

# Scaffolding Practices in English Writing Instruction of Senior High School Teachers

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## Abstract

This study thoughtfully examined the scaffolding practices employed by Senior High School English teachers in teaching writing in Kayapa, Nueva Vizcaya. Specifically, it explored the scaffolding strategies utilized by teachers, the challenges they encountered during implementation, and the interventions they employed to address students' writing difficulties. The study employed a qualitative descriptive research design, involving Senior High School English teachers as respondents. Data were gathered through semi-structured interviews and classroom observations to obtain detailed information regarding actual classroom practices and teacher experiences. The findings revealed that teachers commonly employed scaffolding strategies such as building the field, modeling, joint construction, independent writing, peer tutoring, and instructional materials to support students' writing development. These practices were instrumental in enhancing students' confidence, participation, collaboration, and understanding of writing tasks. However, teachers faced several challenges, including limited vocabulary, grammar difficulties, varying student abilities, low motivation, off-task behavior, and time constraints. To address these concerns, teachers employed interventions such as continuous feedback, collaborative learning, rewards, motivational activities, dictionary use, and peer assistance. The study concluded that scaffolding practices play a significant role in enhancing students' English writing skills and engagement in classroom activities. Furthermore, the findings highlight the importance of guided instruction, collaborative learning, and supportive teaching strategies in improving writing proficiency among Senior High School learners.

**Keywords:** Scaffolding Practices, English Writing Instruction, Senior High School Teachers, Writing Difficulties, Collaborative Learning

## 1. Introduction

In today's education, being able to write well in English is super important. It helps with communication, critical thinking, creativity, and academic performance. However, many high school students still struggle with writing. They might have a limited vocabulary, weak grammar skills, trouble organizing their ideas, or simply not feel confident in their writing. These issues show why it is crucial to have teaching methods that really support students as they learn to write. Therefore, teaching strategies that focus on the learner and offer support have become important in English classes (Sørensen et al., 2023).

One of the best ways to teach writing is through this method. This approach is based on Vygotsky's Zone of Proximal Development and Bruner's Scaffolding Theory. Scaffolding means providing temporary, guided support to help students tackle writing tasks that are slightly beyond their current skills, while also helping them become more independent over time (Chairinkam & Yawiloeng, 2024; Hassen et al., 2023). Through collaborative learning, teacher guidance, modeling, and feedback, scaffolding boosts students' participation, motivation, and writing skills. Similarly, Anselmo et al. (2024) pointed out that guided and technology-supported learning strategies can enhance student engagement and learning outcomes, showing how important supportive teaching practices are in education. Recent research also indicates that technology-assisted scaffolding, such as using digital tools, artificial intelligence, and virtual learning resources, can further improve writing instruction and motivate learners (Huang, 2024; Li & Wilson, 2025).

In the Philippines, teaching English writing under the K-12 curriculum has its fair share of challenges, especially in rural schools. Teachers often juggle a mix of diverse learners, limited resources, and varying levels of student motivation (Bacus & Alda, 2022). Many Senior High School students find it tough to get a grip on grammar, vocabulary, coherence, and organizing their ideas when they write in English. Although the Department of Education puts a strong emphasis on building communication and writing skills, there are few studies focusing on scaffolding practices in Philippine secondary schools. Most research tends to look at higher education or foreign settings, which leaves a gap in understanding these practices in local Senior High Schools, particularly in rural areas like Kayapa, Nueva Vizcaya. Therefore, this study aimed to explore the scaffolding practices, challenges, and interventions that Senior High School English teachers use in teaching writing.

The aim of this study is to contribute to better English writing instruction and help learners develop in local educational settings.

