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Teacher Strategies to Foster Autonomous Writing Skills in Elementary English Classes in the Digital Era

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ABSTRACT

This study investigates how elementary school English teachers in Batam foster students' autonomous writing skills in the digital era. While technology offers abundant resources, young learners often depend excessively on teacher guidance or online materials, highlighting the need for effective autonomy-supportive strategies. Using a qualitative design, data were collected from four English teachers through semi-structured and written interviews, then analyzed thematically. The findings show that teachers promote writing independence through scaffolding techniques such as structured planning, guided feedback, and reflective self-evaluation. They also cultivate metacognitive awareness to help students identify and resolve their own writing difficulties. However, limited classroom technology use and varying student motivation levels remain obstacles to developing autonomy. This study contributes to the growing literature on learner autonomy in EFL primary education by demonstrating how adaptive pedagogy can balance digital integration with self-directed learning. The results underscore the importance of reflective, flexible teaching practices that prepare students for independent writing in technology-mediated contexts.

Keywords: *Writing Autonomy, Teacher Strategies, Independent Learning, Digital Era, Elementary EFL*

Introduction

Learner autonomy has become a central focus in English language education, particularly in enhancing students' writing competence. Within the English as a Foreign Language (EFL) context, writing autonomy refers to learners' ability to generate ideas independently, organize their thoughts coherently, and take responsibility for their own learning development. According to Begum (2019), autonomy involves self-reflection, self-discipline, and self-management in the learning process. Marsevani (2021) similarly asserts that autonomous learners set goals, choose strategies, and evaluate their progress, leading to more meaningful engagement in writing activities.

Despite the increasing global emphasis on learner autonomy, research on how elementary-level teachers in Indonesia particularly in Batam foster autonomous writing remains limited. Prior studies have primarily examined autonomy among adolescents or university students (Al-Mwzaiji and Alzubi (2022); Anggraeni et al. (2025); Zhang (2024). Yet, autonomy must be cultivated from early schooling, when foundational writing habits and attitudes toward independent learning begin to form. This underscores the urgency of investigating teacher strategies that nurture autonomy among young EFL learners, especially in the digital era, where exposure to technology both aids and complicates writing development.

Existing Indonesian research highlights persistent pedagogical challenges. Fahira and Iswara (2023) found that many students struggle to structure and articulate ideas effectively in writing. Ribahan and Muslimin (2025) note that although digital platforms offer abundant learning opportunities, they can also distract students and cause overreliance on online sources or teacher assistance. Such dependency inhibits students from developing ownership of their learning process. Therefore, teachers must design learning environments that balance support with independence an essential condition for fostering writing autonomy.

Teachers play a critical mediating role in this process. Agustina et al. (2022) emphasize that project-based learning, reflective writing, and self-assessment techniques can scaffold students toward greater independence. These strategies align with the Indonesian Curriculum 2013 (K13), which promotes student-centered learning through inquiry, experimentation, and communication. Moreover, research in self-regulated learning (SRL) demonstrates that students who actively

manage their goals, time, and strategies show stronger writing performance and reduced anxiety (Ismail et al. (2023); Zhang (2024). When combined with metacognitive awareness the ability to monitor and evaluate one's own thinking SRL becomes a foundation for autonomy in writing Taufiqulloh et al. (2025).

Although previous studies have addressed learner autonomy and self-regulation at secondary or tertiary levels, research on how elementary English teachers cultivate writing autonomy in technology-integrated environments remains scarce. Few studies have examined how teachers in local Indonesian contexts, such as Batam, adapt pedagogical strategies to digital limitations (e.g., restricted device use, unstable internet access) while still promoting independence. This study, therefore, provides a novel contribution by exploring how elementary English teachers conceptualize and implement autonomy-supportive strategies within real classroom constraints. It also offers a context-specific perspective on how digital tools, reflective pedagogy, and scaffolding techniques intersect to nurture writing independence among young EFL learners.

Accordingly, this study aims to explore how elementary school English teachers in Batam foster autonomous writing skills among their students in the digital era. It focuses on examining teachers' perspectives toward writing autonomy and identifying the strategies they employ to help students become more self-reliant, confident, and reflective writers while navigating the opportunities and challenges of technology-mediated learning.

