

Scaffolding the Reading-to-Writing Process: A Qualitative Study of EFL Undergraduate Students' Experiences in Academic Writing Course

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ABSTRACT

This qualitative case study examined the implementation of scaffolding in the reading-to-writing process among 25 third-semester EFL undergraduate students enrolled in an Academic Writing course. This study aimed to identify the types of scaffolding provided during the reading-to-writing process, examine students' experiences of the scaffolding, and explain how scaffolding supported the development of academic reading and writing practices. Data were collected through classroom observations, semi-structured interviews, and document analysis, and were analyzed thematically. The findings show that scaffolding supported students through several stages: preparing for reading, reading and understanding, processing information, planning writing, drafting, feedback and revision, and independent writing. Cognitive and linguistic scaffolding, including guiding questions, vocabulary explanation, text analysis, and language models, helped students identify main ideas and important information. Procedural scaffolding through outlines, graphic organizers, and writing models helped students organize ideas and plan their writing. Peer feedback provided social scaffolding that encouraged students to evaluate and revise their work. However, students still experienced difficulties with paraphrasing, selecting relevant information, organizing ideas, and developing supporting arguments. The findings also indicate a gradual shift from teacher-supported learning toward greater learner independence. The study concludes that scaffolding should be integrated across reading and writing stages and gradually reduced as students develop confidence and independent academic literacy.

Keywords: *Scaffolding, Reading-To-Writing, EFL Students, Academic Writing*

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INTRODUCTION

Reading and writing constitute two fundamental dimensions of academic literacy in English as a Foreign Language (EFL) contexts. For undergraduate students, competence in these skills is essential not only for completing language courses but also for accessing academic knowledge, communicating ideas, and producing scholarly work. Reading and writing are closely connected because reading provides linguistic and conceptual input that students can use when developing written texts (Grabe & Zhang, 2013). In academic contexts, students are therefore expected not only to understand texts but also to use information from those texts to construct meaningful written responses.

The development of academic literacy, however, remains challenging for EFL undergraduate students. Academic reading requires students to identify main ideas, interpret information, recognize text organization, and make connections among ideas. Writing requires students to select relevant information, organize ideas, develop arguments, and use appropriate language. These demands become more complex in integrated reading-to-writing tasks because students need to understand source texts and transform information from those sources into their own writing (Knoch & Sitajalabhorn, 2013; Kyle, 2020; Ye & Liu, 2023). Thus, understanding a reading text does not automatically mean that students can use the information effectively in academic writing.

The complexity of these processes indicates that students may need instructional support when performing academic literacy tasks. [Vygotsky \(1978\)](#) explains learning through the Zone of Proximal Development (ZPD), in which learners can accomplish tasks beyond their current independent ability with appropriate assistance. Building on this perspective, [Wood et al. \(1976\)](#) conceptualize scaffolding as temporary support that helps learners complete difficult tasks. Scaffolding refers to temporary and adaptive support provided to learners when they are performing tasks that are beyond their current level of independent competence. Grounded in [Vygotsky's \(1978\)](#) concept of the Zone of Proximal Development, scaffolding enables learners to accomplish complex tasks through appropriate assistance before gradually assuming greater responsibility for their own learning. Scaffolding can involve teacher explanations, questioning, modelling, feedback, structured tasks, and interaction with peers. Research also emphasizes that effective scaffolding should be responsive to learners' needs and gradually reduced as learners become more capable of performing tasks independently ([van de Pol et al., 2010](#)).

In reading instruction, scaffolding can help students understand academic texts through questioning, guided reading, vocabulary support, prediction, inference, and textual analysis. Such support can direct students' attention to important information and encourage deeper engagement with texts. Recent research in the Indonesian EFL context also demonstrates the use of scaffolding to support students' reading development, including through multimodal resources and digital platforms ([Agus & Lailatul, 2024](#); [Puspitasari et al., 2023](#)). These findings suggest that scaffolding can support not only basic comprehension but also students' active engagement with reading tasks.

