Vo Tu PHUONG

The effects of instructional scaffolding for writing skill of English majored students

Introduction. Writing skill is one of the most important skills that English-majored students need to master to apply to their jobs after graduation. However, developing writing skill is not easy, especially for students who are not native speakers. To solve that problem, instructional scaffolding plays a very important role to help English-majored students improve their writing skills.

Instructional scaffolding is an approach to teaching that involves providing students with temporary support and guidance as they learn new concepts and skills. The goal of scaffolding is to gradually remove this support as students become more proficient, so they can eventually work independently.

This approach can be used in a variety of educational settings, from early childhood education to higher education. Scaffolding can take many forms, such as visual aids, graphic organizers, guided questions, or peer collaboration. The type of scaffolding used depends on the learning objectives and the needs of the individual student.

In short, instructional scaffolding is a powerful tool for promoting student learning and success. By providing targeted support and guidance, educators can help students build their knowledge and skills in a structured and effective way.

In this article, the author will focus on researching the role of scaffolding in writing skills for English majored students at The University of Khanh Hoa.

Study participants and methods. The article uses the method of questionnaire survey and in-depth interview to study the status of the role of instructional scaffolding in writing skills of English-majored students at The University of Khanh Hoa. Besides the author also uses methods such as: analysis; synthetic; logic; history to write articles.

To have an objective view of the role of academic support activities in writing skill of English-majored students at the University of Khanh Hoa, the author conducted a survey of 133 students studying “writing 1”, in the academic year 2022-2023 and selected 13 students to conduct in-depth interviews. The design is done on a five-step scale. The survey results were processed by SPSS software, with the question why instructional scaffolding are necessary in the English writing classes? The results obtained provide vocabulary and grammar that students agree with at a high level, reaching a level above 4.5, showing that learners appreciate scaffolding. Activities such as doing exercises are 3.47; students' cross feedback is 3.87; the lecturer provides sample text with the corresponding mean value of 3.8; Students reading specialized documents and articles is 3.76. From the data obtained, it is shown that the provision of vocabulary and grammar is the activity most appreciated by students in scaffolding. Meanwhile, doing the set of exercises only scored lower than the other activities. However, students giving each other feedback, lecturers providing sample texts, and students reading specialized papers and articles all achieved relatively high cumulative GPA (Grade Point Average) and are also valuable in instructional scaffolding.

Results. Students believe that teachers need to help them develop skills such as: skills to develop ideas for articles; skills to build article structure; language skills; paragraph writing skills; Sentence linking skills. The lack of these skills explains why, while the self-assessments of children's progress were quite positive for each sub-skill, they were the lowest in the overall assessment of progress in writing and speaking.

Practical significance. The role of scaffolding in the writing skills of English majors has been studied by many universities around the world so far. In Vietnam in general and the University of Khanh Hoa, this activity plays an important role in improving students' writing capacity to meet social needs.

Keywords: instructional scaffolding, scaffolding, writing skill, students majoring in English, University of Khanh Hoa

For Reference:
Introduction

United Nations Educational, Scientific and Cultural Organization (UNESCO) promotes Education for Sustainable Development (ESD) to integrate the principles and practices of sustainability into education systems worldwide. It aims to empower learners to make informed decisions and take actions for a more sustainable future. UNESCO defines Education for Sustainable Development as a transformative educational approach that aims to empower individuals to contribute to sustainable development by promoting values, attitudes, knowledge, and skills necessary for sustainable living.

UNESCO encourages the integration of sustainability principles and practices into education systems at all levels, from early childhood to higher education. This integration involves incorporating sustainability topics across various subjects, developing interdisciplinary programs, and fostering critical thinking and problem-solving skills.

Instructional scaffolding refers to the support and assistance provided to students as they develop their skills and knowledge in a particular area. In the context of writing skills for English major students, instructional scaffolding can have significant effects on their learning and proficiency.

Instructional scaffolding on the writing skills makes potential effects on learners such as:

Firstly, it helps students gradually develop their writing skills by providing support at different stages of the writing process. This support can include modeling, guided practice, feedback, and revision assistance. By receiving targeted guidance, English major students can improve their overall writing proficiency.

