

## The Effect of a Mediator on Scaffolding EFL Student-Teachers' Teaching Competencies, Self- Efficacy and Self –Awareness

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### Abstract

This study aims to find out the effect of the mediator on scaffolding fourth year student- teachers' teaching competencies and their self-efficacy. The present study combines scaffolding and self-efficacy by using a mediator on scaffolding students affects teaching competencies and self-efficacy and from the results of which the existence of student-teachers' self-awareness was ensured as an effect of the same independent variable. The model affects their teaching competencies and led them to be aware of the needs of their pupils and themselves

**Key words: Mediator; Scaffolding; Teaching competencies; Self-efficacy, self- awareness**

أثر الوسيط على السقالات للكفاءات التدريسية لمعلمي طلاب السنة  
الرابعة،  
الكفاءة الذاتية والوعي الذاتي

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### الخلاصة:

تهدف الدراسة الى ايجاد أثر الوسيط على السقالات والكفاءة الذاتية و يربطهما أتضح أنهما يؤثران على طلاب السنة الرابعة وعلى الكفاءات التدريسية والكفاءة الذاتية النتائج التي تم ضمان وجود الوعي الذاتي بين الطالب والمعلمين كآثر من المتغير المستقل نفسه

## 1. Introduction

### 1.1. Problem and its significance

Iraq has undergone a radical change in all walks of life including the change of the political issues since 2003. The change in educational system followed the political one. English language has been taught from third year primary class and the English language text-books appear with new looks, new thoughts and new distribution of roles of pupils and teachers. Consequently, the curriculum from primary to secondary schools is changed from Audio- Lingual Method to Communicative Method. All the textbooks are changed accordingly. Phillips (2011) describes the changes as external pressures on the teachers that they face during their long lives. These changes are classified by him as change of Students, materials, exams and the syllabus. He adds that new technology arrives, and new education theories and reforms make their appearance. Technology and new theories of education have an influence on teachers. Cheng, (2011:231) states that:

Teacher should no longer be authoritative but become the co- constructor of knowledge with learners; teachers need to care more about the teaching process rather than results, to help students know how to learn instead of only what to learn, and to help students establish creative learning instead of adaptive learning. This kind of shift in teachers' roles foregrounds the role of a mediator whose functions encompass those of the above teacher roles.

Fourth Year College students are enrolled in a practicum course which provides a venue for acquiring knowledge and practical skills. This course comprises two parts. The first part involves providing the student teachers with knowledge about the subject -matter which includes the textbooks they are going to teach. As all the textbooks are changed, EFL Student- teachers in College of Education for Women faced difficulties in teaching the textbook entitled *Iraq Opportunities* at schools as they lack the models for teaching them. They studied the old textbooks *NECI, New English Course in Iraq*, and they were taught according to the Audio- Lingual Method, but they are supposed to teach the new textbook, *Iraq Opportunities*, according to the Communicative Method. Parkay and Stanford (2001:41) emphasise that teachers need to be sensitive to the needs of their pupils and aware of themselves.

The instructors at College of Educations used to be mediators to scaffold their students to acquire the theoretical background about ELT and then took them in tours to visit different secondary schools and observed the regular teachers there who played the role of mediators to scaffold the student-teachers to acquire the practical teaching skills. But the secondary school teachers are not skillful mediators to scaffold the student teachers as they themselves lack the effective competencies to teach the new textbook, *Iraq Opportunities*. Early Ahellal(1988)diagnoses the need for new teaching competencies by saying that teacher training was based mainly on observation of actual teaching sessions, reinforced by micro-teaching to equip the trainees with discrete teaching skills, but important changes have been introduced at the theoretical level. Communicative language teaching, for instance, is usually presented as a reaction against former approaches therefore student teachers are made to believe that the main objective of the course is to preach communication-oriented teaching.

Since Eggen and Kauchak(2001:530) consider modeling part of presentation which is the second step in direct instruction, whereas scaffolding is part of the third step which is guided practice before the last step which is the independent practice.

The teacher's competence-including both pedagogic and linguistic competence - interacts directly with the textbook. The diagram puts the textbook writer and the teacher on an equal footing. A horizontal interaction goes on between them, and a vertical interaction involves each of them with, at the upper end, the three mother disciplines and, at the lower end, the context of teaching.

But even with the new theoretical level, the student-teachers lack the model to imitate accordingly the problem of finding out an ideal mediator is aroused.