Scaffolding is equally important in writing development. Students may need support in planning, organizing, drafting, and revising their texts. Graphic organizers, writing models, outlines, and structured prompts can help students organize their ideas before writing. Genre-based instruction can also support students by allowing them to examine how academic texts are organized and how writers communicate particular purposes ([Hyland, 2024](#)). Research on EFL writing further indicates that scaffolding strategies can support students' writing achievement and help them manage the different demands of the writing process ([Hassen et al., 2024](#)).

Feedback represents another important form of scaffolding in writing development. Teacher feedback can help students identify problems and make decisions about revision, while peer feedback provides opportunities for students to read, discuss, and evaluate one another's writing. Research has shown that peer feedback can contribute to second-language writing development, particularly when students receive appropriate guidance and clear criteria ([Cao et al., 2022](#); [Huisman et al., 2018](#); [Vuogan & Li, 2023](#)). In addition, students' responses to teacher feedback can influence how they revise and improve their writing ([Suci et al., 2021](#)). Therefore, feedback can function as a form of social and instructional support rather than simply as an evaluation of students' final products.

Technology provides another potential source of scaffolding in EFL literacy instruction. Digital platforms can provide access to reading materials, writing tools, feedback, and opportunities for interaction. Technology-supported peer feedback, for example, can extend writing support beyond face-to-face classroom interaction ([Chen, 2016](#)). Digital scaffolding may also support linguistic development by helping students identify and address language problems in their writing. However, technology does not automatically provide effective scaffolding; its value depends on how it is integrated into instructional activities and how students are guided in using it.

Although previous studies have examined scaffolding in reading, writing, feedback, and technology-supported learning, an important research gap remains. Existing studies often focus on a particular form of scaffolding or a specific literacy activity. Therefore, this study investigates how scaffolding is implemented and experienced across the integrated reading-to-writing process among EFL undergraduate students. For example, research has examined scaffolding in reading ([Agus & Lailatul, 2024](#); [Puspitasari et al., 2023](#)), scaffolding in writing

(Hassen et al., 2024), peer feedback (Cao et al., 2022; Vuogan & Li, 2023), and technology-supported feedback (Chen, 2016). However, less attention has been given to how EFL undergraduate students experience different forms of scaffolding across the complete transition from reading comprehension to academic writing. In particular, the process through which students move from understanding information in a reading text to selecting, organizing, transforming, and using that information in their own writing requires further qualitative investigation.

The preliminary observation conducted before the main study supported the need for such an investigation. First, students generally understood the topic of the reading texts but had difficulty identifying main ideas, selecting relevant information, and understanding how ideas were organized. Second, when students were asked to use information from the reading in their own writing, they experienced difficulties with paraphrasing, developing ideas, and organizing academic paragraphs. Third, although students had basic knowledge of vocabulary and grammar, they still needed guidance to apply this knowledge effectively in writing. These observations suggest that the main difficulty was not simply reading or writing separately, but the transition between reading and writing.

Based on this gap, the present study examines scaffolding as an integrated process that connects reading comprehension, information processing, writing planning, drafting, feedback, revision, and learner independence. The study focuses on how cognitive, linguistic, procedural, social, and digital scaffolding are implemented and experienced by EFL undergraduate students in an Academic Writing course. Rather than examining only the effectiveness of one strategy, this study explores how different forms of support work together throughout the reading-to-writing process. This focus represents the novelty of the study, as it provides a qualitative and contextualized account of how scaffolding helps students move from teacher-supported literacy activities toward greater independence in academic writing (van de Pol et al., 2010; Vygotsky, 1978).

Therefore, the novelty of this study lies in its qualitative examination of scaffolding as an integrated reading-to-writing process. Rather than measuring only changes in writing performance, the study explores students' experiences, the types of support provided, the difficulties that remain at different stages, and the gradual reduction of support as students develop greater independence. This perspective allows the study to explain how scaffolding works across the reading-to-writing transition, not merely whether a particular strategy is effective. The study is guided by the following research questions: (1) What types of scaffolding are provided during the reading-to-writing process among EFL undergraduate students? (2) How do EFL undergraduate students experience scaffolding during integrated reading and writing activities? (3) How does scaffolding support students' development of academic reading and writing practices?

