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A CASE STUDY EXAMINING THE IMPACT OF SCAFFOLDING ON THE SUMMARY WRITING OF 6th GRADE STUDENTS

THESIS BY

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ÖZET

ALAN ARAŞTIRMASI BİR ÖZEL KOLEJ ORTAOKULUNDA 6.SINIF ÖĞRENCİLERİNE YÖNELİK ÖZET YAZMA BECERİSİ ÜZERİNE SCAFFOLDİNG STRATEJİLERİNİN UYGULANMASI

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Bu alan araştırmasında, yabancı dilde altıncı sınıflara yönelik yazma becerilerinin öğretilmesinde scaffolding stratejileri kullanılması konusu ele alınmıştır. Bu çalışmada yazma becerinin geliştirilmesinde Vygotsky'nin ortaya attığı (1978,1986) Yakınsal Gelişim Alanı'nın (YGA) sosyo-kültürel özelliği ile Ross 'un(1976) "scaffolding" yazma stratejileri kuramsal olarak kullanılmıştır. Bu araştımada scaffolding'in altıncı sınıf öğrencilerinin yazma becerilerinin geliştirilmesindeki etkisini ve öğrencilerin sınıfta yapılan uygulamalara karşı tutumları araştırılmıştır.Araştırmanın amacı altıncı sınıf öğrencilerine "scaffolding" uygulaması yapıldığında yazma becerilerinin gelişip gelişmediğini ortaya çıkarmaktır. Bu amaç için Gaziantep TED Koleji altıncı sınıf öğrencilerinden 20 kişilik bir gruba uygulama yapılmıştır. Bu araştırmada öğrencilere, bilgi toplamak üzere uygulamanın başında ve sonunda birer test verilmiş ve ayrıca öğrencilerle mülakat yapılmıştır. Uygulama toplam sekiz hafta sürmüştür. Sekiz hafta boyunca öğrencilerden kısa hikaye okumaları ve özet çıkarmaları istenmiş ve toplanan yazılar belli rubrikler kullanarak değerlendirilmiştir. Öğrencilerle yapılan mülakat sonucunda, öğrencilerin uygulamadan ve öğretmen yardımından memnun oldukları ve arkadaşları ile çalışmayı sevdiklerini söylemişlerdir.

Anahtar Kelimeler: Scaffolding, Yakınsal Gelişim Alanı, Yazmada Gelişme

ABSTRACT

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This case study explores the implementation of scaffolding in foreign language writing in a sixth grade classroom setting. In this study, Vygotsky's (1978, 1986) socio-cultural framework of the Zone of Proximal Development (ZPD) and scaffolding writing (Ross,1976) are used as the theoretical basis to study the development of foreign language writing. The study aims at investigating the impact of scaffolding on sixth grades level of students' writing, the students' attitude towards teacher scaffolding and peer review. The main purpose of the study is to determine if the students who received teacher's scaffold on their writing and peer checked themselves would score better on writing summary or not. For this purpose, 20 primary students (in the sixth grade) at TED Gaziantep College participated in the study. The data were collected through quantitative and qualitative data collection instruments. The pre-test and post-test were given and the results provided the quantitative data along with the teacher scaffold on the students' writing summaries for eight weeks. The qualitative data came from the interview made at the end of the study. During eight weeks' period, students wrote summaries of short stories and the summaries were corrected and evaluated using rubrics. The analysis of the quantitative data indicated that the students who received scaffolding improved in writing after six weeks' implementation. The analysis of the questionnaire showed that the students enjoyed writing learning with the guidance of teacher scaffold and studying with their peers during the process.

Key Words: Scaffolding, Zone of Proximal Development, Writing Development

ABBREVIATIONS

ZPD: Zone of Proximal Development

EFL: English as a Foreign Language

ELT: English Language Teaching

SPSS: Statistical Package for Social Sciences

MED: Ministry of Education

YGA: Yakınsal Gelişim Alanı

TED: Türk Eğitim Derneği

LIST OF TABLES

LIST OF FIGURES

TABLE OF CONTENTS

CHAPTER I

1. INTRODUCTION

1.1. Presentation

This chapter presents the background to the study, the setting of the study, and the teaching of writing at TED Gaziantep College, followed by the purpose of the study. Alternatively, the research questions, the significance of the study, its limitations, and term definitions were explained. In addition to these, scaffolding theory behind this thesis were discussed about advantages and disadvantages.

1.2. Background of the Study

Writing is perhaps the most important skill among the four language skills of listening, reading, speaking, and writing. Like speaking, writing is a productive skill achieved mainly after long exposure to a foreign language. It is the time when the learner processes all of the information learned and places it into context. During this process, learners have difficulties in producing correct sentences. Writing is a difficult skill to teach as the activity requires a certain amount of second language knowledge.

Even as late as 1970, language teachers were mostly concerned with the final product of writing: the essay, the report, the story. Compositions were supposed to: a) meet certain standards of writing, rhetorical style; b) reflect accurate grammar; and c) be organized in conformity with what the audience would consider as conventional (Brown, 2001 as cited in Abedi & Latifi 2010, page 169). However, after the 1970s, teachers shifted their focus on content and message (i.e., process approach to writing) when they discovered the advantage of viewing learners as creators of language.

Contemporary globalization and the resulting social connections between countries have caused the English language to become very important. Therefore, language teaching has become more communicative in nature. Speaking and writing skills are now incorporated into syllabi and brought more frequently into language classrooms. Language learners' ability to express themselves orally or in a written fashion has improved. Practice in writing skills now begins early in some   private schools around Turkey such as in the so-called TED Colleges.

By the end of primary school, teachers generally expect that as a result of this early start children will be able to do such things as sing songs and name familiar objects – in addition to interact with their peers. Yet, research evidence from Moon (2004) states that in terms of developing oral proficiency, and particularly concerning interactive and extended discourse skills, certain types of experiential language programs are not necessarily successful in producing this outcome. In this paper, it is argued that one of the ways to improve writing skills in children learning English at primary level is to develop teachers' awareness and understanding of the importance of the quality of classroom interaction and teacher feedback.

Over time much research has been conducted on the teaching of writing skills Burch(2007), Brown (2001), Elbow(1973), Roebuck(2001), Schwieter(2010). Some studies have focused on teaching effective writing and evaluating student performance in this skill as it is well-known that writing is both the most important and difficult to master. For instance, some learners should know how to take notes during a lecture or write reports in an academic environment. Therefore, this is a major part of teaching and learning a foreign language – most notably English. Many schools in Turkey have stressed the importance of writing. However, textbooks prepared by the Turkish Ministry of Education lack necessary writing materials. Therefore, teaching writing is neglected and teachers involved in the continual struggle to assist young learners as they improve writing skills constantly emphasize effective writing methods which appear to be producing competent learners. As such, teaching writing based on scaffolding theory has surfaced.

1.3. Statement of the Problem

As English teachers work within their classrooms to develop lessons, activities, and demonstrations to extend writing skills of their students, they must constantly strive to meet the diverse needs of their students by selecting and implementing a variety of instructional models and writing materials. English teachers ask themselves how they can help students, especially low performing children, to develop their writing capabilities. In recent years, teachers at all levels of instruction have become more and more interested in how they can support their students in learning and using of written language.

One useful support is scaffolding. Bradley&Bradley (2003) stated that the teacher of second language learners has to facilitate that support. Then,"as students become more

proficient, the scaffold is gradually removed" (Diaz-Rico&Weed, 2002, p.85 cited in Bradley 2003). Just as builders put scaffolding around a building while it is being built, so scaffolding can be used to support a learner's learning of written language. By studying examples of text, discussing useful language, doing practice exercises, and using structured outlines in collobaration with the teachers and peers, students can build bridges between reading and writing. In theory, students employing scaffolding move from being dependent on the teachers' words to being independent and able to use their own words.

In learning, the gradual withdrawal of teacher support via instruction, modelling, questioning, and feedback for a child's performance across successive engagement transfers more autonomy to the child (Harris & Hodges, 1996). Researchers (Verenikina, 2008, Nielsen, 2007) believe the strategies that will best accomplish learning are those which support learning within the child's Zone of Proximal Development (ZPD) defined by Vygotsky (1933/1978) as "the distance between the actual developmental level as determined by individual problem solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers". Educators have employed particular methods and/or programs which usually expect the learner to conform to the program rather than observing the child and developing strategies, methods, and experiences that build upon the learner's competencies. From a constructivist perspective, new learning does not occur at the actual level of development; rather, it occurs in the ZPD. The term scaffolding can be summarized as teacher guidance on a specific subject or skill within a learning environment.

The teaching of English is of primary importance in TED Colleges. Parents whose children attend private schools value the teaching of English more than they do other subjects. The primary reason for them to enroll their children in a private school is to allow their children to learn a foreign language well – usually English. Starting to learn English at an early age increases this possibility and private schools are considered to be the best places to provide this opportunity. The English curriculum at TED Gaziantep College gives importance to all four skills. Grammar and vocabulary are integrated into these four skills as much as possible. Grade 6 is currently uses a Cambride publication, English Explorer, as its course and activity book.

In the book, all four skills are taught and sometimes cultural aspects of English language are emphasized in the textbooks. The writing component consists only of a paragraph relevant to the unit. Everything learned in the unit such as vocabulary and grammar structures are incorporated into the writing component. Writing is particularly taken into hand in the course book. At the end of each unit, the writing section is, in fact, given in three stages: 'preparation', 'writing', and 'checking' along with sometimes 'presentation.' The checking stage requires the students to re-read what he or she has produced and to check it by referring to some useful pages. However, the 6th Grade students in my class who study English have difficulties writing summaries. Even if they have been instructed on the mechanics of foreign language, they are not able to produce grammatically correct and meaningful sentences.

From the teachers' viewpoint, this problem stems from the fact that students need more help and support (scaffolding) to improve their writing skill in this specific area. As such, there is a need to find an effective way for teachers to teach writing which permits them to address the needs of all students at all performance levels. For such instruction, it is necessary to create a setting in which students learn under the support and guidance of a teacher that is interactive and collaborative. It is directly related to working within the ZPD, meaning that the learners are assisted by others (both teachers and their peers) so that they are able to achieve more than is possible to do alone. Therefore, scaffolding, which is closely related to ZPD, should be implemented to enhance students' writing skills.

According to Vygotsky (1987), "what the child is able to do in collaboration today he will be able to do independently tomorrow". For scaffolding to be successful, teachers must help learners develop strategies they can apply to novel problems, not simply provide answers to specific questions. For example, when a child is confronted with an unknown word, rather than telling the child the word the teacher may scaffold problem solving by prompting the child to use strategies within his or her range, such as using pictures for clues. Eventually, the child no longer needs the teacher's help and can activate the necessary strategy unprompted.

1.4. Purpose of the Study

The purpose of this study is to explore the implementation of scaffolding in teaching summary writing within the classroom setting with 6th Graders. There is much extant literature on how to scaffold with young students in most schools. It has become widely used

in whole-class and other settings, but often in loose ways (Smit, van Eerde, & Bakker, 2012.) Research has supported the concept that scaffolding has been expanded and applied in both young and adult learners in teaching the writing skill. In this case study, use of scaffolding techniques was implemented at the 6th Grade level in TED College to discover how the practice increased students' achievement in writing summaries.

1.5. Significance of the Study

The information and data produced from this case study regarding the useful effects of scaffolding on young learners' writing development may contribute to education. An additional contribution is that the knowledge can assist English teachers in implementing and improving an effective use of scaffolding within the instruction to enhance writing skills of young elementary school students in Turkish schools. Learning appropriate strategies for writing in English may also contribute to learners' academic developing for future schooling. When the learners began to internalize writing concept for even small coherent paragraph or short summary, they may carry it to other genres of writing and make them effective writers in the future.