Method

This study employed a qualitative research design to explore how elementary English teachers in Batam foster students' autonomous writing skills in the digital era. A qualitative approach was chosen because it allows for an in-depth understanding of teachers' perceptions, strategies, and challenges in promoting independent learning—phenomena that cannot be meaningfully captured through numerical data alone. The research was conducted at a digital-based elementary school in Batam, which actively integrates technology in English instruction. Four English teachers participated in the study, selected through purposive sampling based on their teaching experience (ranging from 5 to 12 years), familiarity with digital tools, and consistent involvement in teaching writing skills. The participants represented both male and female teachers across upper elementary grades. Ethical approval was obtained from the school administration, and all participants provided informed consent prior to data collection, with assurances of anonymity and confidentiality.

Data were collected through semi-structured and written interviews, guided by an instrument developed from previous research on writing autonomy and technology integration by Sim and Ismail (2023),Hadiati (2021) and Almusharraf (2020). The interview guide consisted of open-ended questions covering teachers' understanding of writing autonomy, instructional strategies, and classroom challenges. Semi-structured interviews were conducted face-to-face or via online calls, each lasting approximately 15–20 minutes, while written interviews distributed via Google Forms were used for participants unable to attend live sessions. All responses were transcribed and analyzed thematically following the steps proposed by Mohammadi Zenouzagh et al. (2023) data familiarization, coding, theme generation, and interpretation. To enhance trustworthiness, triangulation was achieved by comparing data across participants and sources, while peer debriefing and member checking ensured interpretive validity. The analysis process used manual coding supported by tabular organization and highlighting techniques, with selected excerpts from teacher responses presented in the findings to illustrate authentic perspectives and experiences.

Findings and Discussion

The findings of this study were derived from semi-structured interviews and follow-up written interviews with four elementary school English teachers. The use of multiple data collection methods was intended to obtain comprehensive insights while accommodating participants' availability. Data analysis revealed several interrelated themes concerning teachers' perspectives on writing autonomy, students' levels of independence, effective instructional strategies, the role of digital tools, and the challenges encountered in fostering autonomous writing skills in the digital era. To enhance clarity, each theme is presented with a concise summary, representative teacher statements, and interpretive commentary linking the evidence to broader pedagogical implications.

Teachers' Perspectives on Students' Autonomous Writing Skills

All participants shared a consistent understanding that writing autonomy entails students' capacity to manage the entire writing process from planning to revision while gradually reducing their dependence on teacher guidance. Teacher 1 emphasized self-reliance in each writing stage, while Teacher 2 underlined the importance of freedom in topic selection and expression within academic conventions. Teacher 3 defined

autonomy as self-correction and reflection without constant teacher intervention, and Teacher 4 described it as full ownership of the learning process.

These perspectives suggest that autonomy is both cognitive and affective: it involves not only self-regulation and metacognition but also motivation and confidence. Teachers recognized that young learners require explicit scaffolding through techniques such as guided brainstorming, outlining, and journaling. For instance, Teacher 4 stated, *"When students reflect on their progress, they begin to realize that writing is not about pleasing the teacher but about expressing their own voice."* This indicates that reflective activities serve as a bridge between dependence and independent writing behavior.

Students' Ability to Write Independently

The teachers observed that students' ability to write independently varies by age, exposure, and emotional readiness. Younger learners tended to rely more on modeling, while older students showed growing confidence in drafting and revising their work. Teacher 2 highlighted that upper-grade students could produce essays with minimal supervision, and Teacher 3 noted that autonomy appeared stronger when students wrote about familiar or personal topics. These observations reveal that topic familiarity reduces cognitive load and facilitates self-expression.

Interpretatively, autonomy in elementary writing appears developmental rather than immediate. Teachers viewed confidence, consistent writing practice, and emotional reinforcement as essential precursors. As Teacher 1 noted, *"Once students see that their words have meaning, they take writing more seriously."* This underscores the importance of intrinsic motivation in building sustainable autonomy.

Effective Writing Projects for Promting Autonomy

Participants identified a range of writing projects such as descriptive, narrative, and persuasive texts that were effective in developing both creativity and self-regulation. Teacher 3's use of "choose-your-own-adventure" stories empowered students to make narrative decisions, while Teacher 2's reflective journal projects encouraged self-assessment. Across these practices, autonomy emerged when students were given opportunities to make meaningful choices and to connect writing with their own experiences.

