

The Effectiveness of the Scaffolding Techniques in Enhancing the Writing Competence of the Grade 3 Learners in English in Lopez East District, Division of Quezon

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ABSTRACT

Writing competence in the early grades is a foundational academic capability because it enables learners to organize ideas, express meaning, and participate in increasingly complex literacy tasks. In English instruction, Grade 3 learners are expected to move from basic sentence production toward more coherent and purposeful composition. However, young writers often require deliberate support before they can independently generate, organize, revise, and evaluate written output. This study examined the effectiveness of scaffolding techniques in enhancing the writing competence of Grade 3 learners in English in Lopez East District, Division of Quezon. The inquiry positioned scaffolding as a temporary but intentional instructional support that enables learners to perform writing tasks that may be difficult without teacher mediation. The study was anchored on the educational principle that writing develops through guided participation, modeling, practice, feedback, and gradual release of responsibility. Scaffolding was treated not only as teacher assistance but also as a structured instructional system involving language support, writing-process guidance, genre exposure, self-regulation, and assessment of final writing output. These components reflect the progression from supported language use to independent written expression. The investigation therefore addressed both the extent of utilization of scaffolding techniques and their perceived effectiveness in improving writing competence. The analysis also considered agreement among different groups of respondents to determine whether perceptions were consistent across school classifications. A descriptive-evaluative-correlational design was used to determine both instructional utilization and effectiveness patterns. The locale was purposively selected because of its relevance to Grade 3 English instruction and the need to understand writing-support practices in the district context. Total enumeration was applied to include forty Grade 3 teachers as respondents. Data were gathered through a structured questionnaire and analyzed using weighted mean, rank, Kendall's coefficient of concordance W, and chi-square. Statistical decisions were interpreted at the 0.05 level of significance. Findings showed that scaffolding techniques were generally much utilized by teachers across the five instructional domains. Language proficiency development and genre and textual variety both obtained weighted means of 4.19, while assessment of final writing output obtained 4.12. Writing process obtained 4.08, and self-regulation and independence obtained 4.07. These values indicate that teachers regularly used scaffolding as part of Grade 3 English writing instruction. The results also suggest that writing support was not confined to one instructional phase but was distributed across preparation, drafting, genre learning, independent regulation, and assessment. In language proficiency development, the strongest practice was the provision of sentence starters and structured dialogues for oral and written responses. In the writing process, the leading practices were the analysis of model essays and sample texts and the integration of reflection activities. For genre and textual variety, exposure to different types of written texts and varied sentence structures emerged as dominant practices. In self-regulation, time management and metacognitive strategies were the most prominent supports. In assessment, alignment with standards, peer assessment, and summative assessment practices were strongly observed. The effectiveness results revealed that scaffolding techniques were generally much effective in enhancing writing competence. Content development and creativity obtained the highest weighted mean of 4.29, followed by text cohesion and organization at 4.28 and basic writing skills at 4.21. Grammar and syntax obtained 4.18, while vocabulary proficiency obtained 4.12. These results indicate that scaffolding contributed most strongly to idea development, textual organization, and foundational writing performance. The pattern further suggests that learners benefited from supports that helped them plan, expand, organize, and revise

their written work. Specific effectiveness indicators emphasized the value of structured writing tasks, guided questioning, topic sentences, supporting details, and sentence variety. Learners were perceived to improve in writing speed, confidence, fluency, syntactic control, vocabulary application, paragraph flow, and creative elaboration. The results point to scaffolding as a broad instructional mechanism that supports both mechanical and higher-order writing outcomes. Its value lies in the combination of explicit modeling, guided practice, feedback, and progressive independence. Such a combination is consistent with writing pedagogy that treats writing as a process and a social-cognitive act. Kendall's coefficient of concordance results showed no significant agreement among respondent groups regarding the rank orders of scaffolding utilization and effectiveness. This suggests that while the overall ratings were favorable, the relative prioritization of indicators varied across school classifications. Differences in classroom context, learner needs, teacher experience, resources, and implementation routines may explain this variation. The absence of significant agreement does not negate the usefulness of scaffolding but indicates the need for clearer standards and shared implementation frameworks. It also supports the value of professional collaboration to harmonize instructional expectations. The findings led to policy directions focused on curriculum integration, professional development, rubric alignment, portfolio use, peer-editing protocols, home-school literacy support, instructional supervision, and action research. These measures are necessary to strengthen consistency in the use of scaffolding techniques and to sustain their impact on Grade 3 writing competence. The study contributes to elementary English instruction by demonstrating how scaffolding can address both basic writing mechanics and advanced composition features. It also provides a practical basis for district-level instructional planning and teacher capacity-building. The results underscore the importance of treating writing support as a coherent and measurable instructional system. Overall, the study affirms that scaffolding techniques are highly relevant to Grade 3 English writing instruction when they are implemented across language development, writing process, genre instruction, self-regulation, and assessment. The findings demonstrate that systematic support helps learners progress toward clearer, more organized, and more creative written expression. The study further shows that effectiveness can be strengthened through consistent implementation, shared rubrics, teacher training, and learner-centered feedback systems. It recommends the sustained institutionalization of scaffolding practices as part of elementary English writing instruction.

1. Introduction

Writing is one of the most demanding competencies in elementary education because it requires learners to coordinate language knowledge, motor skills, vocabulary, sentence construction, organization, and purposeful communication. Unlike receptive literacy skills, writing obliges young learners to generate ideas, transform them into language, and arrange them into meaningful written forms. This complexity makes writing instruction especially significant in the early grades, where foundational habits of expression are formed. When learners receive systematic writing support at this stage, they are more likely to develop confidence, fluency, and accuracy in later academic tasks. Thus, writing competence must be treated as a developmental outcome that requires sustained instructional attention.

In primary English instruction, writing competence includes more than correct spelling or neat handwriting. It involves the ability to form sentences, use grammar accurately, select appropriate words, organize ideas logically, and develop content with clarity and creativity. Grade 3 is a crucial point in this progression because learners are transitioning from basic literacy acquisition to more independent composition. At this level, learners begin to write for varied purposes, respond to prompts, narrate experiences, describe ideas, and demonstrate comprehension through written output. These demands create the need for instructional strategies that support both basic and higher-order writing skills.

The teaching of writing has increasingly moved from product-oriented correction toward process-oriented instruction. In a product-oriented approach, learners are mainly judged by the final written output, often without sufficient support for planning, drafting, revising, and improving ideas. In contrast, process-oriented writing instruction recognizes that learners need guidance before, during, and after writing. This view is supported by research indicating that effective writing instruction includes modeling, strategy instruction, opportunities for practice, feedback, revision, and explicit attention to text structure (Graham et al., 2012). Consequently, writing competence becomes a teachable and improvable skill rather than a fixed learner ability.

Scaffolding is a major instructional response to the challenges of writing development. It refers to the temporary assistance provided by teachers, peers, materials, or learning structures to help learners complete tasks that they cannot yet perform independently. The concept is closely associated with social constructivist learning, particularly the idea that learners develop higher levels of competence when guided within their zone of proximal development (Vygotsky, 1978). In writing instruction, scaffolding may take the form of sentence starters, model texts, graphic organizers, guided questions, feedback, rubrics, peer collaboration, and gradual release of responsibility. These supports make writing tasks more manageable while preserving the goal of learner independence.