Adopted from Vygotsky's theory, imitation is operationally defined as one type of strategic mediations to internalize "scientific knowledge", a process in which conscious understanding is important. Orientation activities concern the development of mental activities, which involve not only one's conscious understanding but the action's significance based on one's past experiences.(Zhang, 2011:4)

The student-teachers in College of Education for Women are confused and lack the belief in their efficacy as effective teachers. Therefore, the researchers intend to provide them with a model as mediation for scaffolding their teaching competencies in order to be sensitive to the needs of their pupils and developing their self-efficacy to be aware of themselves

since the strengthening of their self efficacy effect their pupils' achievement in the future as in Mahdi's (2009:383) results that proved the positive effect of teachers' self efficacy on students' achievement.

Dibapile(2012:80) clarified the importance of teachers' self-efficacy by describing the lack of teachers' belief in themselves as effective teachers as a problem in education. Hence, teachers should believe in themselves, their instruction, and their management of the pupils so as not to feel confused and experience stress in their work. Another importance of teachers' self- efficacy is that personal beliefs can motivate teachers and have an effect on engaging students, even disruptive ones in learning. (Ibid: 82)

The words of Cheng (2011: 231) come as another mark for the importance of the mediator in the new world of educational theories by saying that people around learners act as mediators; one of them is the teacher who plays the intentional role of explaining, emphasizing, interpreting, or extending the environment so that the learner builds up a meaningful internal model of the context or the world experienced. Yoon(2011:3) reinforces the importance of teacher as mediator through microteaching "microteaching created a meditational space where they attempted to internalize the concepts through externalization."

The researchers do not use the term scaffolding directly since as Verenikina (2008:162) states: "Scaffolding does not provide educators with clear and definite guidelines on the ways that it should be used to achieve successful teaching. In fact, it appears to become an umbrella term for any kind of teacher support."

### **1.2. Aims of the study**

This study aims to find out the effect of the mediator as scaffolding on

1. student- teachers' teaching competencies.
2. student- teachers' self-efficacy.
3. student- teachers' self-awareness.

### **1.3. Hypotheses of the Study**

1. There are no statistically significant differences between the experimental and control groups in student- teachers' teaching competencies.
2. There are no statistically significant differences between the experimental and control groups in post- assessment of student- teachers' self- efficacy.

3. There are no statistically significant differences between the experimental and control groups in their self- awareness.

#### **1.4. The limitation of the study**

This study is limited to the student-teachers at English Department, College of Education for Women at University of Baghdad for the academic year 2009-2010.

#### **1.5. Procedures of the study**

1. The instructor's job as mediator is divided into two parts:
  - a) Writing the lesson plans.
  - b) After preparing model Lesson plans for the student teacher taken from *Iraqi Opportunities*, one of the researchers applies them.
2. Modifying teachers' self-efficacy checklist that was written by Albert Bandura for assessing student- teachers' self- efficacy.
3. Modifying the observational checklist of teaching competencies that is used at College of Education for Women /University of Baghdad for assessing the student-teachers' teaching competencies.
4. Submitting both checklists to the jury members to verify their validity.
5. Selecting the sample of the students randomly.
6. Providing the student- teachers with theoretical background of teaching competencies.
7. Providing the student-teachers with a model for teaching by one of the instructors who will act as a mediator.
8. Asking the student-teachers to assess the instructor's performance as a mediator and their peers during the micro teaching as a tool for improving their self-efficacy and self awareness.
9. Giving the student-teachers' self- efficacy checklists before and after exposing them to the mediation.
10. Assessing student- teachers' teaching competencies by the researchers through micro- teaching before and after exposing them to the mediation.
11. Analyzing and interpreting the results statistically.

#### **1.5. Definitions of Basic Terms:**

##### **1.5.1. The Mediator**

The mediator is a person who sees his primary function as one of interaction with his students. The mediator must intervene with others. He is

part and within his students' lives. And s/he is the one who feels they are equally part of him. (Lipsitz, 1973:83)

### **1.5.2. Scaffolding**

In education, scaffolding is a metaphor for a structure that is put in place to help learners reach their goals and is removed bit by bit as it is no longer needed (Dennen, 2009:815).