1.6. Limitations of the Study

As this study was conducted only with the 6th Grade students in TED Gaziantep College, it may be considered a study limitation. The study included 20 students in the 6th Grade class. The number limits generalizing the results for all Turkish primary students in the 6th Grade. The number of short stories used in this study was another limited factor. Reading more stories could provide more significant results.

Additionally, students' language background can be considered as another limitation since the participants come from different schools including state schools or other private colleges.

1.7. Research Questions

The following questions served to structure and guided this study:

1. Does the use of scaffolding in summary writing help students' improvement?
2. What are the students' opinions and perceptions on scaffolding in the implementation of writing?

1.8. Operational Definitions

The following terms were frequently used in this thesis:

Vygotsky's Scaffolding: a term used to describe a method of teaching which provides resources and support to students as they learn new concepts. Wood, Bruner, and Ross (1976, p. 90) offer the following definition of scaffolding: "Those elements of the task that are initially beyond the learner's capacity, thus permitting him to concentrate upon and complete only those elements that are within his range of competence".

Scaffolding as a Teaching Strategy: Scaffolding instruction as a teaching strategy originates from Lev Vygotsky's sociocultural theory and his concept of the *zone of proximal development* (ZPD). The scaffolding teaching strategy provides individualized support based on the learner's ZPD (Chang, Sung, & Chen, 2002). In scaffolding instruction a more knowledgeable other provides scaffolds or supports to facilitate the learner's development. The scaffolds facilitate a student's ability to build on prior knowledge and internalize new information. The activities provided in scaffolding instruction are just beyond the level of what the learner can do alone (Olson & Pratt, 2000).

The Zone of Proximal Development (ZPD): The ZPD is defined as "the distance between the actual developmental 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 peers" (Vygotsky, 1978, p. 86). It is the gap between what a learner has already mastered (the actual level of development) and what he or she can achieve when provided with educational support (potential development).

CHAPTER II

2. LITERATURE REVIEW

2.1. Presentation

Writing skills are major productive skills for English learning. However, how to teach such important skill or which teaching strategy to use in implementation is the main challenge in all educational setings. Brown quotes Elbow (1973 : 14-16) as saying that writing should be thought of as an organic, developmental process . . . not as a way to transmit a message but as a way to grow and cook a message. In other words, writing is a major part of the language body thus, teaching such an important skill needs to be considered as a living and progressing in procedure. That is to say one cannot assume and teach or learn it as separate from the real world.

Undoubtedly, such a challenging skill could be incorporated in the instruction with great enthusiasm and authenticity. Walqui (2002) maintains it is possible for second language learners to develop deep disciplinary knowledge and engage in challenging academic activities if teachers know how to support them pedagogically to achieve their potential. In this research, he concludes that English learners need to use them more extensively, continuously building scaffolds as the need arises, and communicate their purpose and uses to students. From this point of view, the language teacher has assumed a supporting role and could increase motivation and success in language classrooms with the approppriate methods and strategies.

2.2. Scaffolding Instruction

Teaching writing has been important in many schools for many years. However, in most Turkish schools this skill has been greatly neglected as the text books used in these schools do not emphasize writing skills. Teachers somehow do not care much about teaching writing because of time limitation and the difficult nature of teaching this skill. A number of experts have devoted themselves fully to research on the teaching of writing and they have succeeded in uncovering new methods and techniques in the teaching of writing. The term "Scaffolding" was first used by Wood, Bruner, and Ross (1976) in their examination of parent-child talk during the early years.

The original idea of ''Scaffolding'' comes from the work of Jerome Bruner who defines "Scaffolding" as follows: a process of 'setting up' the situation to make the child's entry easy and successful and then gradually pulling back and handing the role to the child as he becomes skilled enough to manage it (Bruner, 1983). Bruner's notion of ''Scaffolding'' was developed in the 1970s in the context of an intensive investigation of six infants (ages 7-18 months) over a period of 10 months as they played games with their mothers. These "non-rule bound" parts of the game are an instance of the mother providing a "scaffold'' for the child (Bruner & Sherwood, 1975).

Scaffolding is a temporary but essential part of the successful construction of buildings. In the classroom, it portrays the "temporary, but essential, nature of the mentor's assistance" in supporting learners to carry out tasks successfully (Maybin, Mercer, & Stierer, 1992, p.186). However, scaffolding is not simply another word for help. It is a special kind of assistance for learners to move toward new skills, concepts, or levels of understanding. Thus, scaffolding is the temporary assistance by which a teacher helps a learner know how to do something so that the learner will later be able to complete a similar task alone (Vygotsky, 1978). It is future-oriented. In other words, scaffolding theory via teacher assistance to develop a new skill provides meaningful experiences during language learning. Thus, learners will be prepared for the future by enhancing their learning situations. This will also enrich learning and academic skills for foreign language at a later time.

The concept of scaffolding has received a great deal of attention in educational research over the past few decades. An abundance of research on scaffolding in different contexts is thus the result. Scaffolding highlights one of the key aspects of children's learning, namely that it is often "guided by others"(Stone1998a, p. 351).

2.3. Advantages of Scaffolding

Scaffolding is a useful teaching strategy especially for teaching a foreign language. Since the idea of assistance lies under the concept of scaffolding, it is a great advantage to affect the learning environment whatever the level or goal. Pressley (2002) states that effective teachers know they cannot leave learning to discovery; rather, they must structure activities at the appropriate level and support learning through conversations, modeling, and active participation in tasks. Therefore, discovery learning should be supported via teacher

assistance within the ZPD. In this context, the teacher is expected to converse with the students and persuade them via scaffolding.

In a classroom environment where the learners learn together, scaffolding offers support to complete a task together. When the students are provided assistance, they wish to learn more. Moreover, scaffolding prevents feelings of failure, confusion, or anxiety. In addition, working cooperatively and collaboratively with the help of a teacher and from each other is a big advantage of scaffolding. It also builds a positive connection between students and teachers by enhancing motivation. That is to say the theory itself allows the teacher to build a bridge between the learners' current knowledge and the information being taught. Thus, scaffolding greatly contributes directly to better learning and education especially regarding foreign language education.

Scaffolding named as instructional scaffolding is used in construction to support workers as they work on a specific task. According to the Illinois University Development Center, one of the main benefits of scaffolded instruction is that it provides for a supportive learning environment. In a scaffolded learning environment, students are free to ask questions, provide feedback, and support their peers in learning new material. The teacher works as a mentor and facilitator rather than as the dominant person in class. Teachers have also used scaffolding to engage students in research work and learning. In this context, scaffolding facilitates organization of and focus for students' research (McKenzie, 1999). In a chapter on scaffolding, Scaffolding for Success, McKenzie provides a visual image analogy of how scaffolding works, "The workers cleaning the face of the Washington Monument do not confuse the scaffolding with the monument itself. The scaffolding is secondary. The building is primary." (McKenzie, 1999). He goes on to describe eight characteristics of scaffolding. The first six describe aspects of scaffolding instruction.

According to McKenzie scaffolding:
- Provides clear direction and reduces students' confusion – Educators anticipate problems that students might encounter and then develop step by step instructions, which explain what a student must do to meet expectations.
- Clarifies purpose – Scaffolding helps students understand why they are doing the work and why it is important.

- Keeps students on task by providing structure, the scaffolded lesson or research project, provides pathways for the learners. The student can make decisions about which path to choose or what things to explore along the path but they cannot wander off of the path, which is the designated task.

- Clarifies expectations and incorporates assessment and feedback . Expectations are clear from the beginning of the activity since examples of exemplary work, rubrics, and standards of excellence are shown to the students.

- Points students to worthy sources – Educators provide sources to reduce confusion, frustration, and time. The students may then decide which of these sources to use.

- Reduces uncertainty, surprise, and disappointment – Educators test their lessons to determine possible problem areas and then refine the lesson to eliminate difficulties so that learning is maximized (Matters of Definition section, para.6)

2.4. Preparing to Use Scaffolding

Hogan and Pressley (1997) suggest practicing scaffolding topics and strategies which are well-known. As with any teaching technique, scaffolds should complement instructional objectives. While we expect all of our students to grasp course content, not all of them will have the necessary knowledge or capability to initially perform as intended. Scaffolds can be used to support students when they begin to work on objectives that are more complex or difficult to complete. For example, the instructional objective may be for students to complete a major paper. Instead of assuming all students know how to begin the process, it is desirable to break the task into smaller, more manageable parts. Northern Illinois University, Faculty Development and Instructional Design Center (1997) states:

- First, the instructor provides an outline of the components of the paper
- Then students prepare their outline
- The instructor subsequently provides a rubric of how each paper criteria will be assessed
- Students then work on those criteria and simultaneously self-evaluate their progress
- The pattern continues until the task is completed (scaffolds might not be necessary in all parts of the task) (p.3)

Knowing one's subject well also helps identify the need for scaffolding. Planning to use scaffolds on topics with which former students had difficulty or with material that is especially difficult or abstract is suggested. Hogan and Pressley, (1997) suggest that you practice scaffold topics and strategies they know well. In otherwords, we should begin by providing scaffolded instruction in small steps with content you are most comfortable teaching. See Table 1

Table 1.Illustrative Model of Scaffolding

What students can now do on their own as a result of the scaffold   ***Scaffold fades or is removed***
New Knowledge

⇩

Provided from the instructor
Scaffold

⇩

That students cannot do on their **own**
New Task

⇩

What the students can already d**o**
Foundational Knowledge
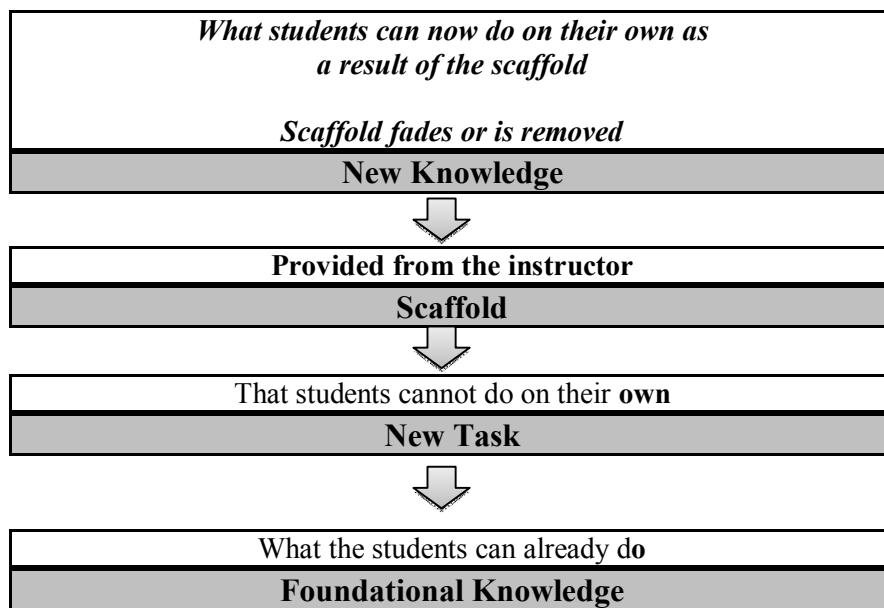
2.5. Guidelines for Implementing Scaffolding

The following can be used as guidelines when implementing instructional scaffolding (adapted from Hogan & Presley, 1997):

- Select tasks matching curriculum goals, course learning objectives, and student needs

- Allow students to help create instructional goals which can increase student motivation and commitment to learning

- Consider students' backgrounds and prior knowledge to assess their progress – material that is too easy will quickly bore students and reduce motivation. However, material which is too difficult can lower students' interest levels

- Use a variety of supports as students progress through a task (e.g., prompts, questions,

- hints, stories, models, visual scaffolding including pointing, representational gestures, diagrams, and other methods of highlighting visual information. (Alibali, 2006).

