Reciprocal-Scaffolding Strategies: Medical EFL Learners' Perspective in Focus

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Abstract: This study motivated by two research questions: Q1. What is the impact of reciprocal-scaffolding strategies on medical EFL learners’ self-efficacy? Q2. What are the medical EFL learners’ attitudes on the use of reciprocal strategies via LMS? In so doing, 48 Iranian pre-medical EFL learners participated in the study. They received 10 weeks instructions, which focused on teaching via following: the teaching principles and techniques that supported the reciprocal and scaffolding teaching method in online setting. The results of data analysis revealed, They were RT- scaffolding teaching strategies that result in developing oral language skills. Moreover, the data of questionnaire clearly indicated the learners’ self-efficacy improvement from pre to post administration.

Keywords: Reciprocal Scaffolding, EFL Learners, Perspective.

1. Introduction

Reciprocal teaching allows the students to monitor their progress and assume the ultimate responsibility for their learning from the text regardless of the content covered in a particular class (Slater & Horstman, 2002). This method allows students to take ownership over their reading and learning (Hashey & Connors, 2003). By gaining control of their learning while they read, students also have the potential to become better self-regulators of their reading (Hacker & Tenent, 2002). Reciprocal teaching drastically improves the quality of classroom discussions since all students are able and expected to participate and provide input and thought into the group dialogue (Hashey & Connors, 2003). When combined with the use of reading journals and writing prompts, reciprocal teaching has also been shown to be very effective in helping students to become more proficient writers (Slater & Horstman, 2002). Research results emphasized the benefits of using reciprocal teaching in:

- Teaching students at different levels, and in different subjects regardless of students’ abilities (Myers, 2006);
- Helping students acquire vocabulary and reading comprehension for low-achievers in elementary grades in Basic level (Todd & Tracey, 2006);
- Improving students' achievement in standardized tests (Brand-Gruwel, Aarnoutse, & Van Den Bos, 1998);
- Developing students higher order thinking skills (Hacker & Tenent, 2002).

Barton, Heidema and Jordan (2002) recommends that teachers incorporate reading and learning strategies that help students activate prior knowledge, make sense of unfamiliar text styles, and master difficult vocabulary. Radcliffe, et al. (2004) demonstrated that explicit strategies promote engagement of prior knowledge and self-monitoring in students while reading. Barton, et al. (2002) explains that reading and learning are constructive processes: each learner actively draws on prior knowledge and experience to make sense of new information. The more knowledge and skills that students bring to a text, the better they will learn from and remember what they read.

For Bandura, Barbaranelli, Caprara and Pastorelli (1996), self-efficacy theory is one aspect of social cognitive theory. The latter is an approach to understanding human cognition, action, motivation, and emotion. Social cognitive theory assumes that people are capable of reflecting on their own actions and regulate them and that they can shape their environments instead of just passively reacting to them. Social cognitive theory also assumes that most human behavior is purposive or goal-oriented and is guided by forethought. It also assumes a metacognitive activity, which implies that people are self-reflective and capable of analyzing their own behavior and experiences. They are also capable of self-regulation and thus exercise direct control over their behavior by selecting or controlling conditions in their environment.

Some of the important principles underlying the affective-humanistic approach are: the development of human values, growth in self-awareness and in the understanding of others, sensitivity to human feelings and emotions, and active involvement in learning and in the way learning takes place (Richards, Platt & Platt, 1996).
The goal of this study is introducing reciprocal teaching integrated with scaffolding in order to assist the learners to improve both their oral skills as well as their self-efficacy. The study gap can be observed from a number of perspectives. One is related to the deficiencies of teaching oral skills in the EFL context, where the researcher is dealing with. The other is discussing the problems by referring to the pitfalls of reciprocal and scaffolding teaching procedures, and finally the next is regarding the weaknesses that make the learners feel inefficient in their processes of language acquisition. Based on the discussion above, and to eliminate the discussed deficiencies observed in scaffolding procedures, this study tends to integrate scaffolding procedures with reciprocal teaching techniques where a more prominent role is dedicated to the learners as they feel they are observed as an independent and self-sufficient learner in the teaching context.