### **1.1 Theories and Concepts of Scaffolding in Education**

The concept of scaffolding in education is fundamentally grounded in sociocultural theory, particularly through Vygotsky's Zone of Proximal Development (ZPD), which delineates the gap between what a learner can accomplish independently and what they can achieve with appropriate support. This zone highlights the necessity of temporary, yet tailored, instructional assistance to optimize cognitive development (Ofori-Attah, 2021; Tǵere et al., 2025). Bruner's Scaffolding Theory complements this by emphasizing the educator's role in strategically providing support that gradually diminishes as learners gain independence, thereby fostering autonomy and self-regulation (Leontjev & De Boer, 2022). Guided and collaborative learning approaches, rooted in Vygotsky's social constructivism, underscore the importance of social interaction in learning processes. Peer and teacher mediation create interactive environments where learners expand their cognitive abilities through dialogue and feedback within their ZPD (Homayouni, 2022; Leontjev & Deboer, 2022). In this context, scaffolding functions as a dynamic, temporary support system that adapts to learners' evolving needs to promote meaningful skill acquisition and conceptual understanding (Thomas et al. 2021). Furthermore, scaffolding extends to diverse learning ecologies, including technology-enhanced learning environments. Modern pedagogical designs integrate scaffolding with digital tools, enabling educators to creatively orchestrate learning activities that not only support but also enhance learner creativity and agency within their ZPD (Rigopouli et al. 2025; Vanderburg et al. 2021). This integration underscores the evolving role of scaffolding in contemporary classrooms, balancing educator support with learner independence through social, cognitive, and technological mediation (Nardo, 2021). In summary, scaffolding embodies a temporary, adaptive instructional framework that facilitates cognitive development by leveraging social interaction, guided and collaborative learning, and educator mediation, all of which are aimed at progressively empowering learner autonomy within the zone of proximal development.

### **1.2 Scaffolding Practices in English Writing Instruction**

Scaffolding practices in English writing instruction encompass a range of strategies designed to support learners through structured, gradual assistance, thereby fostering skill development and learner autonomy. Foundational elements, such as modeling and guided writing activities, provide students with clear examples and stepwise directions. This approach is exemplified in genre-based pedagogy, where scaffolded instruction has been shown to enhance undergraduate students' argumentative writing skills by deconstructing complex processes (Samad et al., 2024). Similarly, explicit writing instruction, which includes teacher modeling and peer feedback, has positively impacted writing performance and self-efficacy among younger learners (Falardeau et al., 2024). Graphic organizers and writing frameworks serve as effective scaffolds that aid in organizing thoughts and structuring texts. When integrated with scaffolding strategies, these tools facilitate the teaching of key writing components, such as grammar, vocabulary, and coherence, resulting in significant improvements in the writing quality of EFL students (Chairinkam & Yawiloeng, 2024; Hassen et al., 2023). The use of instructional materials, including multimedia resources, further enhances scaffolded writing by providing varied modes of representation and engagement (Witt et al., 2021). Anselmo et al. (2024) also highlighted that technology-enhanced and interactive learning environments improve student engagement, participation, and learning experiences through guided and supportive instructional strategies.

Collaborative writing and peer tutoring are integral to scaffolding practices, promoting the co-construction of knowledge and social interaction within Vygotsky's Zone of Proximal Development. Collective scaffolding during virtual collaborative writing encourages mutual support and contribution, although challenges may arise from group dynamics and technological limitations (Machimana & Genis, 2025; Sundari & Febriyanti, 2023 [this volume]). Peer feedback mechanisms complement teacher guidance by enabling learners to reflect on and revise their work, further consolidating writing skill development (Falardeau et al., 2024).

Effective scaffolding also involves building the field through joint construction, where teachers and students collaboratively develop texts before progressing to independent writing. This gradual release of responsibility nurtured learner independence and confidence (Chairinkam & Yawiloeng, 2024; Hassen et al., 2023). Studies indicate that such scaffolding approaches not only improve linguistic accuracy but also enhance writing cohesion and task response, underscoring the multifaceted benefits of socioculturally informed instruction (Allami et al., 2025).

### **1.3 Challenges and Interventions in Teaching English Writing**

Students in English as Foreign Language (EFL) contexts often encounter substantial challenges in grammar and vocabulary, which constitute significant obstacles to their writing proficiency and overall language development. These linguistic difficulties frequently result in diminished motivation and low participation in writing activities, thereby hindering students' preparedness to engage meaningfully in classroom tasks (Du et al., 2025; Nhan et al., 2025). The diversity in student abilities and learning styles adds further complexity for educators, necessitating differentiated instructional strategies to effectively address individual needs (Zhang & Zhang 2024). Classroom management during collaborative activities can be challenging because of varying levels of engagement and the time constraints often inherent