METHOD

Research Design and Participants

This study employed a qualitative case study design to explore the implementation of scaffolding in the reading-to-writing process and to understand how undergraduate EFL students experienced the instructional support provided during an Academic Writing course. A qualitative approach was considered appropriate because the study focused on students' experiences, perceptions, interactions, and learning processes within their natural classroom context. Rather than measuring the effectiveness of scaffolding through numerical comparisons, the study sought to provide an in-depth description of how scaffolding was provided, experienced, and utilized by students during integrated reading and writing activities. The study involved 25 third-semester students enrolled in an Academic Writing course. All 25 students participated in the classroom learning activities and their written work was considered as part of the classroom case. From this group, 13 students were purposively selected for semi-structured interviews to provide more detailed accounts of their experiences with scaffolding. The participants were selected using *purposive sampling* because they had

direct experience with the phenomenon being investigated. The selection was based on their enrolment in the third semester, participation in the Academic Writing course, and involvement in learning activities connecting reading materials with academic writing tasks. The 13 students constituted the participant group for the qualitative case study, allowing the researcher to examine their learning experiences in depth within a specific instructional context. To maintain confidentiality, the participants were identified using codes such as S1, S2, S3, through S25.

Research Instruments

The instruments used in this study consisted of a classroom observation sheet, a semi-structured interview guide, and a document-analysis guide. The instruments were developed based on the focus of the study and the scaffolding dimensions identified in the reviewed material. The instruments were designed to capture not only the types of scaffolding provided by the instructor but also students' experiences and responses to the support.

Table 1. Blueprint of Classroom Observation Instrument

No.	Dimension	Indicators	No.Item
1	Cognitive Scaffolding	Activating prior knowledge; asking questions; making predictions; making inferences; summarizing texts; analyzing texts	1, 6
2	Linguistic Scaffolding	Explaining vocabulary; guiding grammar use; constructing sentences; providing language examples	2, 7
3	Procedural Scaffolding	Using graphic organizers; brainstorming ideas; making outlines; using writing templates; using checklists	3, 8
4	Social Scaffolding	Teacher-student interaction; group discussion; peer collaboration; peer feedback	4, 9
5	Digital Scaffolding	Using digital reading materials; using online writing tools; receiving digital feedback; using digital learning activities	5, 10

Table 1 presents the classroom observation instrument used to identify the types of scaffolding provided during the reading and writing activities. The observation focused on cognitive, linguistic, procedural, social, and digital support and examined how each type of support helped students understand texts, organize ideas, complete writing tasks, and participate in the learning process.

Table 2. Blueprint of Interview Instrument

No.	Dimension	Indicators	No.Item
1	Students' Experiences of Scaffolding	Usefulness of support; difficulties; preferred support; responses to teacher guidance	1, 3
2	Reading-to-Writing Transition	Using information from reading; identifying main ideas; combining information; developing writing ideas	2, 5, 8
3	Feedback and Revision	Teacher feedback; peer feedback; making revisions; reflecting on writing	4, 6
4	Learner Independence	Less dependence on guidance; checking own work; using strategies independently	7, 9, 10

Table 2 shows the interview instrument used to explore students' experiences and perceptions of scaffolding. The interviews focused on the usefulness of instructional support, students' difficulties in moving from reading to writing, their responses to feedback, and changes in their ability to work independently.

Table 3. Blueprint of Document Analysis Instrument

No.	Dimension	Indicators	No.Item
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1	Reading Comprehension	Main ideas; supporting information; summary; textual interpretation	1, 2
2	Writing Development	Organization; coherence; argument development; language use; genre awareness	3, 4
3	Response to Scaffolding	Changes between drafts; incorporation of feedback; revision	5, 6

Table 3 presents the document analysis instrument used to examine students' reading and writing products. The analysis focused on students' comprehension of reading texts, the development and organization of their academic writing, and changes between drafts as evidence of how they responded to the scaffolding and feedback provided during the course. The instrument blueprint reflects the integrated nature of the study. Rather than treating reading and writing as completely separate skills, the instruments examine how students move from comprehension and analysis of reading texts toward planning, drafting, feedback, and revision. The instruments were developed in accordance with the study's theoretical framework on scaffolding by [Vygotsky \(1978\)](#) concept of the Zone of Proximal Development and the scaffolding framework proposed by [Wood et al. \(1976\)](#). The distinction between different forms of support was also informed by research emphasizing the adaptive and interactive nature of scaffolding ([van de Pol et al., 2010](#)).