Digital media integration further enhanced engagement. Students created posters, slideshows, and videos alongside their written work, which cultivated multimodal literacy and ownership. Reflective components, such as self-evaluation checklists, reinforced metacognitive awareness and long-term improvement. As Teacher 4 summarized, *"Autonomy grows when students can see and measure their own progress."*

Balancing Guidance and Independence

Teachers consistently acknowledged the need to strike a balance between scaffolding and freedom. Most employed a gradual release approach starting with explicit instruction, moving to guided practice, and finally transitioning to independent writing. For example, Teacher 1 described a "step-down" method, providing less assistance over time, while Teacher 2 conducted regular progress check-ins to maintain accountability without over-directing.

Interpretively, this balance reflects a constructivist approach in which learning responsibility is progressively transferred to students. Teachers viewed feedback not merely as correction but as cognitive scaffolding that prompts critical reflection. A psychologically safe classroom atmosphere was also deemed essential, as it reduced fear of failure and encouraged risk-taking. As Teacher 4 noted, *"When students feel safe to make mistakes, they begin to learn independently."*

The Role of Digital Tools in Promoting Autonomous Writing

Digital tools were unanimously recognized as catalysts for autonomy and engagement. Teachers incorporated platforms such as Google Docs, Moodle, and AI-assisted writing tools to facilitate collaboration, self-editing, and real-time feedback. Teacher 3's use of video feedback helped personalize instruction and encourage revision, while Teacher 4 highlighted how digital journaling enhanced students' metacognitive reflection.

However, challenges arose from unequal digital access, low literacy levels, and distractions. Teachers agreed that technology should complement cognitive engagement rather than replace it. They emphasized digital literacy instruction as a preventive measure against passive dependence on tools like automatic grammar checkers. As Teacher 2 explained, *"Technology helps, but without critical thinking, students only copy, not create."* Hence, effective digital integration must be purposeful, balanced, and pedagogically guided.

Challenges and Barriers in Implementing Autonomous Writing

Common barriers included time constraints, uneven student motivation, limited digital infrastructure, and rigid curricula. Teacher 1

reported low persistence among students during extended writing tasks, while Teacher 3 observed frustration with open-ended assignments. Affective factors such as fear of making mistakes or peer judgment also impeded autonomy development. Teachers addressed these by introducing low stakes writing tasks, celebrating small achievements, and encouraging parental involvement at home.

Systemic factors such as inadequate training and limited access to digital resources further restricted implementation. Nonetheless, teachers remained optimistic that with ongoing scaffolding and institutional support, autonomy in writing can become a realistic goal in elementary education.

Table 1 Summary of Main Themes and Subthemes in the Findings

Main Theme	Subthemes	Representative Evidence	Interpretive Insights
Teachers' Perspectives on Writing Autonomy	Definition of autonomy; role of metacognition; balance between support and freedom	"Autonomy means being able to revise and reflect independently." (T1)	Writing autonomy is seen as a developmental process combining independence and guided reflection.
Students' Independent Writing Ability	Age-based variation; topic familiarity; emotional readiness	"Students write better when the topic connects to their lives." (T3)	Familiar content reduces anxiety and strengthens intrinsic motivation for writing.
Effective Writing Projects	Genre diversity; student choice; integration with digital media	"Letting them choose topics makes them write more and better." (T2)	Student ownership and meaningful context increase persistence and creativity.
Balancing Guidance and Independence	Scaffolding; feedback strategies; classroom atmosphere	"Gradually reducing support helps students take charge." (T1)	Effective autonomy requires phased guidance and emotional safety.
Role of Digital Tools	Collaborative platforms; digital literacy; AI support	"Online feedback makes writing more interactive." (T3)	Technology facilitates reflection and engagement but needs critical integration.
Challenges and Barriers	Motivation, time, access, and anxiety	"Students give up easily when tasks are too open." (T3)	Sustained motivation and scaffolding are essential to manage cognitive and emotional barriers.

This analytical structure not only clarifies the evidence–interpretation relationship but also strengthens thematic coherence. The table provides a concise visualization of how qualitative data were synthesized into key findings. Together, these revisions enhance the section's readability, analytical rigor, and alignment with qualitative reporting standards.

