The Effect of Peer Scaffolding on Iranian EFL Learners' Listening Comprehension

Karim Shabani *
Assistant Professor, Allameh Mohaddes Nouri University
Sekineh Malekdar
MSc Student, Allameh Mohaddes Nouri University

Abstract

This study investigated the extent to which peer scaffolding could contribute to the listening comprehension on Iranian EFL learners with elementary level of language proficiency. To fulfill this objective, 33 institute students were selected through Key English Test (KET) and assigned to two groups in experimental (scaffolding group) and control (non-scaffolding group). After the participants' initial level of listening comprehension was measured by a pre-test, the interactive strategies of scaffolding were given to the experimental group in 10 sessions and the two groups' achievement was measured by a post-test and a delayed post-test. The results of T-test indicated that collaborative scaffolding strategies were effective in enhancing EFL learners' listening comprehension and the experimental group outperformed the control group. Also, the result of the qualitative data analyzes showed the use of peer scaffolding strategies in the experimental group and employment of L1 and background knowledge in the task performance. The frequency analyses of the detected strategies revealed a peer –peer scaffolding framework. On implication side, this study could prescribe different individual learning plans for learners with different learning needs.

1. Introduction

Listening as an essential skill in learning and teaching of a language, has been the process to explain and interpret the individuals exchanging information to find out the meaning and implicit behavior. For many years, listening has received little attention as a skill and was considered to a passive skill but in recent years, listening has observed a series of considerable changes (Richards, 2005). Among the four skills in English language learning, listening has played the most important role in communication and more than 50 percent of the students' time in a language class is allocated to listening (Nunan, 1998). Since the learners have limited mastery of linguistic knowledge and capacity to do a task and there is lack of communicative purpose in listening comprehension, this issue cannot help language development. However, the learners need the interactional mechanisms involved in providing assistance as an expert to do the activity and this study tried to address this untouched area by following research questions:

1. Is there any significant difference between scaffolding and non-scaffolding groups in listening comprehension?
2. What peer scaffolding strategies do Iran EFL learners use during listening comprehension?

2. Literature Review

The goal of sociocultural theory (SCT) has been to attend to the development of human cognitive factors during social and cultural development and learning has occurred with regard to participation in social context (Packer & Goioceochea, 2000). According to this perspective, individuals' mediation occurs through social activities and cultural objects and their interactions with the world mediate in cognitive functions even when individuals work alone. In other words, they can be able to self-mediate or self-regulate by the action of another person in external environment (Poehner , 2007) and any kind of enhancement can occur in the zone of proximal development (ZPD) which Vygotsky (1978) is defined as " the distance between the child's actual developmental level as determined by independent problem-solving and the higher level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers" (p. 87). To this definition, it has been pointed to people that have an important role in the learners' life as a teacher or peer and can improve and regulate the learners' knowledge to a higher step through presenting learning experiences and skills to them (Williams & Burden, 2000). Such a carefully attuned assistance which may be provided by significant others for a novice, had initially roots in scaffolding that Wood, Bruner and Ross (1976) proposed in those elements of the task that are a bit beyond the learners' capacity, can be under adult

guidance and can help learners to decrease the distance between their actual development level and the potential development level.

According to Wood et al (1976), scaffolding involves six types of support namely recruiting the child's interest, reducing the degrees of freedom by simplifying the task, maintaining direction, highlighting the critical task features, controlling frustration and demonstrating idea solution paths. In this extension of scaffolding, the expert acts as a facilitator to help and support the learner and encourages him to do a task by an effective learning process through different kinds of modeling, giving hints and questioning.