Secondly, it encourages students to adopt effective writing strategies. For example, teachers may provide templates, graphic organizers, or checklists to assist students in planning and organizing their writing. These strategies help students develop a systematic approach to writing, leading to better quality and coherence in their work.

Thirdly, by receiving scaffolded support, learners will gain confidence in their writing abilities. As they become more comfortable with the writing process and receive constructive feedback, they develop a sense of self-efficacy, which can motivate them to engage more deeply with writing tasks and take risks in their expression.

However, it is important to note that the effects of instructional scaffolding can vary depending on various factors, including the quality of instruction, individual student characteristics, and the specific scaffolding techniques employed. Therefore, it is crucial to implement scaffolding practices tailored to the specific needs and abilities of English major students.

Learning support activities for writing skills of English majors at the University of Khanh Hoa play a very important role in the training process. These activities can help students improve their writing skills to meet the needs of future employers. To do that, the University of Khanh Hoa has constantly researched, trained, and organized writing classes to help students improve their writing skills. These classes may include writing exercises and analysis of sample articles to give students a better understanding of language use and sentence structure in the text. To apply the skills, instructors design programs to train students on how to write professional reports and dissertations. This program provides students with the necessary knowledge about report and thesis structure, how to conduct research, use literature, and present results. Through writing, teachers can analyze, evaluate, give suggestions and corrections to help students improve their writing skills.
In this article, the author will focus on clarifying the students' perception of instructional scaffolding in English Writing 1 class. Applying the combined method, the study uses a 5-level questionnaire and in-depth interviews to find out the perception of the need and impact of instructional scaffolding on students’ writing skills. Research results show that students have a high awareness of the need for instructional scaffolding in Writing classes. However, according to the children, instructional scaffolding have not helped their writing skills make significant progress. From the results of the research, some recommendations on the process of teaching and learning writing are made.

In the 1970s, academic support activities received a lot of attention from researchers, reflected in the number of studies on instructional scaffolding in many different subjects, in many countries, different in the world. Up to now, activities to support learning in the classroom continue to be focused by researchers [11; 19]. For writing, the analysis and synthesis of research results on instructional scaffolding shows that there is a diversity of learners, as well as the type of instructional scaffolding selected to apply. In addition, instructional scaffolding can also be implemented in many forms, not only limited to teachers' support for students, but in many cases, instructional scaffolding between learners together are particularly effective [6; 16]. The results of the studies also show that learning aids are highly effective for procedural writing activities [8; 19].

In Vietnam, instructional scaffolding in general and in writing in particular do not seem to have received much attention. The study of instructional scaffolding mainly focuses on skills such as: reading skills; speaking skill. Meanwhile, writing skill is one of the most necessary skills for language major students. Especially for students majoring in English at the University of Khanh Hoa, writing skills play an important role in cultivating knowledge and preparing for future jobs. However, practicing writing skills is not easy, requiring hard work and continuous efforts on the part of students. Therefore, in order to support and help English majors at the University of Khanh Hoa in improving their writing skills, instructional scaffolding have been implemented and brought about many benefits. This article will present the role of *instructional scaffolding* in the writing skills of English majors at the University of Khanh Hoa, along with solutions to improve students' writing skills in the future.

Theoretical background

Learning support activities in general and instructional scaffolding in teaching and learning writing in particular have attracted many scientists to focus on research.

The study of “scaffolding” [5; 29] is the process of setting up situations and necessary, appropriate and appropriate help for learners to make learning easy and successful. After that, this support is gradually reduced, the learner's initiative increases when they have enough knowledge and skills. The academic area of language literature and literature has adopted scaffolding most widely [5, p. 60]. Scaffolding is a method to help students develop self-study skills and guide teachers on how to create a positive learning environment and provide support for students when they need it. To apply scaffolding in education, it is necessary to pay attention to issues such as: clearly define teaching objectives clearly so that teachers can create an effective learning environment and can guide students in the right direction; offer thought-promoting exercises and questions that help students develop reasoning and critical thinking skills; Identify students' ability to provide appropriate
support activities’ provide sufficient information to help them better understand concepts, theories, methods, and skills in the field of study practice; support students in the learning process, providing feedback and suggestions to help students improve; create a positive learning environment, encourage student participation, motivate learning and help them gain confidence in the learning process.