Data Analysis

The data were analysed using thematic analysis. First, the researcher repeatedly read the classroom observation notes, interview transcripts, and students' written work to become familiar with the data. Meaningful data were then identified and given initial codes related to scaffolding practices, student experiences, learning difficulties, feedback, and learner independence. The categories were then developed into broader themes, such as cognitive support for reading comprehension, support for the transition from reading to writing, social scaffolding through peer interaction, and the development of learner independence. Finally, data from interviews, classroom observations, and students' written work were compared to check whether students' reported experiences were consistent with classroom practices and their learning products. This triangulation strengthened the interpretation of how scaffolding supported students throughout the reading-to-writing process.

Trustworthiness

The trustworthiness of the study was ensured through data triangulation, member checking, peer debriefing, and an audit trail. Triangulation was conducted by comparing data from classroom observations, interviews, students' writing, and instructional documents. Member checking was used by asking selected students to confirm or clarify the researcher's interpretations of their interview responses. Peer debriefing involved discussing the codes, categories, and themes with a colleague familiar with EFL teaching and qualitative research. An audit trail was also maintained by recording important decisions made during data collection, coding, categorization, and theme development. These procedures helped ensure that the findings were supported by the data and that the researcher's interpretations accurately reflected the students' experiences.

FINDINGS AND DISCUSSION

Teacher Scaffolding in Understanding Academic Texts

The findings are organized according to the three research questions. The first research question is addressed through the identification of cognitive, linguistic, procedural, social, and digital scaffolding. The second research question is addressed through students' reported experiences and responses to these forms of support. The third research question is addressed through evidence of students' development in reading comprehension, writing organization, revision practices, and learner independence cognitive.

The first finding indicates that students required considerable support when working with academic reading texts. Classroom observations showed that the lecturer did not immediately ask students to read and analyse the text independently. Instead, the learning process began with activating students' prior knowledge, introducing important vocabulary, explaining the topic, and asking guiding questions.

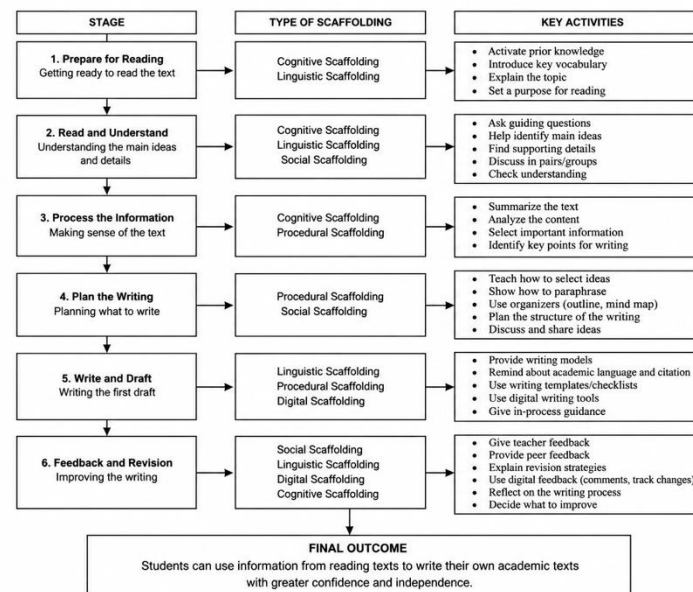


Figure 1. The Reading-to-Writing Scaffolding Process

The framework illustrates the stages of scaffolding observed throughout the research process. The process began with preparing students for reading, where the lecturer activated prior knowledge, introduced key vocabulary, and explained the topic. Students then moved to reading and understanding the text through guiding questions and support in identifying main ideas and supporting details. In the next stage, students processed the information by summarizing, discussing, and selecting information that could be used for writing. The lecturer then supported students in planning their writing through paraphrasing, outlining, and organizing ideas. After that, students wrote and developed their drafts with the help of writing models and language guidance. Finally, students received teacher and peer feedback, revised their writing, and reflected on their work. Based on the observation, interview, and document analysis data, these stages gradually helped students move from depending on lecturer guidance toward using the strategies independently in their own academic writing.