The theoretical foundation of scaffolding emphasizes interaction, mediation, and progressive transfer of responsibility. Wood, Bruner, and Ross (1976) explained that tutoring assists learners by recruiting interest, reducing task complexity, maintaining direction, and highlighting critical features of the task. Applied to writing, these functions help young learners focus on specific

writing demands without being overwhelmed by the total complexity of composition. For example, sentence frames reduce the burden of syntax, graphic organizers reduce the burden of idea arrangement, and teacher feedback reduces uncertainty about revision. Through repeated practice, these supports are gradually withdrawn as learners gain control of the writing process.

Language proficiency development is a central dimension of scaffolded writing instruction. Learners who lack sufficient vocabulary, sentence patterns, and oral language confidence may struggle to produce coherent written output. Scaffolding in this domain includes modeling correct language forms, using structured dialogues, building contextualized vocabulary, and connecting listening and speaking to writing. Gibbons (2015) emphasized that language support is most effective when learners are guided to use academic language in meaningful classroom contexts. Therefore, writing instruction must first provide linguistic resources that enable learners to express ideas with increasing precision.

The writing process is another essential domain because learners need explicit assistance in moving from ideas to completed texts. Pre-writing, drafting, revising, editing, and publishing are not naturally mastered by young writers without guided instruction. Effective teachers model how to plan, analyze sample texts, expand ideas, revise drafts, and use feedback constructively. Evidence-based practice guides for elementary writing recommend daily writing opportunities, clear instruction in the writing process, and strategies that teach learners to plan and revise effectively (Graham et al., 2012). These recommendations affirm the importance of teaching writing as a sequence of supported decisions rather than as a single performance task.

Genre and textual variety also shape the development of writing competence. Learners need exposure to different text types so they can understand that narrative, informative, and persuasive writing follow different structures and purposes. Genre-based scaffolding helps learners notice text features, imitate well-structured models, and apply paragraph guides suited to specific writing goals. Rose and Martin (2012) argued that explicit genre pedagogy supports learners by making the organization and language of texts visible. When learners understand genre expectations, they can produce writing that is more purposeful, organized, and contextually appropriate.

Self-regulation is increasingly recognized as a critical component of writing development. Young writers need to set goals, monitor progress, manage time, revise independently, and evaluate their output against criteria. Scaffolding promotes self-regulation when teachers use checklists, rubrics, portfolios, reflective journals, and metacognitive prompts. Self-Regulated Strategy Development and related writing approaches show that strategy instruction combined with self-regulatory practices can improve learners' writing performance (Harris et al., 2008). In this sense, scaffolding is not merely assistance; it is preparation for learner autonomy.

Assessment of final writing output is another important area because assessment influences how teachers teach and how learners understand quality writing. Rubrics, formative feedback, peer assessment, self-assessment, portfolios, and revision opportunities make assessment more developmental than punitive. Formative assessment is particularly valuable because it provides learners with actionable information during the writing process rather than only after completion. Graham, Hebert, and Harris (2015) found that formative assessment practices have meaningful value for writing improvement. Thus, assessment becomes part of scaffolding when it guides learners toward clearer standards and better revisions.

Writing competence can be examined through several observable learning outcomes. Basic writing skills include handwriting, punctuation, sentence construction, and fluency. Grammar and syntax include subject-verb agreement, sentence variety, verb tense use, and syntactic accuracy. Vocabulary proficiency involves word choice, precision, descriptive language, and vocabulary application across genres. Text cohesion and organization require topic sentences, supporting details, transitions, paragraph structure, and logical sequencing.

Content development and creativity represent higher-order dimensions of writing. Learners must not only write correctly but also generate ideas, elaborate content, provide details, express perspective, and demonstrate originality. These outcomes require guided questioning, brainstorming, word banks, storytelling, peer discussion, and reflective activities. Writing research indicates that planning, strategy instruction, and text structure instruction are among the practices that can improve quality and content development (Graham et al., 2012). Therefore, effective writing instruction must support both accuracy and meaningful expression. The Philippine elementary classroom context gives additional importance to scaffolded writing instruction. Learners often differ in home literacy exposure, vocabulary development, oral English confidence, and readiness for independent composition. Teachers therefore need flexible techniques that can accommodate varied proficiency levels while maintaining curriculum expectations. Scaffolding offers this flexibility because supports may be intensified, modified, or gradually reduced depending on learner needs. In district-level instructional planning, such practices can help make writing instruction more equitable and responsive.

The study of scaffolding techniques in Grade 3 English is therefore timely and practically significant. It provides evidence on how frequently teachers use specific scaffolds and how effective these are perceived to be in enhancing writing competence. The focus on teacher utilization is important because even evidence-based strategies depend on classroom implementation. The focus on effectiveness is equally important because instructional strategies must be examined in relation to learner outcomes. Together, these concerns generate a more complete picture of how scaffolding operates within elementary writing instruction.

The study also contributes to instructional supervision and policy development. When school leaders know which scaffolding practices are most utilized and most effective, they can design targeted training, coaching, resource allocation, and monitoring systems. When areas of lower utilization are identified, they can be addressed through professional learning communities, Learning Action Cell sessions, and instructional mentoring. When agreement among respondent groups is weak, clearer common standards and implementation rubrics may be necessary. Thus, the results have implications beyond individual classrooms and extend to district-level literacy planning.

This study examined the effectiveness of scaffolding techniques in enhancing the writing competence of Grade 3 learners in English in Lopez East District, Division of Quezon. Specifically, it determined the extent of utilization of scaffolding techniques in language proficiency development, writing process, genre and textual variety, self-regulation and independence, and assessment of final writing output. It also determined the effectiveness of these techniques in improving basic writing skills, grammar and syntax,

vocabulary proficiency, text cohesion and organization, and content development and creativity. Finally, it tested the significance of agreement on rank orders and generated policy recommendations. The study was designed to provide a coherent empirical basis for strengthening scaffolded writing instruction in the early grades.

2. Methodology

The study employed a descriptive-evaluative-correlational research design to examine the utilization and effectiveness of scaffolding techniques in Grade 3 English writing instruction. The descriptive component was used to determine the extent to which teachers used specific scaffolding practices across identified instructional domains. The evaluative component was used to assess the perceived effectiveness of these techniques in enhancing different dimensions of writing competence. The correlational component was reflected in the use of Kendall's coefficient of concordance to determine agreement in rank orders among respondent groups. This design was appropriate because the study sought to describe existing instructional practices, evaluate their perceived instructional value, and examine consistency of perceptions.

The study was conducted in Lopez East District, Division of Quezon, during School Year 2024-2025. The locale was selected purposively because it provided a relevant setting for examining Grade 3 English writing instruction and the application of scaffolding techniques in public elementary school contexts. The district setting allowed the analysis of practices across big, medium, and small school classifications. This made it possible to observe whether instructional patterns were similarly perceived across different school contexts. The setting was therefore suitable for generating findings that could inform district-level writing instruction policies.

The respondents were forty Grade 3 teachers who were directly involved in English instruction. Total enumeration was used because the available population of Grade 3 teachers in the selected district was manageable and relevant to the study objectives. This approach ensured that the perspectives of all eligible teachers were represented in the analysis. Since the respondents were practitioners who implemented writing instruction, they were considered appropriate sources of data on utilization and perceived effectiveness. Their responses provided insight into actual classroom practices and instructional judgments.

