without complaining and by making preparations beforehand because they are mentally ready to write. They try to use more complex sentences. Thus, they force themselves in order to reach a higher level in their development. Moreover, they are relaxed and not shy while asking some questions. There is not a bad and negative environment in the class. On the contrary, the relationship between the teacher and the students are intimate and friendly. They even make some jokes about the topic. When someone makes a mistake, he can also laugh at himself and correct it, or their friends smile at him and tell the correct version of it. Therefore, students can feel more comfortable in class. Besides, even if the teacher's job in the class is still tiring, because there are fewer questions and noise, she gets less tired and finds an opportunity to sit even if it is not too much.

Problematic Points. Unfortunately, some of the students talk about irrelevant topics during writing. This situation causes noise. Nonetheless, only 1 student is disturbed because of noise and he warns his friends. Completing the writing is hard for him. In addition to this, the application of scaffolding is still hard for the teacher since she should always control the environment and the way of information sharing.

Experimental Group 2. All students attend the class on the writing day. Therefore, the date of the writing is not delayed. The teacher starts the lesson by asking the names and the qualities of the steps. Most of the students can tell it. However, even if they are willing towards scaffolding in the class, only seven

students attend this process and the students mostly prefer listening to the teacher. In addition to the names and the qualities of the steps, the teacher also wants the learners to give examples about each step. Three students try to write a sentence. One of these sentences is for the topic sentence. The student can easily form this sentence. Another student tries to tell a major sentence, but his idea is not proper for a major sentence. The teacher assists the student to realize this himself. The last modeled sentence is given for the conclusion. One of the leaners tries to form it but he forgets to add a closing conjugation. The teacher tells him that he forgets to add something to his sentence, but he cannot find it. At that moment, another student gives a little clue to him by reminding him that he should tell a conjugation. Then, the student understands his mistake and reform his sentence. However, it is hard to make students active in class. They have still shyness towards talking in class. Therefore, the teacher should encourage them to speak.

Strong Points. The students are calm in the class. They are eager to take scaffolding. Besides, they can better reveal their existing knowledge because they start to use clues and guidance that an expert provides in the class. The amount of reaction that they give towards cleaning the board decreases. Therefore, it can be said that they can trust their abilities more. Also, the students are prepared in the class. So, the teacher does not have to warn them and spend time waiting for the students to take a piece of paper and a pencil. Lastly, all students attend the writing class on the exact date. Thus, the teacher does not delay the date. Lastly, the teacher does not become tired at the end of the writing lessons because the class is silent, and her only job is to make early preparations.

Problematic Points. Unfortunately, some of the students still take notes during task scaffolding rather than attending it. Thus, they perceive task scaffolding as a lecture. Furthermore, they do not put a lot of effort into their writings. They ask some questions to the teacher, but when the teacher refuses to say anything, they immediately give up and submit their works without reading. The reason is that they get bored with writing. After they give their written works to the teacher, they start to talk with their friends about daily events. This situation may cause noise and the other students cannot concentrate on their works because they are so sensitive to sound and easily distracted. Even if the lesson is majorly silent, this situation harms

this environment. As a result, both the other learners and the teacher warn these students. Lastly, while the teacher is cleaning the board, the students become unhappy and show a negative reaction towards this.

Writing Activity 8

Experimental Group 1. After the teacher writes the sentences to the board, the students immediately start writing by choosing one of the topics. Only 2 students ask a question. Hence, the students can write on their own without the teacher's assistance. One of the questions is related to choosing a topic. The student wants to learn the teacher's opinion about which topic can be easier to write. The teacher assists the student by helping him brainstorm on the topic and asking which idea he can defend, and what can be major and minor sentences for each topic. This short process helps the student make a choice. The other student asks the teacher a question about the English version of a verb in his native language. The word is 'çağ'. The teacher gives him a clue by telling the name of a movie in his native language which is 'buz devri'. She uses this movie because it is popular. Nevertheless, the student cannot find it. A friend of him who sits near tells the first syllable in English. Then, the student can remember it and find the correct word on his own.

Strong Points. First of all, the time of the writing class is not delayed. Thus, all students attend the class on time. Further, the students do not ask any questions about the steps of writing. Therefore, everyone can write a topic, major/minor, and concluding sentence on his own. In addition, the students are not worried about the writing class. Their talk with their peers are relaxed and calm. There is not unwillingness towards writing. When the teacher enters the class, they have already taken a piece of paper and a pen. Besides, the noise level in the class is low and the students start to benefit from this noise which happens during scaffolding. In addition, the learners can activate their foundational knowledge easily in order to achieve the answers to their questions, and they try to find the answers on their own. Therefore, there is a positive approach towards scaffolding. They also use self-scaffolding in the class rather than asking for support. Thus, they assist themselves and take the role of both novice and expert. Moreover, the students' interplay with their teacher is stress-free because the students smile to their teacher and feel

comfortable while asking some questions. Lastly, even if the teacher should always be ready mentally, she is less active in the class and finds an opportunity to sit since the number of the students who need assistance is quite low.

