

Exploring the VAW Method of Writing: Application of Scaffolding Theory in Improving Writing Skills

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ABSTRACT

This paper reviews how the application of scaffolding theory could develop the method or module of writing. The problem of ESL pupils in Malaysia includes the hitches in understanding word implication and meaning, vocabulary as well as writing skills. Apparently, there is a difference between writing in the first and the second language. This paper proposes a method of writing with a module i.e. the VAW Method which is concentrating on vocabulary enrichment in order to develop young learners' writing skills. The VAW method contains of vocabulary enhancement (V), application and practice (A) as well as Writing (W). It is expected to assist learners on developing the skills of writing academically. However, this method or module can only be implemented successfully by utilizing the cognitive process theory and most prominently, the scaffolding theory in the process of writing. In education, scaffolding can be defined as a variety of instructional techniques practiced by the practitioners and educators in increasing pupils' understanding and eventually independence in the process of learning. Scaffolding is deliberated as a crucial element of effective teaching and learning to L2 primary school pupils which is commonly practiced in fulfilling the learning gaps i.e., the variance between what pupils have learned and what they are expected to know and do at a certain point in their learning.

KEYWORDS: scaffolding theory, cognitive process theory, writing skills, vocabulary enhancement, ESL.

INTRODUCTION

Writing in a second language poses many problems for most of ESL learners. Learners in the Malaysian context perceive writing in the traditional style whereby it stands by rules and a certain structures. Learners may have to put up with models of writing rather than write freely. According to Doushaq (1980), L2 learners find composing in English difficult because the writing process may necessitate them to think. Hyland (2003) agreed that all learners can become better writers with proper contextual awareness and with correct writing instructions. In the

rhetorical classroom, most of L2 learners show that they have difficulties in writing where some learners will have trouble getting started (Al-Gharabally, 2015).

Some pupils have inadequate foundation on the language that leads into insecurity as well as frustration, and some feel that essay writing is so subjective with no answers. Besides that, some learners have a fear of making mistakes in writing due to the uncertainty. Meanwhile, a good writing need to have a high number of strong vocabulary but it is time consuming for the learners to finish their writing (Rahmat, Noor & Arepin, Mazlen & Rohayu, D & Yunos, Mohd & Amani Syed, Sharifah & Rahman, Abdul, 2017).

A COGNITIVE PROCESS THEORY IN WRITING

Writing is a thinking activity as a writer is continuously engaging in a thinking activity during the process. The well-known scholars, Flower and Hayes introduced a cognitive process theory of writing that endeavors to produce the foundation of writing and methods of researching writing. In their writings, Flower and Hayes strive to change from only learning the product, as well as the processes it replicates, and the move to the composing processes internally.

Flower and Hayes utilized the protocol analysis (p. 368) with the elimination of traditional research methods. For instance, in the short writing task, writers need to write a short composition where the essential specification was the prerequisite to think aloud, as they functioned. They used a tape recorder to keep the spoken thoughts where the recording and the written rough notes were collected to produce a single protocol. Next, the steps that provide valuable data will be reported. Therefore, the authors organised their findings into four key observations about writing and processes of writing through think aloud protocol analysis including writing set of thinking processes the writers compose or established during writing distinctively.

Flower and Hayes (1981) perceived that as the writers, they started with the rhetorical writing problem and then they responded to the given issue in their writing. In fact, the combination of rhetorical problem, the audience and the writer's goals, lead to motivation. However, in this process, a writer's success depends on his/her ability to define the problem since the developing text frequently restricts choices for the writer. Besides, Flower and Hayes recognize the writers' long-term memory as the combination of writer's experience with other outer sources, such as in the creative process. As a final point, the writer provides plans in completing the composition by producing an interior representation that feeds the ideas formation and organization. Flower and Hayes outline the procedure of translating ideas into words on written production which stresses the writer to look into theoretical thoughts and run them through the practical writing aspects.

In addition, review occurs when the writer assesses the writings and modifies the text to fit the emerging concept of production. Later on, Flower and Hayes perceived that writers monitor their progress of development and their writing skills. Besides, the task of monitoring is depending on the changing goals as well as the writer's writing method. Secondly, the cognitive processes of writing are classified by the explicit sub-processes which has flexibility, for instance, the written composition may contain the generation of idea. Apparently, the act of composing is a goal-directed thinking process which directed by the writer's self-developing network of goals. The third aspect of their cognitive theory is writing as goal-directed, where goals have a ranked configuration in the writing processes.

