

THE IMPACT OF PEER SCAFFOLDING THROUGH PROCESS APPROACH ON EFL LEARNERS' ACADEMIC WRITING FLUENCY

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ABSTRACT

The abstract of the papers fulfills the 5 essential conditions to help the reader to know what the study is all about, firstly the purpose of the study which is to examine the impact of peer scaffolding through process approach. Secondly, the sources from where the data are elicited, it is from 49 EFL learners studying at university. Thirdly, the method which is, according to the researches that participants were randomly assigned to two groups, one the control group and the other experimental group. Fourthly, the general results, after using SPSS 16, enhancement as words per minute average words in some basic areas of writing fluency, , has been pointed out. The researches applied process approach to present the improvement of this peer scaffolding technique on the academic writing of the learners of English as a foreign language. The future implications can definitely bring drastic changes in the domain of EFL. The researchers also mentioned the key terms of this research study. These five pieces of information from the abstract provides the basic concept of this study and an interesting aspect of EFL by employing a peer scaffolding technique. (Kessler's Bourassa, 2001), which focused at the point of whether peer scaffolding has any effect on academic writing fluency, through process approach. This abstract analysis can be summarized for better understanding.

Title

The significance of the title cannot be ignored, it is very critical. It has been generally observed titles either attract or dissuade the readers. According to Perry (2006), a well-written title should provide research question or hypothesis for highlighting the current issue. In this research, the researcher nicely presented his topic. He also indicates the type of article which is primary research. It is a research that examines the impact of peer scaffolding on EFL learners' academic writing fluency. In this case, the reader can easily detect the nature and type of study; otherwise, he has to study the abstract or introduction for knowing what this all about. The art of title writing is very technical; there must be three essentials, focus of the study, type of article and succinctness (Perry, 2006). The researcher has fulfilled two basic criteria by focusing on the impact of Peer Scaffolding. The concept of Process Approach has been presented as (Goldstein & Carr 1996) process writing refers to a broad range of strategies that include pre-writing activities, such as defining audience, using a variety of resources, planning the writing, as drafting and revising. These activities, collectively referred as process oriented instruction, approach writing as problem-solving.

Introduction

The researchers have clearly defined the research problem as it is pointed out that introduction is the brains of the study (LR Gay, 2000). The introduction of the article, nicely presents why it is important. The core issues have been clearly identified. The historical perspective of the SCT by Vygotsky, has been presented in such a way that even a second language learner can comprehend the background of the study. This introduction or literature review summarizes many other relevant researches in this field. The reader can have a broad review of the research and focus on a specified area. The role of writing has been introduced as challenging skills for generating critical ideas in the domain of EFL (TESL/TEFL).

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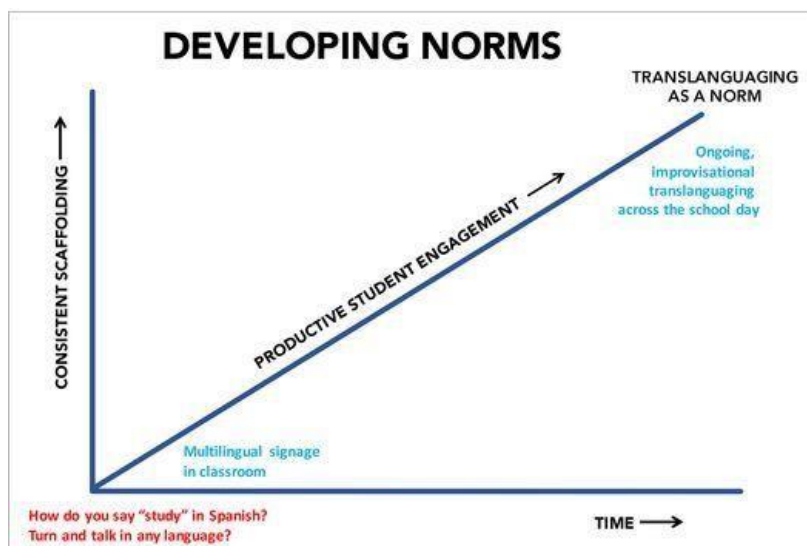
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The role of society in acquiring this competing skill is very pivotal. The socio-cultural theory of Vygotsky suggested new avenues in the domain of second language learning. The researchers discussed current research on the problem and placed the present research in this context accordingly.