A structured questionnaire served as the primary data-gathering instrument. The instrument covered two major areas: the extent of utilization of scaffolding techniques and the effectiveness of these techniques in enhancing learners' writing competence. The utilization component included language proficiency development, writing process, genre and textual variety, self-regulation and independence, and assessment of final writing output. The effectiveness component included basic writing skills, grammar and syntax, vocabulary proficiency, text cohesion and organization, and content development and creativity. Items were constructed to capture observable teacher practices and learner-related writing outcomes.

The response scale used weighted mean interpretation to determine the degree of utilization and effectiveness. For utilization, responses were interpreted using categories such as Very Much Utilized and Much Utilized, depending on the computed mean. For effectiveness, responses were interpreted using categories such as Very Much Effective and Much Effective. The interpretation system allowed the data to be summarized in a manner that was both quantitative and descriptive. It also provided a consistent basis for ranking indicators within each domain.

Data gathering was carried out using an organized administration process that ensured the respondents understood the purpose and content of the questionnaire. Respondents provided ratings based on their instructional experience with Grade 3 English writing practices. Completed questionnaires were retrieved, checked for completeness, tallied, and encoded for statistical treatment. The data were organized according to the research problems and the school classifications used in the analysis. This process ensured that the results were aligned with the intended dimensions of the study.

Weighted mean was used to determine the extent of utilization and effectiveness for each indicator and domain. Ranking was applied to identify the strongest and weakest indicators within each category. These tools were appropriate because the study involved ordered response data and sought to compare relative levels of practice and perceived effectiveness. The computed means provided the basis for interpretation, while the rankings clarified the priority areas within each instructional domain. Together, these descriptive statistics supported a detailed analysis of scaffolding practices.

Kendall's coefficient of concordance W was used to determine the degree of agreement in rank orders among groups of respondents. The corresponding chi-square test was used to determine whether the computed agreement was statistically significant. The level of significance was set at 0.05. This statistical procedure was appropriate because the study involved rank-order comparisons across school groups. It provided evidence on whether respondents from different school classifications shared consistent perceptions of utilization and effectiveness.

Ethical care was observed by treating responses with confidentiality and by using the data strictly for academic and instructional improvement purposes. The study focused on instructional practices and did not require disclosure of sensitive personal information from learners. The analysis was presented in aggregate form to avoid identifying individual respondents or schools. Interpretations were developed objectively from the computed data and aligned with established writing instruction literature. The methodology therefore supported a systematic and responsible examination of scaffolded writing instruction.

3. Results and Discussions

This section presents the results on the utilization of scaffolding techniques, the effectiveness of these techniques in enhancing writing competence, the agreement tests on rank orders, and the policy directions generated from the findings. The analysis is organized around the major domains of scaffolded writing instruction and the specific dimensions of Grade 3 learners' writing competence. Weighted means and ranks were used to determine the relative strength of indicators, while Kendall's W and chi-square were used to determine agreement among respondent groups. The discussions interpret the values in relation to writing pedagogy, learner support, instructional consistency, and policy development.

Table 1. Summary of the Extent of Utilization of Scaffolding Techniques

Domain	Weighted Mean	Interpretation
Language Proficiency Development	4.19	Much Utilized
Writing Process	4.08	Much Utilized
Genre and Textual Variety	4.19	Much Utilized
Self-Regulation and Independence	4.07	Much Utilized
Assessment of Final Writing Output	4.12	Much Utilized
Overall Pattern	4.13	Much Utilized

Note. VMU = Very Much Utilized; MU = Much Utilized; VME = Very Much Effective; ME = Much Effective; Wx = weighted mean.

The overall pattern shows that scaffolding techniques were much utilized across all five instructional domains. The highest means appeared in language proficiency development and genre and textual variety, both at 4.19, showing that teachers consistently supported both language foundation and text-type exposure. Assessment of final writing output followed at 4.12, while writing process and self-regulation remained within the much utilized range. This indicates that scaffolding was embedded across instruction rather than limited to isolated teaching moments.

The results suggest that teachers recognized writing as a multi-stage developmental task. Learners were supported not only in producing final outputs but also in acquiring language, understanding genres, engaging in writing processes, and developing independence. This is important because writing competence requires coordination of linguistic, cognitive, and metacognitive skills. The presence of scaffolding across domains indicates a reasonably balanced instructional ecology.

The slightly lower means for writing process and self-regulation imply that these areas may require additional instructional strengthening. Writing process scaffolds demand time for brainstorming, drafting, feedback, and revision, while self-regulation requires explicit routines for goal-setting and monitoring. These practices can be difficult to sustain in classrooms with limited time and diverse learner readiness. Nevertheless, their inclusion in the much utilized range shows that teachers already have a foundation on which improvement programs can build.

The summary results support the argument that scaffolding should be institutionalized as a coherent instructional system. When language, process, genre, regulation, and assessment supports are aligned, learners receive a clearer pathway toward independent writing. District-level planning can use these domains as organizing categories for training, mentoring, and classroom observation. The data therefore provide a practical structure for strengthening writing instruction in Grade 3 English.

Table 2. Extent of Utilization of Scaffolding Techniques in Terms of Language Proficiency Development

Indicator	Weighted Mean	Interpretation	Rank
1. Models correct pronunciation and sentence structures in class discussions.	4.29	MU	3
2. Visual aids and graphic organizers are used to enhance learners' language comprehension.	4.23	MU	7
3. Provides sentence starters and structured dialogues for oral and written responses.	4.36	MU	1
4. Contextualized vocabulary instruction is incorporated into lessons.	4.23	MU	5
5. Scaffold listening and speaking activities before transitioning to writing tasks.	4.23	MU	6
6. Guided reading strategies are implemented to support language acquisition.	4.24	MU	4
7. Learners are encouraged to practice language skills through interactive activities.	3.96	MU	11
8. Provide corrective feedback on grammar and sentence structure.	4.11	MU	8
9. Peer discussions and collaborative exercises are used to develop oral proficiency.	4.01	MU	10
10. Writing activities integrate speaking and listening exercises for reinforcement.	4.09	MU	9
11. The teacher ensures differentiated support for learners at varying proficiency levels.	4.33	MU	2
Average	4.19	MU	

Note. VMU = Very Much Utilized; MU = Much Utilized; VME = Very Much Effective; ME = Much Effective; Wx = weighted mean.

The table shows that language proficiency development was much utilized, with sentence starters and structured dialogues obtaining the highest mean. This result indicates that teachers frequently used concrete language frames to help learners form oral and written responses. Such supports are valuable for Grade 3 learners because they reduce the difficulty of producing complete sentences independently. They also allow learners to practice vocabulary and grammar within meaningful contexts.

Differentiated support and modeling of correct pronunciation and sentence structures also ranked highly. These practices show that teachers were attentive to varied learner proficiency levels and to the relationship between oral language and written performance. Modeling helps learners hear and see correct language forms before producing their own sentences. Differentiation ensures that learners who need more assistance are not left behind during writing tasks.