in writing instruction (Nhan et al., 2025). To address these issues, educators have employed strategies such as integrating gamification, technology-enhanced language learning tools, and project-based learning to enhance motivation, participation, and vocabulary retention (Nhan et al., 2025). Furthermore, the provision of timely and constructive feedback, coupled with rewards and motivational activities, has been demonstrated to improve students' confidence and writing performance (Du et al., 2025; Mohd Said et al., 2022). Effective interventions also encompass explicit instruction in grammar and vocabulary through adaptive and personalized learning approaches supported by emerging technologies, such as deep neural networks. These approaches dynamically address individual learner profiles and facilitate improved retention and comprehension, thereby strengthening writing skills in diverse classrooms (Xu et al. 2025). Additionally, incorporating active learning strategies, such as physical movement or biomechanics-based activities, can enhance engagement and improve the cognitive processing essential for writing (Zhou & Wang, 2024)..

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## **2. Material and methods**

### **2.1 Research Design**

This study used a qualitative descriptive research design to explore the scaffolding practices employed by Senior High School English teachers in teaching writing. A qualitative approach was appropriate because it allowed the researcher to gather detailed information about the teachers' experiences, teaching practices, and challenges in the classroom. This study focused on understanding how scaffolding strategies were applied in English writing instruction and how these strategies helped students improve their writing skills.

### **2.2 Locale of the Study**

This study was conducted in Kayapa, Nueva Vizcaya, Philippines. The school offers junior and senior high school programs under the K–12 curriculum of the Department of Education. The locale was selected because it provides English writing instruction to Senior High School students and reflects the educational setting where scaffolding strategies are practiced.

### **2.3 Respondents of the Study**

The respondents of the study were Senior High School English teachers in Kayapa, Nueva Vizcaya. These teachers were directly involved in teaching English writing and were selected because they could provide relevant information regarding the use of scaffolding strategies in classrooms. Their experiences and practices were the main sources of data for this study.

### **2.4 Sample and Sampling Procedure**

Purposive sampling was used to select the respondents. Teachers were chosen based on their involvement in Senior High School English writing instruction and their willingness to participate in the study. This sampling method allowed the researcher to gather meaningful and relevant information related to scaffolding practices in teaching writing.

### **2.5 Research Instrument**

The researcher used semi-structured interview questions and classroom observation guides as the main research instruments for data collection. The interviews helped gather detailed information regarding scaffolding strategies, challenges encountered, and the interventions used by teachers. Classroom observations were conducted to examine the actual implementation of scaffolding practices during English writing instruction in the classroom.

### **2.6 Data Gathering Procedure**

The researcher first secured permission from the school authorities before conducting this study. After approval, interviews and classroom observations were conducted with selected respondents. Informed consent was obtained from all participants, and the confidentiality of their responses was assured. The interviews were recorded and transcribed, and observation notes were documented for data analysis.

### **2.7 Data Analysis Techniques**

The gathered data were analyzed using thematic analysis based on Miles and Huberman's model. The process included data reduction, data display, and conclusion drawing. The researcher organized, coded, and interpreted the responses and observation notes to identify common themes related to scaffolding practices, challenges, and interventions in English writing instruction.

### **2.8 Ethical Considerations**

The researcher adhered to ethical standards throughout the study. Permission to conduct the research was obtained from the school authorities. The respondents were informed of the purpose of the study, and their participation was voluntary. Confidentiality and privacy of the participants were maintained, and all gathered information was used solely for academic purposes.

### 3. Results and Discussion

#### 3.1. Scaffolding Practices Employed by Senior High School English Teachers in Teaching Writing

Table 1 provides a look at how Senior High School English teachers in Kayapa, Nueva Vizcaya, help students with their writing. Teachers use a variety of techniques, such as building the field, modeling, joint construction, independent writing, instructional materials, and peer tutoring, to boost students' writing skills. They kick things off by tapping into what students already know, using brainstorming sessions, videos, and discussions, before diving into writing tasks. Teachers also provide sample texts and guide students regarding grammar, organization, and text structure. Group work and peer tutoring are key here, as they get students talking and sharing ideas, which helps with participation and understanding. After some guided activities, teachers gradually encourage students to write independently, building their confidence and independence. Tools such as graphic organizers, videos, whiteboards, and visual aids are also used to help students grasp writing lessons better. These findings support Chairinkam and Yawiloeng's (2024) findings that scaffolding strategies boost writing development and engagement. Similarly, Samad et al. (2024) pointed out that teacher modeling and guided writing activities enhance students' grasp of writing tasks. Anselmo et al. (2025) also noted that portable and interactive technologies can boost students' engagement, motivation, and learning experiences in the classroom. Overall, these practices have proven effective in helping students improve their writing skills, participation, and confidence in English writing instruction.