When applying scaffolding to the field of education, instructional scaffolding must ensure the following characteristics [3; 13]: learning support activities must have continuity [15]. When teachers apply learning support activities, it is necessary to set up a timetable as well as clearly explain the sequence of activities, and various factors in blending learning environments for learners to get used to and must maintain this activity regularly throughout the teaching process, like incorporating dialogue and digital tools in educational settings [13; 24]; learning support activities must be done in the context, the situation (contextual support like blending learning environments) [32], in accordance with Vygotsky’s principle (Zone of Proximal Development [14; 39]. According to Vygotsky, Actual Developmental Level is an individual’s current level of development, as measured by an individual’s ability to solve problems alone or with support from others. Zone of Proximal Development is the gap between an individual’s problem-solving ability when working alone and when guided and supported by others, Potential Development Zones show an individual’s potential for growth, that is, the skills, knowledge, and mindsets that they can achieve with therefore, when conducting scaffolding activities, trainers need to create a learning environment that is both challenging but also supportive, clearly explaining the goals, direction, and rationale of the project activities [12; 21]; There must be an interference of experience and knowledge between subjects (intersubjectivity). In other words, there should be cooperation and mutual support between teachers and students or between teachers and students. students together to solve a certain task. Therefore, even with writing activities, learners can still participate in activities such as collaborative writing, commenting and editing ideas for each other to achieve common goals [12; 33]; learning support activities must be contingency [26; 34], or temporary [18]. Instructors can increase or decrease support depending on the difficulty of the task. When the task is difficult, the teacher can provide support such as explaining the lesson content in more detail, providing additional learning materials or giving practice exercises. Simply, teachers can reduce support so that learners can independently solve and complete tasks. This method helps increase the ability of learners to complete tasks independently and improve self-study ability. At the same time, it also helps teachers to focus on helping students who need more support and increase teaching effectiveness [7; 20]; educational handover [17] following the principle of reduction gradually over time and transfers responsibility from facilitators (teachers or friends) to facilitators (learners). support is very important. While students are receiving support, facilitators should gradually reduce support to give the supported person the opportunity to challenge and develop their own learning abilities. This gradation can be achieved through providing more difficult assignments or introducing more difficult questions to gauge student progress. Once the sponsored person has become fully independent, the facilitator can transfer responsibility to the sponsored person completely. This helps to ensure that the person receiving support can be confident and independent in the learning and development process [7; 10]. Similar to the interference principle mentioned above, students need to accumulate. Besides there are needs to re-engineer the existing instructional delivery practices, and identify learning-associated factors, insufficient logistics support, and cognitive demands as core concerns [11; 15].
Scaffolding in teaching and in learning writing [22]. As in listening, reading or speaking, writing is also a basic language skill, considered even more difficult than the other three skills, is the most complex skill to teach and learn because writing requires both language and communication skills of the writer [23]. Learning to write to be able to write correctly, to write well is a long, difficult process and often causes anxiety, confusion, and frustration for learners. To be able to write well, language learners need to be equipped with careful, early and continuous writing experiences. They also need to be practiced a lot and often. The teacher is the person who is responsible for providing the activities, skills and sub-skills needed in writing lessons to be able to meet the above requirements.