The lower-ranked items, particularly peer discussions and interactive language practice, reveal a potential area for enrichment. Writing competence develops strongly through social interaction because learners can test ideas, clarify meanings, and rehearse

language before writing. More structured peer talk could deepen oral rehearsal and vocabulary application. This would also align with sociocultural views of learning as mediated through guided participation.

The findings suggest that language scaffolding is a functional entry point for improving writing competence. Teachers may strengthen this area by combining sentence frames with purposeful pair discussions, oral rehearsal, and short written responses. Such integration would help learners move from modeled language to independent expression. In this way, language proficiency scaffolding becomes a bridge between speaking, thinking, and writing.

Table 3. Extent of Utilization of Scaffolding Techniques in Terms of Writing Process

Indicator	Weighted Mean	Interpretation	Rank
1. Guide learners through brainstorming activities before writing.	4.03	MU	9
2. Pre-writing strategies such as graphic organizers are introduced.	4.06	MU	6
3. Drafting and revision activities are emphasized in the writing process.	4.11	MU	3
4. Give constructive feedback on initial drafts.	4.05	MU	7
5. Model essays and sample texts are analyzed to improve writing strategies.	4.24	MU	1
6. Use questioning techniques to help learners expand their ideas.	4.09	MU	5
7. Writing checklists are provided to ensure organized compositions.	4.00	MU	10
8. Structured frameworks are introduced for different writing genres.	4.10	MU	4
9. Break down complex writing tasks into manageable steps.	4.04	MU	8
10. Learners are given ample time to practice and revise their drafts.	3.94	MU	11
11. Reflection activities are integrated to enhance writing development.	4.24	MU	2
Average	4.08	MU	

Note. VMU = Very Much Utilized; MU = Much Utilized; VME = Very Much Effective; ME = Much Effective; Wx = weighted mean.

The writing process domain was much utilized, led by the analysis of model essays and sample texts and the use of reflection activities. This pattern indicates that teachers used exemplars and reflective routines to guide learners in understanding what effective writing looks like. Model texts help young writers notice organization, sentence forms, and idea development. Reflection activities help learners become aware of their progress and remaining difficulties.

Drafting, revision, structured frameworks, questioning techniques, and graphic organizers also received favorable means. These practices indicate that teachers supported learners before and during writing rather than merely evaluating finished outputs. The process orientation is essential because Grade 3 learners often need help generating ideas, expanding details, and revising unclear sentences. Scaffolding in the writing process therefore makes composition more manageable and teachable.

The lowest indicator in this domain was the provision of ample time for practice and revision, although it remained much utilized. This suggests that time allocation may be a constraint in writing instruction. Revision requires sustained classroom routines, teacher feedback, and learner persistence. If revision time is limited, learners may not fully experience writing as an iterative process.

The results imply that strengthening writing workshops and scheduled revision periods would improve the impact of scaffolding. Teachers may use checklists, peer review, and focused mini-lessons to make revision more efficient. School leaders can support this by protecting writing time in the English schedule. A stronger process-writing routine would help learners internalize planning, drafting, revising, and editing as normal parts of composition.

Table 4. Extent of Utilization of Scaffolding Techniques in Terms of Genre and Textual Variety

Indicator	Weighted Mean	Interpretation	Rank
1. Expose learners to different types of written texts.	4.48	MU	1
2. Guided practice is provided for writing different genres.	4.12	MU	8
3. Writing prompts cover diverse themes and subjects.	4.05	MU	10
4. Model texts are analyzed to identify key elements of each genre.	4.03	MU	11
5. Learners are taught to differentiate between narrative, informative, and persuasive writing.	4.31	MU	4
6. Structured writing exercises focus on genre-specific elements.	3.80	MU	12
7. Scaffolding includes sentence frames and paragraph guides for each genre.	4.16	MU	7
8. Learners are encouraged to imitate well-structured texts.	4.33	MU	3
9. Rubrics and templates are used to support genre-based writing.	4.22	MU	6
10. Provide explicit instruction on text features and organization.	4.07	MU	9
11. Writing activities integrate authentic, real-world contexts.	4.22	MU	5
12. Ensures exposure to a variety of sentence structures and writing styles.	4.46	MU	2
Average	4.19	MU	

Note. VMU = Very Much Utilized; MU = Much Utilized; VME = Very Much Effective; ME = Much Effective; Wx = weighted mean.

Genre and textual variety was much utilized, with exposure to different types of written texts ranking highest. This finding shows that teachers commonly introduced learners to varied writing models. Such exposure is important because learners cannot produce different genres unless they first encounter and analyze them. It also helps them understand that writing changes depending on purpose, audience, and structure.

Exposure to varied sentence structures and writing styles also ranked strongly. This indicates that teachers supported learners in noticing how language changes across text forms. Imitation of well-structured texts and differentiation among narrative, informative, and persuasive writing further strengthened genre awareness. These practices provide learners with patterns they can adapt when composing their own texts.

The lowest indicator involved structured writing exercises focused on genre-specific elements. Although still much utilized, this suggests that exposure may be stronger than guided application. Learners may see different genres but still require more explicit practice in producing introductions, details, transitions, and conclusions appropriate to each genre. This gap can be addressed through genre-specific templates and gradually withdrawn supports.

The results affirm the value of genre-based scaffolding in elementary English writing instruction. Teachers can improve this area by combining model reading, text deconstruction, guided composition, and independent writing. Curriculum planners can prepare sequenced genre tasks that progress from highly supported to independent production. Such a sequence would enable learners to internalize genre conventions while developing confidence in varied writing purposes.

Table 5. Extent of Utilization of Scaffolding Techniques in Terms of Self-Regulation and Independence

Indicator	Weighted Mean	Interpretation	Rank
1. Learners are guided in setting writing goals.	4.01	MU	9
2. Teachers encourage self-monitoring of writing progress.	4.05	MU	6
3. Reflection journals are used to track improvement.	4.03	MU	8
4. Checklists and rubrics promote independent editing and revision.	3.88	MU	13
5. Scaffolding is gradually reduced as learners gain confidence.	4.04	MU	7
6. Peer collaboration is encouraged to enhance self-directed learning.	4.08	MU	5
7. Teachers provide prompts to help learners organize their thoughts.	4.01	MU	10
8. Learners are encouraged to evaluate their own work using clear criteria.	3.96	MU	12
9. Metacognitive strategies are taught to improve self-regulation.	4.25	MU	2
10. Time management skills for writing tasks are reinforced.	4.27	MU	1
11. Writing portfolios are maintained for self-assessment.	4.19	MU	3
12. Encouragement and positive reinforcement promote writing independence.	4.09	MU	4
13. Learners are given opportunities to explore personal writing interests.	4.00	MU	11
Average	4.07	MU	

Note. VMU = Very Much Utilized; MU = Much Utilized; VME = Very Much Effective; ME = Much Effective; Wx = weighted mean.

Self-regulation and independence was much utilized, with time management and metacognitive strategies obtaining the highest ratings. This result indicates that teachers attempted to help learners manage writing tasks beyond simple completion. Time management supports learners in sustaining effort, while metacognitive strategies help them think about how they write. These skills are essential because independent writing requires planning, monitoring, and evaluating one's own work.