### **1.5.3. Teacher's self-efficacy**

Teacher's self-efficacy is a teacher's belief in his/her capability to organize and execute courses of action to successfully accomplish specific instructional tasks. (Bandura, 1997: 89)

### **1.5.4. Teacher's Self-Awareness.**

Teacher's Self-Awareness is Knowledge of oneself as a teacher, of one's principles and values, strength and weaknesses. (Richards and Farrell, 2005:9)

### **1.5.5. Teaching competency**

What teacher's knowledge and the skills they use to apply that information are generally defined as teaching competency. The specific knowledge that teachers possess are placed into three categories: content knowledge, pedagogical knowledge, and knowledge of learners. These three categories are intertwined in complex ways as they are played out in the classroom and in teacher thinking.

(Kömür<sup>a</sup>,2010:1)

## **2. Theoretical Background and Previous studies**

### **2.1. Theoretical Background**

#### **2.1.1. The Mediation theory and the zone of proximal development as the theoretical basis of scaffolding**

The zone of proximal development (Henceforth ZPD) is a concept put forth by Vygotsky. It is a dynamic region that is just beyond the learner's present ability level; as learners gain new skills and understanding, their ZPD moves with their development (Dennen, 2009:185).

Goh( 2009 :2) defines ZPD as the distance between what a student can do with and without help. Accordingly, it is used to explain the social and participatory nature of teaching and learning.

In order to operationalise the concept of teaching in the zone of proximal development (ZPD), Bruner used the term of scaffolding as it affects learners both cognitively and emotionally:

1. Cognitively, it supports the selection of activities and ensures that learning takes place, such as hints, models, analogies and demonstrations.
2. Emotionally, it helps students keep from getting mired in feelings of failure through the various supports that are focused on learner's success. Both cognitive and emotional successes rely on scaffolding that is directed appropriately at the learner's current ability level. In other words, it must occur within the learner's ZPD. (Dennen, 2009: 185)

Bodrova (2001:11) classified the features of educational scaffolding as follows:

- 1) The essentially dialogical nature of the discourse in which knowledge is co-constructed; 2) The significance of the kind of activity in which knowing is embedded and 3) The role of artifacts that mediate knowing.

Ellis (2012:235) gives a meaningful definition of scaffolding as an inter-psychological process through which learners internalize knowledge dialogically. In other words, there are two types of interaction: expert-novice interaction and novice-novice interaction.

The social shift in late modernity from the production of goods to the production of knowledge gives the mediation special importance since knowledge is always mediated. It is mediated through language and image in all types of situations in daily life. (Dendrinos, 2006:12)

Krauss (1994:1) shows the significance of the mediation model by stating that

mediation model is a dynamic working model because it both guides and evolves through the social interaction that occurs during the learning activity. During this process, the teacher creates and uses action relevant knowledge tailored to the learning context

### **2.1.2. The teacher as mediator**

People around learners act as mediators who may be the parent, facilitator, teacher, or any significant other who plays the intentional role of explaining, emphasizing, interpreting, or extending the environment so that the learner builds up a meaningful internal model of the context or the world experienced (Cheng, 2011:230)

Dendrinos (2006:11) described the mediator as:

- A social actor who monitors the process of interaction and acts when some type of intervention is required in order to help the communicative process and sometimes to influence the outcome
- A facilitator in social events during which two or more parties interacting are experiencing a communication breakdown or when there is a communication gap between them
- A meaning negotiator operating as a meaning-making agent especially when s/he intervenes in situations which require reconciliation, settlement or compromise of meanings.

Williams and Burder (2000: 68) differentiate between the teacher as a mediator and the teacher as an instructor in that:

1. Mediation must be concerned with empowering learners to acquire the knowledge and skills and to become independent thinkers and problem solvers.
2. Mediation involves interaction between mediator and learner as the latter is an active participant in the process.
3. There is an emphasis on reciprocation. This means that the learner is ready and willing to carry out the task presented.

### **2.1.3. Effective teacher and teaching competencies**

Scaffold instruction means that “effective teachers act as mediators as they interact with learners. Learning is mediated by an expert guiding to support learners in benefiting from objectives” (Engin, 2010:21).

