

# Developing Independent Writing Skill Through Scaffolding in Secondary Level Schools of Bangladesh

By

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A thesis submitted to the Department of English and Humanities in partial fulfillment of  
the requirements for the degree of  
M.A. in English

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## **Declaration**

It is hereby declared that

1. The thesis submitted is my own original work while completing degree at BRAC University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

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## Approval

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## **Ethics Statement**

I certify that this dissertation is based on my own research to the best of my knowledge. Other contributions used in this thesis are properly acknowledged by mentioning the required references. I, hereby, declare that this paper has not been published or submitted before in any university or in any other institutions.

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October 2022

## **Abstract**

This study investigates an important area of English language teaching and learning. In Bangladesh it is acknowledged that the students suffer a great deal of complications because of their poor level of writing ability. In Bangladesh Shil and Rahman (2020), presented that writing in English becomes complicated because it has many parts of language; such as - sentence structure, words and transmission of these parts in written forms. In this regard scaffolding strategy helps the learners to develop their ideas. Padmadewi and Artini (2018), asserted that in the scaffolding strategy learners are supervised in every stage until the learners are capable of creating a piece of writing. It is essential to improve the independent writing skill of learners through scaffolding strategies. This study examines the differences in independent writing in secondary level with and without scaffolding techniques; and also the impressions that learners have regarding writing tasks with or without scaffolding methods to find out the problems, address them and improve the situation. This study follows action research design and qualitative study. The study has been conducted among five secondary level students of class VI in a Bangla medium school. The researcher selected instrumental case study, observations, analysis of students' writings, semi structured interviews. The researcher conducted three classes which showed that the scaffolding techniques can enhance the learners' independent skill. The qualitative thematic analysis of interview transcripts explored that learners cannot write independently because they have insufficient vocabulary, problems to understand the meaning of the topic, teachers' reluctance of providing samples, limitations of time to complete the syllabus, teachers' encouragement in memorisation. Research in this field is vital for Bangladesh, because the standard of education in the country depends on the students' independent writing skill in English.

**Keywords:** Scaffolding Techniques, Independent Writing Skill.

## **Dedication**

I am dedicating this thesis to my family and friends. A special feeling of gratitude to my father Kazi Hayat (film director and producer), my mother Romisha Hayat (writer) and my brother Kazi Maruf (film actor and producer). They are my entire universe. My maternal uncle (boro mama) late Azad Rahman (music director) always wanted me to complete my higher studies. May Allah grant him peace and happiness in paradise!

Finally, I would like to dedicate this thesis to the Almighty Allah, thank you for the guidance, protection, power of mind, skills and for giving us a healthy life. Without Allah's mercy nothing would have been possible. .

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# **Chapter 1**

## **Introduction**

### **1.1 Background of the Study**

Scholars from all over the world have expressed their perspectives on the development of independent writing skill through the scaffolding strategies; they stated their views of independent writing skill with the presence and the absence of scaffolding strategies and also mentioned students' views regarding writing tasks about scaffolding strategies. In Sydney, Australia Murray and McPherson (2006), mention in a research that the scaffolding helps the learners to their emotional level of controlling their anxiety or nervous excitement and help them to be an independent writer. In another study in Australia, Davidson (2007), states that, the time when a child starts going to school, they start getting integrated with the various methods of writing guidelines in independent writing. Throughout the process of independent writing learners are expected to make their individual transcription through understanding and abilities that have been learned when the teacher represented materials and guided them through practice.

It is irrefutable that the scaffolding strategies from the early years play an imperative role in developing independent writing skill. Angelo (2013), asserts that in Australia independent writing requires assisted practice from the time when a child starts going to the school. In favour of conveying their thoughts, beginner writers come up with various aspects of knowledge associated with various types of abilities. Such as- letter construction, partitioning sounds etc. When these turn into easiest, learners can write effortlessly and in a refined manner. The Victorian Early Years Learning and Development Framework (VEYLDF, 2016) suggests the significance of young learners' independent study and formation of texts:

According to VEYLDF (2016), the young learners start to investigate written messages through the action of writing something without much thinking on it, drawing and generating ideas of writing. They make and show their individual knowledge in a manner that fits for various audiences and goals.

In a research in Indonesia, Widiananda and Sabiq (2021), elucidate that the learners have a positive perception for the scaffolding techniques while developing independent writing skill. In the final stage of scaffolding techniques, the learners were supposed to work separately and independently into the light of their individual competencies. One of the learners said, "I am happy because we are required to be independent in learning. However, we are also given structured material first" (Widiananda and Sabiq, 2021, p.6). In the same research they also discuss learners' perceptions when they were not guided with the scaffolding techniques. The learners did not have sufficient vocabulary. A few learners encountered grammar as complicated because they were having problems with the past form of verbs; therefore it was hard for them to write in English. One of the learners' said, "For me, grammar is very difficult, especially past forms of verbs. Yeah...besides I did not have many vocabularies, so it is very difficult to write in English" (Widiananda and Sabiq, 2021, p.6). Their research not only shows the perceptions of students' regarding the scaffolding techniques instead it also investigates the differences in independent writing with the presence and the absence of scaffolding techniques.

In Bangladesh Shil and Rahman (2020), explore the way writing abilities improve by the application of scaffolding at the Higher Secondary Level. The research has been accomplished within 150 secondary level learners of Feni Government College of Bangladesh. The research shows that the variations in teaching manner can show the path to manage with the present circumstance of teaching learners of Bangladesh. The findings show that the Zone of Proximal Development and scaffolding were useful to develop successful teaching methods; because blended skill in learners is normal in all grades. The research represents that writing becomes

difficult since it involves significant parts of language. Such as- sentence structure, words and the transmission of these parts in written forms.

In Dhaka, Bangladesh Podder (2018), discusses in another study on the usage of facebook to improve students' English writing ability. The participants were 30 students of first year Bachelor of Education Honours of Government Teachers' Training College. To make the learners to exercise English writing the researcher uploaded posts, gave comments on those posts and edited them. The findings represented that the writing ability in English of the students' who maintained the facebook activities developed their writing skill.

This study investigates an important area of English language teaching and learning. It explores the development of independent writing skill through the scaffolding techniques in secondary level schools of Bangladesh. It also investigates the differences in independent writing in secondary level through the presence and the absence of scaffolding techniques and also focuses on the opinions that the learners have regarding the scaffolding techniques.

## **1.2 Statement of the Problem**

Researchers all over the world focus on the development of independent writing skills through scaffolding. Slavin (2006), outlines that the scaffolding is the guidance for gaining knowledge and dealing with difficulties can add suggestions, motivations, giving samples which provide learners to develop their independence being a student. Zarandi and Rahbar (2014), emphasize that the scaffolding is an important means to provide the knowledge gaining procedure since it guides learners to comprehend their educational difficulties.

Rahman and Hasan (2019), in a study clearly mention that the Bangladeshi students encounter problems in academic writing. Giving instructions for the purpose of developing students' academic writing ability is irrefutable. Because the students who go for their higher studies abroad suffer a lot in academic writing skill.

Several researchers Faraj (2015); Ahangari, Hejazi and Razmjou (2014); Verappan (2011) and Sinaga, Suhandi and Liliyasi (2015), explored that several studies have already been shown the analysis on the consequences of scaffolding to learners' writing proficiency and the studies demonstrated that the scaffolding has important consequences on learners writing proficiency. In spite of numerous studies having already been carried out on scaffolding, almost all of them were conducted for adult learners or for primary level students.

It is irrefutable that in the present world's progressive educational system, there is a considerable possibility for the scaffolding techniques to bring advantages for the learners to develop their independent writing skill. This study methodically investigates and explores the variances in the learners' writing in secondary level through the application and without the application of scaffolding techniques and also focuses on the perspectives that the learners have regarding the scaffolding techniques. If the differences in writing are not identified during the scaffolding phase then the development of independent writing skill will not be fruitful; it requires special attention from the experts and professionals for a meaningful education in the country.

### **1.3 Purpose of the Study**

In the past couple of decades the continuous progression has been observed on approximately all domains of the world. If we fail to keep up with the progressive educational system of the developed world, we will remain in the abyss as a nation. The purpose of the study intends to investigate the transformations in independent writing at the secondary level with and without the help of scaffolding techniques. It also focuses on the views of the learners regarding the scaffolding techniques. The learners of secondary level suffer a large scale of difficulties because of their low level of writing ability; which creates a barrier to make the learners capable of writing from their own understanding and experiences.

## **1.4 Research Questions**

I have designed two research questions to accomplish the goals of this study. They are given below:

- 1) What differences can be found in independent writing at the secondary level through the presence and the absence of the scaffolding techniques?
- 2) What perceptions do the students have regarding the writing tasks with the presence and the absence of the scaffolding techniques?

## **1.5 Scope of the Study**

This study emphasises the importance of improving the independent writing skill of learners through scaffolding strategies. It also reflects the importance of identifying the changes in independent writing through the practice and without the practice of scaffolding techniques and discussing those to improve the entire context for the benefit of the country. It is recognised that the secondary level learners face many difficulties because of their below standard writing skill. To develop the learners' writing skill some measures must be taken to detect the problems, address them and improve the situation. This study examines these concerns precisely. Therefore, the study will have a great implication and concern for the country as a whole.

## **1.6 Limitations of the Study**

The study also had notable limitations because of the limited time provided by the students after the school. Students were tired of having so many consecutive regular classes. The interviews were conducted with the students; and their scarcity of time made it difficult to engage in an in-depth, thorough interview. The study most likely would have been more accurate and valid if more time was permitted to complete this study.

## **1.7 Significance of the Study**

This study crystallises on the application of scaffolding strategy to develop secondary level learners' independent writing skill. In Bangladesh learners struggle for their below standard writing skill. It is essential to pinpoint the challenges encountered by the learners and identify them to develop their writing skill. This study focuses on the learners' perspectives regarding the scaffolding techniques as well as the variances in independent writing with and without the exercise of scaffolding techniques. This study expects to be an influential tool for further research studies in this field. Nevertheless, this study sincerely hopes to get the consideration from the experts and the English language teachers to implement scaffolding techniques as progressive educational system instead of conventional way of teaching.

## **1.8 Definition of Key Terms**

### **1.8.1 Scaffolding**

Bruner (1983, 1996); Ninio and Bruner (1978); Wood, Bruner and Ross (1976), the prominent psychologist Jerome Bruner first presented the word scaffolding and applied it in teaching to establish the kind of communication that happens during the period of Zone of Proximal Development.

Padmadewi and Artini (2018), outline that the scaffolding strategy as process based writing task focuses on giving the learners the processes or stages on how to improve ideas. In this task learners are supervised in every stage until the learners are capable of creating a piece of writing. The assistance should be provided to the learners' requirements to be distinguished according to the individual learner's problems and the teachers have to change the materials for the purpose of learners' level of understanding.

### **1.8.2 Independent Writing**

According to Harris, McKenzie, Fitzsimmons and Turbill (2003), independent writing skill emerges during the time children start writing by their own understanding, knowledge and experiences. The words and the sentences that they write require to be understandable and clearly comes out from what has been taught after showing sample writing and formed in guided writing. During the independent writing phase the educators create situations for learners to write, study and answer to the texts independently.

## **Chapter 2**

### **Review of Related Literature**

This section elucidates related theories and research works to the concept of scaffolding and independent writing, scaffolding strategies to develop independent writing skill, theories relevant to scaffolding strategies that focuses on the challenges encountered by the teacher and the challenges encountered by the students while implementing the scaffolding strategies to develop independent writing skill. The chapter is divided into four parts; they are given below:

#### **Part 1: Concept of Scaffolding Strategies**

This section represents the concept of scaffolding, relevant studies on scaffolding, and scaffolding in teaching.

#### **Part 2: Concept of Independent Writing**

This section elucidates the concept of independent writing.

#### **Part 3: Scaffolding Strategies to Develop Independent Writing Skill**

This section outlines the development of independent writing skill through scaffolding strategies.

#### **Part 4: Learners' Perceptions Regarding Scaffolding Techniques**

This section discusses the learners' perceptions for the scaffolding techniques while developing independent writing skill.

#### **Part 5: Theories Relevant to Scaffolding Strategies**

This section describes the challenges encountered by the teachers while implementing the scaffolding strategies; which focuses on the limitations of the time and lack of inspirations, the

limitations of the vocabulary knowledge, the lack of students' interests and concentrations. It also explores the challenges encountered by the students while implementing the scaffolding strategies; which discusses the limitations of the vocabulary knowledge, lack of brainstorming practices, and teacher's reluctance of providing samples.

## **2.1 Part 1: Concept of Scaffolding Strategies**

### **2.1.1 Scaffolding**

Scaffolding strategy is an extraordinary strategy. Cooper (1997) and Dorn (1996), outline that the scaffolding refers to the process of learning when the educator, another adult or class fellow gives primary guidance to the learner. The scaffolding might correlate with getting the instruction to ride a bike. Many writers have regarded scaffolding as similar to learning a new motor skill. The bike rider who is riding the bike for the first time is supported by a helper to stay steady while taking the first attempt and this guidance goes on until the rider understands how to make balance.

Au, Mason and Scheu (1995); Cooper (1997), show that the similar guidance and scaffolding like a bike rider is required during the child's learning processes.

According to Gibbons (2015), it explains the capability to pick up the function of an experienced person in planning to create a knowledgeable setting where you can give guidelines to the learners.

Orey (2010), asserts that the learners are instructed to write about what they have learned and also become interested in something that they do not know about. It develops collaborative learning that facilitates teamwork and discussion amongst peer groups, substantial causes, reasoning; guidance, showing pictures and signs that give information or modeling.

Chaiklin (2003); Orey (2010); Shabani (2010), contend that the concept of Scaffolding has been received from a sociocultural theory conceived by Vygotsky (1978), he established that in the procedure of learning and progress learners require the assistance of a person who is more enlightened than the learner. This assistance can come from a peer or an adult. This is also known as Zone of Proximal Development.

### **2.1.2 Relevant Studies on Scaffolding**

According to Cazden (1988); Halliday (1975); Clay (1975 and 1979); Teale and Sulzby (1986), several study's analysis show that the language and supporting young learners to improve the abilities they will require to be an effective reader; these skills are telling and listening to the stories, the discussion about these performances act significantly in guiding young learners to read and write.

Lyons (2003), contends that the study proves that the earlier learners learn to correlate the left to right movement of their vision to go after in order to observe the words of a page during the time of listening to a story and also try to write their names.

Scholars Gopnik, Meltzoff and Kuhl (1999), investigated that when the elders help the young children to accomplish a task that increases their perception about the world and goes more than their current knowledge.

### **2.1.3 Scaffolding in Teaching**

Dorn, French and Jones (1998), state that they have observed the students who were supposed to have special needs education turn into self-reflexive students after going through an in- depth learning process. The educators have started understanding the theories where it has been mentioned how to scaffold during the teaching and learning processes, this understanding and application in teaching according to the students' needs has brought significant success.

According to Lyons (2003), it is essential for the young learners in scaffolding and guided learning that the educator applies supplementary tasks to broaden the learner's knowledge to the next level of intellectual development and learning.