Meanwhile, writers produce goals developed during the process of writing that lead the writer to select the suitable process to use in any writing type. Flower and Hayes mention, *"In the act of writing, people regenerate or recreate their own goals in the light of what they learn"* (381). Fourthly, writers discover the purpose of goals which grow as the writer studies through the writing process. The researchers categorize the goals patterns as to discover and combine *"state and develop"*, as well as *"write and regenerate"*. Based from the goal outlines, the next reinforcement includes creativity and learning as well.

Flower and Hayes determined that the basis of creativity originates from writer's capability to produce aims as well as idea development in the writing. Meanwhile, this Flower and Hayes: *"A Cognitive Process Theory of Writing"* model suggests three major elements include the task environment, the writer's long-term memory as well as the writing process. Task environment includes the topic, audience and exigency as well as the written text. Besides, the process of writing comprises of planning, translating and reviewing. Flower and Hayes mentions that goals are *"created by the writer"* (p. 373) and good writers generate ideas, organize and revise their goals while writing in a recursive manner. Translating is the idea of *"putting ideas into visible language"* (p. 373). The inexperienced writers may be distracted on the demands of writing like spelling and that they are barely able to focus cognitively on the processes of planning and composing. On the other hand, reviewing comprises of the sub-processes of evaluating and revising, *"along with generating, share the special distinction of being able to interrupt any other process and occur at any time in the act of writing"* (p. 374).

PROBLEM OF WRITING AMONG L2 PRIMARY SCHOOL PUPILS

A study by Al-Khasawneh (2010) conveyed some of the reasons why the pupils found writing difficult which include the environment, teaching method, and teacher's inability that need more training themselves in teaching writing that lead some pupils haveing lack of interest during writing lessons.

In a past study, Ghabool (2012) investigated 30 L2 Malaysian pupils from upper and lower secondary on the problems that they encounter when they were composing. The study found the

problem of L2 writers includes conventions, punctuations and the most common one is language use. Meanwhile, Kho, Wong & Chuah (2013), in their research investigating the writing difficulties of 132 learners in a higher institution in Sarawak, Malaysia resulted that writers had problems in terms of creativity, critical thinking skills, proofreading, language use, tenses, vocabulary and also the use of L1 to write L2 essays.

Another study, by Zakaria, Ibrahim, Rahmat, Noorezam., Aripin, & Rasdi (2014) was conducted on 497 students from four different engineering faculties revealed no significant differences in the way these different writers use their long term memory, discovered their task environment as well as they writing process.

In addition, a study by Rahmat, Syed Abdul Rahman & Mohd Yunos (2015) observed the writing strategies of three undergraduates where these writers experienced Think Aloud Protocol and the results showed that the strategies used by writers of different disciplines do vary in some ways. Some findings show that good writers took more time to write and revealed that even the good writers perceived essay writing as difficult; they said they desired more time to begin writing. Another finding revealed how the writers from social science took more time to plan compared to the corresponding writers of sciences. Hence, it can be concluded that this research has discovered that writers from the non-sciences observed writing as challenging and focused only for essay writing. Apparently, they assumed writing as a means to finishing their tasks rather than as something they needed to give consideration. They were more worried with the writing content and put less effort on the ESL academic writing skills.

THE INFLUENCE OF VOCABULARY ON PROSPEROUS WRITING

There is a wide range of research signifying how rich vocabularies act as a crucial element of reading ability. In some ways, the ability to produce effective writing depends on having an ample vocabulary rather than on the reading ability. Once the young learners have been taught to acquire some words, then they might pronounce and even read more words they are not familiar with. In addition, they may also define the exact words meanings merely by exploring the context on how the words are utilised. Though, in the writing process, a young learner does not have the better understanding on the context of how a word is used; the learner is generating the context.

Consequently, writers may impulsively remember the words identified by sight and may well understand, to be use properly. Words are the most significant tools for a writer whereas the vocabulary acquisition is vital as a constant learning part. Shawna Brynildssen (2000), quoted the opinions of Laflamme (1997), who suggested some key principles that ought to lead the conception as well as execution of an inclusive vocabulary development program. Firstly, teachers need to give instructions on steps or techniques to enhance a wide- ranging vocabulary.