Moreover, integrations of reciprocal and scaffolding strategies have some practical implications for learners and teachers. In fact, the integration can lead to quality teaching and self-directed learning that is a significant part of the development of students’ positive attitudes towards life-long learning, and which is viewed as a key element in the recognition of quality teaching. More recently, achieving high standards of primary and secondary education has been associated with “promoting education for further education and training, work and lifelong learning” (Daniels 2001, p.15). Thus, self-directed, life-long learning has been perceived as an important aim of quality teaching. To achieve this goal, teachers have to engage in effective communication with their students which includes “a repertoire of inquiry techniques and teaching strategies as well as the ability to use a range of tools, activities, and resources to engage their students in learning” (Hammond, 2002). Based on the above discussion, the following research questions are designed to investigate:

Q1. What is the impact of using reciprocal-scaffolding strategies on EFL learners’ self-efficacy?
Q2. What are the EFL learners’ attitudes on the use of reciprocal-scaffolding strategies via LMS?

2. Literature Review

Palinscar and Brown concept about RT was established by analyzing 21 ELL Cantonese speaker students at Ulloa Elementary bilingual School in 3rd grade in China. They used school district test data to implement the full version of RT method to the students through these three phases:

1. Promoting oral fluency and confidence through student-led routine language review to set the stage for reciprocal teaching.
2. Building on students’ strengths and interests, she implemented modified RT in math,
3. Finally, implementing a full version of RT to teach the students to “read to learn” using self-monitored study skills. They looked into the way the students slumped when they reached 4th grade, because they did not have further bilingual instructional support in 3rd grade. Due to the large class sizes, students did not receive enough individualized teacher support. The students’ home language was Cantonese and the only opportunity they had to be exposed to English was at school. In the study, it was stated that in bilingual class, using the model of RT effectively, all the students participated in the activities that required them to lead the class, including students with special needs, and even a recent immigrant who had no English at the beginning of the year. The researchers found that RT works for ELL students as evidenced by focal students’ improved reading comprehension scores. All the students increased confidence in classroom discussions, ability to ask questions both orally and written, using oral English to express their ideas, to debate, and make presentations. The findings promoted the effectiveness of the reciprocal teaching theory as a high-quality method to work with, to facilitate students to increase their oral English participation in classes.

Comparable conclusions were drawn from a different research carried out by Spivey and Cuthbert (2006) with a group of 80 college students, in which Spivey and Cuthbert explored the effects of a reciprocal teaching intervention, intended to enhance the reading comprehension skills of college students. The population was 34 males and 46 females, enrolled in two sections of introductory psychology classes. The sections had approximately 85% traditional students and 15% nontraditional students. 95% were freshmen. They applied 15 Listening Training Passages, Pre-test, Practice, Post-test, and Delayed Post-test reading, and Delayed Post-test reading comprehension test, to assess the effectiveness of the reading comprehension skills.

Spivey and Cuthbert (2006) found that the intervention with this method could help those low verbal college students to improve their listening comprehension scores and increase students’ low verbal ability to understand information presented orally. The college students progressed in their scores rapidly. The authors also found that feelings of responsibility may cause students to work harder in the groups. In this way, they improved their reading comprehension scores. Finally, the researchers found that the communication that took place among
students in the groups by comparing and sharing their experiences was effective in low verbal ability students to reinforce this skill.

Spivey and Curhbert (2006) study, advocate how reciprocal teaching method can change students’ attitudes not only children at schools but also adults to express their thoughts and participate actively in class. RT can help students to develop their academic performance.

Most studies of reciprocal teaching were conducted with children (e.g., Aarnoutse, Brand-Gruwel, and Oduber, 1997; Aarnoutse, van den Bos, and Brand-Gruwel, 1998; Coley, DePinto, Craig, and Gardner, 1993; Johnson-Glenberg, 2000). Investigations with college students are limited (e.g., Hart and Speece, 1998). Hart and Speece (1998) tested the effects of reciprocal teaching in fostering reading comprehension skills in community college students. Their results showed the reciprocal teaching group performed significantly better than the comparison group on tests of reading comprehension.