## **2.2 Part 2: Concept of Independent Writing**

### **2.2.1 Independent Writing**

Wing Jan (2001), asserts that during the time of independent writing, the young learners use their understanding and abilities to improve the content and the writing procedure to write in various contexts and for various people. They exercise their writing abilities and use what they were taught in a given situation. The educator gives guidance through routine exchange of views with each student and teaching is provided according to the needs of the students. The educator is capable of providing a certain response to the individuals and to concentrate on their observation in a specific view of writing.

Department of Education (1998), discusses that in the course of independent writing learners apply their understanding and abilities acquired through the modeling of materials and involvement in the writing procedure to write their individual writings. The learners accept accountability for solving the difficulties during the writing procedure.

## **2.3 Part 3: Scaffolding Strategies to Develop Independent Writing Skill**

### **2.3.1 The Development of Independent Writing Skill through Scaffolding Strategies**

Researchers all over the world focus on the development of independent writing skills through scaffolding strategies. Slavin (2006), outlines that the scaffolding is the guidance for gaining knowledge and dealing with difficulties can add suggestions, motivations, giving samples which provided learners to develop their independence being a student. Zarandi and Rahbar (2014), establish that the scaffolding is an important means to provide the knowledge gaining

procedure since it guides learners to comprehend their educational difficulties and make them independent writers.

Rahman and Hasan (2019), in a study clearly mentions that the Bangladeshi students encounter problems in independent academic writing skill. Giving instructions for the purpose of developing students' independent academic writing ability is irrefutable. Because the students who go for their higher studies abroad suffer a lot in independent academic writing skill.

Several researchers (Faraj 2015, Ahangari, Hejazi and Razmjou 2014, Verappan 2011 and Sinaga, Suhandi and Liliyasi 2015) explored that several studies have already been shown the analysis on the consequences of scaffolding to learners' writing proficiency and the studies demonstrated that the scaffolding has important consequences on learners' independent writing proficiency. In spite of numerous studies having already been carried out on scaffolding, almost all of them were conducted for adult learners or for primary level students.

Study to develop independent writing skill through scaffolding in secondary level schools of Bangladesh has not yet been carried out; for this reason investigation in this area is very significant.

#### **2.4 Part 4: Learners' Perceptions Regarding Scaffolding Techniques**

In a research in Indonesia, Widiani and Sabiq (2021), elucidate that the learners have a positive perception for the scaffolding techniques while developing independent writing skill. In the final stage of scaffolding techniques, the learners were supposed to work separately and independently into the light of their individual competencies. One of the learners said, "I am happy because we are required to be independent in learning. However, we are also given structured material first" (Widiani and Sabiq, 2021, p.6). In the same research they also discuss learners' perceptions when they were not guided with the scaffolding techniques. The learners did not have sufficient vocabulary. A few learners encountered grammar as complicated

because they were having problems with the past form of verbs; therefore it was hard for them to write in English. One of the learners' said, "For me, grammar is very difficult, especially past forms of verbs. Yeah...besides I did not have many vocabularies, so it is very difficult to write in English" (Widiana and Sabiq, 2021, p.6). Their research not only shows the perceptions of students' regarding the scaffolding techniques instead it also investigates the differences in independent writing with the presence and the absence of scaffolding techniques.

## **2.5 Part 5: Theories Relevant to Scaffolding Strategies**

### **2.5.1 Challenges Encountered by the Teacher While Implementing the Scaffolding Strategies**

#### **2.5.1.1 The Limitations of the Time and Lack of Inspirations**

Widiana and Sabiq (2021), elucidate that in Indonesia, the instructor faces a few difficulties, they are- different stages of learners' educational accomplishments, the absence of attention among learners in classroom activities, learners' absence of vocabulary knowledge and the challenges to encourage them.

Widiana and Sabiq (2021), establish that it is complicated to inspire the learners. The teacher has limitation in time to encourage the learners because they use a lot of time on doing learning tasks. As because of Indonesia does not have English as a first language, therefore many learners do not have that encouragement to learn English language. The teacher requires a huge amount of time to make the content easy to understand little by little to the learners.

They also argue that the learners require a teacher's inspiration to study English language and the learners require to understand the intentions or objectives, benefits and how to learn English.

According to Widiananda and Sabiq (2021), when the teacher rearrange the questions to get an answer for a specific purpose from the learners; and the learners level of thinking or rationale skills get accelerated through the development of questions. The learners' efficiency of answering the questions depend on the teacher's efficiency to prepare the questions. The teacher can create the interest of the learners. This teaching process is also related with the brainstorming process.

Widiananda and Sabiq (2021), show comments on students' activities encouraging the learners' high- order thinking abilities, giving recognition for their efforts to help them in students' engagement. This study suggests to operate the additional research to investigate more on the application of scaffolding strategy in various forms of writing styles. Moreover, other scholars might study meticulously on educator's difficulties in teaching other abilities while applying scaffolding strategy.

Kamil (2018), discusses that In Indonesia, seventh grade students of West Java the six kinds of scaffolding applied through the educator in teaching writing narrative text. They were- connecting, studying in context, engaging learners' involvement, presenting interpretation, showing samples, confirming and defining. Every kind of scaffolding appeared in each step of the curriculum. The result shows that in the independent writing step, scaffolding is completely eliminated. The findings represent that the educator encountered a few difficulties while offering scaffolding. They are- the number of learners in the class, the application of the language while the teaching writing procedure happens and the limitation of the time. For the upcoming studies this study suggests engaging vast amounts of subjects in various contexts to receive abundant and accurate data. Other researchers might concentrate on how the appropriate scaffolding is supposed to be organized, considering different types of scaffolding is workable to show in each learning stage.

Kamil (2018), mentions that the teacher is reluctant to inspire the learners because he or she has a short period of time for learning.

#### **2.5.1.2 The Limitations of the Vocabulary Knowledge**

Widiana and Sabiq (2021), outline that in Indonesia, the educator faces a few difficulties, they are- different stages of learners' educational accomplishments, the absence of attention among learners in classroom activities, learners' absence of vocabulary knowledge and the challenges to encourage them.

Widiana and Sabiq (2021), contend that the teacher faces problems to make the learners to write because they have insufficient vocabulary knowledge. The teacher assigns the learners to search for the word meanings from the dictionary. The students are reluctant to use the dictionary.

Hidayat (2014), argues in Indonesia the educators of English as a Foreign Language, those who desire to develop their learners' writing and speaking ability can think about the usage of a dictionary. Training in dictionary usage can be very encouraging. The findings represent that when the learners learned the dictionary usage they were more positive about the second preliminary version of their essay writings.

Alqahtani (2015), shows that the absence of enough vocabulary knowledge is a significant challenge. Vocabulary knowledge has always been regarded as difficult for second language learners. The reason is that a limited vocabulary in a language creates obstacles for effective communication.

Alqahtani (2015), emphasizes that prior to the presentation of what is meant by a word or structure of vocabulary components, educators require to observe the kind of the vocabulary, the learners' level and qualities and the importance of the methods for the students. Especially, learners' age, level of knowledge and also English language proficiency; these factors might

influence their learning. Therefore, educators are required to be conscious of these variations while using their teaching methods. The educators can give their learners vocabulary learning strategies with possibilities to practice words frequently and in various contexts.

According to Al- Roomy (2016), the study examines the connection within writing practices and verbal communication between Saudi university learners during engaged in groups, having a specific aim on the approaches that can improve writing skills. There were 50 participants who were Saudi university English as a Foreign Language first year learners; they were divided into three groups based on their English language proficiency level. The results show that the combined writing and verbal communication allowed learners to understand how writing works and several method are convenient to engage in the procedure of writing.

Al-Roomy (2016), asserts that the learners are not capable of writing a paragraph without having the knowledge of constructing a sentence which needs enough vocabulary.

#### **2.5.1.3 The Lack of Students' Interests and Concentrations**

Kaur (2020), contends that the learners cannot get the meaning of the material given by the instructor because they consider it as difficult and complex; that makes them less interested and not to pay attention in the task. This challenge simply occurs while doing the tasks; that might occur by the lack of communication between the instructor and the learner. The instructor only shows the materials and gives the lecture to the learners, without paying any attention whether the learners got the meaning of the text or not.

Hyland (2013), emphasizes that the learners are instructed only to write the given context without understanding the main idea. In the study he argues that our writing express about us.

#### **2.5.2 Challenges Encountered by the Students While Implementing the Scaffolding Strategies**

### **2.5.2.1 The Limitations of the Vocabulary Knowledge**

Widiana and Sabiq (2021), elucidate that in Indonesia, the instructor faces a few difficulties, they are- different stages of learners' educational accomplishments, the absence of attention among learners in classroom activities, learners' absence of vocabulary knowledge and the challenges to encourage them.

Widiana and Sabiq (2021), discuss that the learners do not have sufficient vocabulary. A few learners encountered grammar as complicated because they were having problems in the past form of verbs; therefore it was hard for them to write in English.

### **2.5.2.2 Lack of Brainstorming Practices**

According to Ellis (2000), the brainstorming activity; that means planning your ideas before writing something, might be expected to be assisted by the teacher before the learners are supposed to accomplish this stage independently. For example- a map or frame can be applied to teach this stage. If the students are not introduced to the brainstorming activity; which prepares their mind before the main lesson, they might face difficulties while doing the tasks.

### **2.5.2.3 Teachers' Reluctance of Providing Samples**

Duke and Pearson (2002); Pearson and Gallagher (1983), contend that the teachers can show many types of things that can create interest to start writing techniques for young learners. Such as- pictures, conventional questions, videos, narration of stories and other observation of facts or events. As a result, young learners can prefer to answer their simulations in writing or can make their individual wordings. Even narration of stories may perform as an inspiration and teachers can apply writing frameworks to create interest in writing.

## **2.6 Research Gap**

Numerous studies have already been carried out in other countries of the world regarding the significance of the scaffolding strategies to facilitate independent writing skill. There is a gap in the literature; according to my point of view, to investigate the differences in independent writing with and without the help of scaffolding strategies and also the learners' perspectives regarding the scaffolding techniques in secondary levels schools of Bangladesh has not yet been conducted so far.

Research in this area is extremely important for Bangladesh, because the level of attainment of education in the country depends on the students' independent writing ability in English. For meaningful education, it is very important to improve the independent writing skill of learners through scaffolding strategies. It is equally important to identify the problems and address those to improve the overall situation in the interest of the country.

## **Chapter 3**

### **Methodology**

This chapter emphasizes the research methodology that has been selected for operating this study. This chapter elucidates the methodology of the study to investigate the differences in the learners' performances while writing independently through the implementation and without the implementation of the scaffolding technique. It also discusses learners' perspectives regarding the scaffolding technique. This chapter includes the participants, nature of research, research design, data collection procedure and data analysis procedure applied to make the study more reliable.

#### **3.1 Research Design**

The research design of this study has been discussed elaborately in the following sections of the chapter.

##### **3.1.1 Action Research Design**

In this study the research design focuses on the earlier literature and the research questions. This study applied action research design. According to Mills (2011), action research designs are methodical processes accomplished by the educators to collect data, the systems through their specific academic context works and their teaching. It is applied when a particular academic problem arises and it is required to solve it. In this regard, this study acknowledged that the secondary level students face considerable difficulties as a consequence of students' low level of writing skill. This study is an attempt to investigate these issues meticulously.

##### **3.1.2 Qualitative Research**

Creswell (2012), outlines that the qualitative study is more applicable to consider a research problem where the variables are unknown and it requires to be explored. This study requires a

qualitative method. According to Rossman and Wilson (1985), rather than concentrating on approaches, the significant view of study is the problem being examined and the questions inquired about this problem. Here, the responses of the participants during the semi- structured open- ended interviews and their writings show that the problem being examined and the questions inquired about this problem. The main objectives of the research are to describe the difficulties faced by the secondary level students because of their poor level of writing ability; to recognise the differences in independent writing in secondary level with the presence and absence of scaffolding techniques; and also the opinions that the learners have regarding writing tasks with the presence and absence of scaffolding methods to find out the problems, address them and develop the situation.

### **3.2 The Researcher's Role**

The researcher has been teaching English for nine years in different institutions. While doing researcher's teaching practicum at Viqarunnisa Noon College in 2013; researcher observed one thing that in Bangla medium schools of Bangladesh- learning focuses on contextual learning based on abstract lecture methods instead of conceptual learning which is based on practical applications in the context of the real world. The majority of the students are unable to make connections between what they are learning and how that knowledge will be used. The students have a difficult time understanding academic concepts as they are commonly taught in an abstract lecture method. Students invest their time on memorizing the common questions for the exam instead of understanding the concepts. Since then the researcher has always wanted to explore the reason for the usage barrier of the scaffolding strategies to develop independent writing skill in secondary level schools of Bangladesh.

### **3.3 Selecting the Participants**

It is difficult to decide a suitable sampling technique for operating a research and also significant for getting appropriate data. This study follows purposeful sampling. Patton (1990), states that in purposeful sampling scholars purposefully choose people and places to know or comprehend the main incident. The merit applied in selecting individuals and places depends on whether they have information regarding the subject or not.

Patton (1990), emphasises that the purposeful sampling can be applied to compare different samples; to present differences in results. In this regard, the researcher selected the purposeful sampling to explore the differences in independent writing in secondary level with and without scaffolding techniques; learners' opinions regarding scaffolding methods and to identify the problems, address them to develop the independent writing skill through scaffolding techniques. The criteria which have been applied to choose the participants' are- a) all the participants have to be from secondary level, Bangla medium schools; b) the participants must have English as a second language. The institution which the researcher selected to conduct the study could not provide any class to conduct or observe during their regular class time; because of their regular academic activities. But the authority of the institution provided with an empty classroom and five students of class VI who participated in my writing workshop sessions.

### **3.3.1 The Participants' Profile**

The research has been conducted among five secondary level students of class VI in a Bangla medium school.

| No. | Name, Age and Gender      | Class                  |
|-----|---------------------------|------------------------|
| 1.  | LAI, 12 Years Old, Female | Class VI Bangla Medium |
| 2.  | JAN, 12 Years Old, Female | Class VI Bangla Medium |
| 3.  | SYN, 12 Years Old, Female | Class VI Bangla Medium |
| 4.  | MAH, 11 Years Old, Male   | Class VI Bangla Medium |

|    |                         |                        |
|----|-------------------------|------------------------|
| 5. | JAH, 11 Years Old, Male | Class VI Bangla Medium |
|----|-------------------------|------------------------|

*Table 3.1: The Profile of Participants*

### **3.4 Research Instruments**

The research Instruments have been discussed meticulously in the following sections.

#### **3.4.1 Students' Writings**

The learners provided their writings at three stages. Firstly, they were assigned to write a paragraph by themselves before the scaffolding started. So that later on the researcher can make a comparison whether the scaffolding techniques helped them to develop their independent writing skill or not. Step by step, they were introduced with the brainstorming activity, video prompt, concept of paragraph structure and finding out the different parts of a paragraph. Finally, they were assigned to write independently without the help of any scaffolding techniques. Each workshop had a separate lesson plan and instruction because the way the researcher designed the activities were completely different from each other. All the writing techniques were followed according to Widiananda and Sabiq's scaffolding techniques.