- Provide encouragement and praise as well as ask questions and have students explain their progress to help them stay focused on the goal.

- Monitor student progress through feedback

- Create a welcoming, safe, and supportive learning environment which encourages risk-taking as students should feel comfortable expressing their thoughts without fear of negative responses.

- Help students become less dependent on instructional supports as they work on tasks and encourage them to practice the task in different contexts.

2.6. Challenges of Instructional Scaffolding

As with any other learning theory or strategy, there are also difficulties in implementing scaffolding in a classroom environment where especially young learners have been instructed. In my research, I had challenges with 6th grade learners fairly in the course of writing topic sentence and the body paragraph and conclusion. These adversities might be related to their age since the learners do not have appropriate level for accomplishing writing task with sufficient speed and with a quality of production leading to writing legibly. Northern Illinois University, Faculty Development and Instructional Design Center (1997) explain the other challenges as in the below:

- Planning for and implementing scaffolds is time consuming and demanding

- Selecting appropriate scaffolds that match the diverse learning and communication styles of students

- Knowing when to remove the scaffold so the student does not rely on the support

- Not knowing the students well enough (their cognitive and affective abilities) to provide appropriate scaffolds

- Planning for and implementing scaffolds is time consuming and demanding

- Selecting appropriate scaffolds that match the diverse learning and communication styles of students

2.7. The Concept of ZPD Concerning Writing

Scaffolding is a part of social interaction and is very closely related to ZPD as the former only takes place within the latter. The ZPD is a theoretical concept shaped by socio-cultural theory in which learning is interpreted as an intricate, social act ocurring within a specific cultural environment. This environment is best enhanced when an inexperienced

learner is assisted by an experienced one who has special training or advanced skills in the problem area. Vygotsky(1986) believed that when a student is at the Zone of The Proximal Development for a particular task, providing the appropriate assistance will give the student enough of a "boost" to achieve the task.

The concept of ZPD is a key characteristic of scaffolding and there is much research on this theory. For instance, McLeod (2010) illlustrated ZPD as the following example. Maria has just entered college this semester and has decided to take an introductory tennis course. Her class spends each week learning and practicing a different shot. Weeks go by and they learn how to properly serve and hit a backhand. During the week of learning the forehand, the instructor notices Maria is very frustrated because she keeps hitting her forehand shots either into the net or far past the baseline. He examines her preparation and swing. He notices that her stance is perfect and that she prepares early. She turns her torso appropriately, and she hits the ball precisely at the right height. However, he notices Maria is still gripping her racquet the same way she hits her backhand, so he shows her how to reposition her hand to hit a proper forehand, stressing that she should keep her index finger parallel to the racquet. He models a good forehand for her, and then assists her in changing her grip. With a little practice, Maria's forehand turns into a formidable weapon.

In this case, Maria was in the ZPD to employ a forehand shot successfully. She was doing everything else correctly, but simply required a little coaching and scaffolding from a "More Knowledgeable Other" to help her succeed in this task. When that assistance was provided, she was able to achieve her goal. Provided with appropriate support at the right moments, students in our classrooms will be able to achieve tasks that would otherwise be too difficult for them.

2.8. ZPD and Scaffolding

The ZPD has become synonymous in the extant literature with the term scaffolding. However, it is important to note that Vygotksy never used this term in his writing, and it was actually introduced by Wood et al. (1976). Once the student masters a task via scaffolding, the scaffolding can then be removed and the student will then be able to complete the task again on his own.

Wood et al. (1976: page 90) offers the following definition of scaffolding:

Those elements of the task initially beyond the learner's capacity, thus permitting him to concentrate upon and complete only those elements that are within his range of competence.

Many researchers have studied Vygotsky's ZPD and scaffolding theory. For instance, Schwieter (2010) in his present study used Vygotsky's socio-cultural framework of the ZPD and scaffolding as a basis to study the development of second language writing. In his study, a total of 22 participants engaged in a course project and these participants authored essays and edited them in groups. Schwieter discovered there is are signicant differences between each of the essays and suggests that scaffolding writing technique facilitated development writing skills in second language teaching.

Another study argues the way to improve oral proficiency in children learning English at primary level is to develop teachers' awareness and understanding of the importance of the quality of classroom interaction in developing talk and learning (Read, 2004). Vygotsky (1978) claims that the area in which the child can perform an action or task, provided that a more skilled or knowledgeable person is available to help, is the ZPD which he defined as 'the distance between the actual developmental 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 peers.

He also claims that in an everyday classroom context, this might be explained simply as the gap between a child being able to do a task easily without any help or support at all. If a task which is simply out of reach for the child at the moment, this task cannot be properly implemented. Guidance and help from someone who is more knowledgeable or skilled is needed at this point. Therefore, the ZPD provides a valuable conceptual framework in an educational context. The activities and tasks also should be designed for the level of children at any one time. These tasks will extend learning and allow for success.

One can easily infer that learning occurs during social interaction among learners and any tasks performed under the guidance of someone who is skilled become more familarized and easy in a learning environment. As a result, the child becomes more involved and successful in the undertaking of everyday problem-solving tasks and situations.

To know whether a particular kind of help counts as scaffolding, it is necessary to establish that the teacher aims to develop a specific skill, concept, or level of understanding. There needs to be evidence that the child can carry out the task successfully with the teacher's help and the child can achieve a greater level of competence and independent functioning as the result of the scaffolding which has taken place. Burch (2007) explored the implementation of scaffolding in literacy learning within the classroom setting with young learners. This was a case study in which teachers taught certain themes to young learners using scaffolding. Over the course of this study, the use of scaffolding provded to be the most effective means of moving students from "at risk" of failure to independent, self-regulated learners.

In this study, students followed in a pilot study exhibited literacy acquisition that demonstrated their ability to read and write on- or above-level. Teachers scaffolded these students by using such techniques as specific prompts, guided reading and writing groups, direct and explicit teaching, mini lessons, small group instruction, and instruction driven by performance based assessment. Students were instructed at their own individual reading and writing level. Support was given to each student until they could independently command the literacy behaviors necessary to be self-sufficient and rely solely upon their own reading and writing ability as they problem-solved and demonstrated the independent use of reading and writing strategies. The study resulted in significant improvement in students reading and writing achievement.

However, Masters (2005) examined a group of primary school teachers who use computers in their classroom. The study is qualitative in nature and the use of scaffolding was examined as a teacher support strategy. The results suggested that a teacher must conscientiously select and implement strategies in order to support students working with computers. This study seems to be quite critical as it may contribute substantially to understanding about teacher scaffolding, particularly when children are working with computers. Furthermore, such a revolutionary strategy known as scaffolding and ZPD has an important impact on the development of other scientific skills.

2.9. Cooperative Learning and Scaffolding

It is significant that the terms cooperative learning, scaffolding and guided learning all have the same meaning within the extant literature. They are closely interrelated to each other and they serve the same purpose in the area of learning situations.

Cooperative learning is an approach to group work that minimizes the occurrence of unpleasant situations and maximizes the learning and satisfaction resulting from working on a high-performance team. A large and rapidly growing body of research confirms the effectiveness of cooperative learning in foreign language education. Relative to students taught traditionally with teacher-centered lectures, individual assignments, and competitive grading cooperatively taught students tend to exhibit higher academic achievement, have a deeper understanding of learned material, spend greater time on tasks and less disruptive behavior in class, lower levels of anxiety and stress, provides greater intrinsic motivation to learn and achieve, greater ability to view situations from others' perspectives, more positive and supportive relationships with peers, more positive attitudes toward subject areas, and higher self-esteem (Felder & Brent, 2006).

There are several reasons why cooperative learning works as well as it does. The idea that students learn more by doing something active than by simply watching and listening has long been known to both cognitive psychologists and effective teachers and cooperative learning is by its nature an active method. Additionally, cooperation enhances learning in several ways: Weak students working individually are likely to give up when they get stuck; working cooperatively, they continue. Strong students faced with the task of explaining and clarifying material to weaker students often find gaps in their own understanding and fill them in. Students working alone may tend to delay completing assignments or skip them altogether, but when they know that others are counting on them they are motivated to do the work in a timely manner.

Grundman (2002) examined whether student participation increased when cooperative learning structures were used in an English as a Second Language (ESL) classroom. His research reulted in the following findings: First, students had more opportunities to listen and produce language. Discussion and sharing ideas in a natural setting encouraged and motivated students to share their ideas. Second, students created strong friendship connections and cross-cultural respect for each other through group interactions. Third, engaging students with the same background in a group supported first language skills. Fourth, the classroom environment and student attitude improved. Students were interested and excited about the ESL class and its activities. This was evident when students came to class early and did not wish to leave at its end.

Grundman also added that cooperative learning promoted leadership skills and teamwork. Students were learning from their peers by providing comprehensible input and output. The proven benefits of cooperative learning notwithstanding, instructors who attempt it frequently encounter resistance and sometimes open hostility from the students. Bright students complain about begin held back by their slower teammates. Weak or unassertive students complain about being discounted or ignored in group sessions. Resentments build when some team members fail to contribute completely. Knowledgeable and patient instructors find ways to confront these problems, but others become discouraged and revert to the traditional teacher-centered instructional paradigm, which is a loss both for them and for their students.

2.10. Peer Review and Scaffolding

Scaffolding is based upon the learner-centered approach and requires peer review in the writing process. Peer review means sharing ideas among the learners which helps them give feedback and suggestions. "It is one of the cornerstones of writing as a process, giving students the opportunity to spend time in class reworking their essays instead of believing that a single draft is adequate" (Levine, 2002). Through peer review, students have the opportunity to read their peer's writing, make any necessary markings or suggestions, and receive the same for his or her writing for further improvement. This contributes to their critical thinking skills as they are able to critically analyze the writing and use all the structures and rules learned in the foreign language. During the process, students compare their peer's writing with their own and distinguish what is right or wrong to make any corrections whether in the peer's writing or own writing. It is a great opportunity for autonomous learning as well as learning in pairs.

In addition, peer review makes students more self-aware and careful in their own writing and here the students are more attentive. Therefore, peer review is definitely a different alternative for checking student writing, with many advantages than simply having the teacher check, correct, and return student's work.

Kutluk (2005) investigated the effects of peer review on young learners' writing, the students' attitude towards peer review, and the proximity between student and teacher grading. Kutluk conducted the quantitative study via the analysis of questionnaires. The quantitative data indicated that the students who received peer review on their writing and

peer checked themselves did not score significantly different from the students who did not receive such a training. However, significant difference was uncovered between the students' grading and that of the teacher's. The data analysis also showed that the students enjoyed checking and grading their peers' papers and learning their own mistakes during the process.

During the peer review sessions, teachers should model the following process from WAC Clearninghouse (2006) to provide a framework for peer reviewers:

- Use class time to model a peer review session, using the chosen criteria. It is time well-spent as it ensures students understand the process and feel comfortable with it

- Set the review context by having students recall the assignment (e.g., purpose, audience, genre, requirements). Ask students to identify criteria for success

  Q. What would make a good text of the sort assigned?
  Q. What do they imagine you, the professor, will be looking for?
  Q. Criteria can be listed on the board or distributed as written worksheets.

- Remind students early on that it is the *writing*—not the *writer*—which is being evaluated. Constructive interaction is the goal -- not defensiveness.

