ПЕДАГОГИКА – PEDAGOGY

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EXAMINING EFL LEARNERS' ATTITUDES USE OF SCAFFOLDING APPROACH ON DEVELOPING WRITING STRATEGIES

Annotation. English language is one of the widely used languages today. It is being tried to be learned by millions of people for the various purposes. There are plenty of methods, approaches and techniques in teaching and learning foreign languages. Each of them has its own advantages, the most important of which is that foreign language learners learn the language in an easy way without any troubles. Overall 39 learners from the Khoja Akhmet Yassawi International Kazakh-Turkish University were participated in order to investigate EFL learners' attitudes towards Scaffolding approach on developing writing strategies. Quantitative method was used; questionnaire was surveyed between two courses. Mann Whitney U-test used to calculate differences between two independent variables. In accordance clear-cut results of descriptive analysis presented that EFL learners' confidence towards Scaffolding approach, moreover, there was no significant difference grade and gender.

Key words: Scaffolding; writing strategies; approach; EFL learners; various purposes; methods; techniques; clear-cut results; Mann Whitney U-test; English language; Quantitative method.

Introduction

Language is the greatest invention of mankind, the main feature that distinguishes man from other living beings is language. Language skills are the ability of people to correctly and fully understand what they read, listen to and see; this means that they can again accurately and completely convey their feelings, thoughts and observations to others. Language skills consist of reading, listening, speaking and writing skills. All these skills complement each other. In order for a person to think freely and creatively, he/she must be proficient in his/her native language and be able to combine language skills with creativity. Creative writing is a concept occurs in this context and that needs to be conveyed to learners when teaching writing. Writing is a multifaceted process that includes both cognitive and motivational processes. In recent years, much attention has been paid to teaching English as a foreign language. As interest in this field grows, various methods and approaches for use begin to appear. Essentially, learning and teaching to write is considered as a sovereign field in teaching English language. The ability to write in any language is the ability to tell. The development of writing skills when teaching English as a foreign language is aimed at

ensuring that learners can express their feelings, thoughts, dreams and impressions in accordance with the rules, and learners with the ability to write should enhance these skills. Writing is the crucial component in teaching and learning a foreign language. Writing training was conducted in the early years, when learners began to learn how to correctly compose letters. There are many consequences that can lead to serious shortcomings in the academic performance of learners if they have a weak foundation in writing. Writing is not only vital for improving their academic achievement, but also contributes to their social and emotional development [1]. Writing is the process of to learn to connect words and word combinations, word combinations with utterances, to write down thoughts without mistakes. Writing considers as a productive and active abilities of learners. While using speaking performances it is expressing thoughts, opinions orally, and when using writing abilities it is the demonstrating ideas in written form [2]. The act of writing is a very complex and powerful act. It provides communication and converting thoughts into a coherent text, as well as being crucial method for learning at the same time. In order to increase learners' writing achievements make them qualified, it is necessary to increase their knowledge of the world and allow them to get to know themselves. One of the most extensive ways to evolve writing skills is to make it unique and to enable the learner to write down his/her own personality, opinions, dreams, expectations and projects. In order to reduce writing anxiety, it is indispensable to escalation the tendency to write and convince the learner that writing is a learnable skill. Teaching to write is the challenging process for the EFL/ESL teachers, moreover, teachers should pay attention to the ways to enhancing writing performance of learners [3]. Along these lines, far-reaching developments and research have taken place in this area. Research and approaches to teaching writing in a foreign language are aimed at further development of writing skills. In the process of evolving writing performances of EFL learners there are available various types of methods, approaches and techniques. One of the modernized approach is Scaffolding, which is the support of tutors that helps learners while they facing with challenges and troubles.

Scaffolding

In modern contemporary modern decades the term of scaffolding is used in teaching process. The term of Scaffolding was established by Bruner and Sherwood (1976). Scaffolding related to the building professions, it helps to builders to construct and renovate buildings [4]. By the same token, scaffolding approach developed by researchers David Wood, Gail Ross and Jerome Bruner in 1976. It is the form of problem solving, self-control and abutment of tutors while getting knowledge.