Writing portfolios, positive reinforcement, peer collaboration, and self-monitoring were also reported as much utilized. These practices suggest that teachers used both affective and procedural supports to develop writing independence. Portfolios allow learners to see progress over time, while encouragement strengthens motivation. Peer collaboration gives learners opportunities to compare strategies and receive support from classmates.

The lowest indicator involved checklists and rubrics for independent editing and revision. This suggests a need to strengthen learner-facing assessment tools that can guide self-correction. Without clear criteria, young learners may depend heavily on teacher correction and may struggle to revise independently. More visible checklists could help learners monitor mechanics, organization, and content before final submission.

The findings imply that self-regulation scaffolding should be made more explicit and routine. Teachers may integrate writing goals, editing checklists, reflection prompts, and portfolio conferences into regular instruction. Gradual release should be intentionally planned so that learners move from guided writing to independent revision. This would help scaffolding achieve its central purpose: developing learners who can write with increasing autonomy.

Table 6. Extent of Utilization of Scaffolding Techniques in Terms of Assessment of Final Writing Output

Indicator	Weighted Mean	Interpretation	Rank
1. Use rubrics to evaluate writing performance.	4.01	MU	8
2. Peer assessment is incorporated into writing evaluation.	4.33	MU	2
3. Formative assessments guide learners in improving their drafts.	4.11	MU	6
4. Summative assessments measure overall writing competence.	4.33	MU	3
5. Feedback is provided in written and oral forms.	3.92	MU	11
6. Highlight strengths and areas for improvement.	4.25	MU	4
7. Writing portfolios track progress over time.	4.22	MU	5
8. Self-assessment tools help learners reflect on their writing growth.	4.01	MU	9
9. Revision-based assessments encourage continuous improvement.	4.02	MU	7
10. Writing exercises align with assessment standards.	4.34	MU	1
11. Learners are given opportunities for multiple revisions before final submission.	3.94	MU	10

Indicator	Weighted Mean	Interpretation	Rank
12. Ensure assessment criteria are transparent and well-explained.	3.92	MU	12
Average	4.12	MU	

Note. VMU = Very Much Utilized; MU = Much Utilized; VME = Very Much Effective; ME = Much Effective; Wx = weighted mean.

Assessment of final writing output was much utilized, with alignment of writing exercises to assessment standards receiving the highest mean. This indicates that teachers connected writing activities with expected competencies and evaluation criteria. Peer assessment and summative assessment also ranked highly, suggesting that teachers used both collaborative and formal evaluation practices. Such alignment is important because learners need clear standards for quality writing.

The use of portfolios, formative assessments, revision-based assessments, and rubrics further shows that assessment was not treated only as final grading. These practices allow teachers to track progress and provide feedback while learners are still developing their writing. Formative assessment can make scaffolding more responsive because it identifies the specific support each learner needs. In this sense, assessment becomes part of instruction rather than a separate endpoint.

Lower means appeared for written and oral feedback, multiple revision opportunities, and transparent assessment criteria. Although these were still much utilized, they identify areas where assessment scaffolding can be deepened. Learners benefit when feedback is specific, criteria are visible, and revision is expected before final submission. These elements help learners understand writing improvement as an achievable process.

The findings suggest that assessment practices should be standardized and made more learner-friendly. Rubrics, checklists, annotated samples, and feedback templates can help teachers provide consistent guidance. Learners should also be trained to use these tools in peer and self-assessment. This would strengthen the connection between instructional scaffolding and measurable writing competence.

Table 7. Test of Significant Agreement on Rank Orders of Scaffolding Utilization

Domain	W	Computed X ²	df	X ² at 0.05	Decision	Agreement
Language Proficiency Development	0.16	4.8	10	18.31	Accepted	Not Significant
Writing Process	0.19	5.7	10	18.31	Accepted	Not Significant
Genre and Textual Variety	0.28	9.24	11	19.68	Accepted	Not Significant
Self-Regulation and Independence	0.16	10.08	12	21.03	Accepted	Not Significant
Assessment of Final Writing Output	0.44	14.52	11	19.68	Accepted	Not Significant

Note. VMU = Very Much Utilized; MU = Much Utilized; VME = Very Much Effective; ME = Much Effective; Wx = weighted mean.

The agreement test shows that all utilization domains had accepted null hypotheses and were interpreted as not significant. This means that respondent groups did not demonstrate statistically significant agreement in their rank ordering of scaffolding practices. While the overall utilization levels were favorable, the relative importance assigned to indicators differed across groups. Such variation is expected when school contexts differ in resources, learner needs, and instructional routines.

The highest coefficient of concordance was found in assessment of final writing output, while the lowest values appeared in language proficiency development and self-regulation and independence. This suggests that assessment practices may have relatively more shared recognition than some process-oriented scaffolds. However, even the highest value did not reach statistical significance. The data therefore point to the need for more unified implementation standards.

The lack of significant agreement should not be interpreted as failure of scaffolding. Instead, it indicates that teachers may implement scaffolding differently depending on classroom conditions. Some may prioritize language modeling, while others may emphasize genre exposure, assessment, or writing routines. These differences can be productive if supported by professional dialogue and common instructional goals.

The results justify the need for district-level calibration. Learning Action Cell sessions, mentoring, shared rubrics, and demonstration teaching can help teachers develop a more common understanding of effective scaffolding. Classroom observation tools can also define what consistent scaffolding looks like across school types. Through these measures, variation in practice can be reduced without removing teacher responsiveness to learner needs.

Table 8. Summary of the Effectiveness of Scaffolding Techniques in Enhancing Writing Competence

Writing Competence Dimension	Weighted Mean	Interpretation
Basic Writing Skills	4.21	Much Effective
Grammar and Syntax	4.18	Much Effective
Vocabulary Proficiency	4.12	Much Effective
Text Cohesion and Organization	4.28	Much Effective
Content Development and Creativity	4.29	Much Effective
Overall Pattern	4.22	Much Effective

Note. VMU = Very Much Utilized; MU = Much Utilized; VME = Very Much Effective; ME = Much Effective; Wx = weighted mean.

The effectiveness summary shows that scaffolding techniques were much effective across all five dimensions of writing competence. Content development and creativity obtained the highest weighted mean, followed closely by text cohesion and organization. This pattern suggests that scaffolding was especially useful in helping learners expand ideas and organize texts. It also indicates that supports were effective beyond basic mechanics.

Basic writing skills, grammar and syntax, and vocabulary proficiency also received favorable ratings. These findings show that scaffolding contributed to both foundational and advanced writing outcomes. Learners benefited from structured tasks, teacher modeling, peer collaboration, feedback, and guided practice. The results support the view that writing competence develops through layered and sustained assistance.

The slightly lower mean for vocabulary proficiency suggests that vocabulary application may require more targeted support. Learners may recognize words but still need practice using them precisely in written contexts. Vocabulary scaffolds such as word banks, semantic maps, sentence stems, and peer discussions can help address this need. Strong vocabulary instruction is particularly important because word choice influences content clarity and expression.

Overall, the results affirm the instructional value of scaffolding in Grade 3 English writing. The pattern of effectiveness suggests that scaffolding can strengthen mechanics, sentence control, vocabulary, organization, and creativity simultaneously when implemented coherently. This reinforces the need to treat writing instruction as a comprehensive system. It also provides empirical justification for institutionalizing scaffolded writing practices across the district.