Secondly, the new vocabulary must be associated with the pupils' prior knowledge and background as such words will likely to be meaningful to them rather than the words are not within their comprehension. Ediger (1999) notes, *"if meaning is lacking, the chances are pupils will memorize terms and concepts for testing purposes only or largely"* (p.2).

Thirdly, pupils can interpret already learned vocabulary and utilise them in society (Ediger, 1999, p. 7). However, they have to feel contented using these words during classroom application. Learners should be encouraged to use or relate the new vocabulary terms, into their verbal as well as written reports productions. Next, *"practice and repetition"* are significant means by which learners may become accustomed with the new words to enable them to comprehend the way they may use the words properly (Laflamme, 1997).

Other than that, teachers must model in front of the pupils, their eagerness as well as curiosity about the new vocabularies through their actions and outlooks. This can arouse pupils' interests for 'teachable moments' throughout the day as well as encouraging pupils to discover alternative ways of asserting concepts; and assisting the learners to recognize colorful, descriptive methods of writing. Finally, Leflamme (1997), agreed that the vocabulary development must be devoted by all teachers, students and the whole school itself over the long period as the vocabulary teaching should be an interdisciplinary project which is incorporated throughout the curriculum. In fact, there is no assurance how enhanced vocabulary can improve pupils' writing skills. However, it can happen if the teacher can provide a classroom which focuses more on writing. According to Corona, Spangenberg, & Venet (1998, p. 24), *"in such a classroom, process and environment are closely intertwined and interdependent. The process does not come alive unless the environment is conducive to it"*.

Meanwhile, Shawna Brynildssen in her study, has also shared several techniques which can be utilised by teachers to make a writing-centered classroom. The first one is by sharing vocabulary-rich literature as the greatest foundation in teaching better writing that is, use of good books. When a teacher asks the pupils to read or make them listen to the loud reading of books, stories or poems which comprise of fascinating words, teachers may present new vocabularies and create a medium of discussion such as a forum, among them.

Secondly, teachers may introduce to the pupils more interesting words by implementing classroom activities and language games, for examples the pair work, word search, words-of-the-day etc. Such activities could attract pupils' interest in learning as well as give them awareness of many new words.

Thirdly is by providing a range of writing opportunities in order for the pupils to communicate written ideas. In fact, the young writers may give a bigger contribution in writing as they are assigned varieties of tasks in the classroom including journal writing, diary, book reports, poetry,

autobiographies, short stories and so on. Fourthly, as stated by Corona, Spangenberg, & Venet, (1998), is by giving a sufficient time for pupils to completely experiencing the process of writing. Teaching writing must be focused as a thorough process which should be a learning with sufficient amount of time allocated.

Last but not least, teachers should allow pupils to participate in conferences which includes both teachers and learners (Corona, Spangenberg, & Venet, 1998). Furthermore, topic selection is also significant. When a topic is selected, pupils must meet with the teacher to converse their thoughts and then answer the questions. The teacher's role is to inspire, boast on available strengths, and assist the young learner to develop his or her range of abilities. Conferencing with fellow pupils might also give the writers more chance to brainstorm, share ideas and revise his or her written compositions where needed.

SCAFFOLDING LEARNING THEORY

The term scaffolding academically can be defined as a process that teacher will model or demonstrate to the students when learning something new. After that, they will step back to let the students do the tasks independently while the teacher is guiding or supporting them as and when needed. The founder of this instructional technique, Jerome Bruner encourages positive contact and three modes of representation throughout teaching comprises of actions, images and language. There are several steps of teaching by using the scaffolding learning theory. Firstly, a teacher will start teaching at the level the students are able to understand in order to build their understanding. She tends to present the problem before the pupils to let them think aloud as she explains the reason and resulting to the solution directly or indirectly. During the process, she demonstrates the way the solution is attained by relating and even merging actions, pictures as well as language. Then, she will repeat the process twice with questions to pupils in strengthening their understanding. She will response positively to each answer by the students whether it is right or wrong in encouraging participation. In the next steps when the teacher repeats the demonstration, she will ask the pupils with the same asked questions and as there will be more questions asked by the pupils whenever it is repeated.