Teacher effectiveness is comprised of three factors, namely

1. Planning and preparation
2. Classroom Environments
3. Instruction (Dibapile,2012:80)

Parkay and Standford(2001: 41) express their opinion concerning the teaching competencies by asking this question “What essential knowledge do you need to teach?” and giving their answer by the following words “Students preparing to become teachers must have three kinds of knowledge before they can manage effectively the complexities of teaching: Knowledge of self and students, knowledge of subject , and knowledge of educational theory and research”.On the other hand,Gebhard (2006:18) considered self-observation as a technique that enables the teachers to explore the teaching by creating the following cyclic process: the first step is to collect descriptive samples of teaching that can be analyzed and followed by reflection and



multiple interpretations. The next step is a different way of teaching the same lesson by drawing up a teaching plan.

Harmer (2007:32) gives a great emphasis on the importance of keeping up-to-date as teachers by saying that the teachers need to know how to use variety of activities in the classroom especially new ways of doing things.

#### **2.1.4. Effective teacher and Self-Efficacy**

The term “teacher efficacy” is often mistaken with teacher effectiveness but teacher efficacy is sometimes considered to be a general indicator or predictor of teaching effectiveness. (Dibapile, 2012:81)

Engin, (2010:250) defines efficacy as an individuals’ future-oriented judgment about their competence rather than their actual level of competence, and he regards this definition as an important feature because “people regularly overestimate or underestimate their actual capabilities, and these estimations may have consequences for the courses of action they choose to follow and the effort they exerts in those pursuits.”

Eggen and Kauchak(2001:428)present four factors mentioned by Bandura(1960) to increase people self-efficacy, these factors are as follows:

1. Past performance on similar tasks. A history of success increases self-efficacy.
2. Modeling, such as observing others performance for excellent teachers, increases self- efficacy by raising expectations and providing information about how a skill is performed.
3. Verbal persuasion can also increase self-efficacy.
4. Psychological and emotional states, such as an anxiety, can reduce efficacy by filling working memory with thoughts of failure.

Dibapile (2012:85) shows that the above models as a second factor of self-efficacy, are useful in regard to teacher efficacy, shedding light on teachers’ evaluations of themselves in their work achievements and models of teacher efficacy can help student-teachers and provide benchmarks for improving the teaching profession in that teachers who hold negative evaluations about their efficacy can change, consequently teacher training institutions can improve their training of teachers in general.

Brown and Marks (1994), (cited in Ghanizadeh and Moafian,2006:254), state that

pedagogically successful teachers research their own teaching and the teaching of others and thereby become better informed about the strengths and weaknesses of their teaching performance;

effective teachers willingly examine critically what they are doing in classroom.

They add that after exposing the student teachers to the model, they will need to be trained on how they observe and assess the model.

Brown (2001:431-437) urges on using observation checklist as a means for observing one and others. He also presents types of those checklists namely, observing other teachers and Teacher self-observation form.

#### **2.1.4. Effective teacher and Self-awareness**

“Teacher education for the last decade has undergone a shift from searching for better ways to train teachers to trying to describe and understand the process of how teachers learn to teach through their self-awareness or reflection.” (Ohata, 2002:1)

Self-awareness is kind of metacognition as defined by Sadker and Sadker(2003:G-7) “Metacognition is the self awareness of our thinking process as we perform various tasks and operations.” Ohata (2002: 3) illustrates Self-awareness as making things previously. He adds that

it involves conscious awareness of our de facto conceptions of practice in the professional discourse contexts of the teacher education community and also critical awareness of our reflection on the gap between what we do and what we think we do unknown to ourselves known.

Teaching behaviour is affected by the attitudes towards the teachers themselves and the students.

Ryan and Cooper (2001:186) show that Teachers need to know themselves as well as their students’ attitudes and needs and by achieving these, participant’s observation is one of the ways that enhances self-awareness.

Ohata (2002: 4) agree with Ryan and Cooper by saying that “Observation is to develop teachers’ self-awareness by seeing themselves in others’ teaching”

## **2.2. Previous Studies**

### **2.2.1. Engin, Marion(2010)**

This study presented a description and analysis of scaffolding in the construction of teaching knowledge in a pre-service teacher training course in a Turkish university. The nature of scaffolding in the construction of knowledge has been identified and explored at an interactional level of talk. This study is based on a socio-cultural theory of learning and as such recognizes the influence of the context on the scaffolding of construction of teaching knowledge. It was a qualitative study utilizing ethnographic techniques. Data emerged over time from recorded feedback sessions,

recorded input sessions, self-evaluations, assignments, respondent validations and research diary. This research aims to explore the scaffolding that takes place between trainer and trainee and its relationship with the construction of knowledge.