RT strategies can be integrated with the method proposed by Krashen (1995), who discusses the Sheltered English instruction, as an ideal approach to teach language to English language learners using content-based instruction. Krashen’s basic claim about language teaching is that learners acquire a language when comprehensible input is provided. Krashen (1995), reports that English learners in sheltered subject matter classes learned as much as or more second language than the students in traditional ESL classes.

According to Echevarria and Graves (2007), “the term sheltered indicates that such instruction provides refuge from the linguistic demands of mainstream instruction, which is beyond the comprehension of ELLs. Sheltered instruction, called SDAIE (Specially Designed Academic Instruction in English) in some regions, provides assistance to learners in the form of visuals, modified texts and assignments, and attention to their linguistic needs.” (p. 56).

The same authors express the view that while sheltered instruction utilizes and compliments sound instructional methods and strategies recommended for both second language and mainstream classes, a number of features make sheltered instruction more than good teaching. Some of those unique features include adapting academic content to the language proficiency level of the students; using supplementary materials to high degree; emphasizing key vocabulary; and using speech that makes information comprehensible to students, including sufficient wait time. The use of clarification in L1 and students background experiences with the content can also be used. The instructional method implemented in this study is RT of Palincsar & Brown (1984). RT is considered among the most successful instructional methods in teaching reading for the past decades (Tarchi & Pinto, 2016). The model came into light after research into a variety of strategies such as inquiry teaching, Socratic dialogue and theories, reasoning, explanation, and analogy models. The technique was designed to create a setting for “externalizing simple comprehension-monitoring activities and to provide a repetitive structure to scaffold student discourse” (Brown, 1992, p.148). Primarily, the technique aimed to train learners, especially the less proficient, to read with meaning, through promoting thinking while reading (Alfassi, 1998). RT is considered a multiple- reading strategy for teaching reading comprehension in the National Reading Panel (2000). The description implies the multi- purpose of applying the four used strategies. They are supposed to work as comprehension fostering and comprehension monitoring skills at the same time. In RT class, students tackle reading texts in a systematic way (Alfassi, 1998), applying four thinking skills: clarifying, questioning, summarizing, and predicting (Afrizatama, 2016). Engagement in these strategies in the class is not only claimed to improve students’ reading ability, but also their retention of what they have read (Oczkus, 2010). Palincsar& Brown (1984) have justified choosing the four, namely, strategies to be taught as they apply to various types of learning contexts and considered these skills are the foundations of argument. Students use these mental tools to become active readers and gain deeper understanding of the text. Palincsar & Brown (1984) had taught the four strategies concurrently to foster the reading comprehension skills of middle school students who were able to decode words, but reflected poor comprehension. When they first tested their method in the field, Palincsar & Brown (1984) reported that an appropriate interaction between the learners, suitable text and the active strategies has yielded in better understanding of the reading. Additionally, learners reported higher retention and their comprehension-failures were evaded.

3. Methodology

The participants of the study were composed of all medical EFL students at a private institute in Iran. The study was conducted during a 10-week term. There were two 70-minute sessions per week; therefore, the study held the teaching classes two 70-minute sessions per week which focused on teaching via following the teaching principles and techniques that supported the RT and scaffolding teaching method in Online setting.
The population of the study was made up of 48 EFL learners. To select the best sample that would represent the true population, Cambridge Placement Test was run and after estimating the means and z score, those subjects who were two standard deviations away from the central point were eliminated. So, based on the test result, 12 subjects were eliminated and the other 36 ones established the sample of the study. To collect the data of the study, four instruments were used: Nelson Placement Test to homogenize the participants, questionnaire to estimate EFL learners’ self-efficacy and finally interview. To estimate the perceived self-efficacy of the subjects “English Self-Efficacy Scale” was developed by Yanar and Bümen (2008) was used two times, once at the beginning of the course and the other at the end of the course when the experiment came to an end. Basically, the questionnaire assessed students’ perceived self-efficacy towards all four basic language skills of reading, writing, listening and speaking. To estimate the reliability of the questionnaire, Cronbach Alpha reliability coefficients was calculated and it came to be .88 acceptable to ensure the reliability of the study (Pallant, 2005). To estimate the content validity of the questionnaire, the questionnaire was examined by three expert judge reviewers who provided feedback as to the content and face validity of the questionnaire. They also provided feedback as to the strengths and the shortcomings or weaknesses of the instruments, and suggested recommendations for improvement. These three judges who had taught English for more than eight years were selected because of their educational background and professional experience. Finally, the questionnaire was pilot-tested on a group of EFL learners at the same institute to ensure its content validity.