- Explain the terminology they will be using. For example,
  Q. What does it mean for a particular sort of text to be well organized?
  Q. How might academic or professional style be characterized?
  Q. How does a writer segment results from conclusion or discussion in a research report?
  Q. What characterizes a clear purpose statement?
  Q. How might usability be assessed in a lab protocol?
  Q. How would stress-test data best be presented in table format?

People have very different definitions of these abstract constructs. Teachers should note that the terms are all meta-linguistic: words about words. Without some intentional training, reviewers will not be working from the same definitions or understandings. Writers and reviewers need to develop a shared vocabulary of good writing.

- Peer review should not focus exclusively on what is wrong or what needs to be improved. Students benefit from knowing what they have done well. Start by identifying some of the strengths of the writing. One might begin by noting the nicely specific title and then ask students to comment on other strong features. Being positive from the outset makes the writer feel good, and it teaches the important interpersonal skill of giving positive feedback on another's performance

- Have the students comment on the rest of the model paper, then discuss the comments. Show that responses must be supported with specific comments. Responses such as "This isn't so good" or "I liked this" are not that helpful. However, comments like "This paragraph doesn't fit into your thesis" or "You discuss genetic mutation for three paragraphs, but it isn't mentioned in your opening paragraph" give the writer something to think about and work on. The most helpful comments identify a problem area, show why it is a problem, and suggest one or more ways to improve it

Furthermore, there are other important criteria which make peer reviews groups effective such as structuring efficient and accountable peer groups, encouraging specific activities during peer review, using technology to support them, and assessing peer groups. All these serve to improve student writing. More importantly, as students see how their words affect other people, they begin to see themselves as part of a community of writers and readers. Since they learn to critique their own and others' writing, they are actively involved in the learning process, and they learn important course content while assessing what others have written.

Atai (2000) compared the effect of self versus peer correction on students' writing ability. The results showed that peer-correction provides an advantage in terms of students' general writing ability; therefore, he concluded that peer evaluation helped in achieving better writing. Group work is considered one of the most effective ways of conducting language activities. In fact, a number of researchers have investigated the positive impact of group work on foreign language learners. Group work increases foreign language practice opportunities, improves the quality of student talk, helps individualised instruction, and promotes a positive affective climate and motivates students (Long & Porter, 1985).

Littlejohn (1982) found that group work produced students who were more motivated, less inhibited, freer to speak, and less conscious of mistakes. The benefits of group interaction

19

extend to informal learning as well. Ismail and Tahir (2011) found in a study on the impact of group work on university students involved in outdoor activities that group work enhances language proficiency of students. Peer support is becoming a popular supplement to the traditional methods in second language learning (Deegan, 2006). Studies have shown that employing peer support system in language learning creates a more positive environment which encourages students to be responsible for their own learning process in both academic achievement and social development (Glynn, et. al, 2006). Peer support permits students to primarily interact with their peers. Interaction with peers is a good method to stimulate learning as students assisted by peers are more active and engaging (Topping, 1996). In a study on the attitudes of children to the study of French in a British school, Fitz-Gibbon and Reay (1982) found that peer tutoring increases motivation to learn a language.

The notion that the main objective of EFL teaching is to help students to communicate fluently in the target language cause many teachers still believe an EFL class should focus on masterting linguistic elements only. However, recent trends in EFL teaching indicate the necessity of integrating literature because of its rich potential to provide an authentic model of language use. Among literary genres, short stories seem to be the most suitable choice for this purpose due to its potential to help students enhance the four skills-listening, speaking, reading and writing- more effectively because of   motivational benefits embedded   in the stories.

The idea that short stories are very suitable to use in English teaching is supported by Pardede's (2011) research findings onthe *interest, perceptions, and the perceived needs* of the students of English teachers training of Christian University of Indonesia towards the incorporation of short story in languge skills classes. The research revealed that a majority of the respondents basically found short stories interesting to use both as matertials for self enjoyment and of as components of language skill classes. Most of them also agreed or strongly agreed that the incorporation of short stories in language skills classes will help learners achieve better mastery of language skills.

Short stories can be a powerful and motivating source for writing in ESL/EFL, both as a model and as subject matter (Pardede, 2011). Short stories as a model occur when students' writing becomes closely similar to the original work or clearly imitates its content, theme, organisation, and style. Short stories have been the center of attraction for centuries for

various reasons but mainly due to fascinating pedagogical aspects embedded in them. The advocates of the use of short stories for developing language skills argue that the use of short stories offers the matertial which is real, creative and rich in language selection, as well as amusing and motivational in nature.

However, Pahtan (2012) conducted research in Libya to investigate the Libyan EFL learners' attitudes and perceptions toward the use of short stories for developing reading comprehension skill. He discovered that learners generally had positive attitudes towards the use of short stories; however, some of the learners believed short stories can play a very important role in arousing *love and liking* for reading among learners who often dislike this important language skill and have negative attitudes.

A case study entitled as *the view of scaffolding by educational students* was conducted by Veronikina (2008) in the University of Wollongong examined current perceptions of scaffolding by preservice teachers. A survey was run with educational students in the third year of study in Early Chidhood education programs at the university. The survey included a number of open-ended questions in which the participants discussed how scaffolding is better defined and what value it has for their future teaching, and how scaffolding is different from traditional teaching techniques.

Participants' responses demonstrated that they valued scaffolding as a helpful technique for their future teaching. One of the participant's viewpoint is as follows:

I would define scaffolding as demonstration and encouraging people to work in theire zone of proximal development that is working outside their comfort zone to increase their knowledge and improve tasks. When a teacher says, ' I scaffolded my students' reading, it means that s/he demonstrated the student how to read and then helped the student by prompting, giving positive feedback and making them read stories to improve their reading.

There is no doubt scaffolding strategies can be applied to teach all the skills and subskills in both English as a Foreign Language (EFL) and ESL teaching. As mentioned above, writing is one of these important skills and perhaps the most difficult skill for learners to master. According to Richards and Renandya (2008), the difficulty lies not only in generating and organizing ideas, but also in transfering these ideas into a readable text.

Providing feedback to students' writing errors has always been one of the teachers' difficult tasks. Many studies have been conducted on teaching writing based on teachers' feedback. Abedi, Latifi, and Moinzadeh (2010) researched the effect of error correction versus error detection on Iranian EFL learners' writing achievement.

This study answered some questions in writing regarding approaching the most effective ways to give feedback to students' errors in writing. This experimental study included 30 Pre-Intermediate level students in their early teens. They were divided into two groups as direct feedback group and indirect feedback group. One group received direct feedback on their writing through error correction and the other received indirect feedback; namely, error detection was along with codes. In other words, the students received concrete content feedback and the teacher explained each student's error without providing the correct forms for them by using the codes so that the learners could engage in self correction. In their corrections, they used marking error codes and Ruebuch' Analytic Scoring Evaluation. The results showed that error detection along with the codes led to better improvement in the learners' writing than did error correction.

The results from the studies as I have tried to summarize some of the studies to support a notion that scaffolding techniques within the ZPD facilitates progress of foreign and second language teaching, specifically writing skills. Additionally, teaching methodology using scaffolding makes a great contribution to foster other language learning skills such as oral, social, practical, and technical teaching of computers.

CHAPTER III

3. METHODOLOGY

3.1. Introduction

This chapter presents the methodological procedures for the study. In the first section, the research design is introduced then the participants of the study are described. In the 3rd part, the procedures of the study are explained. In the last section, the data collection instruments and the data analysis procedures are given.

3.2. Research Design

This case study can be described as an empirical inquiry which includes quantitative evidence, multiple sources of evidence, and benefits. The research was conducted to discover the impact of scaffolding on students' writing summaries of short stories. This study was implemented for eight weeks and contained an intensive teacher scaffolding.

The study is both quantitative and qualitative in nature. The quanitative research is based on numerical data and is closely related to objective statistics. The following definition, taken from Aliaga and Gunderson (2000), describes what we mean by quantitative research methods very well: According to their definition, quantitative research is explaining phenomena by collecting numerical data that are analysed using mathematically based methods in particular statistics. In order to find out the impact of scaffolding on participants' writing performance os short stories, a case study was implemented. The case study method is a specific field research method. Becker (1970) explains that case study refers to a detailed analysis of an individual case supposing that "one can properley acquire knowledge of the phonemenon from intensive explorations of a single case" (page. 75).

However, the qualitative research is descriptive in nature. Burch (2007) explains that in qualitative research, the findings, understandings, and insights emerging from the data collected in the fieldwork and the subsequent analysis of these findings become the results of the inquiry. In order to learn students' attitudes towards scaffolding strategy, all participants were interviewed by using semi-structured interview questions and thorough face-to-face interview, the participants' opinions were taken notes and these were examined.

3.3. Participants

In the present study, the participants are 6th grade students in TED College who have been studying English for almost three years. Their age ranges from 11 to 13 and there are 10 males and 10 females in the classroom. Some of the participants previously studied as beginners in state schools; however, the others studied English at the post beginning levels in the private colleges. Therefore, the learning speed of participants were diverse as the county has both public and private school systems and so participants have come with different dimensions such as different social and linguistic backgrounds and different attitudes towards learning English and writing skill.

3.4. Data Analysis Procedures

Short stories were selected and asked the students to write a short summary about each story. In choosing short stories, the length of the text, the needs and abilities of the students, the linguistic and stylistic level of the text, and the amount of background information required for a true appreciation of the material were all taken into consideration as per Hill (1994). During the first week, the students were asked to read the assigned short story to read and write the summary which was evaluated as the pre-test. During this time, the students were trained as to how they were going to write the summary. For this purpose, the directions and guidelines (See Appendix B) were explained to them by giving examples (Hill, 1994).

These directions and guideliens were stated clearly before the treatment and they were also explained in their native language due to the fact that some of the participants in the group had weak level of understanding the directions and so what to do. With the help of teacher's explanation of these guidelines, the learners were much well-prepared to begin the treatment and the participants had a clear mind about what to do in each step during the implementation.

Additionally, the following outline for writing summary was taken into consideration. This outline was explained to the students in the first week of the study based on Hill's criteria. (See Appendix C) With the criteria explained in advance, the students came to the realization that instruction, grounded in the theories embracing scaffolding strategy. Studying, reflection, and understanding these criteria enabled them to arrive at a new understanding of the complexity of the learning process of summary writing.

During eight weeks' period of scaffolding, the students were asked to read the assigned short story and write a short summary. After each week, the papers were collected and students' errors were marked based on the marking error codes (See Apendix D) and returned to them to see their errors for self- correction. Later, the papers were recollected and graded by four raters including mysef based on the following Ruebuch's Analytic Scoring Rubric.