In conjunction with these features of scaffolding, when an expert provides opportunities for appropriate support, this support can be represented in an ongoing diagnosis of the current level of understanding (Puntambekar & Hubscher, 2005). So, according to Vygotsky's view, potential level of development plays a key role in learner's mental growth. When the learner has been in a settle of communication with someone that he is in a higher level of regulation, he can improve the actual level of development (Lantolf & Aljaafreh, 1996). Among these, there is no need to have always a teacher in the classroom as a mediator. The learners can enhance and regulate their learning in a peer activity and learn from another peer in small groups (Mitchel & Myles, 2013). Actually, collaborative learning involves communication between learners in pair and small group activities that it helps them to draw attention to the meaning to produce accurate form of language. McDonough (2004) emphasizes the theoretical and pedagogical aspects in this type of learning. In theoretical perspective, learners try to get the correct form of target language and modify their L2 output, and in pedagogical view, learners in group working feel less anxiety and more confidence to speak in target language and to get autonomy in learner-fronted. From an interaction perspective, a Collaborative interaction among learners has resulted to providing an opportunity for scaffolding in an expert-novice relationship (Donato, 1994).

In spite of the fact that listening is an essential skill in first language acquisition and has been crucial in second language learning, using scaffolding strategies in this skill is ignored and there have been many studies conducted to investigate the role of peer scaffolding in other language skills (Villamil & Gurrero, 1996), (Danli, 2011), (Storch, 199), (Storch, 2002), (Storch, 2007), (Kim & McDonough, 2008) ,and very few studies have focused on examining the impact of scaffolding on EFL learners' listening comprehension.

Garcia and Asencion (2001) conducted a study in peer-peer interaction after a listening activity. They explored the interlanguage development of comprehension, production and interaction among Spanish students. The participants of the study were subjected to take notes after listening to a mini lecture so that the participants in the experimental group had interaction in

small group with their notes and the comparison group did not. The findings indicated that the experimental group was significantly higher on the post test.

In another study, the effectiveness of scaffolding interactive activities in developing the English listening comprehension skills has been employed by Al-Yami (2008) of sixth grade elementary schoolgirls in Jeddah. The results showed that scaffold interactive activities in experimental group were very effective in developing listening comprehension skills of sixth grade elementary schoolgirls in Jeddah.

Also in Iranian EFL context, which is the context of the current study, two relevant studies have been conducted. The first was done by Talebinejad and Akhgar (2015) on the impact of teacher scaffolding on Iranian Intermediate EFL learners' listening comprehension achievement. This study was examined among 60 learners (30 males and 30 females) who were chosen from a language institute and divided into two groups. The findings indicated a significant effect of teacher scaffolding on listening achievement in male and female learners and there was no relationship between gender and listening achievement through teacher scaffolding.

Yazdanpanah and Khanmohammad (2014) conducted another study related to teacher's scaffolding effect in listening comprehension among 60 intermediate level of students through an experimental method in an English language institute. The participants were assigned to an experimental and control groups. The result of the t-test showed that the experimental group who was provided with questions, stories and discussion before listening, got higher test scores than the control group with any background.

As the above studies mentioned that using scaffolding strategies by teacher and peer in collaboration was very effective, the present study is meant to be another emphasis of peer scaffolding on listening comprehension of Iranian elementary level. Since not many studies have been conducted to measure the impact of peer behaviors on listening comprehension in Iran, this study was an attempt to contribute this gap in listening field.

3. Method

3.1. *Participants*

The participants of the study selected from among elementary level Iranian learners in Kish Air institute in Babol, Iran. They consisted of 33 male learners in the age range of 10-15 who enrolled in the Summer English course and they were all native speakers of Persian. This study used intact groups i.e. actual institute classes. They were randomly assigned to 2 groups of participants i.e. scaffolding (experimental group; n=18) and non-scaffolding (control group; n=15).

3.2. *Instrumentations*

To homogenize the learners, this study employed by English test (KET) (Saxby, 2011) as a proficiency test with 30 questions that consisted of four skills of listening, writing, reading and speaking. The Family and Friends 2 (Simmons, 2013), Family and Friends 3 (Thompson, 2014), Basic Tactics for listening (Richards & Trew, 2010), Interchange Intro (Richards, Hall & Proctor, 2013), and let's go 4 (Nakata, Frazier, Hoskins, & Graham, 2012) were the major sources during the treatment. All of the instruments were designed and validated by the researcher in a pilot study with 30 students before they were used in the study. Besides, an open-ended questionnaire was used after each treatment session and the data based on the qualitative study were recorded.