Applying instructional scaffolding to the writing process [28] needs to orient learners about learning goals and skills to develop. In the process of teaching, teachers need to analyze the structure of some texts to help learners understand how the author uses language and structure to convey the message. Equip learners with writing methods to help them develop better writing skills. After teaching, teachers need to give writing exercises so that learners can focus on developing writing skills and self-assessment. Besides, feedback, technology application, etc. is one of the important factors to help learners improve every day. The combination of common instructional scaffolding is generalized by Walqui into five stages such as: Pre-writing; Drafting; Revising; Editing; Publishing. The five stages of Walqui's learning support framework help teachers design and implement support activities tailored to learners' needs and evaluate the results to adjust support activities in the teaching and learning process learn. Adopting this framework can help teachers optimize teaching and learning support for English-speaking learners and create a positive and responsive learning environment. meet their learning needs.

Research method

1. Research model

Due to a survey study on the application of instructional scaffolding in writing groups for first-year students, more than 133 students are studying in Writing 1 groups of the English Department, the University of Khanh Hoa. invite to join. The selection of subjects to participate in the study was mainly voluntary. 133 first-year students of the English Department who are studying Writing 1 of the first semester of 2022-2023 in different writing groups participated in answering the survey questionnaire, the results obtained 133 valid votes. After the survey results were available, 13 random students out of 133 were invited to participate in an in-depth interview.

2. Participants and data collection

Two data collection tools, including a questionnaire for students, and an in-depth interview protocol, were developed. To find out students' perceptions and responses to the application of instructional scaffolding in Writing classes, a student survey questionnaire was designed. The main part of the questionnaire consisted of 18 questions. The questions are grouped into two groups (clusters): the need and impact of learning support activities. For each question on a scale of 1 to 5, the higher the number, the higher the agreement: from strongly disagree (1) to strongly agree (5). Students tick the box corresponding to their level of agreement. The questions (items) of the questionnaire were prepared on the basis of synthesizing the theoretical basis of instructional scaffolding as well as applying instructional scaffolding to the teaching and learning of writing above.
To collect qualitative results for the study and at the same time to compare and contrast with the quantitative research results obtained from the questionnaire. This table is built after the results of the quantitative research have been collected and obtained. The purpose of the in-depth interviews is to explain the initial results obtained from the quantitative research results.

Quantitative data collection took place from October 2022 to January 2023, after the students had completed the first writing courses at school. Qualitative data collection took place in January, after the quantitative results had been processed and analyzed for initial results. Some in-depth interviews were conducted via internet phone, some in-depth interviews were conducted directly at the school or a coffee shop, depending on the convenience of the students participating in the interview. Interview results were recorded and recorded.

The data processing and analysis was carried out in two stages. Phase 1 after having quantitative data from the questionnaire. During the collection of questionnaires, the research team briefly checked and prompted to ensure that participants did not miss out on questions in the questionnaire. With a total of 133 votes collected, the objectivity and reliability are ensured. Because the questionnaire was set up mainly in the form of closed questions, the data obtained from these 133 questionnaires were entered and processed on SPSS software version 20. Data were processed to calculate the mean (Mean), standard deviation (SD) and maximum (Max) and minimum (Min). Information from open-ended questions was used to supplement qualitative information for the in-depth interview. Phase 2 was conducted after conducting in-depth interviews. The data is recorded during the interview and also listen to the recording file in case of need. The main information, the salient ideas are aggregated and grouped by themes to support quantitative results.

Study results

Why is learning support necessary in English writing classes? The survey results with the average value M=4.07 (on a 5-step scale) showed that the majority of students thought that this activity was necessary. Specific activities to support learning are mentioned (on a 5-point scale) such as: providing vocabulary and grammar that students agree with at a high level, reaching a level above 4.5 shows that learners appreciate enhance this activity in support of learning. Activities such as doing exercises are 3.47; students' cross feedback is 3.87; the lecturer provides sample text with the corresponding mean value of 3.8; Students reading specialized documents and articles is 3.76. From the data obtained, it is shown that the provision of vocabulary and grammar is the activity most appreciated by students in supporting learning. Meanwhile, doing the set of exercises only scored lower than the other activities. However, students giving each other feedback, lecturers providing sample texts, and students reading specialized papers and articles all achieved relatively high GPA and are also valuable in supporting learning.