Meanwhile, teachers may provide correction when required in the positive reinforcement. In the meantime, understanding is checked as they solve problems. When understanding seems to have been attained, students tend to join the teacher the problem solving. If they still could not understand, then teacher should guide them with more instructions as well as modeling. However, when pupils do the demonstration, the teacher should step away to let the pupils work on it individually. But still, the teacher provides guidance when needed.

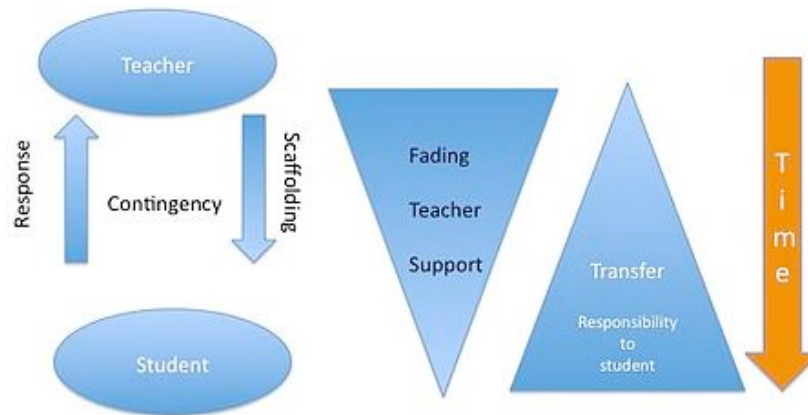


Figure 1. A Cycle of Scaffolding

Instructional scaffolding is the guidance given throughout the process of learning that is customized according to the needs of the students to help them achieve their goals of learning in a deeper learning level. It offers adequate supports such as resources, a captivating task, templates, guidelines as well as supervision on the cognitive and social skills development in order to fuel learning as the concepts and skills are first presented, to learners. The practice of instructional scaffolding in numerous perspectives includes a task modeling, providing advice as well as coaching. Such supports are progressively detached as learners improve self-directed learning strategies, whereby the learners will absorb cognitive, affective and psychomotor learning skills and knowledge. Teachers assist the learners to complete the task or concept with guidance such as outlines, recommended documents, storyboards or key questions. Scaffolding theory was first introduced in the late 1950s by a cognitive psychologist, Jerome Bruner, who defined the term in describing the oral language acquisition of young learners.

Children's parents have been using this technique absentmindedly as they learn to speak for the first time, informally in facilitating their learning. Then, a scaffolding design was researched by Bruner, with the help of his postdoctoral learner, Anat Ninio. Their scaffolding processes are defined thoroughly in their book-centered interaction such as *"joint picture-book reading"* (Ninio & Bruner, 1978), *"bed-time stories"* as well as *"read alouds"* (Daniels, 1994). In fact, scaffolding theory is motivated by Lev Vygotsky. Lev Vygotsky is a cognitivest who proposed a theory of development of higher cognitive functions for children that highlights reasoning as developing through practical activity in a social environment. He was also a Russian psychologist, a prominent supporter for a new theory of consciousness, the "psychology of superman" as well as the leader of the Vygotsky Circle. His main contribution was in developmental psychology and he created a development theory of the "higher psychological functions" that view the human psychological development as developing through interpersonal relations and actions with the social environment.

Vygotsky introduced, but not fully developed the zone of proximal development (ZPD). The zone of proximal development (ZPD) is the difference between what a learner can do without help and what he or she can do with help. Vygotsky specified that a child tend to follow the examples of an adult and progressively grows their ability to do the specific tasks without help. In fact, the education role of education is to provide young learners with experiences within their proximal development zones as well as progressing their self-learning in terms of skills as well as strategies.

Apparently, the concept of the ZPD is broadly used in studying mental development of young learners as it related to education. It is scaffolding, "support points" structure for action performance i.e. when an adult or more competent peer helps or guides the learner to perform inside the ZPD. Historically, the term 'scaffolding' was first pioneered by Jerome Bruner, David Wood and Gail Ross when they were applying the ZPD concept by Vygotsky's, in numerous of their educational studies. Wass and Golding agreed that students utilising scaffolding in the difficult tasks could get the maximum learning outcomes.