#### 3.2 Challenges Encountered by Teachers in Implementing Scaffolding Practices

Table 2 dives into the hurdles that Senior High School English teachers face when trying to use scaffolding techniques in teaching writing. It turns out that these teachers are up against quite a few challenges. For starters, students often have a limited vocabulary and struggle with grammar, which makes it difficult for them to express their ideas in English. Moreover, students have different learning abilities, which means that teachers must provide the right amount of support for everyone. Motivation can be low, and some students get off track during group activities, which can disrupt lessons. Moreover, there is not enough time for teachers to provide feedback and guidance to every student. These findings echo those of Du et al. (2025), highlighting grammar and vocabulary as significant roadblocks in writing development. Similarly, Nhan et al. (2025) pointed out that differences in student abilities and classroom management can impact the effectiveness of writing instruction. Overall, it is clear that teachers face a mix of instructional and classroom challenges when trying to implement scaffolding in English writing classes.

#### 3.3: Strategies and Interventions Employed by Teachers to Address Writing Difficulties

Table 3 lays out the different strategies and interventions that Senior High School English teachers use to tackle students' writing challenges and make scaffolding practices more effective. The findings show that teachers employ a variety of methods, such as peer tutoring, feedback and guidance, rewards and motivation, ice-breaking activities, dictionary use, and collaborative learning, to boost students' writing skills and engagement. They often group students by ability and appoint peer leaders to help those who struggle with writing tasks. Teachers also provide ongoing feedback and guidance to help students enhance their grammar, vocabulary, and idea organization. Additionally, they used rewards, encouragement, and ice-breaking activities to boost students' motivation and participation in class. Students are encouraged to use dictionaries and participate in group discussions to build their vocabulary and develop their writing skills. These findings align with those of Mohd Said et al. (2022), who highlighted that motivational strategies and vocabulary support are key to improving students' writing development. Similarly, Homayouni (2022) pointed out that collaborative learning and peer support can significantly enhance students' engagement and learning outcomes. Overall, the findings suggest that the interventions and scaffolding strategies employed by teachers are effective in helping students overcome writing difficulties and build confidence in English writing.

### 4. Conclusion & Recommendations

The study determined that scaffolding practices significantly enhanced the English writing skills of Senior High School students in Kayapa, Nueva Vizcaya. Educators frequently employ strategies such as building the field, modeling, joint construction, independent writing, peer tutoring, and using instructional materials to facilitate student engagement in writing activities. These practices contributed to improvements in students' confidence, participation, and comprehension of writing. Nonetheless, educators face challenges, including limited vocabulary, grammatical difficulties, diverse student abilities, low motivation, and restricted instructional time.

In light of these findings, English teachers should continue to utilize scaffolding strategies to enhance students' writing skills and classroom engagement. Educators are encouraged to incorporate more collaborative activities, provide constructive feedback, and implement motivational strategies to support learners with different abilities. School administrators are encouraged to offer training and instructional resources to assist teachers in refining scaffolding practices in English writing instruction. Future researchers are recommended to conduct analogous studies in other educational institutions with larger participant groups.

The study was confined to Senior High School English teachers in Kayapa, Nueva Vizcaya, which may limit the generalizability of the findings to other schools or contexts. The study employed qualitative methods, such as interviews and classroom observations, which relied on the responses and experiences of the participants. Time constraints and the availability of respondents may have also influenced data collection. Despite these limitations, this study provides valuable insights into scaffolding practices in English writing instruction.

### Compliance with ethical standards

This study was conducted in strict adherence to the established ethical standards of research. Authorization was obtained from the relevant school authorities prior to the data collection. Participation was voluntary, and informed consent was obtained from all respondents before their involvement. The confidentiality and anonymity of all participants were rigorously maintained, and the collected data were utilized exclusively for academic purposes. No harm was inflicted on the participants during the study. The researcher declares the absence of any conflicts of interest and confirms that all sources and contributions have been duly acknowledged. The author accepts full responsibility for the content of this research, affirming that the work is original and complies with copyright and academic integrity standards.

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