Scaffolding is one of the decisive approaches especially for the learners who are learning a foreign language. It is the form of coaching, that teachers and tutors on the crucial place. Scaffolding has an affirmative consequence on evolving writing performances. In the contemporary modern decades learners in their young ages start to learn foreign languages in order to evaluate their knowledge, additionally it directly affects to their future career. By the cause of this, they need support directions of their teachers. Tutors objectives and objectives of enhancing professional generation can be achieved by guiding learners. The role of using Scaffolding approach at the lessons, it helps to learners to solve the problems and challenges which they are faced, incidentally, helps to identify their strengths and weaknesses. Using scaffolding is the case that acquiesce the second language learners to accomplish intentions located beyond his/her personal abilities. Predominantly, these kinds of approaches are widespread among learning process, including work with evolving vocabulary, which began at the beginning of school year. It helps not only enriching vocabularies but also developing other abilities skills of learners. Scaffolding is the kind of support provided by people or materials. With the help of support learner can reach the world that he could not reach on

his/her own. Critical thinking always is being supported by Scaffolding approach. Writing ability is the main tool for human beings to acquire knowledge and they should master. Writing tasks should take place in almost every lesson it occupies decisive place. English language is taught as a foreign language in Kazakhstan; therefore EFL learners can face with challenges while writing in English. The preeminent circumstances of these troubles are lack of motivation and EFL/ESL learners have not performance to write correctly. According to some scientific researches there found out that second language learners always face with challenges while writing in English. Among the causes of problems related to foreign language learning Scaffolding approach is extensive that the advancing writing capabilities. Based on these challenges and data about writing competencies of learners the following research objective was determined in this research study.

The main purpose of the recent research study was to investigate EFL learners' attitudes of using Scaffolding approach on developing writing competencies. Moreover, to correlate learners' awareness of writing capabilities, regarding their gender and years of study at the university. For this purpose of the current study focused on the following research questions which were assumed to be answered throughout the study.

1. What are the attitudes of the EFL learners' towards use of Scaffolding approach on developing writing strategies?

2. How does Scaffolding approach used by participants on developing writing strategies differ according to their gender?

3. How does Scaffolding approach used by participants on developing writing strategies differ according to their years of study at the university?

Materials and methods

Research design

The descriptive research was used in order to identify effectiveness of Scaffolding approach on developing writing strategies. The descriptive research includes different types of questionnaires in research studies. According to Dulock, H. L. (1993) descriptive research is the description of the condition as it's exists. Descriptive research aimed to identify relationships between selected variables. The questionnaire was conduct to investigate effectiveness of Scaffolding approach on enhancing writing strategies of English learners. In order to achieve research purpose and research questions quantitative method was selected. Quantitative method used to present analysis of certain specific studies. The data demonstrated with numbers [6].

Settings and participants

In the current research study totally 39 learners from the Khoja Akhmet Yassawi International Kazakh-Turkish University were participated. 14 male (36%) and 25 female (64%) participants were selected from Philology Faculty, Foreign Languages Teaching Department in order to achieve research objective. The questionnaire was surveyed between 1st and 2nd course learners at the university.

The current study was conducted in the fall term of 2022-2023 academic years. Purposive sampling method was utilized in order to select participants. Purposeful example is one of the following the distinctive are used for a purpose related to the study [7].

Data collection instrument

The questionnaire about Scaffolding approach on developing writing strategies developed by Piamsai (2020). It was utilized to investigate EFL learners' assessments towards use of Scaffolding approach and tutors support at the English lessons. The all-inclusive questionnaire consists of overall 31 items that branched into 3 subscales: Cognitive, Metacognitive and Affecting Scaffolding. Cognitive scale includes items from 1 to 14, Metacognitive covers from 15 to 26 and last scale Affecting consists of items from 27

to 31. Just as, purpose of the current study was to examine effectiveness of scaffolding approach on developing university learners' writing strategies, items regarding to the writing selected from Metacognitive scale including totally 12 items. For instance: "I understood the objective of each writing task the teacher assigned me to do" and "I used feedback and comments from my teacher to improve my work" presented university learners' attitudes towards writing strategies, moreover, tutors' equitable of their miscalculations were advantageous for them.

The instrument was used as a form of Likert scale 4 points (4= strongly agree, 3=agree, 2=disagree, 1= strongly disagree). In accordance to the number of items in the current questionnaire, the Cronbach alpha value was α=, 928 presented that the questionnaire had immense reliability to use. (See table 1).

Table 1- reliability of the scale

Cronbach's Alpha	N of Items
,928	12

Data collection analysis and procedure

The current questionnaire was elected according to the age and level of English knowledge of university learners. Each item was selected to investigate EFL learners' attitudes towards use of scaffolding approach on developing writing strategies. All 12 items were understandable for the participants who have a low level of English. Explanation work was carried out beforehand. It was explained that results of questionnaire would be used for the academic purposes. The questionnaire was arranged in Google Form. First, the learners were asked to full the questionnaire honestly on the Google form. After gathering whole data to adjust descriptive analysis of the current research study The Statistical Package for the Social Sciences (SPSS) 23.0 version was used. The test of normality was calculated in order to identify whether parametric or non-parametric would be appropriate. Non- normal distribution was showed according to the results of Kolmogorov-Smirnov and Shapira – Wilk. As a result of Kolmogorov-Smirnov test variables showed normal distribution, non-parametric test was utilized in order to appraise data.