Scaffolding is modifying the guidance level to fit the children's cognitive potential as well as performance over the course of a teaching session. If a young learner is striving in the given task, more support is provided until over time, the child will need less support as they show improvements in the given task. Apparently, scaffolding preserves the level of the young learner's possible development within the ZPD. In addition, the important element in the ZPD as well as scaffolding is, the language achievement. The following diagram is created by Vygotsky to explain about the Zone of Proximal Development in the scaffolding theory.

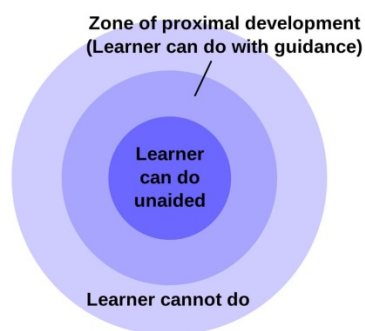


Figure 2. Zone of Proximal Development

The zone of proximal development is the alteration between what a learner may do without any assistance from the teacher or other fellow friends, and what he or she can do with such supports. According to the above picture, the middle circle represents the zone of proximal development where the pupils cannot complete tasks without assistance, but still can complete them with guidance. Besides, the more knowledgeable other, is someone who has a better understanding or a greater ability level than the learner, in a particular task, process or concept.

Vygotsky notes that language activities particularly giving speech, is important to the young learner's cognitive progress since the language aim, is to understand about behaviors properly. The use of speech enables children to communicate as well as learn from each other through dialogue as an imperative ZPD device. A child's unsystematic and impulsive ideas in a dialogue are discussed and fixed with the help of the more organized skillful assistant who also has rational concepts. The empirical research recommends the advantages of scaffolding during a task implementation process and that it may range beyond the instant condition in promoting upcoming cognitive expansion.

Additionally, verbal scaffolding helps children's cognitive development and also for learning and development as well. The zone of proximal development (ZPD) is a critical construct or concept for scaffolding instructions introduced by Vygotsky. According to Ellis & Worthington (1994), ZPD is the ground between what learners can do by themselves, i.e. expert stage, and what learners can attain with the assistance of an experienced peer or mentor i.e. pedagogical stage. Vygotsky believed that children can be exposed with any topic systematically with the scaffolding practices at the ZPD. Pupils are led and observed through interactive learning tasks to upgrade them to the next phase. Therefore, Raymond (2000) opined that the young learners gain comprehensions by offering on the previous knowledge with guidance by skilled peers or teacher. For instance, supervision is offered verbally in writing instruction.

According to Rodgers (2004), the writing instructor should engage the attention of the learners and at the same time encourages them to finish the tasks. They also should standardize the task with relevant classified task features, and also controls for any signs of frustration as well as models or demonstrates to the students when needed. Through “*joint activities*”, the teacher scaffolds the learning process in order to exploit a young learner's intra-psychological performance growth where the adult controls the task that could exceed the child's ability that could increase the prospects of what the child is able to do. Luna (1979), highlights “*speech*” as a challenging tool to scaffold thinking and responding particularly of the advanced psychological processes development. Apparently, “*speech*” activity stimulates thinking as the more abstract, flexible and independent (Bodrova & Leong, 1996). The perspectives of Vygotskian agree that “talk and action” perform with the sociocultural piece of the writing in forming awareness and performance of a child (Dorn, 1996). For the writing purposes, the teacher may train the pupils to brainstorm their speech ideas in the written form.

Furthermore, the activity of “*dialogue*” can be included from the casual talk to the thoughtful descriptions about sorts of written language. Such talk drives the actions of the language activities that enable the child become the instructor who controls his/her language to follow own levels of understanding. Clay (2005), believes that casual talk involving teacher and learners could nurture cognitive growth, language learning, and story written composition as well as reading comprehension. In fact, conversations ease reproductive, practical and experimental as well as speech and writing in the new ideas development (Smagorinsky, 2007).

Saye and Brush (2002) divides scaffolding into two levels of soft and hard. The soft scaffolding used in the classroom when a teacher mingles with the pupils in the room and converses with them (Simon and Klein, 2007). The soft scaffolding or referred as contingent scaffolding (Van Lier, 1996) encourages the teacher to question the learners with a difficult problem and provide constructive feedback with support. The scholar also suggests the type and amount of support needed is depends on the needs of the students during the instruction. However, implementing scaffolding systematically is challenging in the larger classroom with various pupils' desires to be fulfilled (Gallagher, 1997). However, scaffolding can be practical to a majority of the pupils if the teacher recognize additional scaffolding to fill any inadequacy.