3.3. *Procedure*

The present study is aimed at investigating the possible effect of peer scaffolding on listening comprehension of Iranian male EFL learners. At the beginning of the study, a total 33 learners were randomly divided into two groups of scaffolding and non-scaffolding based on the key English test (KET) as a proficiency test. According to the learners' scores of this proficiency test, those learners whose scores were between +1 standard deviation and -1 standard deviation were chosen. Also, a pre-test was carried out in the first session for two groups and the treatment lasted for 10 sessions (from 2nd-11$_{th}$ sessions) for the experimental group and a post-test was done in the 12th session and after two weeks a delayed post-test was carried out on each group.

The treatment was done at the end of the regular class time for 20 minutes. The learners were divided into 6 subgroups in classroom with a determined partner, and then they listened to the audio. After that, the learners were required to do the given exercises in the collaboration and scaffold each other to get the right answer. So the learners that had a little better performance in doing activity helped the others. If they couldn't get the right answer, the teacher would give some clues to attention.

After each treatment session, the learners were subjected to answer an open-ended questionnaire for finding out the peer scaffolding strategies. Since the learners' proficiency level was low, the questionnaire was written in learners' native language and then the researcher used a back translation. In order to establish the reliability of the instruments, a group of thirty institute students participated in a pilot study and the same procedure was followed for the pilot group and they took the pre-test, post-test and delayed post-test. The results of data analysis showed a Cronbach's Alpha of a=.71 for the pre-test and a=.74 for the post-test and a=.73 for the delayed post-test.

4. Results and Discussions

To find out the impact of peer scaffolding on listening comprehension, the researcher used independent sample T-test. In addition, to answer one qualitative question, a descriptive analysis collected from recorded data was done. At first the statistical results of the quantitative data are provided in the following tables for comparing the pre-test, post-test and delayed post-test of the two groups:

Table 1

Descriptive Statistics in Mean Difference of the EG and CG on Pre Test

	Group	*N*	*Mean*	*Std. Deviation*	*Std. Error Mean*
pretest	experimental	18	4.1667	2.17607	.51291
	Control	15	4.2000	2.11119	.54511

In this table (Table 1), the descriptive statistics were shown in the number of learners in each group (n= 18 for experimental or scaffolding group, n= 15 for the control or non-scaffolding group). Also, the mean and standard deviation were in M= 4.16 with the standard deviation of 2.17 for the experimental group and M= 4.20 with the standard deviation of 2.11 for the control group. In addition, the bar graph of the descriptive statistics in mean difference is shown as follows:
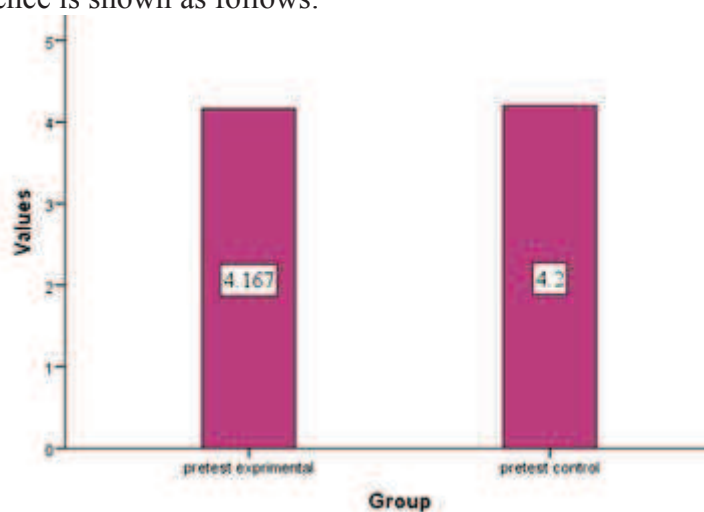

Figure 1. Descriptive statistics in mean difference of the EG and CG on pre-test

Table 2
Independent Sample T-Test in Mean Different on Pre-Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std.Error Difference	Lower	Upper
Pretest	Equal variances assumed	.027	.871	-.044	31	.965	-.0333	.7506	-1.5642	1.497
	Equal variances not assumed			-.045	30.242	.965	-.0333	.7484	-1.5614	1.494

In the above table (Table 2), since the Sig. value for Leven's Test is larger than .05 and this means that the variances for the two groups are the same. In addition, Sig. (2- tailed) in T-test for Equality of means shows .96. Since Sig. (2-tailed) was used to find out whether there is a significant difference between two groups and this value is above .05, it means that there was no significant difference between the scores of the two groups of experimental and control in pre-test.