The results obtained from in-depth interviews with 13 students are as follows: With the question of necessary activities to support students' learning for writing subject 1, it is similar. Of the 13 students interviewed, all 13 said that they needed the teacher's support to be able to write well and correctly. The statements are shown as: For me, writing is the most difficult; I need a lot of support from the teacher to learn writing 1; I think the activities to prepare for the writing process are: introduction of grammar; provide relevant
vocabulary resources; instructions on how to write a paragraph; The guide to developing research topic is very necessary for me. Obviously, the activities in the preparation stage of writing are extremely important and necessary, which are the basis for a correct article. The above answers have shown the correct awareness of the problem posed by the activities of supporting learning in.

Figure 1 Instructional scaffolding (on a 5-level scale)

However, activities at the stage after the first draft such as reviewing, giving feedback to each other, using the criteria table to self-assess, and re-editing the text, even though it is very meaningful to the development of learners' writing skills but received little attention from students. Since these activities require active and proactive student participation, not all students are able to do these activities well. In addition, without guidance and support from the instructor, students may not know how to do this activity effectively. In addition, these activities require an investment of time and effort, care and attention to detail in the text. This can make students feel tired and unwilling to do these activities. Besides, the lack of moral encouragement for students from lecturers is also one of the reasons why learners are not interested.

When comparing the results of the in-depth interviews with the survey, there are two possible explanations for the above results. The first is the familiarity of the activities. Activities that are closer to students will make them feel useful and necessary. Therefore, activities such as brainstorming, asking and answering, providing vocabulary, grammar, etc. are pre-prepared activities in textbooks, all lessons are available and therefore every class group can learn, practice every day. As a result, they feel needed. This is compatible with one of the six characteristics of supporting learning activities: continuity. The second is their language proficiency level. The students invited to participate in the study were all first-year students, studying the first semester of their undergraduate program. Although they all learned English in high school, what they learned in high school and when they majored in university were quite different. Most of the children were confused, especially with writing skills. For children, the application of linguistic knowledge (vocabulary, grammar, structure) to skills, especially writing skills, is still limited. Therefore, they feel the need to re-introduce and re-introduce these areas of knowledge at the preparation stage.

In addition, also through in-depth interviews, most of the students emphasized on the teacher's editing activities, either in the form of comments, or directly correcting their grammar, vocabulary, and expressions errors on the page. post. This content is evident in the following student statement: I learned a lot from the teacher's correction activities.
Especially when the teacher corrects the lesson directly for me. Although she often gives general advice to the whole class. I think writing should be corrected more by teachers. Although this activity, as described by many students, is usually carried out after the publication phase, and is more of a feedback than of a revision phase, the students' desire to confirm determine how useful this activity is to the student's writing process. Therefore, writing teachers need to reflect, consider and review their writing process.

The results of students' self-assessment of progress in writing showed that the average value of improvement in writing skills was generally rated by students at 3.95, close to level 4. (quite progressive). For each specific sub-skill, the highest average value falls in the category 4.5; text layout 4.6 and grammar 3.5, this result shows that students are aware of improving their writing skills. However, when it comes to specific sub-skills, there are differences in student progress. Content and text layout had the highest mean values, 4.5 and 4.6, respectively, indicating that students rated themselves as making significant progress in these two sub-skills. Meanwhile, the average value of grammar skill is 3.5, lower than the other two sub-skills, showing that students need to improve this skill more. A deeper analysis of each sub-skill will help teachers and students better understand their strengths and limitations in specialized writing. Based on that, teachers can design appropriate learning activities and support students to improve weak skills. This proves that these are the elements that students self-evaluate as making the most progress in writing skills. The sub-skills of vocabulary, ideas, and linking words, although not as high as content, layout and grammar, are still close to level 4. However, it is surprising that the lowest average value is 3.30 falls on the self-assessment question of the level of progress in general writing skills, only slightly higher than level 3 (with progress), showing that students do not appreciate the level of progress of their own writing. children with respect to writing skills. Although this is only a result of students' self-assessment, it is not a direct measurement of their progress, but with such a high difference between writing skills in general and supporting skills for students. Writing subjects such as grammar, ideas, content, these results need to be studied and analyzed more closely in the qualitative results from in-depth interviews.