The third instrument was using an unstructured interview to explore the attitudes of the subjects on the use of the scaffolding-reciprocal strategies in their language class. Richards and Schmidt (2010) believe that structured interview is an interview in which the organization and procedure of the interview as well as the topics to be asked about, the questions, and the order in which they will be presented have all been determined in advance. This may be contrasted with an unstructured interview that is exploratory in nature with no fixed format. In other words, the researcher to know about all aspects of her study asked the learners in the EG to present their ideas on what had happened in their class by stating their opinions on the use of instructional procedures, scaffolding-reciprocal strategies. It can also be attributed as an open-ended tool of data collection by getting the interviewees to freely and openly state their opinions on the questions posed to them by the interviewer.

For this purpose, the researcher interviewed the learners one by one as she recorded their voices, which were later on analyzed and presented. They were asked the following general questions:

1. Explain what your attitude is on the use of teaching process of implementing scaffolding-reciprocal strategies in your online language class. Was teaching them effective and useful for you? Did you notice any major disadvantages in implementing scaffolding-reciprocal strategies in your speaking and listening class?
2. How do you evaluate the use of MLS in your speaking class and during the processes of your language learning? Did you notice any advantages or disadvantages in using MLS in presenting and teaching oral skills? The questions were designed by talking to the colleagues and after a pilot study, they were used for the study. For the teenage learners to better understand the interview questions, the researcher translated them into Farsi and then the answers were given in Farsi too that were later on converted into English and presented as a part of the qualitative data of the study.

4. Results

This study was carried out so as to introduce the teaching strategies that would compensate for the shortcomings that the use of scaffolding strategies imposed to the teaching environment. For this purpose, two questions were offered one the impact of mentioned strategies on EFL learners’ self-efficacy as well as seeking the learners’ attitudes on the use of the given strategies.

The first question explored the impact of using reciprocal-scaffolding strategies on medical EFL learners’ self-efficacy. It meant to know if the use of the given procedures in implementing reciprocal-scaffolding strategies were effective enough to impact the learners’ self-efficacy. To investigate this question, self-efficacy questionnaire was administered two times: pre-administration at the beginning of the instruction and post-administration at the end of instruction. The data in the following table can reveal the means and degree of relationship and meaningfulness.

Figure 1 shows the regression data for the pre-administration of the self-efficacy questionnaire. As it can be seen, the histogram shows the normal distribution of the responses to the questionnaire items.
Figure 1. Regression for Pre-administration of the questionnaire

Figure 2 also provides information on the post administration of the questionnaire. The bar graph and the related histogram present the normal spread of the responses.

Table 1 shows the means of pre and post administration of self-efficacy questionnaire. The increase in the means is an indication of increase in the learners’ level of self-efficacy. In other words, it can be claimed that the
higher mean of the post administration of the questionnaire can prove the positive effect of reciprocal-scaffolding strategies that led to learners’ self-efficacy. The table 2 shows the degree of confidence between the two administrations.

Table 1. Paired Samples Statistics for Self-efficacy Questionnaire

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre administration</td>
<td>80.5556</td>
<td>18</td>
<td>9.90082</td>
<td>2.33364</td>
</tr>
<tr>
<td>Post administration</td>
<td>100.8889</td>
<td>18</td>
<td>11.14022</td>
<td>2.62578</td>
</tr>
</tbody>
</table>

Table presents the degree of meaningfulness between the pre and post administration of self-efficacy questionnaire. As the t test data reveals, the t value was estimated to be -5.816 at 17 degree of freedom. Then p=.000<.05. The equation indicated that the difference between the means of pre and post administration of the questionnaire is significant and meaningful with 100% of certainty. In other words, it can be discussed that the difference between the two means was not subject to chance and with 100% certainty we can trust the given data. Thus in effect, it can be discussed that the use of reciprocal-scaffolding strategies was effective enough to impact the self-efficacy of the learners.