During one observed session, the lecturer introduced the topic by asking students what they already knew about the issue discussed in the reading text. Several students responded briefly, while others appeared hesitant to answer. The lecturer then introduced several key vocabulary items and asked students to predict the possible content of the text before reading. During the reading activity, the lecturer asked questions such as, "What is the main idea of this paragraph?" and "Which sentence supports the writer's argument?" Students were subsequently encouraged to discuss their answers with their classmates.

The observation indicated that students became more actively involved after receiving these forms of support. At the beginning of the activity, several students waited for the lecturer's explanation before responding. After the guiding questions were provided, more students began identifying information directly from the text. The interview data supported this observation.

One student explained:

S3: "At first, I did not really understand the reading because there were many words that I did not know. When the lecturer explained some vocabulary and asked us questions about the paragraph, I could understand what information was important."

Similarly, S10 stated:

S10: *"I usually read from the first sentence until the end, but I do not always understand the main point. The lecturer's questions helped me find the important information."*

These responses indicate that students perceived questioning and vocabulary support as useful forms of cognitive and linguistic scaffolding. The students did not simply receive answers from the lecturer; instead, the questions directed their attention toward relevant information in the text. This finding is consistent with the source material, which identifies activation of prior knowledge, vocabulary assistance, questioning, inference, comprehension monitoring, and summarization as important forms of reading scaffolding. Thus, teacher scaffolding appeared to function as an initial bridge that helped students move from general reading toward more purposeful academic reading. These findings support (Vygotsky, 1978) concept of the Zone of Proximal Development, in which learners can perform difficult tasks with appropriate guidance. They also reflect (Wood et al., 1976; Zhang & Singh, 2025), who view scaffolding as temporary support that helps learners' complete tasks independently.

Scaffolding the Transition from Reading to Writing

The second theme concerned the transition from reading comprehension to academic writing. The classroom observations revealed that this transition was one of the most challenging stages for the students. Although students were generally able to identify the topic and main ideas of the reading text, several students experienced difficulties when they were asked to use the information to develop their own writing.

Cognitive scaffolding refers to support that helps students understand, analyze, interpret, and process information from academic texts. Linguistic scaffolding refers to support involving vocabulary, grammar, sentence construction, and language models. Procedural scaffolding provides structures such as outlines, graphic organizers, templates, and checklists to guide students through complex tasks. Social scaffolding involves interaction with teachers and peers through discussion, collaboration, and feedback. Digital scaffolding refers to the use of digital resources and tools to support reading, writing, interaction, and feedback.

At the beginning of the lesson, the lecturer introduced the concept of descriptive text and explained its main purpose and characteristics. The lecturer explained that a descriptive text is used to describe a particular person, place, object, or situation so that readers can clearly imagine the subject being described. The lecturer then introduced the basic structure of a descriptive essay, consisting of an introduction, body, and conclusion. The introduction presents the topic and gives the reader an overview of what will be discussed, while the body provides detailed information and supporting evidence about the subject. The conclusion summarizes the main points of the essay. To help students understand the concept, the lecturer used a presentation and examples and asked several guiding questions about the topic. This initial explanation provided students with cognitive and linguistic scaffolding by activating their prior knowledge, introducing important vocabulary, and helping them understand the purpose and organization of descriptive writing.



Figure 2. Cognitive and Linguistic Scaffolding through Learning Activity

The observation record showed that students initially depended heavily on lecturer guidance. However, after the lecturer demonstrated one example, students began selecting information independently and incorporating it into their outlines.