Meanwhile, the second type is embedded or hard scaffolding which is planning in advance the task of learning that is more difficult for the learners (Saye and Brush, 2002). For instance, when pupils learn a formula for a math subject, the teacher can give hints or cues to help the pupils practicing the advanced thinking level in the lesson. In such situation, the idea of "expert scaffolding" could be useful where the teacher is considered the expert who is responsible to provide scaffolding for the students (Holton and Clarke, 2006). Holton and Thomas invented the reciprocal scaffolding as a method encompasses a group of two or more learners working collaboratively. The members of a group may learn from others in terms of experiences as well as knowledge.

According to Holton and Clarke (2006), the scaffolding is shared between each member and changes persistently as the group works on a task. Vygotsky notes that students improve their thinking skills in higher level during scaffolding with the assistances of the skillful adult or a peer (Stone, 1998). In contrast, Piaget (1928) argued that learners tend to dispose of their thoughts when teamed up with such adult or the skilled students. As the consequences, they have to be paired with others who acquire diverse outlooks. As the effect, the conflicts might occur between the learners and they need to start thinking productively at an advanced level in order to come up with the solution so that the task could be accomplished.

SCAFFOLDING THEORY IN IMPROVING WRITING SKILLS

Scaffolding theory can support writing skills among the young learners particularly the ESL learners when combining it with the process writing approach in the rhetorical classroom. Generally, the process of writing is highly multifaceted and challenging for the young learners. According to Scott and Vitale (2003), the transformation of thought into written communication is a complex task that encompasses many levels of complementary skills. In fact, writing includes a multiple step process that entails the integration of pre-writing, drafting, revising as well as editing that later concluded in a writing production.

Scaffolding is a process that permits educators to form an organized writing task to achieve the requirements of young L2 learners. Such process lets the teacher to support pupils' alteration

from aided tasks to the independent performances (Bodrova & Leong, 1998; Palincsar, 1998). In another means, scaffolding is a procedural process that offers learners with instruction and assistance. Once the process is totally mastered, then the teacher will progressively eliminates the guidance in allocating the responsibility to learners themselves. Hence, teachers must afford learners with the optimum support, and then slowly reduce the support level until the learner develops their proficiency of finishing the task individually (Bodrova & Leong, 1998). Nowadays, most teachers at all levels of instructions are concerned with supporting their pupils in practicing the written language form.

Hence, scaffolding is useful to support learners in language writing, for instance, the teacher provides explanation, discussion on the useful language as well as examples of the texts to make the pupils have clear understanding on the lessons, aids with practices, exercises and structured outlines of the study and all of these activities are in collaboration between the pupils and the teacher or peers. These could also enable the pupils to construct bridges between reading and writing habitually on their own. Theoretically, the pupils being ‘scaffolded’ in learning writing will be improved from being dependent on the words provided by the teachers tend to be independent and consequently be able to use their own words.

APPLICATION OF SCAFFOLDING THEORY IN THE VAW METHOD OF WRITING

The following diagram is created by the author to introduce the preliminary method of VAW which is also created by the author.

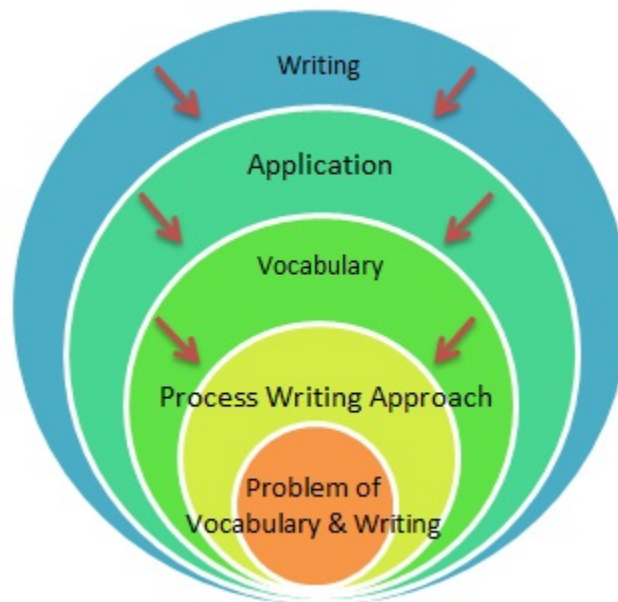


Figure 3. The Scaffolding Theory in the VAW Method

The author seeks to introduce the VAW technique which uses new words in sentence building. The technique enhances the size of vocabulary acquisition in order to construct sentences. The VAW technique can be defined as the unique approach to writing, with merged strategies in utilizing new words to be remembered and applied in written sentences.