#### **3.4.2 Semi- structured Interviews**

According to Adams (2005), in a semi structured interview it has few questions that are prearranged and the rest of the questions are not intended in further. In this semi- structured interview only the prearranged questions are usually being asked to all the participants but the rest of the questions are being asked naturally; these questions give the chance to reveal amazing points. The researcher selected semi- structured interviews because it gives the chance to ask questions in a friendly manner and also explores unknown hidden perspectives.

##### **3.4.2.1 Designing the Interview Protocol**

Yeong, Ismail, Ismail and Hamzah (2018), state that the interview protocol develops the usefulness of an interview procedure through confirming in- depth data is received during the assigned time. Strong qualitative data assists the scholars to achieve well knowledge of the interviewees understanding and recognize significant features appropriate to the issue under consideration.

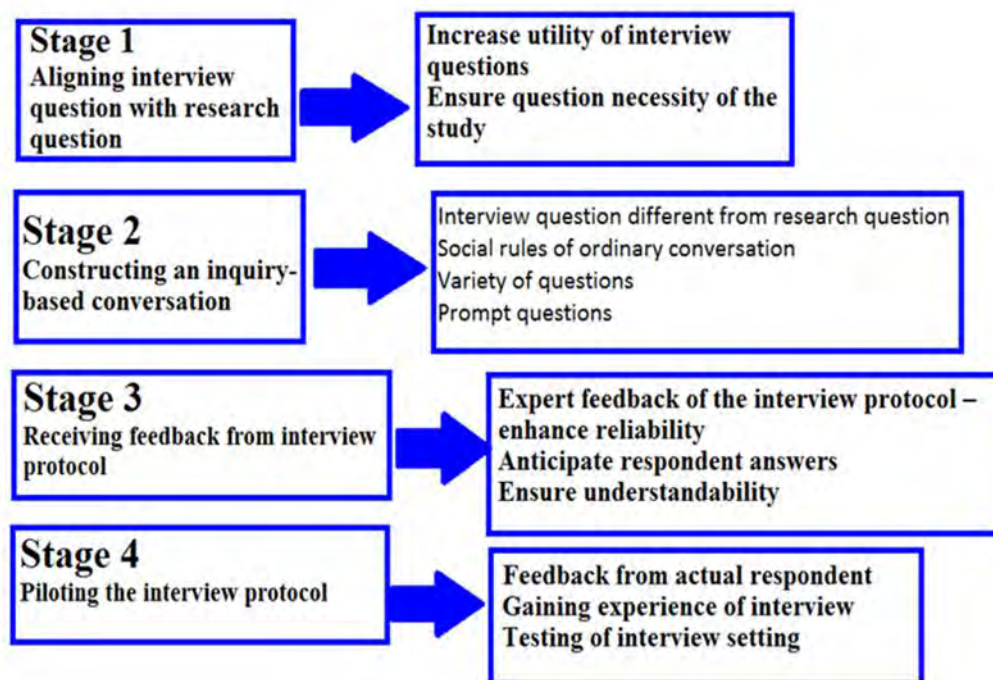


Figure 3.1: The Interview Protocol

*Note.* From *Interview protocol refinement: Fine-tuning qualitative research interview questions for multi-racial populations in Malaysia. The Qualitative report*, by Yeong, Ismail, Ismail, Hamzah, 2018

In the first stage, according to the research questions a scholar develops the questions that can be asked during the interview session. In the same manner the researcher applied a matrix for developing the interview questions (see the Appendix B).

In the second stage, the scholar ensures that the interview questions have been scripted in a contrasting way than the research questions. Arrange the sequence of questions which has the natural way of social dialogues. The researcher arranged the questions in this manner.

In the third stage, one scholar gives feedback on the interview protocol. In this regard, the researcher showed it to the supervisor.

In the final stage, it elucidates piloting the interview protocol. These four stages have their authenticity.

### **3.5 Data Collection Procedures**

Creswell (2012), outlines that a form of qualitative data gathering is to specify the kinds of information that discusses the research questions. Therefore, it is essential to know your questions, subject matter and to examine them to choose the kinds of qualitative data which you will gather. In accordance with this the researcher has selected analysis of students' writings, interviews for discussing this study's research questions. The data has been collected through primary data sources for this study. The students' writings and interviews have been used as tools of primary data collection. Qualitative data analysis has been conducted through interpreting meaningful content of data. Using theories, research questions, interview questions and narratives that reflect the differences in independent writing with and without the help of scaffolding techniques and the students' perceptions on scaffolding techniques help to develop independent writing skill through scaffolding in secondary level schools of Bangladesh.

#### **3.5.1 Setting**

This study has been set in a secondary level Bangla medium school in Dhaka of the researcher's residence area. The researcher selected this institution because it is difficult to visit an institution far from the researcher's residence area; the participants from the institution- the

students all reside near the residence area of the researcher. The authorities of this institution did not allow the researcher to mention the institution's name and also could not provide any class to conduct or observe during their regular class time. Because of their regular academic activities. But the authority of the institution provided with an empty classroom and five students of class VI who participated in writing workshop sessions of this study.

The following sections will discuss the data collection processes in detail.

### **Day 1 (First Step)**

The first step starts for day- 1; where the learners were assigned to write a paragraph by themselves on the topic- "A Day in the Summer Season without Electricity". The learners' writings were collected as samples before the scaffolding began.

### **Day 1 (Second Step); Brainstorming Process (with Scaffolding)**

The researcher started the class with showing a pencil and wrote the word "PENCIL"- on the white board. The researcher also asked them a few questions related with the object "PENCIL".

The questions were-

- 1) What do we do with a pencil? They gave me the reply- "we write".
- 2) What is it made of? They gave me the answer- "wood and graphite".
- 3) One difference between a pencil and a pen? They gave me the reply- "we can erase the writing of a pencil but we cannot erase the writing of a pen".

Then the researcher made them understand that we gather ideas related to an object. This is called "Brainstorming". Our today's topic is- "The Brainstorming for Paragraph Writing". The researcher said, "Brainstorming" means a technique to create, invent, develop and organise your creative ideas from the brain and put them on pages to construct a beautiful writing. We also use "Brainstorming" so that any idea or point is not missed out in the writing. Then the

researcher showed “The Brainstorming Web” drawn on a chart paper (see Appendix A.1.1.2) and showed them how to construct a brainstorming web beforehand the writing. In this way the researcher demonstrated the brainstorming web and got the ideas from the students. The students organised their creative ideas on the topic of- “My Best Friend.” (See Appendix A.1.1.3)

### **Day 1 (Third Step); Video Prompt**

Then the researcher showed them a video to have a clear idea about the paragraph writing (see Appendix A.1.1.4 the link of the video has been provided). Finally, the researcher wrapped up the class with a final short discussion before ending the class.

### **Day 2 (First Step); Warm up Activity**

The researcher entered the class with 5 different books (any sort of fairy tales or stories with a lot of writing, other than just illustrations). The researcher distributed the books among the 5 students.

Then the researcher asked about the writing style:

1. How are the sentences written? They gave me the reply- “in straight lines, in English”.
2. Are all the sentences written in one style or are there any gap between them? They gave me the reply- “yes, there are gaps; they are separated by a skip of line. They are written in paragraphs”.

Then the researcher introduced the topic: “Paragraph Writing”.

### **Day 2 (Second Step); Showing Paragraph Structure**

The researcher introduced the ice cream paragraph structure to the students by using colourful material where the ice cream paragraph structure was drawn on a chart paper (see Appendix A.2.1.1). The researcher explained the picture in details as it was the most important part.

The researcher discussed the three main components of the ice cream:

1. The Introduction: The topping of an ice cream cherry.
2. The Internal Supporting Information: The first scoop, second and third scoop of an ice cream.
3. Conclusion: The crunchy cone.

After explaining the format, the researcher took the feedback from the students by asking them questions like:

1. Which one is the topping of an ice cream cherry? They replied- “the intro”.
2. What can we put in the first, second and third scoop of an ice cream? They replied- “the main information and slight other things we mentioned in the intro.
3. What is in the conclusion? They replied- “the wrapping up of the whole writing”.

## **Day 2 (Third Step); Showing Sample Writing Task Find out Different Parts of a Paragraph**

The researcher distributed 1 page of sample writing to each of the students (see Appendix A.2.1.2). The researcher asked them to underline the introduction with GREEN felt pens, the body with RED and the conclusion with BLUE felt pens. The researcher instructed them to read the paragraph carefully twice.

The researcher assisted the students and especially helped the students who needed. The students identified and underlined the different parts of the paragraph (see Appendix A.2.1.3).

## **Day 2 (Fourth Step); Post Task or Closure**

The researcher wrapped up the class with a short discussion before the end of the class. The researcher showed them the ice cream paragraph structure again and gave them as a sample paragraph structure to review at home (see Appendix A.2.1.4).

### **Day 3; Paragraph Writing Task without Scaffolding; Independent Writing**

Before the researcher started the class the researcher collected their homework (see Appendix A.2.1.5). Then the researcher gave them a paragraph writing task without providing any scaffolding techniques. The topic of the paragraph was- “A Cold Winter Day”. Students wrote the paragraph on the given topic.

### **Day 4; Interviews**

The last stage of this four day’s sessions was the interviews intended at answering the research question- 2 which states about the impressions that learners have regarding writing tasks with and without scaffolding methods.

### **3.5.2 Piloting the Interviews**

Jacob and Furgerson (2012), contended that the focus of the pilot study is to examine the suitability of the inquiries and to give scholars with a few initial recommendations on the practicality of the study. Moreover, it promoted scholars to acquire knowledge in performing comprehensive, semi-structured interviews and to form empathy with the sources. Significantly, the pilot study guided scholars to understand the competencies in the progression of conversation. Piloting the interview is the fourth stage of the interview protocol. The researcher conducted pilot interviews with these five students to analyse practicality of the interview protocol. It helps the interviewer to ask the interviewee to give clear idea and to summarise the discussion which makes the interview more reliable and valid.

### **3.5.3 Conducting the Final Interviews**

In this study interviews were conducted face to face followed by open ended, semi-structured interview questions. Adams (2005), shows that in a semi structured interview it has few questions that are prearranged and the rest of the questions are not intended in further. In this semi- structured interview only the prearranged questions are usually being asked to all the participants but the rest of the questions are being asked naturally; these questions give the chance to reveal amazing points. The researcher selected semi- structured interviews because it gives the chance to ask questions in a friendly manner and also explores unknown hidden perspectives.

### **3.6 Data Analysis Procedures**

The researcher applied qualitative thematic analysis to analyse the data of this study. Boyatzis (1998), asserted that thematic analysis is a procedure of collecting qualitative data into themes that needs “a clear” encoding process. According to Stake (1995), there are four types of data analysis for case studies. In the first type, the scholar gathers hints from the data to find out question related meanings. The second type has a straight explanation where the scholar constructs meaning out of that. In the third type, the scholar finds out patterns of themes. The final type has the generalization of the pattern of themes.

This section discusses the steps that the researcher took to analyse the data obtained through the different sources such as- students’ written tasks and the interviews conducted.

Data for this research was investigated applying qualitative analysis following the approach proposed by Djibat, Deni and Saing (2019). In the initial phase of qualitative study arrangement of evidence or information requires to be put into file folders or computer files from the raw data. As an illustration a 20 minutes interview usually develops in about 20 pages of single page transcription, with a considerable quantity of data. The transcribing and arranging of information needs a method of arrangement which could take various models such as establish

a system of measurement or table of research that could be applied to arrange the data, arrange data by type, and keep double models of materials.

In the course of qualitative data gathering the researcher gathers text or words using cross-examining participants or by taking field notes throughout observations. This needs to be transformed into a computer document for study or it might be listened to the tapes or get hold of the field notes to start the procedure of study.

For this study the researcher selected hand analysis. Because it requires a small database and the researcher have not learned a qualitative computer software program. It gives the researcher a sense of closeness to the data and a practical sense for it without guidelines of the machine.

Investigation of the common purpose of the data. Thinking about the organization of the data and considering whether a researcher needs more data or not. Coding is the process of segmenting and labeling text to form descriptions and broad themes in the data. Responding the significant questions and making knowledge of the main occurrence can be accomplished using explanation and thematic development. Explanation is an elaborated interpretation of people, places or facts in an environment in qualitative study.

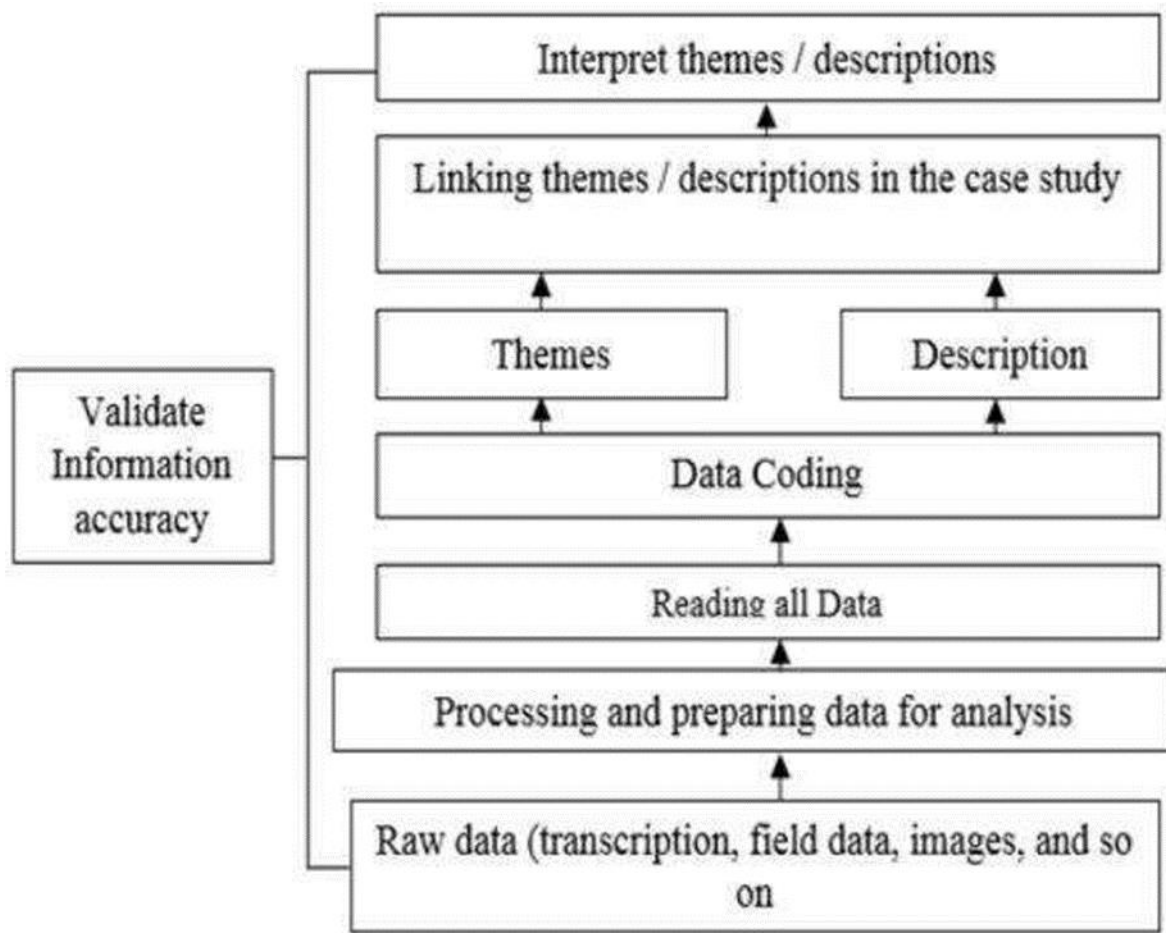
It could be accomplished effortlessly after reading and coding all sources of information as well as interviews, observations, records and so forth. Offering precise data explanation can bring the reader to a study site or facilitate a reader to imagine a person.