The significance and implementation of scaffolding and ZPD (zone of proximal development) have been briefly critiqued. The theorist and researches have been aptly described the historical perspective of these basic concepts of STC in L2 learning studies. The researchers described briefly Wood, Bruner and Ross (1976) found the benefits of close affinity of scaffolding and Vygotsky's idea of ZPD, others like Donato(1944), Mirzaee, Domakang and Roshani(2010) have also been presented and connected with the current Iranian EFL development with the reasoning presented behind this study.

According to researchers (FL Perry Jr-2011), there should be a suitable conclusion, by putting at least on research question, but on the other hand, three research questions are appropriately presented for refreshing the focus of the study. The Figure below, shows that theoretical framing of scaffolding over time has potential to increase learner



engagement and possibly lead to students' improvisational use of LOTES across the school day.

Fig1

Scaffolding of translanguaging over time

Critics are of the view that each statement needs to be justified and supported by findings from at least one study. In the absence of this, study becomes no more than hypothesis which needs to be tested before it can be quoted as an argument (Giere, 2004). On the contrary, more than one researches Barnaid(2002). De Guerrero & Villamil(2000), Riazi & Rezaii(2011) have been presented for consolidating the present research. This can be illustrated by the following table:

Analysis of Abstract

Essentials	Contents
1. Purpose of the study	This paper investigated whether peer scaffolding technique affected academic writing fluency of EFL learners.

2. Sample	49 EFL learners studying at university were randomly divided into control and experimental group (23 males and 26 females)
3. Methods used for collecting data	The participants were divided into competent and less competent writers and control group was given argumentative essays base product approach and experimental group was essay through process approach.
4. Results	There is clear improvement signs of writing fluency by the writers in the experimental group.
5. Interpretations of results	The results support the idea that peer scaffolding through process approach does impact on EFL learner's academic writing fluency.

Review of the Related Literature

The significance of Vygotsky's notion of socio-cultural theory and its key components ZPD and scaffolding have been focused in educational context. The deficiency of this peer scaffolding technique in the academic world has been criticized by the researchers. These are only concerned with teacher-student interactions, in this context, Storch (2007) is of the view that while working in small groups or peer work in pairs the phenomenon of scaffolding can also occur. In this review Storch (1999) highlighted the impact of peer scaffolding research on language learning of students which becomes a valid premise of the argument. Another researcher Wigglesworth (2009) is another leading figure in determining the impact of peer scaffolding on students writing fluency.

The researchers have adequately provided the review of the literature and clarified the research objectives in this section; the specific research questions have also been presented. These definitely paved grounds for the further steps of this research. If the researchers might have presented the relevant studies in this section from the introduction section, the situations would be justified for the smooth understanding on the part of the readers.

Methodology

The researchers label methodology as the skeleton of the research. The others can replicate the study, if it is well-planned. The ability to replicate a study is the principle criterion to judge the quality of the component of a research report (Perry 2006). It has been generally observed that different aspects of methodology of a research, have been mixed inappropriately. But on the contrary, this section is suitably segmented into A, B, and C sections. Each section precisely describes the relevant information for the readers.

A. Participant

This section describes some key information regarding the population, sampling technique, the time constraints. The number of participants is very suitable, 49 university students (23 males and 26 females) at Guilan University in Rasht, north of Iran. In the process of randomization, participants (20 males and 20 females) were selected into experimental and control group. As a well written sample section provides very clear and detailed picture of the participants. In the present situation, the researchers not only fulfill this condition but also explained the rationale behind selection criteria. In this way, a reader can easily assess the validity of the data for proving or disproving the statement.

The variables of the study can be clearly identified and defined by the readers. In this case, learners' academic writing fluency is the dependent variable or construct, which varies and the peer scaffolding is an independent variable.