Problematic Points. The student who was disturbed in the previous writing owing to noise warns other class members again. Besides, controlling the class environment can be a burden for the teacher. As the students feel no anxiety, they become more cheerful in the class and they sometimes make some jokes or talk with their friends about daily situations. The teacher has to control the environment, warn those students, and direct their attention to the writing again.

Experimental Group 2. The total number of the participants is 14. The students name the steps and tell their qualities together by laughing. In the modeling part, they can say a topic sentence quickly. However, as for major ideas, there become silence in the class. Then, one of the students says to the other students: “Okay, I can give an example, but do not write my sentence”. The other three students find proper minor ideas. The concluding sentence is modeled by two students. One of them tells his concluding sentence so as to check it. Nonetheless, he forgets to start with a suitable conjugation. Thus, the student sitting next to him warn him by saying “you forget something”. Therefore, the students also give each other assistance.

Strong Points. Nearly everyone participates in the pre-writing scaffolding stage. Further, no one takes some notes during pre-writing. They can give information about the names of the steps and the qualities of these steps easily. Therefore, they learn them very well. Besides, they start to enjoy task scaffolding application in the class because rather than being nervous or stressed, they are willing in the class and make fun while answering some questions and participating in task scaffolding during the pre-writing stage. In addition to these, they want to know whether task scaffolding will be applied in the class or not before writing because they want the teacher to use it. Hence, they really like this technique. Besides, the students also assist each other by giving hints. They also do not afraid of making mistakes while talking with the teacher even if they mostly prefer listening to the teacher. In addition to these, the students show less reaction while the teacher is cleaning the outline on the board. Lastly, it is quite easy for the teacher to control

classroom environment and she spends less amount of energy in the class for this type of scaffolding method. Therefore, she is in a good condition both physically and mentally.

Problematic Points. The students still have some problems in generating ideas for major ideas. Besides, although noise is not a problem in the class, when a funny thing happens in the class, they warn the ones who laugh by claiming that they cannot concentrate on their written work. Further, they are so sensitive to noise during the writing process. Hence, there can be a boring environment in the class. In addition, there are three students who ask the teacher a question in order to get assistance during the writing process. Nonetheless, when the teacher wants them to deal with their questions on their own, they say that they get bored and give their works to the teacher instead of overcoming their problems in their writing task. Hence, they tend to give up easily and to put less effort on their written work. Finally, some students insist the others to complete their work rather than finishing their writings on their own. This situation distracts the others during writing process.

APPENDIX-E: Modeled Paragraph for Task Scaffolding

1st Writing Task	**Topic Sentence:** I admire my sister Sophia. **Supporting Sentences** **a. Major Sentence:** To begin with, she is very beautiful. **b. Minor Sentence:** She has a light complexion and long blonde hair. Her eyes are green. Besides, she has the most beautiful simile. When she smiles at me, I feel like my heart will melt. **Concluding Sentence:** In conclusion, if I had a chance, I would like to be like her.
2nd Writing Task	**Topic Sentence:** Today, many people want to learn how to play an instrument. There are several reasons for this desire. **Supporting Sentences** **a. Major Sentence:** Firstly, they can meet new people when they attend to a course. **b. Minor Sentence:** Hence, they can make new friends and become more social. **Concluding Sentence:** To conclude, starting to learn an instrument can be very beneficial for people.
3rd Writing Task	**Topic Sentence:** My brother's summer house is a great place in order to spend time with family in the summer. **Supporting Sentences:** It is located in a small village near İzmir. This house is a very good place because all family members from different parts of the country come together. It is quite a big house. So, there is a place for all of us. It has six bedrooms, a large living room, a small kitchen, and a beautiful garden. **Concluding Sentence:** All in all, I love being with my family members in my brother's house during my summer holiday.

4th Writing Task	**Topic Sentence:** Painting is a very popular activity for many people around the world, and fortunately, there are some ways to learn how to paint. **Supporting Sentences** **a. Major Sentence:** To begin with, people can watch some videos on YouTube. **b. Minor Sentence:** Some painters record themselves while painting and explain the necessary techniques step by step. Consequently, other people can get acknowledged by watching their videos and learn some tips about painting. **Concluding Sentence:** All in all, if people want to learn painting, they can follow these ways and comprehend how to gain this popular hobby.
5th Writing Task	**Topic Sentence:** There are many ways of starting to learn English, but three of them are the best methods. **Supporting Sentences** **a. Major Sentence:** Firstly, you can buy a book. **b. Minor Sentence:** When you start reading and working on it, you learn much information related to grammar, vocabulary, and new sentence forms. **Concluding Sentence:** To sum up, you can learn English easily thanks to these beneficial methods.
6th Writing Task	**Topic Sentence:** I can never forget my first online shopping experience. **Supporting Sentences** **a. Before the event:** My brother would get married three weeks later. However, I could not find a proper dress. **b. Real event:** I decided to shop online. After a while, I found a perfect dress for me. It was a mini red dress. I ordered it immediately and started to wait for its arrival. **c. After the event:** Two weeks passed, but my dress was not sent to my house. I was very nervous because my brother's wedding