Discussion

This study set out to examine how elementary school teachers in Batam perceive and foster writing autonomy among their students in the context of digital-based English instruction. The discussion interprets the findings through theoretical frameworks of learner autonomy, self-regulated learning, and scaffolding, while situating them within broader research on technology-enhanced writing pedagogy. Overall, the findings reaffirm previous evidence that autonomy in writing is not a product of minimal teacher involvement but rather the outcome of deliberate instructional design, reflective learning, and gradual transfer of responsibility. At the same time, this study offers new insights by revealing how autonomy develops uniquely in Indonesian elementary classrooms where linguistic exposure, digital literacy, and teacher authority create a distinctive sociocultural dynamic shaping independent writing. These findings contribute to the growing body of knowledge that emphasizes autonomy as a pedagogical goal intricately linked to contextual realities and not a universally fixed construct.

Teachers' Perspectives on Autonomous Writing

The findings reveal that teachers consistently emphasized scaffolding strategies, such as encouraging students to plan their writing, offering formative feedback, and integrating digital tools to promote independence. This indicates that scaffolding serves not merely as teacher support but as a bridge toward learner autonomy. As Rusdi et al. (2024) explain, learner autonomy entails the ability of students to make decisions about learning objectives, strategies, and evaluation of outcomes. Through scaffolding, teachers gradually transfer responsibility to learners, enabling them to develop self-awareness and control over their writing processes. These results underscore that scaffolding is not a fixed set of techniques but a dynamic instructional dialogue that evolves according to students' progress and readiness.

Autonomy is also closely related to learner engagement, which refers to students' psychological commitment to remain actively involved in learning, acquire knowledge, and develop critical thinking skills. Engaged learners tend to plan, monitor, and evaluate their own learning, actively participate in classroom activities, and reflect on their progress. Such engagement strengthens both their independence

and their capacity to make informed decisions about learning (Mohammadi Zenouzagh et al., 2023). In a similar vein, Marsevani (2021) emphasizes that in EFL contexts, autonomy arises when learners consciously manage their own progress and assume accountability for language development rather than waiting for teacher direction. These patterns confirm that engagement, reflection, and self-assessment form the foundation of sustained autonomy in writing, particularly when learning takes place through digital media that require active decision-making.

In Indonesia, however, opportunities to use English remain limited inside and outside the classroom. This constraint makes the development of autonomy a gradual and complex process influenced by beliefs, attitudes, motivation, and sociocultural context. Understanding these underlying factors is crucial before implementing autonomy-based instruction. Daflizar (2021) found that while Indonesian students acknowledge the importance of independent learning, they often still regard the teacher as the main authority in making learning decisions. This aligns with Marsevani and Habeebanisya (2022) who demonstrated through classroom action research that student participation and initiative improve significantly when tasks involve collaborative methods such as the "work in pair" technique, showing that guided social interaction can serve as a transitional step toward autonomy. In this light, autonomy in the Indonesian classroom should be viewed as relational rather than individualistic emerging from structured teacher–student collaboration rather than from complete independence.

The present findings thus confirm that teacher guidance and structured support remain vital in helping students transition from dependence to autonomy. Nonetheless, challenges such as unequal access to digital devices and varied levels of motivation persist, requiring adaptive instructional strategies. Overall, teachers in this study viewed autonomy as a shared responsibility between teacher and student. Teachers serve as facilitators who provide tools, structure, and encouragement for self-direction, while students learn to monitor their own progress. This reciprocal process embodies the principles of learner-centered education, where structure and independence coexist in a balanced, supportive environment.

Students' Ability to Write Independently

Consistent with prior research, learner autonomy can be understood as the capacity of learners to take responsibility for their educational journey by making informed choices, selecting strategies, and reflecting on outcomes (Rusdi et al., 2024). In English Language Teaching (ELT), autonomy allows students to go beyond classroom instruction by choosing learning resources and techniques suited to their individual needs, which enhances motivation, engagement, and proficiency (Mohammadi Zenouzagh et al., 2023) Moreover, autonomy has been identified as a central feature of learner-centered education in various Asian contexts such as Vietnam and Thailand d Aini et al. (2024), supporting the regional relevance of these findings.