This difficulty was also reflected in the interviews. S2 stated:

S2: *"I can understand the article, but when I have to write, I don't know which information I should use. Sometimes I want to use everything from the article."*

S5 explained:

S5: *"The difficult part is changing the information from the reading into my own sentences. I understand the meaning, but I am confused about how to write it."*

These responses demonstrate that comprehension did not automatically lead to writing competence. Students needed additional support to select, organize, paraphrase, and transform information from reading into their own academic texts. The students' written artifacts provided further evidence. In the first drafts, several students demonstrated a tendency to reproduce information from the source text with limited transformation. After receiving guidance concerning paraphrasing and organization, the revised drafts demonstrated clearer evidence of students expressing the source information in their own words. This finding supports (Grabe & Zhang, 2013; Knoch & Sitajalabhorn, 2013), who emphasize the close relationship between reading and writing. The findings show that students need explicit support to transform information from reading into their own academic writing.

Graphic Organizers and Writing Models as Procedural Scaffolding

The third theme concerns the use of graphic organizers, outlines, and writing models. Classroom observations showed that these tools were particularly useful before students began drafting. Before writing, the lecturer provided a simple outline consisting of an introduction, main points, supporting information, and conclusion. Students were asked to complete each section using information they had identified from the reading. At first, several students appeared uncertain about what information should be placed in each section. The lecturer then completed one example with the whole class. After the example was provided, students continued completing their own outlines. One observation note recorded:

After the lecturer demonstrated how to place the main idea and supporting information into the outline, most students continued working without asking for further explanation. Students who had initially left several sections blank began adding information to their outlines. Students also described the usefulness of the organizer during the interviews.

S1 stated:

S1: *"The outline helped me because before writing I usually have many ideas but they are not organized. With the outline, I know what I should write in the introduction and what I should put in the body paragraph."*

S12 similarly stated:

S12: *"Before using the outline, I usually started writing immediately. Then I got confused in the middle. Now I try to make an outline first."*

The written artifacts supported these responses. Students who completed the planning stage produced drafts with clearer paragraph organization. For example, the initial draft of S1 contained several ideas presented in a single paragraph. After using the outline and receiving feedback, the revised draft separated the ideas into more clearly organized paragraphs. The use of graphic organizers and models therefore appeared to reduce the organizational burden of academic writing. Students were provided with a structure that helped them decide what information to include and where to place it. The use of outlines and writing models supports (Hyland, 2016; Wood et al., 1976) who emphasize structured support in developing writing. In this study, these tools helped students organize ideas and plan their writing more independently.

Peer Feedback as Social Scaffolding

The fourth theme emerged from the peer-feedback activity. The observation data showed that students exchanged their drafts with classmates and used a checklist to evaluate organization, supporting ideas, vocabulary, and grammar. Initially, some students appeared hesitant to comment on their classmates' writing. They tended to make general comments such as "good" or "it is okay." The lecturer subsequently provided several specific questions to guide the feedback process, including whether the main idea was clear, whether the supporting information was relevant, and whether the conclusion was connected to the discussion. After receiving these criteria, students' comments became more specific.

For example, one observation record indicated: "During the first round of peer review, students mostly identified grammar mistakes. After the lecturer asked them to focus on the main idea and organization, students began discussing whether the supporting sentences were relevant to the topic." The interview data revealed different perceptions of peer feedback.

S4 stated:

S4: *"I like peer feedback because sometimes my friend can see something that I don't see in my own writing."*

S8 explained:

S8: *"At first I was not confident to correct my friend's grammar because my grammar is also not perfect. But I can give comments about the ideas and organization."*

These responses suggest that peer feedback served two functions. First, it provided students with information about their own writing. Second, it exposed students to alternative ways of organizing and expressing ideas. The students' written drafts also showed evidence of responses to peer feedback. For example, S4 added supporting information to the second draft after a peer indicated that the main argument was insufficiently supported. S11 revised the sequence of ideas after receiving a comment concerning paragraph organization. This finding demonstrates the importance of social interaction in academic writing development. Peer feedback allowed students to become both writers and readers of academic texts. However, the data also indicate that peer feedback did not automatically become effective. Students initially focused more on surface-level grammatical errors than on content and organization. This finding reflects [Vygotsky \(1978\)](#) view that learning develops through social interaction. It also supports research showing that peer feedback can improve writing when students receive clear guidance and criteria ([Cao et al., 2022](#); [Liang et al., 2025](#)).