Table 2.Ruebuch's Analytic Scoring Rubric

I. Vocabulary (1- 2- 3- 4) Comments for improvement: **a.** completely accurate and appropriate, no errors **b.** usually accurate and appropriate, few minor errors **c.** frequently accurate, occasional inaccuracies **d.** Not extensive enough, frequent inaccuracies, limited vocabulary **e.** Completely inadequate and inaccurate, lots of minor errors
I. Grammar (1- 2- 3- 4) Comments for improvement: **a.** complete mastery over grammar, variety in sentence structure and lengths, no error **b.** may contain few errors that do not interfere with comprehensibility **c.** some minor errors that may interfere with comprehensibility, some control of major patterns **d.** many errors that interfere with comprehensibility, little control of major patterns **e.** almost all grammatical patterns incorrect, lots of major errors leading to complete incomprehensibility
III. Organization1 (1- 2- 3- 4) Comments for improvement: **a.** relevant, fully informative; adequate level of creativity and detail; well-organized, logical **b.** generally informative, may lack some creativity and detail **c.** usually informative, occasional lapses in organization and/or coherence **d.** not informative, provides little or no information, lacking key components, organized incoherently
IV. Mechanics (1- 2- 3- 4) Comments for improvement: **a.** completely accurate and appropriate, no errors **b.** generally accurate, few minor errors **c.** usually accurate, frequent inaccuracies not interfering with comprehensibility **d.** completely inaccurate, lots of major errors
Note 5: no errors   **4:** 1-3 errors   **3:** 4-6 errors   **2:** 7-9 errors   **1:** 10 and over

CHAPTER IV

4. RESULTS

The current study focused mainly on the impact of scaffolding strategy on writing development and accordingly whether scaffolding strategies through the use of simplified language, teacher modeling, assistance and peer review changed students' attitude toward writing or not. Therefore, this chapter presents the data and findings of the study. The data for weekly grammar checklist was presented in Table 3 and then the statistical analysis were made and presented in Table 4.

4.1. Analysis of Short Story Writing

During eight weeks periods, the participants were asked to write short summaries and their grammar errors were weekly checked. Also the errors occurred in each part of speech were presented in the following table.

Table 3. Weekly Grammar Checklist

Parts of speech	First Week	Second Week	Third Week	Fourth Week	Fifth Week	Sixth Week	Seventh Week	Eighth Week
wo word order	1	5	0	1	1	0	0	0
^ missing word	1	0	0	1	0	1	0	0
/ leave this word out	5	2	1	3	2	0	0	0
t tense	10	5	4	8	8	1	0	1
wf word form	2	2	1	0	1	0	0	0
vf verb form	7	2	0	0	0	0	0	0
pl plural	0	0	0	0	0	0	0	0
? rewrite this	2	1	0	0	0	0	0	0
c capital letter	0	0	0	0	0	0	0	0
sl small letter	1	0	2	0	2	2	0	1
sp spelling	7	2	1	1	3	1	0	0
article	8	5	2	2	1	1	1	0
Total mistakes	44	24	11	16	18	4	1	1

As seen in the Table 3, during the first week of the scaffolding the students made a lot of grammatical mistakes, but by the time scaffolding continued they improved in their writing and gradually they did very well. In the beginning most stutudents made mistakes in making correct sentences and in spelling and articles. However, at the end of the eighth week, after the teacher scaffold the students in writing summary of short stories, almost all the students improved and constructed more grammatically correct sentences, seldom make errors, less errors in punctuation and spelling and relate ideas and form a coherency. It is proven to be true that with scaffolding, by the teacher's intervention the students were moved from zone of current development to a zone of proximal development. It is clear that scaffold is necessary and the students need to be guided step by step to write the summary. They were also excited about peer evaluation and discussion during the brainstorming session. As a result, most of them attempted to write on their own.

4.2. The Students Errors in Percentages

The role of grammar was taken into account to make learners effective short story writers. For writing, producing grammatically correct sentences and using suitable connectors is also necessary. According to Weaver (1998) what all students need is guidance in understanding and applying those aspects of grammar that are most relevant to writing. Thus, in this study, teaching of grammar in writing was given a special emphasis. In Table 4, the participants' errors were shown in the following bar graphs.

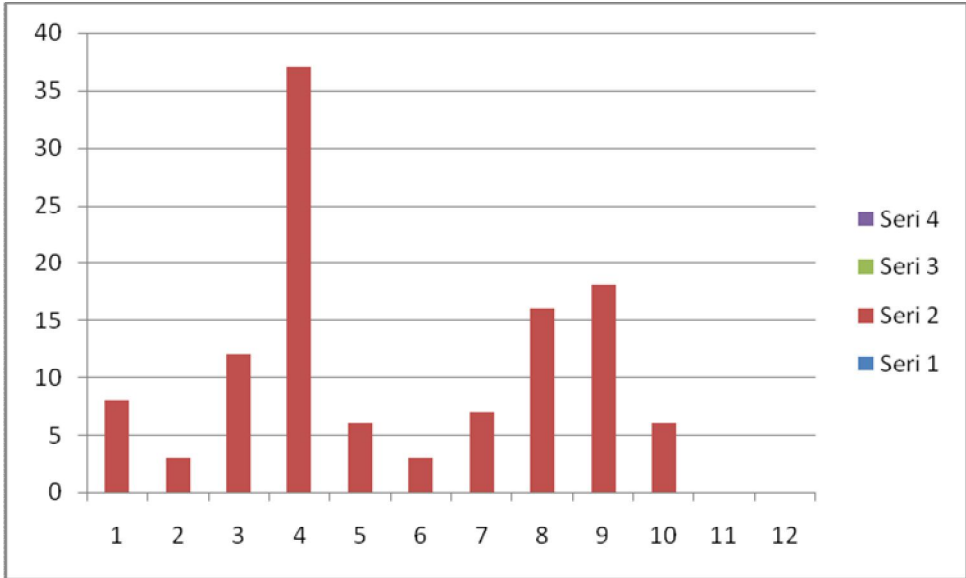**Table 4.Percentages of Grammatical Errors**

Table 4 shows the distribution and percentages of grammatical errors made by the students. It is interesting that most students make tense mistakes. When they try to make sentences they commit errors probably due to the intricate structure of English language and L1 interference can also occur in their making sentences. It is also the fact that Non-standart English is the outcome of learning when the learner learns under circumstances which hinder his becoming a member of community of standard speakers (Richards J, C; p.90). As the tense usage is problematic, I believe that this is the area where strong scaffoldinmg is needed.

4.3. The Analysis of Quantitative Data

In order to answer the first research question, a *t-test* was used to discover if there is a difference between pre-test and post-test results and also paired sample t-test results were given to understand if there is a significant difference in students'performance. The paired Samples T-Test was used to compare the means of two variables for a single group.

Table 5. Paired Samples T-test Results for the Impact of Scaffolding

	N	X	SD	t	p
Pre-Test	20	12,3500	4,27077		
				-8,672	,000
Post-Test	20	18,4000	2,32605		

Note: X=Mean

The pre-test and post-test were analyzed using a Paired-Samples T-test. The results demonstrate a statistically significant difference between pre-test and pos-test results p< 0.5. The mean scores of the pre- and post-writing tests indicate a significant gain in group. The pre-test mean score 12,35 and standart deviation is 4,27; The post-test mean score is 18,40 and standart deviation is 2,32. The results are statistically significant; in comparison with the pre-test and post test result which means the first and last assigned short stories, the participants' writing short stories made a great change. In other words, the teacher's scaffold helped the participants greatly to improve the writing summary of short stories.

4.4. The Interview Data

As for the second research question which is qualitative, the participants' opinions and perceptions were evaluated through an interview to find out how they perceived the use of scaffolding in class. Some open-ended questions (See Appendix A) were asked the students**.**

Follow-up interview was used to determine what are the students' opinions about scaffolding model in the implementation of summary writing. Different interview questions were also designed to find out learners' attitudes towards peer review in the implementation of scaffolding for writing development. The first question was used to determine whether positive attitudes or interests led students to implement scaffolding method in the writing lessons or the reverse, that is, whether the summary sessions resulted in attitude change towards writing in English. The second question was asked whether scaffolding instruction has been useful for writing summary paragraphs; if it has how, and if not why not. The following subsection present the findings from the responses to these two questions of the interview.

Among the 21 students who participated in the study, 20 participants reported attending regularly to the Scaffolding summary writing sessions while 1 student reported that she was not able to do the tasks on a regular basis because of the personal reasons. Responding to the question what were their opinions about scaffolding model in the implementation of summary writing, all 20 participants stated that positive changing occurred after the implementations. Enes, Halil and Yelda stated that scaffolding method provided them to learn different lexis and grammatical structures and use them within the meaningful contexts. Gamze and Görkem stated that this method let them comprehend texts in English. Mehmet Ali added that he had not been really interested in writing in English until this year when he began to see scaffolding instruction and working with his peers. Kaya responded that he was benefited from method about comprehension because he started to read and understood to write later. The other participants Buse and Kübra that they have seen new sentence patterns together and they have learned to use them appropriately in writing.

Rest of the students who participated in the study added that they saw the steps of summary writing and they were well motivated to compose texts and write in English.

For the second question how the participants felt at the beginning of summary writing and what changed later, Atakan reported that he was feeling weak at the beginning of this

process. He was thinking that he was not able to do it. He said that " As I learnt the steps and I started to internalize and it made me go further." Harun added that it was really difficult for him to read and understand then putting the words into a paragraph, even establishing a short sentence was a big deal for him at the third summary writing. However, as he did better later and got good marks, he felt he managed to write something in English. Kübra added that each story was different adventure for her and she especially enjoyed reading. As she was keen on reading, she understood and she felt adequate to write good summaries after the half of the implementation. Birkan said he was hopeless about writing skill since he was never within such kind of activities before. He was coming from state school and the foreign language education was ineffective there unfortunately. Books and materials provided by Ministry of Education were lack of skills and even there were no section given to writing.

Also teachers were not providing extra activities or giving academic support for students about this issue. Considering all these fact, Ümit was full of bias. He added that scaffold given by teacher turned his bias into positive effects and he began to be talented writer at the end of six weeks. The others stated that they could not able to do that beforehand. But later their approaches changed in a good way as they saw that they have an ability to read, understand and write in English. They also reported that writing was not a big challenge when to be learned appropriate words ,phrases, sentence structures and effective connectors with the help of assistance of teacher.

For the third question whether the participants like reading short stories in English or not and if they do so why, the students who participated in the eight weeks of the treatment responded as follows,

Researcher: *Do you like reading short stories and why ?*
Atakan: *I like reading in English because I learn new words.*
Kaya: *I love it because reading is my favorite hobby. I was reading in my native language a lot but after our teacher showed scaffolding method to us, I also started to read in English.*
Gamze: *I don't find reading interesting a lot because my vocabulary is limited.*
Görkem: *I don't like reading normally as it is difficult for me, but I turned to positive after studying with my peers.*
Buse: *I really like reading short stories as they are interesting.*

Halil: Reading is fantastic! I love it! I loved more after we have learnt new things and studied with our friends.

Yelda: I like but not really much. To be honest, my ideas changed after I saw I was able to succeed to read short story then write a summary for it.

Mehmet Ali: I don't like reading as it is boring. But after I read, writing summary for short story is more exciting for me. Then, there is a reason for reading.

Ayşe: I really like it because I like doing something in English.

Birkan: I don't like at all because it is a challenging task for me But as our teacher helps us to understand stories better, I try for it.

Zülal: I like reading short stories but it depends on the story selection. For example, I find the adventurous stories quite interesting while scientific stories are boring for me.

Sinem: Yes, I do like reading short story; especially the easy stories which can be understood quickly.

Enes: I like reading but I focus on vocabulary and grammar rather than to understand to text. When I don't know a word, I quickly look up the word in dictionary.

Ümit: I like reading English short stories because I am interested in English.

Pınar: I like reading short stories because I am trying to improve my English. Reading can be a good way to learn new words and grammar topics.