A key pattern observed in this study was teachers' consistent encouragement for students to reflect on writing challenges before seeking assistance. This practice cultivates metacognitive awareness, which is a core component of autonomy. Al-Mwzaiji and Alzubi (2022) reported that self-evaluation enables learners to identify mistakes, monitor progress, and refine learning strategies. The teachers' emphasis on reflective routines aligns with this perspective, guiding students to reread their work, identify weaknesses, and propose revisions before consulting the teacher. This process strengthens students' self-regulation, problem-solving ability, and persistence. Similarly, Azhariah et al. (2023) argue that autonomous learners actively recognize weaknesses, seek solutions, and apply appropriate strategies to improve performance. Echoing this, Marsevani (2021) highlights that self-reflection and independent error analysis not only enhance writing quality but also build internal motivation, which is essential for sustaining learner autonomy over time. In this way, autonomy functions both as a cognitive skill and as an affective disposition a sustained willingness to learn from one's own errors.

From the teachers' observations, students' ability to write independently develops incrementally through practice and positive reinforcement. Younger learners typically require modeling and examples before attempting independent writing, whereas older students begin to show autonomy when given freedom to select topics or reflect on their writing processes. Teachers agreed that autonomy develops most effectively when students are simultaneously supported and trusted to make their own choices. Reflection and encouragement were viewed as essential components of this process. By guiding students to identify their own mistakes and generate solutions, teachers help them take responsibility for their progress. Autonomy, therefore, is not achieved by removing support but by gradually helping students realize their own capacity for self-improvement. With patience, consistent feedback, and meaningful writing activities, students can become confident, self-directed writers.

Effective Writing Projects for Promting Autonomy

Writing is a core language skill for expressing ideas, emotions, and intentions in a coherent and meaningful form Jaja (2024); Uli Banjarnahor et al. (2023); Agustiawati et al. (2024). Through writing, learners not only communicate their thoughts but also develop critical thinking and demonstrate language competence in authentic contexts. The teachers in this study highlighted the importance of introducing independent learning after collaborative practice. This approach aligns with the "gradual release of responsibility" model, where learners move progressively from guided instruction toward independent task completion. Mukramah et al. (2023) emphasize that student-driven writing tasks promote ownership and intrinsic motivation, enabling students to take active control of their learning.

Group activities, brainstorming sessions, and peer-editing stages preceding individual writing tasks were shown to build learners' confidence and readiness for autonomy. This gradual transition provides a balance between support and independence and reflects the understanding that autonomy should evolve progressively through shared responsibility and continuous feedback. This mirrors the pedagogical model suggested by Kaur et al. (2025) whose PPP (Presentation, Practice, Production) strategy empowers students to move from guided participation toward self-managed production a structure highly relevant to writing autonomy development. Teachers' narratives also reflected the idea that meaningful writing projects, when combined with reflective debriefing, not only consolidate linguistic competence but also shape learners' sense of authorship and voice.

According to the teachers, writing projects are most effective when they allow freedom of expression within clear parameters. When students are allowed to choose topics aligned with their interests, they demonstrate stronger engagement, creativity, and willingness to revise their work. Meaningful, well-designed projects thus build confidence and accountability, helping learners internalize the value of self-directed improvement. Over time, these experiences cultivate motivation and long-term engagement with writing as a personal and intellectual activity.

Balancing Guidance and Independence

According to Muliyah et al. (2020) teachers' multiple roles as facilitators, managers, and counsellors remain essential but require adaptation in blended or digital learning contexts. One effective strategy for maintaining balance between support and independence is the process-writing approach, in which teachers guide students through stages of brainstorming, drafting, revising, and editing. This cyclical process fosters metacognitive awareness and reflection, teaching students to plan, monitor, and evaluate their writing Graham and Alves (2021). The findings indicate that balancing these stages ensures that students internalize structured learning routines while gradually building self-management skills.

Teachers in this study confirmed that the use of digital tools was a strong recurring theme. Technology was described as a double-edged sword: it offers flexibility, accessibility, and collaboration but also presents risks such as distraction and dependency on automated feedback. Mohammadi Zenouzagh et al. (2023) and Cao and Pho (2024) argue that while digital tools can enhance autonomy, they also demand discipline and self-regulation. In this study, platforms such as Google Docs and online dictionaries were seen to support self-paced writing and peer review, but some students became overly reliant on grammar tools or lost focus online. These findings underscore the importance of teacher mediation in ensuring that technology enhances rather than replaces students' cognitive engagement. Maintaining this equilibrium requires continuous observation, flexible adjustment, and deliberate scaffolding so that students receive sufficient support while gradually assuming greater responsibility.