Students' Difficulties in the Reading-to-Writing Process

Although scaffolding provided substantial support, the students continued to experience several difficulties. Analysis of the interview and classroom observation data revealed four recurring difficulties: academic vocabulary, paraphrasing, organization of ideas, and developing supporting arguments. Academic vocabulary was frequently mentioned by students.

S3 explained:

S3: *"Sometimes I understand the general topic, but there are some words that make me stop reading."*

Paraphrasing was another recurring difficulty. S5 stated:

S5: *"I know what the sentence means, but I don't know how to say it in my own words."*

Organization was also problematic. S1 explained:

S1: *"I have many ideas, but sometimes I don't know which one should come first."*

These difficulties were also visible in students' writing artifacts. The first drafts generally contained the students' main ideas, but some paragraphs lacked sufficient supporting explanation or showed weak connections between sentences. The findings indicate that students' difficulties were not restricted to grammar. They involved higher-level academic literacy processes, including selecting information, organizing ideas, paraphrasing, developing arguments, and maintaining coherence. These difficulties support [Grabe & Zhang \(2016\)](#) and [Knoch & Sitajalabhorn \(2013\)](#), who show that reading-to-writing requires more

than comprehension. Students also need support to select, organize, paraphrase, and transform information into their own writing.

Gradual Development of Learner Independence

The final theme concerned students' movement from dependence on teacher assistance toward greater independence. Observation data indicated a change in students' behavior across the learning activities. At the beginning of the instructional process, students frequently asked the lecturer whether their answers were correct and requested assistance in identifying important information. As the activities progressed, students increasingly used the strategies introduced by the lecturer, particularly outlining, identifying main ideas, and reviewing their writing using the provided checklist.

For example, during an earlier session, S21 stated:

S21: *"Several students repeatedly asked the lecturer what information they should include in their writing."*

The interview data reflected a similar pattern. S13 stated:

S13: *"Before, I always waited for the lecturer to tell me what to write. Now I try to make the outline first and then ask if I have a problem."*

S7 similarly explained:

S7: *"I still need help sometimes, especially with grammar, but now I know how to start the writing and how to organize my ideas."*

These statements suggest that students were beginning to internalize the strategies introduced through scaffolding. Rather than depending exclusively on the lecturer, they began applying the procedures independently. The findings are consistent with the central concept of scaffolding by (Agus & Lailatul, 2024; Hassen et al., 2024; van de Pol et al., 2010), who emphasize that scaffolding should gradually lead learners toward independent performance. In this study, students increasingly applied reading and writing strategies without depending fully on the lecturer.

Overall, the findings support an integrated scaffolding model for reading-to-writing development. Reading provides students with information and language input; cognitive and linguistic scaffolding support comprehension; procedural scaffolding helps students transform information into organized writing ideas; social scaffolding supports feedback and revision; and gradual reduction of support encourages independent academic writing. This finding strengthens the argument that reading and writing should be taught as interconnected literacy practices rather than as completely separate skills. The results therefore extend the theoretical discussion in the introduction by showing how scaffolding can operate across the entire reading-to-writing process, from initial comprehension to independent academic writing.

CONCLUSIONS

This qualitative case study explored scaffolding in the reading-to-writing process among 13 third-semester EFL students in an Academic Writing course. The findings showed that cognitive scaffolding, including guiding questions, vocabulary explanations, guided reading, and text analysis, helped students understand academic texts, while procedural scaffolding, such as outlines, graphic organizers, and writing models, supported idea organization and writing development. Peer feedback encouraged students to reconsider and revise their work. However, students still struggled with paraphrasing, selecting relevant information, organizing ideas, and developing supporting arguments. Students gradually became less dependent on lecturer guidance and applied strategies more independently, suggesting that scaffolding could be reduced as their confidence increased. These findings highlight the value of integrating reading, writing practice, feedback, and revision into Academic Writing instruction. Nevertheless, the findings are limited to one class and

cannot be generalized broadly. Future research could involve different institutions and explore digital tools in reading-to-writing activities. Overall, structured scaffolding can support students in progressing from reading comprehension toward independent academic writing while gradually encouraging greater responsibility for learning.

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