This study highlights the relationship between context and talk in scaffolding the construction of teaching knowledge. The mutually beneficial relationship of macro and micro-scaffolding points to a teacher training pedagogy which acknowledges both macro-conditions for scaffolding, as well as micro-scaffolding techniques at an interactional level. The sample of the study was a group of 28 teacher trainees in their final year of study at university. They all graduated in June 2009 with an MA in English Teacher Education and qualified teacher status.

Scaffolding in a second language teacher training context is highly contingent on the trainee at a specific time and with a specific task. Similarly, the symbiotic nature of the contextual and interactional scaffolding cannot be ignored.

### **2.2.2. Ghanizadeh, Afsaneh and Fatemeh Moafian (2006)**

The following study, in the first place, attempted to examine the relationship between EFL teachers' self-efficacy and their pedagogical success in Language Institutes. In the second place, the role of teachers' years of teaching experience in their self efficacy was investigated. Finally, the relationship between teachers' age and their self-efficacy was studied. For this purpose, 89 EFL teachers were selected according to available sampling from the different Language Institutes in Mashhad, a city in the Northeast of Iran. Near the end of the term, the teachers were asked to complete the "Teachers' Sense of Efficacy Scale". Simultaneously, a questionnaire which is called the Characteristics of Successful EFL Teachers Questionnaire" was filled in by the teachers' students (N=779). Through this questionnaire, the teachers' performance was evaluated by their students. The subsequent data analysis and statistical calculations via correlation reveal that there is a significant relationship between teachers' success and their self-efficacy. Furthermore, significant correlations were found between teachers' self-efficacy, their teaching experience, and age.

### **2.2.3. Discussion of Previous Studies:**

The first study shares the present study in using the scaffolding term in developing the teaching knowledge of teacher training, and both of them based on a socio-cultural theory of learning as they focus on the identification

and exploration of the scaffolding in construction of teaching knowledge. On the other hand, the second study is similar to the present study as both of them focus on the importance of teacher's self efficacy and the necessity of arousing this problem in pre-service teachers training since their first aim was the relationship between EFL teachers' self-efficacy and their pedagogical success in Language Institutes.

From the comparison of samples size in the three studies, the following conclusion will be exposed: In Engin's study, 28 student-teachers were selected to examine the study aim which is less than the present study sample size (52 student-teachers), while in Ghanizadeh and Moafian's study 89 student teachers were selected. They used the same measurement tool (Bandura's scale of teachers' self-efficacy) compared with Engin's who used a qualitative study. To explore naturally occurring data in his work with trainee's experience in constructing teaching, observation was one of the techniques that are used in Engin's study as well as the present study. The findings of all the three studies ensure the effectiveness of providing the student teachers with teaching competencies on the base of socio-cultural theory of learning. Engin's study focused on scaffolding in learning, the Ghanizadeh and Moafian's study focused on self-efficacy and the present study combines both by showing that the using of a mediator as scaffolding affects teaching competencies and self efficacy and from the results of which the existence of student-teachers' self-awareness was ensured as an effect of the same independent variable.

### **3. Procedures**

#### **The Experimental Work**

It deals with all the procedural measures taken to achieve the aim and the hypothesis of the study.

#### **3.1 Type of Experimental Design**

The type of experimental design followed in the present study is the quasi-experimental design as in Table (1) since the researchers selected two sections randomly as experimental and control groups and then equalize them.

**Table (1)**  
**The Experimental Design**

Dependent variables	Independent Variables	The groups
1. Student-teachers' teaching competencies	The mediator as scaffolding	Experimental
2. Student-teachers' self-efficacy	Traditional training program	Control
3. Student-teachers' self-awareness		

### 3.2 The Population:

The population of the study is represented by fourth Year College students in Department of English, College of Education for Women, and University of Baghdad since fourth year students at colleges of education are Student-teachers. The total number of population is 79 students distributed in three sections.

### 3.3 The Sample:

The sample is selected randomly as two sections from three sections of fourth year classes. One of the sections is the control group and the other one is the experimental one. The number of the student-teachers in selected sections is (52) student-teachers, (26) in each section.

### 3.4 The Equalization between the Experimental and Control Groups:

The researchers tried to equalize the two groups in some of the variables in spite of the randomization in groups' selection.