The results obtained through in-depth interviews show that most students see their own improvement in writing skills after learning to write 1. This is quite a positive result and shows that the writing activity is quite positive. Academic support action has achieved its goal of improving students' writing skills. However, students still do not really feel confident with themselves about writing skills because this is the skill they find the most difficult to improve on. To address this, academic support activities need to be specifically designed to help students improve their writing skills and at the same time boost their confidence. Support activities such as assessing students' writing ability and providing regular feedback can help them identify strengths and areas for improvement. In addition, teachers can use creative and fun writing techniques to capture students' attention and help them feel more confident when writing. Building support also needs to create a positive learning environment where students can feel free to practice and share ideas about their writing without fear of criticism or judgment. When students receive positive encouragement and support, they gradually increase their confidence and improve their writing skills.

As for the sub-skills in writing, students believe that teachers need to help them develop skills such as: skills to develop ideas for writing; skills to build article structure; language skills; paragraph writing skills; Sentence linking skills. The lack of these skills explains why, while the self-assessments of children's progress were quite positive for each sub-skill, they were the lowest in the overall assessment of progress in writing and speaking. shared.
Discussion of results

From the result, we agree with Doo, et al. that scaffolding is a teaching approach that involves providing support and guidance to learners as they progress through a task or concept. The goal of scaffolding is to facilitate learning by breaking down complex tasks into smaller, more manageable steps and gradually reducing the support as learners gain confidence and skills. In the field of language and literature, scaffolding is widely used to assist students in developing self-study skills and fostering a positive learning environment.

The data we obtained are consistent with the opinion of Mercer, et al. Continuity in learning support activities is crucial for effective scaffolding. It involves providing ongoing and consistent support to learners as they progress through their learning journey. Continuity ensures that the scaffolding process is not fragmented and that learners receive the necessary assistance throughout their learning experience. Continuity in learning support activities ensures a coherent and uninterrupted scaffolding process. It promotes skill progression, consolidates learning, facilitates smooth transitions, builds relationships, and allows for personalized support. By maintaining continuity, educators can effectively guide learners towards becoming independent and successful learners.

Moreover, the result of study agrees with the combination of common instructional scaffolding into five stages such as: Pre-writing; Drafting; Revising; Editing; Publishing. When considering Walqui's learning support framework, which focuses on designing and implementing support activities tailored to learners' needs and evaluating the results, integrating it with the writing process can be beneficial. The five stages of Walqui's learning support framework help teachers design and implement support activities tailored to learners' needs and evaluate the results to adjust support activities in the teaching and learning process learn.

Learning support activities play a crucial role in facilitating the learning process, particularly in the challenging skill of writing. Teachers should prioritize the frequent deployment of instructional scaffolding techniques and go beyond the pre-designed activities outlined in the curriculum. The application of instructional scaffolding should be integrated throughout the entire course to cultivate a habit of effective learning in writing among students.

When selecting study support activities, it is important for teachers to consider the individual student's ability level and the difficulty of the writing task. In the case of Writing 1, teachers should provide specific and detailed instructional scaffolding. In addition to activities like vocabulary and grammar exercises, brainstorming sessions, and idea gathering, teachers should also focus on strengthening the provision of sample essays and providing instructions for creating outlines. This step-by-step guidance will assist students in developing fundamental writing skills.

By incorporating these strategies, teachers can enhance the effectiveness of instructional scaffolding in writing classes and foster a solid foundation for students' writing abilities.

To ensure effective implementation, teachers should establish clear assessment criteria from the outset. They should monitor students' writing progress throughout the process and conduct an overall assessment that takes into account the entire writing journey, rather than solely focusing on the final written piece.

By incorporating these strategies, students have the opportunity to engage in more extensive writing practice, receive feedback from peers, and actively participate in the
reviewing and editing stages. This approach encourages independent learning and provides a comprehensive evaluation of students' writing abilities. Ultimately, it enables students to improve their writing skills beyond the constraints of limited class time.