Themes are applied to create important concepts in the database. Themes usually contain no longer than two to four words. Stratifying the investigation is presenting the data applying coordinated grades of themes. Researchers incorporate unimportant themes among important themes and contain important themes among general. Adjoining themes is when the scholar joins the themes to show a record or order of facts. The scholars apply a descriptive conversation in which they condense the results thoroughly for their data investigation.

Explanation in qualitative study is that when the scholar moves backwards and constructs some greater sense about the occurrence established on subjective views, similarities with previous researches or both. Furthermore, in illustrating results it incorporates a study of the important results and how the study challenges were answered. Individual considerations of the scholar regarding the significance of the information, individual opinions paralleled or conflicted with the literature, limitations of the study, suggestion of future study.

In order to study the significant results and how the study issues were answered; it can easily be said that the condensing about the results is to give the readers an outline of the results itself. Considering the second one transferring individual thought is required due to individual opinions of the scholar never be vigorous from analyses. Then contrasting the individual opinions to the literature is to show if the results help or oppose the earlier researches the last ones are about limitations of the research and recommendations for future study they are associated in which the limitation might discuss difficulty in data collection not explained questions by participants or more appropriate selection of determined sampling while connection for future study might take into account the application of the results for use or the requirement for further study.

The last phase of analysis is the affirmation of the authenticity of results for qualitative data. Affirming results is accomplished to ensure that the results and explanations are precise. The scholar decides the preciseness or reliability of them. There are three main types usually applied by qualitative scholars are triangulation, member checking and auditing.



*Figure 3.2: The Data Analysis Framework*

*Note.* From *The International Journal of Critical Cultural Studies*, by Djibat, Deni and Saing 2019

### **3.6.1 Analysing Interviews**

The researcher applied a matrix for developing the interview questions. Matrix is a way of summarizing and analyzing qualitative data in a table of rows and columns. The interview questions were arranged that focuses the background information and the research question 2 with RQ2 on the row of the table (appendix B).

To analyse the participants' interviews, the researcher used electronic device. One mobile was used to record the voice or sound. The sample interview of participants transcribed on the basis of Notational Conventions of the Interview Transcripts. Notation DU represents-

Discourse Unit; I represents- Interviewer; DU SYN 8 represents- Discourse Unit, SYN represents- pseudonym of the participants name; Number 8 represents- the number of the interview question in the transcription (Appendix C). The recording was transcribed (appendix C.1). Then the researcher used the six column coding template (Ahmad 2017) by applying open coding (appendix D). The categories have been analysed to determine developing the themes. Then they have been contrasted to make a thematic pattern to meet the research question (appendix E).

### **3.7 Ethical Considerations**

Before continuing the data collection processes the ethical concerns were considered meticulously. The answers of the interview questions were recorded with electronic device- mobile phone was used to record the voice or sound. The researcher maintained the privacy of the institutions as well as the participants.

## **Chapter 4**

### **Results**

The focal point of this study aims to investigate the development of independent writing skill through the scaffolding techniques in secondary level schools of Bangladesh. It also discusses the differences in independent writing at the secondary level through the presence and the absence of scaffolding techniques. It also focuses on the views of the learners regarding the scaffolding techniques. This chapter will show the results of the study on the basis of the following research questions:

- 1) What differences can be found in independent writing at the secondary level through the presence and the absence of the scaffolding techniques?
- 2) What perceptions do the students have regarding the writing tasks with the presence and the absence of the scaffolding techniques?

The first part of the chapter concisely discussed the variances in independent writing at the secondary level school through the application and the absence of scaffolding strategies. The second part describes the learners' views regarding the presence and absence of scaffolding techniques.

#### **4.1 Results with and without Scaffolding Techniques**

This section will elucidate the students' answers to the scaffolding techniques. Their writings will be assessed to find out whether the scaffolding techniques developed or facilitated their independent writing skill.

##### **4.1.1 Results before the Scaffolding Technique (Collected Students' Writing Tasks before Scaffolding Independent Writing)**

After the regular classes the five students of class VI stayed in an empty class provided by the authority of the institution. The researcher entered the classroom and greeted them cordially. Then the researcher asked them to write a paragraph on the topic- “A Day in the Summer Season without Electricity”. The students wrote independently without having any scaffolding technique. One participant LAI; who is 12 years old wrote a paragraph independently before the scaffolding technique (see Appendix A.1.1.1 as well),

#### A Day In The Summer Season Without Electricity

I do not like hot weather. Hot weather make people sweat. A day of summer is very hot. We cannot on the lights and fans. When there is no electricity we cannot do our homeworks in the night time. We use candles and chargers. Sometimes IPS and the generators cannot work. When we are in school we make fans with papers. Electricity is very important in our life.

##### **4.1.1.1 Difficulty in Sentence Construction and Grammatical Errors**

The above mentioned paragraph shows simple sentences with grammatical errors which shows “difficulty in sentence construction”. For instance, in the second sentence the student wrote, “Hot weather make people sweat” instead of writing “The hot weather makes people sweat.” After the third person singular number “s” is added with the verb; this grammatical error has been identified.

In the third sentence prepositional error has been identified, instead of writing, “A day in summer is very hot”; the participant wrote “A day of summer is very hot”.

In the eighth sentence the student wrote, “When we are in school we make fans with papers”. The sentence would have been written in this way to give a clear idea, “When we are in school if there is a power cut or there is no electricity in the school building we the children make fans with papers.

The student also capitalized “in” and “the” in the heading of the paragraph.

The above mentioned discussion elucidates the student’s difficulties in sentence construction.

#### **4.1.1.2 Limitations of Vocabulary Knowledge.**

This paragraph reflects the student’s limitations of vocabulary knowledge. In the fourth line the student wrote, “We cannot on the lights and fans”; instead of “We cannot turn on the lights and fans”. The word “turn” was absent in the sentence.

#### **4.1.1.3 Lack of Knowledge in Identifying the Main Idea of the Writing Task**

The topic of the paragraph was- “A Day in the Summer Season without Electricity”. The main idea of the paragraph requires the writer to discuss about a day when there was no electricity in the summer season. The writer of the paragraph should discuss how he or she spent the day without electricity. In this paragraph the student generated basic ideas of the summer season and the absence of electricity.

#### **4.1.1.4 Lack of Brainstorming Practices**

The above mentioned written paragraph by the student shows lack of brainstorming practices. The student did not learn to develop and organise creative ideas by her own and put them on pages to construct a writing. The paragraph could have started with how was the day, how difficult it is to live without electricity, how dependent we are on electricity etc.

#### **4.1.1.5 Lack of Knowledge Regarding the Structure of a Paragraph**

This paragraph clearly shows the lack of knowledge regarding the structure of a paragraph. The paragraph should follow the structure with- the topic sentence and intro part, body part with the supporting sentences and the concluding part. But the student began the paragraph with the sentences, “I do not like hot weather. Hot weather make people sweat”. In the body part the student wrote the sentences, “We cannot on the lights and fans. We use candles and chargers.”

Finally, in the concluding part the student wrote, “Electricity is very important in our life”. These sentences clearly show that the paragraph did not follow any sequential order of a paragraph structure.

#### **4.1.2 Results after the Scaffolding Technique (Paragraph Writing; Task after Scaffolding; Independent Writing)**

Before the researcher started the class the researcher collected their homework (see Appendix A.2.1.5). Then the researcher gave them a paragraph writing task without providing any scaffolding techniques. The topic of the paragraph was- “A Cold Winter Day”. Students wrote the paragraph on the given topic. One participant JAN; who is 12 years old wrote (see also Appendix A.3.1)

##### **A Cold Winter Day**

I remember this year on 3rd January on my birthday the day was very cold. We were in village. I was under the blanket. My father went to the village market and brought date juice. The sky was grey colour. All my aunts made different kinds of pithas on my birthday. After the lunch me with my cousins went to the mustard field to take photographs. In the night we sat near the fire in the open space of our house. That winter day was very memorable for me.

##### **4.1.2.1 Identifying the Main Idea of the Writing Task**

This above mentioned paragraph showed that the student could identify the main idea of the writing task independently by her own. The scaffolding techniques helped the student to identify the main idea. The topic was asked to discuss about “a day of winter season” and the student focused on “a day” instead of writing a memorised paragraph on “the winter season” in general.

##### **4.1.2.2 Brainstorming Practices Helped**

The above mentioned written paragraph by the student shows that the brainstorming practice helped the student to develop and organise creative ideas and put them together to construct this paragraph. The paragraph discussed that the student's experience of her birthday on a cold winter day, activities of winter season in a village context; such as- bringing date juice, making cakes, going to the mustard field to take photograph etc.

#### **4.1.2.3 Structure of a Paragraph**

This paragraph clearly shows that the scaffolding techniques helped the student to follow the structure of a paragraph. The paragraph should follow the structure with- the topic sentence and intro part, body part with the supporting sentences and the concluding part. The student began the paragraph with the sentence, "I remember this year on 3rd January on my birthday the day was very cold." Then in the body part the student wrote, "My father went to the village market and brought date juice. The sky was grey colour. All my aunts made different kind of pithas on my birthday". Finally, in the concluding part the student wrote, "In the night we sat near the fire in the open space of our house. That winter day was very memorable day for me". These sentences clearly show that the paragraph followed a sequential order of a paragraph structure.

#### **4.1.2.4 Limitations of Vocabulary Knowledge**

This paragraph reflects the student's limitations of vocabulary knowledge. In the sixth line the student wrote, "All my aunts made different kinds of pithas on my birthday". The student wrote, "pithas" instead of "cakes".

In the eighth line the student wrote, "In the night we sat near the fire in the open space of our house". The student also wrote, "Open space" instead of "yard".

#### **4.1.2.5 Difficulty in Sentence Construction and Grammatical Errors**

The above mentioned paragraph shows simple sentence with grammatical error. In the seventh line the student wrote, “After the lunch me with my cousins went to the mustard field to take photographs”. The student wrote, “me” instead of “I”. Here the pronoun “I” should be used as a subject. Because the person is doing the action in this sentence.

In the eighth line the student wrote, “In the night we sat near the fire in the open space of our house”. Instead of writing this sentence she could have written, “In the night we were sitting around the fire to get some warmth”.

## **4.2 Learners’ Perceptions Regarding the Writing Tasks with and without Scaffolding Techniques**

Thematic investigation of learners’ interviews formed a few themes for the research question two which explored the learners’ views regarding the presence and absence of scaffolding techniques.

### **4.2.1 Learners’ Perceptions Regarding the Writing Tasks with Scaffolding Techniques**

The participants were questioned about their perspective of the presence of scaffolding techniques through several questions. For instance there were questions on how they feel when they get rearranged questions from the teacher, whether the use of a dictionary helps them or not, providing samples, teacher’s guidance, vocabulary knowledge.

#### **4.2.1.1 Scaffolding through Rearranged Questions**

The participants were asked about their opinions regarding the “rearranged questions”. When the teacher rearranges the question of the book to make the learners understand the question easily, how does it help them to understand the concept easily? In response to this question, one participant SYN; who is 12 years old and reads in class VI responded,

Yes, it helps me a lot. Because when I do not understand the meaning of the question and the teacher uses simple English words to make the question easy to understand, that helps me to generate the ideas to write the answer of the question easily. (DU SYN 30)

Another participant JAH, who is 11 years old and reads in the same class responded in same manner and stated, “Yes, it is helpful. When I do not understand the question written in the book and the teacher makes the words of the question easy; that makes me understand the question easily.” (DU JAH 30)

These responses of the participants clearly show that the presence of the scaffolding techniques through the “rearranged questions” by the teacher helps the learners to understand the question easily. If the teacher uses the easy words instead of the words written in the book that guides the learners to get the idea of rearranging the answer of the question.

#### **4.2.1.2 Scaffolding through Dictionary Usage**

The researcher asked a question to the participants to explore how the use of a dictionary helps the learners to make the sentences easily. In a response to this question, one participant SYN stated that, “Yes, sometimes the teacher allows us to use the dictionary; because when we struggle to find a word to match with a sentence that time we take the help from the dictionary.” (DU SYN 28)

This response of the participant emphasizes that the use of a dictionary helps the learners to construct a sentence. The encouragement of using dictionary has a positive effect on learners’ learning skill.

#### **4.2.1.3 Teacher’s Guidance to Enhance Vocabulary Knowledge**

The participants were asked to explain what can help them to improve their writings. In response to this question SYN said, “If I could express my thoughts in English and if the teacher

would guide me how to write; I think that would help me to improve my writing ability.” (DU SYN 34)

This response of the participant clearly mentions that the scaffolding technique through the teacher’s guidance can help the learners to enhance their vocabulary knowledge. This vocabulary knowledge can help them to express their thoughts in the English language.

#### **4.2.1.4 Scaffolding through Providing the Samples**

The researcher asked a question to the participants whether showing the pictures, storytelling or providing the samples could help the learners to understand better or not. In response to this question SYN responded, “Yes that would be very interesting and we would understand easily if the teacher would show us colourful pictures or tell a story before a given task.” (DU SYN 24)

This response of the participant shows that providing the samples; such as- storytelling and showing colourful pictures could be interesting for the learners to learn easily.

#### **4.2.2 Learners’ Perceptions Regarding the Writing Tasks without Scaffolding Techniques**

The participants were questioned about their perspectives of the absence of scaffolding techniques through several questions. For instance there were questions on how they feel when they write independently, whether they can make sentences or not, identify the main idea of the writing task teacher’s discussion before a writing task, practice of brainstorming, limitations of time and lack of inspirations.

##### **4.2.2.1 Lack of Vocabulary Knowledge**

All the participants expressed that they face problems when they write independently. They “cannot make sentences” because they have “limitations of their vocabulary knowledge”. In

this regard SYN; who is 12 years old and reads in class VI responded, “I cannot write on my own; because I do not understand how to write. I cannot make a word or a sentence.” (DU SYN18)

The same question answered by another participant MAH; who is 11 years old and reads in the same class stated, “Writing in English is difficult. I can make English words but cannot organize and make a correct sentence.” (DU MAH 18)

These responses of the participants clearly show that they cannot write independently; they need guidance to construct sentences. They are struggling with lack of vocabulary knowledge.

#### **4.2.2.2 Lack of Knowledge in Identifying the Main Idea of the Writing Task**

In another question the researcher asked the participants whether they can “identify the main idea of the writing task” by themselves or if they could get any clue that could help them to understand better. They said they “cannot get the main idea”. In this regard, one participant SYN responded,

Sometimes I cannot get the main idea of the topic. I get confused about what to write and how to write. I think if the teacher would give me a clear idea about how to write and what to write in the given task that would help me to understand the concept better. (DU SYN 20)

This response of the participant clearly reflects that the learners face problems to understand the meaning of the topic. This problem could be solved if the instructor would help the learner to understand the concept.