Results and discussion

According to the first research question **"**What are the attitudes of the EFL learners' towards use of Scaffolding approach on developing writing strategies?" In order to calculate results of first research question descriptive statistics was used. The clear results presented in Table 2.

Table 2- descriptive analysis

	N	Minimum	Maximum	Mean	Std. Deviation
Total	39	1,00	3,67	3,0150	,67751

he results of descriptive statistics showed that university learners' attitudes towards use of scaffolding approach showed high score (M=3, 01). It presented that EFL learners had an affirmative notion about Scaffolding approach. Their options demonstrated that scaffolding helped them to evolve writing performances.

The use of Scaffolding approach is temporary, whereas it is necessary for the successful construction of the building. Scaffolding is in order for L2 learners to overcome a problem that is above them capacity having someone experienced than themselves (teacher, tutor, and parents) [9]. Although, scaffolding approaches' purpose is to build support on

developing performances of learners, it is the most crucial method in teaching. It helps to identify the object of the lesson, and ways to achieve purposes clearly. Scaffolding approach is the tool that helps to clear up issues in comprehending materials. The EFL learner degree, level of knowledge of applying the study can be seen by the support of teachers. Scaffolding approach has a high influence to writing abilities of [10]. Scaffolding is a temporary support for the EFL/ESL learners which should gradually fade away. Responsibility for completing the task, achieving objectives is first divided between the teacher and the learner, and then completely passes to the latter. Moreover, descriptive statistics carried out for each item of questionnaire. The crystal results are given below in Table 3.

Table 3- descriptive analysis of items

	N	Min	Max	Mean	Std. Deviation
1. I understood the objective of each writing task the teacher assigned me to do.	40	1,00	4,00	2,9000	,74421
2.I always set the goal before I started writing	40	1,00	4,00	2,9500	,87560
3. I monitored myself when I was writing each task to make sure I used appropriate vocabulary.	40	1,00	4,00	3,0000	,98710
4. I monitored myself when I was writing each task to make sure I used correct structures and grammatical sentences.	40	1,00	4,00	3,0250	,89120
5. I monitored myself when I was writing each task to make sure the ideas/information/content was appropriate and relevant.	40	1,00	4,00	2,9500	,87560
6. I evaluated my work after I finished each writing assignment by checking if I used appropriate vocabulary.	40	1,00	4,00	3,0500	,87560
7. I evaluated my work after I finished each writing assignment by checking if I used correct structures and grammatical sentences.	40	1,00	4,00	3,0500	,87560
8. I evaluated my work after I finished each writing assignment by checking if I included appropriate and relevant ideas/information/content.	40	1,00	4,00	2,9750	,94699
9. I learned to evaluate my own work from evaluating my peers' work.	40	1,00	4,00	3,0500	,95943
10. I used feedback from peers to improve my work.	39	1,00	4,00	3,1026	,94018
11. I learned from my teacher's feedback and comments.	40	1,00	4,00	3,0250	,97369
12. I used feedback and comments from my teacher to improve my work.	40	1,00	4,00	3,1000	,77790

Whole 12 items from questionnaire calculated in descriptive statistics. The average results are shown in items: "I used feedback from peers to improve my work" (M=3,10), "I used feedback and comments from my teacher to improve my work" (M=3,10), "I learned to evaluate my own work from evaluating my peers' work" (M=3,05) and "I evaluated my work after I finished each writing assignment by checking if I used correct structures and grammatical sentences" (M=3,05). It presented learners' positive attitudes towards scaffolding and their tutors supports. While items like "I understood the objective of each writing task the teacher assigned me to do", "I always set the goal before I started writing", "I monitored myself when I was writing each task to make sure the ideas/information/content was appropriate and relevant" and "I evaluated my work after I finished each writing assignment by checking if I included appropriate and relevant ideas/information/content" had a lowest results. It means that learners troubles while writing, they cannot monitor themselves and misunderstanding objective of each writing tasks.

The second research question was "How does Scaffolding approach used by participants on developing writing strategies differ according to their gender?" In order to calculate results of second research question Mann-Whitney U-test was used. The results are given in Table 4.

Table -4 results of gender differences

	gender	N	Mean Rank	Sum of Ranks	U	p
Total	male	14	23,04	322,50	132,500	,212
	female	5	18,30	457,50		

The Mann-Whitney U-test identified attitudes towards scaffolding approach on developing writing performances in order to analyze whether there is any significant difference between male and female participants. The clear-cut scores showed that there was no significant difference between male and female participants of the recent research study. Male participants' score (M=322, 5) and female participants' results were (M=457, 5). There was slightly difference between mean ranks, by cause of number of participants. The same results can be seen in some research studies. There was no found contrast between male and female participants, both of them had affirmative attitudes towards use of Scaffolding approach on developing writing performances [11]. A significant gender influence on the perception of writing skills was also found (Saha, M. (2022)) [12]. While, the gender inequality was found, female participants' attitudes was more affirmative than male participants [13]. There was found slightly contrast between male and female participants, female participants attitudes showed confident than males [14].