In addition, 95 percent confidence interval of the difference (CI) ranges from -1.56 in lower level to 1.49 in upper level confirms that there was no the actual difference in scores between the two groups. Moreover, to find out an indication of the magnitude of the differences between the two groups, the effect size is calculated online in Cohen's d and showed a negligible effect by d= -0.01.

Besides, the effect size presents the group differences in units of standard deviation (Pallent, 2013).

Table 3
Descriptive Statistics in Mean Difference of the EG and CG on Post-Test

	Group	N	Mean	Std. Deviation	Std. Error Mean
Posttest	Experimental	18	7.7778	1.73394	.40869
	Control	15	5.8000	2.21037	.57071

This table (Table 3) shows the descriptive result for the two groups in post-test and the mean and standard deviation are different in each group. According to this table, the extent of mean and standard deviation in the experimental group is 7.77 and 1.73 respectively and M= 5.80 with the

standard deviation of 2.21 for the control group in the post-test. Therefore, the mean in the experimental group is greater than that in the control group. The bar graph of the descriptive statistics in mean difference is shown as follows:
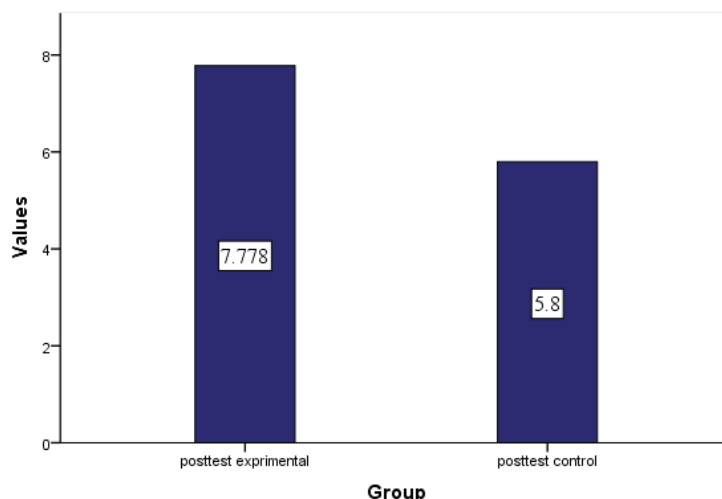

Figure 2. Descriptive statistics in mean difference of the EG and CG on post-test

Table 4.
Independent Sample T-Test in Mean Difference on Post-Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig.(2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Posttest	Equal variances assumed	.420	.242	.881	31	.007	1.97778	.68643	.577	3.377
	Equal variances not assumed			.881	26.33	.009	1.97778	.70196	.535	3.419

In the above table (Table 4) the two different tests in Leven's test for equality of variances and t-test for equality of means are represented. The Sig. value for the Leven's test is .24. It means that the value is above .05 and the first line should be used in the table, which refers to Equal variances assumed, and to find out whether there is a significant difference between the two

groups, Sig. (2- tailed) shows .007 that this value is less than .05, then it means that there was a significance difference in the means scores on dependent variable for each of the two groups in their post-test. Also, 95 percent confidence interval of the difference (CI) ranges from .57 in lower bound to 3.37 in upper bound, thus this means that there is an actual difference in scores between the two groups. In addition, the effect size was calculated online in Cohen's d which showed a large effect (d= 0.99).