The Role of Digital Tools in Promoting Autonomous Writing

The results further highlight the tension between freedom and structure in promoting writing autonomy. Teachers observed that giving students complete freedom too early often led to confusion or lack of direction. Consequently, they adopted "structured autonomy," in which expectations, feedback, and parameters were clearly defined while still allowing room for personal creativity. Gayatri and Gaffar (2023) note that scaffolding in Indonesian classrooms must sustain this balance to ensure that autonomy develops with a sense of responsibility. Project-based tasks such as personal essays and creative storytelling were particularly effective because they offered meaningful contexts supported by teacher guidance.

This approach resonates with Graham and Alves (2021), who advocate for gradual independence through iterative stages of planning, drafting, revising, and editing. Through such cycles, students internalize both creative freedom and structural discipline. Similarly, Muliyah et al. (2020) stress that teachers should act not merely as evaluators but as facilitators who assist students in

transitioning from dependency to autonomy. In this study, balancing structure and freedom proved essential to maintaining motivation and ensuring that creativity remained purposeful and aligned with learning objectives.

Teachers also viewed digital tools as more than writing aids they were spaces for building confidence and independence. Students were more engaged when using familiar platforms, though monitoring remained necessary to sustain focus. By providing clear instructions, examples, and follow-up reflections, teachers ensured that digital activities promoted meaningful learning rather than superficial engagement. Ultimately, technology proved most effective when coupled with human interaction and reflective dialogue. Digital platforms enhance creativity and collaboration, but teacher guidance anchors these experiences in metacognitive awareness and accountability.

Challenges and Barriers in Implementing Autonomous Writing

Despite understanding the importance of autonomy, teachers faced significant challenges related to time constraints, assessment demands, and maintaining classroom focus. Younger learners required constant reminders and motivation to remain on task. These challenges mirror those identified by Muliyah et al. (2020), who argue that teachers' facilitative roles must adapt to students' developmental stages. Developing learner autonomy, therefore, demands patience, sustained support, and integration of reflective and collaborative strategies.

This study's findings also reinforce observations by Mohammadi Zenouzagh et al. (2023) and Cao and Pho (2024), who caution that technology can both support and hinder autonomy depending on its use. Teachers' difficulty in maintaining students' attention online illustrates this duality. The process-writing approach suggested by Graham and Alves (2021) offers a practical solution by combining structured guidance with iterative feedback. Through step-by-step progression planning, drafting, revising, and editing teachers can help students cultivate independence within a coherent framework.

Overall, the findings confirm that learner autonomy is a gradual and multifaceted process. Teachers must adapt their scaffolding techniques, integrate technology thoughtfully, and encourage reflection to strengthen students' self-directed abilities. The teachers in this study demonstrated persistence and creativity in overcoming obstacles. Even when faced with limited resources or technical difficulties, they continuously sought innovative methods to maintain engagement. Their consistency and empathy fostered motivation and a sense of ownership among learners. Ultimately, sustained teacher support and ongoing professional development are critical in managing these challenges. When teachers are equipped with adequate time, tools, and collaborative opportunities, they can more effectively guide students toward becoming confident, independent writers. This conclusion echoes the broader pedagogical principle noted by Kaur et al. (2025) that strategic instructional design integrating presentation, practice, and production serves as a pathway toward autonomy by merging structure and freedom in the learning process. Teacher dedication thus remains the cornerstone of fostering writing autonomy in the elementary EFL classroom.

Conclusion

This study found that elementary school teachers in Batam play a pivotal role in fostering students' writing autonomy through scaffolding, reflective feedback, and the purposeful integration of digital tools. The key finding indicates that writing independence emerges not from reduced teacher involvement but from structured support that gradually transfers responsibility to students. The main contribution of this study lies in demonstrating how autonomy develops within Indonesian elementary EFL classrooms, where digital literacy, teacher authority, and sociocultural factors intersect to shape self-directed learning. Pedagogically, the study offers practical insights for implementing autonomy-oriented instruction teachers should integrate project-based writing, reflective journaling, and digital platforms such as Google Docs to enhance self-regulation while maintaining balanced guidance. Institutional implementation should prioritize teacher professional development and technological infrastructure to sustain effective digital pedagogy. However, the study's scope was limited by the small number of participants and the use of written interviews, which constrained data depth and generalizability. Future research should employ longitudinal designs, classroom observations, and larger samples to examine how sustained digital scaffolding influences students' writing autonomy over time and across diverse educational settings.

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