Table 2. Paired Samples Test on Pre and Post Administration of Self-efficacy Questionnaire

<table>
<thead>
<tr>
<th></th>
<th>Paired Differences</th>
<th>95% Confidence Interval of the Difference</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1</td>
<td>Pre administration - Post administration</td>
<td>-12.95736</td>
<td></td>
<td>-5.816</td>
<td>17</td>
</tr>
</tbody>
</table>

The second question focused on the attitudes that the learners might have on what they felt on the use of reciprocal-scaffolding strategies via LMS in their language class. For this purpose, the researcher interviewed the learners one by one as she recorded their voices, which were later on analyzed and presented. They were asked the following two general questions:

1. Explain what your attitude is on the use of teaching process of implementing scaffolding-reciprocal strategies in your online language class. Was teaching them effective and useful for you? Did you notice any major disadvantages in implementing scaffolding-reciprocal strategies in your speaking and listening class?
2. How do you evaluate the use of MLS in your speaking class and during the processes of your language learning? Did you notice any advantages or disadvantages in using MLS in presenting and teaching oral skills?

The responses were then thematically coded and classified into two positive and negative attitudes.

**Positive Attitudes on Question One**

Respondents 1, 2, 4, 5, 8, 9, 10, 11, 14, 15, 16 18.

I received a lot of useful feedback from the teacher and my classmates as we were working together as being supported both by the teacher and others. I felt very relaxed as it was instructed by everyone in the groups.

Respondents 1, 5, 4, 7, 8, 9, 11, 12, 14, 15:

The teacher established a very friendly learning situation. The topics that were presented by others in the group were very useful and practical. At one time I received a lot of useful and interesting suggestions and ideas from other members.

Respondents 1, 2, 3, 5, 6, 9, 11, 12, 14, 18:

I was very motivated to take part in the classroom activities as they were introduced by the teacher. If I faced any problems, I could use some sources to refer to, either the teacher or the members of the group.

Respondents 1, 2, 4, 10, 14, 15, 16, 17, 18:

The use scaffolding strategies motivated me to learn more and share my ideas with a group of learners who were available in the groups. They proposed and used a great deal of materials and I could use.
Respondents 1, 2, 4, 5, 7, 8, 9, 11, 14, 18:
The use of scaffolding and reciprocal principles helped me to feel independent of the teacher. In effect, the teacher was passive and all members of the class were active by giving ideas and participating in speaking activities.

Respondents 2, 4, 5, 6, 7, 9, 10, 12, 15, 18:
The use of the procedures was motivating for me. I wanted to be considered as an active member and for this reason I shared my ideas with others in an active way. I clearly felt my progress since faced a great deal of activity.

Respondents 1, 2, 3, 4, 5, 7, 9, 11, 12, 14, 15, 16, 18:
I could use the information that the class provided. These sources let me feel independent of the teacher as the only source that I had before. The group supported each other by answering questions and discussing the most important points.

Respondents 1, 2, 3, 5, 7, 8, 12, 13, 14, 16, 18:
I did not feel any form of stress as the teacher was not dominant in the learning environment. Since I am very sensitive to the teacher’s presence and it annoys me, I relied more on the sources that were available to me such as the members of the group, and thus I did not feel any need to have teachers’ help. I think I have become more independent.

Respondents 1, 2, 3, 5, 7, 9, 12, 13, 15:
The teaching context was very encouraging to me since I participated in a friendly context where all class members assisted each other to overcome the problems, and collaborated on developing certain speaking topics. Since I noticed that everyone was active in the group and tried to have their own shares, it was encouraging for me too.

Table 3. Summary of the positive attitudes

<table>
<thead>
<tr>
<th>Items</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers’ role</td>
<td>15</td>
<td>83%</td>
</tr>
<tr>
<td>Motivation development</td>
<td>10</td>
<td>55%</td>
</tr>
<tr>
<td>Feeling relaxed</td>
<td>12</td>
<td>66%</td>
</tr>
<tr>
<td>Being independent</td>
<td>12</td>
<td>66%</td>
</tr>
</tbody>
</table>

As the data of the table 3 shows, 66% claimed that they felt relaxed and felt comfortable when they were exposed to collaborative language learning via strategy-based instruction. An additional number of 83% were satisfied with the role that was given to the teacher and as a result they felt independent of the teaching processes.