#### **4.2.2.3 The Teacher’s Reluctance of Providing Samples**

In a question the researcher asked whether the teacher “discusses”, shows pictures or tells a story before giving a writing task. They all said, there is “no discussion before the writing task”.

One female student SYN responded, “No, the teacher does not tell us stories but sometimes shows pictures of the book.” (DU SYN 22)

The same answer came from another participant MAH; he stated, “No she shows the pictures from the book but does not tell a story.” (DU MAH 22)

These responses of the participants show that the teacher’s reluctance of provide samples and does not plan the learners’ ideas before writing through showing pictures or a discussion.

#### **4.2.2.4 Lack of Brainstorming Practices**

In another question, the researcher asked about the “practice of brainstorming”. The learners said the teacher “does not practice brainstorming”. In this regard one participant SYN stated, “We were not taught how to organize our ideas before writing a paragraph or essay. We the students usually memorize the paragraph and essay.” (DU SYN 26)

Another participant MAH responded, “We memorize essays or paragraphs. We do not know anything about brainstorming.” (DU MAH 26)

These responses of the participants reflect the theories of several scholars which shows lack of brainstorming practices. These responses of the participants clearly show that the brainstorming activity can help the learners to become an independent writer; if this is not practiced by the help of the teacher then the students might go backward and suffer to be an independent writer.

#### **4.2.2.5 The Limitations of the Time and Lack of Inspirations**

The researcher asked them whether the teacher “encourages” them to write by themselves or not. The learners said, the teacher “encourages to memorise”. In this regard, one participant SYN responded, “No, the teacher encourages us to memorise the answers to the questions or

paragraphs and essays. If we memorise and finish every day's tasks on time then we can complete the syllabus early." (DU SYN 16)

This response of the participant reflects that the teacher has the "limitation of time" to complete the syllabus on time. Therefore, the teacher "encourages to memorise" the answers, paragraphs or essays.

In a question the researcher asked, whether the teacher allow the learners to "complete their unfinished written task or not". They said, the teacher does not allow them to complete the unfinished task in the next class. In this regard one participant, SYN responded, "Sometimes we cannot finish our writing tasks in the classroom. But for that reason the teacher does not allow us to complete the unfinished written task in the next class." (DU SYN 32)

This response shows the lack of inspiration and the limitations of the time.

## **Chapter 5**

### **Discussion**

The secondary level Bangla medium schools of Bangladesh overlook the practice of the scaffolding strategies to develop independent writing skill. Developing independent writing skill in secondary level schools needs special attention from the experts and professionals for a meaningful education in the country. A large majority of students at the secondary level prefer memorizing things- sentences from various books.

Writing in English courses focuses on understanding word meaning and answering specific questions which students mostly get done by memorizing. Students are not encouraged to develop their independent writing skill through the scaffolding strategies to process the information from texts by themselves through an intellectual engagement, analysis and interpretation of the text. The most acknowledged cause of failure of the students in independent writing is the lack of vocabulary. In every paragraph or even in every sentence or every phrase they come across some new words, which creates a constant barrier for them to understand the meaning. As a result they lose their patience and their interest and they give up writing. Sometimes they may feel inspired to look up the words in the dictionaries, but checking the dictionary too many times proves boring and at least their enthusiasm for writing by themselves. They also have problems in sentence arrangement. The learners can improve independent writing skill if they are provided scaffolding techniques.

#### **5.1 Discussion on the Differences Found in Independent Writing Task with and without Scaffolding Techniques**

According to the research question 1 the findings of this research shows that the differences in independent writing at the secondary level through the presence and the absence of scaffolding

techniques. It found the gradual improvement in independent writing skill through the process of scaffolding techniques.

The writing assessment of the students began with collecting students' independent writing samples before scaffolding techniques.

The sample writing (see Appendix A.1.1.1) on day 1 reveals student's difficulty in sentence construction and grammatical errors, limitations of vocabulary knowledge, lack of knowledge in identifying the main idea of the writing task, lack of brainstorming practices, lack of knowledge regarding the structure of a paragraph.

When the researcher made them understand about the brainstorming process, video prompt, showed paragraph structure with the scaffolding techniques these knowledges facilitated them to do the tasks efficiently. Their gradual progress reflected in their writing performances; such as- complete task on creative ideas (see Appendix A.1.1.3), classwork on identifying the different parts of the paragraph (see Appendix A.2.1.3), completed homework (see Appendix A.2.1.5).

The final paragraph writing (see Appendix A.3.1) shows how brainstorming practice helped them to develop and organise creative ideas to construct a paragraph. The paragraph that the student's experience of her birthday on a cold winter day, activities of winter season in a village context; such as- bringing date juice, making cakes, going to the mustard field to take photographs etc.

The students' first writing on day-1 showed lack of knowledge regarding the structure of a paragraph. But when they went through the scaffolding techniques of paragraph writing structure that helped them to learn the concept of writing a paragraph which reflected through the final paragraph writing task. The sentences of the paragraph clearly showed that the paragraph followed a sequential order of a paragraph structure.

Although they have limitations of vocabulary knowledge, difficulty in sentence construction and grammatical errors but their writing performances show the significance change in the independent writing skill. The findings of the research question 1 clearly shows that the scaffolding techniques can enhance the learners' independent writing skills.

In this regard Wang (2021), mentioned that in the final step of motivation learners write independently and efficiently that are associated with the aim of scaffolding strategy.

## **5.2 Discussion on the Learners' Perceptions Regarding the Independent Writing Task with and without Scaffolding Techniques**

According to the research question 2 the thematic investigation of learners' interviews show that the learners have both the positive perception regarding the presence of the scaffolding techniques as well as they have problems in writing independently without the scaffolding techniques. These findings can help the learners to develop independent writing skill through the scaffolding techniques in secondary level schools of Bangladesh.

### **5.2.1 Learners' Positive Perceptions Regarding the Writing Tasks with Scaffolding Techniques**

The learners acknowledged that the presence of scaffolding techniques facilitate their independent writing skills. They acknowledged when the teacher "rearranges the questions" of the book, that helps them to understand the concept easily. If the teacher uses the easy words instead of the words written in the book that guides the learners to get the idea of rearranging the answer of the question. In a research in Indonesia, Widiananda and Sabiq (2021), discussed that when the teacher rearranges the questions to get an answer for a specific purpose from the learners; and the learners' level of thinking or rationale skills get accelerated through the development of questions. The learners' efficiency of answering the questions depends on the

teacher's efficiency to prepare the questions. The teacher can create the interest of the learners. This teaching process is also related to the brainstorming process.

The students also mentioned that the "scaffolding through the dictionary usage" helps them to make the sentences easily. The encouragement of using dictionary has a positive effect on learners' learning skill. In this regard Hidayat (2014), discussed in Indonesia the educators of English as a foreign language, those who desire to develop their learners' writing and speaking ability can think about the usage of a dictionary. Training in dictionary usage can be very encouraging. The findings represent that when the learners learned the dictionary usage they were more positive about the second preliminary version of their essay writings. In another research Al-Roomy (2016), outlines that the learners are not capable of writing a paragraph without having the knowledge of constructing a sentence which needs enough vocabulary.

The learners also expressed that the scaffolding technique through the "teacher's guidance" can help them to "enhance their vocabulary knowledge". This vocabulary knowledge can help them to express their thoughts in the English language. In a study Alqahtani (2015), showed that the absence of enough vocabulary knowledge is a significant challenge. Vocabulary knowledge has always been regarded as difficult for second language learners. The reason is that a limited vocabulary in a language creates obstacles for effective communication.

The learners also revealed that "providing the samples"; such as storytelling and showing colourful pictures could be interesting for the learners to learn easily. According to Duke and Pearson (2002), Pearson and Gallagher (1983), teachers can show many types of things that can create interest to start the writing techniques for young learners. Such as- pictures, conventional questions, videos, narration of stories and other observation of facts or events. As a result, young learners can prefer to answer their stimulations in writing or can make their

individual wordings. Even narration of stories may perform as an inspiration and teachers can apply writing frameworks to create interest in writing.

### **5.2.2 Learners' Perceptions Regarding the Writing Tasks without the Scaffolding Techniques**

On the contrary the learners shared the challenges or difficulties they encountered in independent writing without the scaffolding techniques.

The participants expressed that they “cannot write independently”; they need guidance to construct sentences. They struggle with “lack of vocabulary knowledge”. Their responses echoed with the study of Widiana and Sabiq (2021), which discussed that the learners do not have sufficient vocabulary. A few learners encountered grammar as complicated because they were having problems with the past form of verbs: therefore it was hard for them to write in English.

The learners also mentioned that they face “problems to understand the meaning of the topic”. This problem could be solved if the instructor would help the learner to understand the concept. In a research Kaur (2020), contended that the learners cannot get the meaning of the material given by the instructor because they consider it as difficult and complex; that makes them less interested and unable to pay attention to the task. This challenge simply occurs while doing the tasks; that might occur by the lack of communication between the instructor and the learner. The instructor only shows the materials and gives the lecture to the learners, without paying any attention whether the learners got the meaning of the text or not. In another research Hyland (2013), emphasizes that the learners are instructed only to write the given context without understanding the main idea.

The learners revealed that the “teacher’s reluctance of providing samples” and does not plan the learners’ ideas before writing through showing pictures or a discussion create difficulties.

According to Ellis (2000), the brainstorming activity; that means planning your ideas before writing something; might be expected to be assisted by the teacher before the learners are supposed to accomplish this stage independently. For example- a map or frame can be applied to teach this stage.

The learners expressed that the “brainstorming activity” can help them to become an independent writer. If this is not practiced by the help of the teacher then the students might go backward and suffer to be an independent writer. Ellis (2000), elucidated that the brainstorming activity; that means planning your ideas before writing something, might be expected to be assisted by the teacher before the learners are supposed to accomplish this stage independently. For example- a map or frame can be applied to teach this stage.

The learners also expressed that the “limitations of time” to complete the syllabus on time creates difficulties to learn and practice writing skills. Therefore, the teacher “encourages to memorise” the answers, paragraphs or essays. This response has significance with the theory of Widiana and Sabiq. The participant’s response has echoed with the studies which have been evaluated previously. Widiana and Sabiq (2021), elucidates that it is complicated to inspire the learners. The teacher has limited time to encourage the learners because they use a lot of time on doing learning tasks. Because Indonesia does not have English as a first language, therefore many learners do not have that encouragement to learn the English language. The teacher requires a huge amount of time to make the content easy to understand little by little to the learners.

Widiana and Sabiq (2021), also argues that the learners require a teacher’s inspiration to study English language and the learners require to understand the intentions or objectives, benefits and how to learn English.

In a question the researcher asked, whether the teacher allow the learners to “complete their unfinished written task or not”. They said, the teacher does not allow them to complete the unfinished task in the next class. This response shows the lack of inspiration and the limitations of the time. It has a connection with the theory of Kamil. Kamil (2018), shows the teacher is reluctant to inspire the learners because he or she has a short period of time for learning.

Through the researcher’s view, focus should be given to help the learners to become independent writers through providing the scaffolding techniques; if we want to develop the overall educational system of Bangladeshi secondary level schools.

## **Chapter 6**

### **Conclusion**

In today's world, if education is continued without creative thinking where learners are not able to write independently, the nation will be plunged into darkness. The findings and discussion of the study suggest if the students are taught independent writing through the scaffolding techniques that can develop the overall situation of the country's educational system. In this field more research and investigation are required.

#### **6.1 Major Findings in Brief**

The findings of the study are summarized and outlined in this section of the chapter under the following headings:

##### **6.1.1 Problems of Students as Found in the Study**

The study shows that many- faceted problems exist with student'. The main problem is their insufficient vocabulary. New words in every sentence prove a main hurdle for them to write independently. Many students depend on dictionary meaning more than contextual meaning of words. As a result they fail to understand the meaning words assume in the context of writing. Moreover, most of the students are unable to make any words and sentences in writing.

They also have problems in identifying the main idea of the writing task, lack of brainstorming practices, lack of knowledge regarding the structure of a paragraph.

##### **6.1.2 Approaches Currently Used**

Teachers do not follow the prescribed student- oriented techniques; instead they use traditional teacher- oriented methods. The students are passive learners in the class. Students' direct involvement in the classroom activities is totally neglected in the practical setting. The

activities and lesson format as laid out in the textbook are not followed in the class by the teachers.

Teachers do not engage their students in writing independently in the classroom. Therefore, students' writing do not develop at all.

## **6.2 Contributions of the Study**

### **6.2.1 Implications for Teaching Strategies**

Developing independent writing skill through the scaffolding strategies is very important for the present context of the country; changes are required to ensure students' engagement in writing activities. Teacher will guide them and help them to write by themselves. It must be kept in mind that writing skills will develop only if the students are made to write as much as possible.

Teachers should not lecture. They should guide, monitor, help and provide feedback. Their responsibility should have been to engage students in writing activities. They should not be the controller of the class; rather they should be parts of it.

Students' should be actively involved. They should write more and discuss with other students whenever they find anything difficult. They should also discuss their problems with teachers, when necessary. They should try to discover meaning by themselves.

Activities have to be learner centered. There should be little lecture. Activities for the student can be- creating new words, finish the story, find a match, chalkboard writing, cards and letters etc.

### **6.2.2 Implications for Knowledge**

Numerous studies have already been carried out in other countries of the world regarding the significance of the scaffolding strategies to facilitate independent writing skill. There is a gap

in the literature; according to my point of view, to explore the development of independent writing skill through the scaffolding techniques in secondary level schools of Bangladesh. It also investigates the differences in independent writing in secondary level through the presence and the absence of scaffolding techniques and also focuses on the opinions that the learners have regarding the scaffolding techniques. These issues have not yet been conducted so far.

Study in this field is very important for Bangladesh, because the standard of education of the country depends on the students' independent writing skill in English. For meaningful education, it is very important to improve the independent writing skill of learners through scaffolding strategies. It is equally important to identify the problems and address those to improve the overall situation in the interest of the country. It is acknowledged that the secondary level students suffer a great deal of complications because of students' poor level of writing ability. To improve the situation in the country some measures must be taken to identify the problems, address them and improve the situation. This study is an attempt to investigate these issues meticulously. Therefore, the study will be of great significance and interest for the country as a whole.

### **6.3 Recommendations**

This section presents some recommendations with a view to improve students' overall independent writing skill.

Teachers should set students with writing activities. They should help them with hints and clues and train them the cognitive and metacognitive strategies to write. Teachers must not lecture and explain everything to the students. They should make the students write and find out for themselves the different layers of meaning used in the writing. Teachers' should monitor students' activities assist them and provide guidance and feedback.

A few recommendations I would like to provide:

- Helping students to enjoy and value writing.
- Find out what the students can and cannot do and working out a program to develop their writing.
- Choosing effective tasks and activities.
- Preparing the students to undertake the tasks.
- Making sure that everyone works productive and to their full potential by encouraging students, promoting discussion and providing scaffolding to enable them to write by themselves; instead of having to rely on the teacher.
- Monitoring progress to make sure that everyone in the class improves steadily according to their own capabilities.