Table 5
Descriptive Statistics in Mean Difference of the EG and CG on Delayed Post-Test

	Group	N	Mean	Std. Deviation	Std. Error Mean
Delayed	experimental	18	8.1667	1.46528	.34537
	control	15	5.6000	1.68184	.43425

In this table (Table 5) the groups' statistical result are presented in the delayed post-test with a great change in their mean and standard deviation such that the mean of delayed post-test in experimental group is M= 8.16 with the standard deviation of SD= 1.46 while in the control group the mean is M= 5.60 with the standard deviation of SD= 1.68. Also, the bar graph of the descriptive statistics in mean difference is shown as follows:
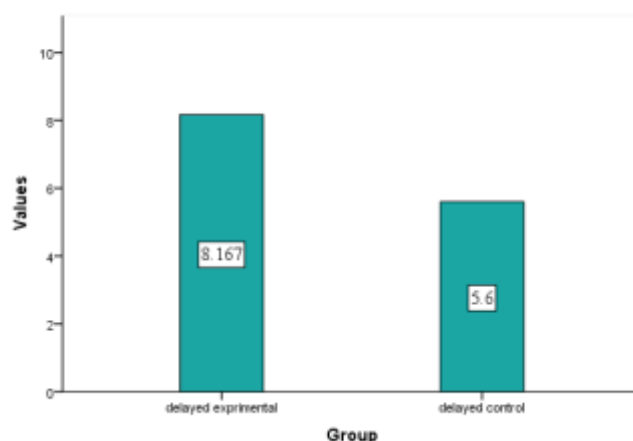

Figure 3. Descriptive statistics in mean difference of the EG and CG on delayed post-test

In this table (Table 6) the significant level in Leven's Test for Equality of variances shows .42 which is greater than .05 and should be referred to the first line of the table that assumes Equal variances.

Table 6
Independent Sample T-Test in Mean Difference on Delayed Post-Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig.(2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Delayed	Equal variances assumed	.662	.422	.686	31	000	2.566	.547	1.449	3.683
	Equal variances not assumed			.626	28.06	000	2.566	.554	1.430	3.703

In the table of t-test for Equality of means, the Sig. (2- tailed) value is shown by the amount of .000 and this value is less than .05, which means that a significant difference was provided between the two groups of experimental and control in delayed post-test. In addition, 95 percent confidence interval of the difference (CI) presents the ranges from 1.4 in lower level to 3.6 in upper level. It means that there was an actual significant difference between the scores of the two groups. Furthermore, the effect size was calculated in Cohen's d and resulted to in large effect (d= 1.62).

In this study, for answering the qualitative question, the experimental group received peer scaffolding techniques in doing listening comprehension. The group of 18 learners in elementary levels of Kish Air institute in Babol, Iran was selected and the male participants of this group were in the age range of 10-15 years old. All participants were at the same level of economic and cultural states and they spoke with the same mother language. Also they had taken the same courses and had equal experiences of English language in the institute.

In this study, all learners' activities and ideas and their conversations in subgroups were recorded. The treatment was to enhance learners listening comprehension based on different books in different topics and the treatment was done with one listening exercise and was carried out twice a week. The exercise was selected from conversations or stories in books with multiple choice items. All listening comprehension exercises as treatment and the first and final test were taken from valid and reliable books such as Family and Friends 2 (Simmons, 2013), Family and Friends 3 (Thompson, 2014), Basic Tactics for listening (Richards & Trew, 2010), Interchange Intro (Richards, Hall & Proctor, 2013), and let's go 4 (Nakata, Frazier, Hoskins, & Graham

,2012). In these treatments based on these books, different conversations and stories were used to improve the listening comprehension. The learners listened to audio and then they worked in their group and shared the ideas about possible answers such as an example in follow:

S1= I think the answer is option b

S2= huh..? But I think option c is right

S3= let's listen again

S1= I listened it said her mother starts work

S2= yeah… I heard work, because her mother is a doctor

S3= yes, I heard, too. Work in the early morning

Or in another subgroup:

S1= option c is right, I heard morning and option c has the "morning" word

S2= Aha, I think it is the answer

S3= Jenny can't see her mother from morning. I heard this and also six o'clock

In these conversations the learners tried to get the right answer in their groups and the teacher didn't have any intervention. The learners performed an activity in a co-constructed manner and in real collaboration. To answer as a peer, learners were recognized and respected each other such that when one learner was not sure about the right answer, the other partner tried to offer a clue and attempted to listen again carefully. They also paid attention to the form and kind of question at first and rejected the options that were not relevant. In fact, the peer became a strategic assistance who provided support and scaffolding to the other member and enhance their self-confidence in group working when one student controlled the task, so according to Ohta's model (Mitchel & Myles, 2013) in peer to peer dialogue, one partner in prompting method reported the syllable or word just uttered and helped the interlocutor to continue and sometimes the learner took the help of explanation in L1 (Persian) and described their idea. Also, in their conversations they used their ideas with the help of uhum, aha, huh, … that these utterances provided them an opportunity to concentrate and think about their utterances and the discussions between the learners were helping them regulate their learning process such as in the following example:

S1=… uhmm. The CD said water and option b is right

S2= but I heard vegetables

S3= in these options we have water, vegetable in b and c

S1= …(laugh) two options are right

S2= I thought this was an easy question…huh

S3= Ok listen again carefully

S1= option a is wrong and is not the answer…

S2= yes...but in option b we have "she gives food to all animals"

S3= yeah… but we didn't hear giving food. It didn't say
S2= huh…I remember giving food is the meaning of a word
S1= maybe, yes
S2= and in different films…
S2= aha maybe "feed" in order to this option has this meaning
S3= the other thing is vegetable
S1= uha…vegetable is a food. Isn't it? The question is wrong I think
S2= hmm… all animals don't eat vegetables
S1= yes, we had lion, giraffe, tiger
S2= and all animals don't eat vegetables…(laugh)
S3= …(laugh)…yeah..(laugh)
S1= then we can say "food to all animals".

In the above example, learners had a complete collaborative interaction and improved their other-regulation. In fact, they were scaffolding each other at first by some clues that were clear to hear, but they faced similar answers and in cooperative assistance, they paid attention to the meaning of the word "feed". To get the right meaning of the word, they used their background knowledge and took it for describing a new vocabulary that was not in the answers' options. When one learner in the group was giving a clue or taking the help of background knowledge, the other partner was beginning to think and provide some assistance through paying attention to other words from their hearings and was initiated repairing in continuous and supportive behavior. So they could recognize the wrong answer and could correct each other.

In addition, by recognizing the wrong answers the group was stimulated to try again and refer to individuals' background to facilitate the problem. Also, on occasions the learners utilized the L1 to do the listening exercises as in the following example:

S1= hmm…option 2 is right
S2= yes…I agree
S3= why?
S3= chon goft bacheha mitunan be heivanat ghaza bedan
(Because it said the children can feed the animals)
S2= ino terme ghabl dashtim (we had it in the last term)
S1= are rast mige. Tu ketabemoon bud. Ma'nish hamin mishr ke sari'
    birun raftan
(yes, he is right. It was in our book. Its meaning is that get out quickly)
S3= aha…are. Ma'nie run away mishe out. Pas hamine. Chon soal ham
goftesh chera bacheha mitunan dar ro baz konan
(aha…yeah…run away means out. Then this is the answer, because the question said "why the children don't open the gate").

In this dialogue, two partners were sure to choose the right option as an answer and the other one guessed the different option as an answer. When

his friend asked the reason, he used L1 (Persian) to convey his reason and his partners also spoke in their mother language to prove and tell their own answers without difficulty. Based on Ohta's model (Mitchel & Myles, 2013) in peer to peer dialogue, the learners explained their answers with the help of their L1.

After analyzing the scaffolding strategies exchanged between the peers, the following list was observed:

1. The partner paid attention to the question form whether positive or negative and seek the related answers
2. The partner used his background knowledge to solve the problem and did the exercise
3. The partner respected to his group partners to hear their idea
4. The partner paid attention to new vocabulary in the exercises and tried to find the most accurate meaning
5. The partner used his mother language to express his understanding
6. Every partner mentioned their own idea and then one partner tried to repair and provide an opportunity for the other to continue of example by saying Huh…?, etc

The aforementioned strategies are classified in the following table based on Ohta's model (Mitchel & Myles, 2013) in peer to peer dialogue:

Table 7

Peer-Peer Strategies

Methods	Degree of explicitness		Description
looking at the form of the question	2		The partner pays attention to form of the question in negative or positive ways
Using background knowledge	4		The partner uses background knowledge to remember the meaning of a new word
Respecting	2		The partner listens to other members' ideas and tries to solve the problem
Finding new vocabulary	2		The partner indicates a new vocabulary (word, phrase,..)
Providing repair	2		The partner provides opportunities to the other member to get the right answer
Using L1 (Persian)	5		The partner uses mother language to prove his/her answer