Conclusion

Through the research, students have a high awareness of the need for the role of instructional scaffolding in the writing class. However, they are still familiar with and focus on low-level ability development activities such as clumsy words, grammar, but are not fully aware of the importance of activities that greatly support writing skills such as writing skills. cross-assessment, using assessment criteria table. The instructional scaffolding in writing lessons, although reflected in helping students improve sub-skills, the effectiveness of these activities. students' writing skills in general have not been appreciated. From the above research results, in order for the teaching and learning of writing in general and the application of instructional scaffolding in writing lessons in particular to be effective, teachers can consider a number of suggestions. The following:

Based on the research findings, it is evident that students have a good understanding of the necessity of instructional scaffolding in the writing class. However, their focus still tends to be on low-level skill development activities such as vocabulary and grammar, rather than fully recognizing the significance of writing support activities like cross-assessment and the use of assessment criteria tables. Although instructional scaffolding plays a role in enhancing students' sub-skills, its overall effectiveness in improving students' writing skills has not been fully acknowledged.

Considering the above research results, teachers can consider the following suggestions to enhance the effectiveness of teaching and learning in writing, specifically in the application of instructional scaffolding:

Firstly, emphasize the importance of higher-level writing skills: Teachers should emphasize to students the significance of activities that promote advanced writing skills, such as incorporating cross-assessment and utilizing assessment criteria tables. This will help students understand the broader aspects of writing beyond basic mechanic.

Secondly, provide explicit instruction: Teachers can offer explicit instruction on the use of instructional scaffolding techniques. This includes clearly explaining the purpose and benefits of scaffolding activities, and demonstrating how they contribute to improving overall writing proficiency.

Thirdly, gradually increase complexity: Teachers should gradually increase the complexity of writing tasks and scaffold the learning process accordingly. By gradually introducing more challenging writing activities, students can develop their writing skills in a progressive manner.

Fourthly, foster metacognitive awareness: Encourage students to reflect on their writing process and provide opportunities for self-assessment. This will help them become more aware of their strengths and weaknesses, as well as the effectiveness of instructional scaffolding in their own writing development.

Fifthly, individualize instruction: Recognize that students may have different writing abilities and needs. Tailor instructional scaffolding approaches to address individual strengths and areas for improvement, providing targeted support to each student.

By considering these suggestions, teachers can enhance the effectiveness of teaching and learning in writing, specifically through the application of instructional scaffolding.
In conclusion, guiding students to utilize suitable learning materials is crucial for enhancing their writing skills. Encouraging students to engage in regular practice by writing essays, reports, or assignments related to their field of study can greatly contribute to their writing development. It is essential for teachers to provide consistent feedback and evaluation on students' writing to aid them in improving their skills.

Encouraging learners to focus on effectively connecting ideas using appropriate vocabulary and sentence structures is vital. Mastering English grammar and writing plays a significant role in improving writing abilities. Therefore, students should dedicate time to reading books on English grammar and writing to gain a better understanding of the language's rules and principles.

By emphasizing the importance of practice, providing constructive feedback, and emphasizing the significance of language mastery, teachers can assist students in honing their writing skills and becoming more proficient writers.

In conclusion, considering the limitations of class time, it is beneficial to assign additional articles or writing tasks for students to practice outside of regular class hours. This can be done by dividing students into groups and guiding them towards self-study, encouraging peer feedback, and facilitating the review and editing process based on provided comments.

Acknowledgements

To complete this article, I would like to express my sincere thanks to students studying at the English Department of the University of Khanh Hoa for their cooperation in research. I would also like to thank the Rector of the University of Khanh Hoa for creating favorable conditions for me to complete my article.

REFERENCES


**Information about the authors**

**Vo Tu Phuong**  
(Vietnam, Khanh Hoa province, Nha Trang city)  
Doctor of Linguistics, Department of Foreign languages  
The University of Khanh Hoa  
E-mail: votuphuong@ukh.edu.vn  
ORCID ID: 0009-0005-0480-1387