The control group is with Product Approach, on the other hand, the experimental group with Process Approach of writing, are placed by the researchers for measuring the intensity of peer scaffolding.

In this way, the researchers clearly identified the research methodology and specifically mentioned the limitations of the research design. Participants are clearly described with the method of sample selection.

B. Instruments

The instruments have been adequately discussed and used by the researchers. The use of Nelson Proficiency Test (B) authenticates the process. The use of some argumentative essay samples further fortifies the authenticity of results. In addition to these instruments, peer feedback sheets from the book Refining Composition skills, are also used in the experimental group. These all instruments definitely accomplished the process of instrumental procedures, where impersonal instruments were used for obtaining research data (Perry, 2006). In this context, the issues of validity and reliability have not been very convincingly discussed.

C. Procedure

This subsection describes when and how the treat was executed and when and how the instruments were given and when and how observation methods were used (Perry, 2006). In this context, Nelson Proficiency Test (B) was administered for determining the homogeneity of the participants these are 49 students of who were approximately some levels of English proficiency. They were divided into control and experimental groups with identical numbers of male and female students.

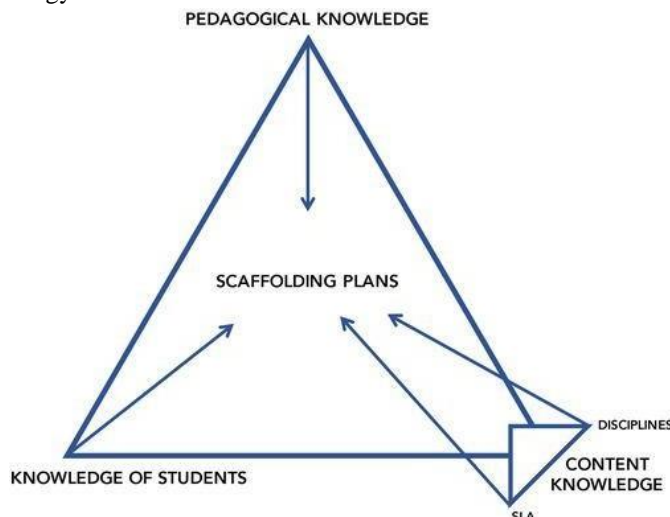
In this section, every step of procedure has been clearly described with suitable words. The analysis between pre-test and post-test brought the ultimate results by which a reader can compare students writing performance. The results clearly describe that more competent writers in experimental group are less scaffold than the less competent during essay writing activity in the time limit of 45 minutes. The procedural steps have been logically discussed as the class discussion in control group, brought brain storming where about the topic of the essay students got involved in writing some essay. The description of all essential parts of essay brought such as thesis statements or discussion pro-ideas, con-ideas and concluding remarks and clear understanding regarding essay writing skills. At the end, teacher feedback, further, motivated and instructed the learners. On the other hand, the experimental group has also been treated in the same fashion. The main difference lies that they wrote in pairs not individually they the main writing process offered by Seow (2002) planning, drafting, revising, and editing. Since the students were not familiar with these four stages in both groups.

Fig.2

Teacher sense-making about scaffolding

The key point is about the division of groups which is random, where students knew each other and got paired, both learners in this pairing, were instructed to share their ideas in the planning drafting, and revision phases. In this process, students were not informed about their status as competent or less competent. The peer scaffolding was conducted where the more competent performed the role of a consultant. In this research, the following scaffolding features were observed in the experimental group by Van Lier (2004).

The researchers justifiably mentioned the scaffolding features like continuity, intersubjectivity flow, contingency, handover, for clarifying this phenomenon the ultimate purpose is being able to perform a writing task independently or transferring from interpsychological plane to intrapsychological plane. In this respect, no evident biases or ethical issues in relation to methodology have been observed.