In order to use the VAW technique more effectively, it is better to include it in a larger setting as in a module namely the VAW Module recognised as a writing module. In this module, the L2 learners apply new vocabulary in the practice. The objective of the module development is to investigate if teaching writing through the VAW technique to primary school pupils could increase pupils' writing skills and at the same time improve their vocabulary size as well. During the implementation of the module, enrichment activities will be executed in order to scaffold the current Process Writing Approach in the classroom teaching and learning sessions.

To shed some light on content of the module, there are three steps in the VAW method, namely, Vocabulary Acquisition, Application and Writing. The VAW technique familiarises new words in sentence building, and then strengthens the new words through memory retention as in application of the new words in writing productions. Firstly, the '*Vocabulary Acquisition*' in which the learners will learn more new vocabularies, next the second step i.e., '*application*', where they will make use the new learned words in activities of language which will take place in 12 cycles. Finally is '*writing*' where pupils are able to use the words in descriptive writing practices. Teachers carry another responsibility to assist children retain the newly taught information in long term memory by providing fun learning and interesting activities that could attract their participation. Pupils' participations in peer or group could boost socialisation, excitement and a sense of security that can arouse the amygdala for memory storing (Sprenger, 2009; Willis, 2009; Wolf, 2000). The pupils need to be involved in more exercises so that they will remember the newly taught inputs. Meanwhile, the activities need to be wisely planned too so that any activity that is rehearsed could be recalled (Sousa, 2005).

In the intervention process, the learners need to acquire one concept or skill beforehand in moving on to the subsequent skill. For that reason, repetition and feedback must occur endlessly since the children's brain is determinedly searching for meaning. Wolfe (2001, states the need for teachers to provide the children time to practice the information to enable the brain to have some time comprehending as well as memorizing the new taught information. Scaffolding is important to help children's learning. During the recent years, there have been a lot of educators as well as researchers utilised the scaffolding concept as a symbol or metaphor to clarify the responsibility of "*the more knowledgeable others*" in supervising young learners' development and learning (Krause, Bochner & Duchesne 2003). Teachers assume the scaffolding concept as a metaphor as it "*resonates with their own intuitive conceptions of what it means to intervene successfully in students learning*" and "*offers what is lacking in much literature on education - an effective conceptual metaphor for the quality of teacher intervention in learning*" (Hammond 2002, pg2).

In an extensive sense, Rasmussen (2001; p.570) states that the term scaffolding was taken as "*a form of support for the development and learning of children and young people*". The word viewed as an "*umbrella metaphor*" to define how "teachers or peers supply students with the tools they need in order to learn" (Jacobs 2001, pg125). Hammond and her colleagues (2002) contend that prolonged comprehension of scaffolding in language as well as mastery education is compulsory.

CONCLUSION

The VAW method is predicted to offer adequate aids that may increase language teaching and process as well as proposition for most effective teaching approach or method of teaching particularly on vocabulary acquisition and writing for the introductory level of L2 primary school learners. The outcomes of the study are also expected can give great contribute to the future education too. The writer believes that the importance of the scaffolding could fulfill the gaps in the rhetorical process approach. Teachers as the educators should be mindful of the practice of scaffolding and appreciate the possible use of it in daily teaching in the classroom.

Generally, teachers are always in search for a variation of new methods in teaching as offered by modern education. In contrast to the direct instructions, teacher verifies conception of the variances in the quality of interaction between teacher and the child through using the scaffolding approach. Furthermore, the academic philosophies of scaffolding may permit teachers to lead a range of scaffolding practices with the simple reasoning of teacher interference merited in the sessions of learning. A comprehensive understanding of the scaffolding will encourage the creativity and cognizance of teachers as the educators. Moreover, it needs to be expressed to the L2 learners as a unique process in improving writing skills.

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