These factors are as follows:

1. Date of birth
2. Father's academic achievement
3. Mother's academic achievement
4. The students' marks in the subject entitled *Methods of Teaching* in the third year.
5. Pre-assessment of student-teachers' teaching competencies
6. Pre-assessment of student-teachers' self-efficacy
7. Pre-assessment of student-teachers' self-awareness

**1. Date of birth**

Table ( 2) shows that the there are no significant differences atthe level of significance of (0.05) and with the degree of freedom of (50) since the calculated value of T-test is lower than the tabulated value, therefore the two groups areequivalent in their ages.

**Table (2)**  
**The two groups' equivalence in date of birth**

Level of significance	T-test Value		Standard deviations	means	Size of the sample	The group
	Tabulated	calculated				
0.05	1.684	0.067	1.268	190.689	26	Experimental
			1.471	194.071	26	Control

**2. Fathers' Academic Achievement**

Table (3 ) shows that the students in both groups are statistically equivalent in fathers' academic achievement since the calculated value of Chi-square is lower than the tabulated value  $p < 0.05$  and  $df = 4$

**Table (3)**  
**Fathers' Academic Achievement**

value of chi-square		Degree of freedom	Size of sample	Bachelor of arts/science ,M.A & PhD	Preparatory school	Inter Mediate school	Primary School	Read & Write	The Groups
tabulated	calculated								
9.49	0.6	4	26	4	5	7	5	5	Exp..
		4	26	4	6	5	5	6	Control

**3. Mather's Academic Achievement**

Table (4 ) shows that the students in both groups are statistically equivalent in mothers' academic achievement since the calculated value of Chi-square is lower than the tabulated value  $P < 0.05$  and  $df =4$

**Table (4)**  
**Mather's Academic Achievement**

value of chi-square		Degree of freedom	Size of the sample	Bachelor of arts/ science, M.A & PhD	Preparatory school	Interme d-iate school	Primary school	Read & Write	The groups
tabulated	calculated								
9.49	0.28	4	26	3	6	4	6	7	Experiment al
		4	26	4	6	5	5	6	Control

- **The students’ marks in the subject of *Methods of Teaching of the previous year***  
 Table (5) shows that there are no significant differences at the level of significance of (0.05) and with the degree of freedom of (50) since the calculated value of T-test is lower than the tabulated value, therefore the two groups are equivalent in their achievement in method of teaching of the previous year.

**Table (5)**

**Students’ marks in Methods of Teaching of the previous year**

Level of significance	T-test Value		Degree of freedom	Standard deviations	means	Size of the sample	The group
	tabulated	Calculated					
.05	1.684	.067	50	11.020	70.620	26	Experimental
				10.962	68.896	26	Control

- **Pre-assessment of student-teachers’ teaching competencies**

The researchers used the pre-assessment results for equalization between the experimental and control groups. The pre-assessment of student-teachers’ teaching competencies results show that the two groups are equivalent since the calculated value of T-test is lower than the tabulated value which indicates that there are no significant differences  $P < 0.05$  and  $df = 50$  as in table (6)

**Table (6)**

**Pre-assessment of student-teachers’ teaching competencies**

Level of significance	T-test Value		Degree of freedom	Standard deviations	means	Size of sample	The group
	Tabulated	Calculated					
.05	2.020	1.099	50	117.151	1167.307	26	Experimental
				116.337	1202.884	26	Control

- **Pre-assessment of student-teachers’ self-efficacy**

The pre-assessment results of student-teachers’ self-efficacy achieve the equivalence between the two groups in this factor as it is shown in Table (7) which illustrates that there are no statistical differences between the experimental and control groups  $P < 0.05$  and  $df = 50$  in that the calculated value of T-test is lower than the tabulated value.

**Table (7)**  
**Pre-assessment of student-teachers' self-efficacy**

Level of significance	T-test Value		Degree of freedom	Standard deviations	means	Size of the sample	The group
	tabulated	Calculated					
0.05	2.020	0.924	50	182.798	1128.923	26	Experimental
				152.939	1172.115	26	Control

• **Pre-assessment of student-teachers' self-awareness**

The two groups also achieve assessment in their self awareness as table(8) explained that the calculated value of Chi-square is less than the tabulated value  $P < 0.05$  and  $df = 1$

**Table (8)**  
**Pre-assessment of student-teachers' self-awareness**

value of chi-square		Degree of freedom	Size of the sample	Have not self-awareness	Have self-awareness	The groups
tabulated	calculated					
3.84	0.827	1	26	20	6	Experimental
			26	16	9	Control

**3.5. Instruction Period**

The length of the period of instruction is nearly the whole first semester of the academic year 2009 – 2010.