Negative Attitudes on Question one

The learners moreover criticized some of the teaching processes and they thought they had to be altered for better. These criticisms fall within the following categories.

Respondents 1, 2, 3, 6, 8, 9, 11, 13, 14, 15:
The teacher was not available when needed.

Respondents 1, 2, 3, 5, 6, 7, 13, 18:
Lack of ability among the learners to help each other and this led to some sort of misunderstanding.

Respondents 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 18:
Lack of enough opportunity to speak and to communicate in the classroom.

Respondents 1, 2, 3, 4, 6, 7, 8, 10, 11, 12, 14, 17, 18:
Poor error correction strategies since in many cases the teacher was not available to give the required feedback.

Respondents 1, 2, 4, 5, 6, 8, 9, 11, 12, 17.
Listening was not practiced and was almost ignored.
Table 4. Summary of the negative attitudes

<table>
<thead>
<tr>
<th>Items</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor corrective feedback</td>
<td>14</td>
<td>66%</td>
</tr>
<tr>
<td>Lack of help from others</td>
<td>15</td>
<td>83%</td>
</tr>
<tr>
<td>Lack of speaking opportunity</td>
<td>15</td>
<td>83%</td>
</tr>
<tr>
<td>Ignoring listening</td>
<td>10</td>
<td>55%</td>
</tr>
</tbody>
</table>

Table 4 demonstrates the summary of negative attitudes. The main obstacle that was identified by the learners was related to lack of help from teacher and learners. They believed that the class activities were controlled by the learners and the teacher was almost passive. A majority complained about the corrective feedback that did not provide by the teacher properly.

Positive Attitudes on Question Two

Respondents 12: the use of technology was motivating and interesting to me. It was encouraging and helped me become familiar with the new teaching tools and ideas. I felt self-dependent more than before.

Respondents 1, 2, 3, 4, 6, 8, 9, 10, 11, 12, 13, 15, 16, 18:
The use of LMS was completely a new and fascinating experience for me and my friends.

Respondents 2, 3, 4, 6, 8, 9, 12, 13, 14:
Learning via LMS was not limited to special time or place. At any time or anywhere I had the opportunity to listen to a great deal of listening material, overcome my problems and took part in various types of activities. It was useful since I didn’t have to wait for special time or place to start my language practice.

Negative Attitudes on Question Two

Respondents 1, 2, 3, 4, 5, 6, 8, 11, 12, 14, 15, 16, 18
To use LMS useful and effectively, it was first required to have access to fast internet that was not available.

Respondents 3, 4, 5, 6, 7, 8, 11, 12, 13, 14, 15, 16, 17
The internet was not available any where we needed.

Respondents 1, 3, 4, 5, 6, 8, 11, 12, 13, 14, 15
Communication via LMS was not effective and practical.

5. Discussion

This study aimed at investigating the attitude of EFL learners toward using scaffolding-reciprocal teaching strategies. The data of the questionnaire clearly indicated the learners’ self-efficacy improvement from pre to post-administration. As a goal of the study, it was important to improve the learners’ self-efficacy using the strategies that could impact their learning level and strategies. Acceding to the data of the self-efficacy questionnaire, the strategies that were taught by the teacher and used by the learners led to self-efficacy improvement as the learners were instructed using the principles of reciprocal and scaffolding teaching strategies. In fact, it was reciprocal and scaffolding teaching strategies that resulted in self-efficacy of the learners since in this teaching situation and providing the learners with the given teaching strategies, the learners were supported and assisted by their peers and more than their teacher. Moreover, and as an additional source of evidence, the data of the interview could support the positive effect of reciprocal and scaffolding teaching strategies in developing oral language class. The majority of the learners clearly supported the idea that using these teaching strategies were effective enough to satisfy them and at the same time improve their amount of learning and speed. They could learn faster as they felt less anxious and more confident. The reason lied in the established teaching context that was exercised and practiced by the teacher. Moreover, the use of reciprocal-scaffolding teaching strategies was an important aspect that led to their success. Although the participants faced some limitations in the use of LMS, the achievements were much higher than expected. Lack of teacher and instructors’ help was a great problem for the learners since in some limited cases, to answer some of their questions, they needed to refer to their teachers’ help.
6. Conclusion