This research study was an attempt to observe the impact of interactive scaffolding on Iranian EFL learners' listening comprehension. To answer the

questions of the present study, the results obtained from the quantitative and qualitative data, indicated that there was a significant difference from pre-test to post-test and delayed post-test in the experimental group and the learners in peer scaffolding had a positive improvement in their listening comprehension. In fact, in the process of scaffolding a capable mediator such as a teacher or peer helped the learner to do the task that the learner couldn't accomplish alone and the learner didn't have enough knowledge to comprehend easily and this research showed that the learners had a high level of improvement and could enhance their comprehension in listening by collaborative behaviors and also they could decrease the distance between their actual development of what they were and their potential level through problem solving of adult or peer guidance(Wood et al, 1976). Moreover, these findings were true in comparison with non-scaffolding group that they didn't receive any scaffolding. The control group's statistical results were not remarkable while the experimental group's statistical results showed M= 7.77, SD= 1.73 in post-test and M= 8.16, SD= 1.46 in delayed post-test. Thus, the experimental group outperformed the control group by using the peer scaffolding strategy.

The results of the study are in lines with the ones by cross (2009) who confirmed the effect of listening strategies on EFL Japanese learners' listening comprehension and the results of his study showed the positive relationship between scaffolding techniques and listening comprehension. Also, the results of the present study are in line with Garcia and Asencion's (2001) findings about interlanguage development in comprehension, production, and interaction among Spanish students and the findings indicated that the experimental group performed better than the comparison group.

Furthermore, descriptive results showed a positive effect on learners' experiences in opportunities they had in peer scaffolding to regulate each others' utterances. In fact, in peer scaffolding, the learners act as facilitators not as skillfully as teachers, but with their partial knowledge they could fulfill their partner's need. Webb (1989) believes that there might be students who do not seem to be willing to ask questions or take a risk in making error, but they possibly still learn from the interaction among group members.

Also, according to Wood et al (1976) for effective scaffolding, learners have to 1) recruit the tutee's attention 2) reduce degrees of freedom in the task in order to make it manageable 3) keep direction in terms of the goals 4) mark critical features and 5) model solutions. Likewise, the learners of this study, tried to pay attention to their partner and make solutions such as referring to their background knowledge to get the answer.

5. Conclusion and Implications

This study aimed at investigating the impact of peer scaffolding on EFL learners' listening comprehension and tried to answer the questions designed in this research. Since the experimental group outperformed the control group

by using peer scaffolding strategies from a sociocultural perspective. The learners in peer group proved to be influential in applying the collaborative behaviors in order to help the other learners in their own group to reach the higher level of independency and decrease the distance between the actual level and potential level with their existing knowledge. Although they had an inadequate skill to monitor the problem solutions easily they could make up for some difficulties in interaction immediately by using their mother language and their background knowledge to get the idea. This study indicated that the required knowledge for scaffolding can be constructed collaboratively by peers and confirmed this quantitatively. Besides, the qualitative analysis proved the sociocultural view in peer interaction and helped detect a number of peer scaffolding strategies to resolve the listening comprehension problems. On the implication side, listening has been an increasingly needed skill in the new world of education that must receive special attention. However, it is the major source of difficulty for most of the Iranian students to the extent that they have not been able to comprehend the listening texts well alone. Peer scaffolding in this study was tested in the context of L2 listening comprehension in Iranian context and created an opportunity for learners to expand their knowledge and thoughts in second language acquisition and applied the scaffolding tactics to solve their language problems easier and this study led to the observation of a number of peer scaffolding strategies, which might be useful for L2 listening classes. Considering the results of the study, further investigation can be conducted along with the following lines:

1. Similar studies can be carried out in other skills to identify the effect of collaborative scaffolding.
2. The researcher didn't have a chance to select students in two genders in the determined institute; further studies can be conducted in two genders.
3. This study was carried out among elementary levels of students and the further studies can be in other levels and with different ages of groups to find out whether the findings are consistent with that of the study or not.

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