	was four days later. I called the store. However, no one answered it. Thus, I had to wear one of my old dresses for this special day. **Concluding Sentence:** In conclusion, I will never forget this horrible experience and buy online again.
7th Writing Task	**Topic Sentence:** Nowadays, having an Instagram account is very crucial for people because of some reason. **Supporting Sentences** **a. Major Sentence:** To being with, people can share some photographs and videos with their friends. **b. Minor Sentence:** Therefore, they can make their happy moments eternal and keep them forever. **Concluding Sentence:** To sum up, everyone should try using Instagram once in their lives.
8th Writing Task	**Topic Sentence:** Even if there are different opinions about the best educators, I think that parents are the best teachers for a child. There are three main reasons. **Supporting Sentences:** **a. Major Sentence:** First of all, education starts in family life. **b. Minor Sentence:** Children learn everything by observing their parents. Thus, thanks to the behaviors, words, and manners of the parents, children can obtain information at an early age. **Concluding Sentence:** All in all, parents have the most important place in the education life of children.

APPENDIX-F: Writing Rubric

WRITING ASSESSMENT RUBRIC

GOOD (10-8)	The paragraph is good in every way. The text fully answers the prompt. The paragraph is well-organised and all claims are supported with examples or evidence. It begins with a solid introduction that contains a clear and relevant topic sentence, is followed by major and/or minor supporting sentences, and ends with an effective concluding sentence. There are no or few errors in grammar, the use of vocabulary, tone and mechanics (spelling and punctuation).
ABOVE AVERAGE (7-6)	The paragraph is above adequate in most areas and exceptional in some. In the areas where it is not above adequate, it is still entirely acceptable. The text sufficiently addresses the prompt. The majority of the paragraph is clear, focused and well-detailed, but there may be a few areas requiring further development. While it may contain a few errors with grammar, the use of vocabulary, tone and mechanics (spelling and punctuation), these errors do not detract from the overall writing.

AVERAG E (5-4)	The paragraph is adequate in most areas, but exceptional in none. The text partially addresses the prompt. The paragraph is clear although probably lacking in both control and command. Organisation may be a slight problem but errors don't make it difficult to understand. Supporting sentences provide details but are generally underdeveloped. There may be multiple errors in grammar, the use of vocabulary, tone and mechanics (spelling and punctuation), but these errors do not, for the most part, detract from the overall writing.

BELOW AVERAG E (3-2)	The paragraph is lacking in a majority of areas. The text doesn't adequately address any part of the prompt. The paragraph is not clear and is mostly underdeveloped. It is generally unorganised and unfocused. There are frequent errors in grammar, the use of vocabulary, tone and mechanics (spelling and punctuation) that distract from the content being provided.
POOR (1)	There are significant problems throughout the paragraph. The paragraph is often lacking in all the areas. The argument, if there is one, wanders and is unorganised. It shows no understanding of basic paragraph organisation. There are significant errors in grammar, the use of vocabulary, tone and mechanics (spelling and punctuation).

ADDITIONAL CONSIDERATIONS

	Maximum grade
no response / cheating (if proved)	**0**
totally irrelevant response	**2**
controlling idea/s given in the prompt not mentioned	**6**
considerably short response (for ex. 60 or 70 words)	**6**
the same topic with a degree of deviation	**8**

APPENDIX-G: Ethics Committee Approval

T.C.
HACETTEPE
ÜNİVERSİTESİ
Rektörlük

Sayı : 35853172-300
Konu : Şebnem UZUN (Etik Komisyon İzni)

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 15.10.2019 tarihli ve 51944218-300/00000820740 sayılı yazı.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı yüksek lisans öğrencilerinden **Şebnem UZUN**'un **Dr. Öğr. Üyesi İsmail Fırat ALTAY** danışmanlığında yürüttüğü "**Yazma Başarısı İçin Destekleme Üzerine Deneysel Bir Çalışma ve Bunun Yazma Motivasyonu Üzerindeki Etkisi**" başlıklı tez çalışması Üniversitemiz Senatosu Etik Komisyonunun **05 Kasım 2019** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini saygılarımla rica ederim.

e-imzalıdır
Prof. Dr. Rahime Meral NOHUTCU
Rektör Yardımcısı