Table 9. Effectiveness of Scaffolding Techniques in Enhancing Basic Writing Skills

Indicator	Weighted Mean	Interpretation	Rank
1. Learners demonstrate improved handwriting and letter formation.	4.03	ME	9
2. Writing exercises lead to greater fluency in sentence construction.	4.12	ME	7
3. Learners show increased confidence in expressing ideas through writing.	4.39	ME	2
4. Scaffolding enhances learners' ability to structure sentences.	4.39	ME	3
5. Writing templates improve paragraph organization.	4.02	ME	10
6. Learners apply basic punctuation rules correctly.	4.17	ME	6
7. Peer collaboration improves writing fluency.	4.38	ME	4
8. Structured writing tasks lead to improved writing speed.	4.40	ME	1
9. Scaffolded instruction enhances sentence coherence.	4.07	ME	8
10. Regular writing practice strengthens learners' fundamental skills.	3.99	ME	11
11. Error analysis improves learners' ability to self-correct.	4.35	ME	5
Average	4.21	ME	

Note. VMU = Very Much Utilized; MU = Much Utilized; VME = Very Much Effective; ME = Much Effective; Wx = weighted mean.

Basic writing skills were rated much effective, with structured writing tasks leading the indicators. This result implies that learners improved when writing tasks were organized and clearly guided. Structured tasks reduce uncertainty and help learners focus on specific writing targets such as speed, sentence formation, and punctuation. They also support confidence because learners know what is expected at each step.

Increased confidence and improved sentence structuring also ranked strongly. These outcomes are important because young learners often hesitate to write when they feel unsure about language form or organization. Scaffolding gives them a secure path for expression. As confidence grows, learners are more willing to attempt longer and more meaningful written responses.

The lower-ranked indicators involved handwriting, paragraph templates, and regular writing practice, though all remained much effective. These results suggest that foundational transcription and routine practice still need sustained attention. Handwriting and fluency can influence how easily learners translate ideas into written form. Regular practice remains essential for automaticity and stamina.

The findings indicate that basic writing skills benefit most when learners receive repeated, structured, and feedback-rich practice. Teachers should maintain short daily writing tasks, sentence-building exercises, punctuation routines, and paragraph templates. These practices can gradually develop speed, accuracy, and confidence. Strong basic skills provide the foundation for more complex writing competence.

Table 10. Effectiveness of Scaffolding Techniques in Enhancing Grammar and Syntax

Indicator	Weighted Mean	Interpretation	Rank
1. Learners apply subject-verb agreement consistently.	4.35	ME	4
2. Sentence construction improves with scaffolding techniques.	4.05	ME	10
3. Writing exercises help eliminate fragmented sentences.	4.35	ME	3
4. Learners use verb tenses correctly.	4.22	ME	6
5. Sentence variety increases due to teacher support.	4.51	VME	1
6. Grammar rules are applied accurately in writing.	4.13	ME	8
7. Peer feedback strengthens syntactic awareness.	4.16	ME	7
8. Scaffolded lessons enhance sentence expansion.	4.12	ME	9
9. Writing activities improve learners' ability to use conjunctions.	3.84	ME	13
10. Syntax errors decrease through guided practice.	3.96	ME	12
11. Explicit instruction leads to grammatically sound sentences.	4.31	ME	5
12. Learners demonstrate improved sentence transformations.	4.03	ME	11
13. Writing fluency is enhanced through structured grammar activities.	4.37	ME	2
Average	4.18	ME	

Note. VMU = Very Much Utilized; MU = Much Utilized; VME = Very Much Effective; ME = Much Effective; Wx = weighted mean.

Grammar and syntax were rated much effective, with sentence variety obtaining a very much effective interpretation. This indicates that teacher support helped learners move beyond simple sentence patterns. Sentence variety is a significant sign of syntactic growth because it reflects flexibility in expression. It also contributes to clearer and more engaging writing.

Writing fluency through structured grammar activities, reduction of fragmented sentences, and subject-verb agreement also ranked strongly. These outcomes show that grammar instruction was effective when embedded in writing practice. Instead of treating grammar as isolated rules, scaffolding appears to have connected grammar with actual sentence construction. This connection is important for young writers because grammar becomes meaningful when used in composition.

The lowest indicators included conjunction use and reduction of syntax errors through guided practice. These areas may require more explicit and repeated instruction. Conjunctions are important because they enable learners to connect ideas and create more cohesive sentences. Syntax errors may persist if learners do not receive focused feedback and opportunities to revise.

The results suggest that grammar scaffolding should emphasize sentence combining, sentence expansion, and guided editing. Teachers may use model sentences, transformation exercises, and peer review to improve syntactic awareness. Grammar lessons should be directly connected to learners' own drafts. This approach can make grammar instruction practical, developmental, and writing-centered.

Table 11. Effectiveness of Scaffolding Techniques in Enhancing Vocabulary Proficiency

Indicator	Weighted Mean	Interpretation	Rank
1. Learners incorporate newly learned words in writing.	4.02	ME	10
2. Vocabulary enrichment activities expand word choices.	4.13	ME	6
3. Learners demonstrate improved word precision.	4.05	ME	8
4. Contextualized vocabulary instruction enhances meaning-making.	4.15	ME	5
5. Writing activities reinforce synonyms and antonyms.	4.08	ME	7
6. Graphic organizers support vocabulary retention.	4.23	ME	4
7. Learners apply descriptive words effectively.	3.70	ME	12
8. Scaffolding enhances vocabulary depth and breadth.	4.30	ME	3
9. Learners use vocabulary appropriately across genres.	4.04	ME	9
10. Sentence stems assist in vocabulary integration.	4.02	ME	11
11. Writing exercises improve word association.	4.33	ME	2
12. Peer discussions enrich vocabulary application.	4.44	ME	1
Average	4.12	ME	

Note. VMU = Very Much Utilized; MU = Much Utilized; VME = Very Much Effective; ME = Much Effective; Wx = weighted mean.

Vocabulary proficiency was rated much effective, with peer discussions enriching vocabulary application as the highest indicator. This result suggests that vocabulary learning was strengthened through interaction. When learners discuss words with peers, they encounter meanings, examples, and uses in more accessible ways. Such social use of vocabulary supports transfer into writing.

Writing exercises, scaffolding for vocabulary depth and breadth, and graphic organizers also ranked highly. These practices indicate that vocabulary support was not merely definitional but connected to writing tasks. Graphic organizers help learners classify and remember words, while writing exercises require them to apply vocabulary in context. This combination supports both retention and meaningful use.

The lowest indicator was the effective use of descriptive words. This suggests that learners may still need more support in elaborating ideas and choosing precise modifiers. Descriptive language is central to expressive and creative writing. Without sufficient practice, learners may rely on general words even when they understand more specific vocabulary.

Vocabulary scaffolding can be strengthened through word banks, semantic mapping, descriptive language mini-lessons, and sentence stems. Teachers should also encourage learners to revise drafts by replacing vague words with more precise expressions. Peer sharing can expose learners to varied vocabulary choices. These strategies would help vocabulary become an active tool for improving content quality.