Results

In this section, the researchers have clearly presented the findings and adequately identified the stated research objectives. The supporting data convincingly presented. The tables or figures are very apt and helpful for the readers. These all have been clearly integrated with the text for presenting the convincing picture of the research. It has been generally observed that readers jump over this section by considering it this is for mathematician. As this is not a qualitative study but quantitative in nature. The result section, of the present research identified the patterns and trends that answered the research question of the study. The present study, fluency was measured by following Wigglesworth and Storch(2009). Another significant measurement scale also quoted by Chenoweth and Hayes (2001) and SPSS 16 for the data analysis. The intra-rates reliability was investigated using Pearson Product-moment correlation. There was a strong positive relationship between the calculations both at the pre-test($r=.88$, $p<.05$), and the post-test($r=.89.5$, $p<.05$).

The research presented descriptive statistics in Table 1, 2, 3, 4, 5, 6, 7 and 8, with detailed information concerning the impact of peer scaffolding on EFL learners academic writing fluency. The methods of measuring mathematical data have been appropriately explained by the researchers.

Discussion and Conclusion

In this section, the results are interpreted in the light of the research questions being asked. According to the critics (Iedema R 2003) this section should relate the findings of the study to previous research and the author(s) should evaluate his own study by pointing out its strengths and weaknesses. The research validates the conclusions of the researchers. In this way, research suggests new dimensions in the domain of EFL especially classroom environment. Furthermore, the researchers emphasized the practical significance of the research. In this section, the revision of the present research has also been recommended in other secondlanguage learning situations.

In this perspective, the researchers clearly described the summary along with the merits and demerits of this study. The control group was taught by employing traditional product approach to writing; on the contrary, experimental group was treated with process approach. In this way, these two basic approaches to writing fluency were also contrasted in this study. The three research questions were again critically discussed. As in response to the first research question, the result of one-way ANOVA, peer scaffolding may have influence on the amounts of words produced per minute. The first null hypothesis cannot be rejected. This result is line with the study of Wigglesworth & Storch(2009). In second research question, the results revealed a significant difference between the writing fluency of competent learners in the pre-test and post-test of writing. The second null hypothesis is also rejected and resultantly peer scaffolding through process approach shows a significant impact on writing fluency of competent writers.

The third RQ, after using ANOVA showed that less competent writes have improved their writing skills. As a result, the third hypothesis can also be rejected and can be pointed out that less competent learners have benefited from peer scaffolding through process approach and after post-test, they were found more fluent writers. The concluding remarks once again highlight the significance of the entire research project. The research stressed on the implementation of the peer scaffolding and regarded this technique as a valuable asset for EFL teachers as well as learners. The need for using this technique in the domain of the other language skills such as listening, speaking and reading. The review considers this peer scaffolding technique should also be implemented in Pakistani educational context especially in schools. This will definitely bridge the gap between theory and practice of EFL. In this research the intended audiences are all EFL teachers. The journal's editorial policy manifests the purpose of researching the languages in EFL context. The focus of the article can be appropriately shifted from teachers to the learners for the effective second language learning. All three researchers from English Department, University of Guilan, Rasht, Iran, innovatively accomplished the task, while searching and researching the significance of Peer Scaffolding. The impact of the article has been confirmed by internet sources to see how other authors have cited the article. The EFL teachers have responded positively, even some have replicated the study in their own contexts and found effective results of Peer Scaffolding.

CONCLUSION

The present research is very timely and worthwhile in the domain of EFL. This present research is being replicated in different parts of the world. The research design is very appropriate and sensitive to the cultural context; the reviewer himself has launched studies in this dimension. After analyzing the data, it has been confirmed that the results are original and significant. The researchers have provided fresh and stimulated insight regarding the significance of Peer Scaffolding in the academic world of EFL. The study has been well structured. All sections of the article are of appropriate length. The readers can well perceive the intention of the researchers by simple and clear language. Critically speaking, the present research has very valuable pedagogical implication in the field of SLA and EFL. Under the umbrella of sociocultural paradigm about scaffolding mechanism, many EFL teachers and syllabus planner might convincingly implement the peer scaffolding to the reading material especially textbooks. The benefits of peer scaffolding text are the areas of free academic exploration in a guided way. Another very promising feature of this technique is that students can get more enjoyment in these activities within their zones of proximal development.

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