**3.6. The Description of the Mediator function**

The mediator in this study is divided in two sections symbolic section and figurative section. The first section represented by lesson plans prepared by the researchers and handled to the student-teachers to be symbolic model, appendix (3). On the second section, one of the researchers will apply the lesson plans in real lessons in order to be the figurative model.

**3.7. The Measurement tools:**

**3.7.1. The self-efficacy checklist**

Bandura's (2001) Teachers' self-efficacy checklist was modified by the researchers, and they selected 17 items which suited the Iraqi secondary schools and ELTs, appendix (2).

**3.7.2. The student –teachers' assessment checklist**

The researchers modified and used the student –teachers' assessment checklist that is dependent at English Department in College of Education for



Women as a measurement tool for assessing the EFL student-teachers' teaching competencies during the practice period, appendix (2).

### 3.8. Face Validity:

Validity is defined by Bergman (1981:150) as a reflection of how well it measures what it is designed to measure".

After the two checklists have been modified, they will tentatively be exposed to a jury in order to ensure its suitability. The jury included specialists in methodology and specialists in psychology to decide whether the items of the checklists are representative or not (See appendix 1).

According to the suggestions of the jury members some items excluded and others included .The researchers have taken their invaluable notes into consideration.

**Table(9)**

**The Academic Ranks, Names, and Locations of the Jury Members**

College	Name	Academic Rank	N
College of Education (IbnRushd),University of Baghdad	FatinKh. Al-Rifa'i	Professor, Ph.D in ELT	1
College of Education (IbnRushd), University of Baghdad.	MuayyadM.Saed	Professor., Ph.D in ELT	2
College of Education for Women, University of Baghdad.	Najat A. Al-Juboury	Professor., M.A. in ELT	3
College of Basic Education, University of Mustansiriya	Dhuha Attalla Al-Qaraghooly	Asst.Prof .,Ph.D in ELT	4
College of Education (IbnRushd),University of Baghdad.	Shaimaa Al-Bakri	Asst.Prof .,Ph.D in ELT	5
College of Education (IbnRushd),University of Baghdad.	Salam H.Al- Temimi	Asst.Prof., Ph.D in ELT	6
College of Education for Women, University of Baghdad.	Radhiya Al-Khafaji	Instructor, Ph.D in ELT	7

### **3.9. The Reliability:**

Reliability is the degree of accuracy with which a given test or a set of scores measures whatever it is measuring. (Verma&Beard, 1981:86) On basis of this definition, reliability is used to enrich the instrument of a research with accuracy and consistency. Thus, to ensure the reliability of the checklists, the Cornbach formula is used and it is found out that the reliability coefficient for the self-assessment scale is (0.91) which is very high and the reliability coefficient of the assessment scale for the student-teachers' performance is (0.93) which can also be seen as very high.

### **3.10. The Statistical Methods:**

To achieve the objectives of the study, the following statistical measures have been adopted:

1. Two independent samples T-test formula was used to measure the differences between the experimental and control groups in the student-teachers' performance and student-teachers' self-efficacy.
2. Alpha Cronbach formula for reliability coefficient was used to measure the reliability of the scales.
3. Chi-Square is used for finding the statistical differences in self-awareness

## **4. Result Analysis**

Relevant to the aims and hypotheses of the study, the following results are drawn from the analysis of data.

### **4.1 The effect of the mediator as scaffolding on student-teachers' teaching competencies:**

One of the aims of the present study is to investigate the effect of the mediator as scaffolding on student-teachers' teaching competencies, the researchers try to investigate the null hypothesis of this aim, which reads as follows:

**There is no statistically significant difference between the experimental and control groups in student-teachers' teaching competencies.**

The results of the T-test in Table(10) show that there are statistically significant differences between the experimental and control groups in their teaching competencies in favour of the experimental group as the T-test

calculated value is (7.654), whereas the tabulated value is (2.020 )  $P < 0.05$  and a df 50 , therefore the null hypothesis is rejected.