The fourth question addressed to find out the students' most favorite story. For the question that among the eight stories (See Appendix F) which story the students like most and why, the participants responded alternately for their favorite one. Enes and Sinem reported that their favorite story was "City Mouse and The Country Mouse" since there was important lessons to be taken within the story. These two participants also shared their feelings that the story was well-chosen as they were affected with the conclusion. İpek said that her favorite story was "Emma's Secret" because this story was easy to be understood and appropriate for their level. Halil and Buse stated that their popular story was "The Cabin by the Lake" because topic was so interesting for them and the sequences of the events were absorbing. Mehmet Ali also added that his favourite was the last one which was "Fifty Missing Pages" as there was a secret and he found it quite interesting. He said that the structure of the sentences were a little bit more complicated than the previous ones but he focused on solving secret within the story which meant he tried to understand it although it was difficult. He was well motivated he added. Gamze,Görkem and Kübra stated that their favorite story was "Alice in Wonderland"because they found it quite adventurous. They also said that working in groups

with their friends via scaffolding method made them to be more motivated and have fun. Birkan also added that his favorite story was the last one "Fifty Missing Pages" as he was able to understand better and he was more capable to write an effective summary for the story. For Buse,Halil and Pınar, the most favorite one was "The Hungry Mouse" as this story was quite funny and also the words and the sentences were quite understandable. They also added that working with their made writing activity more enjoyable as they discuss and helped each other. Lastly, among the participants Harun added that his favorite short was "My Shadow" as he found something related with his in the story. He said that this story had interesting and meaningful topic.

For the following question if the participants found the short story materials as difficult or easy , the students stated their opinions with their reasons. Some of the participants said that the stories were difficult at the beginning as they did not understand the structure and they had lots of unknown vocabulary. These participants also added that as they were acquainted with scaffolding method which was underlying the concept that teacher supported them in a systematic way, later on those participants were adequately well-prepared to read, understand and put the ideas in the sentences to write summaries.

Some of the participants who came from another private institutions and whose level of English is slightly higher than the others in the group claimed that the stories were easy to be understood in fact. They said that only writing summary was a big deal for them. Although they easily understood the stories, they had some bias about writing with correct English. Those students also added that after the first draft and supports given by the teacher , they felt better on the point of clear and correct summaries. A few students found almost all the stories very difficult on account of their low level of English backgrounds after state schools. Those students asserted that the stories were not difficult to be understood but it was challenging to write summaries for each as they have a lack of knowledge about grammar and vocabulary and even they had no idea about punctuation so far. Those students admitted that they had also some prejudices about writing skills and they found it impossible to write something in the foreign language. However, when they met scaffolding method and applied it in writing, they completed their tasks by learning effectively and they were motivated in spite of difficulty in short stories.

For the sixth and the last question of the interview was if they would like to be taught summary writing skills by using scaffolding method or not and if so why…There were twenty participants and all the participants answered this question by sharing their opinions in a detailed way. They reported that it was the first time they had met a method named as scaffolding and this method worked well as the teacher was scaffolding them with regards to fundamental points about writing in English. It was the reality that these groups of students never faced with such an important skill before and most of them had no idea about even a small paragraph. It was the first main problem encountered at the very beginning of the implementation. The participants were agreed that they were reluctant due to lack of motivation. Almost half of the participants in the group even admitted that they could not be able to write a sentence correctly, because those students also did not know the rules of simple present tense or past structure which were necessary for short summary writing. They were not taught effectively or even if they have learnt to usage properly, the students had no real, meaningful contexts to use them before.

Also the participants stated that it was the first time they had noticed their errors thanks to second drafts and effective feedbacks given by teacher. The students added that they had opportunities to correct their mistakes and learn better for the next summary not to repeat them. Additionally, the students reported that their general ideas about scaffolding. Even though they had no idea about this methodological term, they saw and implemented the steps every week with the guidance of the teacher who has done the scaffolding. The steps covered some analytical thinking skills like understanding, responding, discussing, interpreting apart from the basic language skills reading and speaking. Therefore, students were certain on continuing with scaffolding method for the further writing. They ordered the specific benefits of scaffolding method as; it is a useful tool for learning new words and phrases. It is also an effective way of improving pronunciation. During the treatment, reading aloud what they composed and presenting class what they created gave them a chance to pronounce the words and sentences correctly.

Besides, the participants improved their spelling in the course of implementation. They corrected the words and spelt them in a correct way thanks to scaffold of teacher. Moreover, the students said that intensive scaffold done by the teacher gave them an opportunity to use English tenses correctly and they began to write longer paragraphs and sentences. The students also added that they would like to use scaffolding for the future

writing lessons because it provided to develop their reading skills. The admitted that they were not writing sentences directly anymore as they read. They said that they began to write the sentences in a different way thanks to the assistance given by teacher. The participants also stated that beyond that they were affected positively with the scaffolding method in that they said they liked English lessons more and conduct of this study helped them break their prejudices about writing which was accepted as the most difficult skill with full of complexities before. In terms of the participants' opinions, as They confronted with these difficulties and they achieved. Just as they had higher marks, they were urged to do better for the following summary and it concluded with maintenance of their interest.

As the students compared the difference between their first and the last summary writing, the participants made a judgment that they had a capacity to go further and they should use the method later for the other genres, as well.

More importantly, to the participants, they gained confidence as they actively participated in the activities thanks to scaffolding summary writing and reading a lot in front of peers. They also stated that they enjoyed working together with their friends. They said they had chances for face-to-face interaction and learned from each other by working cooperatively. They also took the teacher as a model and assisted to the each other thanks to scaffolding strategies. The participants carried on suggesting that these scaffold provided by the teacher should be implemented for other skills of English such as reading or listening and during the scaffold process, more face-to-face interaction should be maximized as they enjoy studying and achieving together in groups with their peers.

To sum up, the interview addressed a group of students' opinions with six questions representing the diversity of responses given by them. Eventually, the participants stated that scaffolding has been shown by research to all positively affected their attitudes towards writing skills.

4.5. The Analysis of Qualitative Data

In this case study, I decided that my student's needs would best be met by teaching that would support all the students as they worked to acquire the necessary skills that would allow them to read and write independently. In the selection of the stories, the students' needs and opinions were considered and each story was assigned to read. This resulted in their appreciation and motivation at the very beginning of treatment for starting to write short summary under the use of scaffolding. This led to positive change in their attitudes towards strategy that teacher scaffolded. In fact, their positive attitude was supported by other studies as well (Burch 2007), (Seamus 2013), (Abedi, Latifi&Muinzadeh 2010). From the answers to the first interview question, I can conclude that the teachers' support and use of scaffolding strategies enabled students to produce new sentene patterns correctly and enjoy reading assigned stories. Also during the process of treatment, students had an opportunity to read and understand the short text at the same time. So this allowed teacher to give immediate prompt the students and support them learned to use necessary writing strategies.

Another prominent result displayed that students especially enjoyed reading which gave rise to writing in fact. On the other hand, participants were neglecting in reading or writing and the materials provided in the treatment made them come to realization that they were required to practice those skills together. When these two basic skills were being neglected in learning English, sample lessons would support new learning or practice that enabled the student to attend to these concepts properly. The sample lessons were observed and taken as a model by the learners.

In the course of giving directions and guidelines for summary writing, the participants better understood the steps of summary writing in which sentence structure, usage, and punctuation affect generating sentences which would also impact meaning. By participating in oral discussions and written sentence-combining activities in the first week, the learners were scaffolded with highly grammar instruction which led them to combine the short sentences in a variety of ways later. Thereby, grammar was naturally integrated during the revising, editing short summary writing process. After students wrote their first drafts and felt confident with the ideas, teachers used various strategies to help students see grammatical concepts as language choices that can facilitate their writing purpose. The students soon grew more receptive to revising, editing their writing.

I also observed that as the students followed the steps and students' writing began to come under the student's control, they gradually began to demonstrate gains of the production of sentences and they felt self-reliance on themselves. Most of the students in that case had different socio-cultural backgrounds which have biases towards English. However, many of them broke the wall of prejudices and their behavior changed positively towards concept of writing in spite of their misconceptions.

Findings from interview strengthen the notion that participants developed appreciation for reading skills with the use of short stories. In this way, the study served an important aim that students learned how to read stories for a purpose and this led the way to write stories with an educational goal. Less not to least, scaffolding enhanced students' interest in reading stories especially fables in which animals communicate for a purpose and the gave life lessons, moral values to children. In addition, participants tried to discover the mentioned moral lessons and make interpretations on them. Also it can be said that as the learners found a direct relation with their own world, they warmed to reading stories more and writing them which allowed teacher to make decisions regarding to teaching material.

It is generally known that young learners have short attention span and sustaining their attention in forty minutes lecture is very difficult. From my close observation; however, during peer work seesions, they interacted with their peers and discussed meaningful ideas concerning the stories that resulted in sustaining long periods of attention. Students who had already read the story before cooperated with their peers during writing in the class. Also they helped their friends who are weak ones. Burch (2007) put forward a similar observation. in her study. "This peer work was beneficial to both student and teacher. It facilitated the observation of student reading and writing behavior which allowed teachers to make strategic decisions regarding modeling and verbal teaching supports that would scaffold new student behavior. p:140"

The use of scaffolding during writing instruction impacted learners by maintaining the internalization of new concepts and strategies which were including improved writing ways with correct grammar and new lexis during the case study. Beyond that students became more independent who took responsibilities for their own reading and writing more effectively at the later weeks of implementation. Each became more confident and they began to take

control of their own learning as a self monitor and the regulated their writing both individually and with their peers. Interestingly, in the peer review sessions, learners were very sensitive to their peer's work and they successfully guided each other for better writing which can be interpreted as achievement thanks to scaffolding.

During the scaffold process, I also observed that learners did not afraid of making mistakes as they were given immediate feedback for any mistakes. The learners agreed that making mistake was a natural part of learning and even it was inevitable part of writing concept. As their teacher, I could clearly express that I saw myself as a supporter and facilitator of students since I was acquiring new academic skills to become a great model for my students as the students become autonomous writers. That is to say it also contributed a lot to my professionaly development and gave me an opportunity to assist my colleagues with regards to make strategic decisions for further writing lesson plans, materials and all instruction. Through these main analyses done in this section, it can be evidently claimed that scaffolding allowed learners to gradually acquire writing short summary and learners moved successfully higher levels of writing to become skilfull writers.

CHAPTER V

5. CONCLUSION

5.1. Introduction

In this chapter, the results of the study are discussed by considering the research questions. After presenting the findings about the effect of scaffolding on writing short stories, the reasons behind the results are evaluated. This chapter concluded with the implications of research for practice and further studies.

At the end of the study it was observed that the students scored higher on the short story writing assessment making less grammatical errors and using appropriate connectors and writing meaningful paragraphs with coherent sentences. I would like to add the possible reasons behind the students' improvement. According to my evaluation students' writing performance, it could be obviously stated that scaffolding strategies seemed to become more effective for their achievement. In fact, this judgement was also put forward with students' interview responses.

5.2. The Importance of Scaffolding Instruction

In the present study and the other studies which were discussed in the literature review, scaffolding and its role in nurturing new learners are obvious without doubt and scaffolding has a fundamental role that teacher can undertake for learners' development. In fact, it appears to become an umbrella term for any kind of teacher support (Jacobs 2001). Furthermore, due to the metaphoric nature of the term, which implies "a view of the adult as moulder of passive child" (Stone, 1998, p.362), scaffolding tends to be interpreted as a variation of direct instruction. However, when taken out of its theoretical context, the original meaning implied in Vygotskian idea of teaching is construction of knowledge with learner centered activities. On the basis of this instruction, scaffolding can be defined as supported activities because they provide support for learning by the teacher or adult who are more skilled and those supports become permanent as the learner internalizes, practices and automatizes the behavior. This concept is based on Vygotsky's (1938/1978) emphasis on the importance of learning assistance that is adjusted to the learner's potential development. (Harris & Hodges, 1995, p. 226) A changing quality of support over a teaching session, in which a more skilled partner adjusts the assistance he or she provides to fit the child's current level of performance.