Based on the study achievements, it was concluded that one of the main benefits of scaffolded instruction is that it provided for a supportive learning environment. In a scaffolded and RT learning environment, students are free to ask questions, provide feedback and support their peers in learning new material. When learners incorporate scaffolding and RT in the classroom, they become more of a mentor and facilitator of knowledge rather than the dominant content expert. This teaching style provides the incentive for students to take a more active role in their own learning. Students share the responsibility of teaching and learning through scaffolds that require them to move beyond their current skill and knowledge levels. RT provides them with self-monitoring and self-dependent activities. Through this interaction, students are able to take ownership of the learning event. The need to implement RT and scaffolding occurs when learners realize they are not progressing on some aspect of a task or unable to understand a particular concept. Although scaffolding is often carried out between the instructor and one student, scaffolds can successfully be used for an entire class.

The most important outcomes of teaching procedures of this study are outlined in terms of the followings:

- **Improvement in Collaboration**
  
  Results of both quantitative and qualitative research tools revealed that effective use of RT and scaffolding integration in the oral language classes could have significant impact on the linguistic input of the learners. The results of the speaking and listening tests showed that the students improved satisfactorily.

- **Noticeable Participation of the Learners**
  
  The findings of the study also proposed that RT and scaffolding integration in LMS context had an impact on the students’ efforts to learn more effectively and collaboratively. According to the qualitative data of the study, the program which encouraged the use of collaboration helped the students to invest more time and effort into language learning. It seemed that students developed more realistic expectations and felt empowered for achieving their goals.

- **Development of Learners’ Self-efficacy**
  
  The findings suggest that spontaneous development of learner self-efficacy is usually a prolonged process, while the assisted procedure through learner-centered approaches is evidently much more effective. It is believed that learners’ self-efficacy is promoted through the provision of circumstances and contexts for language learners which allow them to take charges. Such programs are more likely to help rather than prevent learners from exercising their self-efficacy. Self-efficacy requires understanding one’s own strengths and weaknesses and accumulating a diverse set of resources that will maximize exposure and improvements in speaking, listening, reading, and writing. In this sense, people do not develop it overnight but rather go through gradual process. Based on this, Scharle and Szabo (2000, p.9) suggest a three-phase developmental model: ‘raising awareness’, ‘changing attitudes’ and ‘transferring roles’, and clarify that “the transition from one phase to another is not some momentous event that may be announced as an achievement”.

- **Facilitating Collaboration**
  
  An important contribution of this study was encouraging the use of collaboration as the use of procedures suggested and encouraged learners-based classrooms in LMS environment where teachers function as an organizer, facilitator and chancellor. Thus the role of the teacher is undermined by over-stressing the role that is given to the learners.

- **Change of Attitudes towards Learning**
  
  An important outcome of the study was the shift that was observed to happen from teacher-centered to learner-centered as it encouraged autonomy of the learners. The activities that learners followed improved the assumption that learners during the teaching processes can depend on their own abilities as well as their peers. It encouraged the learners to focus on their own abilities that are not discovered or used so far.
• **Additional Teaching Materials Implementation**

  The data that was achieved via interview proved that the use of RT and scaffolding the given strategies provided more learning opportunities in terms of extra learning materials and sources.

  The study bears some pedagogical and psychological implications for teachers, learners, administrators, practitioners and textbook designers who are busy teaching their students in MLS. Before everything, teachers will know that RT teaching together with scaffolding principles in the area of oral skills can impact the EFL learners' ability on production level in a positive and effective manner when working in MLS context. Moreover, teachers also will become aware of the importance of strategy teaching that can impact the learners' self-efficacy. In other words, the use of the collaborative procedures of RT and scaffolding that are selected purposefully and consciously by the teacher can help the learners improve both their language skills as well as their attitudes towards learning. Thus, the research indicates a need for more strategy training and instructional programs within Iranian settings of LMS.

  **References**


  www.turkjphysiotherrehabil.or