The third research question was "How does Scaffolding approach used by participants on developing writing strategies differ according to their years of study at the university?" Mann-Whitney U-test was utilized in order to achieve differences between two independent variables first and second course learners. The results are presented in Table 5.

Table 5- grade differences

	grade	N	Mean Rank	Sum of Ranks	U	p
Total	1	17	20,15	342,50	167,500	,746
	2	21	18,98	398,50		

In accordance calculated results of Mann Whitney U-test demonstrated first and second course learner's attitudes towards use of Scaffolding approach on developing their writing performances. There was no significant difference between university learners according to their years of study at the university. First courses results (M=20, 15) second courses score (M=18, 98) it presented that first course learners need tutors support while writing than second course learner. The main cause would be freshmen learner's English knowledge will be lower than second courses. Moreover, there was no significant contrast between study stages of learners [15]. Tutors can use Scaffolding approach on developing not only writing abilities also their interests in learning a foreign language [16].

Conclusion

The current research study examined EFL learners' attitudes towards writing strategies through Scaffolding approach. In accordance some results the recent research study can conclude as follows: there incredible crucial benefits of using Scaffolding approach on developing literacy writing of university learners. Moreover, male and female participants attitudes showed confidence towards Scaffolding approach, so that this approach should used in teaching a foreign language in order to overcome challenges while learning. Writing also contributes to the development of language guesswork, which will become an indispensable assistant in real communication conditions, in the absence of the ability to use a dictionary and write words without mistakes.

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ЖАЗУ СТРАТЕГИЯЛАРЫН ӘЗІРЛЕУ КЕЗІНДЕ ОҚУШЫЛАРЫНЫҢ СКАФФОЛДИНГ ТӘСІЛДІ ҚОЛДАНУҒА ҚАТЫНАСЫН ЗЕРТТЕУ

Андатпа. Ағылшын тілі-қазіргі кезде кеңінен қолданылатын тілдердің бірі. Миллиондаған адамдар мұны әртүрлі мақсаттарда үйренуге тырысады. Шет тілдерін оқыту мен үйренуде көптеген әдістер, тәсілдер мен әдістер бар. Олардың әрқайсысының өзіндік артықшылықтары бар, ең бастысы, шет тілін үйренушілер тілді оңай және еш қиындықсыз үйренеді. Қожа Ахмет Ясауи атындағы Халықаралық қазақ-түрік университетінің 39 студенті жазу стратегиясын әзірлеу кезінде EFL оқушыларының Scaffolding тәсіліне қатынасын зерттеуге қатысты. Сандық әдіс қолданылды; сауалнама екі курс арасында жүргізілді. Mann Whitney U-test критерийі екі тәуелсіз айнымалылар арасындағы айырмашылықтарды есептеу үшін қолданылады. Сипаттамалық талдаудың нақты нәтижелеріне сәйкес, студенттері "Скаффолдинг " тәсіліне сенетіні көрсетілді, сонымен қатар сынып пен өрісте айтарлықтай айырмашылық болған жоқ.

Кілт сөздер: Скаффолдинг; жазу стратегиялары; тәсіл; EFL үйренушілер; әртүрлі мақсаттар; әдістер; тәсілдер; нақты нәтижелер.

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ИЗУЧЕНИЕ ОТНОШЕНИЯ УЧАЩИХСЯ К ИСПОЛЬЗОВАНИЮ КАРКАСНОГО ПОДХОДА ПРИ РАЗРАБОТКЕ СТРАТЕГИЙ ПИСЬМА

Аннотация. Английский язык является одним из широко используемых языков сегодня. Этому пытаются научиться миллионы людей для различных целей. Существует множество методов, подходов и техник в преподавании и изучении иностранных языков. Каждый из них имеет свои преимущества, наиболее важным из которых является то, что изучающие иностранный язык изучают язык легко и без каких-либо проблем. В общей сложности 39 студентов из Международного казахско-турецкого университета имени Ходжи Ахмета Ясави приняли участие в исследовании отношения учащихся к подходу Scaffolding при разработке стратегий написания. Использовался количественный метод; анкетирование проводилось между двумя курсами. Mann Whitney U-test используемый для вычисления различий между двумя независимыми переменными. В соответствии с четкими результатами описательного

анализа было показано, что учащиеся доверяют подходу Scaffolding, более того, не было никакой существенной разницы в классе и поле.

Ключевые слова: Скаффолдинг; стратегии письма; подход; учащиеся EFL; различные цели; методы; приемы; четкие результаты.