This is a significant process for a student's acquisition of new concepts. Because learning was facilitiated by a more experienced partner, sometimes teacher or it might be a peer, who supported the student's developing understanding of the new concept and promotes his/her own taking step for later learning situations. Cooper (1997) states that the learner knows what riding a bike looks like; but as he makes his first attempts or approximations, they are not perfect or exact. Just as with the assisted bike ride, the child receives feedback from himself and others each time he attempts to ride the bike. Each approximation allows him to test his ideas and hypotheses about bike riding. From this observation, it can be interpreted that learner formulates the abstract ideas in any learning situation which also occurred in learning language. When they seemed to be ready, the learner actively takes part in the experience, they can also tend to implement the ideas formulated in advance.

In an instructional setting, teacher who scaffolds the class should be aware of the importance of scaffolding startegies and understand them thoroughly. Because scaffolding undertakes valuable social skills can be seen as the axis of learning and teaching language. Such an important approach served to impact on students' ability to maintain their higly interest in learning and to impact positively on the academic achievement of most students who involved in English learning. More importantly, scaffolding provides an instruction which is conducive to deep learning and can potentially lead to improved strategies for learning. These strategies provide useful guidance given by an adult (teacher in a classroom setting) for effective learning and they also demonstrate the notion of peers working collaboratively.

Beyond these scaffolding allows students to implement the new concepts in a learning atmosphere where there is less anxiety. The students ask, answer, criticize and the rationale for this, scaffolding allow them the opportunity to communicate and share the ideas and take a more active part in learning. Such an enthusiastic context can be named as real and motivating. Owing to scaffolding strategies, the students appreciate opportunities to 'teach each other' and this can be perceived as motivational and educational.

5.3. Implications

This study presented in this section can lead to several implications to teachers. It is believed that the use of short stories to develop students' writing skill has been discussed and recommended, particularly, in places where English is taught and learned as a foreign language. However, learning and mastering foreign language skills may cause some problems and difficulties for EFL learners due to various reasons including the limited exposure to target language, inappropriate methodology, inefficient materials and perhaps negative perceptions of teahers.

The most important thing is that the learners should be taken into consideration to teach any skills in English. The teacher should know how to assist the learners effectively. S/he should be aware of socio-cultural theory. S/he should know what material to use in class. If writing is taught, the use of short sories could be very approppriate to improve students' writing skill. Short stories are filled with many linguistic advantages such as sentence structures and vocabulary used in context and make writing easy and enjoyable to teach English. Short stories can a powerful and motivating source for writing in English both as a model and as subject matter(Pardede, 2011). In using short stories, the shortness of text is important, because they will see that they can understand finish something in English and this will give students a feeling of achievement and self confidence.

Roebuck (2001) in her study on Teaching Composition in the College Level Foreign Language based on Vykotsky's ZPD theory found out that making the composition process explicit and providing external resources assist in learners in their writing. When learners follow assigned steps, such as overall teachers's assistance and feedback, they can produce compositions that are clearer and more organized. Because socio-cultural theory offers a useful perspective on second language writing. She concludes that "it is our responsibility as teachers of writing to assist learners while they are passing through the stages of acquisition."

In my study I have reached similar conclusions as to the assistance of the teacher in students'writing summaries of short stories. I tried to eliminate certain difficulties that students suffer from in their writing. I also attempted to create a social learning atmosphere where learners discuss and colloborate and good took place in my classroom.

Abedi, Latifi and Moinzadeh (2010) stated that providing feedback to students' writing errors has always been one of the teachers' difficult tasks. They found that the type of feedback provided, had a significant effect on the learners writing improvement." It was observed that those learners who received indirect feedback on their writing through error detection showed greater improvement in producing new pieces of writing."

5.4. Suggestions for Further Research

The present study was conducted at Gaziantep TED College which is a private school. A total of 20 participants were involved in this study. A similar study could be conducted in a state school to investigate how scaffolding strategies works with state school students. To make this comparison, I believe experimental studies are required to see how students writing skill improved if teachers' indirect feedback is used. This study focused on teaching writing skills. Perhaps further studies can be arranged to investigate the effectiveness of scaffolding on teaching other skills such as listening, reading and speaking or even teaching some other subskills such as the teaching of grammar and vocabulary.

Another implication of the study is in the direction of insufficiency of professional development of teachers in Turkey. Teachers in any field need to understand and inquiry innovative techniques or strategies like scaffolding which is nourishing effective learning. Therefore, teacher-in-service programs scaffolding strategies should be taught to not only for English teachers but also for teachers of other fields. I believe that when scaffolding is used by all school teachers, learning will be facilitated more positively and students' success in learning will eventually increase.

Additional research could also include how motivational cultural intelligence affects English writing development over time in different educational settings such as in a university. This is important because students must be adequately motivated to learn a foreign language; otherwise, effectiveness in learning writing and other aspects such as speaking and reading is signficantly reduced. Strong English skills are required for admissions acceptance in English-speaking countries with top universities such as Canada, the UK, and the USA, or in student and teacher exchange efforts such as the European-based Erasmus Program. And, at least one commonly used foreign language is needed to follow technological and scientific developments around the world (Şen, 2012). English remains that common language.

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The following sites provide good worksheet models:
  o http://writing.colostate.edu/references/processes/peerreview/worksheet1.html
  o http://mwp01.mwp.hawaii.edu/peer_groups.htm#Collection

The following website is the reference for scaffolding figure:
  o http://epltt.coe.uga.edu/index.php?title=Review_of_Scaffolding

7. APPENDICES

7.1. Appendix A: Interview Questions;

1. What are your opinions and perceptions on scaffolding in the implementation of writing?

2. How did you feel at the beginning of the summary writing and did your feeling change later about writing in English?

3. Did you like reading short stories in English or not and if you do so, why?

4. Among the eight stories which story did you like most and why?

5. Did you find the short story materials difficult or easy? State your reasons clearly.

6. Would like to be taught summary writing skills by using scaffolding method or not and if so why? State your reasons clearly.

7.2. Appendix B: Directions and Guidelines for Summary Writing

Table 6. Directions and Guidelines for Summary Writing

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1) Read and understand the prompt or writing directions.

What are you being asked to write about?

* *identify and discuss the characters, setting*

* *re-tell the important events of the plot in your own words*

* *express the underlying meaning (theme) of the story*

2) Read, think about, and understand the text. Review the story to make sure you know it well. Use a dictionary or context clues to figure out the meaning of any important words that you don't know.

3) Organize ideas. Write down the important events as they occur in the story.

4) Write an introduction. State the title and author of the story. Describe the setting and characters and conflict.

5) Write the body paragraphs. Retell the story in your own words. Describe the most important events from the story.

6) Write a conclusion Describe how conflict is resolved. Explain the theme. What comment is the writer making?

7) Revise if you write. Check if you write the main idea and include the most import details.

8) Proofread and edit. Check your spelling, grammar, and punctuation. Is the verb tense consistent? Are all names spelled correctly and capitalized?

9) Write your draft: Use ink or pencil. Write on one side of the paper only. Include the title.

10) Read your summary one last time before you turn it in: Look for careless spelling, punctuation and grammar errors, especially omitted words or letters.

7.3. Appendix C: Summary of a Short Story

Table 7. Summary of a Short Story

Introduction

1. Start with some background information about the story:
❖ *title*
❖ *author's name*
❖ *genre*
❖ *brief description of the setting.*

1. Briefly describe the main characters and how they're related to one another
2. Give an explanation of the conflict or problem in the story

Body Paragraphs

3. The number of paragraphs in your summary depends on the length of the original story.

4. Begin retelling the important events of the story in your own words.

5. Use transitional words and phrases to connect ideas.

6. Group the paragraphs into related events.

7. Describe the climax—the most suspenseful moment in the story.

Conclusion

1. State the resolution of the story.

2. Show your understanding of the story's theme—the author's

underlying message or the big idea of the story

7.4. Appendix D: Error Correction Symbols

Table 8. Error Correction Symbols

Incorrect Sentences	Problem	Correct Sentences
Bob forgot to put money into <u>wallet his</u>. **Wo**	**wo** = word order	Bob forgot to put money into **his wallet**.
It ^ raining that day.	^ = add a word or words	It **was** raining that day.
Bob was very <u>nervous</u> with the taxi driver. **ww**	**ww** = wrong word	Bob was very **angry** with the taxi driver.
Sally was at home and she was watching the TV.	/ = leave this word out	Sally was at home and she was watching TV.
Sally's birthday party <u>is</u> last April. **T**	**T** = Tense	Sally's birthday party **was** last April.
Bob was working <u>on</u> his office. **Prep**	**prep** = preposition	Bob was working **in** his office.
Bob and Mark's clothes were completely <u>wetted</u>. **Wf**	**wf** = word form	Bob and Mark's clothes were completely **wet**.
Bob <u>like</u> Sally very much. **Vf**	**vf** = verb form	Bob **likes** Sally very much.
Bob and Sally is very good friends.	= noun/verb agreement	Bob and Sally **are** very good friends.
Bob bought some <u>flower</u> for Sally. **Pl**	**pl** = plural	Bob bought some **flowers** for Sally.
Bob took his umbrella <u>because of the money</u>. **?** **?**	**?** = rewrite this part	Bob took his umbrella **because it was raining.**
Ten minutes later Mark's car <u>brooke</u> down. **sp**	**sp** = spelling	Ten minutes later Mark's car **broke** down.
The taxi driver told Bob to get out of the taxi **p**	**p** = punctuation	The taxi driver told Bob to get out of the taxi**.**
<u>b</u>ob bought some flowers for Sally **cl** <u>B</u>ecause it was her birthday. **Sl**	**cl** = capital letter **sl** = small letter	**B**ob bought some flowers for Sally **b**ecause it was her birthday.
Art. Article **Sp.** Spelling Error		

51

7.5. Appendix E: Ruebuch's Analytic Scoring Rubric

I. Vocabulary (1- 2- 3- 4)
Comments for improvement:
a. completely accurate and appropriate, no errors
b. usually accurate and appropriate, few minor errors
c. frequently accurate, occasional inaccuracies
d. Not extensive enough, frequent inaccuracies, limited vocabulary
e. Completely inadequate and inaccurate, lots of minor errors
II. Grammar (1- 2- 3- 4)
Comments for improvement:
a. complete mastery over grammar, variety in sentence structure and lengths, no error
b. may contain few errors that do not interfere with comprehensibility
c. some minor errors that may interfere with comprehensibility, some control of major patterns
d. many errors that interfere with comprehensibility, little control of major patterns
e. almost all grammatical patterns incorrect, lots of major errors leading to complete incomprehensibility
III. Organization1 (1- 2- 3- 4)
Comments for improvement:
a. relevant, fully informative; adequate level of creativity and detail; well-organized, logical
b. generally informative, may lack some creativity and detail
c. usually informative, occasional lapses in organization and/or coherence
d. not informative, provides little or no information, lacking key components, organized incoherently
IV. Mechanics (1- 2- 3- 4)
Comments for improvement:
a. completely accurate and appropriate, no errors
b. generally accurate, few minor errors
c. usually accurate, frequent inaccuracies not interfering with comprehensibility
d. completely inaccurate, lots of major errors
Note 5: no errors   **4:** 1-3 errors   **3:** 4-6 errors   **2:** 7-9 errors   **1:** 10 and over

7.6. Appendix F: Short Stories Used for Teaching Writing Summary

Table 9. Short Stories Used for Teaching Writing Summary

1. The Cabin by the lake
2. The city mouse and the country mouse
3. The hungry mouse
4. Emma's Secret
5. Fifty missing pages
6. The fox and the crow
7. Alice in wonderland
8. My shadow

7.7. Appendix G: Summary Samples of Students' Works

SUMMARY 4

. The mouse was very hunany. Mous was ate a lot and than mouse got fat. Becouse she ate too much. She couldn't go inside the hole of basket. She saw a Rat. Rat said that "you need to be thin to go there inside the hole." I think one person shoudent eat a lot

Banir Kantal

7.7.1. Student's Written Work for Summary Writing

My Shadow

A boy has a little shadow that never leaves him. He is similar to him. He has nice time with him. His shadow likes to grow. The shaw doesn't know how children should play. Sometimes he makes a fool of him.