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## Appendix A

### Appendix A.1 Lesson Plan for Day-1

#### Secondary Level School Learners- Class VI

| Activities                                                        | Teacher's Role                                                                                                                                                                                                                                                                     | Student's Role                                                                                            | Materials                            | Time:<br>Total<br>time 1<br>hour |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|--------------------------------------|----------------------------------|
| <b>Pre Task</b><br><br>Writing samples before scaffolding begins. | The teacher enters the classroom and asks the students to look around the classroom. Then he or she asks them to write a paragraph on a given topic- "A Day in the Summer Season without Electricity"<br>Teacher collects their writings as samples before the scaffolding begins. | The students write independently by themselves.<br><br>The students look around the class to get an idea. | For five students- 5 pens and pages. | 15 minutes.                      |
| <b>Warm up</b><br><br>The class starts with a warm up activity.   | The teacher starts the class with showing a pencil and writes the word "PENCIL"- on the white board/ black board.                                                                                                                                                                  | The students answer the questions asked by the teacher.                                                   | 1)Pencil                             | 5 minutes                        |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |  |  |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
|  | <p>Now the teacher asks them few questions related with the object “PENCIL”.</p> <p>The questions are-</p> <p>1) What do we do with a pencil?</p> <p>Possible answer from the students- we write.</p> <p>2) What is it made of?</p> <p>Possible answer- wood and graphite.</p> <p>3) One difference between a pencil and a pen?</p> <p>Possible answer- We can erase the writing of a pencil but we cannot erase the writing of a pen.</p> <p>Then the teacher says- That means we gathered ideas related to an object. This is called</p> <p>“BRAINSTORMING”. Our today’s topic is- “The Brainstorming for Paragraph Writing.”</p> |  |  |  |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|

|                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                  |                                                          |               |
|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|---------------|
| <b>During Task/</b><br><b>While Task</b><br>Clear concept<br>about the<br>topic-<br>“Brainstorming<br>for Paragraph<br>Writing” | The teacher tells the students<br>that the<br>“BRAINSTORMING”<br>means: a technique to create,<br>invent, develop and organize<br>your creative ideas from the<br>brain and put them on pages<br>to construct a beautiful<br>writing. We also use<br>“BRAINSTORMING” so<br>that any idea or point is not<br>missed out in the writing.<br>The teacher then shows the<br>“The Brainstorming Web”<br>drawn on a chart paper and<br>shows them how to construct<br>a brainstorming web<br>beforehand the writing.<br>In this way the teacher<br>demonstrates the<br>brainstorming web and gets<br>the ideas from the students. | Students<br>understand the<br>concept of the<br>brainstorming.<br>When teacher<br>demonstrates<br>the<br>brainstorming<br>web and asks<br>questions they<br>give the<br>answers. | The<br>brainstorming<br>web drawn<br>on a chart<br>paper | 10<br>minutes |
|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|---------------|

|                                                                                                                           |                                                                                                |                                                                  |                   |               |
|---------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|------------------------------------------------------------------|-------------------|---------------|
| <b>During Task/</b><br><b>While Task</b><br>Partial<br>Scaffolding;<br>Clear Concept<br>about the<br>Paragraph<br>Writing | The teacher shows them a<br>video to have a clear concept<br>about the paragraph writing.      | The students<br>watch the<br>video on<br>“Paragraph<br>Writing”. | Youtube<br>video. | 25<br>Minutes |
| <b>Post Task/</b><br><b>Closure/</b><br><b>Short</b><br><b>Discussion/</b><br><b>Getting</b><br><b>Feedback</b>           | The teacher wraps up the<br>class with a final short<br>discussion before ending the<br>class. |                                                                  |                   | 5<br>Minutes  |

## Appendix A.1.1 Materials for Day- 1

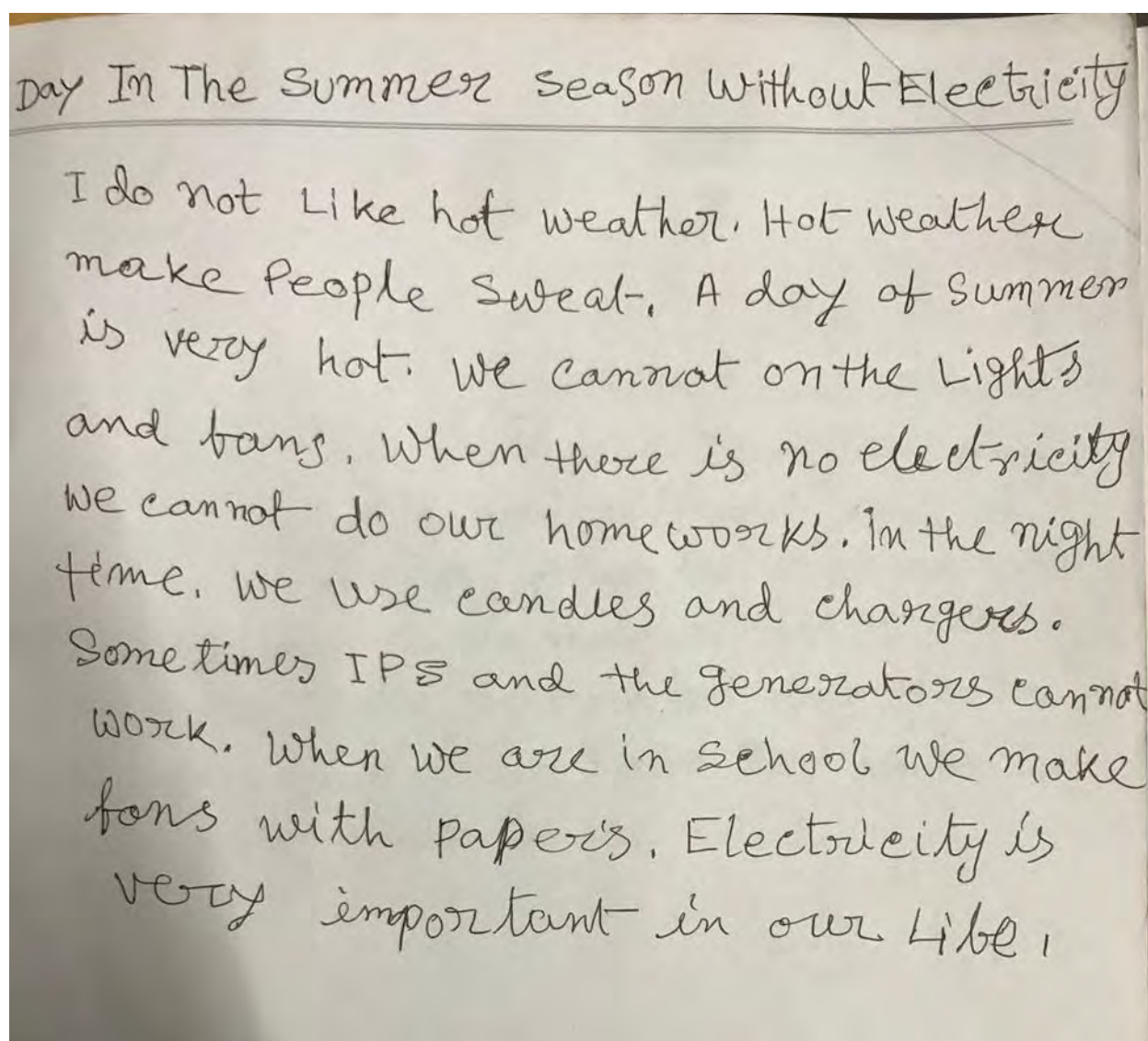
### Secondary Level School Learners- Class VI

#### Pre- Task

Teacher collects the students' independent paragraph writings as samples before the scaffolding begins.

#### Appendix A.1.1.1 The Student LAI's Paragraph Writing Sample before Scaffolding

##### Independent Writing Task



**Warm up:**

The teacher starts the class with showing a pencil and writes the word “PENCIL”- on the white board/ black board.

Now the teacher asks them a few questions related with the object “PENCIL”.

The questions are-

1) What do we do with a pencil?

Possible answer from the students- we write.

2) What is it made of?

Possible answer- wood and graphite.

3) One difference between a pencil and a pen?

Possible answer- We can erase the writing of a pencil but we cannot erase the writing of a pen. Then the teacher says- That means we gathered ideas related to an object. This is called “BRAINSTORMING”. Our today’s topic is- “The Brainstorming for Paragraph Writing”.

**Task 1**

The teacher tells the students that the “BRAINSTORMING” means: a technique to create, invent, develop and organize your creative ideas from the brain and put them on pages to construct a beautiful writing. We also use “BRAINSTORMING” so that any idea or point is not missed out in the writing. The teacher then show “The Brainstorming Web” and show them how to construct a brainstorming web before the writing. In this way the teacher demonstrates the brainstorming web and get ideas from the students. The material is given below. The students organize their creative ideas on the topic of- “My Best Friend.”

### Appendix A.1.1.2 Brainstorming Web on My Best Friend



**Appendix A.1.1.3 LAI's Completed Task Creative Ideas on My Best Friend**

My best friend LaiXu

My best friend name is Narzia.  
She is very good girl, She loves  
me. She is very helpful. When  
I need help She help me, She  
love to play with me, She like  
Chokolet. I Tell my secrets  
to her.

## Task 2

Next the teacher shows them a video to have a clear concept about the paragraph writing.

The link of the video has been given below:

### Appendix A.1.1.4 Paragraph Writing Youtube Video Link

<https://www.youtube.com/watch?v=liPJvPGC0eI&t=164s>

### Appendix A.2 Lesson Plan for Day-2

#### Secondary Level School Learners- Class VI

| Activities                                                            | Teacher's Role                                                                                                                                                                                                                                                                                                                      | Student's Role                                                                                                           | Materials                            | Time:<br>Total<br>time 1<br>hour |
|-----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|--------------------------------------|----------------------------------|
| <b>Pre- Task</b><br><br>The class will start with a warm up activity. | The teacher will enter the class with 5 different story books (any sort of fairy tales or stories with a lot of writing, other than just illustrations). She will distribute the books, among the five students.<br><br>*Then she will ask them about the writing style:<br><br>1) How are the sentences written? (Expected ans: in | The students will be divided into a group of 5 students. 5 groups will be formed.<br><br>They will go through the pages. | 5 Fairy tale books from the library. | 10 minutes                       |

|                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                     |                                                                  |                   |
|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|-------------------|
|                                                                                             | <p>straight lines, in English, with punctuations, or boldly as well).</p> <p>2) Are all the sentences written in one style or are there any gap between them? (Expected ans: yes, there are gaps...they are separated by a skip of line. They are written in paragraphs).</p> <p>*These questions will take only another 5 minutes and then the teacher can introduce today's topic: "Paragraph Writing".</p> |                                                                                                                                     |                                                                  |                   |
| <p><b>During Task/ While Task</b></p> <p>Clear concept of the structure of a paragraph.</p> | <p>The teacher demonstrates in details for a long time in this class and she uses colorful and helpful learning materials.</p> <p>*The teacher introduces the ice cream paragraph structure to the students.</p> <p>The teacher explains this picture (enlarged and made as a resource) in details (as it is the most imp. Part).</p>                                                                         | <p>Students see the paragraph ice cream drawn on a chart paper and understand the 3 main components of the ice cream paragraph.</p> | <p>Paragraph ice cream drawn on a Chart Paper will be shown.</p> | <p>20 minutes</p> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |  |  |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
|  | <p>*The teacher discusses the 3 main components of the ice cream:</p> <p>1)The Introduction: the topping of an ice cream cherry</p> <p>2)The Internal and Supporting Information: the first scoop, second and third scoop of an ice cream</p> <p>3) Conclusion: the crunchy coned</p> <p>*After explaining the format, the teacher takes the feedback from the students by asking them questions like:</p> <p>√Which one is the topping of an ice cream cherry? (the intro)</p> <p>√ What can we put in the first, second and third scoop of an ice cream? (The main information and slight other things we mentioned in the intro.)</p> <p>√ What is in the conclusion? (the wrapping up of the whole writing)</p> |  |  |  |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|

|                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                 |                                                                      |            |
|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|------------|
| <b>During Task/ While Task</b><br><br>Individual activity; task with Scaffolding. | Next the teacher distributes 1 page of sample writing to each of the students.<br><br>*Teacher then asks them to underline the introduction with GREEN felt pens, the body with RED and the conclusion with BLUE felt pens.<br><br>*She assists the students and especially help the special need based ones.<br><br>*After 10 minutes, the teacher shows them a sign of time up, (no room for nagging for more time) and then she discusses the answer with the students and takes their feedback more. | The students are asked to read the paragraph carefully twice. They identify and underline the different parts of the paragraph. | Sample writing and colorful pens are distributed among the students. | 20 minutes |
| <b>Post Task/ Closure Short Discussion/ Getting Feedback</b>                      | The teacher wraps up the class with a short discussion. The teacher shows the ice cream paragraph structure picture again and give them as a sample paragraph structure to review at home.                                                                                                                                                                                                                                                                                                               |                                                                                                                                 |                                                                      | 10 Minutes |

|  |                                          |  |  |  |
|--|------------------------------------------|--|--|--|
|  | H.W- Write a paragraph on “My Best Day”. |  |  |  |
|--|------------------------------------------|--|--|--|

## **Appendix A.2.1 Materials for Day-2**

### **Secondary Level School Learners- Class VI**

#### **Warm up:**

The teacher will enter the class with 5 different story books (any sort of fairy tales or stories with a lot of writing, other than just illustrations). She will distribute the books, among the five students.

Then she will ask them about the writing style:

- 1) How are the sentences written? (Expected answer: in straight lines, in English, with punctuations, or boldly as well).
- 2) Are all the sentences written in one style or are there any gap between them? (Expected answer: yes, there are gaps...they are separated by a skip of line. They are written in paragraphs).