**Table (10)**  
**T-test value of the student teachers’ teaching competencies in post assessment**

Level of significance	T-test Value		Degree of freedom	Standard deviations	means	Size of sample	The group
	tabulated	Calculated					
0.05	2.020	7.654	50	85.137	1414.23	26	Experimental
				102.65	1214.03	26	Control

**4.2 The effect of the mediator as scaffolding on student-teachers’ Self-Efficacy:**

Another aim of the present study is that of investigation the effect of the mediator as scaffolding on student-teachers’ self-efficacy. The researchers investigated the null hypothesis of this aim, which reads as follows:

**There is no a statistically significant difference between the experimental and control groups in student- teachers' self- efficacy**

Table (11) shows the results of the T-test which clarified that there are statistically significant differences between the experimental and control groups in their self- efficacy in favor of the experimental group as the T-test calculated value is (6.117) while the tabulated value is (2.020 )  $P < 0.05$  and a df 50 , therefore the null hypothesis is rejected.

**Table (11)**  
**T-test value of the student- teachers' self- efficacy in post assessment**

Level of significance	T-test Value		Degree of freedom	Standard deviations	Means	Size of the sample	The group
	tabulated	Calculated					
0.05	2.020	6.117	50	60.873	1395.5	26	Experimental
				135.69	1217.07	26	Control

### 4.3. The effect of the mediator as scaffolding on student-teachers' Self-Awareness:

In order to find out the extent of the student-teachers' self awareness after exposing the experimental group to the scaffolding of the mediator, the researchers investigated the following null hypothesis:

**There are no statistically significant differences between the experimental and control groups in their self- awareness**

Table (12) shows the results of the Chi-Square which clarified that there are statistically significant differences between the experimental and control groups in their self- awareness in favor of the experimental group as the calculated value of Chi-Square is higher than the tabulated value  $P < 0.05$  and a  $df = 1$ , therefore the null hypothesis is rejected.

**Table (12)**  
**Post-assessment of student-teachers' self-awareness**

value of chi-square		Degree of freedom	Size of the sample	Have not self-awareness	Have self-awareness	The groups
tabulated	calculated					
3.84	12.796	1	26	7	19	Experimental
			26	20	6	Control

### 4.4. Conclusions:

In the light of the findings, a number of conclusion points can be drawn. The first one is concerned with the first aim which is verified in the rejection of the null hypothesis; the mediator affected the student – teachers' teaching competencies which show that the researchers find wide discrepancies between the theoretical backgrounds concerning the new trends and techniques of teaching methods as they are insufficient for supporting the student teachers in their practical experience. The learners mostly need a model to imitate and teach since the textbook, *Iraqi Opportunities*, is new with new techniques and strategies. The instructor as a trainer is the best model for the student-teachers as trainees. Student teachers showed a radical change in their teaching.

The second conclusion reflects the Vygotskian notion of the Zone of proximal development shows that the gap is bridged between the student-teachers' actual awareness of themselves as teachers by reflecting on their roles and the potential level of asking them to monitor their

instructor and peers performance by using the same checklist that their performance is assessed.

The relationship between the student teachers' teaching competencies and their self-efficacy is of pivot of the third importance. Scaffolding the student-teachers with theoretical background enhances the correlation between the student teachers' teaching competencies and their self-efficacy. The results show that the correlation in experimental group is higher than those of the control group. This result reinforces the importance of the study where the support is extended to the instructor herself as she became aware of her teaching, her self-efficacy and the students' actual level of competence.

In sum, the instructors must be aware of the current state of her students and the provision of appropriate scaffolding needed to overcome the difficulty and supply mediation to remedy and support the students' learning.

## **5. Recommendations and Suggestions**

### **5.1 Recommendations:**

As consequence of the study results, the researchers present the following recommendations:

1. Providing the student-teachers with extra models such as video films for real class teaching by other instructors such as those in shaping the way series.
2. Training the regular teachers at the directorates of education by college trainers after verifying their knowledge and abilities by enrolling them in an in service training.
3. Sending the college instructors and trainers into Arabic and foreign countries to increase their competence and become more effective models.

### **5.2**

### **5.3 Suggestions:**

1. Studying the possibilities training the students at earlier classes such as second and third years to incubate the ways and strategies of teaching.
2. Studying the effectiveness of recording the micro lessons and the student-teachers lessons during the practice period.
3. Providing the student teachers with more than one trainer or mediator each in accordance with his strong fields.

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