Alara ÖZASLAN

SUMMURY 3

A man had a little dog, an he was very fond of it. A donkey looked in at the window and saw the man and the dog Then the donkey said to himself "If I do what the dog does he may make a pet of me". So the donkey ran into the room It brayed as loudly as it could, "it is not fair dog is poor".

Batıhan kawas
6C

7.7.2. Student's Written Work for Summary Writing

— TASK 1 —

Crow puting on branch
There was a piece of cheese in his mouth
Fox must have been the small
I begon to plunder

"Ooool Crow hello!" said "How beautifull, how
cute. If you lied to got a blind eye.
Crow feathers liked the vf voice and the
sulten of all conithter the forest. Mole.
crow went rod whit pleasure to show
beautifull voice, Opened his mouth, deord
the back of each was a lockey
for the most foet. This course
shouldn't be too much of a cheese

Denir
BORSENK
6-c
2 un

7.7.3. Student's Written Work for Summary Writing

+16

THE CABIN BY THE LAKE

The five friends were going to camping with their parents. They went to a small house near the lake. Near the house, there were trees and blue sky was shining. The children went to lake while their family was parking. But their mothers stressful because their kids were the water was dangerous. Children answerd that we are okey. There is no problem mum and then, they saw kingfish and a deer came to the mother. Later, they swam with their family and the children happy. Their Rooms were small, so they slept well. They woke up with the nice sound of birds. The outside was great and their family were walking dong the lake. The children want out to join, and they walked with their parents. Children wanted to came again to the cabin by the lake so they took a promise from their family because they were quite happy to come here

Tilda helin
Aslan

7.7.4. Student's Written Work for Summary Writing

✱ SUMMARY 1 (+18)

A Fox saw a Crow (caw) Crow had a cheese. And then, Master Reynard (The Fox) walked up to the foot of the tree. He says "Good-day, Mistress Crow" he cried "Let me hear but one song from you that I may greet you as the Queen of Birds."

The Crow lifted up her and began to caw her best, but the moment opened her mouth the piece of cheese fell to the ground, only to be snapped up by Master Fox. And Master Fox ate the cheese.

the END

We shouldn't trust ..! anybody!

→ Ideas adequately developed.
→ text is comprehensible
→ length discourse
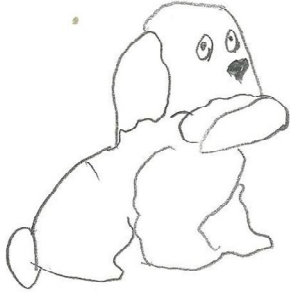→ variety of cohesive devices.
→ adequate level of vocabulary!

Batuhan Seçkin

(+18)

7.7.5. Student's Written Work for Summary Writing

THE DONKEY and THE LITTLE DOG

Donk. Tekye

6/C 547
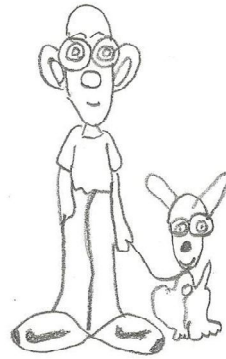
A man had a little dog, and he was very fond it. He would pat its head, and take it on his knee, and talk to it. Then he would give it little bits of food from his own plate. A donkey saw the man and dog. Donkey said; "Why does he not make pet of me?" "It is not fair. I work hard, and the dog only wags its tail, and barks, and jumps on its masters knee, It's not fair". So the donkey ran into the room It brayed as loudly as it could. The master thought the donkey was mad, and he shouted ,"Help! Help!" Men came running in with sticks. And they drove it back to the field. "I only did what the dog does" said the monkey, and yet they make a pet of the dog, and they beat me with sticks. "It's not fair.

7.7.6. Student's Written Work for Summary Writing

≈ The Cabin By The Lake ≈ ♥

The four friends were going to camping with their family. They went to a small house near the lake. Near a house there were trees and blue sky was shining. The children went to lake white their family was packing. But, their mothers were stressful because their kids were in dangerous. Children responded that we are okay, there is no problem mum. And then, they saw kingfish and a deer come to the water. Later, they swam with their family and the children were happy. Their rooms were small, so they slept well. They woke up with the nice sound of birds. The outside was wonderful. and their family were walking along the lake. Their children went out to join them and they walked with their parents. Children wanted to come again to the cabin by the lake. So they took a promise from their family because they were quite happy to come here.
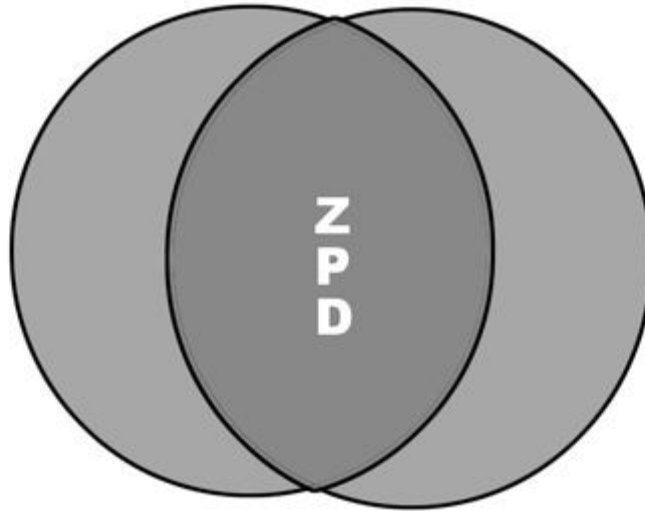
Selen Soei
6-C/193

7.8. Appendix H: Figures
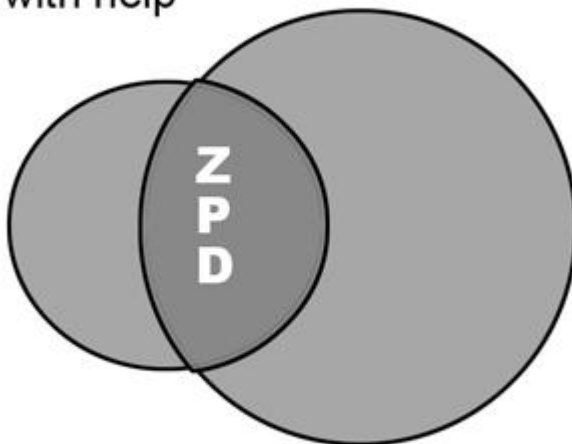
7.8.1. The Zone of Proximal Development

Figure 1.The Zone of Proximal Development
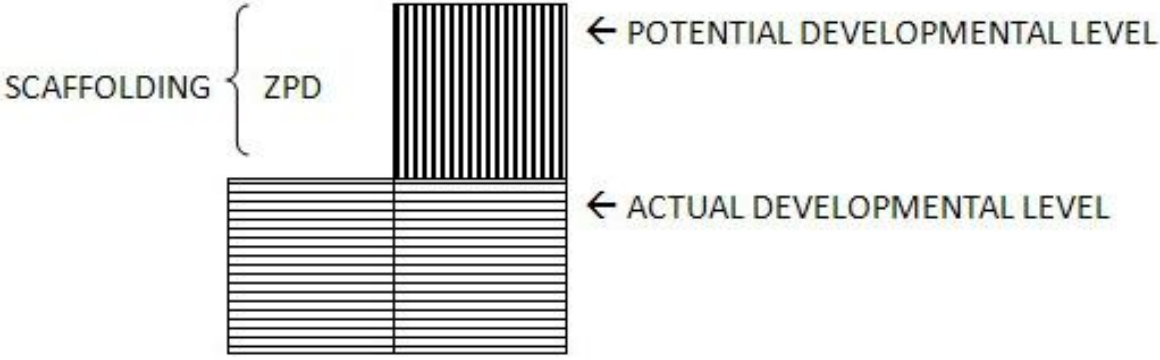
7.8.2. The ZPD After Teaching Has Occurred

Figure 2.The ZPD After Teaching Has Occurred
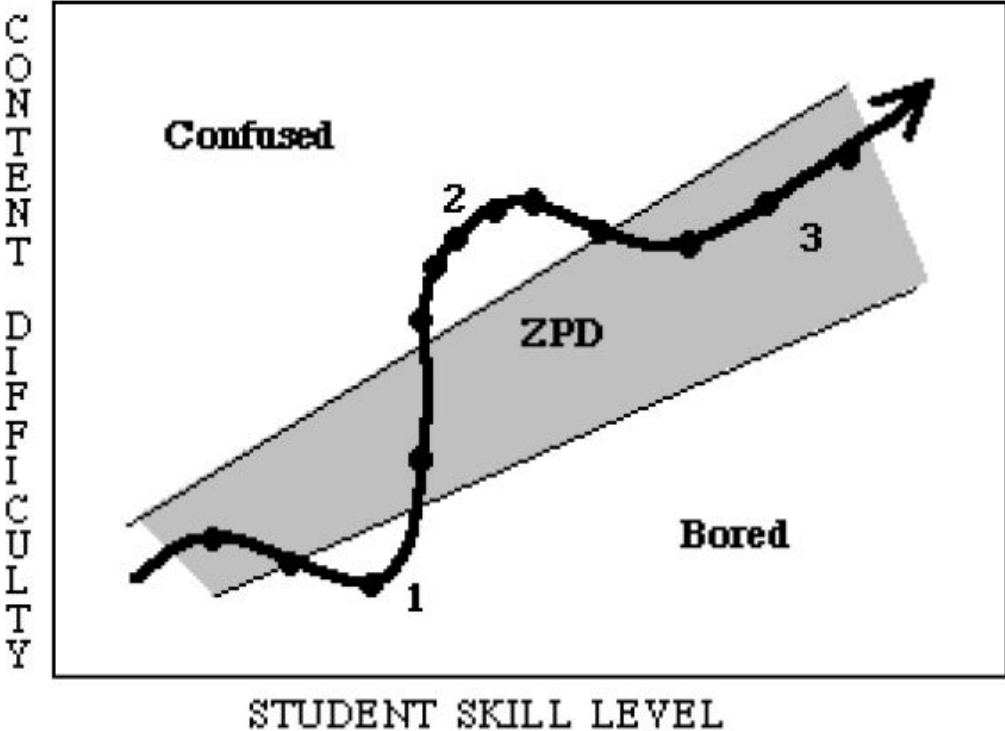
7.8.3. Scaffolding and ZPD

Figure 3.Scaffolding and ZPD

8. CURRICULUM VITAE

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Educational Background

2012 - 2014 (MA)   Çağ University

Institute of Social Sciences

Department of English Language Teaching

2008 - 2010 (BA)   Anadolu University (Undergraduate-Transferred)

Faculty of Education

Department of English Language Teaching

2006-2008   (BA)   European University of Lefke (Undergraduate)

Faculty of Arts and Sciences

Department of English Language Teaching

2000 - 2004   Cumhuriyet Lisesi (Yab.Dil.Ağr.Lise)

Work Experience

2012...   Ted Gaziantep College &

Oxford International Language Academy