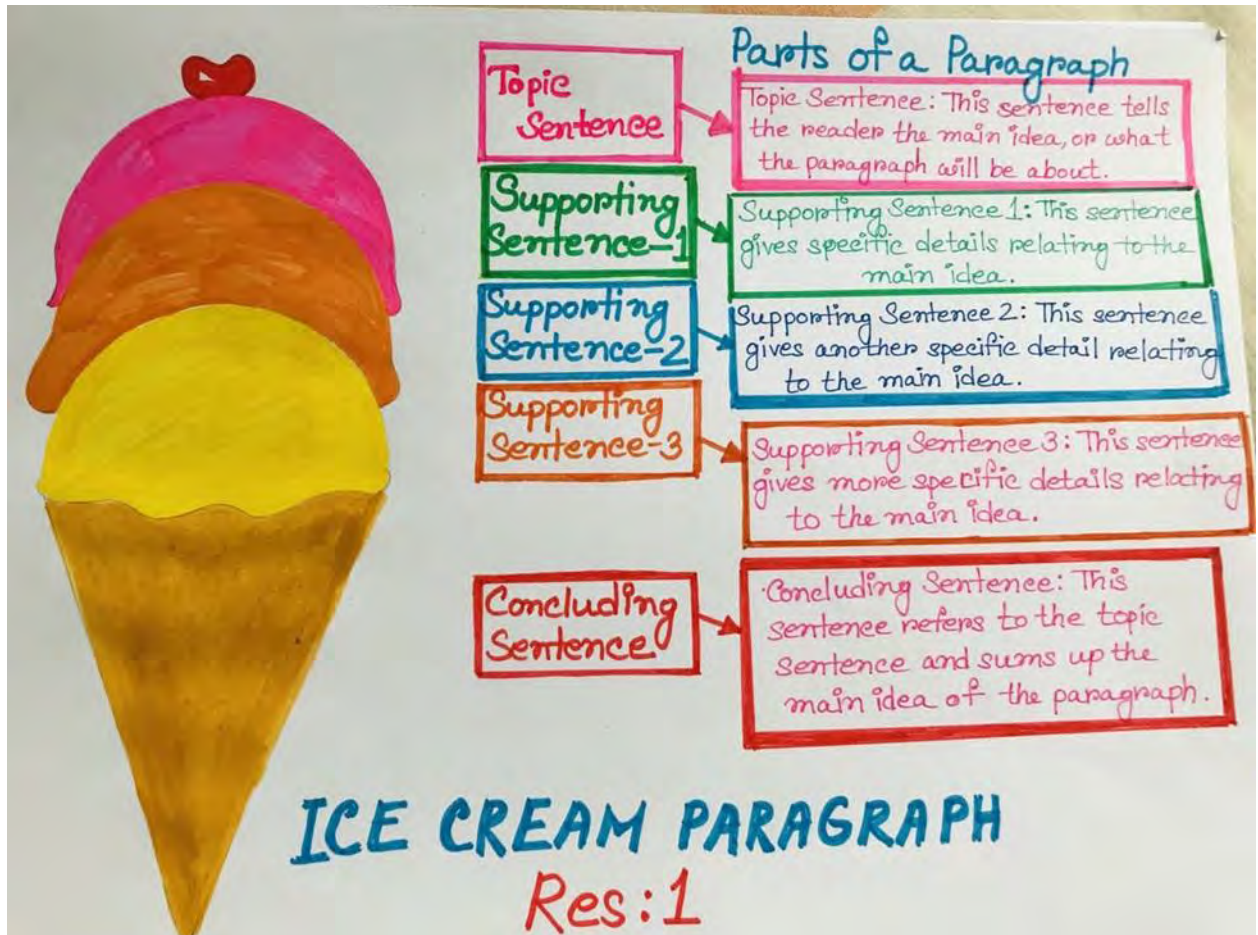
These questions will take only another 5 minutes and then the teacher can introduce today's topic: “Paragraph Writing”.

#### **Activity:**

The teacher demonstrates the concept of the structure of a paragraph by showing a colourful ice cream paragraph structure drawn on a chart paper as given below. The teacher discusses the three main components of the ice cream paragraph structure- the topping of an ice cream cherry represents the introduction part, the first scoop, second and third scoop of an ice cream

represents the internal and supporting information and the crunchy cone represents the conclusion part.

#### Appendix A.2.1.1 Ice Cream Paragraph Structure on a Chart Paper



#### Task-1:

After explaining the format the teacher takes the feedback from the students by asking them questions like-

1. Which one is the topping of an ice cream cherry?

They answer- the intro.

2. What can we put in the first, second and third scoop of an ice cream?

They answer- the main information and slight other things we mentioned in the intro.

3. What is in the conclusion?

They answer- the wrapping up of the whole writing.

## **Task- 2**

This is an individual activity. The students are provided with a sample writing given below.

Paragraph writing- the topic is- “A Pleasant Day in the Summer Season”. In this paragraph the sentences are disorganized. The students are asked to read the sample writing twice and think about the writing. After that they identify and underline the intro, the body and the conclusion from the sample writing.

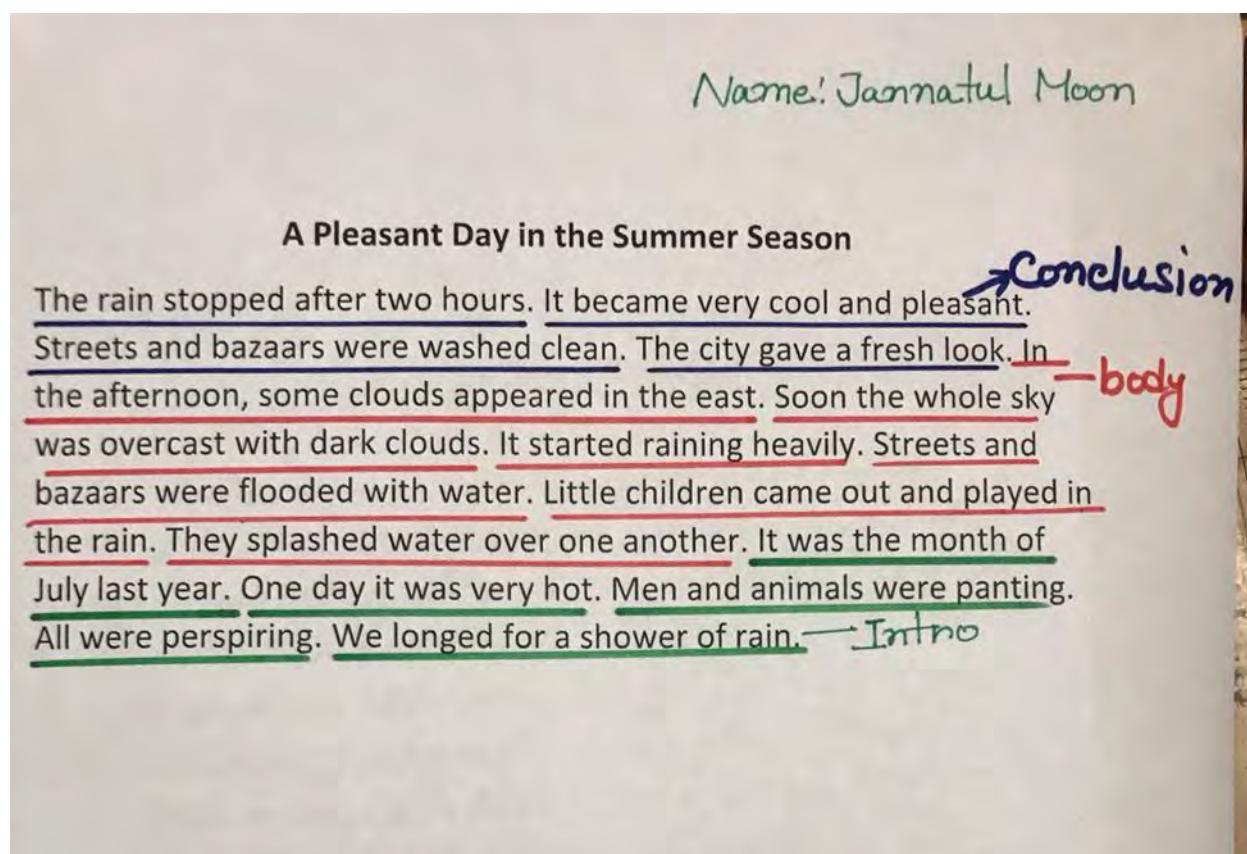
### **Appendix A.2.1.2 Showing Sample Writing Task: Find out Different Parts of a Paragraph**

#### **A Pleasant Day in the Summer Season**

The rain stopped after two hours. It became very cool and pleasant. Streets and bazaars were washed clean. The city gave a fresh look. In the afternoon, some clouds appeared in the east. Soon the whole sky was overcast with dark clouds. It started raining heavily. Streets and bazaars were flooded with water. Little children came out and played in the rain. They splashed water over one another. It was the month of July last year. One day it was very hot. Men and animals were panting. All were perspiring. We longed for a shower of rain.

### Appendix A.2.1.3 Identified and Underlined the Different Parts of the Paragraph

(Student JAN's Completed Task)

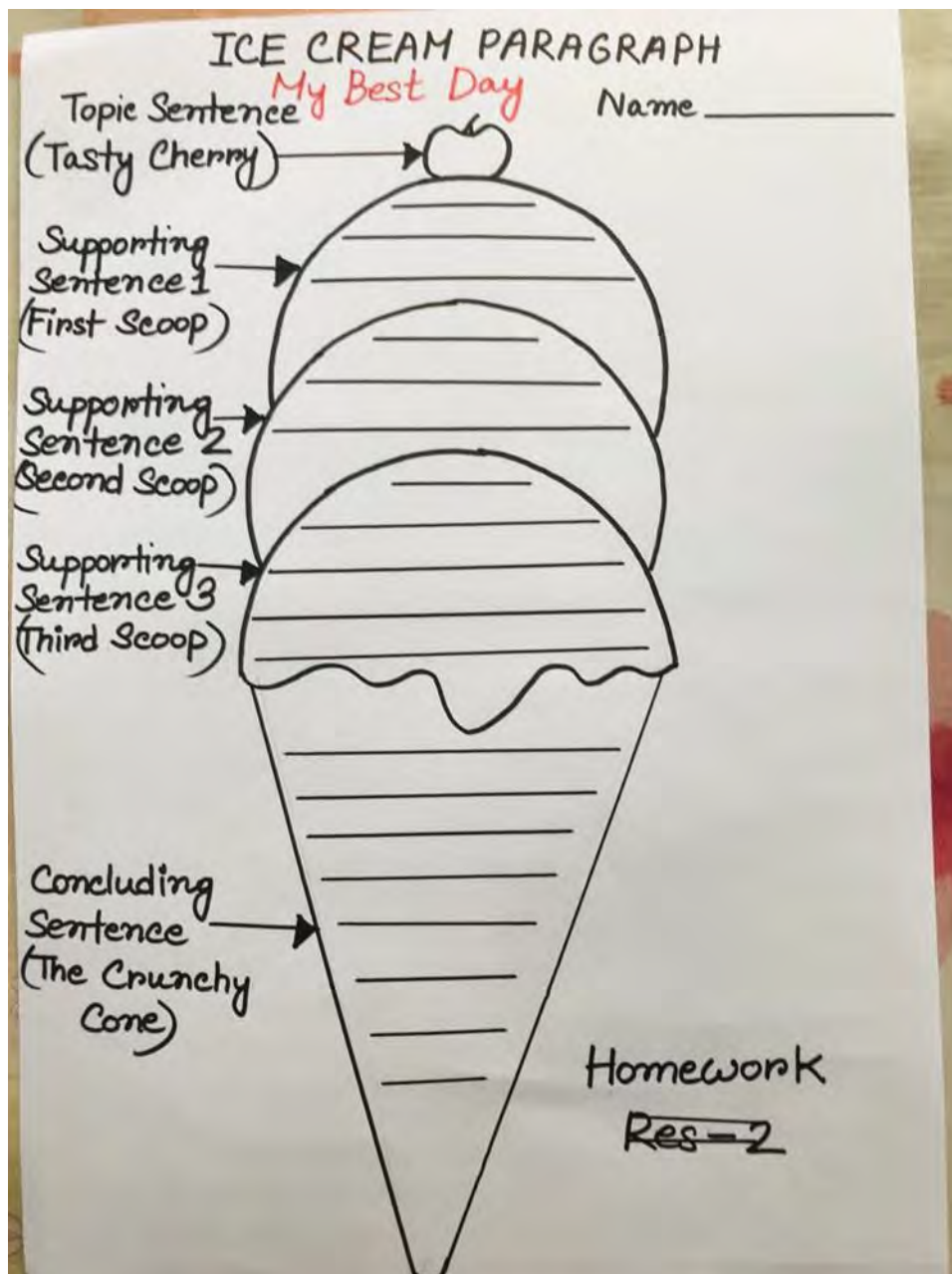


### Homework

The paragraph ice cream picture has been given as a sample chit to review at home.

According to the structure drawn in the paper, they will write the sentences of a paragraph in the given blanks on the topic- "My Best Day".

Appendix A.2.1.4 Sample Paragraph Structure to Review at Home



Appendix A.2.1.5 Completed Paragraph Structure by the Student JAN

**ICE CREAM PARAGRAPH**

Topic Sentence **My Best Day** Name Jannatul Moon  
(Tasty Cherry)

Supporting Sentence 1 (First Scoop) → The best day of my life was when my brothers gave me a gift cat on my birthday. I jumped out with happiness.

Supporting Sentence 2 (Second Scoop) → That day as usual my father brought a birthday cake for me. I got many presents. In the evening after I cut the cake he closed my eyes and took me to the corner of our balcony. When he opened my eyes I saw a little, cute, white cat was making sound. I screamed with joy. Then I took the cat on my hand and played with that cat. I wanted to sleep with my cat but my mother did not allow me.

Supporting Sentence 3 (Third Scoop)

Concluding Sentence (The Crunchy Cone) → That was my best day. I will never forget that day.

Homework  
Res-2

### Appendix A.3 Lesson Plan for Day-3

#### Secondary Level School Learners- Class VI

| Activities                     | Teacher's Role                                                                                                                                                                                   | Student's Role                                   | Materials | Time:<br>Total 25<br>minutes<br>time |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|-----------|--------------------------------------|
| Task<br>without<br>Scaffolding | The teacher gives them a paragraph writing task without providing any scaffolding techniques. The topic of the paragraph- "A Cold Winter Day". After 25 minutes teacher collects their writings. | Students wrote the paragraph on the given topic. |           |                                      |

Appendix A.3.1 Paragraph Writing Task without Scaffolding; Independent Writing by

JAN

### A Cold Winter Day

I remember this year on 3rd January ~~was~~ on my birthday the day was very cold. We were in village. I was under the blanket. My father went to the village market and brought date juice. The sky was grey colour. All my aunts made different kinds of pithas on my birthday. After the lunch me with my cousins went to the mustard field to take photographs. In the night we sat near the fire in the open space of our house. That winter day was very memorable for me.

## Appendix B

### Day- 4 Interview

#### Interview Questions for Participants

Data for answering research question 2 was collected by interviewing the participant.