Table 12. Effectiveness of Scaffolding Techniques in Enhancing Text Cohesion and Organization

Indicator	Weighted Mean	Interpretation	Rank
1. Learners use transition words effectively.	4.22	ME	7
2. Sentence coherence improves with scaffolding.	4.15	ME	10
3. Paragraph structure follows logical sequencing.	4.31	ME	4
4. Teachers' feedback enhances text unity.	4.24	ME	6
5. Writing rubrics support logical flow.	4.19	ME	8.5
6. Peer assessment improves text organization.	4.35	ME	3
7. Scaffolding techniques reduce redundancy in writing.	4.31	ME	5
8. Learners apply topic sentence and supporting details appropriately.	4.40	ME	1
9. Text structure varies based on writing purpose.	4.40	ME	2
10. Cohesive devices strengthen paragraph connectivity.	4.19	ME	8.5
Average	4.28	ME	

Note. VMU = Very Much Utilized; MU = Much Utilized; VME = Very Much Effective; ME = Much Effective; Wx = weighted mean.

Text cohesion and organization received one of the highest effectiveness means. Learners' application of topic sentences and supporting details ranked highest, together with variation of text structure based on writing purpose. These results suggest that scaffolding helped learners understand how ideas should be arranged within paragraphs and texts. Organization is especially important because it allows readers to follow the writer's meaning.

Peer assessment, logical sequencing, and reduction of redundancy also ranked strongly. This indicates that feedback and structural guidance helped learners improve paragraph flow. Peer assessment may have enabled learners to see organizational strengths and weaknesses in each other's work. Such comparison can make abstract writing criteria more concrete.

The lowest indicator was sentence coherence, although it remained much effective. This suggests that learners may still need focused support in connecting sentences smoothly. Cohesion requires transition words, pronoun reference, repeated key terms, and logical idea progression. These features are often difficult for young writers without explicit modeling.

The findings imply that cohesion and organization should be taught through visible text structures. Teachers may use paragraph frames, color-coded topic and detail analysis, transition-word charts, and guided revision tasks. Rubrics should explicitly include coherence and organization criteria. These practices can help learners develop writing that is not only correct but also logically connected.

Table 13. Effectiveness of Scaffolding Techniques in Enhancing Content Development and Creativity

Indicator	Weighted Mean	Interpretation	Rank
1. Learners generate more ideas in response to prompts.	3.96	ME	13
2. Scaffolding encourages creativity in writing.	4.05	ME	12
3. Writing tasks foster originality in composition.	4.28	ME	8
4. Content depth improves with guided questioning.	4.52	VME	1
5. Peer discussions stimulate idea generation.	4.22	ME	11
6. Writing feedback enhances expression and detail.	4.35	ME	5
7. Storytelling activities boost creative writing.	4.26	ME	10
8. Sentence expansion exercises enhance elaboration.	4.30	ME	7
9. Writing prompts encourage diverse perspectives.	4.35	ME	6
10. Learners exhibit improved critical thinking in writing.	4.36	ME	4
11. Graphic organizers aid in brainstorming.	4.42	ME	3
12. Word banks help learners diversify content.	4.28	ME	9
13. Self-reflection improves learners' content development.	4.43	ME	2
Average	4.29	ME	

Note. VMU = Very Much Utilized; MU = Much Utilized; VME = Very Much Effective; ME = Much Effective; Wx = weighted mean.

Content development and creativity obtained the highest effectiveness mean, with guided questioning rated very much effective. This finding shows that prompts and teacher questions helped learners expand ideas and add details. Guided questioning is powerful because it directs learners to think beyond brief responses. It also supports elaboration, perspective-taking, and richer content.

Self-reflection, graphic organizers, critical thinking, feedback, and diverse prompts also produced strong ratings. These results indicate that creativity improved when learners received both cognitive and organizational support. Graphic organizers helped generate and arrange ideas, while feedback helped refine expression. Diverse prompts encouraged learners to explore different viewpoints and content possibilities.

The lowest indicators involved idea generation in response to prompts and scaffolding encouraging creativity, though both remained much effective. This suggests that some learners may still need stronger stimulation before writing. Creativity can be constrained when learners lack vocabulary, experiences, confidence, or models. More storytelling, visual prompts, and collaborative brainstorming may address this need.

The findings affirm that creativity in writing can be scaffolded rather than left to chance. Teachers can cultivate creative writing through guided questions, idea webs, word banks, peer discussions, and reflective revision. Learners should be encouraged to elaborate, personalize, and reorganize ideas while still observing text conventions. This balance of structure and freedom is central to effective elementary writing instruction.

Table 14. Test of Significant Agreement on Rank Orders of Scaffolding Effectiveness

Dimension	W	Computed X ²	df	X ² at 0.05	Decision	Agreement
Basic Writing Skills	0.40	12	10	18.31	Accepted	Not Significant
Grammar and Syntax	0.50	18	12	21.03	Accepted	Not Significant
Vocabulary Proficiency	0.46	16.5	11	19.68	Accepted	Not Significant
Text Cohesion and Organization	0.20	5.4	9	16.92	Accepted	Not Significant
Content Development and Creativity	0.16	5.76	12	21.03	Accepted	Not Significant

Note. VMU = Very Much Utilized; MU = Much Utilized; VME = Very Much Effective; ME = Much Effective; Wx = weighted mean.

The agreement test for effectiveness shows that all dimensions had accepted null hypotheses and were interpreted as not significant. This indicates that respondent groups did not significantly agree on the rank orders of effectiveness indicators. The overall

effectiveness ratings were favorable, but the perceived relative strength of specific effects varied across school classifications. This variation may reflect differences in learners' writing needs and classroom implementation conditions.

The highest coefficient values appeared in grammar and syntax and vocabulary proficiency, while self-contained organizational and creative dimensions showed lower agreement. This means that teachers may have more similar views about some language-related outcomes than about broader composition outcomes. However, none reached the threshold for significant agreement. Shared standards for identifying evidence of writing improvement may therefore need strengthening.

The absence of significant agreement highlights the need for common assessment tools. If teachers use different criteria to judge improvement in creativity, cohesion, vocabulary, or grammar, rank orders will naturally vary. District-wide rubrics and portfolio assessment guides can help establish shared expectations. Such tools can also improve consistency in feedback and instructional decision-making.

The results support the institutional value of calibration activities. Teachers should examine learner writing samples together, discuss scoring decisions, and align interpretations of competence levels. Instructional leaders can facilitate moderation sessions and post-observation conferences focused on writing outcomes. These practices would help transform favorable perceptions into more consistent and evidence-based judgments.

Table 15. Policy Directions for Strengthening Scaffolded Grade 3 English Writing Instruction

No.	Policy Direction
1	Institutionalize systematic scaffolding for Grade 3 English writing instruction through localized teaching guides and lesson exemplars.
2	Conduct regular in-service training on language-proficiency scaffolds, model-text analysis, guided drafting, revision, and formative feedback.
3	Develop district-wide rubrics, writing checklists, and portfolio templates to align instruction, assessment, and learner reflection.
4	Strengthen genre-based writing sequences that expose learners to narrative, informative, and persuasive texts with guided practice.
5	Create structured peer-editing and peer-discussion protocols to improve vocabulary use, sentence development, and text organization.
6	Provide home literacy kits and guided practice materials so parents can reinforce classroom writing supports beyond school hours.
7	Allocate resources for high-interest reading and writing materials that support vocabulary growth, content development, and creativity.
8	Use classroom observation, post-conference coaching, and LAC sessions to monitor fidelity of scaffolding implementation.
9	Maintain cumulative writing portfolios to document learner growth in mechanics, organization, cohesion, and creative content.
10	Sponsor school-based action research on the effectiveness of specific scaffolding techniques for diverse learner profiles.

