Constructed Response
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In the first article titled *Scaffolding EFL Students' Writing through the Writing Process Approach*, the author studied the idea of scaffolding to support EFL students in the writing process. In this case scaffolding means that a teacher provides more support to the student at the beginning of the process, but allows that support to fade as the student becomes more comfortable with the task. The scaffolding takes place within the writing process. For this study, the writing process included: prewriting, drafting, revising, editing, and publishing. (Kamal and Faraj p. 131) It is important to note that students are free to skip around in the process depending on their current need. The study showed that if a teacher scaffolds his/her support and the writer uses the writing process listed, their scores improved approximately 20%. (Kamal and Faraj p. 139) In the second article titled *Why Can't Tyrone Write: Reconceptualizing Flower and Hayes for African-American Adolescent Male Writers,* the author studied information regarding the Flower and Hayes Cognitive Writing Process. This process originally included: memory, planning, text generation, and revision. The article argued that the Cognitive Writing Process did not meet the needs of diverse students. The author reworked the Cognitive Writing Process so that the students in her study could be more successful. This rework included cultural competency, relevant writing for the students, relationship building, and more. (Stormer p. 3) In both articles, the author was determining the best ways to meet the needs of diverse learners. In the first article the learners were English as a Foreign Language students; and in the second article the learners were African American boys. The first article seemed to believe the process was what is best for the EFL learners, but in the second article, the author made changes to the process to better meet her students' needs. (Stormer p. 20)

The first article tended to have more broad statements based on general research while the second article had statements based on the young men from the study. Both articles had sufficient evidence for success; however, the second article had the most detailed evidence. The relevance of both articles seemed on point and dedicated to determining how to support the writers in achieving the most success.

There are definite positives and negatives to the cognitive process approach. Positives include a more personalized approach, less steps, a better focus on relationship building, However, the original process did not take into account the diverse learners that are in today's classrooms. Students are not all coming to the classroom with the same background knowledge and life experiences. We need to be sure we are modifying the curriculum and any systems to support the curriculum to be sure we are being culturally responsive.

Personally, I tend to lean towards a more structured approach to writing. I feel this can be beneficial for students because students have a step by step process to follow. Most likely I am most comfortable with this structure because this is how I learned to write, as well as how I taught my students to write. There are some definite constraints to the structured writing approach; however, the biggest being the last of flexibility for students with learning differences. Overall, my opinion is there cannot be a "one size fits all" approach to learning to write. All of our students are going to respond to writing processes in a different way. As teachers we should always be prepared to meet the diverse needs of our students in the best way possible by offering flexibility in our teaching strategies.

Stormer, Kimberly J. (2017) "Why Can't Tyrone Write: Reconceptualizing Flower and Hayes for African-American Adolescent Male Writers," Middle Grades Review: Vol. 3 : Iss. 3 , Article 5.

Kamal, A. Faraj, A. (2015) "Scaffolding EFL Students' Writing through the Writing Process Approach," Journal of Education and Practice: Vol. 6 : Iss. 13.