Research Question 2: What perceptions do the students have regarding the writing tasks with the presence and the absence of the scaffolding techniques?

| Interview Questions                                                                                                                                            | Background Info | RQ 2 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------|
| 1. Could you please share your age range? 10-12                                                                                                                | X               |      |
| 2. Which subject do you like to study more?                                                                                                                    | X               |      |
| 3. Do you think writing in English is - easy or difficult?                                                                                                     | X               |      |
| 4. What do you like writing? (stories, paragraphs or essays)                                                                                                   | X               |      |
| 5. Is there anything specific that you find interesting writing in English?                                                                                    | X               |      |
| 6. What type of response do you receive when you do not write anything by memorizing in English?                                                               |                 | X    |
| 7. In English language writing classes does your teacher encourage you to write by yourself?                                                                   |                 | X    |
| 8. What makes you feel writing independently more difficult?<br>Can you make sentences by yourself?                                                            |                 | X    |
| 9. Can you identify the topic idea of the writing task by yourself or do you think if you could get any hint or clue that could help you to understand better. |                 | X    |

|                                                                                                                                                            |  |   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---|
| 10. Does your teacher show you pictures, discuss questions or tell a story before giving you writing task?                                                 |  | X |
| 11. Do you think if your teacher would show you pictures or discuss questions or tell a story before you write a task would help you to understand better? |  | X |
| 12. Does your teacher guide you on how to plan your ideas before writing a paragraph or essay? Did you ever practiced brainstorming?                       |  | X |
| 13. If you have a problem understanding anything, does your teacher encourage you to use the dictionary?                                                   |  | X |
| 14. Do you think it is helpful- when your teacher rearrange the questions of the book to make you understand the questions better? Could you explain?      |  | X |
| 15. Does your teacher make sure that each of you completes your writing task in the classroom?                                                             |  | X |
| 16. Do you believe there is something which might help you to improve your writing by your own?                                                            |  | X |

## Appendix C

### Sample Interview of Participant

#### Notational Conventions of the Interview Transcripts

|    | Notation | Meaning                                                                                                                 |
|----|----------|-------------------------------------------------------------------------------------------------------------------------|
| 1. | DU       | Discourse Unit                                                                                                          |
| 2. | I        | Interviewer                                                                                                             |
| 3. | ,        | Small pause                                                                                                             |
| 4. | ...      | Long Pause (if in the middle of the sentence)<br><br>Incomplete sentence (if at the end of sentence)                    |
| 5. | Umm      | Hedging in speech                                                                                                       |
| 6. | DU SYN 8 | DU <space> Teacher's name's first three alphabets<br><space> DU number<br><br>DU SYN 8 refers to Synthia's DU number 8. |

## Appendix C.1 Sample Interview of SYN

| DU  | Participants | Questions and Answers                                                                                                                                                                                                                                  |
|-----|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.  | I            | Good afternoon! Thank you for giving time for this interview session. So, shall we start with our questions?                                                                                                                                           |
| 2.  | SYN          | Good afternoon, Madam! I am happy to be a part of this interview session. Please begin...                                                                                                                                                              |
| 3.  | I            | Could you please share your age range? 10-12                                                                                                                                                                                                           |
| 4.  | SYN          | I am 12 years old.                                                                                                                                                                                                                                     |
| 5.  | I            | Which subject do you like to study more?                                                                                                                                                                                                               |
| 6.  | SYN          | Science and English.                                                                                                                                                                                                                                   |
| 7.  | I            | Do you think writing in English is easy or difficult?                                                                                                                                                                                                  |
| 8.  | SYN          | Writing in English is not easy for me. I can easily write anything in Bangla. But when I try to write the same thing in English it becomes difficult for me to make a sentence the way I want to make.                                                 |
| 9.  | I            | What do you like writing? (Stories, paragraphs or essays)                                                                                                                                                                                              |
| 10. | SYN          | I love to write stories. Because I can make the story the way I want to. I can write freely. While writing a story I can bring many topics but when I write an essay or paragraph I cannot bring many topics. I only have to write on the given topic. |
| 11. | I            | Is there anything specific that you find interesting writing in English?                                                                                                                                                                               |
| 12. | SYN          | Yes, I love to write stories of Prince and Princesses in English.                                                                                                                                                                                      |
| 13. | I            | What type of response do you receive when you do not write anything by memorising in English?                                                                                                                                                          |

|     |     |                                                                                                                                                                                                                                                                     |
|-----|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 14. | SYN | When I memorise any paragraph or essay and then write it in the exam, I get good marks. But if I do not memorise I cannot write well and I get poor marks.                                                                                                          |
| 15. | I   | In English language writing classes does your teacher encourage you to write by yourself?                                                                                                                                                                           |
| 16. | SYN | No. The teacher encourages us to memorise the answers to the questions or paragraphs and essays. If we memorise and finish every day's tasks on time then we can complete the syllabus early.                                                                       |
| 17. | I   | What makes you feel writing independently more difficult? Can you make sentences by yourself?                                                                                                                                                                       |
| 18. | SYN | I cannot write by my own; because I do not understand how to write. I cannot make a word or a sentence.                                                                                                                                                             |
| 19. | I   | Can you identify the topic idea of the writing task by yourself or do you think if you could get any hint or clue that could help you to understand better?                                                                                                         |
| 20. | SYN | Sometimes I cannot get the main idea of a topic. I get confused about what to write and how to write. I think if the teacher would give me a clear idea about how to write and what to write in the given task that would help me to understand the concept better. |
| 21. | I   | Does your teacher show you pictures, discuss questions or tell a story before giving you writing task?                                                                                                                                                              |
| 22. | SYN | No. The teacher does not tell us stories but sometimes show pictures of the book.                                                                                                                                                                                   |

|     |     |                                                                                                                                                                                                                                                         |
|-----|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 23. | I   | Do you think if your teacher would show you pictures or discuss questions or tell a story before you write a task would help you to understand better?                                                                                                  |
| 24. | SYN | Yes. That would be very interesting and we would understand easily if the teacher would show us colourful pictures or tell a story before a given task.                                                                                                 |
| 25. | I   | Does your teacher guide you on how to plan your ideas before writing a paragraph or essay? Did you ever practice brainstorming?                                                                                                                         |
| 26. | SYN | We were not taught how to organise our ideas before writing a paragraph or essay. We the students usually memorise the paragraph and essay.                                                                                                             |
| 27. | I   | If you have a problem understanding anything, does your teacher encourage you to use the dictionary?                                                                                                                                                    |
| 28. | SYN | Yes, sometimes the teacher allows us to use the dictionary, because when we struggle to find a word to match with a sentence that time we take the help from the dictionary.                                                                            |
| 29. | I   | Do you think it is helpful when your teacher rearrange the questions of the book to make you understand the questions better? Could you explain?                                                                                                        |
| 30. | SYN | Yes, it helps me a lot. Because when I do not understand the meaning of the question and the teacher uses simple English words to make the question easy to understand, that helps me to generate the ideas to write the answer of the question easily. |
| 31. | I   | Does your teacher make sure that each of you completes your writing task in the classroom?                                                                                                                                                              |

|     |     |                                                                                                                                                                             |
|-----|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 32. | SYN | Sometimes we cannot finish our writing tasks in the classroom. But for that reason the teacher does not allow us to complete the unfinished written task in the next class. |
| 33. | I   | Do you believe there is something which might help you to improve your writing by your own?                                                                                 |
| 34. | SYN | Yes, if I could express my thoughts in English and if the teacher would guide me how to write; I think that would help me to improve my writing ability.                    |
| 35. | I   | Okay, one last question- Did you like the way I make you understand the concept of the paragraph structure?                                                                 |
| 36. | SYN | Yes, it was very interesting. I will never forget the ice cream structure.                                                                                                  |
| 37. | I   | Okay, thank you so much for your time.                                                                                                                                      |
| 38. | SYN | You are most welcome.                                                                                                                                                       |

## Appendix D

### Sample of Inter-Coding Template SYN's Response to RQ2

| Interview question (1)                                                                        | Subordinate key word of question (2)  | Subordinate main point from conversation (3) | Elaborated examples from verbal support (4)                                                                                                                | Occurrence main idea transferred into the form as key word (5) | Ordering of discourse unit (6) |
|-----------------------------------------------------------------------------------------------|---------------------------------------|----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|--------------------------------|
| What type of response do you receive when you do not write anything by memorising in English? | *Response received for not memorising | *Poor marks for not memorising               | When I memorise any paragraph or essay and then write it in the exam, I get good marks. But if I do not memorise I cannot write well and I get poor marks. | Lack of inspiration                                            | DU SYN 14                      |

|                                                                                           |                                                    |                                                 |                                                                                                                                                                                               |                                                         |              |
|-------------------------------------------------------------------------------------------|----------------------------------------------------|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|--------------|
| In English language writing classes does your teacher encourage you to write by yourself? | *Encourage                                         | *Encourages to memorise<br>*Time limitations    | No. The teacher encourages us to memorise the answers to the questions or paragraphs and essays. If we memorise and finish every day's tasks on time then we can complete the syllabus early. | *Lack of inspiration<br>* Time limitations<br>*Memorise | DU SYN<br>16 |
| What makes you feel writing independently more difficult?<br>Can you make                 | *Independent writing difficulty<br>*Make sentences | * Cannot write<br>*Cannot make word or sentence | I cannot write by my own; because I do not understand                                                                                                                                         | *Vocabulary problem<br>*Cannot make word or sentence    | DU SYN<br>18 |

|                                                                                                                                                             |                      |                                               |                                                                                                                                                                                                                                      |                                                                     |              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|--------------|
| sentences by yourself?                                                                                                                                      |                      |                                               | how to write. I cannot make a word or a sentence.                                                                                                                                                                                    |                                                                     |              |
| Can you identify the topic idea of the writing task by yourself or do you think if you could get any hint or clue that could help you to understand better? | *Identify topic idea | *Cannot get main idea<br>*Confused in writing | Sometimes I cannot get the main idea of a topic. I get confused about what to write and how to write. I think if the teacher would give me a clear idea about how to write and what to write in the given task that would help me to | *Identifying main idea of the writing task<br>*Cannot get main idea | DU SYN<br>20 |

|                                                                                                                                                                                            |                                   |                                                       |                                                                                                                                                                        |                                                                                   |                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|-------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------|
|                                                                                                                                                                                            |                                   |                                                       | understand<br>the concept<br>better.                                                                                                                                   |                                                                                   |                  |
| Does your<br>teacher show<br>you pictures,<br>discuss<br>questions or<br>tell a story<br>before giving<br>you writing<br>task?                                                             | * Discuss<br>before<br>writing    | * No<br>discussion<br><br>*Sometimes<br>show pictures | No. The<br>teacher does<br>not tell us<br>stories but<br>sometimes<br>show<br>pictures of<br>the book.                                                                 | * No<br>discussion<br>before<br>writing<br><br>*No<br>brainstorming               | DU SYN<br><br>22 |
| Do you think<br>if your teacher<br>would show<br>you pictures or<br>discuss<br>questions or<br>tell a story<br>before you<br>write a task<br>would help<br>you to<br>understand<br>better? | * Discussion<br>before<br>writing | *Before<br>writing<br>discussion<br>would help        | Yes. That<br>would be<br>very<br>interesting<br>and we<br>would<br>understand<br>easily if the<br>teacher<br>would show<br>us colourful<br>pictures or<br>tell a story | * Before<br>writing<br>discussion<br>would help<br><br>*Providing<br>samples help | DU SYN<br><br>24 |

|                                                                                                                                 |                                                       |                                          |                                                                                                                                             |                                                                           |              |
|---------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|--------------|
|                                                                                                                                 |                                                       |                                          | before a given task.                                                                                                                        |                                                                           |              |
| Does your teacher guide you on how to plan your ideas before writing a paragraph or essay? Did you ever practice brainstorming? | *Plan ideas before writing<br>*Practice brainstorming | *No brainstorming<br>*Memorise paragraph | We were not taught how to organise our ideas before writing a paragraph or essay. We the students usually memorise the paragraph and essay. | *No practice of brainstorming                                             | DU SYN<br>26 |
| If you have a problem understanding anything, does your teacher encourage you to use the dictionary?                            | * Dictionary usage                                    | *Take help from dictionary               | Yes, sometimes the teacher allows us to use the dictionary, because when we struggle to                                                     | * Dictionary usage<br>*Take help from dictionary<br>*Vocabulary knowledge | DU SYN<br>28 |

|                                                                                                                                                                                   |                          |                                                   |                                                                                                                                                                                                                         |                                                   |              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|--------------|
|                                                                                                                                                                                   |                          |                                                   | find a word<br>to match<br>with a<br>sentence that<br>time we take<br>the help<br>from the<br>dictionary.                                                                                                               |                                                   |              |
| Do you think<br>it is helpful<br>when your<br>teacher<br>rearrange the<br>questions of<br>the book to<br>make you<br>understand the<br>questions<br>better? Could<br>you explain? | * Rearrange<br>questions | *Rearranged<br>questions<br>help to<br>understand | Yes, it helps<br>me a lot.<br>Because<br>when I do<br>not<br>understand<br>the meaning<br>of the<br>question and<br>the teacher<br>uses simple<br>English<br>words to<br>make the<br>question<br>easy to<br>understand, | *Rearranged<br>questions<br>help to<br>understand | DU SYN<br>30 |

|                                                                                            |                                        |                                                       |                                                                                                                                                                             |                                                                                                  |              |
|--------------------------------------------------------------------------------------------|----------------------------------------|-------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|--------------|
|                                                                                            |                                        |                                                       | that helps me to generate the ideas to write the answer of the question easily.                                                                                             |                                                                                                  |              |
| Does your teacher make sure that each of you completes your writing task in the classroom? | * Finish writing task in the classroom | * Unfinished task not allowed to finish in next class | Sometimes we cannot finish our writing tasks in the classroom. But for that reason the teacher does not allow us to complete the unfinished written task in the next class. | *Unfinished task not allowed to finish in next class<br>*Time limitation<br>*Lack of inspiration | DU SYN<br>32 |

|                                                                                             |                                  |                                                                   |                                                                                                                                                          |                                                                                  |              |
|---------------------------------------------------------------------------------------------|----------------------------------|-------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|--------------|
| Do you believe there is something which might help you to improve your writing by your own? | *Improve writing                 | *Express thoughts<br>*Teacher's guidance<br>*Vocabulary knowledge | Yes, if I could express my thoughts in English and if the teacher would guide me how to write; I think that would help me to improve my writing ability. | *Express thoughts<br>*Teacher's guidance<br>*Vocabulary knowledge                | DU SYN<br>34 |
| Did you like the way I make you understand the concept of the paragraph?                    | *Understand concept of paragraph | *Interesting<br>*Never forget the structure                       | Yes, it was very interesting. I will never forget the ice cream structure.                                                                               | *Understand concept of paragraph<br>* Interesting<br>*Never forget the structure | DU SYN<br>36 |

## Appendix E

### Sample Theme Generation Template for RQ2

|                                                     |                                                                                                                                     |                                     |  |                                           |
|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--|-------------------------------------------|
| Research Question 2:                                | What perceptions do the students have regarding the writing tasks with the presence and the absence of the scaffolding techniques?? |                                     |  |                                           |
| Interview Question                                  | What makes you feel writing independently more difficult? Can you make sentences by yourself?                                       |                                     |  |                                           |
| Synthia Gomez                                       | Mahboob Chowdhury Pavel                                                                                                             | Jahid Hasan                         |  | Themes                                    |
| Cannot write; cannot make word or sentence (SYN 18) | Cannot make sentences (MAH 18)                                                                                                      | Problem in making sentence (JAH 18) |  | Limitations of the Vocabulary Knowledge   |
| Interview Question                                  | Does your teacher show you pictures, discuss questions or tell a story before giving you writing task?                              |                                     |  |                                           |
| No discussion (SYN 22)                              | Does not tell a story (MAH 22)                                                                                                      | No discussion (JAH 22)              |  | Teacher's Reluctance of Providing Samples |
| Interview Question                                  | Does your teacher guide you how to plan your ideas before writing a paragraph or essay? Did you ever practiced brainstorming?       |                                     |  |                                           |

|                |                |           |  |               |
|----------------|----------------|-----------|--|---------------|
| No             | Does not know  | Memorize  |  | Lack of       |
| brainstorming; | brainstorming; | paragraph |  | Brainstorming |
| Memorize       | Memorize       | (JAH 26)  |  | Practices     |
| Paragraph      | essay,         |           |  |               |
| (SYN 26)       | paragraph      |           |  |               |
|                | (MAH 26)       |           |  |               |