Note. VMU = Very Much Utilized; MU = Much Utilized; VME = Very Much Effective; ME = Much Effective; Wx = weighted mean.

The policy recommendations emphasize institutionalization, capacity building, instructional alignment, and sustained monitoring. These directions are necessary because scaffolding works best when it is not dependent solely on individual teacher preference. A district-wide framework can define expected practices while still allowing teachers to adjust supports according to learner needs. Such policy coherence can strengthen both implementation and accountability.

Professional development is central to the policy agenda. Teachers need continuing support in model-text analysis, guided drafting, revision routines, peer editing, rubrics, and portfolio assessment. Training should be practice-based and should include demonstration teaching, coaching, and analysis of learner outputs. This will help teachers move from awareness of scaffolding to skilled implementation.

The recommendations also recognize the importance of home-school and resource support. Writing development improves when learners have access to reading materials, writing prompts, word banks, and guided practice beyond the classroom. Parent participation can reinforce vocabulary, fluency, and confidence. Resource allocation should therefore support both classroom and home-based literacy scaffolds.

Finally, the recommendations include monitoring and action research. Observation tools, LAC sessions, writing portfolios, and school-based inquiries can help determine whether scaffolding practices are implemented consistently and effectively. These mechanisms ensure that policy does not remain declarative but becomes part of continuous instructional improvement. In this way, the findings can inform sustainable writing competence development in Grade 3 English.

5. Conclusions and Implications

5.1 Conclusions

The study concludes that scaffolding techniques were much utilized by Grade 3 English teachers in Lopez East District. This level of utilization indicates that teachers regularly provided instructional supports to help learners develop writing competence. The techniques were applied across language development, writing process, genre exposure, self-regulation, and assessment. This confirms that scaffolding was not limited to isolated practices but was present across major components of writing instruction.

The strongest utilization patterns were observed in language proficiency development and genre and textual variety. Teachers commonly used sentence starters, structured dialogues, differentiated support, exposure to varied texts, and sentence-style modeling. These practices suggest that learners were provided with linguistic and textual models that helped them understand how written expression is formed. Such supports are foundational for young writers who are still developing confidence in English.

The utilization of writing process scaffolds was also evident, particularly through model essays, sample texts, reflection activities, drafting, revision, and questioning techniques. These findings show that teachers recognized writing as a developmental process that requires guidance before final output. However, the relatively lower scores for revision time and checklists point to the need for more structured routines. Learners need repeated opportunities to practice, revise, and evaluate their writing using clear criteria.

The study further concludes that scaffolding techniques were much effective in enhancing Grade 3 learners' writing competence. The techniques supported basic writing skills, grammar and syntax, vocabulary proficiency, text cohesion and organization, and content development and creativity. This means that scaffolding contributed to both surface-level accuracy and deeper composition quality. The results affirm that young learners benefit when writing instruction is guided, sequenced, and supported by feedback.

Content development and creativity emerged as the highest effectiveness dimension. This suggests that scaffolding helped learners generate ideas, elaborate content, reflect on their writing, and express perspectives more meaningfully. Text cohesion and organization also received a high effectiveness rating, showing that learners benefited from supports that guided paragraph structure and logical sequencing. These findings demonstrate that scaffolding can strengthen higher-order writing outcomes, not only mechanical skills.

There was no significant agreement on the rank orders of the extent of utilization of scaffolding techniques among respondent groups. This means that teachers from different school classifications did not rank the utilization indicators in the same way. The conclusion points to contextual variation in how scaffolding is implemented or prioritized. It also suggests the need for shared instructional standards and collaborative calibration among teachers.

There was also no significant agreement on the rank orders of the effectiveness of scaffolding techniques. Although the effectiveness ratings were generally favorable, groups differed in how they prioritized the effects on writing competence. This indicates that perceptions of effectiveness may be influenced by classroom conditions, learner readiness, and assessment practices. A common framework for evaluating writing improvement is therefore necessary to improve consistency.

Overall, the study concludes that scaffolding techniques are pedagogically valuable and policy-relevant for Grade 3 English writing instruction. Their effectiveness depends on coherent implementation, explicit teaching, feedback, guided practice, and gradual transfer of responsibility to learners. The policy recommendations generated from the findings are therefore necessary to strengthen consistency, sustainability, and measurable impact. Scaffolding should be treated as an essential instructional framework for improving elementary writing competence.

5.2 Implications

The findings imply that Grade 3 English writing instruction should be designed around progressive support rather than one-time writing tasks. Learners need assistance in language formation, idea generation, drafting, revising, organizing, and assessing their work. A scaffolded approach can help teachers make these stages visible and manageable. This is especially important for learners who are still developing confidence and proficiency in English.

For classroom teachers, the findings imply the need to continue using sentence starters, model texts, guided questions, graphic organizers, peer collaboration, and formative feedback. These practices should be applied intentionally and not merely as occasional activities. Teachers should also make revision and self-assessment regular parts of writing instruction. Doing so will help learners understand that good writing develops through repeated improvement.

For school heads, the findings imply that scaffolding must be supported through supervision, coaching, and resource provision. Classroom observations should look for evidence of modeling, guided practice, feedback, differentiation, and gradual release. School-level writing programs should include portfolios, writing clinics, and peer-sharing activities. Such support can help make scaffolding consistent across classrooms.

For curriculum planners, the findings imply the need for localized writing guides that sequence scaffolding techniques across the school year. These guides should connect language support, writing process instruction, genre-based tasks, self-regulation routines, and assessment rubrics. They should also provide sample prompts, model texts, checklists, and revision templates. A coherent curriculum structure would help teachers implement scaffolding with greater consistency.

For instructional supervisors and district leaders, the findings imply the importance of professional development focused on scaffolded writing instruction. Training should be practical, collaborative, and evidence-based. Teachers should be given opportunities to examine learner writing samples, design scaffolded lessons, and calibrate assessment decisions. This will address the absence of significant agreement in rank orders and improve shared understanding of effective practice.

For parents and the wider school community, the findings imply that writing development can be supported beyond the classroom. Home literacy kits, word journals, short writing prompts, storytelling activities, and guided reading can reinforce classroom scaffolds. Parent involvement is especially useful in building vocabulary, fluency, and confidence. Home-school collaboration can make writing practice more frequent and meaningful.

For policy development, the findings imply that scaffolding should be integrated into district and school improvement plans. Policies should cover teacher training, classroom implementation standards, assessment tools, monitoring mechanisms, and resource allocation. The inclusion of portfolios and action research can also help track long-term progress. This would transform scaffolding from an individual teacher strategy into a system-supported literacy intervention.

For future inquiry, the findings imply the need to examine learner-level writing outputs and classroom observations alongside teacher perceptions. Further studies may compare specific scaffolding techniques, investigate long-term effects, and analyze differences

among learner profiles. Research may also explore how scaffolding affects actual writing samples in terms of grammar, vocabulary, cohesion, and creativity. Such studies would deepen the evidence base for improving elementary writing instruction.

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